Training Program on

Self Management - Through Personal Profiling

Reading Material

National Institute of Agricultural Extension Management (MANAGE)

Rajendranagar, Hyderabad – 500 030

Contents

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1. Team Building

1.1. Introduction

The effectiveness of the organisation will depend on the extent to which the individuals and groups work as teams. People vary in their need to belong to teams. Some people are loners while to others it gives satisfaction to be a part of the team. However, the demands of an organisation are such people have to work as teams to get the work done and achieve set goals and objectives. When work together they use two types of skills i.e., task and process. Since process influences, often critically, task results it follows that people need to develop both sorts of skills, and to be aware of them in others. The operative and cooperative processes will have bearing on team building. In other words, the extent to which the people in a group are able to develop a common vision and method of work to be done will help groups of people to emerge as teams. The common method has to be based on systematic approach starting with clarity on aims of a given task. Secondly, the various processes such as supportive development of ideas, listening, receiving and giving feedback, identifying and use of skills, both self and others etc., will influence team work among group of people and in getting the work done efficiently and effectively**.**

1.2.   Task and Process

Whenever people work together they use two sorts of skills. First, in respect of the job itself, they use their professional or technical skills, such as accountancy, engineering, computer programming, pest control, soil conservation etc.

Second, they interact with the other people involved in the job, using skills such as listening to others' ideas, presenting their own ideas clearly, managing time, establishing common comprehension etc.,. In the first place they are dealing with the job itself, the task to be performed. In the second they are concerning themselves with people, the way they co-operate, the way they control their resources', the process of human interaction.

An example of TASK would be the launching of a new product. An example of PROCESS would be the interaction between people engaged in the launch, the things that each of them did to promote purposeful and methodical work, and the effects these efforts produced on their colleagues.

The kinds of process issues that occur when people interact are

- The way they think (with differing patterns of thought)
- The way they act (with a variety of behavioural skills)
- The way they feel (the emotions that arise)
- The values they respect, the ethics they uphold, the judgements they make

Process also embraces the reaction of people to the physical and emotional environment in which they work, how they are affected by it and what they do to influence it.
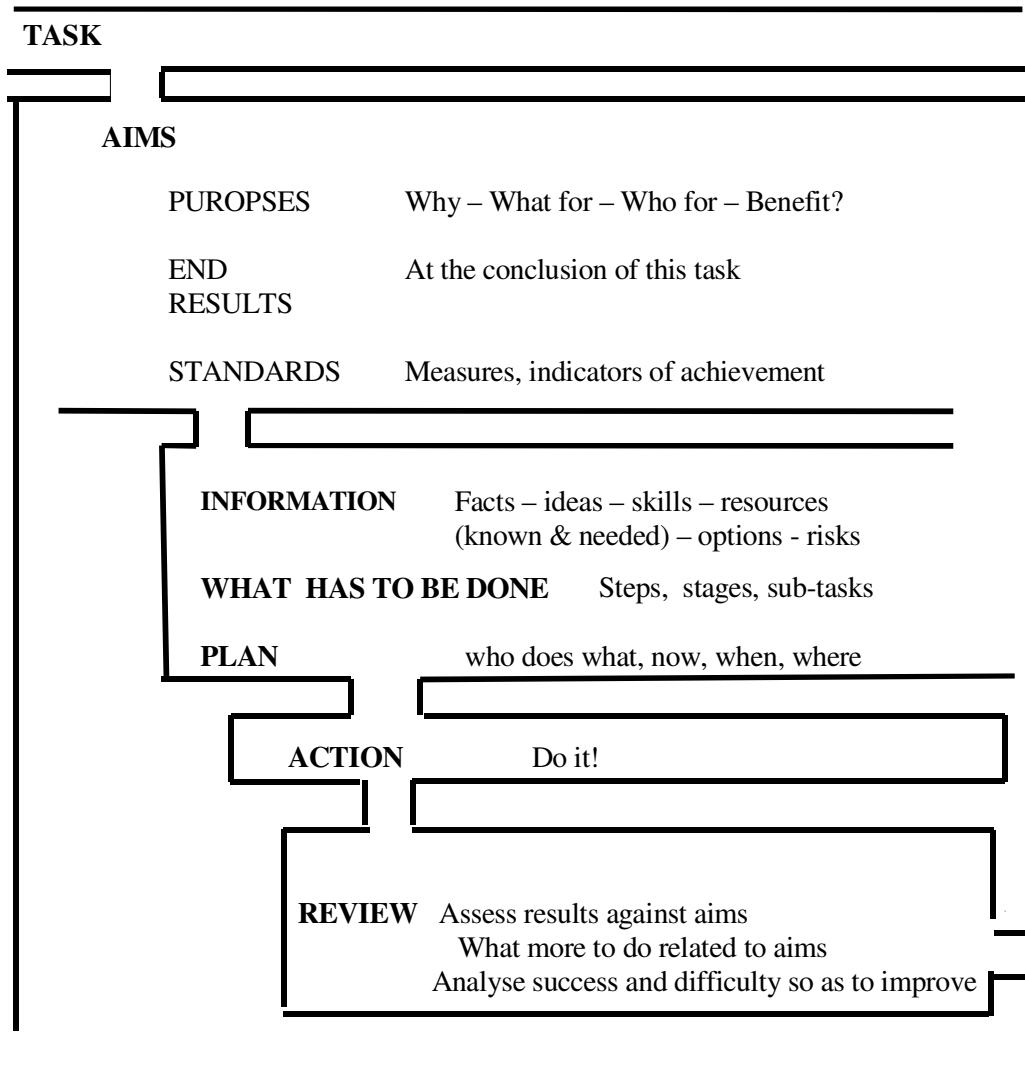
Since Process issues influence Task results, and often critically, it follows that people need to develop both sorts of skills, and to be aware of them in others.

1.3.   A Systematic Approach

'A Systematic Approach' is based on the way people think when they are getting things done in a purposeful and efficient way. Naturally, therefore, many people find the approach familiar. It may be akin to other patterns of logical thought they know, some of which may have been developed for other uses such as problem solving or systems analysis. According to their purpose such systems may omit certain stages of Systematic Approach and expand others.

Systematic Approach makes us more aware of the stages of thought we go through naturally. This enables us to recognise where we are in our thinking at any time, and to use a logical sequence if we digress. It provides us with a framework for presenting a sequence of thought in a way that others can readily follow. It can help us to see the thought processes in which we are strong, and those where we are vulnerable, opening a way towards improving our actual skill at thinking.

A SYSTEMATIC APPROACH

TASK

    AIMS

        PUROPSES   Why – What for – Who for – Benefit?

        END   At the conclusion of this task
        RESULTS

        STANDARDS   Measures, indicators of achievement

      INFORMATION   Facts – ideas – skills – resources
                        (known & needed) – options - risks

      WHAT HAS TO BE DONE   Steps, stages, sub-tasks

      PLAN   who does what, now, when, where

        ACTION   Do it!

        REVIEW Assess results against aims
                    What more to do related to aims
                    Analyse success and difficulty so as to improve

Systematic Approach is directed at getting things done, and, importantly, at drawing lessons from experience. These features are especially significant when it comes to tackling problems, which are new. The future continually faces us with situations we are not able to predict. Unable to prepare for every particular situation, it is left to us to cultivate the thinking skills that will cope with the general case. We can develop confidence, not through knowing the answers, but through having the means of finding them.

While most people can quite properly claim to follow the stages of Systematic Approach, this is not to say that everyone does so in the same way, at the same pace and with the same degree of emphasis. One person may glance at the information, seize upon what has to be done and then really concentrate on planning the action stage in detail. Another may search out the information and analyse it rigorously before being ready to move on. Differences like these can cause difficulty when people come to work together; they find themselves immersed in different aspects of the task and find it hard to see the relevance of others' contributions. These same differences can be an asset to a group, which sees them in relation to the stages of a Systematic Approach. Used like an agenda, it shows which stage is being addressed at a particular moment, and offers some assurances that the following stages will be dealt with when the current one is complete. Systematic Approach provides a common language to help teamwork and co-operation.

Each stage of Systematic Approach may need handling differently for different applications. The information stage may call for logical research and analysis on one occasion, and for organised brainstorming on another. Statements of what has to be done may take the form of a simple job list, or a complex critical path network.

No system is a substitute for judgement, and Systematic Approach must remain the servant and not become the master. Skill and discernment in its use come from practice.

1.4. Aims

'Aims' is a useful collective term embracing goals, targets, objectives, purposes, intentions, aspirations, standards, ambitions, ideals, mission, all of which relate to the direction we wish to take or the future we want. The setting of aims calls upon the skills of imagination and foresight.

Three aspects of aims can be distinguished as
-        Purpose

-        End Results

-        Success Criteria/Standards

Which link together in a coherent form along the lines

We are doing this   IN ORDER TO ...

our desired   END RESULT is …..

and the following   STANDARDS ….

will enable us to judge how effective our action has been.

Aims arise in various ways; they may be

- given, as part of our brief, instruction, or job description
- self-evident; circumstances being familiar and the needs obvious
- deduced, from what we know and can reasonably infer
- evolved by ourselves, faced with a new problem or opportunity
- latent, within us but not previously expressed.

In each case there are issues that have to be addressed. When aims are given, are they understood in the way intended by the originator? When self-evident or deduced is there a chance of assumptions being made that ought to be checked?. If evolved by ourselves, are the immediate aims in line with longer term aspirations'. And if people are jointly evolving aims, is there common comprehension of what is agreed; do all have the same level of commitment to what is agreed? Where aims have hitherto been latent, are the things we are doing really in keeping with what we now see as desirable?

There are obvious practical benefits in being clear about aims. Purposes give a basis for decisions, a reference point as we proceed. End Result provides a vision of what we want to bring to reality, so that we can begin devising the ways and means. Success Criteria identify parameters within which to work, standards to be attained, positive indications of our achievement. Then there are the emotional benefits. People like to know why they are being asked to do things. When they are strongly attached to the purposes being pursued their readiness to help is marked. When people share a common vision of what is required, their contributions are focused and a sense of pulling together is developed.

Conversely, when aims are unclear, purposes may be incorrectly assumed. Arbitrary decisions are made to satisfy the letter rather than the' spirit of instructions. Insufficient work may be done, or superfluous work, with consequent waste of effort. Initiative is stifled, since the overall direction being taken is unclear. With no way of knowing how worthwhile the activity is, commitment to it is low.

Undoubtedly there are occasions at work when, for certain reasons such as confidentiality, organisation aims cannot be adequately explained. In such circumstances it is as well for those who have to initiate tasks to be aware of the possible consequences and take whatever steps they can to compensate.

Purposes : A sense of purpose gives direction and motivation at individual, team and organisation level. Few activities are simply an end in themselves-most serve a purpose, or a range of purposes, both short term and long term.

Questions which help clarify purposes include:

> WHY is the task being done?
> WHO or WHAT is it for ?
> WHAT BENEFITS will it lead to?
> WHAT USE will it be?

Establishing purposes is a forward-looking activity requiring vision and imagination, so it is worth remembering that the answers to the question' why? 'will fall into two categories:

- those which describe the future (purposes), often phrased 'to ... , so that ... , in order to...',

- those which describe past events and give background (reasons), often phrased 'because...'

Asking 'Why?' to a statement of something, which is to be done, may produce several purposes, many of which may be quite compatible. Commonly, for example, task and process purposes exist side by side and can be pursued simultaneously.

> Eg "Secure contract with major new customer"
> > Why? - to improve sales volume (task)

Why? - to reduce seasonal variation in sales (task)

Why? - to improve morale within the sales team (process)

In addition, by exploring purposes and asking why repeatedly, we are able to check that our immediate goal is a worthwhile one in the long term.

For example, a task might be:

"Maintain a record of our customer comments"

Why? - To identify features of the service that attract customers.

Why? - To extend successful features to other locations.

Why? - To enhance company reputation.

Why? - To increase profitability.

Purposes give us a reference against which to make future decisions. Thus, in the example given, a proposal to record only customer complaints would be rejected after referring to the purpose 'to extend successful features to other locations'.

Exploring and clarifying purposes needs to be done to the extent that is helpful to those undertaking work in order to give that work value and a context. Often, purposes are already clearly specified, or easily deducible on the basis of experience. Mindless use of 'Why?' as a ritual may not prove to be helpful.

Success Criteria : Success Criteria (standards) are part of the general area of Aims. They help us judge whether we have succeeded or are making satisfactory progress. When criteria are precise and measurable the question. "have we succeeded?" can be answered with certainly.

Success Criteria can be considered at different level

1.   They may be linked to the purposes for which the work is being done, eg. 'recommendations are implemented and lead to forecast savings.'

Often, the achievement of purposes can only be assessed some time by beyond the completion of the job in hand, so the success criteria can only be checked in the long term.

2. They can be associated with the desired end result, eg. 'available in three colours'. In this case the criteria may simply be extensions of the description of the end result, rather then defined separately.

3. There are times when it is not possible to define an end result, for example, continuing task with no definable end point eg. 'improving inter-departmental co-operation'. In this case, success criterial can replace the concept of end result, acting as "staging posts" for measuring progress.

4. They can relate to the means of achieving the end result or the way the work is undertaken, eg. 'within a budget of £2,000'.

Further dimensions of standards or criteria are

Subjective : eg. 'people like it'.
Objective : eg. 'less than 5% waste'.
Comparative : eg. 'better than X in the following aspects….'
Direct (deliberate steps can be taken to meet them) : eg. 'daily output of 10,000.
Indirect (they cannot be directly controlled) : eg. 'complaints diminish'.

Like purpose, it is helpful always to think of criteria or standards in the plural. Even through there may be priority on key ones, there is rarely just on standard by which something succeeds or fails.

1.5. The Information Stage

In everything we do, time needs to be balanced between thinking and doing. Within the thinking, or preparation period, we need to apportion time between the Aiming, Information, What Has To Be Done and Planning stages.

An understandable desire to get into detailed planning and action can lead to the Information stage receiving less attention than it should, thus leading to inadequacies in the subsequent action.

The information stage of a task embraces the following considerations:

- Background circumstances, needs, conditions

- Available resources and constraints of time, people, money,   knowledge, skills, experience, equipment, materials

- Ideas on how to set about the task - 'what might be done's' ranging from an initial concept through its subsequent development and modification into a workable proposition. Note that the subsequent What Has To Be Done stage is a decision statement of what will be done; the build up and development to that decision is part of the Information stage.

- The risk associated with the different courses of action open to us, the risks of inaction, and corresponding proposals to reduce them or cope with them.

Having identified what information we need - more knowledge, check assumptions, more equipment - we can decide what has to be done to get it, plan who will get it, how, and then get it: a small and often very fast cycle of Systematic Approach simply to collect more information.

Similarly, the development of ideas into a workable possibility often requires mini cycles of action and review to test and develop the ideas and gain practical experience of their feasibility.

In complex situations, there is an armoury of techniques, whose sole purpose is the assembly, analysis or interpretation of information.

Some examples are:
- Problem Analysis
- Potential Problem Analysis
- Decision Analysis

- Brainstorming
- Force Field Analysis
- Lateral Thinking Techniques
- Systems for Creative Thinking
- Risk Analysis

A thorough treatment of the Information stage will be rewarded in the smoothness and speed of the subsequent stages and ultimately in the quality of the final job result.

1.6. REVIEWING *in order to improve*

Reviews may be concerned with Task achievement or with Process. In either case, if their purpose is to bring about improvement and progress, they must deal with the future as well as the past.

Task Reviews

These can take place during a task, as well as at the end. Useful questions include:

- Have we achieved what we set out to do? Have we met our purposes and success. criteria?

- What progress has been made and what remains to be done?

- What has gone well that can be repeated another time?

- What technical or other problems have occurred, and how should they be avoided in the future?

Process Reviews

Process reviews help to secure effective working relationships or teamwork, so that the job gets done well. Useful questions to consider are:

- When did the group make progress, what caused this?

- When were there delays, and why?

- What have individuals done that helped, how did they do it'.?

- What principles emerge that can be applied more widely

- When we resume our task how can we co-operate better, for example, by extending our successes and overcoming our difficulties?

Whether related to Task or Process, reviewing needs to analyse the past, derive lessons and look to future improvement.

2.   Process Skills

While working together each person bring a unique cluster of personal skills, not just those connected with their craft or profession but also ones that affect the interaction of people, no matter what the task is. These human, or process skills merit exploration as they they influence the team's effectiveness, which in turn affects the job performance.

The more each of us is aware of the strengths that we bring to a group, the better able we are to use them in a timely and effective way. The more we are aware of the skills and qualities of others in the group, the better able we are to encourage their use, draw upon them, complement them and perhaps copy them.

Some skills can benefit a group even if only one person has them: for example, the ability to visualise clearly a desired end result, or a flair for detail and precision at the planning stage. Other skills are enhanced in their effect if everyone possesses them: for example, respect for each others' views by carefully listening to them.

Some strength is readily apparent: for example, the ability to chart what is said quickly and accurately or skill in summarising. Others, such as an air of confidence or of caring for others, are harder to pin point and may be noticed more in their absence when a member is not present.

An interesting addition to our perception of others arises when we examine what at first sight appear as hindrances, often an attribute can be seen as a valuable asset by one person and an irritation or hindrance by another. For example, a meticulous attention to detail may also be seen as 'nit picking'. Again, behaviour which is seen as helpful in one set of circumstances would be distinctly unhelpful in another: thus a timely joke might help to relieve tension, but constant joking out of context can encourage flippancy.

So, obstinacy in a person may also be seen as tenacity, according to the circumstances. This duality, which may be called the 'Principle of Obstenacity' can be used to advantage if what is first perceived as a hindrance is examined honestly for its reverse aspect, revealing, perhaps, how a slight change in timing or use will release a precious skill.

2.1 Analysing Skills

Numerous process skills come to light once we analyse our initial assessments of contributions made in a group.

For instance, a person may be seen as 'good at aims'. The skills that give rise to that impression may be any one or more of the following:

- Visualising results to be achieved in the short term

- Producing clear statements of purpose

- Questioning, probing, to discover and to clarify aims
- Proposing specific, measurable success criteria

- Keeping aims continually in sight

- Checking continuing relevance of aims

Similarly for each stage of Systematic Approach a variety of skills can be observed;

- Providing factual information

- Producing creative ideas

- Giving balanced assessment of risks

- Questioning to draw out facts

- Interpreting, recognising the implications of information

- Outlining things to be done, activities, sub-tasks

- Ensuring that plans are complete and understood

- Recognising when action is needed and giving the lead.

- Initiating review, checking achievement of aims

- Recalling what happened accurately

- Identifying successes and their causes

- Indicating improvements for the future.

It is also fruitful to look at the way particular functions are performed; Chairing /Co-ordinating /Leading, for example. The skills involved will probably include some mentioned above, and in addition.

- Listening attentively

- Encouraging ideas

- Creating enthusiasm

- Observation, sensitivity to others' needs

- Summarising at important moments

- Clarity of expression

- Patience and tolerance of opposition

- Objectivity

- Setting and maintaining high standards

- Judging time requirements and monitoring the use of time

Note that the opportunity to exercise such skills remains, whether or not we are occupying a formal office in a group.

Other skills, qualities or attributes that have a marked effect include:

- Timely humour

- Integrity, reliability

- Courage, determination

- Honesty, humility

- Concern for human values

The list is probably endless, as is the particular combination of skills which makes each person different. A group grows as members recognise more of each other's unique value.

2.2   Feedback of Observations

• Feedback intended to help a person or a group to develop has to be acceptable and has to be useable. Otherwise, despite the best of intentions, it is wasted.

- Given in the right manner, feedback win support and reinforce the desire to improve. Badly done, it will provoke resentment and rejection.

- Identifiable details help the recipient to recognise the precise circumstances being referred to, whereas sweeping generalisations present a confused picture and open the way to misunderstanding.

- Facts provide the basis for reasoned interpretations of events, with constructive dialogue where appropriate. Opinions about performance, divorced from facts, offer little on which to build, and naturally invite counter arguments.

- Straight factual reporting often makes the most acceptable feedback, leaving it to the recipient to form whatever judgements are to be made. When this is the intention, tone of voice and facial expression must be taken into account, since both can communicate the views of the speaker in a very powerful way.

- Speculation, eg. "What would have happened if...", might prompt ideas worth pondering for the future, but must be differentiated from fact. If not, rigid pronouncements are made, often with increasing vigour, forgetting that these are solely matters of opinion.

- It is so easy to spot failures and dwell on them that reviews become known as "postmortems". Annual appraisals are viewed with disquiet where such negative bias has been the rule. Clearly, a balance needs to be struck between the attention given to success and that given to failure.

- Care and effort are required to analyse successes. But feedback of the details that emerge brings great rewards. It indicates positive and practical things to do in the future. It produces legitimate feelings of satisfaction and confidence.

- As a basis for self-improvement, we can also observe and give feedback to ourselves. We benefit from being sensitive not only to what we do, but also to how we do it and the effect our behaviour has on others.

2.3   Supportive Development *building on ideas*

Supportive Development describes the process of building on one another's ideas so as to get things done and achieve worthwhile results.   When this process operates, progress is fast and the atmosphere rewarding, Ideas are nurtured rather than criticised. Credit for results is shared.

The absence of Supportive Development becomes apparent in lengthy circular discussion, competing ideas and destructive comments, all of which waste time and produce a sense of frustration and ill-feeling. The causes often include

- A reluctance to proceed without examining all alternatives
- Making the best the enemy of the good
- Injecting ideas whether they are needed or not
- Thinking aloud: tentative phrasing, posing questions or dilemmas
- Seeking the imperfection rather than the potential of ideas
- Careless use of 'not necessarily... isn't there a danger that... Yes, the only thing is though... it might be better if... yes but... what if?' all of which easily lead to ideas being squashed.

A   supportive and progressive atmosphere in a group is marked by contributions like

- 'Yes and ... '
- 'As well as that we can...'
- 'One way around that would be to...'
- 'Good idea - lets try it'

   or simply actioning a proposal.

Supportive Development can only come about through:

- a common understanding of the aims being pursued
- positive actionable proposals worthy of support
- concern for the meaning of what people say
- respect for others and for the ideas they offer
- weighing the risk of moving on against the risk of delay

Support demands active listening and careful thought. It is not simply agreeing or merely conforming for the sake of harmony. It is carrying ideas forward, with energy and conviction, towards purposeful action.

Handling Ideas

When people speak of 'ideas' they mean a range of things such as facts, suggestions, questions or just random thoughts. Furthermore, the ideas may be related to different stages of a Systematic Approach. It is not surprising then, that when asked to think of 'ideas', people respond in many different ways. A useful practice before any thinking period is to agree the kind of ideas required and also how they will subsequently be handled.

A chart can be, for a working group, what a notebook or jotting pad is for an individual. It can serve as a group memory of agreed aims, key pieces of information, decisions made and operating plans. It can also be used to develop tentative ideas into workable proposals and to clarify understanding, a picture being worth a thousand words.

The method used to chart ideas needs to suit the type and status of the ideas being gathered.

FACTS...

- Where statements are not open to dispute, for example, when individuals say what they personally want from a meeting, the need is to chart accurately to help everyone understand. The same applies to charting known, factual information. The contributors must provide comprehensible statements at a pace that can be charted, so minimising time wasting repetition.

SUGGESTIONS...

- A search for possible ways forward may bring out a number of tentative ideas. Chart rapidly to capture the ideas, recognising the chart as a working aid, not an historical record. Then, identify what has been agreed or developed, for reference

when required.   Contributors should provide suggestions they see as relevant, feasible and capable of being developed.

CREATIVE IDEAS...
-                                When pure creativity is required, rather than logical deduction, it is important to remove barriers and to stimulate thought.   This is the function of Brainstorming, the guidelines being: many ideas wanted - all are welcome - no debate - chart everything quickly - set a time limit.

Whatever the nature of what is being charted, the person writing should resist the temptation to change what is said into different words or to summarise it to such an extent that the real essence is lost.   Debates about 'what shall I write?' can be very time consuming and it is generally far quicker to write exactly what is said, especially if the contributor helps by a concise and exact use of words in the first place.

Contributions in a Group

A working group makes progress only through the contributions made by its members.   The effect of a contribution is influenced by the way it is made as well as 'its substance.   Some considerations are:

RELEVANCE ... to the aims and current needs of the group.   We easily become so captivated by our own idea that we voice it regardless of its relevance to the task, to the aims, to the current situation, to what has already been said.

Others may need help to see the relevance of what we say or do.   Introductory phrases such as 'About resources...','One criterion could be....', 'To get over that problem I suggest...', 'To further Mary's idea ... 'can help to do this.

TIMING ... choosing a moment when our contribution is likely to be accepted and used. Matching it to the appropriate stage of Systematic Approach helps.   So, our idea for how to do the job is best offered when the group is in the information

stage and is looking for ideas. In contrast, totally new ideas or pieces of information will probably not be welcomed just before the group goes into action, unless there are compelling reasons for stopping the group in its tracks.

It is hard to justify launching our thoughts while another person is speaking. Interruptions demonstrate our lack of respect for what another person has to say. It is salutary to realise that when we do interrupt, often we have no real understanding of what the other person was saying, so absorbed have we been in our own thoughts.

WORDS ...   that will be understood by other people and will convey the meaning we intend. There are pitfalls to avoid: even fairly common-place words can mean slightly different things to different people, especially if the word is abstract, like 'objective'. A phrase made up of simpler words: 'by the time we finish, we want to have produced ...' will reduce the risk of misunderstanding. Jargon saves time and aids precision when used between people who commonly understand it. When they do not, it confuses, irritates, frustrates and wastes time.

PHRASING ... such that our contribution helps the group forward. As a general rule, questions, alternatives and dilemmas cause a group to pause, think and debate, Highlighting problems and pointing out difficulties in an existing idea promotes discussion and, in excess, leads to resentment, frustration and depression. Positive proposals for how to proceed or for how to overcome a problem tend to gain ready acceptance and help to move the group towards action.

A common self-inflicted difficulty occurs through introducing suggestions in the form of questions: 'Shall we ... ?','What about if ... ?' Being directed at no-one in particular, no-one answers, and the suggestion dies. Or it can divide the group, prompting an alternative suggestion (there is **always** an alternative) and discussion, rather than action, ensues.In short, the most effective contributions to any group are **relevant, timely** and **understandable proposals.**

2.4 Degrees of Agreement

When people signify their agreement or disagreement, different strengths of feeling behind what they say give their words different shades of meaning.

Some examples of what can be meant by 'I agree' I disagree' are given below. These are arranged in levels or degrees of agreement, and obviously there will be intermediate positions as well.

SHARE   'I am fully committed to that aim and will do everything in my power to achieve it with you'

SUPPORT   'I shall willingly help you to pursue that aim'

SYMPATHISE   'I respect your intention and will not stand in your way, though I do not feel obliged to *helly*

ACQUIESCE   'I do not care one way or the other. I am quite indifferent to your intentions'

REJECT   'I will have nothing to do with that. Count me out!'

OPPOSE   'I will do everything in my power to prevent you achieving what you want

Reference to such a scale may help group members assess the state of agreement between themselves over proposed aims or courses of action. This in turn will lessen the chance of assumed unity, and false expectation as to the energy each person will apply. It can prompt efforts to secure greater commitment, avoiding the disintegration that can occur as the need for action, and   consequently the risk, approaches.

A similar scale can be used to illustrate the contrasts between

Co-operation --   where people hold aims in common and have the will to work together towards their achievement,

And

Negotiation --   where people have different or conflicting aims but share a desire or need to find common ground and an agreed course of action.

2.5 Active Listening

Listening demands effort. It is all too easy to follow our own line of thought while someone else is talking. Often we are just waiting for the chance to speak our own piece, without regard for what the other person is trying to say.

Active listening involves 'switching on' and staying 'tuned in' to others, giving thought to several questions, such as:

What are they saying?

What does it really mean? How does it fit in?

How can I support it?

What shall I say in response?

We think fast, but it still takes time. So effective listening can be difficult during animated discussions. A pause when a speaker has finished helps, and serious conversations are often notable for the periods of silence, rather than for volume of talk. Quality takes precedence over quantity.

Speaking and listening are interactive processes, each one influencing the other. If the listener shows clear signs of attention, the speaker is less inclined to repeat things. Equally, if the speaker is concise, the listener finds it easier to maintain concentration.

2.7 Authority

To have authority is to have the power to take action. The sources of authority are several; no one source is universally or probably even widely effective.

There is:
Authority based on the ability to reward or punish

Authority based on the control of resources and upon hierarchical position

Authority stemming from contacts and influence with powerful people

Authority related to the possession of information or technical expertise

Authority deriving from personality, character, process skills, and personal attributes

One kind of authority, task authority, is linked to the position that a person holds in an organisation. People hold different degrees of task authority according to their job and its position in the hierarchy. This authority is delegated by other people, generally people in positions of higher authority. Correspondingly, this authority can be withheld or withdrawn, and it has no value outside the organisation which supports it.

Another kind of authority is inherent in each one of us: process authority. It finds expression in our ability to offer relevant information, listen to others, question to clarify understanding, make proposals, offer skills and expertise, synthesise and build ideas, encourage and help others. Equally, it lies within our power to withhold such help. Such authority is not given to us for we already possess it; neither can it be taken away or denied.

We face choices repeatedly: whether to try to help others and improve situations, remain silent and inactive, or seek to hinder and destroy. We can choose to co-operate to mutual benefit or manipulate to personal gain.

Often, a skilful remark or question will benefit a situation at little or no risk to the person making it, for example, a question which prompts discussion about the desired end point of a meeting. Sometimes, considerable personal risk is involved, as when speaking out against a popular tide of opinion or established order. In all such matters, there is personal choice and consequent personal responsibility.

2.7   Aspirations

There is no intrinsic virtue in complexity. A call to 'keep it simple' can lead to results, which are neat, economical and satisfying. It can also encourage low aspirations and poor results, satisfying no-one.

The challenge for a group of six or seven people faced with a job can be expressed by the question, 'How can we get the best from the group in the time available to us?". And useful check in review is to ask 'Do the results we have achieved merit the total ma-hours that were available to us ?'

'Keep it simple' may be avoiding the risk of setting challenging standards. People may be 'playing safe' to avoid all possible risk of failure. It is worth examining this attitude, especially as 'playing safe' can seriously impair the learning opportunities the course provides.

To illustrate : we often ask groups to 'Make paper note-pads'. An extreme of 'keep it simple' would lead to the group having one member make on paper note-pad while the rest watch. Needless to say this approach involves negligible risk of failure. There is little planning to be done and very few interaction occur. Little can be said about the experience during the review and little learned from it. Alternatively a group may decide to stretch itself by setting a target of making dozens of note-pads. Much detailed planning is needed; there are many ideas to handle and test. A lot needs to happen and be managed by the group in order to achieve the target. During the review there is more to be learned from the experience, and crucially, a greater potential for taking useful practices and principles back to work.

3   Let us Sum up

The operative and cooperative skills and processes formed important component of teamwork. The systematic approach in getting work done while working with others will help to have common method and vision of the given task. Whenever people work together they use two types of skills relating to task and process. As process influences task results people need to have the skills in the same and to be aware of these in others. Processes such as supportive development of ideas, listening, the way feedback is received and given and the method reviewing will have a bearing on the developing teamwork among the people. In this context, what is also more important is awareness of identification and use of one own skills as well as others, which influences critically the task results.

4   Key words

Task and Process : Task relates to the job itself consisting of professional or technical skills such as accountancy, engineering and computer programming etc., process skills relate to interactions with other people involved in the job using skills such a listening to other ideas, managing time etc.,

Process Skills : People working together each bring a unique cluster of personal skills, not just those connected with their craft or profession but also ones that affect the interaction of people, no matter what the task is. These human, or process skills merit exploration since the way they are used will influence the team's working effectiveness, which in turn affects the job performance.

A Systematic Approach : 'A Systematic Approach' is based on the way people think when they are getting things done in a purposeful and efficient way. Naturally, therefore, many people find the approach familiar. It may be akin to other patterns of logical thought they know, some of which may have been developed for other uses such as problem solving or systems analysis. According to their purpose such systems may omit certain stages of Systematic Approach and expand others.

Aims : 'Aims' is a useful collective term embracing goals, targets, objectives, purposes, intentions, aspirations, standards, ambitions, ideals, mission, all of which relate to the direction we wish to take or the future we want, or need to bring about. The setting of aims calls upon the skills of imagination and foresight. Three aspects of aims can be distinguished are Purpose; End Results; Success Criteria/Standards.

Purposes : A sense of purpose gives direction and motivation at individual, team and organisation level. Few activities are simply an end in themselves-most serve a purpose, or a range of purposes, both short term and long term.

Success Criteria : Success Criteria (standards) are part of the general area of Aims. They help us judge whether we have succeeded or are making satisfactory progress. When criteria are precise and measurable the question. "have we succeeded?" can be answered with certainly.

Analysing Skills : Numerous process skills come to light once we analyse our initial assessments of contributions made in a group.

Feedback of Observations

- Feedback intended to help a person or a group to develop has to be acceptable and has to be useable. Otherwise, despite the best of intentions, it is wasted.

- Given in the right manner, feedbacks win support and reinforce the desire to improve. Badly done, it will provoke resentment and rejection.

Authority : Task authority, is linked to the position that a person holds in an organisation. People hold different degrees of task authority according to their job and its position in the hierarchy. This authority is delegated by other people, generally people in positions of higher authority. Correspondingly, this authority can be withheld or withdrawn, and it has no value outside the organisation which supports it.

Aspirations : There is no intrinsic virtue in complexity. A call to 'keep it simple' can lead to results, which are neat, economical and satisfying. It can also encourage low aspirations and poor results, satisfying no-one.

2. Conflict Management

• **P. Manikandan**

Introduction

Conflict could be defined as a process that begins when one of the parties in the interaction process perceives that another individual or group has frustrated or about to frustrate the attainment of their needs and goals. Given the potential for real or perceived frustration of some needs and goals, conflict is a basic fact of life in groups and organizations. It is a universal phenomenon and is an inevitable feature of organizational life. The very nature of organizations guarantees the emergence of conflict. First, organizations contain people with divergent personalities, perceptions, and values. Second, these people are assigned to jobs that have contrasting characteristics, impart unequal degrees of status, and frequently foster competition. Finally, organizations contain groups that often have conflicting views and they often compete for scarce resources in order to achieve their goals. Thus, conflict is an inescapable aspect of social interactions, an inevitable consequence of the interactions and interdependence between people and groups. A conflict-free organization has never existed and will never exist. Antagonism, tensions, aggressions, stereotyping, negative attitudes, frustration, and perceived conflicting needs will always be present, whenever people have to live and work together. An effective manager must understand the nature of conflict that is prevalent and its beneficial effect, and also the type of conflict that is not beneficial. He must, then, deal with conflict in ways that will promote the individual, group, and organizational goals. It is to be understood that management of conflict is an essential pre-requisite to sound human relations.

• *Head, Division of HRD, National Academy of Agricultural Research Management, Rajendranagar, Hyderabad 500 030*

Self Management - Through Personal Profiling

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Inter-Personal Conflict

Interpersonal conflict involves two or more individuals. Such conflict situations are made up of atleast two individuals who hold polarized points of view, who are somewhat intolerant of ambiguities, who ignore delicate shades of grey, and who are quick to jump to conclusions. Individuals, who join an organization, bring along with them certain needs and beliefs. When they work for the organizational goal the needs, beliefs, values, and customs of individuals do clash and this results in conflict.

Reasons for inter-personal conflict

The most commonly cited reasons for interpersonal conflict are personality differences, perceptions, clashes of values and interests, competitive environment, power and status differences, scarce resources, stereotype behaviour, and exploitative nature of human beings. These are briefly discussed below.

a) **Personality differences:** Some people have difficulty in getting along with each other. This is purely a psychological problem and it has nothing to do with their job requirements or formal interactions.

b) **Perceptions:** Varied background, experiences, education, and training result in individuals developing different perceptions of similar realities; the result being an increase in the likelihood of interpersonal conflict. Vertical conflicts develop in organizations, usually because superiors try to control subordinates and subordinates tend to resist. The subordinate resists because he believes that the control infringes on his personal autonomy, makes his behaviour more predictable to others, and thus weakens his position in the organization.

c) **Clashes of values and interests:** Conflict that so commonly develops between scientists and administrative and accounts personnel shows how differences in values and interests might underlie conflict.

d) **Competitive environment:** Organizations do reward good work and competence. Whenever an individual in an organization is rewarded for his good work and useful

results, it triggers of a feeling of frustration and hostility among some other people, who feel that their self-respect is at stake. This leads to interpersonal conflict among the individuals in the organization, and also between the affected individuals and the authority.

e) **Power and status differences:** Organizations are political structures. They operate by distribution of authority and setting a stage for the exercise of power. Unequal distribution of power and status would definitely lead to conflict. A lower-grade scientist when gives an order to a higher-grade scientist, conflict does arise. The lower-grade scientist may be doing it because of the power vested on him by the manager/director of the organization.

f) **Scarce resources:** Interpersonal conflicts usually result when each person in an organization jockeys to possess a scarce resource. The belief that somebody else is out to eat away one's share of resources may create ill feelings between individuals. When the scarcity is absolute, i.e. when the resource level cannot be enhanced, it becomes very difficult to manage interpersonal conflicts. For example, if four qualified individuals vie for one superior position in the organization, and if there is only one such position, interpersonal conflict would develop to an unmanageable level.

g) **Stereotype behaviour:** Stereotyping makes people to form opinions about others, which are more often through hurried judgements. As a result of this, people tend to behave in a more biased manner with others, and this leads to interpersonal conflicts. In India, people belonging to a particular religion, region, caste, and group exhibit a skewed attitude and behaviour towards others belonging to another religion, region, and caste. This leads to a lot of interpersonal problems in organizations.

h) **Exploitative nature of human beings:** In organizations, we always encounter a group of people who tend to exploit others by virtue of their position, authority, etc. As a result, they try to take an undue share in the outcome, in spite of the fact that their contribution is not proportionate to that level. This naturally would lead to interpersonal conflicts in the long run. Heads of the organizations and departments claiming an authorship in the publications of the scientists working under them, in spite of the fact

that they had not contributed anything in the work is a typical example for this type of interpersonal conflict. Infact, in certain organizations, it has become a rule that the names of the Heads should be included in every publication.

Inter-group Conflict

Intergroup conflicts are one of the most important types of conflict in an organization, as an organization is structured in the form of several interdependent task groups. These groups could be formal or informal, and the members of these groups interact with each other for different purposes. These groups differ in goals, work activities, power, and prestige. The seeds of intergroup conflict are sown in these differences. The various reasons for intergroup conflict in an organization include goal segmentation/diversity of goals/incompatible goals; task interdependence; resource allocation; differential reward systems; ambiguities and task uncertainty; differences in values and perceptions; overload on some groups; and introduction of change.

Conflict and Organizational Performance

The assumption that conflict is always unhealthy or dysfunctional is frequently fallacious. Conflicts have functional aspects too. They have also therapeutic value. For organizations to be productive, certain amount of conflict is always necessary. An optimum level of conflict prevents stagnation, stimulates creativity, allows tension and stress to be released, and initiates the seeds for change. It also facilitates critical thinking among group members, makes a group more responsive to the needs for change, and provides similar other benefits that can enhance group and organizational performance. Such a level of conflict resulting in productive stress is, thus, definitely good for the organization.

It is to be realized that the demarcation between functional and dysfunctional conflict is neither clear nor precise. The functionality of a conflict can be measured by the impact it has on the group/unit performance rather than on a single individual. It is known that in organization's, there is an optimal, highly functional level of conflict at which the unit's / organization's performance is at the maximum. This can happen because at that level of conflict, the group or unit's internal environment is characterized by self-criticism and innovativeness. When the conflict level is low, it is dysfunctional as the unit's /

organization's performance is low due to apathy, stagnation, lack of new ideas, and non-responsiveness of the organization members to the demands of change. On the other hand, when the conflict level is too high it is again dysfunctional as the survival of the group is threatened due to diversion of energy away from performance and goal attainment. The most important task for managers would be to stimulate conflict during those times when it is low, and contain conflict during those times when it is high, so that conflict can be effectively brought to the optimum level, which leads to productive stress, and thus proving good for the organization.

Ways and Means to Manage Conflict

Conflicts can be managed in a number of ways. Various factors need to be considered to decide the right method that would prove useful in a particular situation. Some of the ways and means to manage conflict are briefed below.

1.   Avoidance

This method indicates absence of any action. This also includes withdrawal and suppression.

Strengths: This is perhaps the easiest method to adopt. This method can be used as an interim strategy to allow the parties to cool down. At times, avoidance until more information is available or until an analysis of the problem has been made, is the most productive approach. Temporarily avoiding a situation is also helpful if the issue is relatively unimportant, or if there is not enough time available for bringing about a resolution, or if the issue is thought to be only a symptom of a more extensive problem that must be dealt with later.

Weaknesses: This method does not bring about effective resolution. By following this method, one can only temporarily get out of conflict, as conflict is not eliminated. This method is like pushing the issue under the carpet, which might erupt at any time later. Again, this method is ineffective for resolving important policy issues.

2. Authoratitive command or Imposing a Solution

This method forces the conflicting parties to accept a solution which is devised by the higher-ups in the hierarchy. This becomes possible by virtue of formal positional hierarchy and authority that exist in organizations.

Strengths: This strategy is very effective in organizations, since members recognize and accept authority of superiors. This approach is good in emergencies when quick decision is needed. This is also appropriate when unpopular course of action need to be taken and there is very little chance that parties involved would ever reach an agreement. Thus, for example, when cost has to be cut for various departments, and when discipline has to be enforced.

Weaknesses: This method fails to treat the cause of conflict. This strategy does not necessarily bring about agreement. This method neither allows the conflict to surface nor it gives room to the conflicting parties to air their grievances. This is highly a short-lived and temporary approach, and the conflict is bound to reappear later, in other forms during other situations.

3. Defusion

This strategy involves postponement of or delaying the decisions with a view to cool down the intensity and thus avoid escalation or open hostility. This approach involves focusing on unnecessary issues, thereby avoiding the main problem for sometime.

Strengths: Helps to avoid the conflict temporarily. Allows the manager to buy sometime to think of a permanent solution at a later time.

Weaknesses: The major cause of the conflict is not confronted and this leaves anxiety about the future among the conflicting parties, thereby leading to dissatisfaction among the involved groups.

4. Smoothing

This approach plays down the differences while emphasizing on the common interests. This method emphasizes the co-operative efforts.

Strengths: The major strength of this approach lies in the fact that all conflict situations have points of commonality within them. This method is best suited when preserving harmony and avoiding disruptions are especially important. This method serves as a stop-gap strategy to let people cool down and regain perspective. This strategy is most appropriate when the conflict is concerned with non-work issues. When conflicts arise due to issues like moral values, beliefs, etc., this approach helps to defuse the tension, thereby avoiding the conflicts from spilling over into the main work issues.

Weaknesses: Differences or key points of conflict are not confronted and thus they remain under the surface. This method, therefore, is a temporary measure.

5. Appealing to Superordinate Goals

This method focuses the attention on the higher goals that the conflicting groups share or the long-range aims that the groups have in common. The method emphasizes that these goals must be highly valued and cannot be obtained without the help of all the parties/groups involved in the conflict. Thus, the current problem is projected as insignificant compared to the more important mutual goals. This method emphasizes dependency and co-operation. The most successful and the most frequently used superordinate goal is the organizational survival, which will be jeopardized if the conflicting groups do not co-operate. Planning and defining the goals of each work group in the organization bring in responsibility for the groups. This makes each group to work hard and thus helps to reduce intergroup conflicts.

Strengths: This method, when used cumulatively and also reinforced, helps to develop "peace-making" potential.

Weaknesses: This method is very difficult to device, as finding superordinate goals that are important to both the groups is not easy. There has to be a reward system inherent in this method, as otherwise groups may fail to work for the attainment of the goals.

6. Using Representatives

This approach helps to contain the conflict. In order to decide an issue, it is always better to meet the representatives of the opposing groups rather than dealing with the groups per se. This is mainly because the representatives know the problems well and can argue the points of view of the group more precisely. As this process could lead to rejection of the representatives by the group members, it may be better to use group representatives from each side to overcome individual anxiety about group rejection.

Strengths: The major strength of this approach is that one may be able to get a better picture about the problems by involving representatives rather than the groups concerned.

Weaknesses: Representatives are not totally free to engage in compromise. Sometimes, with this approach, the intergroup problems may be lost sight of. Selection of a proper representative for each group is very important. Personal influence of the representatives could lead to negative consequences.

7. Altering Structural Variables

This approach changes structural variables. It includes transferring and exchanging group members and expanding the group or organization's boundaries. Structuring the interaction between the groups can be effective in resolving conflicts. Many a times, decreasing the amount of direct interaction between the groups early in the conflict helps to prevent the conflict form escalating. Role reversal for people between interdependent departments could also reduce conflict.

Strengths: It can be permanent and this strategy is usually within the authority of a manager.

Weaknesses: This approach is often expensive. It forces the organization to be designed for specific individuals and thus requires continual adjustment as people join or leave the organization.

8.   Negotiation

This approach requires each party to give up something of value. People negotiate because of self-interest. Negotiation, as a process for conflict resolution, necessarily centres on the issue on which the two parties are in conflict and not their relationship in total. It is an approach where both sides walk towards each other to reach a mutually acceptable position. In this process, it is quite but natural that each party expects the other to not only walk faster but also with bigger steps. It is, thus, possible that negotiation may sometimes result in a compromise and sometimes in a deadlock.

Strengths: There is no clear loser in this approach. This method is consistent with the democratic values. This approach gives an expedient solution when under time pressure. This method is effective when there are several acceptable alternatives that both groups are willing to consider.

Weaknesses: There is no clear winner. This method is effective only when both the groups are relatively of equal power. Otherwise, this approach becomes a power-oriented one, and is influenced heavily by the relative strength of the parties. This approach is possible only when both the sides realize that concessions will be necessary in order to reach a solution. It is only a temporary measure, as it is not in the long-term interests of either group.

9.   Problem Solving / Confrontation / Collaboration

This method seeks resolution through face-to-face confrontation of the conflicting parties. The conflicting parties seek mutual problem definition, assessment of the problem, and the solution. In this approach, there is an open expression of feelings ad well as exchange of task-related information.

Strengths: This method is effective in dealing with conflicts stemming from semantic misunderstandings. This method brings to surface the doubts and misperceptions. This method is good where insights of diverse people are sought; where concerns are too important to be compromised; and also to gain commitment from others through involvement.

Weaknesses: This method is time-consuming. This method is not effective for many non-communicative conflicts, especially those based on different value systems. Again, for this method to be effective, there should be a minimal level of trust between the two groups, in the absence of which the groups may not reveal their true preferences.

10. Reducing Task Inter-dependence

Reducing task interdependence between groups and assigning clear work responsibilities to each group is one of the ways of redesigning organizations. This is an effective method to resolve inter-group conflicts.

Strengths: This approach is effective when the work can be clearly divided into distinct segments or projects.

Weaknesses: This strategy could sometimes result in duplication of work and also in wastage of resources. Again, creativity is curtailed, as work areas are restricted and thus the responsibility to create new ideas also gets restricted.

11. Expansion of Resources

One of the ways to manage conflicts, arising out of competition for limited resources, is to expand or increase the availability of scarce resources.

Strengths: This method facilitates each conflicting party to be victorious.

Weaknesses: Resources rarely exist in such quantities that they can be expanded so easily.

12. Altering the Human Variable

This method helps to change the attitudes and behaviour of one or more of the conflicting parties. This includes use of education, sensitivity and awareness training, and human relations training.

Strengths: Results can be substantial and permanent. This method has the potential to alleviate the source of conflict.

Weaknesses: It is most difficult to achieve. This approach is also slow and costly.

13. **Establishing Rules and Procedures**

This approach calls for establishing, in advance, a set of formalized rules and procedures that will specify how group members are to interact with each other.

Strengths: This approach is most simple and least costly.

Weaknesses: Rules and Procedures minimize the information flow between departments or work groups. This method works well only when intergroup activities can be anticipated well ahead of time and when they recur often.

14. **Establishing Liaison Roles**

Liaison role refers to individuals with specialized roles designed to facilitate communication between two interdependent work groups. This could help reduce the intergroup conflicts.

Strengths: This is most suited when the manager has less time at his disposal to attend to the conflicts and to bring about a proper resolution. Liaison role can be hired as and when required. This gives a greater flexibility for the managers to get an appropriate person, depending on the problem situation. This method has an added advantage as the liaison person may not have any vested interested in either group.

Weaknesses: The liaison person should be able to speak the language of both the groups. There are always certain limits to any liaison person's ability to handle information flow between interacting groups, especially when the groups are large and interactions are frequent. Under these situations, this method loses its effectiveness.

15. **Identifying a Common Enemy**

Studies indicate that groups can temporarily resolve their conflicts to combat a common enemy. Thus, by presenting a common threat, the conflicts can be pushed to the background.

Strengths: This method provides an easier way to prevent conflict from aggravating. It is handy when time is short to resolve the conflict.

Weaknesses: It is a highly temporary approach as the groups fall apart as soon as the common threat is removed.

Each of these means and ways indicated above to manage conflicts is appropriate and effective, depending on the situation, and nothing is inherently right or wrong with any of these approaches / ways. The person has to assess the situation and the nature and intensity of the conflict, and select an appropriate strategy / way to deal with the conflict. Most importantly, a person must be more flexible and should be able to change from one strategy / way to another depending on the need, time available, and resources at hand, rather than sticking to a particular approach/ways all the time. To manage conflicts effectively, one has to necessarily develop these skills.

Conclusion

It is clear that conflict is a part of living and working together. Suppression of conflict creates an air of unreality and generates `underground' stresses and strains in a system, which may erupt like a volcano and destroy the system. It is better to have open conflict than to choke the system with suppressed emotions. For organizations to be productive, certain amount of conflict is always necessary. It is essential that managers of organizations analyse the sources of conflicts in the organization and use appropriate strategies to tackle them, lest the conflict should lead to disastrous consequences for the individual as well as for the organization.

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3. Negotiation

1.1. Introduction

Most of us are constantly involved in negotiations to one degree or another in day-to day activities with other individuals, groups or organizations. Infact every aspect of life is spent in some form of negotiation. It may involve dealing with colleagues, subordinates, and superiors or with farmers or representatives of farmer organization. It is essential to have good negotiation skills to make these interactions translated into positive results for the organization. A successful negotiation is to result into win-win situation and continued relationships between the parties. Negotiation can be defined as the art of creating agreement on a specific issue between one or more parties with different views it involves interpersonal skills and the ability to build the relationships further. It is made of techniques and like all art forms it can be improved by review and by practice. A negotiator has an obligation to help counterpart in achieving a win-win outcome. Which requires an effective strategy and tactics. A negotiation will end in one of the possible outcomes; lose/lose, lose/win, win/lose, win/win, or nothing happens (no negative or positive consequences). In most of the situations one should strive for a win-win outcome. Your ability to negotiate a win-win outcome will also depend on how you view those you negotiate with.

1.2 Negotiation

A Negotiation is the art of creating agreement on a specific issue between on (or more) parties with different views. A negotiation will end in one of the possible outcomes; lose/lose, lose/win, win/lose, win/win, or nothing happens (no negative or positive consequences).

- **Lose/lose:** It is the outcome when neither party achieves his or her needs or wants and is reluctant to negotiate with the same counterpart again.

- **Lose/Win and Win/Lose** : The second and third possible outcomes of negotiation are the win/lose and the lose/win. The difference between the two is which side of the fence you end up on. In some negotiations, you will be the

winner and your counterpart will be the loser. While in others situations, the roles will be reversed. If one loses in negotiation, the felling is not pleasant. The significant problem in a win/lose or lose/win outcome is that one party walks away without meeting his or her needs or wants. And more important, the loser is likely to refuse to renegotiate wit the winner. This will result in a potential for a future lose/lose outcome. When you create a win/lose or lose /win situation, the loser will most likely refuse to negotiate with the same counterpart again.

- **Win/Win :** In almost all negotiation, you should strive for a win/win outcome, in which the needs and goals of both parties have been met. Both parties will walk away with a positive feeling and will be willing to negotiate with each other again.

- **No Outcome :** The fifth possible outcome is no outcome : neither party wins or loses.

1.3. Successful Negotiation

A successful Negotiation is not win/lose where one beats the other down and therefore commitment to the agreement is lost or will diminish over time and therefore fail. Where the person who lost will seek to "Get even next time".

A successful negotiation is agreeing the boundaries within which cooperation can subsequently take place. A process by which both parties Get-to-Yes and result in win-win outcome.

1.4. Negotiation Indications

Separate the person from the Problem

> "Put yourself in their shoes". Try to start from where they are at".
>
> "Avoid discussing personal characteristics of yours or others.
>
> Focus on the problem.

1. *Focus on Interests not Positions*

   Position based negotiation may create a situation of win – lose.

   Seek to understand their interest by probing to understand their self interests plus exploring your own.

2.   *Invest Options for Mutual Gain*

Interest based negotiation promotes less contentions dialogue which aids the search for solutions which might benefit both parties.

3.   *Identify Objective Criteria*

Seek to agree on objective criteria or independent points of reference, which are independent of both the parties. Avoid the battle of wills, that can happen if each side tries to assert its own interpretation of what is fair and reasonable.

1.5. Some Key Skills for Getting Agreement

*   Knowing your own key interests and alternatives

*   Handling information at speed

*   Ability to get into another person's "shoes"

*   Awareness of the benefits and variables in what you offer

*   Ability to generate options and suggestions that build on common ground

*   Ability to develop and manage an effective business relationship

1.6. Some Elements for Developing Effective Working Relationships

➢ Being Rational   ………   the ability to balance emotions with reason.

➢ Understanding   ………   the ability to grasp how other people see things.

➢ Communicating   ………   the ability to consult and listen before deciding.

➢ Reliability   ………   the ability to generate trustworthiness.

➢ Persuasive   ………   commitment to persuading and being persuaded, rather than to coercion

➢ Respect   ………   the ability to respect the views and concerns of other people.

1.7. Process Skills in Negotiation

As discussed above process is one of the indicators of successful negotiation. Some of the process skills in negotiation are :

➢ Observation	-	Identifying positions / interests
➢ Handling Information	-	Sharing / Not sharing information
➢ Proposing	-	How to reject / oppose
➢ Listening & Supporting	-	Identifying alternatives to negotiated agreement
➢ Timing	-	Mediating
➢ Reviewing in task	-	Rapid re-planning
➢ Probing	-	Adjournment
➢ Communicating	-	Operating independent of trust
➢ Summarizing	-	Handling emotions conflicts
➢ Others	-	Balancing emotions with reasons
	-	Being reliable
	-	Persuading not
	-	Coercing
	-	Knowing when to hold/fold
	-	Labelling behaviour

1.8. Positions and Interests

A positions is a statement about a proposed point of agreement .. an outcome or end result of the negotiation that would be acceptable to the persons stating that position. For eg. "I' ll pay you £ 180 for this". It may also be a statement about a specific course of action that the person will (or will not) take…… a "bottom line". For eg."I will not pay more than £ 200".

An interest is a statement about what underlies or lies beyond a position. So the concept embraces purposes, ambition, desired benefits and also motives and reasons for adopting that position. For eg. " I need to avoid taking on more debt" "I want to be seen as a competent Sales Manager".

Interests are often not stated. They can be seen as irrelevant or personal. There are always many and they are different for different people. Sometimes we barely

understand our own and need to think hard to clarify them. Rarely do we fully understand those of the other party in a negotiation.

Positional Bargaining

Positional bargaining is a sequence of offers and counter-offers between negotiating parties. The normal experience is that the initial offer are rejected as a matter of course and that subsequent offers will move towards each other, generally in decreasing steps, until agreement is reached at an approximate mid-point, or a stalemate or "no deal" results.

In positional bargaining, each offer is a statement about what would be acceptable as an outcome. Quite often, insufficient thought will have been given to what lies beyond any settlement or the consequences of a "no deal", least of all for the other party.

Many people believe that positional bargaining is unavoidable and is the only way of conducting a negotiation. Indeed there are situations where the method has been elevated to well practiced ritual.

1.9. Benefits of Exploring Interests

Many people experience a natural tendency when negotiating to get into positions very early on, as they are concrete and seem to be what negotiation is all.

It is useful to look at the area of interests.

First of all, there are benefits to being clearly aware of what your interests are when you go into a negotiation:

> ➢ this helps to ensure that you are able to protect your interests during the negotiations ;
> ➢ and helps to check that positions you go for are on track with your underlying, and longer term, aims

Next there are benefits to exploring as much as possible what the interests of the other side are, so that :

> ➢ you can identify common and compatible aims to build on ;

- ➤ and generate options of mutual benefits
- ➤ and seek ways of expanding the cake
- ➤ and ensure that you are building a long-term work relationship

Finally, these benefits may be fully achieved by developing the skill of being able to move from positions to interests and vice versa deliberately as appropriate in the course of a negotiation.

1.10. Objective Criteria

The concept of objective criteria is a simple one. It is to seek out objective or independent points of reference which are independent of both parties and which both parties accept as relevant to the issues under negotiation. There are many examples :

Having agreed objective criteria does not necessarily mean that they will fix the settlement figure. But, begin seen as a legitimate and mutually acceptable reference point will help to avoid the battle of wills that can happened if each side tries to assert its own interpretation of what is fair and reasonable.

To ask for objective criteria are a very powerful tactic when facing a hard positional bargainer. For example:

"That's my final offer. It's very fair one. Take it or leave it"

"I'm happy to consider that if you can explain to me the basis on which you see it to be fair; what yardsticks do you have in mind?" (This also flatters the other persons with the unspoken assumption that you are dealing with someone who is fair and reasonable)

Arbitration is an extension of the same concept in which the parties agree to accept the judgment of an independent and mutually acceptable arbitrator.

1.11. Creating and Developing Options

A major benefit of exploring the interests of both sides is that it can open the horizons to options which may be closed to our imaginations if we restrict ourselves simply

to the level of positional bargaining.   Once understood, interests may be seen to fall in three categories :

> ➢ those which are shared or held in common
> ➢ those which are simply different and unrelated
> ➢ those which are in conflict

In examining shared interests, great potential lies in "moving round to the same side of the table" and collaborating in exploring and developing options which can readily be agreed upon because they are to both parties benefit.

Examining different interests can lead to a rich vein of high value / low cost options. That is, an option which is of high vlue to one side because it serves an important interest of theirs, and low cost to the other side because it is unimportant to them.   There then exists the possibility of "dovetailing" two or more such options together…

"So, if I agree to 'X' (which is high value to you both low cost to me), will you agree to 'Y' (which is high value to me but low cost to you)?"

The interests which are in conflict… often fewer than first believed…. Can then be addressed in the spirit of accommodation and compromise on the foundation of confidence that has been built up by working collaboratively on the other interests.

Clearly, creating and developing options is usefully part of the preparation for any negotiation so as to be in position to put them to the other side for joint consideration.

Options are the better for being tested against both parties interests and Best Alternative to Negotiated Agreements (BATNAs). Try to put yourself in the other person's shoes :….. "Would I agree to this in their position… how will they see it…. What might the consequences be for them if they agree ?".

Having done this, try to develop the options to make them more attractive to both parties… try to make them more "Yes-able". A useful principles is :

Make it easy for the other side to say "Yes"

When putting forward options during the negotiation, use the "What it.. " technique to make it clear that you are wanting to explore possibilities rather than making a firm offer.

Also during the negotiation, listen out for possible options coming from the other side. Listen to them, think about them, explore them together. If the climate seems appropriate, suggest a join brainstorming session to generate ideas together, without commitment from either side.

1.12. Alternatives to a Negotiated Agreement and BATNA

We normally embark on a negotiation in the hope an expectation of reaching a satisfactory outcome.   Once enmeshed in the negotiation we can be subject to several pressures towards reaching agreement…. any agreement. You therefore need protection against making an unwise agreement.

One form of protection is usually referred to as "the bottom line", which is the position beyond which you are not prepared to go. While a bottom line may afford protection against an unsound deal, it can be block your mind against considering other options, as yet un-conceived, which my offer significant benefits to you in return for reaching your bottom line a little.

The concept of "alternatives" and "BATNA" invite us to look at and beyond the possibility of no agreement and it offers another, and more reliable, form of protection. The key questions to answer are :

"What will be the consequences for me if we do not agree on a settlement?"
"What will I do if that happens?"

The answers to these questions are your alternatives to a negotiated agreement. Amongst them will be the best one, the most attractive or the least unattractive. This is your Best Alternative To a Negotiated Agreement….. your BATNA.

Think of your BATNA as another option : an option for you in the event of a "no deal" outcome. As with options for agreement , BATNAs merit some serious thought. Here are some examples:

Bottom lines : I won't sell my house for less than 100,000.00

BATNA : I will put it on the market again and probably have to wait six months for another buyer, meanwhile having to continue working away from home form Monday to Friday each week which will further strain our marriage.

Bottom lines : I want at least a 10% rise for tanking on this new job

BATNA : I'll go and look for another job

BATNAs can be unattractive and so weak (as in the above examples) and this will compel us towards securing an agreement, even perhaps at high cost. But even if they are weak, it is better to know this than to proceed in ignorance.

You might take steps to deliberately strengthen you BATNA before entering into the negotiation. So, in the above examples :

> Get another offer on the house or take out an option on a part exchange deal with Barattas who are building new houses in the area you want to move to.

> Peruse the job vacancies advertisements (Which will also give you valuable information about current market rates). Better still, get another job offer in your pocket.

A strong BATNA means that you are in a more powerful position; you do not have to settle; you can afford to walk away from a deal because the alternative is quite acceptable to you.

`Similar, you will wish to seek out information about the other side's BATNA. It too may be strong or weak and it will influence their approach to the negotiation. Again, it is better to have considered this than not to.

If your BATNA is strong and theirs is weak, then you are in advantageous positions and of course, vice versa.

If both BATNAs are strong, a "no deal" outcome becomes more likely and may indeed be preferable for both parties.

If both are weak, then both will need to strive towards achieving the best agreement possible.

Clearly, if your BATNA is strong, you may be inclined to disclose this at some time during the negotiation. A weak BATNA is likely to be something you will wish to conceal. Similarly, you may see advantage in helping the other side to recognize its weak BATNA if they have not seen this for themselves. You will be less likely to draw their attention to an attractive BATNA that they have, unless you want to persuade them to a "no deal" because that is preferable for you.

1.13. Let us sum up

Every aspect of our life is spent in some form of negotiation or other. In the context of extension it may involve dealing with colleagues subordinates farmers of representatives for farmer organizations. A successful negotiation is agreeing the boundaries within which cooperation can subsequently take place. A process by which both parties Get-to-Yes and result in win-win outcome. Secondly, it should leave both the parties with a continuing good relationship for any subsequent negotiations. Both substance and relationships are essential and need managerial separately. Some guidelines for negotiations are separate the persons from problem, focus on interest not position, invest options for mutual gains and objective criteria. Getting agreement in negotiations requires skills such as knowing your own interest and alternative, handling information at speed, ability to get into another person's shoes and ability to generate options.

1.14. Key Words

Negotiation

It is the art of creating agreement on a specific issue between on (or more) parties with different views. A negotiation will end in one of the possible outcomes; lose/lose, lose/win, win/lose, win/win, or nothing happens (no negative or positive consequences).

- **Lose/lose** is the outcome when neither party achieves his or her needs or wants and is reluctant to negotiate with the same counterpart again.

- **Lose/Win and Win/Lose :** The second and third possible outcomes of negotiation are the win/lose and the lose/win. The difference between the two is which side of the fence you end up on. In some negotiations, you will be the winner and your counterpart will be the loser. While in others situations, the roles will be reversed. If one loses in negotiation, the felling is not pleasant.

- **Win/Win :** In almost all negotiation, you should strive for a win/win outcome, in which the needs and goals of both parties have been met. Both parties will walk away with a positive feeling and will be willing to negotiate with each other again.

- **No Outcome:** The fifth possible outcome is no outcome; neither party wins or loses.

Successful Negotiation

A successful Negotiation is not win/lose where one beats the other down and therefore commitment to the agreement is lost or will diminish over time and therefore fail. Where the person who lost will seek to "Get even next time". A successful negotiation is agreeing the boundaries within which cooperation can subsequently take place. A process by which both parties Get-to-Yes and result in win-win outcome.

Positional Bargaining

Positional bargaining is a sequence of offers and counter-offers between negotiating parties.

Positions and Interests

A positions is a statement about a proposed point of agreement. An outcome or end result of the negotiation that would be acceptable to the persons stating that position. An interest is a statement about what underlies or lies beyond a position. So the concept embraces purposes, ambition, desired benefits and also motives and reasons for adopting that position.

BATNA

The concept of "alternatives" and "BATNA" invite us to look at and beyond the possibility of no agreement and it offers another, and more reliable, form of protection. The key questions to answer are :

"What will be the consequences for me if we do not agree on a settlement?"

"What will I do if that happens?"

The answers to these questions are your alternatives to a negotiated agreement. Amongst them will be the best one, the most attractive or the least unattractive. This is your Best Alternative To a Negotiated Agreement….. your BATNA.

4.   Emotional Intelligence

PUTTING THE RIGHT FOUNDATION

It is not important what experience you have, where you are born, what you have learnt what is important is what you have done with these things.

You are your habits YOU make habits then habits make you. What you keep doing repeating becomes habits. Therefore excellence is a habit.

1. MY BASE FOUNDATION

Before learning New habits focus your attention, make your foundation by moving your focus from personality base to character base.

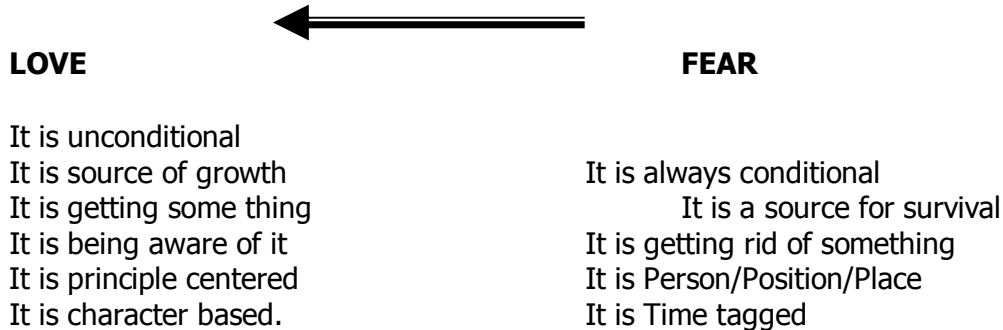| **Character** ←	**Personality**
It is based on principles that are Independent of cast creed community, gender	It is of an out word appearance is others centered
It is simple keeping up promises	It is manipulating others
It is trusting people	It is making others do what you want
It is what you do when no one is watching	It is more of pleasing others
It is earning salary based on commitment the	It is outside in and others are
It is giving value to the money you get	witness for it
It is accepting people as they are	
It is inside out and you are the witness for it	

Say it to yourself, Make an affirmation.

"I am a character based person"

2. MY DRIVE

All humans have two core DRIVING emotions **LOVE** and **FEAR** – Make all your actions come from **LOVE** center.

LOVE   **FEAR**

It is unconditional
It is source of growth   It is always conditional
It is getting some thing   It is a source for survival
It is being aware of it   It is getting rid of something
It is principle centered   It is Person/Position/Place
It is character based.   It is Time tagged

Banish FEAR: **F**ear is a **F**antasized **E**xpectation **A**ppearing as **R**eal

Nature LOVE: Love is **L**iving In **O**pportunities **V**alor and **E**nthusiasm

Say it to yourself, Make an affirmation.

"All my actions stem from love Center "

Hesitation is the biggest block of your movement in life

Discord Hesitations & Self Doubt. Statistics show

30% don't even start

40% give up on the first block

25% get frustrated and give up after putting 98% effort.

05% play the game till the end and these are the winners.

3 MY RESPONSE Options -- Fight…. Flight …….Flow

All the living beings have Stimulus Reaction System for Survival – Animals are known to have typically two types of reactions / responses Flight or Fight on the receipt of stimulus animals take this two types Flight or Fight. And these responses are preprogrammed.

Flight   **Fight**
Runaway   Face it
Escape   Dare
Passive   Aggressive
Shy away   Bold
Guilt driven   Anger
I am not OK   You are not OK

Human beings not only have options of fight and flight but they also have an option of FLOW – What stops us from making this choice this options – EMOTIONLA HI JACK !!

Flight	F L O W	Fight
Auto Reaction.	Responding Case by Case	Auto Reaction
	I am OK You Are OK	

There is a need to understand and overcome this E- Hi Lack

A Good / Effective Leader learns to reside in FLOW and move towards Flight or Fight as the situation warrants- This is emotional Intelligence.

This is the key to growth and success

4. EMOTIONAL INTELLIGENCE

is technically defined as "Understanding ones own emotions, indentify them, name them and recognize & understand the emotions of others, use both of them productively for growth and success"

This process has four basic elements
- Self Awareness
- Self Management
- Social Awareness
- Relationship Management

5. IQ+EQ+SQ

In the past IQ was often considered as the key to success, but several behavioral scientists observed that IQ has not much relationship with success.

Incidentally IQ gets saturated at the age of about 18 years and remains more or less constant.

In the recent past it has observed that even though IQ is low or average many people become successful – My the intelligence rot on the roads mediocre

MAKE MILLIONS. Study indicated they have high EQ. Eq improves immaterial of age factor.

It stated in a lighter way If one has IQ alone he is guaranteed failure

IQ............ = Guaranteed failure

IQ +EQ ......= Success but

IQ+EQ+SQ..= Success + contentment (fulfilling)

IQ intelligence Quotient

EQ Emotional Quotient

SQ SPIRITUAL Quotient

EMOTIONAL HIJACK:

6. MY DIRECTIONS/ OUT LOOK / GOALS

Pay attention to your growth: YOU are already surviving: Focus on survival generates Fear.

Shift your attention: thinking, planning, execution and other actions and outlook towards Growth

GROWTH ⬅━━━━━ SURVIVAL

Say it t yourself, Make Affirmations
"My focus of Life is on Growth "

Survivor counts the days—'Growth er' makes the days count

Survivor finds problems in opportunities – Growth er' finds opportunities in problems

Survivor is problem centric – Grower er is solution centric

Survivor asks who has done it – Grow er ask what happened – when some issue comes up

7. MY GIFTS ASSETS

By using you four endowed – Resources

• **Self Awareness**
Become aware every second what is happening to you
Emotional hijack, Trance, Cancer.

• **Creative Imagination**
Use your creative imagination
Retain your child within you do one creative imagination daily

• **Conscience**
Learn to listen to you inner voice
When every one deserts, it is the inner voice comes to your rescue.

- **Independent Will**

  It is your decision that make your life or mars your life

  You might have failed ten times still you can attempt to do it

  Use above God given endowments daily once: They are your assets:

These four assets are called endowments – all human beings are endowed with them. They come when they are born and will go away when they die. They have to be used now and here.

These four endowments are put to use in the system of Stimulus and Response . They are used to maintain the FLOW State.

MAN'S SUCCESS OR FAILURE IS TOTALLY DEPENDENT ON HOW WELL THESE ENDOWMENTS ARE UTILISED

8. MY LEARNING MODULE

- **Self Awareness**

  My Emotional awareness I know when emotions erupt

  I can watch them I cam name them I can see them feel them hear them Smell them and taste them.

- **Self Management**

  All Management is about resource management – my resources are emotions – I can plan organize and control, them- I manage responses to remain in flow and move towards fight or flight as required. I aware I have a Map My MApp is limited and it is unique

- **Social Awareness :**

  I can see and understand the others emotions – I recognize their maps uniqueness- limitations

- **Relationship Management**

  I can blend my emotions and the emotions of others for an effectiveness and bettering productivity – I can maintain my relationships though proper flow responses

9. MY PURPOSE (GENERAL OVERALL)

Under stand the Purpose of Life. Universally the Purpose of life is:
To LIVE
To LOVE
To LEARN
To LEGACY

Say it to yourself & Make Affirmations

I believe in the above and use them in my day to day dealings

10. For me Leadership Means   M A D

Making A Difference deliberately and intentionally

I know to whom do I make Difference

There is some one to whom I am Making A Difference

I need to Look at P + 3M + 3I

Leadership is an emergence of a situations and situation has major forces like

Pressurize

Manipulate	Influence
Maneuver	Inspire
Motivate	Inclusion

5. Personality Development

1. Introduction

The development of the personality of an individual is influenced by various factors such as biological, physiological, psychological and culture of the society in which individual is brought up; also different situations bring out different aspects of an individual's personality. There are some important traits that form the basis of an individual's total personality and affect his/her performance at work such as extraversion, agreeableness, conscientiousness, emotional stability, openness to experience and the self esteem and self efficacy. Experts in the areas of personality have proposed various theories of personality. Managing the employees requires understanding the personality of the employees, also creation and maintenance of an environment in which individuals work together in groups towards the accomplishment of a common objective.

2. The meaning of Personality:

➢ Personality is the sum total of ways in which an individual interacts with people and reacts to situations. It also encompasses the traits exhibited by a person during these interactions.

➢ The development of the personality of an individual is influenced by various factors such as heredity, environment, maturation and learning.

3. Personality determinants

There are three main determinants of personality — (i) Heredity (Nature) (ii) Environment (Nurture) and (iii) Situation. The other attributes that influence personality are — (i) locus of control (ii) Machiavellianism (iii) Self-esteem (iv) Self-monitoring (v) Risk-taking propensity, and (vi) Type A and Type B personality.

➤ **Heredity:** The biological, physiological or psychological characteristics that an individual is born with constitute heredity. Characteristics that an individual may partially or wholly inherit from either of the parents are physical stature, facial features, skin and hair colour, temperament, muscle composition and reflexes, energy levels and biological rhythms.

If heredity alone influenced personality characteristics, then it would be impossible to alter an individual's personality. However, research shows that personality can be changed. Hence, there are other determinants of personality besides heredity.

➤ **Environment:** Environment refers to the culture of the society in which an individual is brought up; the norms set by parents, teachers, significant others and social groups with whom the individual interacts; experiences that the individual undergoes in his/her life.

➤ **Situation:** Different situations bring out different aspects of an individual's personality. For Example, a person will attempt to control his/her behaviour when interacting with the MD of the company; however, when he/she is among his friends he/she will be relaxed and make minimum efforts to control his/her behaviour.

Locus of Control: It refers to an individual's perception of what controls; It also refers to the degree to which an individual believes he/she can control his/her fate or any situation.

o Those who believe that they control their destiny are said to have an internal locus of control and are called internals

o Those who believe that luck, fate, chance or external forces control their destiny are said to have an external locus of control and are called externals.

The difference between internals and externals is tabulated below:

Internals	Externals
Highly satisfied with their job	Are dissatisfied with their job
Committed to their work	Show little commitment to work
Have a low rate of absenteeism	Frequently absent from work
Believe that they themselves can shape their future	Perceive themselves as having minimal control over organizational outcomes
Attribute success or failure to internal abilities, not to external factors	Fail to make attempts to improve organizational outcomes
Attribute failure to their own actions and try to learn new skills to enhance their prospects for career growth	Blame the management and their fate for inability to rise in the organizational hierarchy
Perceive themselves to be responsible for their health and take good care of their health. Consequently, incidence or sickness or absenteeism is less	Do not consider themselves responsible for their health
More regular and productive	Less regular and less productive
Highly achievement oriented	Reluctant to take the initiative
Capable of complex information processing and learning, and perform effectively in managerial jobs that demand such skills	Better suited for jobs involving routine and structured tasks and jobs in which superiors give instructions
Search extensively for required information before making a decision or taking any action	
Make considerable efforts to control the environment in which they work and turn situations in their favour	

- ➢ **Machiavellianism:** It refers to the extent to which an individual is practical in his approach, maintains an emotional distance from others and believes that the ends justify the means. Those who score high on Machiavellianism are good at manipulating others and try to win by any means. They do not need to be persuaded to work but instead are able to successfully persuade others. They perform well in situations that involve face-to-face meetings. They are especially productive in jobs that require the use of bargaining (persuasion) skills and in jobs that offer substantial rewards for the achievement of goals.

- **Self-esteem:** It refers to the degree of liking an individual has for himself/herself. People with high self-esteem are generally confident that they possess the abilities required for succeeding at work. They prefer to take up unconventional or challenging jobs and do not care about pleasing others and fail to be influenced by external factors. They are not afraid of taking unpopular stands and derive a lot of satisfaction from their jobs.

  - o People with low self-esteem lack confidence, look for approval from others, and are not likely to take a stand that opposes others' views. Thus, they seek lower level jobs. They derive less satisfaction from their jobs.

- **Self-monitoring:** It refers to the ability of an individual to adapt his behaviour to the demands of the situation.

  High self-monitors are capable of changing their behaviour to the demands of the situation. They can play multiple and even contradictory roles. The way they behave with their employees, boss, clients, and suppliers is entirely different in each case. They make successful managers and tend to get promoted faster than others.

  Low self-monitors find it difficult to disguise their true feelings, emotions, and reactions and cannot adapt quickly to situations. Their behaviour is consistent with the way they feel. They do not advance as far in their career as high self-monitors.

- **Risk-taking:** It refers to the extent to which an individual is prepared to take risks.

  - High risk takers make decisions very quickly without searching for much information.
  - Risk-averse people do not make decisions in a hurry and gather a lot of information before making any decision.
  - Despite the dissimilarity of approaches, the accuracy of decisions taken by both risk-takers and those who are risk-averse is almost the same.
  - The suitability of a person's risk-taking or risk-averse behaviour depends on the duties and responsibilities of the job. Example: currency traders require high risk- taking propensity; clerical staff require low risk-taking propensity.

> **Type A and Type B Personality**: Individuals who strive continuously to achieve more things in less time, even in the face of opposition, have a Type A personality; Type B personality is a direct contrast of Type A Personality. Their characteristics are tabulated below:

Type A	Type B
Try to be fast in everything that they do — eating, walking, talking etc.	They do not experience a sense of urgency when performing tasks
The pace at which things generally happen upsets them	They do not get upset or impatient if tasks are not accomplished in time
They try to be involved in more than one thing at a time	They do not consider it necessary to reveal or discuss their achievements unless the situation demands it
They are always busy	They try to make best use of their leisure time and relax without feeling any guilt
They find themselves unable to cope with leisure time	They are suitable for top management positions since they tend to be wise, tactful, and creative in decision making
They emphasize numbers and quantity and measure their success in quantitative terms	
They set ambitious deadlines for themselves and work under continuous time pressure	
They constantly experience moderate to high levels of stress	
Since they emphasize quantity rather than quality, they sometime end up doing a hasty job that lacks quality	
They tend to rely on past experience to solve problems and do not feel the need to be innovative in developing new solution to problems	
Their emphasis on speed prevents them from spending too much time on any problem. This causes to make poor decisions	
Since they are hard-working by nature, they are suitable for jobs that call for continuous hard work.	

4. Personality traits

There are five important traits that form the basis of an individual's total personality and affect his/her performance at work. They are also called the Big Five personality traits:

➢ **Extraversion:** It refers to the extent to which a person is comfortable with other people.
  - o People who have a high degree of extraversion are sociable, talkative, and friendly. They tend to prefer jobs that require them to interact with a number of different people — HR, marketing, PR etc.
  - o People who are low in extraversion are called introverts. They prefer to be by themselves instead of talking to others. They are reluctant to interact with other people and avoid developing new relationships.

➢ **Agreeableness:** It refers to the extent to which a person subjugates his/her interests for the sake of the group.
  - o People who are very agreeable give importance to maintaining harmony and do not insist that others agree with what they say or follow their suggestions. Agreeable people are good-natured, cooperative and trust others. They are likely to develop good working relationships with all organizational constituents (co-workers, subordinates, superiors, customers and suppliers)

  - o People who are less agreeable give more importance to their own needs, opinions and values than those of others. They are unlikely to develop good relationships

➢ **Conscientiousness:** It refers to the extent to which a person is responsible and achievement oriented.
  - o People who are very conscientious limit the number of goals they set for themselves, devote their time and energy to those goals, and often succeed in achieving their goals. They are responsible, dependable, persistent and highly achievement-oriented. They are more organized, responsible and self-

disciplined and perform better in their jobs than those who are not so conscientious.

- o People who are less conscientious set too many goals for themselves and often fail to achieve any of them.

➢ **Emotional stability:** It refers to the individual's ability to withstand stress.

- o Individuals who have positive emotional stability feel emotionally secure and tend to be calm. They are enthusiastic about their work and are capable of withstanding the tensions and pressures of a job.

- o People who have negative emotional stability are emotionally insecure and experience feelings of anxiety, nervousness and depression. They are unable to withstand job pressures.

➢ **Openness to experience:** It refers to an individual's range of interests and indicates how innovative or how rigid he/she is in his beliefs.

- o An individual with high level of openness tends to be creative and had a wide range of interests. Such individuals are open to learning and make good workers.

- o Individuals who have low level of openness have a narrow range of interests, rigid mindsets and tend to be less curious and willing to accept new ideas. Such individuals make poor workers.

➢ **The Self Concept: Self-Esteem and Self-Efficacy:**
- o 'Self' refers to the personality of an individual as viewed by that person himself.

- o Self concept refers to the efforts made by an individual to understand his own self.

- o Self concept is closely related to the concepts of self esteem and self efficacy.

➢ **Self-esteem:** Self esteem refers to the self perceived competence and self image of people
- o It has a moderating influence on employees' emotional and behavioural responses to various situations and the stress experienced by them.

- o Employees with high self-esteem perceive themselves as unique, competent, secure and empowered.

- o They possess the ability to positively influence situational factors in order to accomplish the assigned tasks.

- o Such people are able to confidently and freely interact with people around them

- o Self esteem is a generalized trait (it is present in all situations)

- **Self-efficacy***:* Self-efficacy refers to a person's perception of his ability to cope with different situations as they arise.

  o People with high self-efficacy have the capability and the required confidence to rise to the occasion.

  o Self-efficacy is situation specific.

  o Self-efficacy and employee performance are highly correlated.

  o The relationship between self-efficacy and performance is cyclical — self-efficacy affects performance and performance affects self efficacy.

  o The role of self-efficacy is vital in helping an individual cope with tough jobs, make a career choice, learn and achieve something and adapt to new technology

  o Organizations can enhance self-efficacy of employees by training them

  o The self-efficacy of a person can be measured along three dimensions — level, strength and generality.

  o Level refers to the number of tasks a person can effectively perform

  o Strength refers to how firmly an individual believes he is capable of performing a task

  o Generality refers to the extent to which the self-efficacy expectations of an individual can be generalized, instead of varying from situation to situation.

5. Theories of Personality:

Levinson's Theory of Adult Life stages

  o Daniel Levinson proposed that personality development of an individual progresses with age
  o He theorized that there are four transitional periods and four periods of stability.
  o Personality development takes place during transitional periods; during the periods of stability, no development takes place.
  o The transitional periods and periods of stability are as under:

Periods of stability	Periods of transition
Stepping into the adult world: Age22-28	Age 30 transition: Age 28-33
Settling down: Age 33-40	Mid-life transition: Age 40-45
Stepping into middle adulthood Age 45-50	Age fifty transition: Age 50-55
Culmination of middle adulthood: Age 55-60	Late adult transition: Age 60-65

- The maximum development of one's personality takes place during the mid-life transition

- An individual's attitude towards work undergoes tremendous change during periods of transition rather than during periods of stability

- There is, however, no evidence to back up Levinson's theory.

- Since he was not able to explain the vast differences in personality among people of the same age, he redefined the stages as eras — early adult, mid-life, and late adult — each of which included a transition-in period, a period of stability, and a transition-out period

- He later modified his approach to suggest that every stage of an individual's life cycle is characterized by interplay of mobility and stability.

Hall's Career Stage model:

O Hall blended Levinson's theory with other adult stage theories to develop a model for career stages

Stage	Activity
Exploration stage	➢ Seeks an identity for himself/herself ➢ Attempts to understand himself/herself and his/her personality ➢ Tries out various roles in his/her career ➢ Relatively unstable in his/her career and less productive ➢ Keeps switching jobs in search of the right one
Establishment stage	➢ Employee tries to settle down in his/her job ➢ Interacts with co-workers to develop a good relationship with them ➢ Productivity increases
Maintenance stage	➢ Productivity reaches its peak ➢ Feels the need to contribute something to the next generation (may act as a mentor to his/her Subordinates) ➢ Productivity may either increase or remain stagnant
Decline stage	➢ Productivity starts declining ➢ Individual evaluates his/her life and tries to convince himself/herself that he/she made the right choices

Chris Argyris' Immaturity to Maturity Continuum:

o Proposed that the degree of development of an individual's personality can be explained in seven dimensions — (i) Passivity — Activity (ii) Dependence — independence (iii) Behaving in a few ways — Capable of behaving in many ways (iv) Erratic, shallow interests — Deeper and stronger interests (v) Short time perspective — Long time perspective (past and future) (vi) Subordinate position — Equal or superordinate position, and (vii) Lack of awareness of self — Awareness and control over self

o Just as a human being develops 'from an infant to an adult', human personality development too takes place along a continuum, rather than stages, from immaturity to maturity.

o It is not essential that all individuals exhibit all the seven dimensions of personality on reaching the mature end of the continuum

| Immaturity characteristics	Maturity characteristics
Passivity	Activity
Dependence	Independence
Few ways of behaving	Diverse ways of behaving
Shallow interests	Deep interests
Short-time perspective	Long time perspective
Subordinate position	Superordinate position
Lack of self awareness	Self awareness and control

o The seven dimensions reflect only one aspect of an individual's personality. Personality also depends on other factors like perception, self-concept, and the ability to adapt or adjust.

o As an individual progress from infancy to adulthood along the continuum, there is a continual change in the level of development along different dimensions

o This model can only measure and describe the development of an individual's personality but cannot predict any specific behaviour of the individual.

o The latent characteristics of personality, which form the basis of the seven dimensions, may be quite different from the externally visible behaviour of people.

o The personalities of employees in an organization are generally at the mature end of the continuum. However, organizations fail to recognize this maturity and treat employees as if they are immature. This leads to conflict.

Edgar Schein's Socialization Process:

- Socialization refers to the process through which an individual's personality is influenced by

  his interaction with certain persons, groups and society at large.
- It is a continuous process that goes on life-long
- Since socialization has a major impact on the behaviour of employees in organizations, Schein proposes that it is important to analyze and control the socialization forces in an organization.
- The socialization process in an organization is mostly confined to learning the prevailing values, norms, and behavioural patterns
- Socialization can take place through mentorship programmes, training and orientation, and reward systems. Other steps that an organization can take to socialize employees include:
- Offering them interesting and challenging work
- Providing them proper and relevant training
- Providing them with objective and timely feedback
- Appointing an experienced supervisor to conduct the socialization process
- Designing an informal orientation programme
- Assigning new employees to work groups that are highly satisfied and have high morale.
- Socialization is also necessary when organizational member move up the hierarchy
- Socialization can also take place through job rotation.

Holland's Typology of matching personalities with jobs:

- John Holland established a relationship between personality characteristics, the requirements of a job and job performance.

- Developed a Vocational Preference inventory and plotted the results in the form of a hexagonal diagram, with each corner representing an occupational personality type.

- The closer two personality types are in the hexagon, the more compatible they are. Those that are adjacent to each other are similar, whereas those that are diagonally opposite are dissimilar in nature.

- When personality type and occupation match each other, job satisfaction is high and turnover is low.
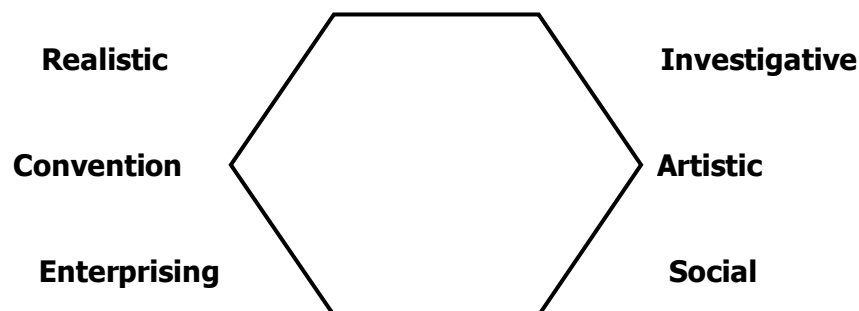
Type	Personality characteristics	Congruent occupations
Realistic: Prefer physical activities that require skill, strength, and coordination	Shy, genuine, persistent, stable, conforming, practical	Mechanic, Drill press operator, assembly line worker, farmer
Investigative: Prefers activities that involve thinking, organizing and understanding	Analytical, original, curious, independent	Biologists, economists mathematician, news reporter
Social: Prefers activities that involve helping and developing others	Sociable, friendly cooperative, understanding	Social worker psychologist, teacher counselor, clinical
Conventional: Prefers rule-regulated, orderly and unambiguous activities	Conforming, efficient, practical, inflexible unimaginative,	Accountant, Corporate manager, bank teller, file clerk
Enterprising: Prefers verbal activities where there are opportunities to influence others and attain power	Self-confident, ambitious, energetic, domineering	Lawyer, real estate agent, PR specialist, small business manager
Artistic: Prefers ambiguous unsystematic activities that allow creative expression	Imaginative, disorderly, idealistic, emotional, impractical	Painter, musician, writer, interior decorator

Reference :

Organizational Behavior – Concepts, Controversies, and Applications – Fourth Edition by Stephen P. Robbins.

6. Interpersonal Competence

1. Interpersonal Relations

Most of the time in a day is spent in some sort of interpersonal situation rather than all by oneself without being a member of a group. Most of the daily experience was based on interaction with other human beings. Some experiences in these relationships are joyful and others may be upsetting or remained stagnate or have even been abandoned. Understanding these relationships will help you develop and improve relationships. This leads to Interpersonal competence 'Interpersonal Competence' refers to the degree to which one is accurately aware of impact on others and of the impact of others on you.

A person in an organisation is surrounded by three other types of persons. Superiors, colleagues and subordinates. Beside these three types of role one has to interact with a lot of other people from different positions. Consumers, suppliers, people from regulatory agencies, general public, etc.

The determinants of interpersonal behaviour are:

Self -concept: Self-concept is a reflection of all the past experiences one has with others and includes characteristics which differentiates from others. One self-concept is established and certain specific patterns of behaviour are adopted, it tends to resist change, in order to maintain interpersonal environment and to maximise congruence of harmony, certain mechanisms are used.

- Misperception : Misperceiving how others look at you.
- Selective Interaction : Interact with those persons who can establish a congruent state.
- Selective Evaluation of the other person.
- Selective Evaluation of self.
- Response Evocation : Behave in a way that results in others behaving towards you in an amicable manner.

When a group begins to interact and acquire information of others views and attitudes, bonds of attraction form most strongly between those who hold similar views toward things

that are important and relevant to both. A person likes others who nave the same feeling toward him or her as that person has toward himself or herself. This reinforces one's self-concept and facilitates interpersonal relations. People interact more frequently with those who are perceived as confirming their self-concept to the greatest extent.

There are four stages of Developing interpersonal relationship:
- Forming first impressions
- Developing mutual expectations
- Humouring Psychological contracts
- Developing trust and influence.

First impressions, though often not right are lasting impressions. First impressions are lasting because they influence the way in which people see subsequent data about the perceived object or person. When people are mutually impressed, they are more likely to enter into a long-term relationship. When this happens, they develop certain expectations about each other.-An effective inter or work relationship cannot develop and be maintained unless the participants are willing to honour their psychological contracts. The result of the meeting the psychological contact is an increased level of trust and influence. When the parties to the contract are able to meet their mutual expectations, the relationship produces mutual trust and favourable sentiment.

2. Interpersonal Style

Alfred Adler was amongst the earliest psychologists to propose the concept of life style as the 'consistent movement of an individual towards the goal'. He suggested three main characteristics of Life Styles: uniqueness, self-consistency, and constancy (i.e. enduring pattern of behaviour).

Since Adler many ways have been suggested to study life or working styles. Different frameworks have been used to suggest such styles. A style can be seen in relation to a person dealing with non-person objects and issues. For example, when the person enjoys working on challenging and difficult tasks, we may term his style as Achievement Style, using achievement motivation and its elaborate behavioural patterns.

Using the motivational framework, we may also describe the styles shown by persons in dealing with people. For example, if a person enjoys developing personal

relationships with others, we may call it Affiliate Style; if he enjoys helping others and undergoing personal sacrifice for others, we may call it Extension Style. If a person enjoys influencing others, we may call it Power Style.

Interpersonal style can be defined as a unique, self-consistent and enduring pattern of behaviour in interacting with other persons. The enduring behaviour has its roots in the personality orientation of the person, as reflected in his attitudes, values, and beliefs about human beings. Personality theories can be used to identify interpersonal styles. One popular and useful framework has been selected here to understand interpersonal styles of managers and others who usually have relationship with other persons in the role of making impact on them. (e.g. trainees consultants, counsellors, salesman).

3. Developing Interpersonal Relationships

The development of successful working relationships takes time. No one can cultivate such a relationship with another person without going through a painstaking socialization process that is evolutionary and usually takes months or years to develop. It suggests, the development of a working relationship occurs in the following sequence:

- The initial contact produces a set of impressions and attitudes in each toward the other. A favourable mutual impression is needed to develop a long-term relationship.

- A positive impression opens the door for a long-term working relationship. When this occurs, the interacting parties develop a set of expectations regarding their roles, performance and relationships.

- Any differences in initial expectations will be consciously or unconsciously negotiated, resulting in a psychological contract - a set of mutually agreeable expectations.

- The interacting parties should make continuous attempt to meet each other's expectations. Failure to carry out this psychological contract will probably terminate the relationship.

- Mutual trust and influence develop as a result of meeting the psychological contract, and these: ensure the continuous existence of the relationship.

4. Analyzing Interpersonal Styles

The quality of interpersonal relationships is largely affected by the way the participants relate to each other - that is, their interpersonal styles. This interpersonal style determines how closely and effectively participants will engage in the association. In order to develop a close and binding relationship, participants must expose themselves to each other so they cannot develop a trusting relationship. This section presents a conceptual framework for studying a variety of interpersonal styles.

4.1 The Johari Window

The Johari Window is a conceptual model for studying interpersonal styles; it was developed by Joe Luff and Harry Ingham (the name Johari combines the first names.) It is a schematic model that shows how people expose themselves to others and receive feedback from others in their interpersonal relationships.

The Johari Window has four parts; public, private, blind, and hidden. The public area is the part of us, the window, that is known to the self arid others. The private area is known to others, but not to the self. The hidden area is known neither
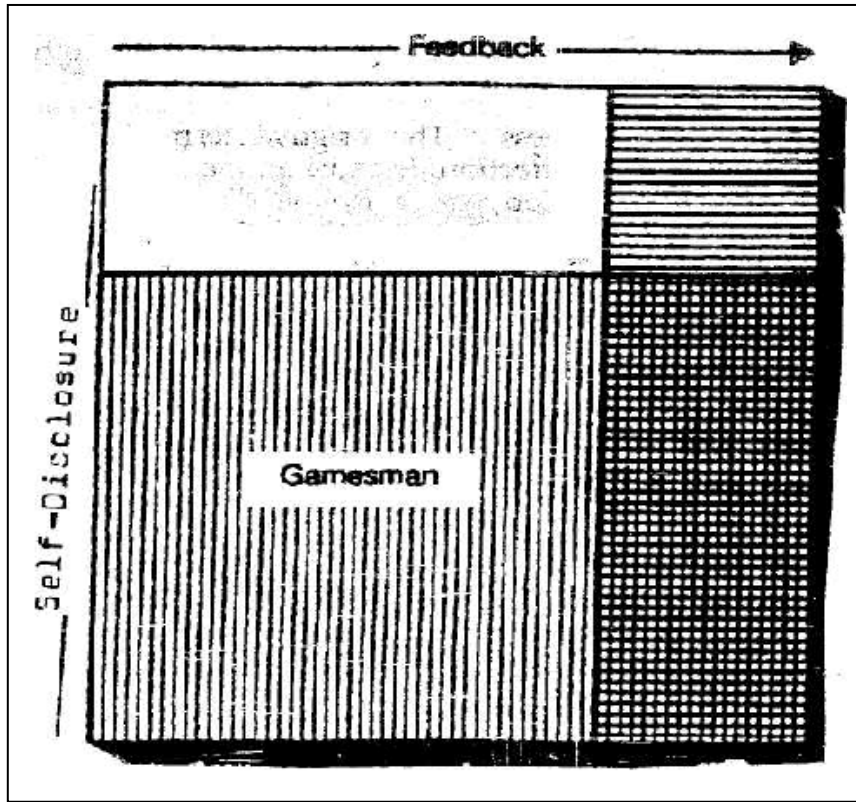
the self nor to others.

MODES OF INTERPERSONAL STYLE
The Loner

Gamesman
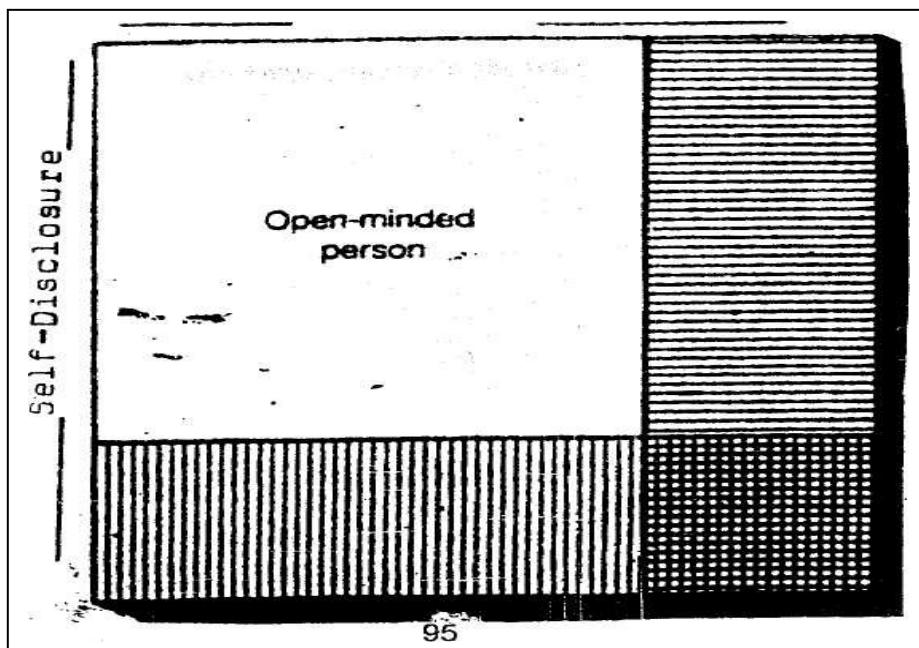
Exhibitionist

94
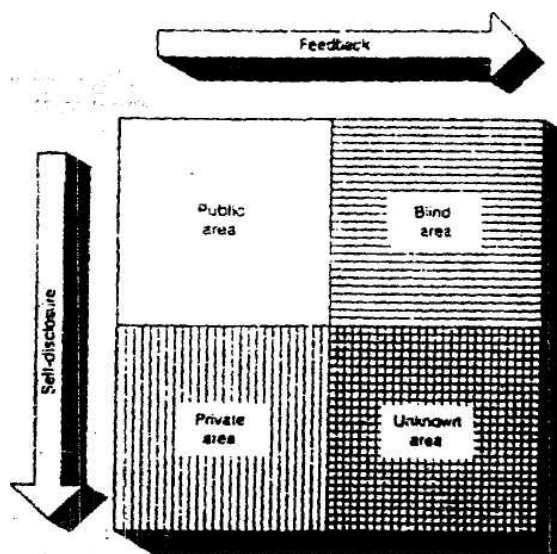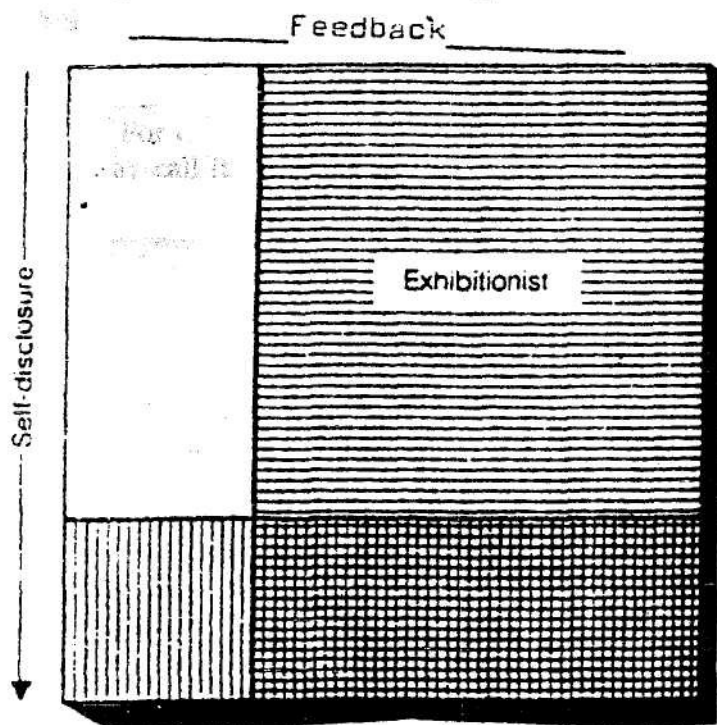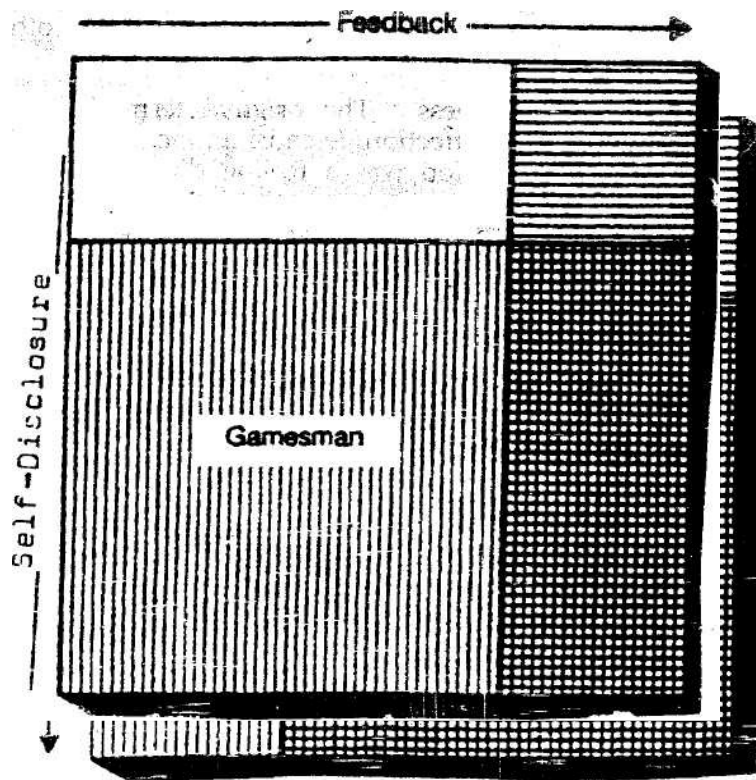
The Game man

The Open-Minded Person

4.2. FIRO Theory and Behaviour

Schutz theorized that people's behaviour in interpersonal relationships is based on three dimensions. These are :

- Inclusion : Being allowed contact with others; the issue of acceptance or rejection by others.
- Control : Having control or influence over other people the question of power and authority
- Affection/Openness : The original term, "affection", meant giving and receiving love, affection, friendship, etc. Shutz later decided (Schutz.. 1982, 1989) that affection was a feeling dimension, not a behavioral one, and changed the term to "openness" to reflect its behavioural aspect. Openness is the degree to which one is comfortable sharing one's thoughts and feelings with others.

Next, Schutz stated that each of these three dimensions of behaviour has two manifestations : expressed (how we say that we behave towards others) and wanted (how we say that we want others to behave towards us). Based on his research with his FIRO-B instrument, he later expanded these concepts so that each was a continuum:

- Expressed-Received : How we act toward others and how they act toward us.

- Perceived-Wanted : What we think is happening and what we say we want to happen.

Differences in these two areas indicate that what we say we want and what we really want from others often are two different things.

Discussions

5. Dealing with Difficult Superiors

Poor Motivators

1. Restrictive Supervision
2. Lack of recognition
3. Monotonous work
4. Little opportunity to new ideas.
5. No opportunities to acquire new skills
6. Absence of job descriptions and performance appraisals.

Aggressive Behaviour

1. Sarcasm.
2. Ignoring or silent treatment.
3. Tantrums.
4. Sexual harassment.

Deficient Supervisory Skills

1. Poor delegation.
2. Obsessive perfectionism.
3. Poor disciplinary technique.
4. Over-orientation towards competition.
5. Failure to back up staff.
6. Failure to give credit for special contributions.
7. Interference.
8. Unavailability to staff.
9. Failure to respect employees' privacy.
10. Failure to provide opportunities for growth.

6. Dealing with Difficult Subordinates
1. Buck-passing employees.
2. Bottleneck employees.
3. Error-prone employees.
4. Day dreamers.
5. Time-wasters.
6. Poor housekeepers.
7. Dishonest employees.

Dealing with Difficult Co-Workers

1. Shirkers.
2. Buck-Passers.
3. Putter-offers.

Discussion

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7. Transactional Analysis for Better Interpersonal Communication

1. Transactional Analysis

Transactional Analysis was developed by Dr. Eric Berne, who suggested that at various times we behave in distinctly different ways. Being able to reflect on and identify these different types of ways. Being able to reflect on and identify these different types of behaviour can help make you communicate more successfully.

Dr. Berne said that there are three patterns of behaviour which he called Ego States. He labelled them Parent, Adult and Child. When analysing communication (in other words, transactions) between people the ego states are usually shown like this:

- Parent
- Nurturing/controlling
- Adult
- Child
- Adapted/natural (free)

According to Berne,, people are always in one of these three ego states. The ego-states can be explained in terms of their origin and the observable behaviour characteristics of each. The parent ego-state patterns of behaviour guided by the morals and values which we derived from significant authority figures (primary parents)

The parent ego state:
- Sets limits
- Disciplines, judges and criticises
- Gives advice and guidance
- Protects and nurtures
- Maintains traditions
- Makes rules about how life should be lived

The parent state can be subdivided into the critical parent and the nurturing parent. The critical parent sets limits, disciplines, makes rules, keeps traditions, judges and criticises. The nurturing parent takes care of people.

The adult ego-state is the clear-thinking, rational, analytical way of dealing with the real reality of the present. In the adult ego-state the individual is commonly problem solving or dealing with information in some way. The adult is the part of us that works things out by looking at the facts and then makes decisions.

The adult:
- Is clear-thinking and rational.
- Deals with the reality of the present .
- Is commonly problem-solving asks open questions.
- Is logical.

The child ego-state does not mean behaving childishly but is concerned with behaviour and feelings as they were experienced in childhood. The child can be subdivided into the natural (or free) child and the adapted child. The natural child is spontaneous, fun-loving, uninhibited, but as the constraints of dealing with others (particularly authority figures such as parents) take effect, the adapted child emerges. The adapted child represents all the ways we get along with, and gain attention from, authority figures.

The child, depending on the individual, may be :
- Fun-loving.
- Energetic.
- Complaint.
- Police.
- Creative.
- Rebellious.

Put very simply :
- Parent ego state-values (I believe).
- Adult ego state -thoughts (I think).
- Child ego state - feelings (I feel).

None of the ego states is "better" than the others, but each is suitable in different situations. Each has a different effect when we are communicating. It is helpful to be able to use any one of the states so that there is a range of options about how to deal with other people.

This table shows typical words, phrases, behaviour and attitudes for each state.

Ego State	Typical Words/Phrases	Typical Behaviour	Typical attitudes
Critical Parent	Disgraceful Ought Always	Furrowed brow pointed finger	Condescending Judgemental
Nurturing Parent	Well done	Benevolent smile Pat on back	Caring permissive
Adult	How ? When ? Where ? What ?	Relaxed Attentive	Open-minded Interested
Adapted Parent	Please can I ? I'll try	Vigorous head Nodding Downcast eyes Whiny voice	Complaint Defiant Complaining
Free Child	I want I feel great	Laughing with someone uninhibited	Curious Fun-loving spontaneous

Downcast eyes can be interpreted differently in different cultures. Beware of drawing too much inference from this.

Learning for Me:

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2. Types of Transactions Parallel Transactions :

When a message sent from a specific ego state gets the predicted response from a specific ego state in the other person a parallel transaction occurs, e.g.,

A-A P-P P-C
C-A C-C

The Lines of Communication are open, and the people can continue transacting with one another.

Crossed Transactions

When two people stand glaring at each other, turn their backs on each other are unwilling to continue transacting, or are puzzled by what has just happened between them, it is likely they crossed transaction occurs when an unexpected response is made to stimulus.

Ulterior transactions

Ulterior transactions are those that have a hidden agenda. Sometimes they are dishonest, and more complex than complementary and crossed transactions, as they involve more than two ego states at a time.

An ulterior message can be given "non verbally" also by body language i.e postures, facial "expressions, to me of voice or inflection, gestures, etc., such as.

i.   Angrily pound a desk, turn away abruptly or give an encouraging pat on the shoulder.

ii.   BY FACIAL EXPRESSION - wink seductively, laugh joyfully, look confused.. convey a different meaning.

Learning for Me :

3. Psychological Games

THEME	NAME OF THE GAME	PURPOSE TO PROVE
Rejecting others ideas	Yes-But game	You are not OK
Blaming others	If it Weren't for you	You are not OK
	See What you	
	Made Me Do	
Saving other	I'm Only Trying	
	to help you	
	What will you do	
	Without Me	You're not-OK
Finding fault	Blemish	You're not - OK
Getting even	Now I've Got You,	You're not - OK
Provoking put downs	Kick Me	
	Stupid	I'm not - OK
Enjoying misery	Poor Me	
	Wooden Leg	I'm not – OK

Learning for Me :

4. How To Build Strong Adult?

1. Learn to recognise your child. Its vulnerabilities, its fears, its principal methods of expressing these feelings.

2. Learn to recognise your parent, its admonitions, injunctions, fixed positions and principal ways of expressing these admonitions Bind positions.

3. Be sensitive to the child in others, talk to that child, stroke that child, protect that child, and appreciate its need for creative expression as well as the NOT-OK burden it carries about.

4. Count to 10, if necessary, to give the adult time to process the data coming into the computer, to sort out parent and child from reality.

5. When in doubt leave it out you can't make decisions without an ethical framework.

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Learning for Me

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5. Stamps

In T.A. Stamps are the feelings, negative or positive, we collect during transaction to encash later instead of dealing at the same time. Very often we carry on collecting negative stamps till we can do longer hold and then feel justified by cashing them through an Emotional Outburst i.e anger, crying, feeling depressed and sorry, etc. resulting in further stamp collection. Colour codification is done for different kinds of feelings for convenience of identification :

Blue for depression or sadness or guilt.

Green for jealousy.

Red for anger.

Yellow for fear.

Grey for difference.

White for self righteousness.

Gold for good feelings.

When enough bad feelings are collected at work place, in resentment, people may cash-in by deliberately performing the work poorly i.e. they may :

— slow down production

— sabotage production

— feel justified to go on sick leave

— misbehave with superiors

Collection of bad feelings is injurious to health also. Very often we carry the load of

bad stamps inside us and we wish them on our-selves by getting :-

Psycho-somatic disorders and mental stress resulting into :-

— Headaches.

— Gastrointestinal problems.

— Nervous-system problems.

— Skin disorders.

— Hypertensions etc.

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Learning for Me

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