



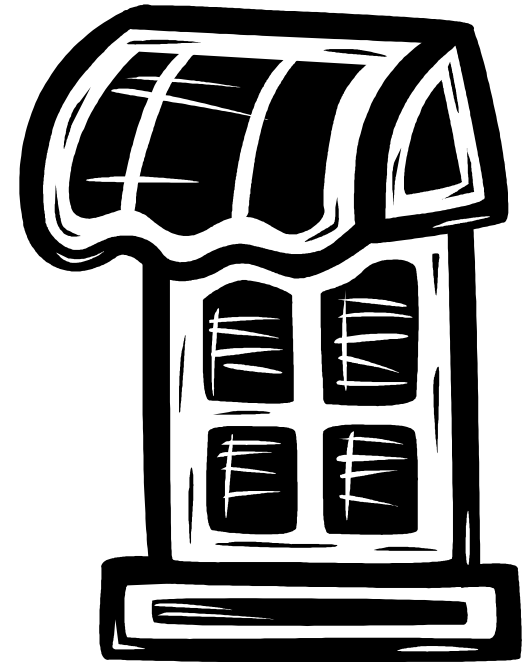
# Johari Window

*A model for self-awareness,  
personal development, group  
development and understanding  
relationship*

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2003

# [ The Johari Window model ]

- A simple and useful tool for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and inter-group relationships
- Developed by American psychologists Joseph Luft and Harry Ingham in the 1950's, calling it 'Johari' after combining their first names, Joe and Harry
- Especially relevant due to emphasis on, and influence of, 'soft' skills, behaviour, empathy, cooperation, inter-group development and interpersonal development



# [ The model

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- Also referred to as a 'disclosure/feedback model of self awareness', and an 'information processing tool'
- Represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their team, from four perspectives
- Can also be used to represent the same information for a team in relation to other teams

# [ Terminology ]

- Refers to 'self' and 'others'



'Self' - oneself, i.e., the person subject to the Johari Window analysis



'Others' - other people in the team

# The four Johari Window perspectives

- Called 'regions' or 'areas' or 'quadrants'.
- Each contains and represents the information - feelings, motivation, etc - 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 team
- The four regions, areas, quadrants, or perspectives are as follows, showing the quadrant numbers and commonly used names



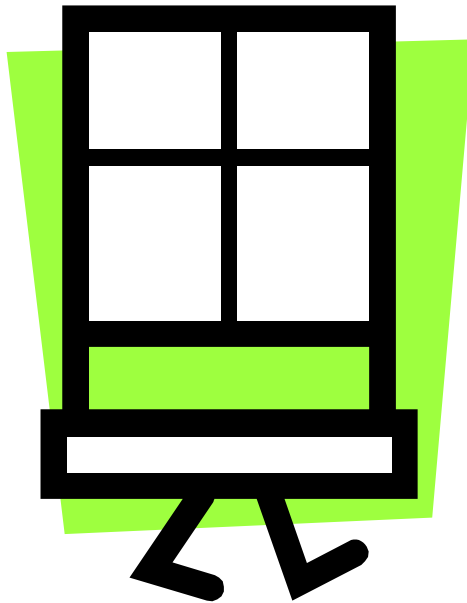
# Johari window four regions

1. **Open area, open self, free area, free self, or 'the arena'**: what is known by the person about him/herself and is also known by others -
2. **Blind area, blind self, or 'blindspot'**: what is unknown by the person about him/herself but which others know
3. **Hidden area, hidden self, avoided area, avoided self or 'façade'**: what the person knows about him/herself that others do not know
4. **Unknown area or unknown self**: what is unknown by the person about him/herself and is also unknown by others

# [ The Johari Window ]

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- Based on a four-square grid
- Like a window with four 'panes'



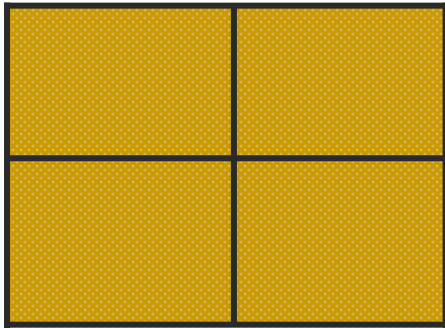
# [ Standard representation ]

		Self	
		<i>Known</i>	<i>Unknown</i>
Others	<i>Known</i>	1 Open/Free Area	2 Blind Area
	<i>Unknown</i>	3 Hidden Area	4 Unknown Area



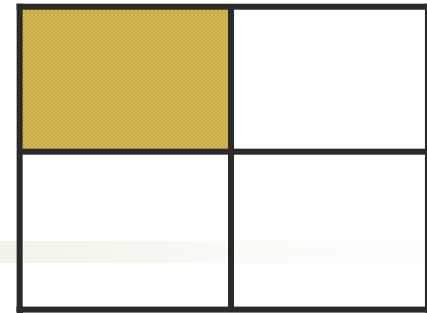
# [ The Johari Window 'panes' ]

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- Show each quadrant the same size
- Can be changed in size to reflect the relevant proportions of each type of 'knowledge' of/about a particular person in a given team situation
- In new teams the open free space for any team member is small 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

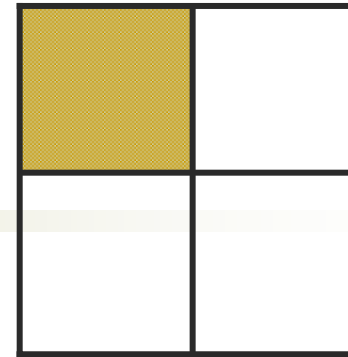
# [ Johari quadrant 1



- 'Open self/area', 'free area', 'public area', 'arena'
- Also known as the 'area of free activity'
- Information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc - **known** by the person ('the self') and **known** by the team ('others').
- The aim in any team is 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 team is at its most productive too
- The open free area, or 'the arena' - the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding

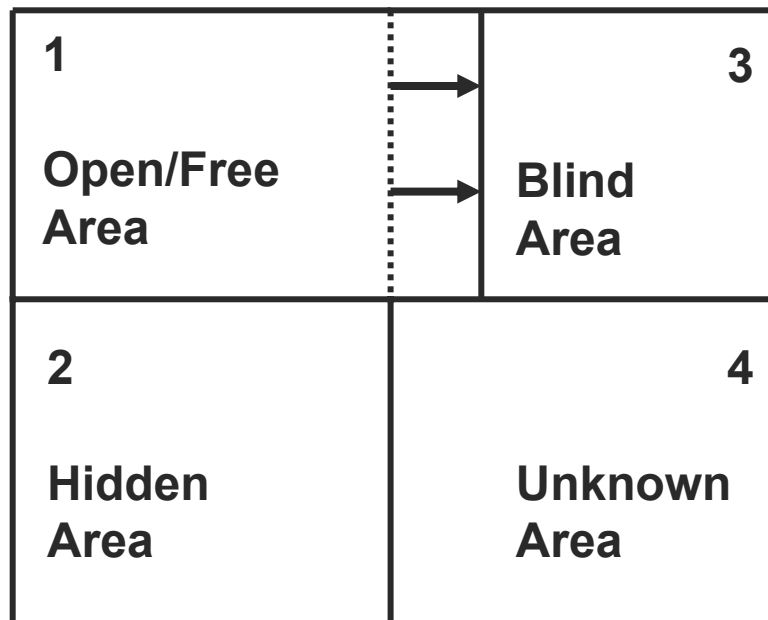
# [ Team members

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- Established members tend to have larger open areas than new team members
- New members start with relatively small open areas because relatively little knowledge about the new team member is shared
- Other members can help a team member expand their open area by offering feedback
- 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 team and team members
- Can help a person expand their open area into the hidden area by asking the person about him/herself

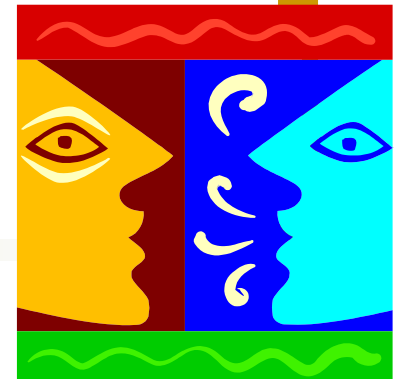
# Increasing open area through feedback solicitation



- Increasing the open area, by reduction of the blind area, by asking for and then receiving feedback
- Can also be developed through the process of disclosure, which reduces the hidden area
- The unknown area can be reduced in different ways: by others' observation (which increases the blind area); by self-discovery (which increases the hidden area), or by mutual enlightenment - via group experiences and discussion - which increases the open area as the unknown area reduces

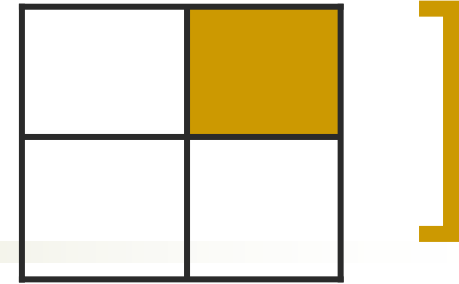
# [Managers and Leaders

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- Play an important role in facilitating feedback and disclosure among group members, and in directly giving feedback to individuals about their own blind areas
- 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
- Encouraging the positive development of the 'open area' or 'open self' for everyone is a fundamental aspect of effective leadership

# [ Johari quadrant 2



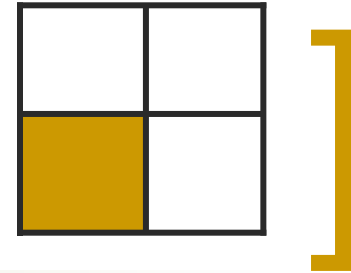
- **'Blind self' or 'blind area' or 'blindspot'**: what is **known** about a person by others in the group, but is **unknown** by the person him/herself
- Could also be referred to as ignorance about oneself, or issues in which one is deluded
- Not an effective or productive space for individuals or groups
- Also include issues that others are deliberately withholding from a person
- The aim is to reduce this area by seeking or soliciting feedback from others and thereby to increase the open area, i.e., to increase self-awareness
- Team members and managers take responsibility for reducing the blind area - in turn increasing the open area - by giving sensitive feedback and encouraging disclosure
- Managers promote a climate of non-judgemental feedback, and group response to individual disclosure, and reduce fear

# [ Team



- Which understands itself – i.e., each member having a strong mutual understanding with the team - is far more effective than a team which does not understand each other – i.e., whose members have large hidden, blind, and/or unknown areas
- Members - and leaders - should strive to increase their open free areas, and to reduce their blind, hidden and unknown areas
- Seeking feedback about the blind area will reduce the blind area, and will increase the open free area
- Discovery through sensitive communications, active listening and experience, will reduce the unknown area, transferring in part to the blind, hidden areas, depending on who knows what, or better still if known by the person and others, to the open free area

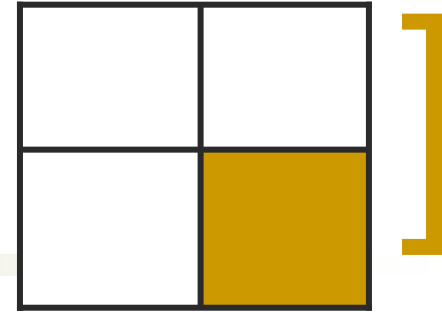
# [ Johari quadrant 3



- **'Hidden self' or 'hidden area' or 'avoided self/area' or 'facade'**
- What is **known** to ourselves but kept hidden from, and therefore **unknown**, to others
- Represents information, feelings, etc, anything that a person knows about him/self, but which is not revealed or is kept hidden from others
- Also include sensitivities, fears, hidden agendas, manipulative intentions, secrets - anything that a person knows but does not reveal
- Relevant hidden information and feelings, etc, should be moved into the open area through the process of 'self-disclosure' and 'exposure process'
- Organizational culture and working atmosphere have a major influence on team members' preparedness to disclose their hidden selves
- 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

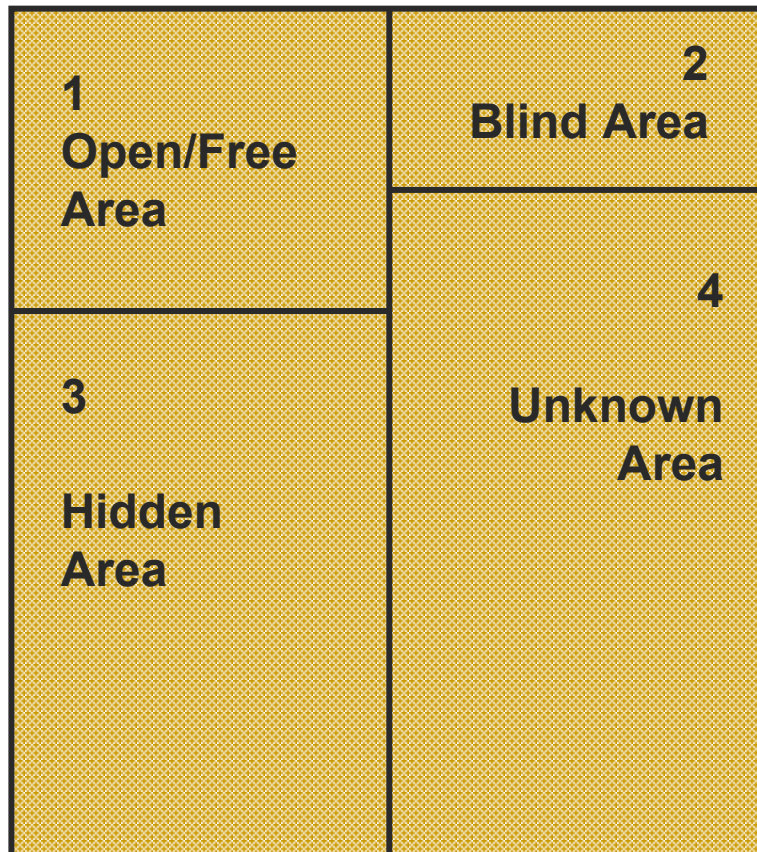


# [ Johari quadrant 4



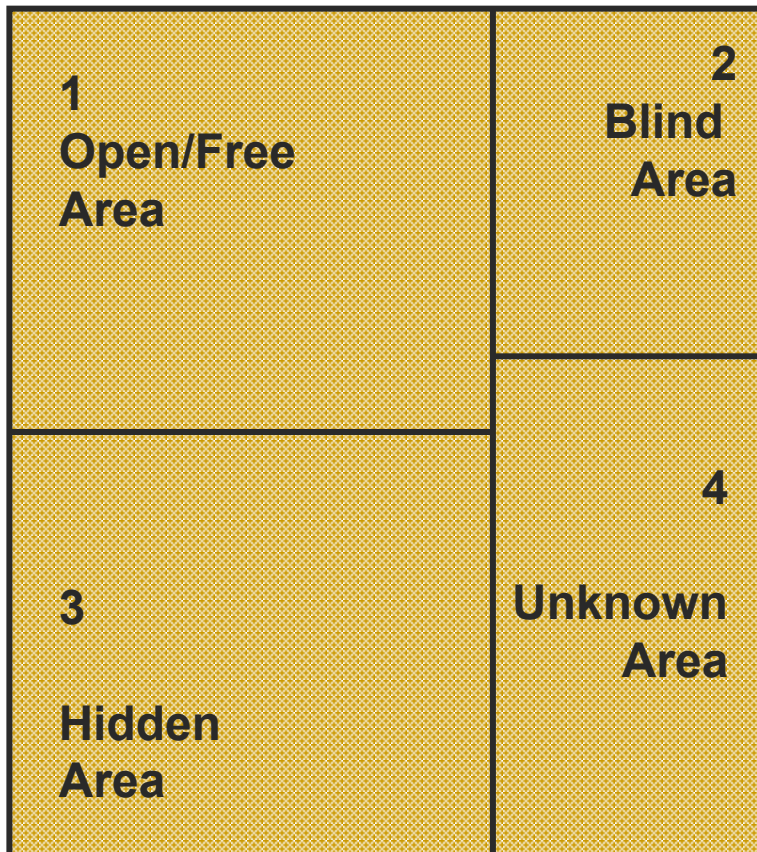
- **‘Unknown self’, ‘area of unknown activity’, ‘unknown area’**
- Information, feelings, latent abilities, aptitudes, experiences etc, that are **unknown** to the person him/herself and **unknown** to others in the group
- Can be prompted through self-discovery or observation by others, or through collective or mutual discovery
- Counselling can also uncover unknown issues
- Again as with disclosure and soliciting feedback, the process of self discovery is a sensitive one
- 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
- Managers and leaders can create an environment that encourages self-discovery, and to promote the processes of self discovery, constructive observation and feedback among team members
- 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

## Johari window model for new team member or member within a new team



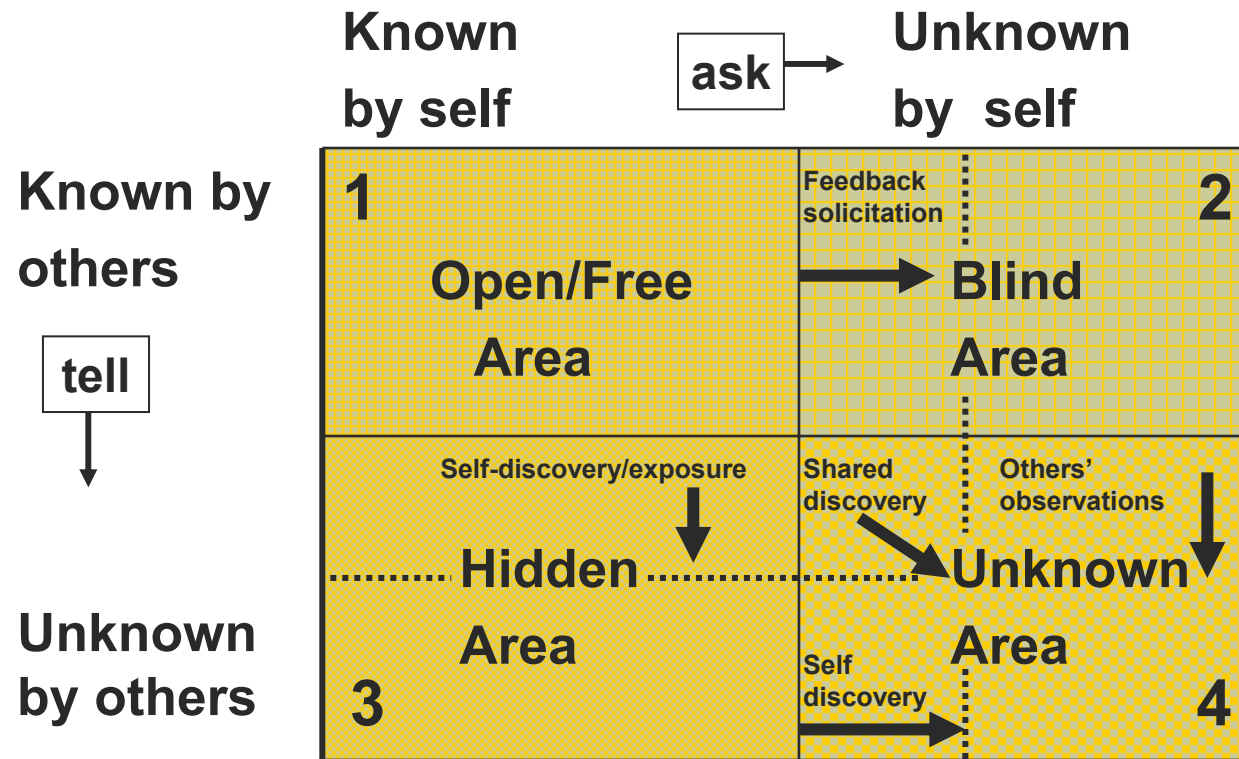
- The open free is small because others know little about the new person
- Similarly the blind area is small because others know little about the new person
- The hidden or avoided issues and feelings are a relatively large area
- The unknown area is the largest, which might be because the person is lacking in self-knowledge or belief

## Johari window model for established team member



- The open free region is large because others know a lot about the person that the person also knows
- Through disclosure and receiving feedback the open area has expanded and at the same time reduced the sizes of the hidden, blind and unknown areas

# The complete Johari Window Model



## Comparing Johari Window with Tuckman's Forming, Storming Norming Performing team development model

- As the team develops maturity and ability, relationships establish, and the leader changes leadership style - beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached
- The progression is:
  - forming
  - storming
  - norming
  - performing

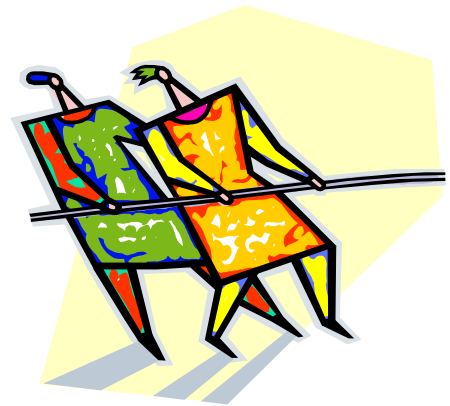
# Forming - Stage 1



- High dependence on leader for guidance and direction
- Little agreement on team aims other than received from leader
- Individual roles and responsibilities are unclear
- Leader answer lots of questions about the team's purpose, objectives and external relationships
- Processes are often ignored
- Members test tolerance of system and leader
- Leader directs

# Storming - Stage 2

- Decisions don't come easily within group
- Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members
- Clarity of purpose increases but plenty of uncertainties persist
- Cliques and factions form and there may be power struggles
- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues
- Compromises may be required to enable progress
- Leader coaches



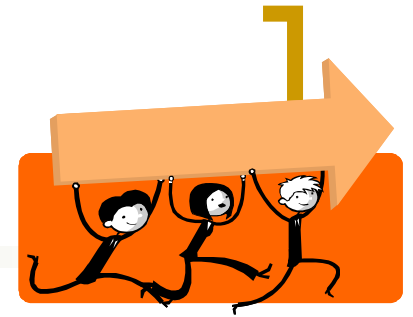
## Norming - Stage 3



- Agreement and consensus is largely formed among team, who respond well to facilitation by leader
- Roles and responsibilities are clear and accepted
- Big decisions are made by group agreement
- Smaller decisions may be delegated to individuals or small teams within group
- Commitment and unity is strong
- The team may engage in fun and social activities
- The team discusses and develops its processes and working style
- General respect for the leader and some of leadership is more shared by the team
- Leader facilitates and enables

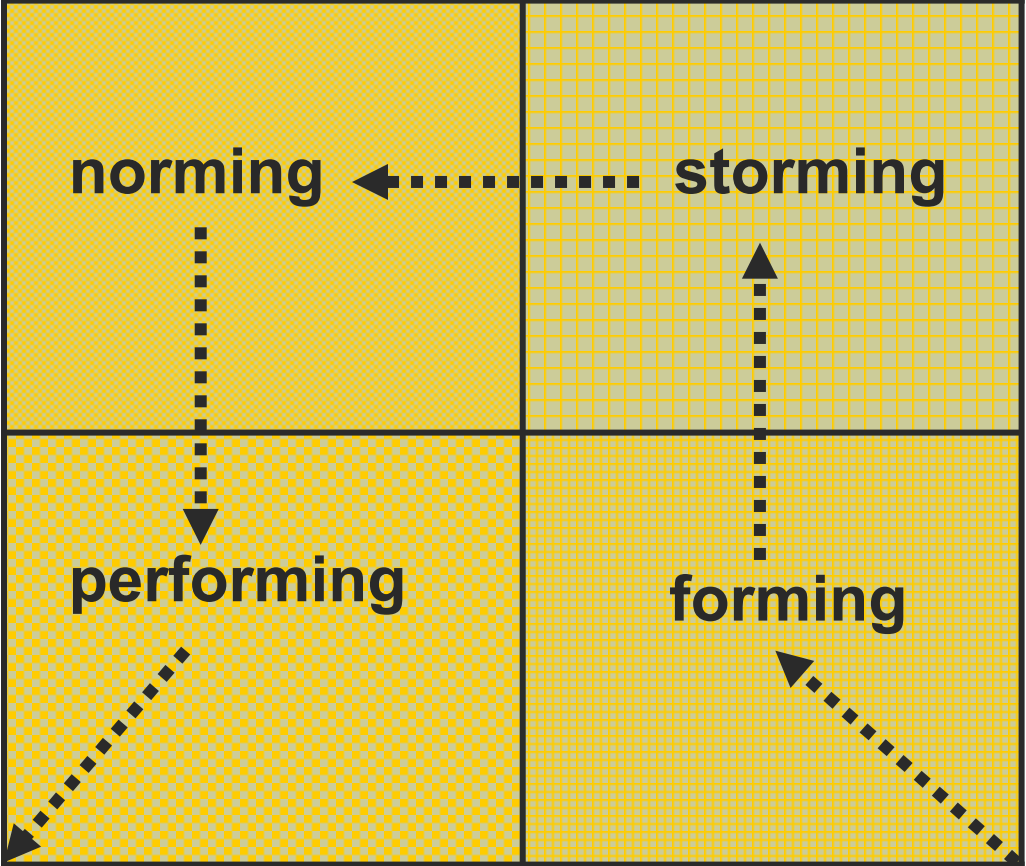


# Performing - stage 4



- More strategically aware; knows clearly why it is doing what it is doing
- Has a shared vision and able to stand on its own feet with no interference or participation from the leader
- Has a high degree of autonomy
- Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team
- Able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way
- Members look after each other
- Requires delegated tasks and projects from the leader
- Does not need to be instructed or assisted
- Might ask for assistance from the leader with personal and interpersonal development
- Leader delegates and oversees

**Forming, storming, norming performing model**



# Johari Window also relate to Emotional Intelligence (EQ)

- A new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential
- An important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more
- Argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful we are
- Embraces two aspects of intelligence:
  1. *Understanding yourself, your goals, intentions, responses, and behaviour*
  2. *Understanding others, and their feelings*



# [ Four domains of EQ ]

1 Self Awareness	2 Social Awareness
3 Self-management	4 Relationship Management

- By developing EQ, we can be more productive and successful at what we do, and help others to be more productive and successful
- EQ can reduce stress for individuals and organizations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony