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# UNIT II

## LEADERSHIP

*Leadership - Types of Leadership- Functions of Leaders -Personal Qualities of Leaders –Established Approaches to Leadership: Trait model, Behavioral model, Contingency approach; Contemporary Approaches to Leadership: Transformational Leadership and Servant Leadership.*

## DEFINITION

- ❖ Leadership is the process of influencing others in a manner that enhances their contribution to the realization of group goals.
- ❖ **Leadership** is the art of motivating a group of people to act towards achieving a common goal.
- ❖ **Leadership** is a process by which an executive direct, guide and influence the behavior and work of others.

## TYPES OF LEADERSHIP

### (i)AUTOCRATIC LEADER:

- ❖ Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers.
- ❖ Autocratic leadership involves absolute, authoritarian control over a group.



*Characteristics of Autocratic Leadership*



Here,
L = Leader
F = Follower

AUTOCRATIC LEADERSHIP
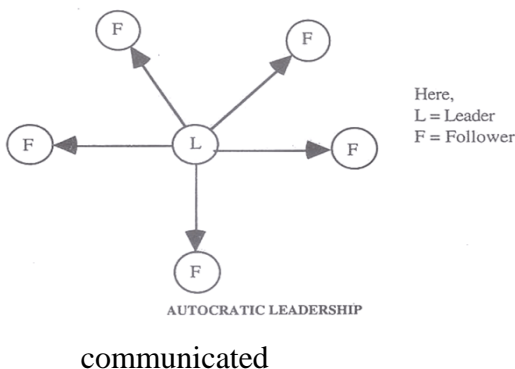
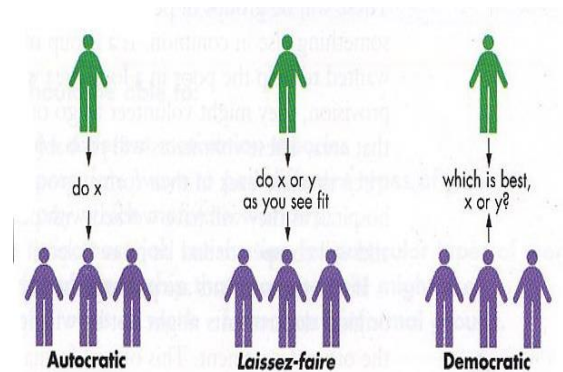- • Little or no input from group members
- •Leaders make almost all of the decisions
- •Group leaders dictate all the work methods and processes
- •Group members are rarely trusted with decisions or important tasks
- •Work tends to be highly structured and very rigid
- •Creativity and out-of-the box thinking tend to be discouraged
- •Rules are important and tend to be clearly outlined and communicated

*Merits*
- ✓ Quick decision making.
- ✓ Satisfaction to the leader.
- ✓ work under strict supervision and discipline.

*Demerits*
- ✓ Leads to fradulation, low morale and conflict.
- ✓ Lack of opportunity to develop one's own leadership qualities.
- ✓ Followers remain uninformed, insecure and afraid to leader's power.
- ✓ Resistance to change as workers fell harassed & disturbed

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*Suggestions to be an autocratic leader:*

- Listen to team members
- Establish clear rules
- Provide the group with the knowledge and tools they need
- Be reliable

## (II). PARTICIPATIVE OR DEMOCRATIC LEADER:

- ❖ A Participative Leader seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders.
- ❖ *Those leaders who take the time to share with their employees and encourage their participation in the decision-making process are accordingly referred to as participative leaders, or otherwise known as democratic leaders*

*Types of participative leader.*

1. **Consultative:** process of consultation before decisions are taken
2. **Persuasive:** Leader takes decision and seeks to persuade others that the decision is correct.

*Characteristics of Democratic Leadership*

Some of the primary characteristics of democratic leadership include:

- Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.
- Members of the group feel more engaged in the process.
- Creativity is encouraged and rewarded.

Researchers suggest that good democratic leaders possess specific traits that include:
- Honesty
- Intelligence.
- Courage.
- Creativity.
- Competence.
- Fairness.
- Strong democratic leaders inspire trust and respect among followers.

| *Merits* | *Demerits* |
|---|---|
| ✓ Reduces resistance to change. | ✓ There might be delay in decisions. |
| ✓ Improves the attitudes of employees. | ✓ It may be used to manipulate employees. |
| ✓ Leads to better cooperation. | ✓ Participation would not be meaningful unless the subordinates understand the complex problems of the organisations. |
| ✓ Improves employee morale & reduces complaints or grievances. | |
| ✓ Facilitate the development of future leaders | ✓ Disliked by introvert employees |

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## (iii). Laissez-Faire or Free-rein Leader:

❖ Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions.
❖ Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members.

### *Characteristics of Laissez-Faire Leadership*



FREE REIN LEADERSHIP

Here,
L = Leader
F = Follower
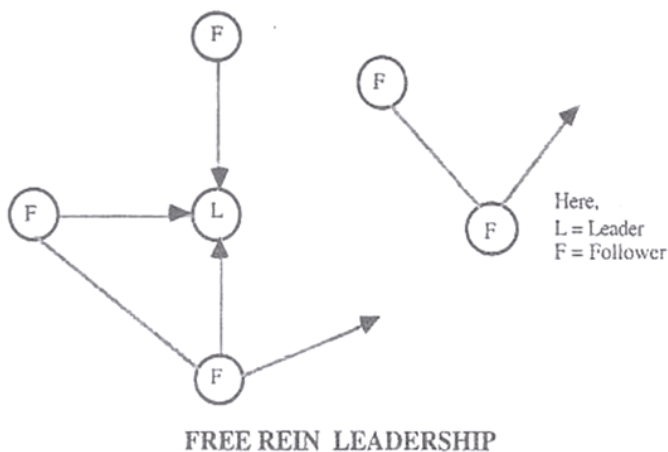
Laissez-faire leadership is characterized by:

- Very little guidance from leaders
- Complete freedom for followers to make decisions
- Leaders provide the tools and resources needed
- Group members are expected to solve problems on their own
- Power is handed over to followers, yet leaders still take responsibility for the groups decisions and

### *Merits*

✓ Improves motivation & morale.
✓ **Independence is valued and work autonomy will be heavy.**
✓ Better opportunity for development of subordinate.

### *Demerits*

✓ Lack of role awareness
✓ Poor involvement with the group.
✓ Low accountability.
✓ Passivity and avoidance.
✓ Employees might feel insecure, vulnerable and Laissez -faire ignores the contribution of the leader.

## FUNCTIONS OF A LEADER

Following are the important functions of a leader:

### a) Setting Goals:

A leader is expected to perform creative function of laying out goals and policies to persuade the subordinates to work with zeal and confidence.

### b) Defining the task:

Something that needs to be done, should be... ✯ Clear ✯ Concrete ✯ Time bound ✯ Realistic, ✯ Challenging ✯ Capable of evaluation. This is job of any leader to convey precisely to the subordinates.

### c) Planning:

It means building a mental bridge from where you are now to where you want to be . How would you like to make a plan?

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- Leader makes a plan and announces it,
- Leader sells own plan
- Leader presents ideas and invites questions
- Leader presents tentative plan subject to change,
- Leader presents problems, get suggestions and makes plan,
- Leader defines limits asks team to make a plan

### d) Organizing:

The second function of a leader is to create and shape the organization on scientific lines by assigning roles appropriate to individual abilities with the view to make its various components to operate sensitively towards the achievement of enterprise goals.

### e) Initiating Action:

The next function of a leader is to take the initiative in all matters of interest to the group. He should not depend upon others for decision and judgment. He should float new ideas and his decisions should reflect original thinking

### f) Co-Ordination:

A leader has to reconcile the interests of the individual members of the group with that of the organization. He has to ensure voluntary co-operation from the group in realizing the common objectives.

### g) Direction and Motivation:

It is the primary function of a leader to guide and direct his group and motivate people to do their best in the achievement of desired goals, he should build up confidence and zeal in the work group.

### h) Controlling

Functional leadership involves a great deal of controlling exactly what happens in the team. Resources are usually limited in any situation, and the leader must control what happens by being efficient about getting the maximum results from the available resources.

### i) Setting an example
People tend to observe their leaders and emulate their behaviors. Functional leaders set an example by doing the things that they want their followers to do.

### j) Link between Management and Workers:

A leader works as a necessary link between the management and the workers. He interprets the policies and programmes of the management to his subordinates and represents the subordinates' interests before the management. He can prove effective only when he can act as the true guardian of the interests of his subordinates.

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# PERSONAL QUALITIES OF A LEADER

The following are the expected qualities to refer any influencer as leader.

*Appreciative:*

A wise leader values their team and the person. Success is only achieved with the help of others. What's more, genuine appreciation provides encouragement, develops confidence, and builds on strengths.

*Confident:*

Trust and confidence in leadership is a reliable indicator of employee satisfaction. Good leaders aren't afraid of being challenged. Their confidence inspires.

*Compassionate:*

Compassion is a strength. A good leader uses compassion to perceive the needs of those they leads and to decide a course of action that is of greatest benefit to the person and the team.

*Courageous:*

Perhaps I should have put this at the top of my list? A courageous leader is prepared to take risks when no one else will. A courageous leader has faith in other people. A courageous leader raises difficult issues, is ready to give difficult feedback, and share unpopular opinions.

*Diligent:*

To persevere in conviction, courage, creativity, compassion, and character we need diligence. Good leaders work hard.

*Fair :*

Fairness is what people want. Good leaders don't have favourites in the team. They reward for results not partiality; they promise fairness.

*Flexible:*

The good leader is able to flex. They alter and adapt their style according to the situation, context and circumstances they experience. They welcome new ideas and change.

*Honest :*

Wise leaders are not afraid of communicating the truth to their people. Honesty is about being truthful, having integrity, and building trust. Honesty leads to better more productive relationships.

*Impartial:*

Good leaders are impartial. They recognise their biases, prejudices, and predispositions. They also recognise biases in others and face them.

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### *Responsive:*

Good leaders are responsive to the needs of those they lead. They adjust their behaviour to best match the situation. They listen to their team; they value their team.

### *Focus:*

To be a good leader, you cannot major in minor things, and we must be less distracted than our competition. To get the few critical things done, we must develop incredible selective ignorance.

### *Transparency:*

As a leader, the only way to engender trust and buy-in from my team and with our colleagues is to be 100 percent authentically me—open, sometimes flawed, but always passionate about our work. It has give us the freedom to be fully present and consistent.

### *Integrity:*

Our employees are a direct reflection of the values we embody as leaders. A good leader should spot the talents and keep us firm within the team in order to achieve goals as united.

### *Inspiration:*

Leaders aren't self-made; they are driven. They would have taken the inspiration from someone. The same greatness must be pass on to their understudy to influence them at right time and in right place.

### *Passion:*

No matter how successful your business might become, you are never satisfied and constantly push to do something bigger, better and greater. You lead by example not because you feel like it's what you should do, but because it is your way of life.

### *Innovation:*

The innovators are our leaders. You cannot separate the two. Whether it is by thought, technology or organization, innovation is our only hope to solve our challenges

### *Patience:*

Patience is really courage that's meant to test your commitment to your cause. The path to great things is always tough, but the best leaders understand when to abandon the cause and when to stay the course

### *Wonkiness:*

"Wonkiness" can mean several things and sometimes it's not seen as something positive.  Most definitions include the words "shaky", "unbalanced" or "unstable".   A leader needs "Wonkiness someone who is very hardworking or studious and is preoccupied with a certain subject or field.

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*Authenticity:*

Authentic leadership is an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation. Generally, authentic leaders are positive people with truthful self-concepts who promote openness.

*Open-mindedness:*

"One of the biggest myths is that good business leaders are great visionaries with dogged determination to stick to their goals no matter what. It's nonsense. The truth is, leaders need to keep an open mind while being flexible, and adjust if necessary.

*Decisiveness:*

A leader's ability to make a high percentage of good decisions is fundamental to the effectiveness of the individual and the success of his or her organization.

*Personableness:*

A successful business leader must understand his employees and talk to them on a personal level..Being personable is a leadership strength, while being unapproachable, prickly or guarded shuts people up and shuts them down, cutting off information flow and collaboration vital for a team to do its best work.

*Empowerment:*

Empowerment and leadership are actually closely related concepts. A manager using empowerment to enable workers to make decisions independently while offering the necessary support and resources exhibits leadership

*Positivity:*

There will be many ups and downs, but the prevalence of positivity will keep the company going. This requires fearlessness among the positive leader.

*Generosity:*

People want leaders to be generous with knowledge, time, credit, power, information, and faith.

*Persistence:*

Great leaders are persistent. They persevere through trials and develop the ability to weather tough storms.

*Insightfulness:*

The insightful leaders has the ability to influence peers as they undertake a broad range of crucial decisions involving the issues as strategy, branding, technologic vision, finance, talent management.

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*Communication:*

Effective leadership in a small business requires knowing how to communicate with all elements of the organization, including employees, other managers, customers and investor.

Clear and open communication is essential for a positive work environment. Managers who are looking to improve relations with their employees often contemplate the link between communication and leadership.

*Accountability:*

An effective leader should accept the mistakes on our part and must not pass on the buckets. Every leader should act as representative of subordinates and ,must hold accountable for any mistakes as a whole.

*Restlessness:*

Restlessness causes high capacity driven leaders to divert their primary and creative energies from core activities to launch new endeavors within their churches

*Motivator:*

Motivational leadership refers to someone leading others by motivating them to strive for certain goals rather than simply act on orders

## APPROACHES OF LEADERSHIP

**The approaches of leadership are divided into**
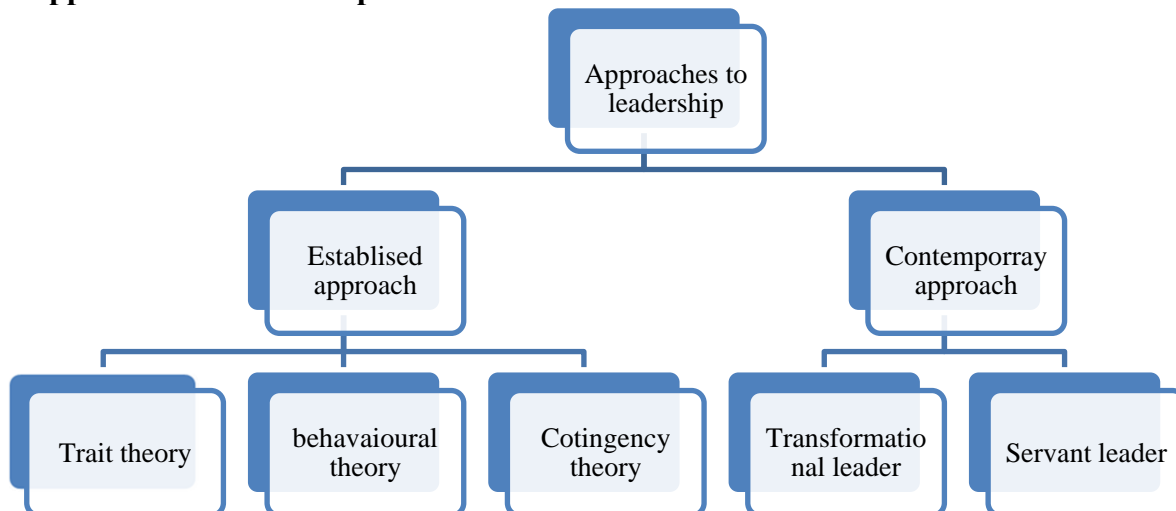


## ESTABLISHED THEORY OF LEADERSHIP
Established theories are very old concepts which may or may not applicable in current days
## (I)TRAIT THEORY OF LEADERSHIP:
- In the 1940s, most early leadership studies concentrated on trying to determine the traits of a leader by systematic effort of psychologists and other researchers to understand leadership. This theory held that leaders share certain inborn personality traits.

- The earliest theory in this context was the **"great man"** theory according to this theory, leaders are born, not made.. However, the "great man" theory lost much of its relevance with the rise of the behaviorist school of psychology.

## Ralph m. Stogdill found specific traits to leadership ability:

a. Five Physical traits like appearance, energy and height;
b. four intelligence and ability traits
c. sixteen personality traits (such as adaptability, enthusiasm, aggressiveness, and self-confidence);
d. six task-related characteristics (such as achievement, drive, initiative and persistence)
e. nine social characteristics (such as interpersonal skills, cooperativeness, and administrative ability).

## Other key leadership traits:

- leadership motivation (having a desire to lead but not hungry for power),
- drive (including achievement, energy, ambition, initiative, and tenacity),
- honesty and integrity,
- self-confidence (including emotional stability),
- cognitive ability, and an understanding of the business.

All leaders do not possess all the traits mentioned in these theories, whereas many non-leaders possess many of them.

## (II)BEHAVIORAL THEORIES

- When it became evident that effective leaders did not seem to have a particular set of distinguishing traits, researchers tried to study the behavioural aspects of effective leaders.
- In other words, rather than try to figure out who effective leaders are, researchers tried to determine what effective leaders do – how they delegate tasks, how they communicate with and try to motivate their followers or employees, how they carry out their tasks, and so on.

## Research studies on behavioural theories of leadership

This research grew largely out of work at the

- ❖ Research of University of Iowa and the University of Michigan, and
- ❖ Research of Ohio State University.
- ❖ Likert's four systems of management and
- ❖ The Managerial Grid.

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**(i)Iowa and Michigan Studies:**

Kurt Lewin, a researcher at the University of Iowa, and his colleagues, made some of the earliest attempts to scientifically determine effective leader behaviors.

They concentrated on three leadership styles:

| Autocratic | Democratic | Laissez-faire |
| --- | --- | --- |
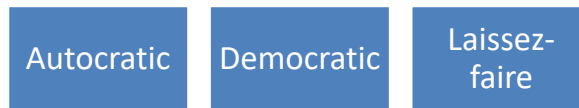
- The autocratic leader tends to make decisions without involving subordinates, spells out work methods, provides workers with very limited knowledge of goals, and sometimes gives negative feedback.
- The democratic or participative leader includes the group in decision-making; he consults the subordinates on proposed actions and encourages participation from them. Democratic leaders let the group determine work methods, make overall goals known, and use feedback to help subordinates.
- Laissez-faire leaders use their power very rarely.They give the group complete freedom. Such leaders depend largely on subordinates to set their own goals and the means of achieving them.

**Research result:**To determine which leadership style is most effective, Lewin and his colleagues trained some persons to exhibit each of the styles. They were then placed in charge of various groups in a preadolescent boys' club. They found that on every criterion in the study,

| Type of leadership | Quality of work | Group Satisfaction | Group Performance |
| --- | --- | --- | --- |
| Autocratic leader | Moderate | Moderate | Moderate |
| Democratic leader | Comparatively High | High | High |
| Laissez-faire leader | Low | Low | Low |

**(II)OHIO STATE RESEARCH STUDIES:**

In 1945, a group of researchers at Ohio University began to identify a number of important leader behaviors. The researchers then designed a questionnaire to measure the behaviors of different leaders and track factors such as group performance and satisfaction to see which behaviors were most effective.

Two dimensions of leadership behavior:

| initiating structure | consideration |
| --- | --- |

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## (a) Initiating structure

- Initiating structure is the extent to which a leader defines his or her own role and those of subordinates so as to achieve organizational goals.
- It is similar to job centered approach that includes managerial functions such as planning, organizing, and directing.

## (b)Consideration

- Consideration is similar to the employee-centered leader behaviorwhich is more likely to be friendly towards subordinates, encourages participation in decision-making, and maintains good two-way communication.

## Research result:

- The Ohio State studies considered initiating structure and consideration as two independent behaviors.A leader might be able to place emphasis on both task and people-related issues.
- If a leader concentrate on  results (Task related issues)- focus on initiating structure
- If a leader emphasis on high levels of subordinate satisfaction (people-related issues)- Consideration

## (III)Likert's Four Systems of Management:

Likert considers an effective manager as one who is strongly oriented to subordinates and relies on communication to a great extent in order to keep all the departments or individuals working in unison. He suggested four systems of management.
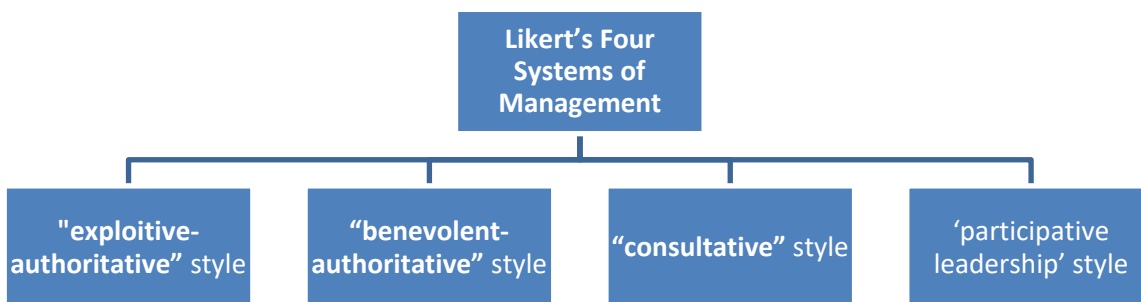


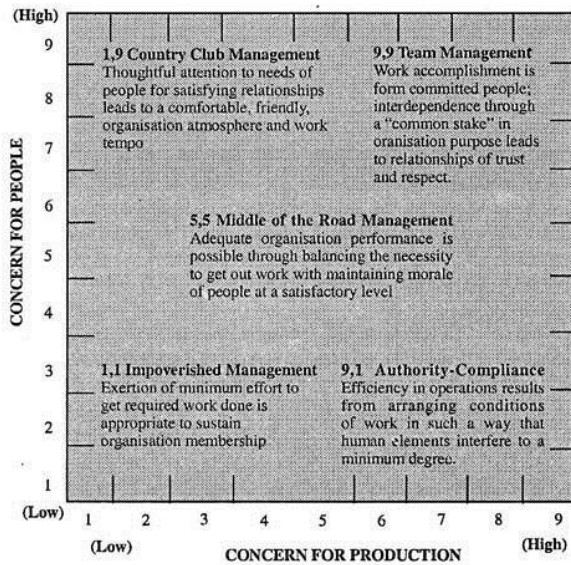| System No: | Name of the leadership style | Role of the leader | Characteristics of Leaders |
|---|---|---|---|
| 1 | **exploitive-authoritative** style | This represents dictatorial leadership behavior, with all decisions made by the managers, and little employee participation | ✓ highly autocratic,<br>✓ hardly trust subordinates,<br>✓ use fear and punishment, and<br>✓ Decision making only by leader |

| 2 | **benevolent-authoritative"** style | Managers are patronizing but have confidence and trust in subordinates. They permit upward communication to a certain degree and ask for participation from subordinates | ✓ Participative decision making<br>✓ use both rewards and punishment to motivate employees. |
| --- | --- | --- | --- |
| 3 | **"consultative"** style | Managers in this system do not have complete confidence and trust in subordinates. However, they solicit advice from subordinates while retaining the right to make the final decision. | ✓ Broad policy and general decisions being made at the top<br>✓ while specific decisions are made at lower levels,<br>✓ Using both upward and downward communication flow, and<br>✓ Managers acting as consultants in order to resolve various problems. |
| 4 | '**Participative leadership'** style | Managers in this system trust their subordinates completely and have confidence in their abilities | ✓ ask the opinions of the subordinates and use them constructively.<br>✓ encourage participation of employees at all levels in decision-making and use both upward and downward communication. |

**Result:**

🞣 Likert found that those managers who adopted the system 4 approaches had the greatest success as leaders, as they were most effective in setting goals and achieving them, and were generally more productive.

**(IV) The Managerial Grid:**

▪ The managerial grid, developed by Robert Blake and Jane Srygley Mouton, is a popular approach for defining leadership styles.

▪ Blake and Mouton argue that managerial behavior is a function of two variables: concern for people and concern for production.

▪ They use the managerial grid as a framework to help managers identify their leadership style and to track their movement toward the ideal management style. This grid shown in Figure 12.3 is used all over the world for training managers and for identifying various combinations of leadership styles.

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Source: R. R. Blake, J. S. Mouton, L. B. Barnes, and L.E. Greiner, "Breakthrough in Organization Development," *Harvard Business Review*, (November-December 1964).

Figure 12.3: The Leadership Grid

**The level of concern for people (employees) is shown on the vertical axis and the level of concern for production on the horizontal axis of the grid**. Each axis has a scale ranging from 1 to 9, with the higher numbers indicating greater concern for the specified variable.

Depending on the degree of the managerial concern for people and production, a manager can fall anywhere on the grid.
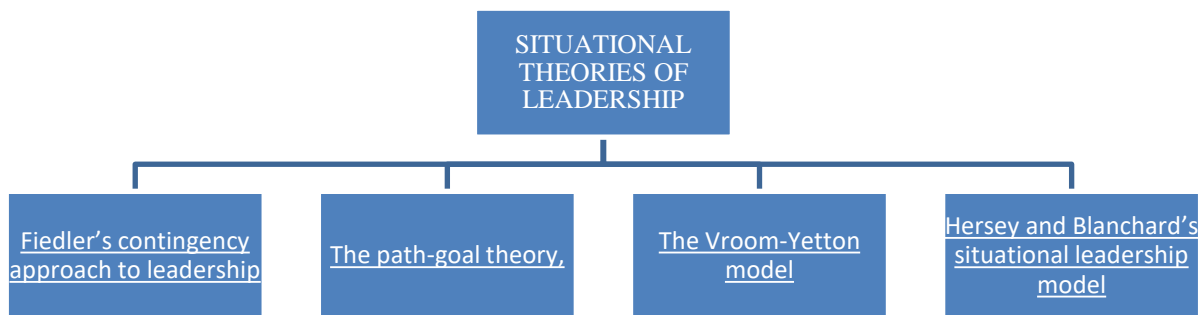
**The management grid reflects five leadership styles:**

| Leadership style | Concern for People | Concern for Production | Characteristics of leader |
|---|---|---|---|
| (1,1) is called 'impoverished management.' | Low | Low | management style does not provide leadership in a positive sense but believes in a "**laissez-faire**" approach |
| (1, 9) is called 'country club management | High | Low | Here managers try to create a work atmosphere in which everyone is **relaxed, friendly, and happy**. However, no one is bothered about putting in the effort required to accomplish enterprise goals. |
| (9, 1) which reverses the emphasis of style 'authority-compliance management. | Low | High | management style is **task-oriented and stresses the quality of production** over the wishes of subordinates. managers may be loyal, conscientious, and personally capable, but may become alienated from their subordinates |
| (5, 5) is called 'organization-man management or 'middle-of-the- road management. | Moderate | Moderate | managers may be **dependable and may support the status quo, but are not likely to be dynamic leaders** |
| (9, 9) is called 'team management | High | High | Team managers believe that **concern for people and for production both are essential** to achieve a high level of commitment |

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## III.CONTINGENCY THEORIES:

No one trait was common to all effective leaders. No one style was effective in all situations. Researchers, therefore, began trying to identify those factors in each situation that influenced the effectiveness of a particular leadership style.

Situational or contingency approaches obviously are of great important for practicing managers, who must consider the situation when they design an environment for performance.

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                    │    SITUATIONAL       │
                    │    THEORIES OF        │
                    │    LEADERSHIP         │
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┌──────────┐ ┌──────────────┐ ┌──────────────┐ ┌───────────────────┐
│ Fiedler's │ │ The path-goal │ │ The Vroom-    │ │ Hersey and        │
│contingency│ │ theory,       │ │ Yetton        │ │ Blanchard's       │
│approach to│ │               │ │ model         │ │ situational       │
│leadership │ │               │ │               │ │ leadership model  │
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### (a)Fiedler's Contingency Approach to Leadership:

Fred E. Fiedler provided a starting point for situational leadership research. Fiedler and his associates at the University of Illinois suggested a contingency theory of leadership, which holds that people become leaders not only because of their personality attributes, but also because of various situational factors and the interactions between leaders and followers.

### Fiedler identified two major styles of leadership:
(a) Task-oriented (the leader gives importance to the tasks being performed),

(b) Employee-centered (the leader gives importance to maintaining good interpersonal relations and gaining popularity).

### Result:

Therefore, Fieldler concluded that an employee- oriented leader would be the most effective in moderate situations.

### (b)Path-goal Theory:
- This theory was developed largely by Robert J. House and Terence R. Mitchell.
- The path-goal theory of leadership attempts to explain how a leader can help his subordinates to accomplish the goals of the organization by indicating the best path and removing obstacles to the goals.
- The path-goal theory indicates that effective leadership is dependent on,

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- firstly, clearly defining, for subordinates, the paths to goal attainment; and,
- secondly, the degree to which the leader is able to improve the chances that the subordinates will achieve their goals.

## Result:

In other words, the path- goal theory suggests that the leaders should help the subordinates find the best way of doing things and remove the impediments that hinder them from realizing the set goals.

The path-goal theory suggests that four leadership styles (behaviors) can be used in order to affect subordinates' perceptions of paths and goals.

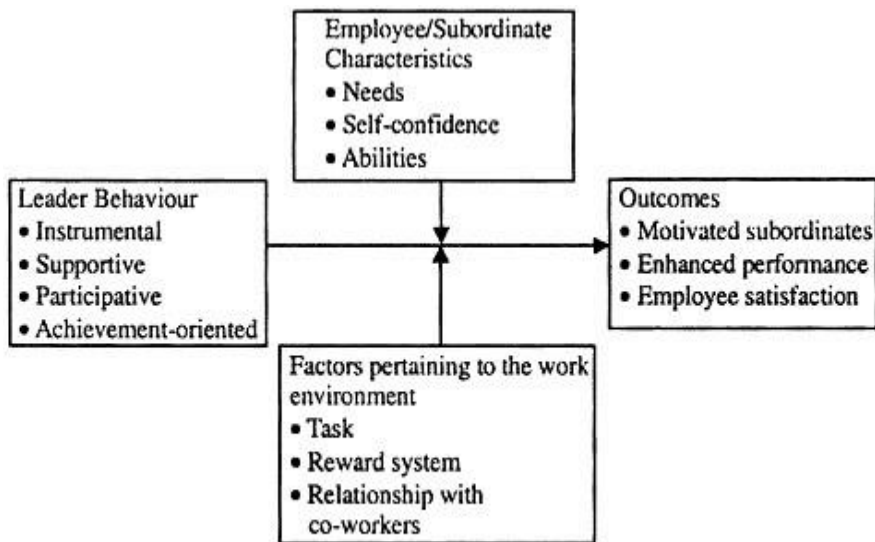| Leadership style in Path goal theory | Characteristics of leaders |
| --- | --- |
| i. Instrumental Leadership | <ul><li>Providing clear guidelines to subordinates</li><li>The leaders describe the work methods, develop work schedules, identify standards for evaluating performance</li><li>Task centered leadership</li></ul> |
| ii.Supportive leadership | <ul><li>the leaders showing concern for the subordinates and their being friendly and approachable</li><li>relationship-oriented leadership or Consideration</li></ul> |
| iii.Participative Leadership | <ul><li>The leader encourages participation of subordinates in decision-making and encouraging suggestions</li></ul> |
| iv.Achievement-oriented Leadership | <ul><li>Achievement-oriented Leadership behavior involves setting goals and guide to help the subordinates perform to their best</li></ul> |

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**Figure 12.4: The Path-Goal Theory**

(i) The path-goal theory concludes that the behavior of the leader is acceptable and satisfying to subordinates to the extent that the subordinates see such behavior as either an immediate source of satisfaction, or as instrumental to future satisfaction,

**(c) Vroom-Yetton Model:**

Two researchers, Victor Vroom and Philip Yetton, developed a model of situational leadership to help managers to decide when and to what extent they should involve employees in solving a particular problem.
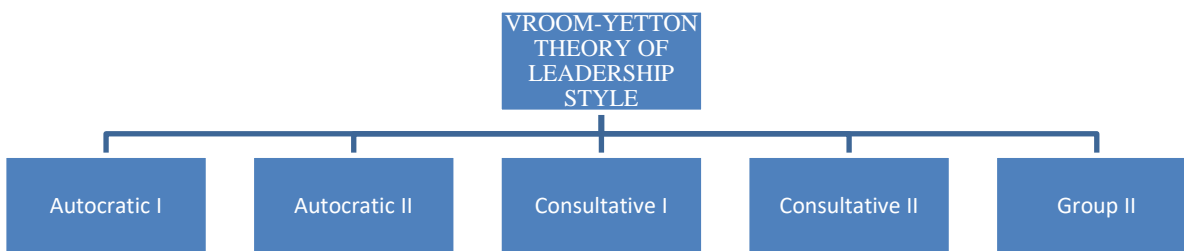


Vroom-Yetton model identifies five styles of leadership based on the degree to which subordinates participate in the decision-making process.

| Vroom-Yetton's five styles of leadership | Degree of allowing subordinates in decision-making process |
|---|---|
| Autocratic I | Only managers solve the problems and make decisions |
| Autocratic II | Obtain information from subordinates but make decisions themselves |
| Consultative I | Collect each employee's ideas individually but managers make final decisions with or without influencing subordinates choices. |

| Consultative II | Collect each employee's ideas collectively as a group but managers make final decisions with or without influencing subordinates choices. |
| --- | --- |
| Group II | Managers and subordinates together generate and analyze alternatives and attempt to reach a consensus on the solution |

## Result:

Vroom and Yetton developed a decision model where the managers can identify the most suitable leadership style for each type of problem by answering these questions.

**(d)Hersey and Blanchard's Situational Leadership Model:**
- One of the major contingency approaches to leadership is Paul Hersey and Kenneth H. Blanchard's situational leadership model.
- It is based on the premise that leaders need to alter their behaviors depending on a major situational factor – the readiness of followers.
- Hersey and Blanchard believe that the relationship between a leader and follower moves through four phases as followers develop over time. Accordingly, leaders need to alter their leadership style (see Table 12.2).

**Table 12.2: Hersey and Blanchard's Model of Leadership**

| Relationship Behavior | Task Behavior | Leader Behavior |
| --- | --- | --- |
| Low | High | ♦ Initial phase of 'readiness'<br>♦ Managers need to spell out duties and responsibilities clearly to the group<br>♦ Employees need to be instructed in their tasks |
| High | High | ♦ Overtime, employees learn to perform their tasks<br>♦ Leaders still need to provide guidance |
| High | Low | ♦ Employees become more capable, actively begin to seek responsibility<br>Leader need not be as task-oriented as earlier, but still needs to be supportive and considerate |
| Low | Low | ♦ Employees become more experienced and confident<br>♦ Leader can reduce the amount of support and encouragement<br>Employees no longer need to be guided and can take their own decisions. |

## Result:

Hersey and Blanchard's situational leadership model holds that the leadership style should be dynamic and flexible. If managers are flexible in their leadership style, they can be effective in a variety of leadership situations.

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## CONTEMPORARY THEORIES OF LEADERSHIP

- Contemporary generally means "modern" or "new." The theory suggests the same. It is all about the leadership approaches for the 21st century. This theory is still relevant today though introduced in the 1990s.
- Contemporary leadership theory is typically as **a dynamic and reciprocal process between people pursuing a common goal**
- Contemporary leadership style helps to cope with changing circumstances of the current world. This approach to leadership is also known as the Neo Charismatic Theory
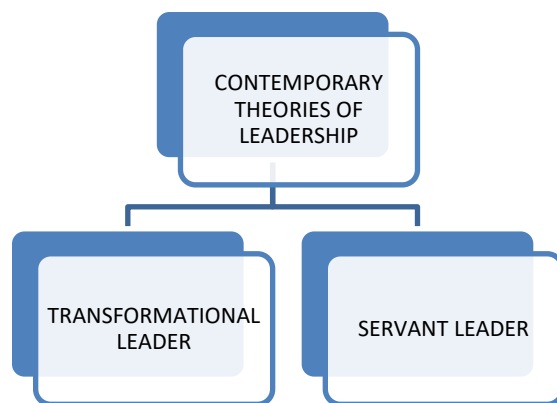


### (I)TRANSFORMATIONAL LEADERSHIP THEORY:

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns.

### *Definition:*

According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation.

### Characteristics of Transformational Leadership

- ❖ Transformational leadership is a more humane leadership theory, as compared to the militaristic transactional theory.
- ❖ It believes in inspiring employees to do great work
- ❖ People rise higher through positive motivation.
- ❖ It is a leadership theory which appeals to self-actualization!
- ❖ they are the ones that lead by example.
- ❖ Their style tends to use rapport, inspiration, or empathy to engage followers.
- ❖ They are known to possess courage, confidence, and the willingness to make sacrifices for the greater good.
- ❖ They possess a single-minded and remain flexible
- ❖ The transformational leader motivates workers and form them into integral units

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## *Elements of transformational leadership:*

*Transactional leadership* relies more on a "give and take" understanding, whereby subordinates have a sense of duty to the leader in exchange for some reward. *Transformational leadership*, on the other hand, involves a committed relationship between the leader and his followers.

The four elements of transformational leadership are:

a. **Idealized Influence (II)** - the leader serves as an ideal role model for followers; the leader "walks the talk," and is admired for this.

b. **Inspirational Motivation (IM)** - Transformational leaders have the ability to inspire and motivate followers.

c. **Individualized Consideration (IC**) - Transformational leaders demonstrate concern for the needs and feelings of followers. This personal attention to each follower is a key element in bringing out their very best efforts.

d. **Intellectual Stimulation (IS)** - the leader challenges followers to be innovative and creative. A common misunderstanding is that transformational leaders are "soft," but the truth is that they constantly challenge followers to higher levels of performance.

| *Merits* | *Demerits* |
|---|---|
| ✓ Excellent at communicating new ideas | ✓ Ineffective in initial stage or ad-hoc situations |
| ✓ Good at balancing short-term vision and long-term goals | ✓ Require an existing structure to fix |
| ✓ Experience building strong coalitions and establishing mutual trust | ✓ Lacks conceptual clarity |
| ✓ They have integrity and high emotional intelligence (empathy with others). | ✓ Fixed trait or malleable state |
| ✓ Emphasis on followers' needs, values, and morals | ✓ Totally depends on ability of leader |
| ✓ Innovations | ✓ Leaders might lack the required characteristics |
| ✓ Higher output and efficiency | |
| ✓ People will work for leader even if monetary compensation is less | |

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## (II)SERVANT LEADERS

As a servant leader, you're a "servant first" , who – focuses on the needs of others, especially team members, acknowledges other people's perspectives – gives them the support they need to meet their work and personal goals, – involves them in decisions where appropriate – builds a sense of community within your team leading to higher engagement, more trust, and stronger relationships with team members and other stakeholders and increased innovation.

### *Characteristics of a servant leader:*

1. Listening
2. Empathy
3. Healing
 4. Awareness
5. Persuasion
 6. Conceptualization
7. Foresight
8. Stewardship
 9. Commitment to the growth of the people.
10. Building a community

### *Elements of servant leader:*

The two elements of servant leader is



1. Self leading
2. Leading others

### *(a)Self leading:*

The characteristics of self leading are

- Love yourself.
- Fingind target and focusing on it.
- Learn to grow after grow.
- Knowing thyself to live.

### *(b)Leading others:*

Leading others include

1. *Modeling*
   One whose life has credibility with others, has integrity, diligence, humility, the spirit of servant leadership, of contribution.
2. *Path finding:*
   Always study what the needs of people are PATH FINDING
3. *Alignment:*



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Once you have chosen the words that define your vision, your mission, your values are, you have to make sure that all the structures and system inside the organization reflect that.

4. *Empowerment :*

You don't have to be focused on procedure, Instead, focus on vision and values and release the potential of people to accomplish those purpose rely on  human creativity, human ingenuity, resourcefulness and intelligence of people.

| *Merits* | *Demerits* |
|---|---|
| ✓ Motivate others. | ✓ Members may take advantage and ignore to work properly. |
| ✓ Individual and organizational growth will be higher. | |
| ✓ Satisfaction will be high among the members | |

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## JIST OF THE UNIT

| ESTABLISHED APPROACHES TO LEADERSHIP | RESEARCH STUDY | TYPES OF LEADERSHIP STYLES | CHARACTERISTICS OF THE LEADERSHIP STYLE | RESULT |
|---|---|---|---|---|
| TRAIT THEORY | Great man theory | Leaders are born not made | | All leaders do not possess all the traits |
| | | Physical traits | Appearance | |
| | | Personality traits | Self confidence | |
| | | Ability traits | Intelligence | |
| BEHAVIOURISM THEORY | Research of University of Iowa and the University of Michigan, and | a. Autocratic | Authoritative Decision making | Democratic is comparatively high in quality of work, employee satiafaction and good perfromance |
| | | b. Democratic | Participative Decision making | |
| | | c. Lasseiz faire or free rein | Gives freedom to employee | |
| | Research of Ohio State University. | a. Iniating (job oriented) | Task is important | Should emphasis on both task and people |
| | | b. Consideration (People oriented) | Employee is important | |
| | Likert's four systems of management and | a. exploitive-authoritative style | Hardly trust employee | Combination of all these styles helps in setting goals and achieving them. |
| | | b. benevolent-authoritative" style | Use rewards and punishment | |
| | | c. "consultative" style | Act as consultant to solve problems | |
| | | d. 'Participative leadership' style | Encourage suggestions | |
| | The Managerial Grid. | a. (1,1)-'impoverished management.' | Laissez faire | Totally concern on people and production |
| | | b. (1, 9) -'country club management | Being friendly | |
| | | c. (9,1)-'authority-compliance management. | Task oriented | |
| | | d. (5, 5) - 'organization-man management or 'middle-of-the- road management. | moderate with task people, but not a dynamic leader | |
| | | e. (9, 9) - 'team management | Focus on both task and people | |
| CONTINGENCY THEORY | Fiedler's contingency approach | a. Task oriented | Job is important | Employee oriented is comparatively good |
| | | b. Employee oriented | Concern for employee is important | |
| | Path goal theory | a. Instrumental | Clear guidance | Leadership is rely on subordinates satisfaction |
| | | b. Supportive | Relationship oriented | |
| | | c. Participative | Encourage suggestions | |
| | | d. Achievement oriented | Goals and achieving | |
| | Vroom Yetton model | a. Autocratic I | Only manager decide | Leadership style depends on situations and problems |
| | | b. Autocratic II | Ask opinions and manager decide | |
| | | c. Consultative I | Collect ideas individually | |
| | | d. Consultative II | Collect ideas group wise | |

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|  |  | e.  Group II | Managers and employees act together in consensus(same opinions) |  |
| --- | --- | --- | --- | --- |
|  | Hersey and Blanchard's situational leadership model | 1.  Phase I | Initial readiness | Leadership style should be flexible to face situational changes, |
|  |  | 2.  Phase II | Employee guided by leaders |  |
|  |  | 3.  Phase III | Employee act with self confidence |  |
|  |  | 4.  Phase IV | Employees are well trained and self motivated |  |

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# UNIT-III

# AGGRESSION AND WAR

*Origin of Aggression – Defining Aggression –Types of aggression- Sources of aggression– Aggression Learned Social Behaviour– Prevention and Reduction of Aggression Behaviour –Media Violence – Sexual Violence*

## DEFINITION OF AGGRESSION

❖ Aggression is any behaviour that is intended to harm/hurt other individual or objects by physical / verbal means

-Bell ,1990

❖ Aggression can be direct or indirect, active or passive, and physical or verbal.

## ORIGIN OF AGGRESSION

⬥ Aggression is driven from death instinct.

⬥ According to Sigmund Freud (1930), *Aggression was used as self-destructive and directed towards others.*

⬥ Freud said that aggression can be controlled but not eliminated.

⬥ Expression of aggression is seen as releasing of emotions either on oneself or on others.

⬥ Other say human inherited aggression from other species.

⬥ *Eg; Male- male aggression among animals for power and sex, Female- Male aggression shown to protect their offspring.*

⬥ Sociobiologist said that aggression as principle of nature selection for males to mate with desirable females, females show to male to [protect her babies.

⬥ Human aggression is very complex. It is influenced by male sex hormones called testosterone, low blood sugar level, social factors so on.

⬥ The genetic component is also a reason that influences aggression among the humans.

⬥ Thus, it is clear that social, biological or genic factor for influencing us to express our aggression.

## TYPES OF AGGRESSION

INSTRUMENTAL AGGRESSION          HOSTILE AGGRESSION

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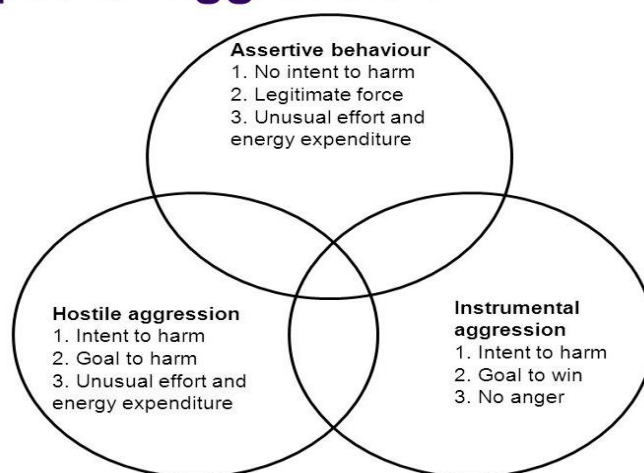DKM College for Women (Autonomous)

a. **HOSTILE AGGRESSION**

❖ Hostile aggression can operationally be defined as physical or verbal interactions aimed at various targets but not directly connected to task accomplishments Hostile aggression takes place when the primary intention of the behaviour is to harm the other player.

❖ It is also called as affective, or retaliatory aggression

❖ This type of aggression is accompanied by anger, and the underlying wish is to see the victim suffer.

❖ It is an end in itself.

❖ Its purpose is to harm for its own sake, for example, hitting an opponent who has just been aggressive against a player.

Eg:Spousal abuse, Hate crimes.

b. **INSTRUMENTAL AGGRESSION**

❖ Instrumental aggression can operationally be defined as aggression occurring during game play and involves an opponent-directed physical interaction that contributes to accomplishing a task.

❖ It is also called as predatory, or goal-oriented aggression.

❖ Instrumental aggression takes place when the behaviour is clearly likely to cause harm, but its intention is to achieve a different aim, such as to score a point or prevent the opposition from scoring a goal.

❖ It's a mean to an end, not an end in itself.

❖ It is always motivated by some other goals.
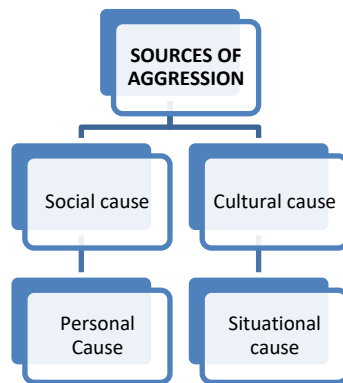
❖ It is not always associated with anger.

*Eg: Such as injuring a player to gain competitive advantage, sports,war,robbery*

## Types of Aggression

**Assertive behaviour**
1. No intent to harm
2. Legitimate force
3. Unusual effort and energy expenditure

**Hostile aggression**
1. Intent to harm
2. Goal to harm
3. Unusual effort and energy expenditure

**Instrumental aggression**
1. Intent to harm
2. Goal to win
3. No anger

**SOURCES OF AGGRESSION**

Human aggression is a result of many causes acting in combination. The four most important causes of human aggression are as follows:

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## I. Social causes of Aggression:

The following are the social causes of aggression

- ❖ Frustration
- ❖ Provocation
- ❖ Heightened arousal
- ❖ Emotion, cognition and aggression
- ❖ Exposure to media violence
- ❖ Violent pornography

### a. Frustration:

- ➕ Frustration can arise due to many factors such as environmental or natural calamities, accidents, personal limitations, lack of aptitude, others ill intentions, etc.

- ➕ According to this view, frustration is an aversive, unpleasant experience, and frustration leads to aggression because of this fact

### b. Provocation:

- ➕ Research studies suggest that direct provocation from others, either physical or verbal, often play a powerful role in bringing out once aggression.

*Types of Provocation*

- ✓ teasing
- ✓ Condescension
- ✓ Harsh and Unjustified Criticism

### c. Heightened Arousal:

- ➕ Heightened arousal created by such sources as loud and unpleasant noises, competitive activities and even vigorous exercise has been found to facilitate aggression under "certain" conditions.

### d. Emotion, Cognition and Aggression:

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- According to Zillmann (994) strong emotional arousal sometimes produces what he describes as cognitive deficit - i.e., reduced ability to formulate rational plans of action or reduced ability to evaluate the possible outcome of various behaviours.

**e. Exposure to Media Violence:**

- Research on exposure to violent television, movies, video games and music indicates that such material significantly increases the likelihood of aggressive behaviour by people exposed to them.

**f. Violent Pornography:**

- Exposure to violent pornography increases the tendency of males to aggress against females.
- Combination of explicit sexual content and violence against women is potentially dangerous. It makes men aggressive.

## II. Cultural causes of Aggression

Cultural factors also considerably influence aggression. Certain cultural practices with respect to honour, sexuality, etc., are filled with violence and aggression.

**Sexual Jealously**:

- Social psychological research as well as observation of scholars like Shakespeare and Freud have pointed out that sexual jealously is one of the most potential causes of aggression. Sexual jealously can be defined as the perception of a threat to a romantic relationship by a rival for one's partner.

## III. Personal Causes of Aggression

Many personal factors contribute towards aggression, some of which includes:

i. **Personality Factors**
ii. **Type A Behaviour Pattern**
iii. **Narcissism and Ego Threat**
iv. **Sensation Seeking**
v. **Gender Differences**

**(i)Personality factors:**

- The model is called TASS (The traits as Situational Sensitivities Model).
- It suggests that many personality traits influencing behaviour only when situations evoke them.

*For example, in people high in trait of aggressiveness, even a moderate level of provocation would trigger intense aggressive reactions*

**(ii). Type A Behaviour Pattern:**

- The Type A personalities are highly competitive, achievement oriented and always worried about time. They take too many activities at hand and always work against the pressure of time. Type A individuals are prone to aggressive and hostile behaviours.

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- Type A individuals are hostile because aggressing against others is a useful means for reaching one's goals.

### (iii). Narcissism and Ego Threat

- Narcissistic individuals are highly self-centred and hold an over-inflated view of one's own virtues or accomplishments.
- Bushman and Baumeister (1998) found that individuals who have high levels of Narcissism often react with exceptionally high levels of aggression to slights from others.

*E.g., feedback that threatens their inflated self-image. They also react in an aggressive manner to mild provocations*

### (iv). Sensation Seeking:

Those who are high in sensation seeking are found to be highly aggressive due to following reasons:

- They experience anger and hostile feelings in higher amount as compared to others.
- Their emotions are easily aroused.
- They have lower thresholds for becoming angry.
- Moreover, their tendencies to get bored and to seek exciting new experiences may lead them to have more hostile thoughts.

### (v). Gender Differences:

- Males are found to be more aggressive than females. Statistical data indicates that males are more likely than females to be arrested for violent acts.

### IV.Situational Causes of Aggression:

The two most important situational factors that can influence aggression are as follows:

a. Heat (Temperature)

b. Alcohol

### a. Heat (Temperature):

- Social psychological researchers have found a close connection between temperature (heat) and aggression.
- According to them aggression did increase as temperatures rose in to the mid-80s Fahrenheit, but then dropped off at higher levels.

### b. Alcohol:

- Social Psychologists have found a close relationship between alcohol and aggressive behaviour.
- Bars, nightclubs, and other places in which people consume alcohol are 146 often the scene of aggressive behaviour.

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## AGGRESSION LEARNED SOCIAL BEHAVIOUR

❖ The social learning theory of aggression explains how aggressive patterns develop, what provokes people to behave aggressively, and what sustains such actions after they have been initiated.

❖ Origins of aggression, according to social learning theory, are observational learning, reinforced performance, and structural determinants.

❖ Bandura's social learning theory postulates that people learn from one another in a social context, **via observation, imitation, and modelling**. In other words, individuals, especially children, imitate or copy aggressive behaviour by personally observing others, such as adults in their environment or the mass media.

### I.    IMITATION:

❖ A child has a strong tendency to imitate others.

❖ When a child observes other people being aggressive or controlling their aggression , they will learn and it shape their aggressive behaviour.

**Bobo doll experiment:**

Bandura's study on aggression—the experiment for which he is perhaps best known—was carried out in 1961 at Stanford University, where Bandura was a professor. For this study he used 3- and 5-foot (1- and 1.5-metre) inflatable plastic toys called Bobo dolls, which were painted to look like cartoon clowns and were bottom-weighted so that they would return to an upright position when knocked down. The subjects were pre-schoolers at Stanford's nursery school and were divided into three groups: one group observed aggressive adult behaviour models; another group observed nonaggressive behaviour models; and the third group was not exposed to any behaviour models.

The three groups were then divided by gender into six subgroups in which half of the subgroups would observe a same-sex behaviour model and half would observe an opposite-sex behaviour model.

In the first stage of the experiment, the children were individually seated at a table in one corner of an experimental room and presented with diverting activities that had previously been shown to be of high interest to the children (e.g., stickers, pictures, prints) in order to discourage active participation and encourage mere observation. The behaviour model was then taken to the opposite corner—which contained another table and chair, a mallet, a Tinker toy set, and a 5-foot Bobo doll—and was told he or she could play with these materials.

In the aggressive behaviour model groups, the model abused the Bobo doll both physically (e.g., kicked, punched, threw, and assaulted with various objects) and verbally (e.g., made aggressive statements such as "Sock him in the nose" and "Pow" or nonaggressive statements such as "He sure is a tough fella" and "He keeps coming back for more").

In the nonaggressive behaviour model groups, the model ignored the Bobo doll and instead quietly assembled the Tinker toys. After 10 minutes had elapsed, the behaviour models in both groups left the room.

In the second phase of the experiment, the children were taken individually into a different experimental room, where they were presented with a new group of appealing toys (e.g., train, fire engine, cable car, jet airplane, spinning top, doll with wardrobe, baby crib, and doll carriage).

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To test the hypothesis that the observation of aggression in others would increase the likelihood of aggression in the observer, the children were subjected to aggression arousal in the form of being told after two minutes that they could no longer play with the toys. The children were then told that they could, however, play with the toys in another room, where they were presented with various toys that were considered both aggressive (e.g., 3-foot Bobo doll, mallet, and dart guns) and nonaggressive (e.g., crayons, paper, farm animals, tea set, ball, and dolls).

In the final stage of the experiment, the children's behaviour was observed over the course of 20 minutes and rated according to the degree of physically and verbally aggressive behaviour they modeled, the results of which yielded significantly higher scores for children in the aggressive behaviour model groups compared with those in both the nonaggressive behaviour model and control groups.

**Research result:**

- Boys would behave more aggressively than girls.
- Children who observed an adult acting aggressively would be likely to act aggressively even when the adult model was not present.
- Children would be more likely to imitate models of the same-sex rather than models of the opposite sex.
- The children who observed the non-aggressive adult model would be less aggressive than the children who observed the aggressive model; the non-aggressive exposure group would also be less aggressive than the control group.

II. **REINFORCEMENT:**

- ❖ When a particular behaviour is rewarded, we are more likely to repeat that behaviour in future.
- ❖ But when it is punished, we are less likely to repeat it.

*Eg: When a father scolds his son for losing a fight competition may elevate the aggression of the son and self-motive to win the competition. Even though he is injured if his father praises him for winning may let him to feel rewarded and he continues to do the same in future.*

- ❖ Through this the children will learn retaliatory aggression where reinforcement is seen as major facilitators of aggression.

III. **MODELING:**

- ❖ Children do not imitate everyone they see. They imitate some people who are more powerful, successful and liked by them. Parents mostly fit all these criteria to their wards and are highly influencing the children's behaviours.
- ❖ The parents are seen as major source of reinforcement and chief object of imitation by the children.
- ❖ If a parent punishes their children for being aggressive, it may reduce the aggressive behaviour of the children at home, but may take upper hand when he /she is away from home.
- ❖ Thus, the risk of punishing children has both positive and negative impact on the children.

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IV.  **SOCIAL NORMS:**

- ❖ We learn aggressive through reinforcement and imitation but which are associated with expressing aggression and which are associated with suppressing aggression are highly regulated by social norms.

*Eg: a boy has been reinforced for fighting back when someone hits them, but the same is not acceptable socially if the opponent is a girl.*

- ❖ These social norms specify us what kind of aggression is antisocial (Crime), sanctioned aggression (between Anti and prosocial like self-defence) and prosocial (Within law and order) in nature.

*Eg: A man has right to kill another man for self-defence but the same is violent in other case*

# PREVENTION AND REDUCTION OF AGGRESSION BEHAVIOUR

As a complex social behaviour, aggression is an outcome of interaction between personal, interpersonal, social and cultural factors and is expressed in overt behaviour when it is triggered by some situational and environmental variables.

| Punishment | Modelling | Catharsis | Cognititve strategies |
|---|---|---|---|

I.  **Social Learning: Punishment and Modelling**
**Punishment**
- ❖ The most traditional and common approach to deter aggressive behaviour is using punishment. Punishment works on the principles of operant conditioning which assumes that the strength of association between the stimulus and the response will be weakened if an aversive consequence or outcome is made contingent upon the response.
- ❖ Therefore, the likelihood of aggressive behaviour is decreased when the consequence of an aggressive behaviour is made painful or aversive.
- ❖ However, punishment is a risky strategy and some care is required to be taken before using it.

*For example, punishment should be given immediately after the aggressive behaviour, each and every aggressive behaviour should follow punishment in order to avoid 176 Social Influence confusing conditioning, punishment should be strong and it should also be justified with sufficient explanation and reasoning.*

II.  **Modelling:**
- ❖ Observational learning theories of social learning approach assume that as aggressive behaviours are learned by observing aggressive social models, these behaviours can be prevented and controlled by

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exposing the people to non-aggressive models or to the models who are involved in pro-social behaviours.

## III. Catharsis

❖ Catharsis, a concept originated from psychoanalytic approach, is the process in which a strong emotion is vented out at some displaced target in milder form.

❖ Catharsis of aggression is expression of one's aggressive intent at a target that is in some way associated with the original source of aggression in some relatively non-harmful manner.

❖ There is an assumption that catharsis reduces the possibility of overt aggressive behaviour in its harmful form. Studies have shown that nonharmful behaviours, such as going for vigorous sports, aggressing at the photograph of an enemy or shouting in foul language in an empty room, that are a substitute to the actual aggressive behaviour, have proved to reduce anger and aggression.

❖ However, such effects have been found to be only temporary and when the person is placed in the actual social setting, the aggressive behaviour may recover again

## IV. Cognitive Strategies

❖ Cognitive strategies to reduce aggression function on the argument that intervention at the level of processing of aggressive thoughts can be helpful in breaking of cycle that promotes aggressive tendencies and behaviours.

a. Apology is one of the most common and simple strategy to reduce aggression.

b. self- regulation and self-control of one's own behaviour is a requisite for maintaining social norms and prevent aggressive situations to follow.

c. preventing oneself from ruminating or thinking repeatedly about previous or imagined irritating behaviour of others may help avoid cognitive deficit.

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# MEDIA VIOLENCE

❖ Media violence has been defined as "**visual portrayals of acts of physical aggression by one human or human-like character against another**"

**Forms of media violence:**

- Film
- Television
- Comic Books
- Music
- Radio
- Video Games

## MEDIA VIOLENCE THROUGH TELEVISION:

❖ The bobo doll experiment is viewed as prime observational learning of aggressive behaviour which explains the cause and effects of viewing violence in television

**Effects of Violence watched over television:**

1. **Arousal**- the arousal one gets after viewing social violence.
2. **Disinhibition**- watching violence frequently legitimates then it becomes normal
3. **Imitation**- modelling the act watched over television.

**Positive effects of imitation:**

There are more chances to develop prosocial behaviour if problem solving shows are watched over T.V and it is imitated by the viewers.

*The following are the prosocial behaviour one can witness through television effect*

- Positivity
- Constructive
- Helpful social behaviour
- React against antisocial behaviour

**Cognitive effect of watching television:**

The following are the cognitive effects of watching television

a) Desensitization
b) Social scripts or social representations
c) Cognitive priming

**Desensitization:**

- A technique used to decrease or normalise the body's response to particular sensations.
- A method to reduce/ eliminate an organism's positive reaction to any stimulus.

*Eg: Watching an obscene word, over and over and the emotional response will get reduced and normal.*

- It is an act of emotional or psychic numbness used as therapy to decrease the reactions.

**Social scripts or social representation:**

- Social scripts are culturally provided mental instructions for how to act in various situations.

*Eg: A man who watch sexual abuse in media may perceive the women peers as sex toys to ask for sex favours.*

**Cognitive Priming:**

- Priming is a technique in which the introduction of one stimulus influences how people respond to a subsequent stimulus.
- Priming works by activating as association or representation just before stimulus / task is introduced.

*Stroop effect:*

- A test which measures how long it takes a participant to state the colour of the word.
- After showing physical aggression, relationship aggression and no aggression on media, the participants were tested with Stroop effect.

Result:

The participant who watched physical aggression and relationship aggression where slower to find the colour than the one who watched no aggression content.

GAM-General Aggressive Model

- Anderson and bushman has introduced this General Aggressive Model which is said as combination of theories of aggression by Bandura,Berkowiz and Zillman.
- This GAM depicted that aggressive behaviour is due to one's personality, sex, attitude, frustration, pain, heat, alcohol, aggressive cues, mood, emotions, memory so on.

## MEDIA VIOLENCE THROUGH VIDEO GAMES:

The impact of video games on violence can faster violent behaviour, thoughts and actions.
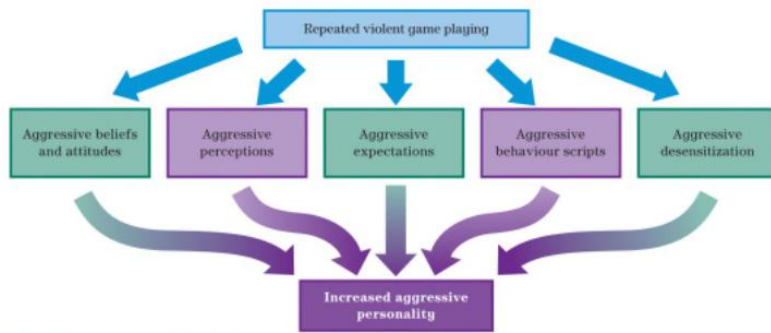
### Benefits of video games:

If violent video games are properly channelised the following benefits can be educated to children

- Prosocial behaviour
- Cognitive process as scanning the environment
- Mental manipulation
- Memory
- Attention.

### Effects of video games on aggressive behaviour:

The following are the effects of video games on an individual's aggressive behaviour

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- Increases arousal
- Increases aggressive thinking
- Increases aggressive feelings
- Increases aggressive behaviours
- Decreases prosocial behaviour.

## GENERAL EFFECTS OF MEDIA VIOLENCE

The vast majority of laboratory-based experimental studies have revealed that violent media exposure causes

- increased aggressive thoughts,
- angry feelings,
- physiologic arousal,
- hostile appraisals,
- aggressive behaviour, and
- desensitization to violence and
- decreases prosocial behaviour (eg, helping others) and empathy

### SEXUAL VIOLENCE

- ❖ **Sexual violence** means that someone forces or manipulates someone else into unwanted sexual activity without their consent.
- ❖ Sexual violence is defined as: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.
- ❖ Coercion can cover a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmail or other threats.

*E.g: the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought. It may also occur when the person aggressed is unable to give consent – for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation.*

- ❖ Sexual violence includes rape, defined as physically forced or otherwise coerced penetration – even if slight – of the vulva or anus, using a penis, other body parts or an object. The attempt to

do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape

❖ Pornography violates by means of subscribed websites, TV channels, phone sex hotlines and magazines.

❖ Pornography depicts sexual violence.

*Eg: A women aroused by man where she loses her power to fight him back physically and mentally. According to laboratory settings, this kind of overpowering a woman leads to sexual coercion and increases man's aggression.*

## Distorted Perception of sex reality:

❖ In 2017, Alyssa Milano brought "#Me too" for women through social media to open up about sexual harassment.

**Rape Myth:**

❖ As per Fawcett Society report 34% women believe that a woman in short skirt, who is drunk and roaming in late night out are to be blamed for sexual assault.

**Gesbner and Gross (1976)-Cultivation hypothesis:**

❖ The belief that T.V consumption is associated with the belief it reflects the real world.

❖ Also in 2016 fox study found that there is an positive relationship between playing these kind of video games, sexism, rape and myth acceptance.

❖ The more you play, the more you violate a woman sexually.

**Aggression against women: Feminicide**:

❖ WHO "Femicide is generally understood to involve the international murder of women because they are women but broader definitions include any killings of women or girls killed on the basis of honor killing or murdered for deviating from cultural norms and values".

*Factors:*

Edlestrin (2018) suggested three factors behind feminicide:

▪ Sexual jealousy

▪ Female willingness to leave her partner

▪ Complaints of females about abuse.

*Other factors for men abusing women:*

▪ Unemployment

▪ Low-status

▪ Poor social integration

▪ Migration of women from powerful places.

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**UNI-IV**

**COMPONENTS OF GROUP ANTAGONISM**

*Components of Group Antagonism: Stereotype- Discrimination and Prejudice-Learning Prejudice-Motives for Prejudice-Cognitive bases of Prejudice- Changing face of Prejudice-Reducing Prejudice*
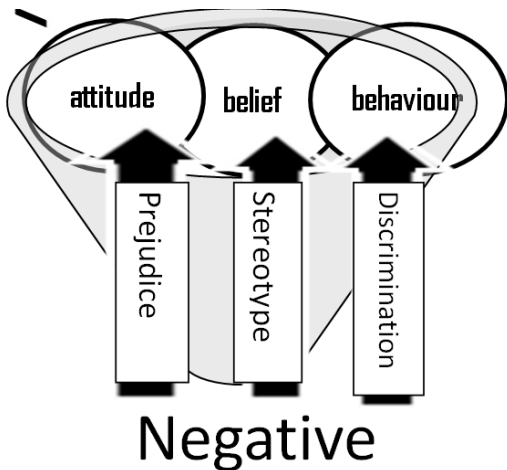


Antagonism is a hatred or dislike towards a particular group

## STEREOTYPE (ஒரே மாதிரியான)

❖ Stereotype is the negative beliefs about the characteristics of group members.

Eg: Indians are stereotypes as family oriented.

**Influencers of stereotype:**

⇒ It influences perception of an individual among a particular group

⇒ It influences expectation even though such things may not happen in future.

*Eg: A hyperactive child is rejected from friends constantly with the fear of aggressive behaviour from the child.*

⇒ It develops self-fulfilling prophecy (self-doubt)

*Eg: if someone tells you that you are learn, we started to believe that we are losing health.*

**Accuracy check of stereotype**:

▪ All the stereotypes may not be true

▪ Some stereotypes will have iota of truth but it does not fit everyone.

## DISCRIMINATION (பாகுபாடு)

❖ It is a negative behaviour toward an individual based on their group membership.

*Eg: African American differences.*

**Types of discrimination:**

▪ Blatant discrimination

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- Reverse Discrimination

**Blatant discrimination**:

- It is also known as subpled discrimination
- Here an individual is emotionally victimized and discriminated.
- Mostly the kind of discrimination would face attributional ambiguity
- Attributional ambiguity is an uncertainty about one' own failure whether it is due to the discrimination of others or due to real inadequate performance of the person.
- Thus the measurement of their weak performance whether it is due to negative emotions of others or due to their poor performance will leads to confusion

*Eg: a bubbly woman taking part in beauty pageant and loses*

**Reverse Discrimination:**

- This is the act of discrimination on a section of members so that another set of members can be upgraded.

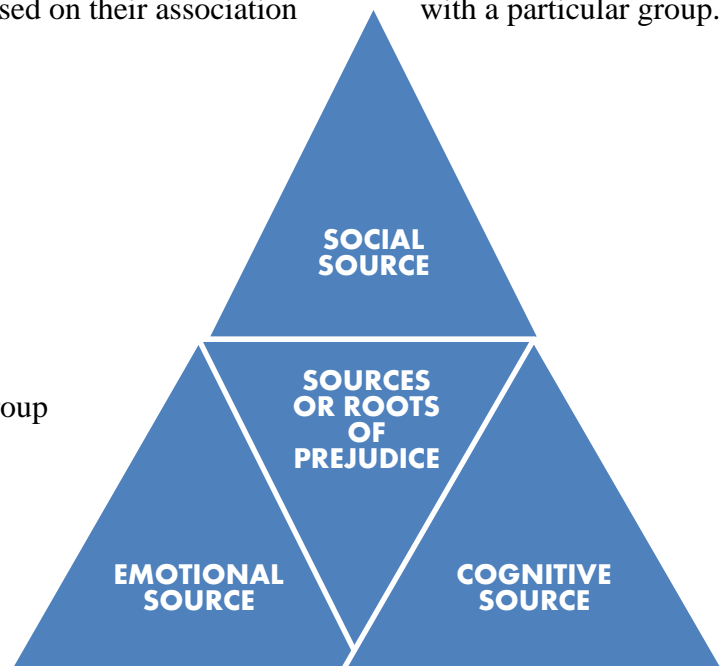*Eg: quota wise exam cut offs*

### PREJUDICE (பாரபட்சம்)

- ❖ It refers to the negative feeling or attitude towards a group.
- ❖ It is evaluation of a group or an individual based on their association with a particular group.

*Eg: Friend.*

### Characteristics of prejudice:

- ⇒ It is based on pre judgment
- ⇒ It is wide and destructive
- ⇒ It is influenced by rational activities.
- ⇒ It influence public policy
- ⇒ It influences the success and failure of the group

### SOURCES OF PREJUDICE

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## SOCIAL SOURCE (LEARNING PREJUDICE)

According to social learning theory the following are the social sources how prejudice is being learned

1. Socialization
2. Media
3. Unequal status
4. Self fulfilling prophecy
5. Social identity
6. In group bias
7. Conformity
8. Institutional support
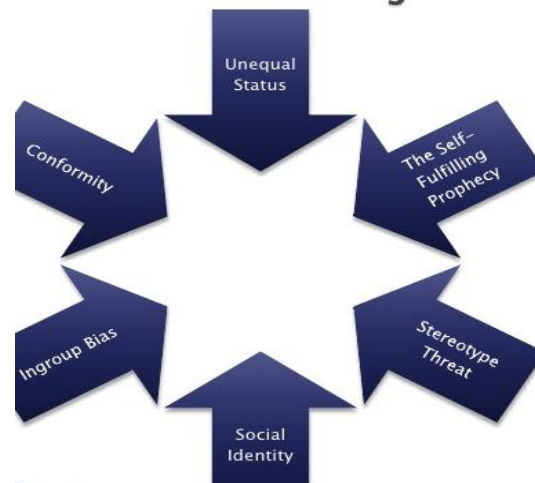
## Socialization

- Nobody learns stereotype or prejudice from their birth. Mostly the prejudice is learnt from
⇒ Family
⇒ Peers
⇒ Society

*The social learning mechanism is the process where a child learns the prejudice attitude in the following ways:*

1. *Imitation (by observing parents)*
2. *Association(learning to associate one category of people with crime, poverty)*
3. *Reinforcement(Encouraged to do )*

- Prejudice can also be learnt from inside and outside home and this is called social norm.
- There is high existence of social norms equally all over the world.

*Eg: Russians hate Jews.*

⇒ *Imitation*: The child learns through observation and imitates from family, peers and society.
⇒ *Association*: the child may lean to associate a particular group of people with some negative behaviours like poverty, crime, terrorism so *on .Eg: Muslims → all terrorist.*
⇒ *Reinforcemen*t: a child shows prejudice on a particular group when he or she is reinforced to do so.

## Media:

- Media is the largest source of social learning which could be a platform to both creating a negative hype about a particular group or to bring up the positive side of a minority group.

*Eg: in olden days the blacks were hardly seen in media or even if they are used they were iven only low level characters like janitor, maid o on. After WWII the blacks were started to act in mid level roles due to the constant positive coverage of media about them and thus people turn up to be unbiased.*

## Unequal status

- Those high in social dominance view people in terms of hierarchies. They like their own social groups to be in high-status—they prefer being on the top and degrading the below them.

*Eg: Masters view slaves as lazy, irresponsible, lacking ambition*

## Self fulfilling prophecy:

- This is called Pygmalion effect.
- We belief ourselves the way how others tell us that we are.
- We judge and self doubt based on their saying.

*Eg: If a person thinks that we are clever we also starts to belief that.*

## Social Identity:

- The social view of us in the society beyond our personal belief.
- Three main components of social identity theory:
⇒ *We categorize-* we label out people into different category
⇒ *We identify-* we associate ourselves in any one such category for self esteem
⇒ *We compare-* we then compare with other categories of people.

## In group bias:

➢ Ingroup→ "Us"—a group of people who share a sense of belonging, a feeling of common identity.

➢ Outgroup→"Them"—a group that people perceive as different from your ingroup.

➢ Ingroup bias is a circle that includes you and exclude out group members. It defines who you are .if it's a success you take self pride in saying its due to in group if its failure we pinpoint the outgroup.

## Conformity:

➢ If prejudice is socially accepted, many people will follow the path and conform to the fashion.

## Institutional Support:

➢ Social institutions (schools, government, the media) may encourage prejudice through open policies such as segregation of people a per caste, creed, race, religion, quota so on

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## EMOTIONAL SOURCES (MOTIVES OF PREJUDICE)

❖ Prejudice may be learned by social situations, but only motivation decides whether prejudice breeds hostility or turn it down as unbiased.

Emotional sources are

1. Frusstration and agression(The Scapegoat Theory)
2. Realistic group conflict theory.
3. Personality dynamics]

### Frustration And Agression:(The Scapegoat Theory)

Scapegoating

Scapegoating is a hostile social – psychological discrediting routine by which people move blame and responsibility away from themselves and towards a target person or group.

It is also a practice by which angry feelings and feelings of hostility may be projected, via inappropriate accusation, towards others.

The target feels wrongly persecuted and receives misplaced vilification, blame and criticism; he is likely to suffer rejection from those who the perpetrator seeks to influence.

▪ Pain and frustration (the blocking of a goal) often begins aggression.

▪ When the cause of our frustration is threatening or unknown, we often redirect our aggression towards minority group of us. This phenomenon of "displaced aggression"

*Eg: for a parent, kids will be the target, for target their toys may be the target to show their aggression.*

### Realistic group conflict theory

▪ Competition is an important source of frustration that can motivate to feel prejudice. When two groups compete for jobs, housing, or social prestige, one group's goal fulfillment can become the other group's frustration.

▪ Thus, the realistic group conflict theory suggests that prejudice arises when groups compete for scarce resources

### Personality dynamics:

The changes in personality due to prejudice are

⇒ Need for status, self regard and belonging
⇒ The authoritarian Personality.

### Need for status, self regard and belonging

▪ To feel ourselves as having status, we need people below us.
▪ Thus, one psychological benefit of prejudice is a feeling of superiority.

- Most of us can recall a time when we took secret satisfaction in another's failure.

*Eg: Perhaps seeing a brother or sister punished or a classmate failing a test*

**The authoritarian Personality**

- Obedience and respect for authority are the most important virtues children should learn." From those findings, Adorno and his colleagues (1950) theorized an **authoritarian personality** that is particularly prone to engage in prejudice and stereotyping.
- ***People with* Authoritarian Personality** *tended to be submissive to those with power over them and aggressive toward those whom they considered below them*.
- Although authoritarianism and social dominance can co-exist, it appears to have different ideological bases.
- Authoritarianism appears to concern with security and control, whereas social dominance orientation appears to one's group status

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**COGNITIVE SOURCES (Cognitive bases of prejudice)**

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- The three cognitive sources of prejudice are
1. Categorization
2. Distinctiveness
3. Attribution

<u>**Categorization:**</u>

- ❖ Just by seeing similarities and differences we simplify our environment is to *categorize*—to organize the world by clustering objects into groups which are similar in nature

*Eg: plants ,animals*

**Spontaneous Categorization**

- Ethnicity and sex are powerful ways of categorizing people spontaneously.

*Eg:Imagine Tom, a 45-year-old African American business man in a white group.. His image of "Black male" predominates over the categories "middle-aged," "businessperson," and "American southerner."*

**Racial categorization:**

- Social identity theory implies that people who are highly concerned with racial prejudice take times to categorize people as us (ingroup) or them (out group) than those who are non prejudiced.

*Research: To test that prediction, Jim Blascovich and his co-researchers (1997) compared racially prejudiced people (who feel their racial identity keenly) with non prejudiced people when shown faces whose race was*

*somewhat ambiguous prejudiced people took longer, with more apparent concern for classifying people as either "us" (one's own race) or "them" (another race). Prejudice requires racial categorization.*

**Perceived Similarities and Differences leads to ingroup bias:**

- Categorizing into groups can create a sense that *they* are "all alike" and different from "us" and "our" group .

- As we generally like people who is similar to us and dislike those we who are different from us, the result is a tendency toward ingroup bias.

## Distinctiveness: Perceiving People Who Stand Out

- ❖ When a person is standing out high in crowd as odd man out he/she will be paid more attention by others naturally. *Eg:a man in female group*

- *Distinctiveness feeds self-consciousness*

In such cases of people standing alone out in group, both majority and minority person would feel tensed to interact though both are well intentioned

- *Distinctiveness feeds Stigma Consciousness*

A person's expectation of being victimized by prejudice or discrimination.

Eg: Gay/lesbian in countries like India.

- *We sometimes use distinctiveness to acknowledge a large group as means of shortcut judgment. But it cannot be accurate.*

Eg: if one sports player behaves wrongly, we assume all the sports person are to be so.

## Attribution (இயற்பண்பு)

- ❖ We attribute others' behavior so much to their inner dispositions that we ignore the important situational forces.

**Fundamental attribution error**

- The error occurs partly because our attention focuses on the person, not on the situation.

- In explaining others' actions, the fundamental attribution error emphasis on internal personality characteristics to explain someone's behavior in a given situation, rather than thinking about external situational factors.

*Eg:Imagine yourself walking down a crowded sidewalk, carrying loaded bags from shops. If someone bumps into you, you are probably inclined to think "what an idiot! That person has no respect for others, he clearly saw me!" In this assessment of the person's behavior, you fail to consider situational factors like someone else bumping into that person, or your failure to realize that your bags are taking up more room than you think they are, thus forcing people to bump into you as they try to get around you*

**Just-World  Phenomenon**

- The tendency of people to believe that the world is just (fair) and that people therefore get what they deserve and deserve what they get.
- Attributing failures(blaming  dispositional causes rather than situational causes) motivate us to see a just(fair) world because this

  - ✓ reduces our perceived threats,
  - ✓ gives us a sense of security that people will deserve what they have did,
  - ✓ helps us find meaning in difficult and unsettling circumstances, and
  - ✓ benefits us psychologically**.**
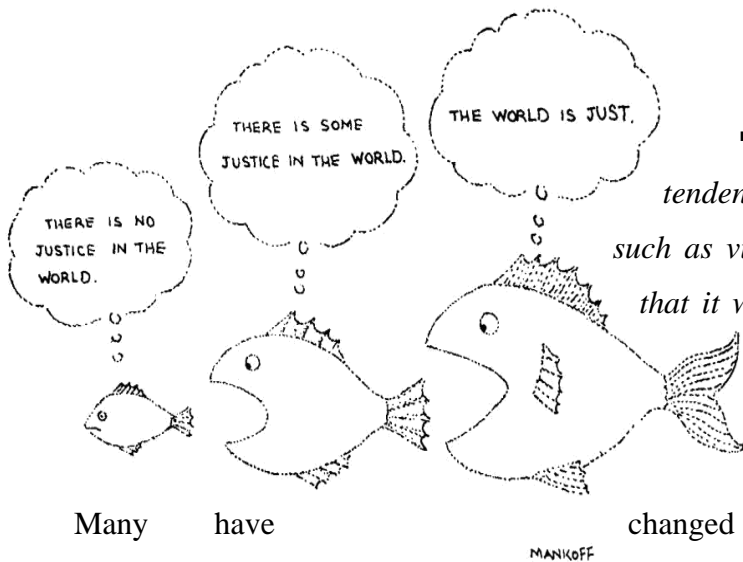


- *Unfortunately, the just world hypothesis also results in a tendency for people to blame victims of a tragedy or an accident, such as victims of rape and domestic abuse to reassure themselves that it was caused for the bad deeds which they did in last birth rather thinking logically based on situation.*

## CHANGING FACES OF PREJUDICE

Many have changed since the earliest socio psychological studies of prejudice were conducted in the 1930's.

The following are the changes took place after World War II

**Declining old fashioned racism**

- As per the survey done in the United States the early 1960 have found that anti-semitism has declined gradually.
- The traditional forms of prejudice against African American have been called old fashioned racism.

This type of racism has three components

- ⇒ **Racial superiority**
- ⇒ **Racial segregation**
- ⇒ **Racial discrimination**
- All these three have reduced against blacks in institutions and employments

**Illusionary change**

- Many argue that declining old-fashioned racism is just an illusionary change.

- Old fashioned racism is reduced due to the fact that it is socially unacceptable nowadays.

- Behind their polite face of opposition towards antagonism people still hide their same racism inside.

- In many social events it's socially unacceptable to speak about discrimination or prejudice or make comments on sexism or racism hence people do not reveal their real color.

**REPLACEMENT TO OLD FASHIONED RACISM**

The following has replaced old fashioned racism as a means of illusionary change

- ❖ **Symbolic racism**
- ❖ **Ambivalent racism**

**Symbolic Racism**

⇒ Symbolic racism is a modern form of showing prejudice where the resentment focuses on special treatment of particular minority group.

⇒ In this racism the minority group is treated with special concessions to identify them to be weaker and lower than the major community.

*Eg: Africans gave additional special concessions in institutions.*

**Ambivalent racism**

⇒ As the name says the groups that prejudice the minorities will possess confusing attitudes that they believe in freedom and equality but also show racial prejudice.

⇒ They remain self reliance but scold minorities for being dependent, criminal behaviour so on

⇒ They act sympathetic yet disdainful

This kind of Ambivalence cause

- ✓ **Psychological discomfort and**
- ✓ **Feeling of guilt**

⇒ Also in many cases the racial major group would not behave normal with minors due to negative feeling and guilty

*Eg: Whites do not make proper eye contact with blacks while talking.*

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# WAYS TO REDUCE PREJUDICE

The prejudice can be reduced in the following ways

| SOCIAL SOURCES | EMOTIONAL SOURCES | COGNITIVE SOURCES |
|---|---|---|
| ⇒ **Proper socialization** | ⇒ Intergroup contact | ⇒ Controlled processing |
| ⇒ **Education** | ⇒ Contact theory | ⇒ Recategorizing |
| ⇒ **Mass media support** | ⇒ Jigsaw technique | ⇒ Good information about each individual |

## SOCIAL SOURCES

The following are the ways to reduce prejudice that arise due to social sources

### a. Proper Socialization

The people are learning prejudice only from friends', family and society. Hence the people who plays major role in raising a child should give them proper understanding regarding gender and racial prejudice

### b. Education

Also the government school and colleges have a huge responsibility of letting the world know that prejudices are nothing

### c. Mass media

Mass media is a highly powerful tool where a single social message can make the world upside down.

## EMOTIONAL SOURCES

### a. Intergroup contact

The best way to reduce emotional trauma that comes from one group prejudicing the other group is by creating intergroup contacts between major and minor groups.

By creating contacts between groups would let the people know the

- ✓ true similarities
- ✓ increase likeliness and
- ✓ increase awareness so that prejudice will be reduced.

### b. Contact theory

Contact theory refers to develop *sustained close contact* with outgroups which let the member knew the entire positive and negative sides of the people.

This will bring *Cooperative interdependence among members.*

This is expected to reduce competition and bring real cooperation after knowing each other well.

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The contacts must be with members of equal status so that ego clashes will be reduced.

### c. Jigsaw methods:

In this techniques the racial in group and out-group members should form small groups and

One member should read and share their learning to others.

This is one method to follow with children so that they will reduce their aversive racism towards other groups.

## COGNITIVE SOURCES

### a. Controlled processing:

This is the way where we individually practice our mind to control from showing intolerance.

### b. Recategorization:

This is similar to cooperative interdependence where the members of ingroup and outgroup are restructured to form a huge inclusive group where cross cutting categories is followed and thus the members of inclusive third group will share only positives within this group and reduce to speak about negatives of out groups since they are also members now.

### c. Good information about each individual:

Knowing everyone personally will have chances to reduce prejudice in large extend.

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## UNIT V

## APPLICATIONS OF SOCIAL PSYCHOLOGYIN HEALTH BEHAVIOUR

*Social Sources of Stress and their Effects on Personal Well Being- Social Tactics to Decrease the Harmful Effects of Stress-Fostering Happiness in Our Lives: Factors Influencing Happiness- Benefits of Happiness-Increasing Happiness Levels-Applying Social Psychology in personal and professional relationships.*

### DEFINITION

- ❖ Social stress can be broadly defined as **a situation which threatens one's relationships, esteem, or sense of belonging within a dyad, group, or larger social context**.
- ❖ Social stress can emerge in a number of situations.

### SOCIAL SOURCES OF STRESS AND THEIR EFFECTS ON PERSONAL WELL BEING

### SOURCES OF STRESS:

Everyone has different stress triggers. Work stress tops the list, according to surveys. Forty percent of U.S. workers admit to experiencing office stress, and one-quarter say work is the biggest source of stress in their lives.

Life stresses can also have a big impact. Examples of life stresses are:

- The death of a loved one
- Divorce
- Loss of a job
- Increase in financial obligations
- Getting married
- Moving to a new home
- Chronic illness or injury
- Emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem)
- Taking care of an elderly or sick family member
- Traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one

Sometimes the stress comes from inside, rather than outside. You can stress yourself out just by worrying about things.

- Fear and uncertainty.
- Attitudes and perceptions.
- Unrealistic expectations.
- Change.

### EFFECTS OF STRESS ON PERSONAL WELL BEING

When you are in a stressful situation, your body launches a physical response. Your nervous system springs into action, releasing hormones that prepare you to either fight or take off. It's called the "fight or flight" response, and it's why, when you're in a stressful situation, you may notice that your heartbeat speeds up,

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your breathing gets faster, your muscles tense, and you start to sweat. This kind of stress is short-term and temporary (acute stress), and your body usually recovers quickly from it.

But if your stress system stays activated over a long period of time (chronic stress), it can lead to or aggravate more serious health problems. The constant rush of stress hormones can put a lot of wear and tear on your body, causing it to age more quickly and making it more prone to illness.

If you've been stressed out for a short period of time, you may start to notice some of these physical signs:

- Headache
- Fatigue
- Difficulty sleeping
- Difficulty concentrating
- Upset stomach
- Irritability

When stress becomes long-term and is not properly addressed, it can lead to a number of more serious health conditions, including:

- Depression
- High blood pressure
- Abnormal heartbeat (arrhythmia)
- Hardening of the arteries (atherosclerosis)
- Heart disease
- Heart attack
- Heartburn, ulcers, irritable bowel syndrome
- Upset stomach -cramps, constipation, and diarrhoea
- Weight gain or loss
- Changes in sex drive
- Fertility problems
- Flare-ups of asthma or arthritis
- Skin problems such as acne, eczema, and psoriasis

### SOCIAL TACTICS TO DECREASE THE HARMFUL EFFECTS OF STRESS

**I. Identify the sources of stress in your life**

Stress management starts with identifying the sources of stress in your life. This isn't as straightforward as it sounds. While it's easy to identify major stressors such as changing jobs, moving, or going through a divorce, pinpointing the sources of chronic stress can be more complicated. To identify your true sources of stress, look closely at your habits, attitude, and excuses.

**II: Practice the 4 As of stress management**

When deciding which option to choose in any given scenario, it's helpful to think of the four A's:

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**Avoid**-Avoid unnecessary stress

**Alter-** Alter the situation

**Adapt** to the stressor

**Accept**- Accept the things you can't change

### a) Avoid unnecessary stress

*It's not healthy to avoid a stressful situation that needs to be addressed, but you may be surprised by the number of stressors in your life that you can eliminate.*

- Learn how to say "no."
- Avoid people who stress you out.
- Take control of your environment.
- Prepare to-do list.

### b) Alter the situation

*If you can't avoid a stressful situation, try to alter it. Often, this involves changing the way you communicate and operate in your daily life.*

- **Express your feelings instead of bottling them up.**
- **Be willing to compromise.**
- **Create a balanced schedule.** .

### c) Adapt to the stressor

*If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.*

- Reframe problems.
- Look at the big picture.
- Adjust your standards.
- Practice gratitude.

### d) Accept the things you can't change

*Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.*

- Don't try to control the uncontrollable.
- Look for the upside. **.**
- Learn to forgive.

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- Share your feelings.

## III: Get moving with exercise

When you're stressed, the last thing you probably feel like doing is getting up and exercising. But physical activity is a huge stress reliever—and you don't have to be an athlete or spend hours in a gym to experience the benefits. Exercise releases endorphins that make you feel good, and it can also serve as a valuable distraction from your daily worries.

Here are some easy ways to incorporate exercise into your daily schedule:
- Put on some music and dance around.
- Take your dog for a walk.
- Walk or cycle to the grocery store.
- Use the stairs at home or work rather than an elevator.
- Park your car in the farthest spot in the lot and walk the rest of the way.
- Pair up with an exercise partner and encourage each other as you work out.
- Play ping-pong or an activity-based video game with your kids.

## IV. The stress-busting magic of mindful rhythmic exercise

While just about any form of physical activity can help burn away tension and stress, rhythmic activities are especially effective. Good choices include walking, running, swimming, dancing, cycling, tai chi, and aerobics. But whatever you choose, make sure it's something you enjoy so you're more likely to stick with it.

While you're exercising, make a conscious effort to pay attention to your body and the physical (and sometimes emotional) sensations you experience as you're moving. Focus on coordinating your breathing with your movements, *for example, or notice how the air or sunlight feels on your skin. Adding this mindfulness element will help you break out of the cycle of negative thoughts that often accompanies overwhelming stress.*

## V. Connect to others

There is nothing more calming than spending quality time with another human being who makes you feel safe and understood.

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In fact, face-to-face interaction triggers a cascade of hormones that counteracts the body's defensive "fight-or-flight" response. It's nature's natural stress reliever (as an added bonus, it also helps stave off depression and anxiety).

### *Tips for building relationships*

1. Reach out to a colleague at work.
2. Help someone else by volunteering.
3. Have lunch or coffee with a friend.
4. Ask a loved one to check in with you regularly.
5. Accompany someone to the movies or a concert.
6. Call or email an old friend.
7. Go for a walk with a workout buddy.
8. Meet new people by taking a class or joining a club.
9. Confide in a clergy member, teacher, or sports coach.

## VI. Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by carving out "me" time. Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors.

- Set aside leisure time.
- Do something you enjoy every day.
- Keep your sense of humour.

## VII. Take up a relaxation practice.

Relaxation techniques such as yoga, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the opposite of the fight or flight or mobilization stress response. As you learn and practice these techniques, your stress levels will decrease and your mind and body will become calm and centred.

## VIII: Manage your time better

Poor time management can cause a lot of stress. When you're stretched too thin and running behind, it's hard to stay calm and focused. Plus, you'll be tempted to avoid or cut back on all the healthy things you

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should be doing to keep stress in check, like socializing and getting enough sleep. The good news: there are things you can do to achieve a healthier work-life balance.

- Don't over-commit yourself.
- Prioritize tasks.
- Break projects into small steps.
- Delegate responsibility.

## IX: Maintain balance with a healthy lifestyle

In addition to regular exercise, there are other healthy lifestyle choices that can increase your resistance to stress.

- Eat a healthy diet.
- Reduce caffeine and sugar.
- Avoid alcohol, cigarettes, and drugs.
- Get enough sleep.

## X: Learn to relieve stress in the moment

The fastest way to reduce stress is by taking a deep breath and using your senses—what you see, hear, taste, and touch or through a soothing movement. By viewing a favourite photo, , or *hugging a pet, for example, you can quickly relax and focus yourself.*

Of course, not everyone responds to each sensory experience in the same way. The key to quick stress relief is to experiment and discover the unique sensory experiences that work best for you.

## FOSTERING HAPPINESS IN OUR LIVES

### DEFINITION OF HAPPINESS:

- ❖ Happiness is a positive emotional state that is subjectively defined by each person.
- ❖ The term is rarely used in scientific studies because there is little consensus on its meaning**.**

## Components of Happiness

The components of happiness include

- ✓ high positive effect,
- ✓ absence of negative affect and
- ✓ high life satisfaction.

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## FACTORS INFLUENCING HAPPINESS

A number of factors that contribute to happiness are as follows:

i. *Personality traits and happiness:* Happy people in western cultures are found to be extraverted, optimistic, having high self-esteem and an internal locus of control. In contrast, unhappy people are found to be high on neuroticism.

ii. **Optimism, self-esteem and locus of control** are also personality traits which correlate with happiness.

iii. *Heritability:* It is found that about half of the variance in current happiness or subjective well-being is due to genetic factors.

iv. *Culture and Happiness:* Cultures in which there is social equality have higher mean levels of subjective well- being. Happiness is also associated with important features of government institutions.

v. *Kinship:* Close ties between parents and children, between siblings, and between extended family members enlarge the social support network of an individual.

vi. *Friendship:* Maintaining a few close confiding relationships has been found to correlate with happiness and subjective well-being.

vii. *Acquaintances:* Co-operation with acquaintances, who are neither family nor close friends, is a potential source of happiness and a way of avoiding unhappiness due to loss of status and inequalities which inevitably arises from regular involvement in competition

viii. *Religion and spirituality: First*, religion provides a belief system through which people to find meaning and hope *.Second*, the involvement religious activities like visiting the feelings in geographical locations where there is vegetation, water and panoramic views .Good weather induces positive moods.

ix. *Music* has been shown in surveys and mood induction experiments to induce short-term positive mood states and to reduce aggression

x. *Health: The* objective health ratings made by physicians do not correlate with happiness The immune systems of happy people work more effectively than those of unhappy people

xi. *Exercise:* In the short term, exercise induces positive mood states and in the long term regular exercise leads to greater happiness

xii. *Productivity and Happiness:* Employment status, job satisfaction, and goal-directed activity are all associated with subjective wellbeing and there is also an association between education and happiness in certain circumstances.

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## BENEFITS OF HAPPINESS

With so much research showing the multiple positive benefits for our health, here are the top six proven health benefits:

### 1. Improved Heart Health

Several studies have linked happiness with improved heart health and lower risk of heart disease by 13-26%

### 2. Ability to Combat Stress More Effectively

Excess stress causes higher levels of cortisol – the stress hormone – which can lead to a number of health conditions. Multiple studies have found that individuals who are happier have consistently lower cortisol levels in their blood

### 3. A Stronger Immune System

Some research has indicated that being happier can support a strong immune system, leading to greater health all round, and the ability to fight infections or disease more effectively

### 4. Overall Healthier Lifestyle

Happiness has also been linked to several positive and highly beneficial health habits, that promote a greater sense of wellbeing. This includes eating a healthier diet, engaging in more physical activity, and overcome poor sleeping.

### 5. Can Help Reduce Pain

Researchers believe that individuals who are happier, have a better perspective and are able to accept new thoughts easily, which can lead to a lower experience of pain especially connected to chronic conditions such as arthritis.

### 6. Increased Life Longevity

One of the most interesting finds from the research for health benefits of happiness is its connection with life longevity. Researchers believe that because of the impact happiness has on all of the above health benefits, it can ultimately help you live a longer life .

## INCREASING HAPPINESS LEVEL

Some strategies for increasing happiness level in one's life.

- Focus upon problem-solving, not just venting
- Take time to build quality relationships with supportive people
- Count your blessings and practice gratitude
- Take time to engage in random acts of kindness
- Respond actively and constructively, celebrating when others share good news with you
- Attend to others mindfully, and practice compassion and empathy
- Be kind to yourself, rather than overly self-critical or perfectionist
- Savor experiences because this will intensify and prolong your enjoyment of them
- Set meaningful goals for yourself that provide structure and purpose, give a sense of identity and increase self-esteem

- Build intrinsic motivation, rather than just relying upon doing things to please others
- Seek healthy challenges, stretching your abilities just a bit beyond your comfort zone to realize your potential
- Appreciate what you already have rather than focusing only upon what you still desire
- Avoid the temptation to complain and reinforce negativity; instead, cultivate optimism and practice positively reframing your circumstances

## APPLYING SOCIAL PSYCHOLOGY IN PERSONAL RELATIONSHIPS (General topic, include your own answers from part I and II which you read, we gave only few hints here)

Personal relationships refer to **close connections between people, formed by emotional bonds and interactions**. These bonds often grow from and are strengthened by mutual experiences.

Social psychology can be used in different areas of our lives such as, our way of thinking, relationships (personal and professional), physical and mental health etc. At the center of all these, it's human social cognitive system interacting with everyday situations.

Social cognition means the process of thinking about ourselves and other people. According to Allport (1985) social cognition is a major idea in social psychology attempting to understand how our thoughts, personal feelings and behavior of individuals are all influenced by the actual, imagined and or implied presence of others.

The way we perceive ourselves in relation to the rest of the world influences our behaviors and our beliefs. The opinions of others also affect our behavior and how we view ourselves. Social psychologists are interested in all aspects of interpersonal relationships and the ways that psychology can improve those interactions. For example, their research helps us understand how people form attitudes toward others and, when these are harmful — as in the case of prejudice, for example — provides insight into ways to change them.

## APPLYING SOCIAL PSYCHOLOGY IN PROFESSIONAL RELATIONSHIPS

It is an application of social psychology which focuses on understanding behaviours in work settings, especially within the field of industries and organisations. Work related attitudes include employees' evaluation of jobs (job satisfaction) and of their organisations. Research has emphasised the determinants and the consequences of these attitudes.

Work motivation is influenced by cognitive factors, the outcomes of performance, and the perception of inequity. A common problem in organisations is conflict, and psychologists have identified both organisational causes competition over scarce resources, and interpersonal causes such as stereotypes, prejudices, grudges and ineffective communication styles. Organisational conflicts can be reduced or

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resolved by such techniques as bargaining, superordinate goals and the induction of represses incompatible with anger and conflict.

Most of the people spend their half of the time at a job outside the home. Thus, the study of organizational behaviour has broad consequences for both employees and employers. This field seeks to understand and predicts human behaviour in organizational settings by means of the scientific study of individuals, groups and the structure and functions of organization. The social psychologists play a significant role in achieving job satisfaction and assessing its effects, selecting the right employee, and solving the industrial disputes etc.