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Johari window questionnaire pdf

In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. The Johari window was developed by Joseph Luft and Harry Ingham in the 1950s. It's a simple tool which helps us to visualise how we see ourselves, how others see us, and how well we articulate ourselves to those around us. The model increases self-awareness and improves communication and interpersonal relationships. In addition, it can help improve team dynamics and build high-performing teams. Here we'll provide a definition, example and template for using the Johari Window and Belbin Team Role models in conjunction. The Johari Window diagram The Johari Window consists of four quadrants. The first, open area concerns public information that is known to ourselves and others. The hidden area is that which is known to the individual but not to others. When we disclose personal information or articulate how we like to work, this is known as 'self-disclosure'. The third quadrant is the blind area - that which is known to others but not to ourselves. We need feedback from those around us in order to access this information. The last quadrant is the unknown area - information which is not yet available to ourselves or to others. This can sometimes be accessed by relational coaching. The tenets of the Johari methodology are that we build trust through self-disclosure and learn through feedback. Understanding ourselves We know that people who work to their strengths outperform those who don't. According to Belbin Team Role theory, there are nine Team Roles - nine distinct ways of contributing in a team and relating to others. Each person has a number of Team Role strengths - roles that come naturally to them. When we play to these strengths, we are more likely to be engaged and fulfilled in our work. A Belbin Individual Report (generated after you complete the Belbin questionnaire) quickly identifies your key strengths in terms of these nine Team Roles and suggests working styles that may best suit you. It offers personalised advice and guidance on how to articulate these strengths to others. Checking our blind spot The next step is to ask colleagues for feedback. Whilst this sounds fine in theory, people are often afraid to seek feedback. Traditional 360 feedback might be tied to performance grades or have become polluted by office politics. Even if this is not the case, asking for feedback often means relinquishing some control. We don't know if others will be constructive or fair. We might discover things about ourselves or others' perceptions that we don't like. Safety is an important factor in providing and receiving authentic feedback, and in learning from our discoveries. Likewise, it can be easier for colleagues to be honest if giving feedback in a structured survey form, rather than face to face. This gives both parties time for reflection. Whilst many psychological tests analyse personality and rely on self-reporting, Belbin measures behaviour. Since behaviour is observable, others can complete an Observer Assessment to provide constructive feedback, framed in terms of Belbin Team Role contributions. We recommend that you choose Observers who have worked closely with you for at least six months, and preferably in the same team context. Where do your Belbin strengths sit in the Johari Window? Your Belbin Individual Report is updated once you reach four or more Observers, and you can see at a glance whether others see your strengths as you do, or where the differences may lie. Where your understanding of your Team Roles aligns with others', you're working in the 'open' or 'public' quadrant. Where there are differences, these may fall into the blind spot or hidden areas of the Johari Window. Observer feedback can throw up some surprises. We might not agree with everything that comes up, but it is important to acknowledge and address the findings, since they clearly have an impact on how others perceive us, especially where there is consensus between Observers. Image: Comparing Self (SP) and Observer (Obs) perceptions of Team Role strengths - taken from the Belbin Individual Report Using Belbin and Johari Window - an example In this example, the individual in question is a strong Completer Finisher, with a least preferred role of Resource Investigator. Observers see much higher implementer behaviours than does the individual themselves. This could indicate a blind spot - that the person in question has latent strengths which aren't being used to full potential. The individual sees more Shaper and Monitor Evaluator behaviours than Observers do. This could indicate hidden attributes that others have not yet witnessed, because the person hasn't had an opportunity to play those particular roles in their job. In this case, it's useful to look at another page of the Belbin Individual Report, Maximising Your Potential. This provides targeted advice on how to promote your strengths more fully, to increase the alignment between your own view and what others see. Once you've identified the Team Roles in the blind spot and hidden areas, you can begin to formulate a strategy, using examples from your work, to announce your strengths to others. This might mean that you are given more of the sorts of work you enjoy doing, increasing your engagement and honing those skills further. Johari Window and Team Roles: what to do next We've created a free diagram of the Johari Window to help you integrate your learning with the Belbin Team Role model. First, you'll need to grab your Belbin Individual Report or purchase one if you haven't already. Next, download our free Johari Window template, along with some pointers to help you assign information to the relevant quadrants. You can download a copy via the green form at the bottom the page. Looking for more information on Belbin and other models? Why not check out our article on Belbin and Tuckman or Belbin and Lencioni's Five Dysfunctions of a Team? The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. This model can also be used to assess and improve a group's relationship with other groups. This model is particularly useful in team development. It was devised by American psychologists Joseph Luft and Harry Ingham in 1955 while researching group dynamics at the University of California Los Angeles. The model was first published in the Proceedings of the Western Training Laboratory in Group Development by UCLA Extension Office in 1955, and was later expanded by Joseph Luft. Today the Johari Window model is especially relevant due to modern emphasis on, and influence of, 'soft' skills, behaviour, empathy, cooperation, inter-group development and interpersonal development. The Johari Window concept is particularly helpful in understanding employee/employer relationships within the Psychological Contract. Over the years, alternative terminology has been developed and adapted by different people - particularly leading to different descriptions of the four regions, hence the use of different terms in this explanation. Luft and Ingham called their Johari Window model 'Johari' after combining their first names, Joe and Harry. In early publications, the word appears as 'JoHari'. The Johari Window soon became a widely used model for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and inter-group relationships. How is the Johari Window Model used? This model is also referred to as a 'disclosure/feedback model of "self-awareness" and by some people an "information processing tool". The Johari Window actually represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their group, from four perspectives, which are described below. The model can also be used to represent the same information for a group in relation to other groups. Terminology hereafter refers to 'self' and 'others': 'self' means oneself, ie, the person subject to the analysis. 'Others' means other people in the person's group or team. The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information - feelings, motivation, etc - known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group. The four regions in the model are outlined in detail below. Note: When the Johari Window model is used to assess and develop groups in relation to other groups, the 'self' would be the group, and 'others' would be other groups. However, for ease of explanation and understanding of the model and examples in this article, think of the model applying to an individual within a group, rather than a group relating to other groups. What are the Four Regions of the Johari Window Model? What is known by the person about him/herself and is also known by others - open area, open self, free area, free self, or 'the arena' What is unknown by the person about him/herself but which others know - blind area, blind self, or 'blindsport' What the person knows about him/herself that others do not know - hidden area, hidden self, avoided area, avoided self or 'facade' What is unknown by the person about him/herself and is also known by others - unknown area or unknown self Like some other behavioural models (eg, Tuckman, Hersey/Blanchard), the Johari Window is based on a four-square grid - it is like a window with four 'panes'. Here's how the Johari Window is normally shown, with its four regions: This is the standard representation of the Johari Window model, showing each quadrant the same size. The four 'panes' can be changed in size to reflect the relevant proportions of each type of 'knowledge' of/about a particular person in a given group or team situation. In new groups or teams, the open free space for any team member is small (see below) because shared awareness is relatively small. As the team member becomes better established and known, so the size of the team member's open free area quadrant increases (see below) Explanation of the Johari Window Model Refer to the free detailed Johari Window model diagram in the free resources section - print a copy and it will help you to understand what follows. Johari Window Model Quadrant 1 'Open Self/Area' or 'Free Area' or 'Public Area', or 'Arena' Region 1 is also known as the 'area of free activity'. This is the information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc - known by the person ('the self') and known by the group ('others'). The aim in any group should always be to develop the 'open area' for every person because when we work in this area with others we are at our most effective and productive, and the group is at its most productive too. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding. Established team members logically tend to have larger open areas than new team members. New team members start with relatively small open areas because relatively little knowledge about the new team member is shared. The size of the open area can be expanded horizontally into the blind space, by seeking and actively listening to feedback from other group members. This process is known as 'feedback solicitation'. Other group members can help a team member expand their open area by offering feedback, sensitively of course. The size of the open area can also be expanded vertically downwards into the hidden or avoided space by the person's disclosure of information, feelings, etc, about him/herself to the group and group members. Group members can help a person expand their open area into the hidden area by asking the person about him/herself. Managers and team leaders can play an important role in facilitating feedback and disclosure among group members and indirectly giving feedback to individuals about their own blind areas. Leaders also have a big responsibility to promote a culture and expectation for open, honest, positive, helpful, constructive, sensitive communications, and the sharing of knowledge throughout their organization. Top-performing groups, departments, companies and organizations always tend to have a culture of open positive communication, so encouraging the positive development of the 'open area' or 'open self' for everyone is a simple yet fundamental aspect of effective leadership. Johari Window Model Quadrant 2 'Blind Self' or 'Blind Area' or 'Blindsport' Region 2 is what is known about a person by others in the group, but is unknown by the person him/herself. By seeking or soliciting feedback from others, the aim should be to reduce this area and thereby to increase the open area i.e. to increase self-awareness. This blind area is not an effective or productive space for individuals or groups. This blind area could be referred to as ignorance about oneself, or issues in which one is deluded. A blind area could also include issues that others are deliberately withholding from a person. This relates to the difficulty one experiences when being "kept in the dark". Group members and managers can take some responsibility for helping an individual to reduce their blind area - by giving sensitive feedback and encouraging disclosure. Managers should promote a climate of non-judgemental feedback, and group response to individual disclosure, which reduces fear and therefore encourages both processes to happen. The extent to which an individual seeks feedback, and the issues on which feedback is sought, must always be at the individual's own discretion. Some people are more resilient than others - care needs to be taken to avoid causing emotional upset. The process of soliciting serious and deep feedback relates to the process of 'self-actualization' described in Maslow's Hierarchy of Needs development and motivation model. Johari Window Model Quadrant 3 'Hidden Self' or 'Hidden Area' or 'Avoided Self' or 'Facade' Region 3 is what is known to ourselves but kept hidden from, and therefore unknown, to others. This hidden or avoided self represents information, feelings, etc., anything that a person knows about him/self, but which is not revealed or is kept hidden from others. The hidden area could also include sensitivities, fears, hidden agendas, manipulative intentions, secrets - anything that a person knows but does not reveal, for whatever reason. It is natural for very personal and private information and feelings to remain hidden, indeed, certain information, feelings and experiences have no bearing on work, and so can and should remain hidden. However, typically, a lot of hidden information is not very personal, it is work- or performance-related, and so is better positioned in the open area. Relevant hidden information and feelings, etc, should be moved into the open area through the process of 'disclosure'. The aim should be to disclose and expose relevant information and feelings - hence the Johari Window terminology 'self-disclosure' and 'exposure process', thereby increasing the open area. By telling others how we feel and other information about ourselves we reduce the hidden area and increase the open area, which enables better understanding, cooperation, trust, team-working effectiveness and productivity. Reducing hidden areas also reduces the potential for confusion, misunderstanding, poor communication, etc, which all distract from and undermine team effectiveness. Organizational culture and working atmosphere have a major influence on group members' preparedness to disclose their hidden selves. Most people fear judgement or vulnerability and therefore hold back hidden information and feelings, etc., that if moved into the open area, i.e. known by the group as well, would enhance mutual understanding, and thereby improve group awareness, enabling better individual performance and group effectiveness. The extent to which an individual discloses personal feelings and information, and the issues which are disclosed, and to whom, must always be at the individual's own discretion. As with feedback, some people are more resilient than others - care needs to be taken to avoid causing emotional upset. Also as with soliciting feedback, the process of serious disclosure relates to the process of 'self-actualization' described in Maslow's Hierarchy of Needs development and motivation model. Johari Window Model Quadrant 4 'Unknown Self' or 'Area of Unknown Activity' or 'Unknown Area' Region 4 contains information, feelings, latent abilities, aptitudes, experiences etc, that are unknown to the person him/herself and unknown to others in the group. These unknown issues take a variety of forms: They can be feelings, behaviours, attitudes, capabilities, aptitudes, which can be quite close to the surface, and which can be positive and useful, or they can be deeper aspects of a person's personality, influencing his/her behaviour to various degrees. Large unknown areas would typically be expected in younger people, and people who lack experience or self-belief. Examples of unknown factors are as follows, and the first example is particularly relevant and common, especially in typical organizations and teams: An ability that is under-estimated or un-tried through lack of opportunity, encouragement, confidence or training A natural ability or aptitude that a person does not realise they possess A fear or aversion that a person does not know they have An unknown illness Repressed or subconscious feelings Conditioned behaviour or attitudes from childhood The processes by which this information and knowledge can be uncovered are various and can be prompted through self-discovery or observation by others, or in certain situations through collective or mutual discovery, of the sort of discovery, experienced on outward bound courses or other deep or intensive group work. Counselling can also uncover unknown issues, but this would then be known to the person and by one other, rather than by a group. Whether unknown 'discovered' knowledge moves into the hidden, blind or open area depends on who discovers it and what they do with the knowledge, notably whether it is then given as feedback, or disclosed. As with the processes of soliciting feedback and disclosure, striving to discover information and feelings in the unknown is related to the process of 'self-actualization' described in Maslow's Hierarchy of Needs development and motivation model. Again as with disclosure and soliciting feedback, the process of self-discovery is a sensitive one. The extent and depth to which an individual is able to seek out discover their unknown feelings must always be at the individual's own discretion. Uncovering 'hidden talents' - that is unknown aptitudes and skills, not to be confused with developing the Johari 'hidden area' - is another aspect of developing the unknown area, and is not so sensitive as unknown feelings. Providing people with the opportunity to try new things, with no great pressure to succeed, is often a useful way to discover unknown abilities, and thereby reduce the unknown area. Managers and leaders can help by creating an environment that encourages self-discovery, and to promote the processes of self-discovery, constructive observation and feedback among team members. Creating a culture, climate and expectation for self-discovery helps people to fulfil more of their potential and thereby to achieve more, and to contribute more to organisational performance. Note: The unknown area could also include repressed or subconscious feelings rooted in formative events and traumatic past experiences, which can stay unknown for a lifetime. In a work or organisational context the Johari Window should not be used to address issues of a clinical nature. Useful references are Arthur Janov's seminal book 'The Primal Scream' (read about the book here) and Transactional Analysis. This being the case, it might help you to ask yourself first: What do you want to achieve in your training and development activities? And what are your intended outputs and how will you measure that they have been achieved? Then think about how the Johari Window theory and principles can be used to assist this. Researching academic papers (most typically published on university and learning institutions websites) written about theories such as Johari is a fertile method of exploring possibilities for concepts and models like Johari. This approach tends to improve your in-depth understanding, instead of simply using specific interpretations or applications 'off-the-shelf', which in themselves might provide good ideas for a one-off session, but will not help you much with understanding how to use the thinking at a deeper level. Also, explore the original work of Ingham and Luft, and reviews of same, relating to the development and applications of the model. Johari is a very elegant and potent model, and as with other powerful ideas, simply helping people to understand is the most effective way to optimise the value to people. Explaining the meaning of the Johari Window theory to people, so they can really properly understand it in their own terms, then empowers people to use the thinking in their own way, and to incorporate the underlying principles into their future thinking and behaviour. Relevant reading: 'Group Processes - An Introduction to Group Dynamics' by Joseph Luft, first published in 1963; and 'Of Human Interaction: The Johari Model' by Joseph Luft, first published in 1969. See Also

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