WEEK 2: SELF AND AUTHENTICITY

Openness to Experience	This represents the willingness to try new things and think outside the box. Curious, original and open-minded vs Dull, unimaginative and cautious Eg. Wanting to climb Mount Everest and see it in person vs Looking at Mount Everest from an image online
Conscientiousness	The desire to be careful, diligent and to regulate immediate gratification with self-discipline. Dependable and responsible vs Careless and impulsive Eg. Starting assignments a month before due date vs Starting assignments on the day of the due date
Extraversion	A state where an individual draws energy from others and seeks social connections or interaction, as opposed to being alone (introversion). Sociable and talkative vs Withdrawn and shy Eg. Initiating conversations with strangers vs Standing in one corner away from others
Agreeableness	The measure of how an individual interacts with others, characterised by degree of compassion and cooperation. Tolerant and cooperative vs Cold and rude Eg. Putting task on hand aside and helping others vs Ignore help request from others
Neuroticism	A tendency towards negative personality traits, emotional instability and self-destructive thinking. Stable and confident vs Depressed and anxious Eg. When encounter situation, will calm down and think through thoughts vs Easily agitated at small mishaps

Self-monitoring	Self-monitoring is a personality trait that captures differences in the extent to which people control the image they present to others in social situations. High: behaviour fit to social situation Low: behaviour mostly disregards social situation High self-monitoring – Lowering their voice when speaking in the library Low self-monitoring – Speaking loudly in the library
Locus of control	Locus of control is a psychological concept that refers to how strongly people believe they have control over the situations and experiences that affect their lives. Internal: what happens in my life is decided by internal factors (eg. motivation, effort, and talents) External: behaviours is decided by external factors (eg. fate, luck, and other people such as family) Internal locus of control – Getting a job at a reputable company because of one's talents and efforts External locus of control – Getting a job at a reputable company because of one's family connections
Narcissism	The tendency to be arrogant, have a grandiose sense of importance, require excessive admiration, and have a sense of entitlement. Narcissists tend to think that they are great leaders, however, their colleagues and supervisors tend to rate them as poor leaders.
Machiavellianism	The tendency to engage in social conducts that involve manipulating others for personal gain, often against the other's self-interest.

Type A and Type B Personality - It concerns how people respond to stress.	
Type A - Ambitious - Moves, walks, and eats rapidly - Impatient - Multitasks - Dislikes leisure time - Obsessed with numbers - Measures success in terms of how many or how much of everything is acquired	**Type B** - Work steadily - Never suffers from a sense of time urgency - Does not need to display or discuss achievements or accomplishments - Plays for fun and relaxation, not to win - Can relax without guilt
Eg. Individual who does work while having their lunch and calling someone	Eg. Individual who does each of the items one at a time, work, lunch and then call.

WEEK 3: EMOTIONAL INTELLIGENCE

Emotional intelligence
- "Anyone can become angry. That is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way - that is not easy." - Aristotle
- An individual's ability to :
    1. Understand emotions
    2. Perceive emotions
    3. Manage and use emotions
- People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

What are emotions?
- Emotions: intense feelings that are directed at someone or something
- Moods: feelings that tend to be less intense than emotions and that lack a contextual stimulus

Affective events theory	Employees react emotionally to things that happen to them at work; these emotional reactions influence their subsequent job performance and satisfaction. Eg. When someone is rude to you at work, it leads to emotional labour, whereby an employee has to manage feelings and expressions to express organisationally desired emotions during interpersonal interactions. When there are high volumes of people not being polite, and the next customer comes along, the employee has to be nice, smile, pretend to be happy, acting like they are happy due to their job. Despite feeling sad at work, the employee would still smile to show positive emotions that are organisationally desired. The employee would be manipulating facial muscles directly without experiencing the positive emotion and be experiencing surface acting as opposed to deep acting which is a natural expression. When an employee is overworked for a long period of time, it comes to a point where that person cannot physically or mentally handle the pressure and experience, and is unable to give off the desired emotions for the organisation. The employee would become burnt out or emotionally exhausted which is a process by which individuals experience a gradual increase of distress that is characterised by reduced productivity, alienation from others, and emotional exhaustion, impacting overall wellbeing. How is it related to emotions? - When employees react emotionally to things that happen and these emotional reactions influence their subsequent job performance and satisfaction How is it related to emotional labour? - When an employee smiles despite feeling unhappy at work → surface acting - It is only when they replace the unhappiness with good thoughts, resulting in them smiling → deep acting (can be a challenge) How is it related to burnout and emotional exhaustion? - When an employee is overworked for a long period of time, it comes to a point where that person cannot physically or mentally handle the pressure and experience, and is unable to give off the desired emotions for the organisation. The employee would become burnt out or emotionally exhausted.

Emotional labour	When an employee has to manage feelings and expressions to express organisationally desired emotions during interpersonal interactions.	
	Positive emotions Eg. A sales person showing enthusiasm towards customers when serving them.	Negative emotions Eg. When a customer is demanding a response on why the food is served as such, but the server is still smiling and nicely answering the questions of the customer.
Burnout/ emotional exhaustion	A process by which individuals experience a gradual increase of distress that is characterised by reduced productivity, alienation from others, and emotional exhaustion (Maslach & Leiter, 1997)	

Employees don't always experience the emotions that they are required to exhibit at work, how should they act to show these emotions?

Face acting	Deep acting
- Manipulating facial muscles directly without really experiencing the emotion - Negative interpersonal consequences - Emotional dissonance	- Mentally visualising a situation that will activate the emotion and express it naturally - Positive interpersonal consequences

WEEK 8: GROUP AND TEAM DYNAMICS

Team
- Two or more people interact with each other to work towards a common goal
- Widely used in business organisations
- Types of teams
    - Problem solving teams - teams that consist of people with similar problem solving skills who come to work together to solve a problem. eg. a project team working to find solutions to specific work-related problem
    - Self-managed teams - a group of employees that's responsible and accountable for all or most aspects of producing a product or delivering a service. eg. cross-trained workers who have a variety of job skills related to the assigned tasks
    - Cross functional teams - teams that consist of people with different skill sets to work on a common goal, more likely to have a greater speed of task completion and are able to handle a wide array of projects within a short time. eg. a company has different departments – marketing, finance, operations, human resources, etc. that require people possessing these different skill sets for the continuity and growth of the company
    - Virtual teams - teams that consist of individuals who work together from different locations and rely on communication technology in order to collaborate. It provide members with better work-life balance and allow businesses to employ the best experts in the field regardless of where they live eg. due to the pandemic, most people in the offices are working from home, forming virtual teams eg. due to the pandemic, most people in the offices are working from home, forming virtual teams

Team task
- 3 types of team tasks
    - Additive: team performance is the sum of all individual performance
    - Disjunctive: team performance is the best group member's performance
    - Conjunctive: team performance is the worst group member's performance (i.e. the weakest link of the group)

	Member 1 Perf	Member 2 Perf	Member 3 Perf	Member 4 Perf
Team A	8	8	8	3
Team B	6	6	6	6
Team C	4	4	4	10

- Which team will perform the best? Additive: Team A, Disjunctive: Team C, Conjunctive: Team B

Team size
- What is the optimal group size?
- Answer: Depends!
    - additive and disjunctive tasks: group performance increases with greater size – up to a certain point

- conjunctive tasks: group performance decreases with greater size

Composition
- Better to have similar or dissimilar group members?
    - Homogeneous group (SIMILAR): less conflict, fast team development, better at coordinated and cooperative tasks
    - Heterogeneous group (DIVERSE): more conflict, longer team development, better at complex tasks that require creativity

    Why are heterogeneous teams better at creative tasks?
    - Team members can create a bigger and more diverse pool of information and expertise
    - Team members can learn new information and skills through exchange and interaction with other members
    - Diverse information and skills can interact with each other to create novel solutions in a complex situation

Team development stages
- Teams usually go through several distinct stages during their lifespan, where members connect with each other in unique ways
    - **Forming**: Dependency & Inclusion
    - **Storming**: Counterdependency & Fight
    - **Norming**: Trust & Structure
    - **Performing**: Coordinating & Working

Eg.
During the forming stage, my group members and I are allocated in the group by the teacher and are dependent on each other during the group. As we are new and foreign to each other, we try to be nice and include everyone in.

During the storming stage, my group members and I are more acquainted with each other. There may be some ideas which some may not agree with and they start to rebut others and propose new ideas. With people who have different work ethics, can cause conflict within group members.

During the norming stage, my group members and I have worked with each other long enough and trust the capability that everyone brings to the table. We are able to follow the structure that has been set.

During the performing stage, my group members and I already know who is good at doing what and more confident, believe in the capabilities of each other that minimal cross-checking is needed as we know that each one of us knows our work and what we have done.

Team cohesion
- The degree of attraction people feel toward the team and their motivation to remain members
- Is it always good to have high team cohesion? It depends on the team norms