

# Johari Window methodology to expand Open Arena with Team Building for enhancing psychological Well-being: A case study with reference to E-Commerce Industry

KDV Prasad<sup>1</sup>, Mruthyanjauja Rao<sup>2</sup>

<sup>1</sup>Adjunct Professor, Institute of Industrial and Human Resource Development, Financial District, Gachibowli 500 032, Telangana, India.

<sup>2</sup>Head, Academics and Industry Partnerships, IHRD & Karvy Stock Broking Limited, Financial District, Financial District, Gachibowli 500 032, Hyderabad, Telangana, India

## Abstract

The authors report the results of a case study carried out in an e-Commerce company at Hyderabad on using the Johari Window Model to expand Open Arena with team building and to enhance psychological well-being. The authors have introduced the concept of the Johari Window model on a group of 60 employees at the induction stage for pre-test and after the six months of induction as post-test. A total of 90 adjectives were prepared, which are near possible descriptors of the individual's characteristics. A participant receiving insights chose 12 adjectives that best describe himself/herself. The other participants will highlight the characteristics of the other person choosing 8 adjectives that best describe the individual receiving insights. All the participants reveal at least two adjectives they perceive represent the characteristics of the individual being assessed. Then asking or checking with the individual participants from the group of 60 employees, if the adjective was on the assessor list, the adjust will place in the OPEN box else placed it in the BLIND BOX. The process was continued around the group one adjective by one adjective until there has been at least 12 OPEN adjectives listed. The individual is then checked to reveal the remaining adjectives that have not been identified by participants. There are some adjectives that individuals identified as the adjective but the sharing process already ended before they shared the adjective(s). In this case, the adjectives were moved to the OPEN list. If no one has an adjective that the individual reveals they are subsequently moved HIDDEN box. By doing this the OPEN area expanded and most of the individual's psychological behaviour was assessed in this two-stage exercise. The authors observed that at the induction stage, i.e. in the first attempt the Area has known other others and the individual and blind area is small whereas the Façade/Hidden Area and Unknown area is large. After the second stage of application of the Johari window concept the Façade/Hidden area and Unknown areas shrunken. The authors further applied Ryff's Psychological well-being scale to see the effect of Johari Modal on the Psychological well-being of an employee. The results indicated that interpersonal relationships, group dynamics and psychological well-being are statistically significant in enhancing organizational health and development.

**Keywords:** Psychological Well-being, Johari Window, Blind Area, Open Area, Façade

## Introduction

Nur Sahin (2011) opined that happiness depends on to which one's need is met and the social relations is a psychological need of a human being. Communication is the major factor in enhancing human relations. Most of the and bodily feedbacks perceived by the people to communicate and to understand opinions, the

information they provide to others about themselves is a critical factor. This feedback and perceptions provide the quality of social support they will offer and receive, on this explanation and trust with which the directions of relationships will be established (Kılı Önen, 2011). The individual's talking about himself/herself during his/her conversations to create new inter-relationships forms a basis for

the development of the relationship and trust, warmth, and acceptance (Ataşalar, 1996).

The Johari Window named after the creator psychologists Joseph Luft and Harrington Ingham is a model and a psychological tool used by several organizations in group dynamics and team building as a heuristic exercise (Luft and Ingham, 1955). This model needs a list of adjectives to describe the characteristics and personality of an individual. The first model developed 56 such adjectives and several were added in due course. The Johari Window has four quadrants – the first quadrant is open or Area where adjectives of subject and assessor will move into this cell; that is this quadrant describes the characters of own personal and similar to what others perceive about the subject. The second quadrant described as Blind because the characteristics of the subject are known to others but not to the subject. The façade is the third quadrant where the subject hid some of the characteristics of his/her personality from others. The further quadrant is a conscious or unknown part neither the subject nor the assesses knows (HaseSteward et al., 1999; Handy Charles, 2000).

The different researchers provided a different view of the Johari Window. In a study carried out on nursing staff, knowing self-awareness know one's personality, characteristics, perceptions, strengths and weakness. Self-awareness is a must for nursing professional as it enhances the interpersonal skills and can interact with the clients/patients with better understanding using his/personality and skills (Nursing Path, 2015). Further, this study made a notional description of the Johari window as Open, Blind, Hidden and Unknown on four quadrants. Some perceived Johari Window as a psychological tool to assess the personality, enhance self-awareness and improved relationship among the groups. Johari Window uses feedback and disclosure mechanisms for self-assessment of one's behaviour and to improve the relationships among others. Johari Window model is the most effective ways of self-analysis considering others perceptions to understand and describe others in a better way. This model was used by several organizations successfully to overcome competitors' challenges particularly in team development, group dynamics and to enhance communication (Prachi 2018). Johari Window model can be

successfully implemented in enhancing self-awareness, improving cordial relations among the group, team and personality development, and group dynamics.

## Review of Literature

Johari window is a “disclosure or feedback model of self-awareness” to portrait an individual by applying to the person or subject psychological exercise from a list of adjectives that best described one's personality. Usually, 6 to 8 adjectives selected by peers, colleagues, and friends to describe a subject (Nursing Path, 2015). The Johari Window is a model that establishes the creation of trust and develops relations among the groups, and mitigate communication problems and misperceptions. This model is based on what the person knows about himself/herself and what others have learned about this person, the two-dimensional aspect (Yıldız, 2014). The absence of information about the subject and their behaviours, devoid of thoughts and can be seen much as in individuals who are lacking skill or having low self-efficacy beliefs (Luft and Ingham, 2014; Malhan and Ersoy, 2001). A wide-open area indicates the level of successful communication in the group with a reciprocal understanding. The size of the “blind area” indicates the degree of “blind communication”, if the “hidden area” is large then communication is crippled (Yıldız, 2014; Nofriza, 2017). If the two or more persons are positive in communicating or talking to the personal issues indicates the development of trust (Üstündağ, 2006). Sphere and Wheelless reported that the degree of self-disclosure is significantly effective on the development of a congenial and positive relationship, irrespective of the duration of the relationship, and on the relationship's factors like honesty, intent, deep relation, and positivity (NurŞahin, 2011).

Psychological well-being is a combination of feeling well and functioning efficiently. Though the failures, grief disappointment is part of life are temporary and the individual who handles well can have long and sustainable psychological well-being. Psychological well-being is, compromised with negative emotions, long-lasting, and inhibits a person's ability to function in his/her routine life. Psychological well-being (PWB) is a positive mental state,

including happiness enjoyment, fulfillment, and it is not necessary to have fine distinctions between these terms. If an individual says “that I’m happy, or very satisfied with my life” you can be pretty sure that his/her psychological wellbeing is quite high! The two important components, to the extent to which an individual experiencing positive emotions, feelings of joyfulness and satisfaction. Diener (2020) referred to this aspect of psychological wellbeing as subjective wellbeing (Diener, 2000). Happiness is individual's perceived satisfaction by involvement in activity and product of their effectiveness (Diener, 2000; Yavuz, 2006).

### Research Gap

Based on the above literature the authors could find several studies using the Johari Window model for enhancing group interrelationship, group dynamics, team building, self-awareness, personality development, and employee engagement. However, authors could not find any study using Johari Window Model for Expanding Open Arena, the first quadrant and psychological well-being in any industry. Therefore, authors carried out this in e-commerce company at Hyderabad using Johari Window Model to study the effectiveness of Johari Window along with the Ryff's 18-point, six-item scale expands and enhances psychological study.

### Conceptual description of study variables - Psychological well-being

The six components/attributes that were studied using Ryff's 18-item well-being scale with six components are conceptualized as below;

**Self-acceptance:** The individual's positive state towards himself/herself by accepting

himself/herself and his/her past life.

**Positive Relationships:** The individuals who can develop positive relationships with groups and individuals, they are living working with. This individual can develop deep empathy and trust. Establishing open and reliable relationships with other individuals is a state of positive mental health and maturity.

**Autonomy:** An individual characteristic and capability to make decisions based on one's perceptions, standards as independent of others. These individuals capable of resisting social and political pressures. Autonomy provides a sense of freedom and job control in the daily routines of the person.

**Environmental Mastery:** An individual's skill to cope with the intricacies and complexities involved, perceived in the situation and in the life and of controlling them. Environmental mastery is making himself/herself to the suitable for his/her conditions and is an individual's positive mental health.

**Purpose in life:** The individual's belief that his/her life is meaningful and has a goal.

**Personal Growth:** Individual's inquisitiveness to learn new things ready and new assignments. This is an important benchmark for the personal growth of an individual and his/her self-actualization.

### Methodology

The study was carried out employing single group pre-test (at induction stage) and post-test (after 6 months of employment) research design, and the cause-effect relationships between events and used to test the hypotheses and (Büyüköztürk, 2012) method was followed for taking measurement.

### Experimental Study Group

The study group consisted of 60 employees from the Human Resources Department of an E-Commerce Industry, Hyderabad with 30 men and 30 women and who are voluntarily participated in the heuristic exercise. All the subjects never participated in such an exercise.

### Data Collection Tools and Analysis

The employee psychological well-being data collected using an 18-item scale developed by (Ryff, C. D., & Keyes, C. L. M. (1995); Johari Window Evaluation Form based on the model proposed by (Joseph Luft and Harry Ingham 1955)

### Psychological Well-Being Scale

The scale is a seven-point scale was used to measure 6 components/factors or dimensions of psychological well-being: 1) autonomy 2) environmental mastery, 3) personal growth –4) positive relationships with others, 5) purpose in life and 6) self-acceptance and Each of the 6 factors in the scale has 3 items and total 18 items were measured. The scoring was ranged from 1 to 7. The confirmatory factor analysis applied to the data and the loading of the scale items ranged ranging from 0.64 to 0.78. The results confirmatory factor analysis, the fit indices are RMSEA= 0.78, SRMR= 0.039, GFI= 0.95, NFI= 0.930, RFI= 0.90, CFI= 0.93 and IFI= 0.96. The reliability of the questionnaire and internal consistency of research instrumented measured using reliability Cronbach Alpha and the overall Cronbach Alpha measured at 0.80. From the results of the Test-retest for the first and second administration of the scale, it was observed a high level positive and significant correlation ( $r = 0.89$ ,  $p < .001$ ).

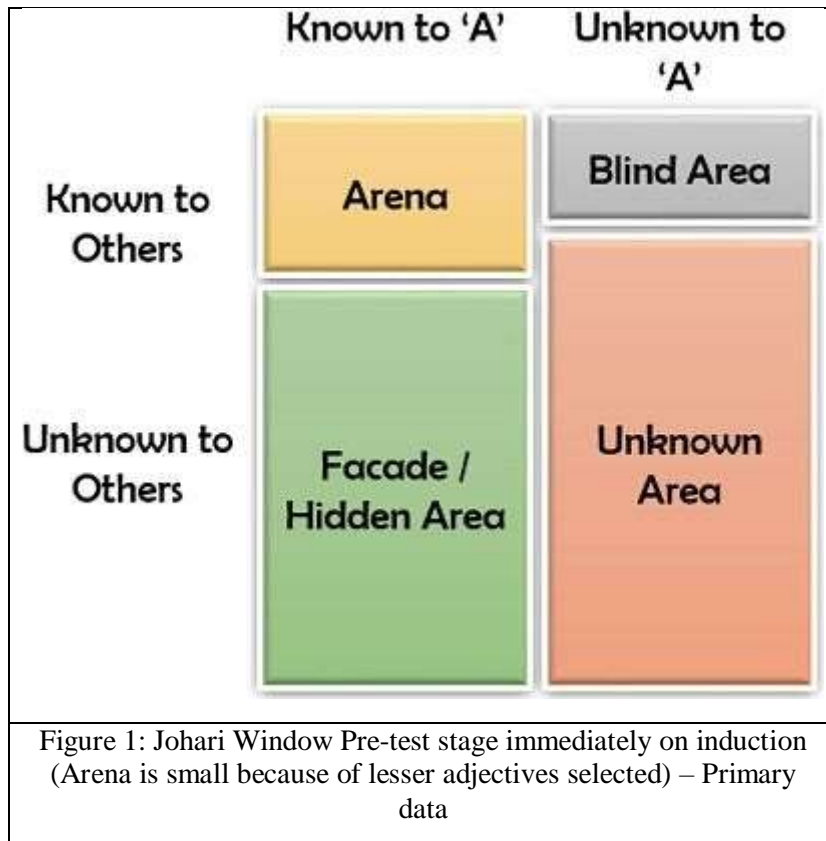
### Johari Window Evaluation Form

The authors used a minor modified version of the developed by the psychologist Joseph Luft and psychiatrist Harry Ingham to suit the study. The authors considered only a 36-item evaluation developed based on the Johari Window. In this process, the researchers

attempted to eliminate the communication problem by improving trust through interactions, and counseling. Therefore, the quadrant of Johari Window Open Area has expanded in the post-test with more adjectives moving to the first quadrant relative to giving feedback and being open. The four scores obtained are O1 (Open Area), O2 (Hidden Area), B1 (Blind Area) and B2 (Unknown Area). One point (1) was assigned to each item. The scores taken from O1 and O2 are summed and averaged, and the means were assigned to the area known to the self. The mean of O1 and O2 is the score of the area not known to the self. The intersection point of these scores to expand the size of the open area.

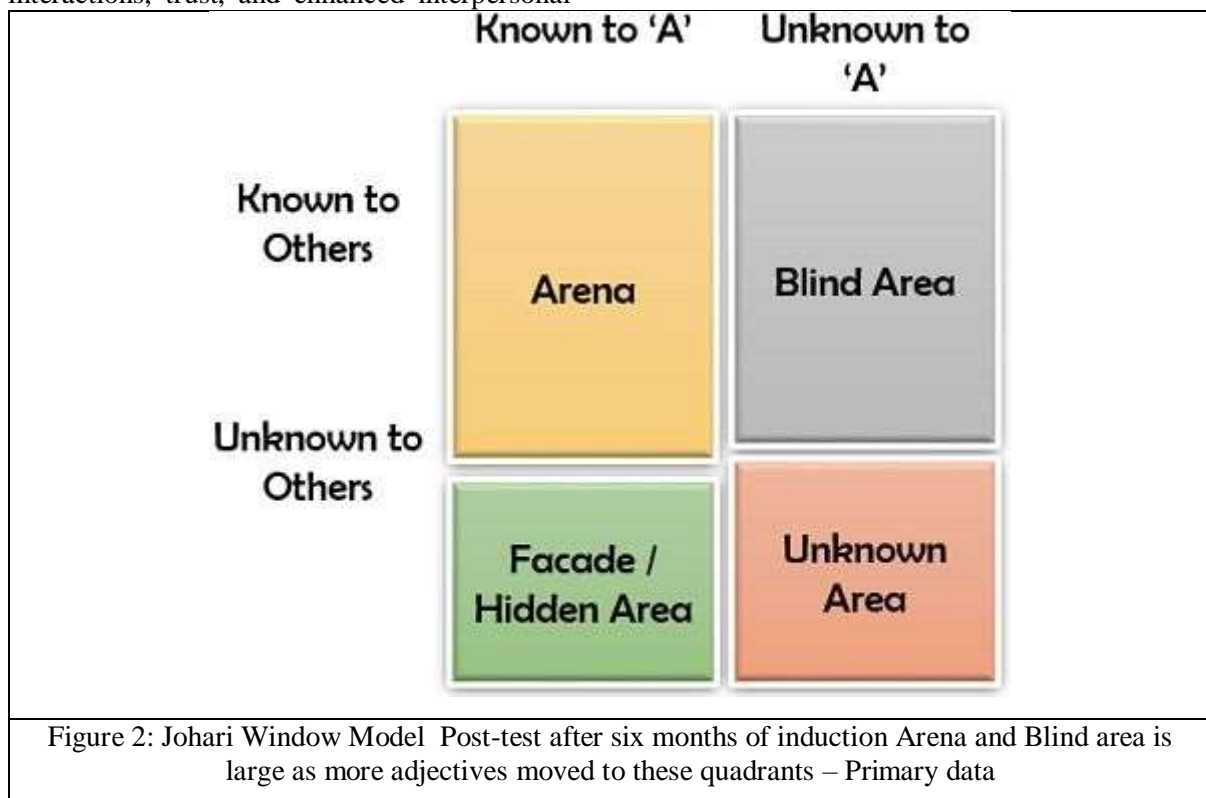
### *Experimental Application Procedure*

The pre-test administered during the induction time of the employees and another session with the same research instrument was conducted after the six months of the induction program when the employee settles down in the company and will come to know all each other. Each session lasted for half-day and before starting the session the participant was explained what they need to do with the provided objectives. Figure 1, which is from the results of the first session when the employee is on induction indicates a lesser open area with few adjectives. This may be due to the induction period where the employee is not known to each other with lesser interaction



The Figure 2 generated from the 2nd test (Post-test) after six months of induction where people are well-known to each other with more interactions, trust, and enhanced interpersonal

relationship. More adjectives are filled in the Figure 1, Open area. This is due to enhanced interactions and team building.



Some of the questions provided to the group are:

- What were the amazing surprises to you regarding the Blind Spots?
- Which adjectives are helpful to you as you now know, other's perceptions, views, feelings and observations?
- What Hidden adjectives would you like to portray more often to your team members?
- What would be the first step you could take to move in this direction?

These questions were asked by the participant and assessor. Apart from this, the participants are provided autonomy to ask more questions the participants to develop the adjectives related to the participants. In the first exercise, the Open

Area is small filled with few objectives as each participant was given a minute to describe his/her characteristics. After six months, the Open Areas was expanded with more move adjectives moving to Arena.

### Data Analysis

The Shapiro-Wilk test was performed to fulfill the assumption of Normality of the Distribution of Johari Window Psychological well-being scores. The data found be to be normal for all dimensions with a Shapiro-Wilk P value ( $p > 0.5$ ) for all the dimensions/factors. The dependent sample t-test was performed and results are presented in Table 1.

Table 1. The Results of the Dependent Samples T-test Conducted to Determine Whether there is a Significant Difference between the Induction period Pre-test and Post-test (After six months of induction) Mean Scores represented from Johari Window Scale and Psychological Well-Being Scale

	Dimension	Measurement	N	Mean	S	t	P
Johari Window	Feedback	Induction	60	33.71	2,738	-3.415	0.005
		Post-Induction		37.84	2,972		
	Being open	Induction	60	32.36	2,759	-2.665	0.002
		Post-Induction		33.88	1,644		
Psychological well-being	Positive relationship with others	Induction	60	66.27	9.125	-3.549	0.004
		Post-Induction		72.83	12.715		
	Autonomy	Induction	60	57.7	5.827	0.611	0.554
		Post-Induction		55.89	6.861		
	Environmental Mastery	Induction	60	58.89	9.614	-1.049	0.319
		Post-Induction		62.02	9.363		
	Personal growth	Induction	60	66.18	5.916	-2.006	0.040
		Post-Induction		69.57	5.823		
	Purpose of Life	Induction	60	62.38	8.117	-1.638	0.130
		Post-Induction		65.08	8.246		
	Self-acceptance	Induction	60	60.66	8.380	-0.223	0.828
		Post-Induction		62.01	7.476		

	Psychological well-being	Induction		368.25	40.627	-0.966	0.355
		Post-Induction	60	369.42	368.809		
Data source: Primary data							

The Dependent Samples T-test was applied to determine whether there are any

statistically significant differences between the pre-test (on induction of employee) and post-test (after the six months' induction of employee) mean scores taken from Johari Window Scale and Psychological Well-Being Scale. From the results, it was observed that the dimension's feedback, being open the components of Johari Window, the results are statistically significant at 0.05 and 0.05 respectively (Table 1). The psychological well-being sub-dimension *positive relationships with others*, the post-test mean score was found to be significantly higher at the significance level of 0.01 than the pre-test mean score, and this is similar with the sub-dimension personal growth. It can be concluded from the results after the post-induction test after six months, the relationships within the subjects group and psychological well-being others improved and the open Arena has been extended. During the incubation period of six months, the group subjected adjusted to the company environment and not hesitant to share his/her characteristics within the group.

## Results and Discussion

Sharing of information across the organization is of the utmost importance for the organization's health and growth. As the employee settles in the organization for some time he/she not averse to share feelings, needs, habits, strengths, and weaknesses with other persons in the group. An intimate relationship is important to disclose private information. The person should feel that his information will be secure. Self-disclosure of the individual at the appropriate time and level creates more attachments, the opposite sex, and friends (Koçak 2002; Çetinkaya & Akbaba, 2011). The psychological well-being of an individual will improve with sharing the information, feelings, sufferings with others. The individuals with higher levels of psychological well-being are

those positively evaluating their life circumstances and conditions (Uygur, 2018).

In the related literature, there are explanations and similar study findings that support this finding. Uygur (2018) reported relaxation sharing their problems contributed to life satisfaction, enhanced psychological well-being in adolescents. Kahn & Hessling, (2001), Larson & Chasting, (1990) reported that the individuals who hide their sufferings will experience more stress, with low psychological well-being. Doğan and Sapmaz (2012) psychological well-being can be improved with clear communicating, respectfully, and health.

The present study carried out considering the disclosure/Feedback model of self-awareness and information processing tool of Johari window, the authors tried to improve the mutual understanding in the group, enhance group relationship and team development. The authors made a sincere attempt to disclose the feelings, views, attitudes, skills, intention, and motivation of the group studied. Enhancing the Open area through feedback/facilitation is an important part of this exercise to enhance productivity and quality, the effectiveness of tasks, relationships, and to make the organization free from distractions, mistrust, confusion, and conflicts. The authors also identified under-estimated ability, encouraged the group to attempt untried adjectives, conditioned the behaviour and attitudes of the studied group. The blind area is narrowed by soliciting and feedback, reducing the fear, encouraging the disclosure, making the group resilient, self-actualization to reduce the blind spot. In the current study, the two-session group work was conducted to expand the "open-area" and the authors were successful to achieve their target through the above-said procedures. The *open area* was expanded and their scores taken from the psychological well-being's sub-dimension of *positive relationships with others and personal growth* are increased. Individuals with ineffective communication developed conflicts and these conflicts were resolved through negotiations and disclosures developing

trust. using effective communication methods leads to conflicts with the environment they are living in. These conflicts are thought to pose a threat to the person's state of well-being and to reduce the capacity of the man who is a social entity and creates the meaning of his/her own life through interactions with other members of the society. Another positive outcome of the study is this study created an environment allowing individuals to satisfy their needs by a discussion with the groups that positively affecting well-being and mental health.

## Conclusions

The authors conducted this study to enhance the open area of the Johari Window Model and to enhance the psychological well-being using Ryff's 18-point scale. Though, the study was conducted with a group of 60 people in the e-Commerce industry in two sessions while at induction (pre-test) and after 6 months of induction (post-tests) using the survey instruments developed based on the Johari Model Form a 36 item questionnaire. Future studies with gender parity, with the increased number of groups and samples, will enhance the accuracy of this heuristic exercise and paves the way to generalize the exercise that can be applied to other industries also. The authors opined that a study after one year of induction will yield better results.

## References

- [1] Ataşalar, J. (1996). University Students' Self-disclosure Behavior depending on their Emphatic Disposition Level, Gender and Age. Unpublished Master's Thesis, Hacettepe University Social Studies Institute.
- [2] Büyüköztürk, Ş. (2012). Handbook for Data Analysis in Social Sciences. Ankara: PegemAkademi
- [3] Çetinkaya, B., & Akbaba, S. (2011). The relationship between university students' self-disclosure behavior and attachment styles. *Black Sea Social Sciences Journal*, 3(3), 1-18.
- [4] Diener, E. (2000) Subjective wellbeing: The science of happiness and a proposal for a national index. *American Psychologist*, 55, 34-43.
- [5] Diener, E. (2000). Subjective well-being the science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34-43. <https://doi.org/10.1037//0003-066X.55.1.34>
- [6] Doğan, T., & Sapmaz, F. (2012). Interpersonal Relationship Styles and Subjective Well-being. *Turkish Educational Sciences Journal*, 10(3), 585-601.
- [7] Handy, Charles (2000). 21 Ideas for Managers. San Francisco: *Jossey-Bass*. ISBN 0-14-027510-X.
- [8] Hase Steward; Alan Davies; Bob Dick (1999). The Johari Window and the Dark Side of Organisations. *Southern Cross University*.
- [9] Johari Window. Wikipedia. [https://en.wikipedia.org/wiki/Johari\\_window](https://en.wikipedia.org/wiki/Johari_window)
- [10] Kahn, J. H., & Hessling, R. M. (2001). Measuring the Tendency to Conceal Versus Disclose Psychological Distress. *Journal of Social and Clinical Psychology*, 20(1), 41-65. <https://doi.org/10.1521/jscp.20.1.41.22254>
- [11] Kılıç, Ö. (2011). Johari Window in Learning Organizations, the Case of Burdur, *International Eurasia Social Sciences Journal*, 2(5), 1-13.
- [12] Koçak, R. (2002). Aleksitimi: research on theoretical framework treatment approaches. *Ankara University Education Faculty Journal*, 35(1), 183-2012.
- [13] Larson, D. G., & Chastain, R. L. (1990). Self-Concealment: Conceptualization, Measurement And Health Implications. *Journal Of Social And Clinical Psychology*, 9(4), 439-455. <https://doi.org/10.1521/jscp.1990.9.4.439>
- [14] Luft, J., & Ingham, H. (2014). The Model Joe Luft And Harry Ingham: Johari Window. <https://richerexperiences.com/wp-content/uploads/2014/02/Johari-Window.pdf>
- [15] Luft, J.; Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness". Proceedings of the Western Training Laboratory in Group Development. Los Angeles: *University of California, Los Angeles*.



- [16] Malhan, S., & Ersoy, K. (2001). A Study on Communication in Nursing: Johari Window. [http://www.Sabem.Saglik.Gov.Tr/Akademik\\_Metinler/Goto.aspx?İd=3668](http://www.Sabem.Saglik.Gov.Tr/Akademik_Metinler/Goto.aspx?İd=3668).
- [17] Nofrizza, F. (2017). Development of Training Guide Johari Windows In Improving Student Self Disclosure. *Indonesian Journal of School Counseling*, 2(1), 41-47. <https://doi.org/10.23916/008621923-00-0>
- [18] Nur Şahin, G. (2011). Comparison of Students' Subjective Well-being and Perceived Social Support Levels. *Dokuz Eylül University Educational Sciences Institute Educational Sciences Department Guidance and Psychological Counseling Program*. Unpublished Master's Thesis.
- [19] Nursing Path. 2015. <https://www.nursingpath.in/2015/10/johari-window.html>
- [20] Prachi, M. 2018. Johari Window. <https://theinvestorsbook.com/johari-window.html>
- [21] Ryff (1989) admits that these six dimensions are affected by the factors such as the culture, history, ethnic origin and class of the individual and all of them together contribute to the happiness of the individual (Ryff, 1989; Ryff, 2014; Özen, 2005).
- [22] Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- [23] Ryff, C. D., Almeida, D. M., Ayanian, J. S., Carr, D. S., Cleary, P. D., Coe, C., ... Williams, D. (2010). *National Survey of Midlife Development in the United States (MIDUS II), 2004-2006: Documentation of psychosocial constructs and composite variables in MIDUS II Project 1*. Ann Arbor, MI: Inter-university Consortium for Political and Social Research.
- [24] Ryff, C.D., Singer, B.H. and Love, G.D. (2004) Positive health: connecting wellbeing with biology. *Philosophical Transactions of the Royal Society*, 359, 1383-1394.
- [25] Üstündağ, E. (2006). The Effect of the Communication Skills Development Program on the Self-disclosure Behavior of the Security Sciences Faculty Students. Ankara: T.C Ankara University Educational Sciences Institute Educational Sciences Program Psychological Services in Education Department, Unpublished Master's Thesis. p:37-43.
- [26] Uygur, S. S. (2018). The Role of Self-disclosure and Social Support in Predicting Life Satisfaction. *National Education Academy Journal (UEAD)*, 2(1), 16-33.
- [27] Yavuz, Ç. (2006). *A Study on the Comparison of the Guidance and Psychological Counseling Students' Subjective Well-being, Psychiatric Symptoms and Some Personality Traits*. Unpublished Master's Thesis, İstanbul University Social Sciences Institute.
- [28] Yıldız, F. F. (2014). Johari Window and Authentic Leadership: Feedback and Self-disclosure and Self-recognition and Transparency in Relationships. 2. Organizational Behavior Congress, Melikşah University, Kayseri. 313-322.