

ÄSCS

ASCS does not claim to have authored these notes. Neither ASCS nor the Faculty of Economics, Management or Accountancy (FEMA), is responsible for the contents found within such notes.

These notes are an important study resource meant to supplement the content provided during lectures, yet they are in no way intended to replace lecture notes. There may have been changes in some study-units.

If you require any further information and assistance feel free to contact us on academicascsgmail.com.

PSYCHOLOGY

Chapter 1 : HUMAN RELATIONS

Human Relations is the study of relationships among people and how they interact. It looks at how this knowledge can be used to improve personal, job and career effectiveness. It includes all types of interactions including conflicts, collaborations and groups. Effective human relations is a combination of knowledge, experience, skills and attributes which collectively help you perform effectively. It involves cognitive skills (decision making, problem solving, critical thinking, creativity and innovation), relationship skills (influence and negotiation, communication, listening and trust building) and personal capabilities (adaptability, flexibility, degree of integrity and honesty and your approach to self-development).

Better Human Relations skills means better able to work with others and are more likely to succeed in their careers and in life

Strengthening your human relations skills involves an understanding of your own psychology and that of others.

Human Relations skills: strong, self-confident, modest, considerate of others, listen, are thoughtful, are confident and are able to relax.

A system is a group of interrelated items or parts that act as a whole.

Factors that influence how people interact and behave at work: External factors, factors in the organization, factors in the job, manager, group and individual factors (which include emotional intelligence, attitudes, perceptions, motivation, communication, ethics and openness to change).

Human Relations is important as effective human relations skills contribute to organizational and individual success. Many companies seek these skills in their employees and many even provide training and development in these skills to their employees.

To be a valuable employee you will need a mix of technical skills- to do the tasks within your job, administrative skills- to help you cope with bureaucracy, and people skills- work effectively with others.

Characteristics of 21st century organizations are; turnaround time, speed, uncertainty, virtual corporation, unique capabilities, agility, knowledge infrastructure, geographical diversity and learning.

Human relations skills give employers and employees a competitive leg up. These skills may be the greatest contributor to the success or failure of your career.

Understanding human relations will enable you to gain valuable insight into how and why people think as they do, acquire skills for interacting with them and develop skills for coping with potential job problems.

Schools of Thought on Human Relations

The Classical School of Management

Focused on efficiency

Two Branches of this school developed. These were the scientific management theory (Frederick W Taylor and Frank and Lillian Gilbreth) and the classical organizational theory (Henri Fayol)

Taylor - The Father of Scientific Management believed that tasks could be analyzed scientifically to make them more efficient. His work led to mass production and his scientific system influenced the development of every modern industrialized nation.

Frank and Lillian Gilbreth measured and improved the motion of work. Their work resulted in the famous time and motion studies that became a popular means of improving productivity.

Henri Fayol- 14 principles of management which included division of work, authority, discipline, chain of command and other concepts still used in management today.

The Behavioral School of Management

Disenchantment with the authoritarian, task oriented approach of the classical school, increasing unionism and the post war boom led to the behavioral school of management

Two branches:

- The Human Relations Approach

The Hawthorne effect- productivity increases due to the employees receiving attention and feeling that someone cared about them. - The

idea that the human element is more important to productivity than technical or physical aspects of the job. (Mayo- the father of human relations and provided insights into the understanding of human relations in organizations)

- The Behavioral Science Approach

Scientific methods used to explore efficient management techniques.

The Management Science School of Management

Models are analytical tools that help managers make decisions and plan and control organizational activities.

21st century skills include learning and innovation skills, information, media and technology skills and life and career skills.

If organizations don't adjust to changing environments, they'll suffer financially or even go out of business. All organizations are vulnerable to a number of outside forces.

Chapter 2 - HANDLING EMOTIONS IN THE WORKPLACE

People's emotions, of course, influence their actions. When employees are able to control their emotions and manage them effectively, the performance of the organization as a whole improves.

Emotions are your feelings, impulses to act, and mind and body reactions. They have a powerful impact on how you perceive people and situations. Examples of emotions are anger, sadness, fear, enjoyment, love, surprise, disgust, and shame. Emotions help shape our decisions, behaviour, and actions. Being able to manage your emotions and to deal effectively with co-workers and their emotions is the basis of your emotional intelligence.

Emotional intelligence refers to your ability to recognize and manage your feelings and those of others. People with emotional intelligence have a thorough understanding of their own emotions, and they're good at understanding those of others.

Psychologist Edward Thorndike identified three different kinds of intelligence: abstract (thinking), mechanical (knowing how to do things, such as run a machine), and social. He described this new idea of social intelligence as the ability to understand and deal wisely with others.

According to Daniel Goleman, emotional intelligence has five important components:

- Self-regulation
- Motivation
- Social skills
- Empathy
- Self-awareness

Each of the five emotional intelligence components has several qualities, skills, and behaviours that lead to competencies—practical, useful ways in

which we handle emotions on the job or in life. For example, being a good leader is a competency based on social skill, and a strong drive to achieve is a competency based on motivation.

Self-awareness means knowing yourself on an emotional level—recognizing and understanding your moods, emotions, and drives and how they affect you and others. For example, Javier, an emergency room nurse, knows that after an especially difficult shift, he's not going to want to talk to anyone for a while, so he plans some time alone. Self-confidence and the ability to assess yourself realistically are two competencies for self-awareness.

Self-regulation is your ability to control or redirect impulses and moods that are disruptive. It's also the ability to stop and think before acting. Sami, for example, has been having a lot of problems with his teenage son and often isn't in the best of moods when he arrives at work. But you'd never know it from the pleasant, professional way he talks with customers and co-workers.

Motivation is a drive to achieve for the sake of achievement itself—not for money, for instance, or someone else's approval. Caleb is a minister who takes a deep and perpetual satisfaction in his work. Whatever his next assignment, he always approaches it with drive and enthusiasm. Competencies for motivation include a passion for one's work, a positive attitude, and commitment to the group or organization.

Empathy is the ability to understand other people's emotions and to respond appropriately to them. Kevin has a knack for knowing what will appeal to a particular customer and tailoring his approach to make a sale. A service-oriented attitude toward customers and sensitivity to people of other cultures are two competencies for empathy.

Social Skill is the ability to get along well with others—to manage relationships and build networks. It also means the ability to find things in common with others and to build rapport. Two competencies for social skill are the ability to persuade people and to be a team leader.

Why Emotional Intelligence Matters

Many of the skills that employers look for in the employees they hire are emotional intelligence competencies, such as interpersonal skills, leadership ability, flexibility, and teamwork skills. Customer service skills, another emotional intelligence competency, are vital to almost any organization's success. Increasingly, organizations are finding that emotionally intelligent employees are better performers and more effective in their interactions with fellow employees. Also organizations that act toward their employees in an

emotionally intelligent way become more satisfying and desirable places to work.

Self-Awareness

Self-awareness means recognizing your emotions, moods, and drives; truly understanding them; and knowing how they affect us and others. Before we can control our emotions and use them in an effective manner, we need to understand them.

Perceptions and Factors That Influence Them

An important step in becoming more self-aware is understanding how your perceptions affect you. Perception is the process by which you acquire mental images of your environment. Perceptions, whether distorted or accurate, contribute to attitudes and decisions.

Self-Confidence

Self-confidence is a competency for self-awareness that is essential for success. To envision your goals, to strive, and to achieve, you need to have confidence in yourself and your abilities. It's an attitude that allows you to have positive, yet realistic, views of yourself and situations.

Further, their self-confidence usually encourages others to have confidence in them. People with low self-confidence often expect themselves to measure up to unrealistic expectations. People with low self-confidence often rely on the approval of others to feel good about themselves. They avoid taking risks because they're afraid of failing. Generally, such people don't view themselves as successful. Related to self-confidence is self-esteem. Self-esteem refers to how you feel about yourself.

Self-Regulation

Self-regulation is the second major component of emotional intelligence. It means being able to control or redirect impulses and moods that are disruptive. It's also the ability to stop and think before acting. We can't stop ourselves from experiencing emotions. But we can control them, and we can even direct them in constructive ways. Self-regulation is a key measure of maturity and helps you determine the outcome of your actions.

Motivation and Empathy

The next two components of emotional intelligence are motivation and empathy.

Motivation

Motivation is the desire to achieve for the sake of achievement itself. A positive attitude is one of the competencies for motivation. It's also a very important quality that employers look for in job applicants.

While some people by nature tend to be more negative or more positive, you can develop a positive attitude. Three approaches that help are to

- change your thought processes
- engage in positive self-talk
- use visualization.

Empathy

Empathy is the ability to understand other people's emotions and to respond appropriately to them. It's essentially the ability to put yourself in others' shoes. Service to clients and customers is a competency for empathy. Employees who are good at customer service make a point of learning about their customers.

Social Skills

Social skill, the fifth component of emotional intelligence, is the ability to get along well with other people—to manage relationships and build networks. It's the culmination of all the other components. Like the other components of emotional intelligence, social skill improves with experience and practice.

Part of social skill is understanding the various roles you play in life and then behaving appropriately for that role. People feel more comfortable dealing with individuals who fit roles as the roles are perceived. Be sensitive to the roles that you play and the perceptions and expectations that others have of you in those roles. Learn what the expected behaviours are and conform to them when appropriate.

Socially skilled people are assertive in expressing their thoughts and feelings. Assertiveness

means expressing your thoughts and feelings while asking for what you want in an appropriate, calm, and confident manner. It is acting in a way that is neither too pushy nor too passive.

People often confuse assertiveness with aggressiveness. An assertive approach shows respect for the contributions and feelings of others. An aggressive approach, on the other hand, fails to consider whether other people will be hurt by what you say.

Interacting Effectively with Your Boss

Having a good relationship with your supervisor is important in determining how your career progresses.

Some key ways to make a good impression on your supervisor include the following:

- Demonstrate a positive attitude.
- Have a strong work ethic. Do all your work on time and to the best of your ability.
- Be willing to assume additional responsibilities.
- Get involved in high-visibility projects and activities.
- Have a professional presence.

Chapter 3 - MOTIVATION

Wants vs. Needs

Often we are conditioned to think that our wants are our needs, when, in fact, a need can be satisfied much more simply.

Needs are divided into two categories:

- primary (physiological)
- secondary (psychological)

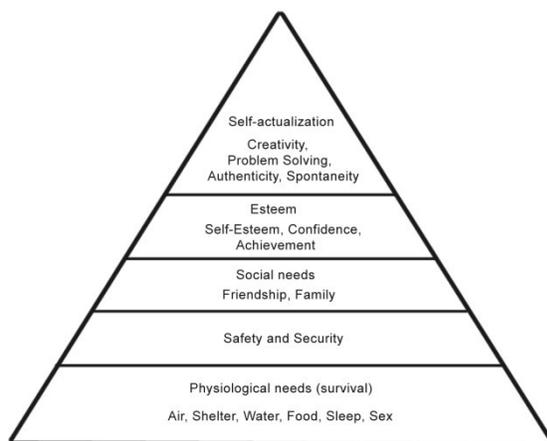
Primary needs are required to sustain life. These include food, water, air, sleep, and shelter (for individual survival) and sex/reproduction (for survival of a societal group).

Secondary needs include the need for security, affiliation or love, respect, and autonomy. Secondary needs are a result of our values and beliefs. These needs are not identical for everyone, and neither is the value or priority placed on satisfying them.

Four Theories of Motivation

Many theories have been developed about motivation. Four of these theories apply to individual behaviours in the work setting. Abraham Maslow, Frederick Herzberg, David McClelland, and Victor Vroom contributed the most to understanding motivation in the workplace.

Maslow's Hierarchy of Needs



Physiological Needs

Your physiological needs include your desire for food, sleep, water, shelter, and other satisfiers of physiological drives. These are your most basic needs and, until they are satisfied, other needs are of little or no importance. In the workplace, adequate air conditioning and heating, water fountains, cafeteria or snack machines, and other satisfactory working conditions are designed to meet some of these needs.

Safety and Security Needs

Today, safety and security needs are more often reflected in your need for economic and emotional security than for physical safety. At work, safe working conditions, job security, periodic salary increases, adequate fringe benefits, or a union contract may fulfill these needs.

Social Needs

Your social needs centre around your desire for love, affection, acceptance in society, and meaningful affiliation with others. These needs are often satisfied in the workplace by compatible friendships in the work group, quality supervision, and membership in professional association or organizations.

Esteem Needs

Often called Ego Needs, your esteem needs include your need for respect from yourself and others. Fulfilling these needs gives you a feeling of competence, control, and usefulness. In the workplace, these needs are generally met through meaningful work, increased responsibility, peer and supervisory recognition for work well done, and merit pay increases or awards.

Self-Actualization Needs

Your self-actualization needs refer to your desire to become everything of which you are capable, to reach your full potential. These needs include the desire to grow personally, to use your abilities to the greatest extent, and to engage in creative expression. In the workplace, these needs are most often met through a challenging job, the opportunity to be creative, and advanced professional achievement.

Maslow believed that we generally satisfy these needs in a hierarchical order, fulfilling basic needs first before moving on to the higher-order needs. However, he added that we can move up and down the hierarchy, depending on the situation at hand.

Herzberg's Two-Factor Theory of Motivation

Frederick Herzberg presented his two-factor theory of motivation. He asked over 200 accountants and engineers about what in their work led to extreme satisfaction or extreme dissatisfaction. Herzberg concluded that two sets of factors or conditions influence the behaviour of individuals at work. He called the first set hygiene factors and the second set motivational factors.

Hygiene Factors

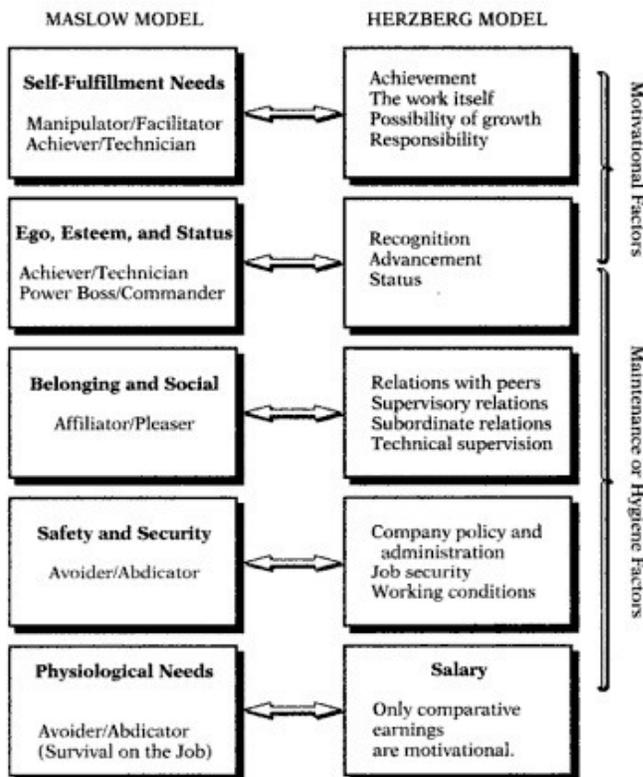
Hygiene factors, also known as maintenance factors, are factors in your job that are necessary for you to maintain a reasonable level of satisfaction. These factors include company policies and procedures, working conditions and job security, salary and employee benefits, the quality of supervision, and relationships with supervisors, peers, and subordinates. Although the

absence of these factors may cause you considerable dissatisfaction, their presence will not necessarily make you more motivated. Generally, these factors prevent employees from being unhappy in their jobs. However, happy employees are not necessarily motivated workers.

Motivational Factors

According to Herzberg, motivational factors in your job build high levels of motivation and job satisfaction. These factors include achievement, advancement, recognition, responsibility, and the work itself. Herzberg found that highly motivated employees have a high tolerance for dissatisfaction if adequate maintenance factors are absent. This has to do with employees' perceptions of motivational factors. A factor that motivates one individual may be perceived as a mere maintenance factor by another

Herzberg's theory extended Maslow's ideas and made them more specifically applicable to the workplace. Additionally, it reinforced the concept that while some factors tend to motivate employees, others have little effect on worker productivity. We tend to be motivated by what we are seeking (search) rather than by what we already have.



McClelland's Acquired Needs Theory

David McClelland developed a theory of motivation that says your needs are the result of your early personality development. Calling it the acquired needs theory, he wrote that through cultural exposure, people acquire a framework of three basic needs: achievement, power, and affiliation. McClelland's premise was that these three needs are the primary motives for behaviour.

Vroom's Expectancy Theory

His expectancy theory views motivation as a process of choices. According to this theory, you behave in certain ways because you expect certain results from that behaviour. For example, you may perceive that if you study hard for an upcoming examination, you stand a strong chance of getting an "A" in the course. If you have a need for the prestige or achievement inherent in making an "A," you're more likely to work for it, expecting to receive the high grade to fulfil your need.

The most persistent theme in motivational theories is that all behaviour is directed toward some goal to satisfy a need. If the action you take leads to positive outcomes, you will probably repeat the behaviour. If the action you take leads to negative results, you will usually not repeat the behaviour.

Motivating Others

Both at work and in your personal life, you may be placed in positions of leadership and held responsible for accomplishing a goal. As a leader, you are likely to be judged by the performance of your group. The output of followers usually depends on their motivation to do what they are asked to do. Performance and motivation are closely linked, so a large part of your job as the leader is to obtain maximum output from your group.

How Motivators are Changing

Managers and supervisors are recognizing significant changes in what motivates employees in today's workplace. The changes have come about because four generations are now fully engaged in the workplace: the Traditionalists, born before 1946; the Baby Boomers, born between 1946 and 1964; Generation X, born between 1965 and 1979; and Generation Y (or Millennials) , born after 1979.

Traditionalists are remaining in the workforce well past the traditional retirement age. They're working longer because of their personal financial situation, because they are physically and mentally healthy, because they like what they do, and because of a personal/family situation.

Baby Boomers, on the other hand, are more motivated by work that provides a sense of identity—interesting and challenging work, recognition and appreciation for a job well done, more participation in decision making, and more leisure time.

Generations X and Y have untraditional mind-sets when compared to their baby boomer parents. They tend to have a confident attitude, and statistically they may be weaker in written and oral skills than the boomer generation.

Generation X workers are quick thinkers and risk takers, want immediate gratification, and often have advanced technical skills. Generation X is entrepreneurial. Individuals in this age group create new businesses faster than all other age groups and maintain successful start-up companies at a rate three times higher than any other age group. They want to control their destiny, make all the decisions, and keep all the money.

Generation Y: the Millennial Generation, or simply Millennials. Generation Y has been shaped by the technological revolution that occurred throughout their youth. Gen Y grew up with technology, so being connected and tech savvy is in their DNA. Equipped with latest technology and gadgets, such as iPhones, laptops and lately tablets, Generation Y is online and connected 24/7, 365 days a year. Many Millennials grew up seeing their Baby Boomer parents working day and night doing stressful corporate jobs, which has shaped their own views on the workforce and the need for work-life balance.

New Methods for Motivating Workers

The challenge of managing, motivating, and retaining workers from varied generations requires a new set of attitudes and skills. The assumptions that money alone motivates and that the workplace is of prime importance in workers' lives are no longer valid. In order to develop interesting and challenging work, employers must devote more time to employee development in the form of education and training, job enrichment, and job enlargement.

Chapter 4 - COMMUNICATION

Communication is the process by which people exchange information through a common system of symbols, signs, or behaviour. Listening and speaking are the most frequently used. They're also the two in which we receive the least training. However, you can sharpen any communication skills through experience, training, or both.

Employers look for strong communications skills in their new employees. Effective communicators understand when to use impersonal, interpersonal, and personal communication.

Impersonal communication normally refers to items such as reports.

Interpersonal communication involves communicating or networking with other individuals, groups, or even organizations.

While you will use personal communication at work, exercise caution in what you share, where and when you share it, and with whom.

Communication Flow

The elements of the communication process are the sender, the receiver, the message, and feedback.

Feedback should be timely, often, and precise. Feedback improves communication and saves time. It can also reduce errors and human relations problems. In face-to-face communication, feedback can be fast, with both the listener and the speaker continuously giving feedback to each other verbally and nonverbally. This happens through frowns, nods, verbal expressions of agreement or disagreement, questions, statements, and other means. Even silence can be a surprisingly powerful form of feedback. It can, for example, communicate power, uncertainty, agreement, or disapproval.

Feedback can also be provided electronically. You've no doubt received receipts at fast food restaurants, office supply stores, discounters, and elsewhere asking you to evaluate their service or products online or over the phone.

Several factors can make a difference in the success or failure of your communication:

Time

The way you use time is important. Frequent tardiness (late) will cause others to view you as disorganized, disrespectful, and even rude. Developing the habit of punctuality can enhance your communication, relationships, and professional image.

Timing

To be effective in your communication, remember that at times everyone needs to be left alone or at least have fewer interruptions. If you try to force communication with them at those times, don't be surprised or hurt if they seem uninterested. On the other hand, keeping your supervisor informed in a timely manner is important.

Context

Context refers to the conditions in which something occurs that can throw light on its meaning. For example, if your boss says that the company is considering reorganization, you could draw a number of different conclusions. If this statement is made during a poor economy, you may fear

losing your job. However, if it is made during an economic boom and the company is enlarging the area you service, your job may be more secure than ever. Therefore, consider the context of a message along with its other components to interpret it more accurately.

Medium

The medium is the form in which a message is communicated. For example, if you receive an express or registered letter from an attorney, it may create more anxiety than one through regular mail. Another point to consider is not only what medium is suitable, but also what medium the receiver prefers. If you know that a customer never reads e-mail, call him instead.

Humour

Humour can assist communication but must be used carefully to avoid causing offense, embarrassment, and misunderstanding.

Making your Communication Skills work

To communicate effectively, focus on sharpening your basic skills. These include listening, speaking, writing, nonverbal communication, and presentation skills.

Listening Skills

Good listening skills are required at every level of an organization, particularly the higher levels. Showing a genuine interest in what others are saying to you is a good way to build a strong, long-term working relationship.

Speaking Skills

Spoken communication is any message sent or received through oral words. We talk to our co-workers all day long, but we may not always give enough thought to what we're saying.

To make your communication effective, choose the right level of communication and respect confidentiality.

The first level is the conventional, cliché, or cocktail conversation. This communication with casual acquaintances at work is fairly impersonal. An example is "How are you?" Fine, how are you?"

The second level is exploratory. It is communication about facts or other people. For example, you may report, "John is handling the Mercer account." Notice that on this level you are not sharing information about yourself. Rather, you are "exploring" your relationship with another by sharing neutral information.

Level three is participative. On this level, you start talking about yourself. For example, you might say, "I'm having fun with the Austin project." This talk

can evolve into self-disclosure, in which you start to express your ideas and feelings.

Free sharing makes up the last level.

At this deepest level, which involves some risk, you share your more personal thoughts and feelings. For example, you may say to your boss, "I'm having fun with the Austin project, unlike the nightmare I had with the Dempsey work." People who are emotionally healthy and socially adept are able to use all levels and know when each is appropriate

Chapter 5 - ETHICS AT WORK

Ethics is a set of moral values separating right from wrong. Ethics are values we "ought" to follow, while laws are rules we must legally follow. When

unethical behaviour violates the law, you can usually expect legal consequences.

Your ethical behaviour is important because it can significantly impact your success in life.

Values are frequently linked with ethics but are actually a part of what collectively makes up your ethics. Values are principles, standards, or guidelines you consider desirable and important. They may include but are not limited to the following examples:

- Integrity
- Honesty
- Loyalty
- Trust
- Respect
- Dependability
- Punctuality
- Hard work
- Fairness
- Kindness
- Sincerity

Your values will determine how you will behave in certain situations. For example, were you to get your first job as a bank teller at the local bank, you'd want to be dependable, punctual, trustworthy, and honest to impress your employer.

Business ethics, on the other hand, are rules of conduct that apply to businesses and their employees. They are a way of putting many of your values into play in the business setting.

Understanding Ethical Issues

Ethics is not only an individual issue but also an organizational one. The longer you spend in a workplace, the more you'll see how a company's ethics affect an organization's employees, its customers, and the public in general.

Social Responsibility

One of the more prominent concerns in business and industry is social responsibility, the obligation we have to make choices or decisions that are beneficial to the whole of society. Both the Generations X and Y workforce and the general public have a genuine interest in what corporations are doing today to protect the environment and other social issues affecting their communities.

Of considerable importance today is corporate social responsibility, the idea that corporations have an ethical obligation beyond their economic, profit driven purpose to stockholders and owners. It is mutually beneficial to the corporation and the community.

Corporate social responsibility may be viewed from one of three perspectives:

- classical
- accountability
- public

The classical perspective holds that businesses need not feel responsible for social issues and should concentrate on being profitable. This view suggests that profit is the bottom line and that ethics has a lesser role in the situation.

The accountability perspective holds businesses accountable for their actions, with a responsibility to be fair and considerate in their business practices. This view requires sensitivity to environmental and social issues and prevents unethical decisions in such matters as toxic waste disposal and discrimination against minorities, women, older employees, or workers with disabilities.

The public perspective links businesses with the government and other groups to solve social and environmental problems actively. This view requires involvement by all parties in improving the general quality of life. Decisions are made with the goal of profit for the business but also with consideration of impact on pollution or unemployment. EX: Starbucks is a successful model of this perspective.

Many companies are addressing business ethics by developing sophisticated written standards guiding their ethical obligations and corporate responsibility.

Managing yourself Ethically at Work

Behaving ethically and responsibly enhances your life, makes human interactions less stressful, and boosts self-esteem. Additionally, understanding ethics can make or break your career. Anyone working today needs to take the following measures:

- Learn about and respect the value systems of others
Remember that others grew up in different circumstances and may have developed a different set of values. Aim to respect those values.
- Learn about the ethics and the norms of your place of business

If your business has a written ethics policy or set of guidelines, be sure you are familiar with it.

Chapter 6 - EFFECTIVE DECISION MAKING

Effective decision making greatly impacts the organization and human relations system. Leadership, the manager's style, and how the group and individual approach decision making are particularly affected within the organization.

Making Better Decisions

An orderly approach will help when making decisions. The first order of business is deciding what decisions should be made first. Then, decide whether the decision should be made by an individual or a group. If the group will make the decision, certain protocols should be followed. Once these choices are made, the next course of action is determining whether utilizing decision-making tools will improve the effectiveness of the decision. The goal of group problem solving is to reach consensus (agreement)—to develop a solution that all members can support, even if it's not each member's first choice.

Most scientists believe the human brain can only consciously process between five and nine pieces of information at a time.⁹ Because of the limitation of the brain and the wide variety of information available, decision makers are increasingly using computing power in the decision-making process. Decision support systems (DSS) are generally computer applications that help sort through large amounts of data and pick among a variety of choices.

Some DSS models consider the relationship to the user. A passive system simply collects and organizes data while an active system actually processes data and shows solutions. A cooperative system collects data and performs analyses, allowing the human component to revise or refine the system.

Another popular DSS model takes into account the type of assistance given. Common types are:

- Model Driven—Decision makers use statistical, simulations, or financial models to develop a solution or strategy.
- Communications Driven—Collaborators work together to come up with a series of decisions to develop a solution or strategy.
- Data Driven—Emphasis is placed on collected data that is then manipulated to fit the decision maker's needs. Generally the data

forms a sequence, such as daily sales, operating budgets from one quarter to the next, or inventory levels over the sales cycle. A company might use this information to determine when and how much new product to produce.

- Document Driven—Documents in a variety of data types such as text documents, spreadsheets, database records, images, sounds, and video are used to develop decisions or further manipulate the information to refine strategies.
- Knowledge Driven—Special rules are stored in a computer or used by a human to determine whether a decision should be made. Companies, for instance, may sort resumes for a position using rules that identify minimum skills for the job.

Improving Critical Thinking

Critical thinking is the process of evaluating what other people write or say in order to determine whether to believe their statements.¹⁸ Critical thinkers gather all available information and take into consideration what others have stated or discovered about the issue as well as their own observation, experience, reasoning, and reflection. Anyone can greatly improve the quality of the thought processes that go into making a decision by learning to do the following:

- Distinguish fact from opinion
- Understand the differences between primary and secondary sources
- Evaluate information sources
- Recognize deceptive (giving an appearance) arguments
- Identify ethnocentrism and stereotypes

Distinguishing Fact from Opinion

An effective critical thinker will listen carefully with an open mind and weigh what is stated, distinguishing fact from opinion. A fact is a thing that is known to be true, to exist, or to have occurred while an opinion is a view about a particular issue and is not necessarily true.

Understanding Primary and Secondary Sources

A primary source is original material that has not been interpreted by anyone else. Examples of primary sources include court records, letters, and government documents. Original research and position papers of organizations are also considered primary sources.

While an eyewitness account is a primary source, realize that the person's account might be coloured by personal experience and potential stake in the situation. For instance, the eyewitness account of an industrial accident

might be different if told by the employee accused of ignoring safety regulations than by a person standing nearby who witnessed the accident.

A secondary source consists of information collected from primary sources and then interpreted by the collector. Many magazine articles, critical analyses, and histories are considered secondary sources.

Recognizing Deceptive Arguments

Understanding the art of deceptive arguments can help you look past the clutter and examine the real issues. Some of the types of deceptive arguments are as follows:

- Bandwagon—the idea that "everybody" does this or believes this. Commonly held beliefs are not necessarily correct beliefs.
- Scare tactics—the threat that something terrible will happen if you don't do or don't believe this.
- Personal attack—criticizing an opponent personally instead of debating his or her ideas rationally
- Testimonial—quoting or paraphrasing an authority or celebrity to support one's own viewpoint.
- Straw person—exaggerating or distorting an opponent's ideas to make one's own seem stronger.
- Slanting—persuading through inflammatory and exaggerated language instead of reason.

Nurturing Creativity and Innovation

Creativity is a thinking process that solves a problem or achieves a goal in an original and useful way. Simply stated, it is the ability to come up with new and unique solutions to problems. Turning these creative solutions into products and services, innovation, is growing in importance in the global economy. Creativity and innovation are becoming essential in keeping a competitive advantage, both individuals and organizations need to foster these skills.

The Five Stages of the Creative Process

- Preparation
- Concentration
- Incubation
- Illumination
- Verification

Turning Creativity into Innovation

No matter how creative you are, your creativity is useless to organizations unless innovation occurs. Knowing how to present ideas successfully and get others to act on them is a crucial skill for you.

Problems and Solutions

A popular definition of a problem is a puzzle looking for an answer. Whether the problem is an organizational one or a personal one, it can be defined as a disturbance or unsettled matter that requires a solution if the organization or person is to function effectively. Sometimes problems are obvious. Other problems only become evident when expected results are compared to actual results. In that case, the gap is the problem that needs solving.

- Identify the problem
- Generate ideas
- Determine plan of action
- Implement the plan
- Evaluate the effectiveness of the plan

Chapter 7 - GROUPS AND TEAMS

Groups at Work

A group is two or more individuals who are aware of one another, interact on a regular basis, and perceive themselves to be a group. Regardless of a group's size or type, the ability to work well with others is the most important requirement for being an effective group member. Most groups have a common thread: the purpose of satisfying organizational or individual needs.

Work groups are important because they influence the overall behaviour and performance of individuals in the workplace. The groups we belong to at work fall into two general categories:

- Formal
- Informal

Formal Groups

A formal group is designated by an organization to fulfil specific tasks or accomplish certain organizational objectives. Group members may have similar or complementary skills, responsibilities, or goals clearly related to the organizational purpose. Positions within the formal group are officially

identified, usually assigned to individuals, and meant to provide order and predictability in the organization.

There are two kinds of formal groups. The first is the functional group, which is made up of managers and subordinates assigned to certain positions in the organizational hierarchy that together fulfil a specific, ongoing function.

The second kind of formal group is the task group, which is formed for a specific reason with members drawn from various parts of the organization to accomplish a specific purpose. A task group may consist of individuals representing various functional specialties across the organization. An example of a task group is a committee, which may be formed to develop procedures, solve a short-term problem, exchange ideas and information, or make recommendations for a decision.

- Ongoing committees are relatively permanent groups that address organizational issues on a continuous basis.
- Ad hoc committees, on the other hand, have a limited life, serving only a one-time purpose and disbanding (dissolve) after accomplishing it.

Informal Groups

Informal groups form spontaneously when members with similar interests get together voluntarily. They may share social interests, such as politics, sports, and other recreational activities. The formation of informal groups in the workplace is natural. Groups tend to form whenever people are in close proximity and have occasion to see and talk to one another frequently.

There are a few important facts to know about informal groups. First, they satisfy individual needs, something that might not happen in a formal group. Second, although informal groups do not appear on the company's formal organization chart, they have a powerful influence on members' behaviour. Third, informal groups exist in all organizations and do not necessarily indicate that the formal group is inadequate or ineffective.

Why People Join Groups

Studies have identified the four most common reasons for joining groups as social connection, power, self-esteem, and goal accomplishment.

- Social Connection
- Power
- Self Esteem
- Goal Accomplishment

Teams at Work

Throughout your life, you will be a member of many different teams, some at work and some in other areas of your life. We commonly think of a team as a group of individuals doing the same activity or task. In today's work environment, however, teams may include representatives from a variety of disciplines, departments, or even different lines of business who come together to achieve a common objective. When an identifiable group of people are working together toward a common goal and are dependent upon one another to realize that goal, they may be referred to as a team.

Benefits of Teams

Teams have many benefits for organizations. They include improved decision making and problem solving, a greater reservoir of ideas and information, increased sharing of individual skills, increased productivity, and improved quality and quantity output. Allowing employees to serve on an effective team translates directly into greater job satisfaction (which improves performance) and loyalty.

Types of Teams

The following are five common types of teams.

Project Teams

Project teams come together to complete a specific project. When the project is over, the team disbands.

Self-Directed Work Teams

Self-directed work teams are teams that, to a certain extent, manage themselves. They plan their own work, make their own decisions, and solve problems that arise in the course of their activities.

Functional Work Teams

Functional work teams involve employees from one particular function, such as accounting or human resources, who work together to serve various clients either inside or outside the organization.

Cross-Functional Work Teams

Cross-functional work teams are composed of individuals from two or more different functional areas. They are commonly used to design and bring a new product to market and to help ensure its success.

Virtual Teams

Virtual teams are usually task- or project-focused teams that meet without all members being present in the same location or at the same time.

Team Growth

Initially, team members go through a feeling-out stage, learning what each has to contribute and how to interact with one another. As they continue to work together, they become more comfortable with the team effort, and their performance improves. A team is considered mature when its members help one another and address problems that impede its work. Eventually, the team becomes highly effective and focused on the common purpose of achieving team goals. Five factors that influence a team's effectiveness are behaviour and interest, synergy, cohesiveness, norms, and status.

The Four Stages of Team Development

- Forming
- Storming
- Norming
- Performing

Synergy

Synergy is the cooperative interaction of two or more individuals to achieve a result they wouldn't have been able to achieve on their own. When the individual talents of team members come together to achieve a group goal, that team has found synergy. Put simply, synergy means that the whole of the group is greater than the sum of its parts.

Cohesiveness

Another factor influencing a team's behaviour is cohesiveness. Cohesiveness is the degree to which a team "sticks together" and acts as one. In general, the more cohesive a group is, the more effective it is. Cohesiveness develops through a number of factors, one of which is team size. Smaller groups tend to be more cohesive because they can communicate readily. Similarity of the individuals in a group is also a factor.

Creating Effective Teams

Creating effective teams from the ground up requires both organizational support and good leadership. Organizations support teams through actions such as encouraging employee involvement, granting authority, supplying resources, and accepting team decisions. Leaders of workplace teams may have widely different styles, but all of them must fulfill similar responsibilities. Teams and their leaders should be prepared to deal with challenges such as negative behaviour, conflict, and groupthink.

Team Building

Many organizations make a conscious effort to develop competent teams through team building. Teambuilding is a series of activities designed to help

work groups solve problems, accomplish work goals, and function more effectively through teamwork.

Leadership

During your career, you are likely to have opportunities to lead a group or team. In some workplace teams, the team leader is chosen by the members. And in others that have a formal leader, another leader may emerge over time. The choice of an informal or emergent leader in an effective team is made by consensus. The team will usually select this leader based on his or her strengths and abilities.

Chapter 8 - CONFLICT MANAGEMENT

Conflict Defined

The Merriam-Webster Online Dictionary defines conflict as a mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands. Conflict in the workplace is inevitable, but you can take steps to control and resolve it. People have differences at work every day involving:

- Personality clashes
- Complaints from customers
- Disputes with superiors
- Disagreements about methods of work
- Differences over pay and working conditions

- Workplace responsibilities

Conflict exists in today's workplace for a variety of reasons.

Workplace conflict can be positive if channelled in a healthy, open, and positive way. An organization that successfully promotes healthy conflict will:

- Set clear expectations for it.
- Encourage conflict around ideas and issues.
- Expect people to use data and facts to support opinions and recommendations.
- Not tolerate personal attacks.
- Reward, recognize, and thank people who are willing to take a stand.

However, unresolved conflict can be destructive. Organizations soon begin to be affected by the emotions and actions of their employees in conflict. Signs of unresolved conflict within organizations can be:

- Loss of productivity
- Increased absenteeism
- Workplace bullying
- Injury and accidents
- Employee turnover
- Grievances and litigation
- Increased customer complaints

To handle conflict, individuals and organizations are increasingly relying on the principles of conflict management. Conflict management is a process in which the parties cooperate and work together to reach a solution that is agreeable to all. Most conflicts can be managed so that they don't become a destructive force at work. Because conflict has the potential to be pervasive, you must do your part to minimize it. The following suggestions will help minimize conflict:

- Use strong communication skills so that you lessen the possibility you are causing conflict.
- Listen carefully for areas of agreement and build on them.
- Use conflict management skills to defuse conflict between yourself and others, regardless of who is responsible for escalating the conflict.
- Use conflict management skills to help others who are in conflict defuse and resolve it. This role is called a third-party conflict manager.

Emotional Intelligence and Skill Sets

Self-regulation and empathy are two components of emotional intelligence vital to successful conflict management. Additionally, you need an array of skills at your disposal i.e. focusing on needs and developing and analysing options. Objective standards are rules of thumb you can use for your settlement that are developed by others who are not involved in the conflict.

Managing Angry Confrontations

Angry confrontations with customers or co-workers can erupt at any time in the workplace. Knowing how to deal effectively with someone else's anger and aggression is crucial. If a customer or co-worker becomes loud and aggressive, do the following:

1. Try not to take the confrontation personally.
2. Speak softly.
3. Deal with emotions first.
4. Listen actively.
5. Don't inflame the situation.

Never try to problem solve until you have dealt with emotions.

Managing Conflicts in Groups

Conflict in work groups can be experienced by single team members or by the team as a whole. The causes may be mutual antagonism, organizational reliance, goal ambiguity, labour-management disputes, and unclear roles.

Causes of Conflict in Groups

Mutual Antagonism

Conflicts may arise within the team or even between teams.

Goal Ambiguity

Team goals may differ from the goals of the organization.

Labour-Management

Disputes Labour and management have long had disagreements over work conditions, hours, and wages. However, the trouble often goes deeper. Conflict may be based on roles that each feels necessary to portray.

Unclear Roles

The uncertainty brought on by constant changes in roles and missions breeds conflict. These environmental changes cause instability among team members, and conflict may occur. Good communication among team members helps control this type of conflict.

Organisational Solutions to Conflict

Organizations use a wide variety of methods to deal with conflicts that employees are not able to resolve on their own. These methods are known as

internal dispute resolution (IDR) because they address disputes outside the courtroom. Organizations are not legally obligated to offer any form of IDR so you should become familiar with whether and how your employer deals with conflict. IDR may be informal or formal.

Informal IDR

Open Door Policies

Many companies have a policy that encourages open communication. An open door policy means you are free to talk with any level of management at any time. The open door method is the one most often used to resolve conflict.

Human Resource Departments

One of the functions of an HR department is to listen and respond to employees. Many departments will take note of complaints and work to resolve them in a variety of ways. The department may launch a formal investigation, speak informally with the parties, or simply coach you on ways you can handle the situation. Remember that complaints of harassment based on race, religion, sex, national origin, age, and disability cannot be kept confidential by HR or management. Harassment is illegal and complaints about it will be handled differently than other reports of conflict.

Ombuds

Ombuds (also known as ombudsmen or ombudspeople) provide informal, confidential help for those who want their problems addressed but not advertised.

Telephone or Web Hotlines

Many organizations have hotlines either via telephone or web to report problems or conflicts as well as ethical or legal violations.

Formal IDR

Grievance Procedures

The grievance procedure provides formal structure and outlines the steps an employee should take to resolve an issue. The formal grievance procedure is usually outlined in the employee handbook or policy manual for nonunionized employees and in the collective bargaining agreement for unionized employees.

Peer Review

The peer review process generally involves volunteer employees who sit on a panel and determine whether a policy or procedure was properly and fairly applied.

Mediation

Mediation is a voluntary process whereby a neutral third party presides over a formal resolution session.

Arbitration

In arbitration, the employment dispute is submitted to an impartial person or panel that makes the final decision and may either be voluntary or involuntary.

Chapter 9 - LEADERSHIP

Becoming a Manager or a Leader

Often the terms leadership and management are used interchangeably. However, distinct differences can be drawn between the two. A person can

be a leader without being in an officially appointed management or supervisory position. Similarly, a person can be a manager without being a leader. Understanding the subtle differences in these two roles will be very helpful and important to you.

Management is the use of resources, including human resources, to accomplish goals. It is mostly what we do and how we do it—planning, ordering, controlling, budgeting, organizing, and other similar activities. Managers can be leaders only if employees allow them to influence their attitudes and behaviours. Influence is a key component of leadership. Influence is your ability to change the attitude or behaviour of an individual or group. This ability may result from the use of your power that can come from any number of sources.

Leadership is the process of influencing the activities of individuals or organized groups so that they follow and do willingly what the leader wants them to do. Being a leader requires more than vocational or professional competence. Leaders must also establish and maintain positive relationships with their followers to achieve their goals. Successful leaders often develop empathy, trust, and mutual respect with their followers. Developing such skills help leaders understand how people feel, what motivates them, and the best ways to influence them.

The Evolution of Leadership Theories

Ideas about leadership have changed significantly over the years and have influenced how organizations and individuals within them operate. The great man theory, the first of these ideas, was based on a belief that certain people are born to become leaders and will emerge in that role when their time comes. Today we know that people can learn to be leaders. Theories of leadership generally fall under one of three broad categories—trait, behavioural, or situational theories.

Leadership Styles

A leadership style is a leader's pattern of behaviour, and most leaders have a style they prefer to use. Studies of leadership behaviour patterns have identified three traditional leadership styles:

- Autocratic
- Democratic
- Free rein

The autocratic leadership style is also described as authoritarian or directive. Leaders using this style are usually concerned with just getting the job done, using close supervision, and they are not at all comfortable with delegating their authority to anyone.

The democratic leadership style is often described as participative and easy going. The democratic style is generally preferred by managers and employees. Democratic leaders tend to share authority with their employees, involving them in decision making and organizational planning. Example of this leadership style would be Martin Luther King Jr.

Free-rein leaders allow employees to more or less lead themselves. They may integrate some activity or close out some assignment with a signature, but for the most part, they are uninvolved with directing or controlling tasks. This style can be highly effective if the tasks are clearly defined and the employees are skilled and responsible.

One of the new work models being introduced to companies and producing popular results is the Results Only Work Environment (ROWE), and it is definitely an example of the free-rein leadership style. ROWE is a work method that gives employees complete control over their time and can bring about complete work-life balance.

Effective Leadership Skills

Technical skills are those skills required to perform a particular task—to get the job done.

Conceptual skills are often referred to as administrative or big picture skills. They include the ability to think abstractly, analyse problems, and deal with bureaucracy.

Human relations skills cut evenly across all levels of leadership. These are people skills—the ability to communicate effectively, inspire and motivate, be perceptive, and apply empathy and fair judgment when dealing with those you lead.

Technical, conceptual, and human relations skills can be acquired or developed through observation, education, and experience.

Characteristics and Behaviours of Leaders

Aside from the skills already described in this chapter, certain other elements have proven to be critical to effective leadership. These elements include the satisfactory performance of the basic job functions, common behavioural characteristics, and certain attitudes and behaviours.

Functional Abilities

+PODSCORB. The functions are:

- Planning

- Organizing
- Directing
- Staffing
- Coordinating
- Reporting
- Budgeting

Planning is the function of determining what needs to be done and how best to get it done.

Organizing establishes the formal structure of authority and sets objectives. Staffing is the HR department activities—hiring, training, and keeping staff happy. Directing is giving the orders and serving as the leader. Coordinating is the integration of all the functions. Reporting is assuring basic communication through systems and records, and budgeting encompasses all the accounting and control activities, the fiscal systems.

Leadership Today

Researcher Bernard Bass suggested two ways to categorize leadership—transactional and transformational. And in recent years, another category has been added called the servant leader.

Transactional Leadership

Transactional leadership requires that leaders determine what followers need to achieve their own and organizational goals, classify those needs, and help followers gain confidence that they can reach their objectives. It involves hierarchies and structures and followers directed by leaders. While this style is still with us, a move toward more human-relations-oriented styles has become increasingly popular.

Transformational Leadership

Transformational leadership motivates followers to do more than they originally expected by raising the perceived value of the task and by getting them to transcend self-interest for the sake of the group goal, make positive changes, and strive toward self-actualization. This leadership style encourages more and better everything for the greater good of the group. Prime examples of transformational leaders may be President John Kennedy, Dr. Martin Luther King Jr., and President Barack Obama.

Servant Leadership

This philosophy says that the servant leader should lead and develop employees for the mutual benefit of the group, employee, and company. Servant leaders have qualities such as honesty, good listening skills,

patience, and gratitude and are more concerned about the needs of others than their own. They use their talents to benefit the group.

Chapter 10 - APPRECIATING POWER

Power is the ability to influence others to do what you want them to do. It involves changing the attitudes or behaviours of individuals or groups. Power is exercised by all levels of employees in their work and by people in their personal lives. Power gives you the means to accomplish tasks and can help you reach your goals.

A fine distinction exists between influence and power. Influence is the application of power through actions we take or examples we set that cause others to change their attitudes or behaviours. People must possess power from some source before they can influence the behaviours of others.

The Source of Power

John French and Bertram Raven, who study and research power, identified five basic power sources: reward, coercive, legitimate, expert, and referent.

The first three sources are derived from your position within an organization; the second two are generated from your personal characteristics. Other theorists add derivative power and passive power to the list.

Reward Power

Reward power is the ability to give something of material or personal value to others. The rewards may be in the form of promotions, bonuses, supplies and equipment, highly desirable job assignments, or reserved parking places.

Reward power is considered to be the most important source of power by French and Raven because it places the reward seeker almost totally at the mercy of the reward giver. Only by submitting to the desired behaviour can the seeker hope to obtain the reward from the giver. The strength of this power source varies with the amount or value of the rewards controlled by the giver.

Coercive Power

Coercive power is based on fear and punishment. Demotions, dismissals, reprimands, assignments of unpleasant tasks, and public embarrassment are examples of coercive power.

Coercive power can be used in a positive manner, such as in an emergency, to let others know that you mean business. When an employee's performance is slipping, being firm and pointing out the consequences of continued non-performance can have a positive effect.

Legitimate Power

Legitimate power is derived from formal rank or position within an organizational hierarchy. A company president holds greater legitimate power than a regional vice president. However, just because you are ranked higher in an organization doesn't mean that you hold total power over those under you. An example is the security guard who has the legitimate power to request the president of the company to present identification to enter a secured facility.

While reward, coercive, and legitimate powers are linked to a position, expert and referent powers are derived from personal characteristics.

Expert Power

Expert power develops when an individual possesses specialized skills, knowledge, or expertise. This power source is limited in that it is useful only when the knowledge is of value to the seeker. This power source is not dependent on appointed rank or position.

Referent Power

Referent power is based on respect or admiration for the individual. This respect or admiration may result from personal charisma and "likable" personal traits. Sports heroes, political leaders, and dynamic religious or business leaders can influence the behaviour of others who have a desire to emulate their heroes' perceived success. Corporate officers and politicians engulfed in scandal may retain their legitimate power but lose their referent power with some of the public.

Derivative Power and Passive Power

Derivative power comes from close association with a powerful person. All of us are familiar with signs and symbols of people using this power technique. Examples of using derivative power to gain advantages are namedropping and use of social networking cliques.

Passive power, the last of the power sources, stems from a display of helplessness. A child often uses this power source effectively on a parent to gain attention or solicit help with some undesirable task. Unfortunately, we

sometimes see the same technique carried into adulthood and used in the workplace.

Derivative power and passive power are not strong or reliable power sources and tend to damage the credibility of those who rely on them.

Power Source Linking

Power sources may be highly linked and tend to occur in combinations. An example of power source linking is the prominent sports figure Peyton Manning. He has expert power because he possesses special skills and expertise in the sport of football, and he has referent power due to the admiration and respect of his strong character and ethics, as clearly demonstrated by the amount of confidence advertisers have put in him through numerous product endorsements. He also has legitimate power as a high-profile competitor in his sport who has won the Super Bowl, been named the NFL MVP several times, and holds many NFL passing records.

The Personality of Power

Some behavioural theorists believe that a person's use of power is based more on individual characteristics, charisma, and acquired personality traits than on other factors. These traits vary in intensity in different people, resulting in three basic power personalities: the power-shy, the power-positive, and the power-compulsive.

Power-shy individuals tend to avoid being placed in positions that require overt use of power. They quickly sidestep or totally shun responsibility and leadership, feeling extremely uncomfortable with decision making and influencing or controlling the behaviour of others. Power-shy individuals make excellent followers and will usually excel in positions that require them to operate independently and rely on individual skills and abilities.

Power-positive people genuinely enjoy accepting responsibility and thrive on the use of power. Highly power-motivated, these individuals enjoy controlling situations and directing and influencing the behaviour of others. They express strong views and opinions and are usually risk takers and adventurers. Power-positive individuals can be valuable resources when placed in leadership roles requiring the described qualities. Example: Tyra Banks.

Power-compulsive individuals have a lust for power and are seldom satisfied with the amount of power they have. These individuals constantly seek

increased levels of control and influence over others and have a strong need to display power plays for personal gain in all situations. This use of power is destructive and intimidating, seldom benefiting the organization or the individual. Fortunately, the need and desire for power varies greatly in individuals. A work environment needs both power-shy and power-positive personalities to create balance. We acquire power in varying amounts, from different sources, and at different times in life.

Successfully Developing your Power

Building power is a complex process and requires an understanding of the responsibilities of power, power sources, and knowledge of the ethical use of power. Building and maintaining a strong power base usually requires a thorough understanding of power positioning, power politics, and power symbols.

Power Positioning

Power positioning is the conscientious use of techniques designed to position yourself for maximum personal growth or gain. Achieving success is sometimes attributed to luck or being at the right place at the right time.

Effective Power

Positioning requires skilful planning and careful implementation. If you are a well-grounded person applying emotional intelligence in your day-to-day human relations activities, you'll be able to handle most difficult situations you face. Self-assessment is an important first step in identifying which technique needs attention and which already is fully developed in you.

Power Symbols

Power symbols come in the form of physical traits or personality characteristics as well as external physical factors, such as clothes or cars. Power symbols are present everywhere.

Traits and Characteristics

High achievers are generally perceived as powerful, and their traits have been associated with power. These individuals are seen as self-confident, ambitious, dominant, attractive, selfish, ruthless, decisive, strong-willed, determined, accomplished, and goal-directed. Whether individuals start with these traits or acquire them is undetermined.

Case Study - A boy reacting bad in class and even bullying other kids.

The main forces that affect the student are the fact that he does not have anyone to look after him and to teach him how to keep his temper in check.

His superego is virtually nonexistent since no one has taught him the basic 'morals' and etiquette when it comes to acting out in that way. The kid, being as he feels unappreciated and unwanted, vents his anger by taking it out on his peers. This is a mental defense mechanism known as displacement, in which he finds targets that are weaker than himself and takes it out on them. He also uses regression as a defense mechanism since tantrums are mainly attributed to children who are of a younger age. His ID is the driving force of his mind, and since there is virtually no superego, he acts out whatever he thinks. Seeing his parents going through breakup and separation, without any consideration as to what will happen to him has made him feel unwanted, and implanted an idea in his subconscious that you always get what you want, without taking into consideration how it will affect others. Since he is always the first one to initiate a fight, he could also be using scapegoating, and blaming others for things that they didn't do. He has probably experienced certain traumatizing events in his childhood, which left him mentally scarred and drives him to take action (transversal of emotions). He is probably also going through denial, not accepting the fact that his family is broken, his parents don't care about him and he knows that he is a problem child.