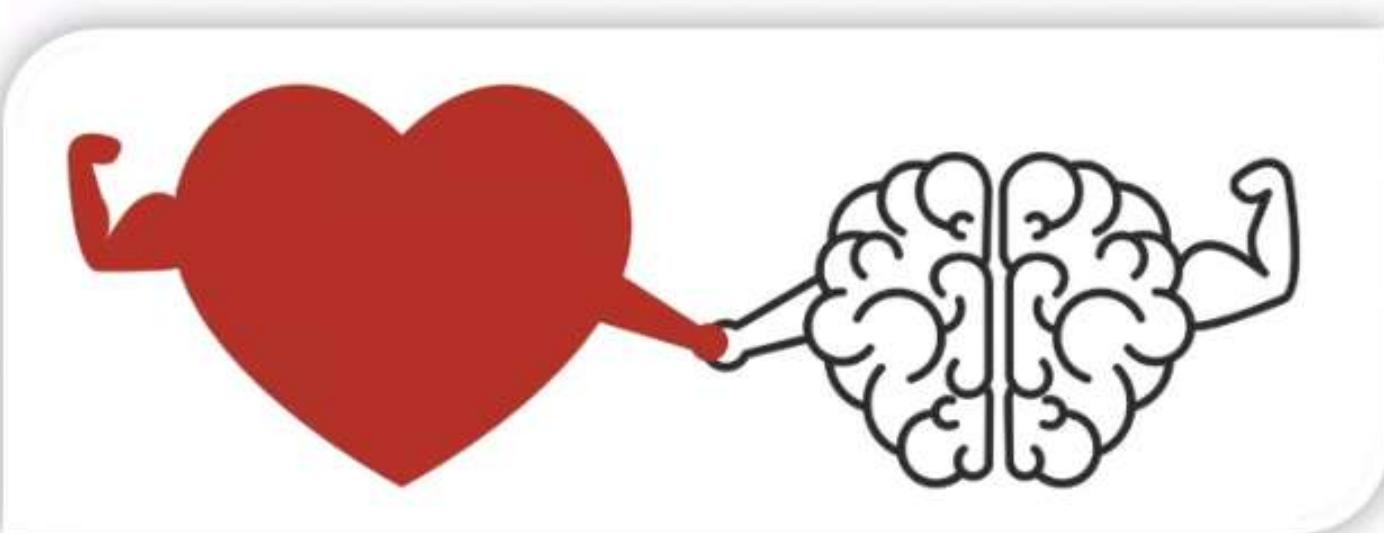




PERSONAL GROWTH LAB

IIIT, Sri City
Session - 7

Faculty - Dr. M F Jose.
jose.mf@iiits.in



Emotional Intelligence

Managing Emotions of Self and Others

Agenda

- Emotions and Intelligence
- Emotional Intelligence
- Your EQ
- EQ and work
- Strategies to build EQ

Icebreaker

- What is one current challenge you are facing?
- How are you feeling about right now?

What is Emotion?

- Internal conscious states that we infer in ourselves and others
- Emotions are private experiences
- We use operational definitions as we cannot see emotions
- We infer observable behaviour with emotions



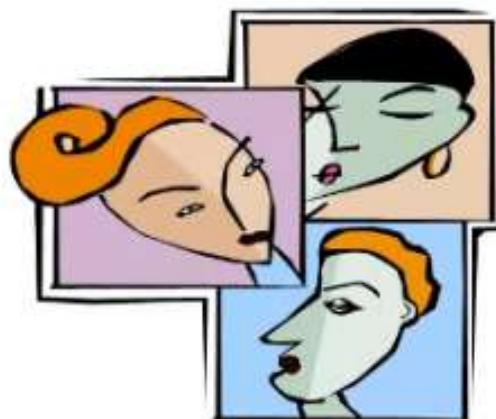
Getting In Touch With Your Feelings

What we think

Our interpretation of events that produces a particular emotional response or thought

What we feel

A label that we use to describe a particular state



How our bodies react

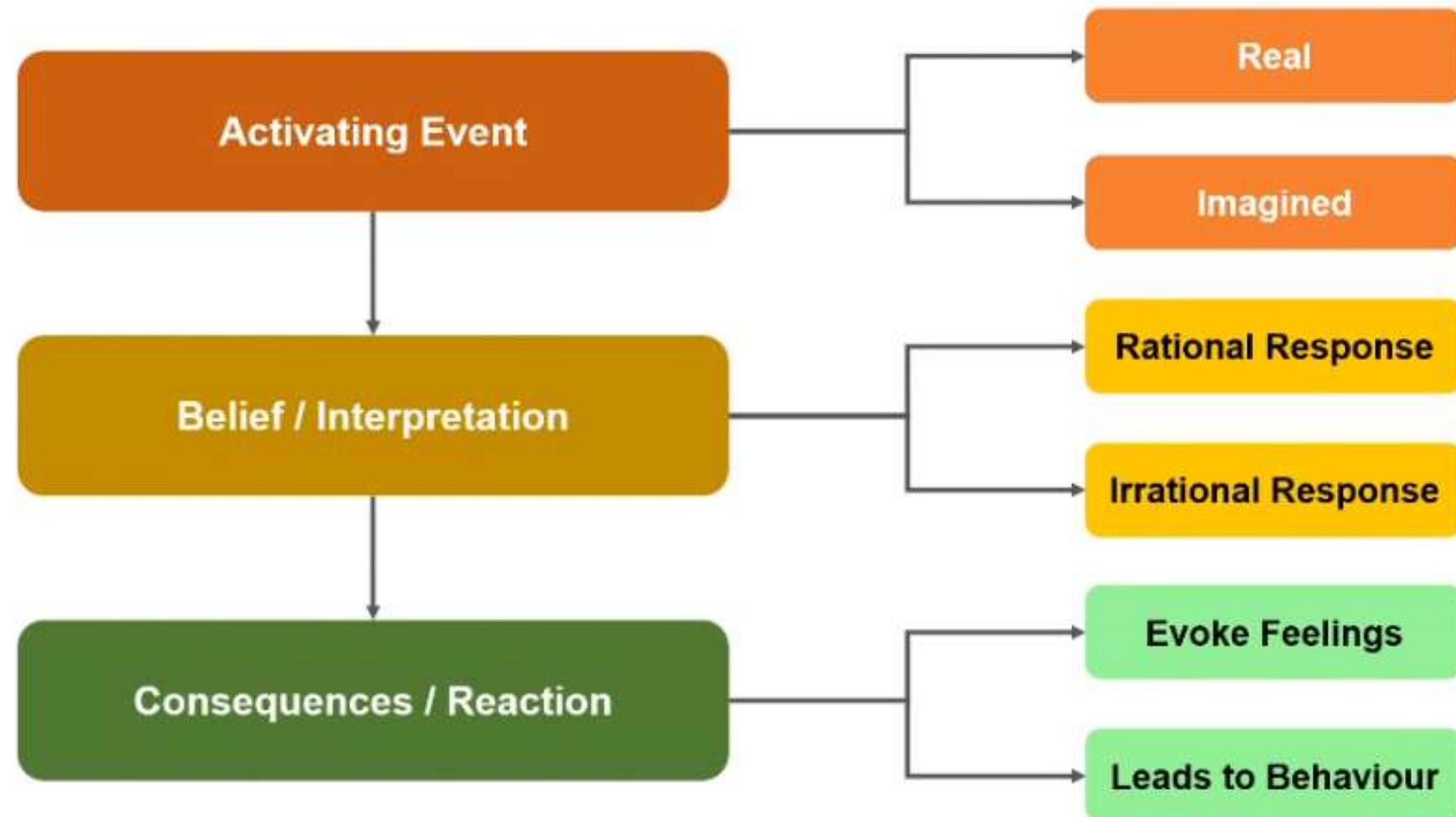
e.g. racing heartbeat, feeling tense

How we behave

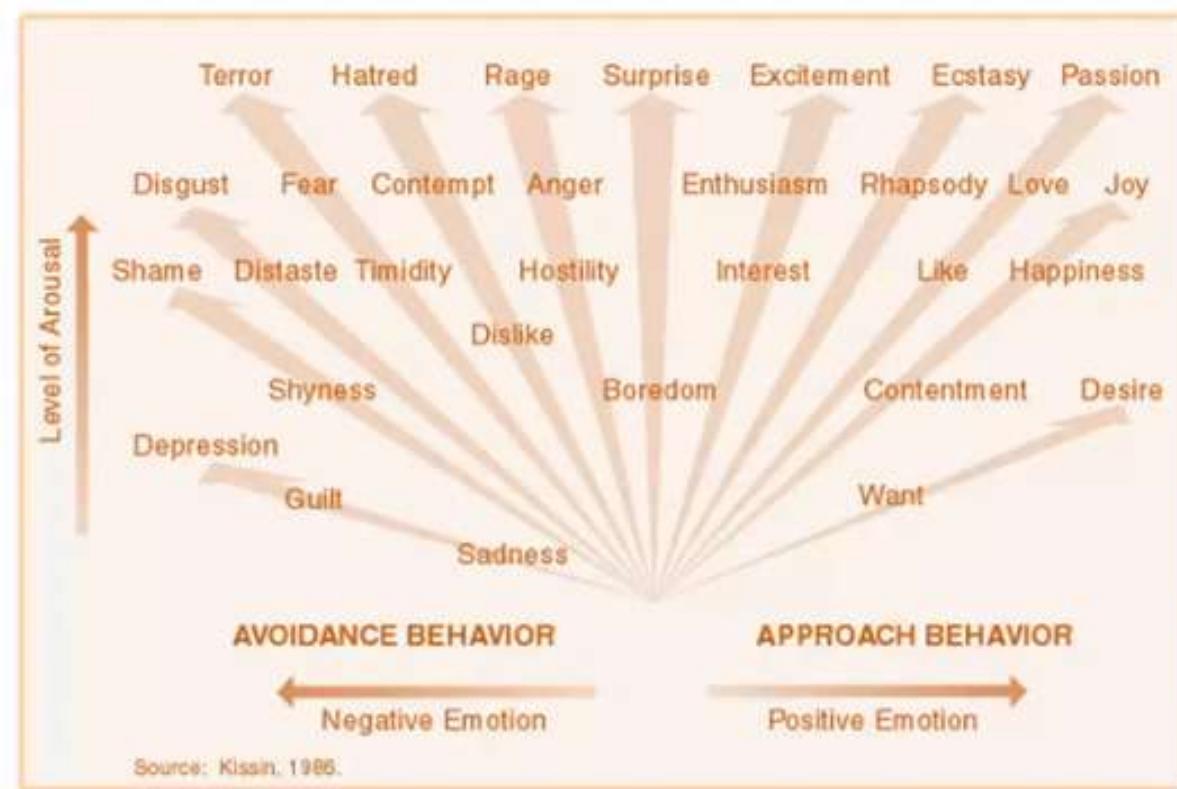
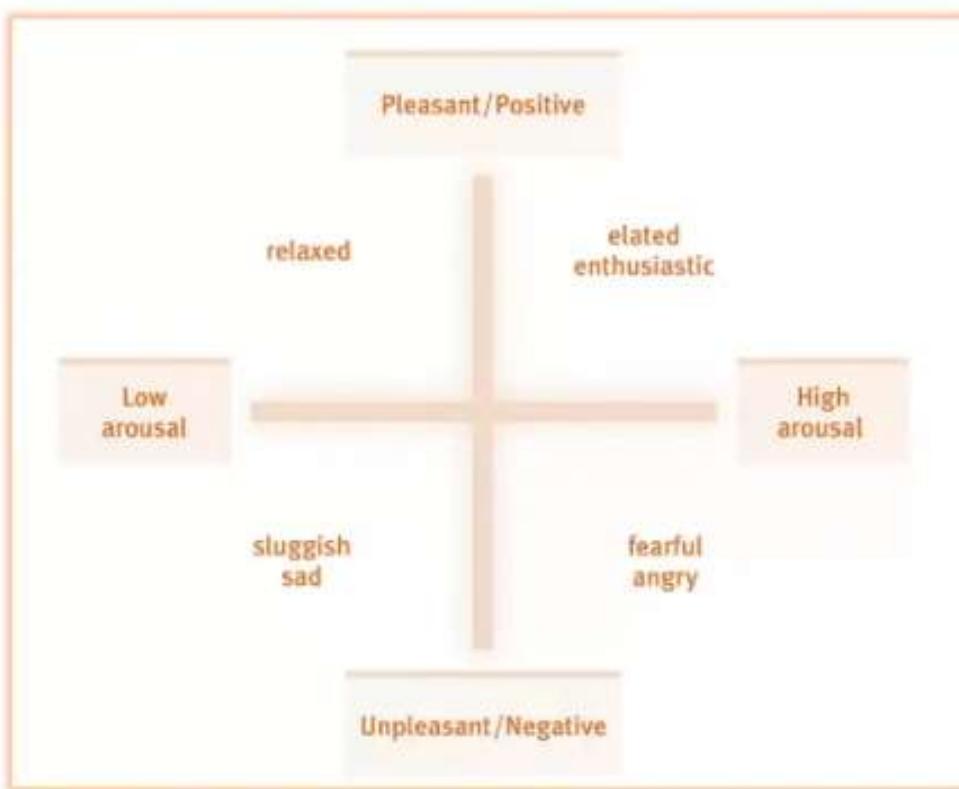
e.g. running away, hitting out or hugging someone.

An emotion - not simply an automatic physical response, but our interpretation of bodily changes and information available to us

Dynamics of Emotion



Dimensions of Emotions



Theories of Emotions

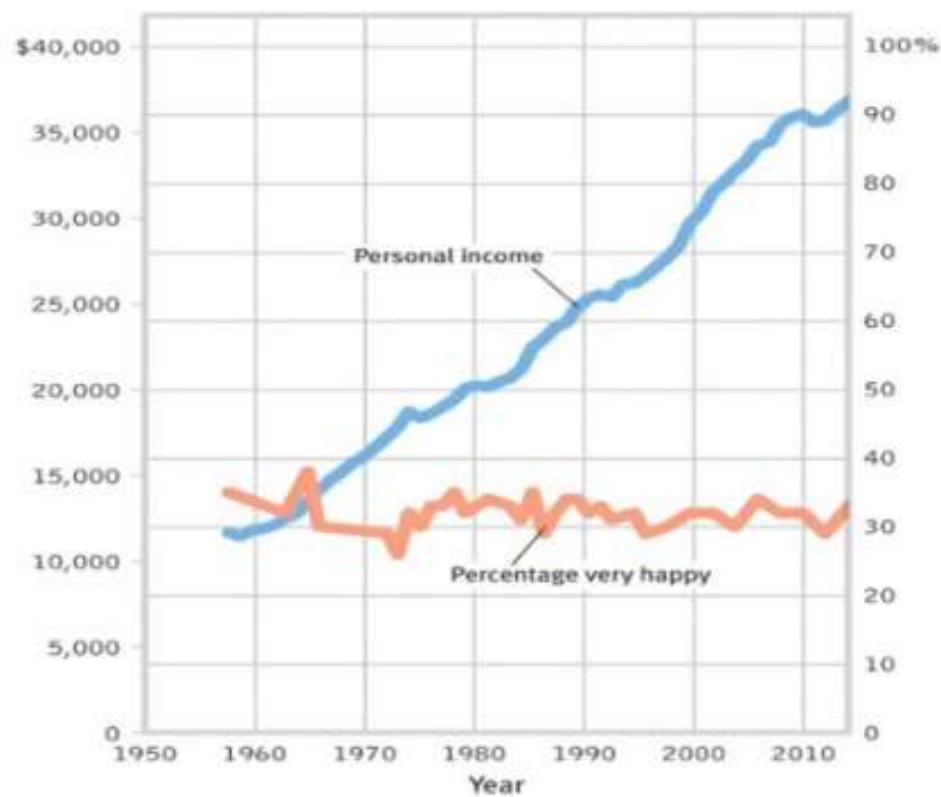
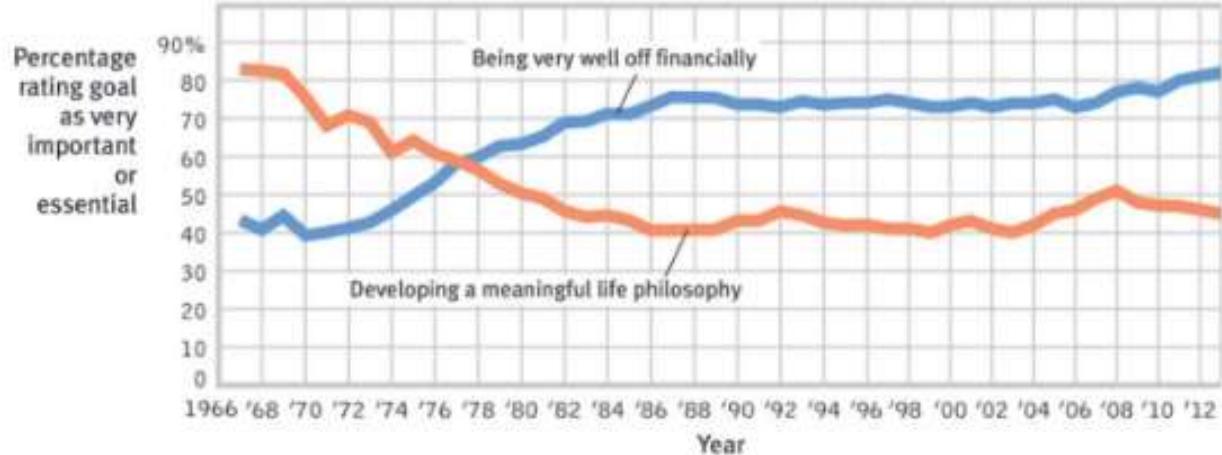
	James – Lange Theory	Izard Theory	Cannon-Bard Theory	Cognitive Theories
Stimulus	A large snake	A large snake	A large snake	A large snake
Response	<ul style="list-style-type: none">• Body reacts to stimulus• Fear is experienced	<ul style="list-style-type: none">• Face muscles alter in fear• Cognitive recognition of fear occurs	<ul style="list-style-type: none">• Recognition causes cognitive arousal and a bodily reaction to fear occur simultaneously	<ul style="list-style-type: none">• Body reacts to fear• Mind interprets stimulus• Fear is recognized
Description	"My heart is beating faster, I must be afraid"	"My facial muscles are tense. The snake makes me feel afraid"	"I am afraid of the snake and my heart is pounding."	"My heart is pounding therefore the snake must be dangerous. I am afraid of this dangerous situation."

Long Standing Causes For Emotions

- Unresolved Past
- Habits of behavior
- Repeated patterns of reaction
- Reminders (friends, family & events)
- Inability to forgive & forget self or others
- Self sympathy
- Low self-esteem
- Feeling hurt
- Fear of confrontation



Happiness Over Time



Intelligence?

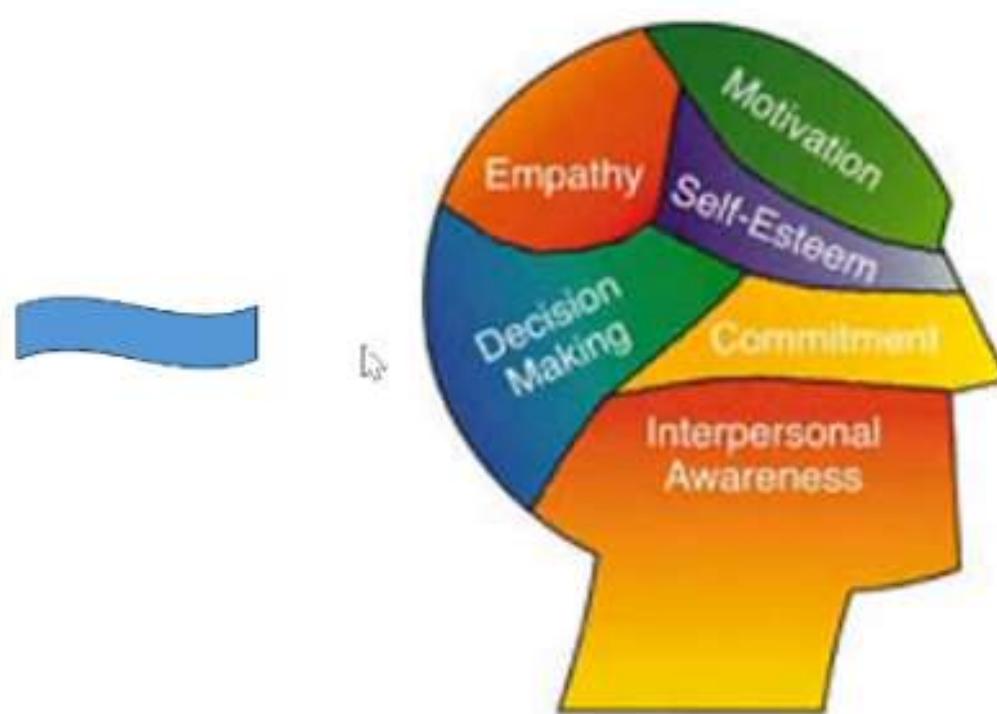
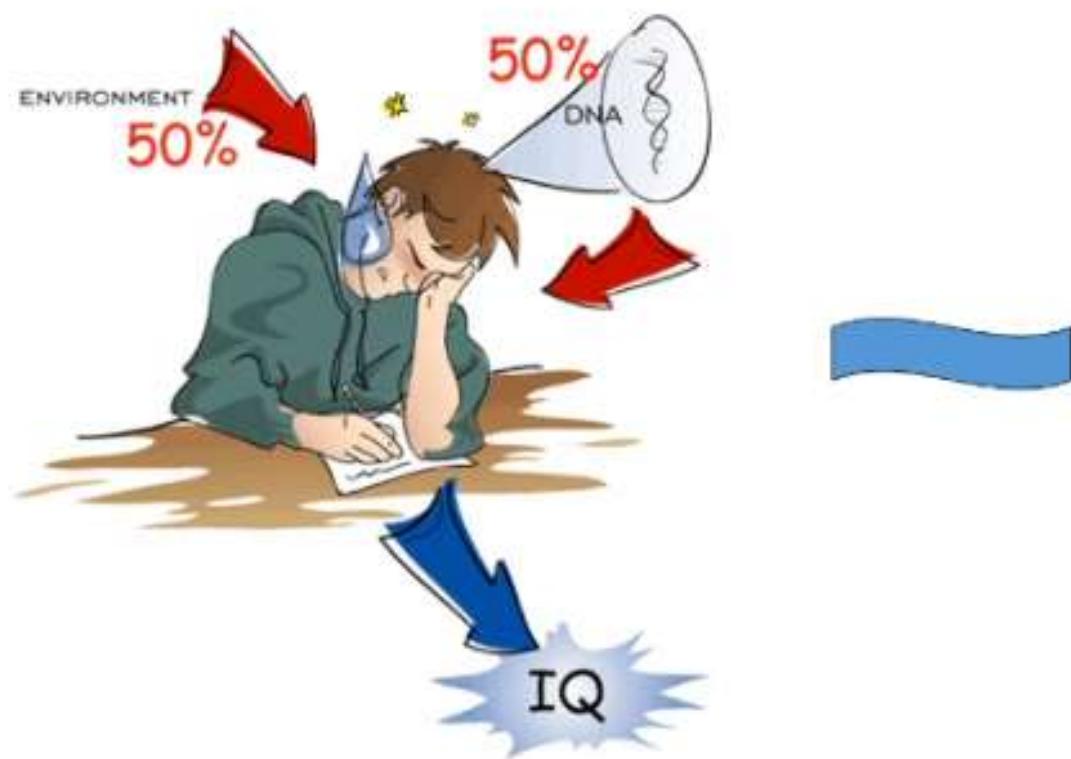


- An individual's ability to understand complex ideas, learn from experience, to engage in various forms of reasoning and to overcome problems by careful thought to adapt effectively to the environment.
- Typically focused on analytic reasoning, verbal skills, spatial ability, attention, memory, judgement etc.
- Intelligence quotient (IQ) is a score derived from a standardized test measuring intelligence. $IQ = MA/CA \times 100$
- Murky concept with definitions by many experts..

Intelligence Quotient (IQ)

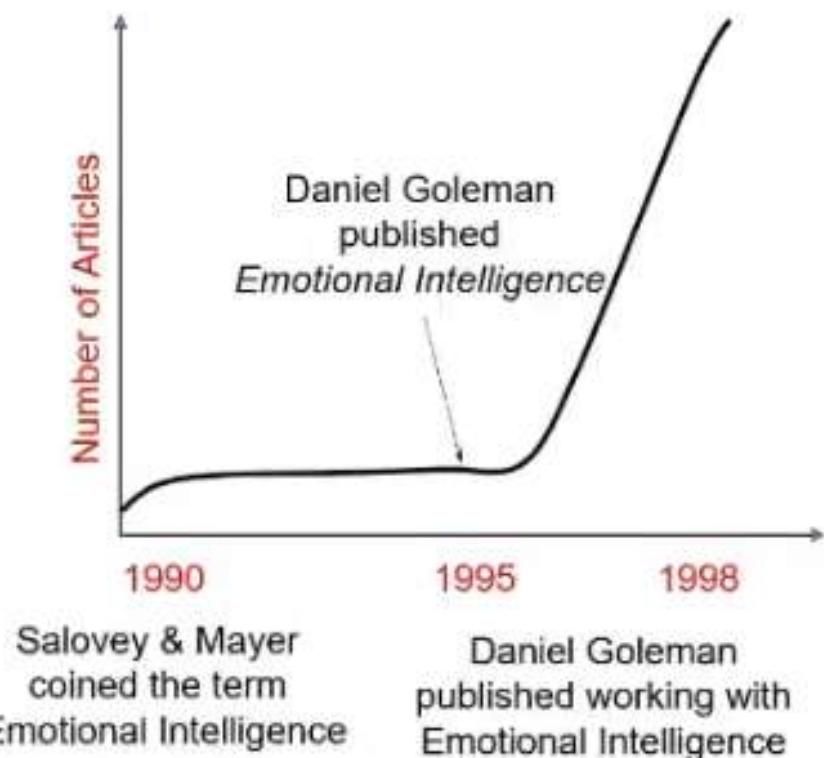
- Term "IQ," is a German word Intelligenz-Quotient,
- IQ scores are used as predictors of educational achievement or special needs, by social scientists who study the distribution of IQ scores in populations as predictors of job performance
- Over the years, proved to be a weak predictor for Achievement, Job performance success and Overall success, wealth & happiness.
- Accounts for a major component (20-25%) of employment success based on number of studies covering career success.

EQ Versus IQ



History of Emotional Intelligence

- 1900 Binet administered Intelligence Tests to school children
- 1918 First large scale IQ tests for army recruits
- 1930 Thorndike's "Social Intelligence"
- 1940 Wechsler's Non-intellective Intelligence
- 1950 Ohio State Studies "Task vs Consideration"
- 1958 David Wechsler developed WAIS
- 1983 Howard Gardner's "Frames of Mind"



IQ & EQ - Brain Structure

IQ

- Near cortex.
- Individual's analytical, logical, rational abilities.
- Measure of individuals personal information bank (one's memory, vocabulary, visual coordination).
- Pretty much set

EQ

- Inner of Cortex .
- Ability to perceive ,access, generate emotions to assist to understand emotions and emotional meanings.
- Measure of the personal and social intelligence of overall intelligence.
- Not fixed.

"If IQ tells you what you *can do*, EQ tells you what you *will do*"

IQ Vs EQ

- Studies indicate that IQ attributes only 20% to success while EQ predominantly contributes to 80%
- If IQ gets you hired, it is EQ that gets you promoted.
- IQ can give you positional power, but EQ can give you Personal Power
- IQ does not increase after adolescence
- EQ is largely learned and continue to develop throughout life.



IQ & Work

- In the business world, emphasis has been placed on intellect, which has proven invaluable to drive success over a period of time.
- Process and procedures based on analysis, logic, strategies are critically important, however to get to the higher level of competence in business progress, IQ has to be blended with the invaluable competencies of EQ.

How EQ succeeds

- Emotional Intelligence explains why in spite of similar IQ, educational background, training, experience etc. some people excel, while others of the same caliber lag behind?
- Emotional Intelligence is the dimension of intelligence responsible for our ability to manage ourselves and our relationship with others.

Importance of EI

- Longitudinal studies of Harvard graduates and Foreign Service Officers - Did not predict career success
- Hay McBer's study of hundreds of executives at 15 global organizations - Pepsi, IBM & Volvo found that two-thirds of competencies essential to success were emotional competencies
- Goleman's analysis of 181 jobs in 121 organizations found that emotional competencies were the best differentiators between star performers and average performers

Putting it together

- Connection between emotion and intelligence is “Emotional intelligence is the capacity to reason about emotions and to enhance thinking”.
- Emotional intelligence combines emotion with intelligence
- Both the intrapersonal and interpersonal skills need to be developed to become emotionally intelligent.
- Focus is on five core capabilities, each one taking a step closer towards emotional intelligence.

Emotional Intelligence

Emotional Intelligence is the ability of an individual to :

- Deal successfully with other people ,
- Manage one's self,
- Motivate other people,
- Understand one's own feelings
- Appropriately respond to the everyday environment

Low and High EQ...

Signs of Low EQ	Signs of High EQ
<ol style="list-style-type: none">1. Inability to express feelings2. Avoids socialization3. Poor listener4. Exaggerates/ minimizes feelings5. Lays guilt trips on you6. Lacks empathy7. Over pessimistic/optimistic8. Substitute relationships9. Emotional dishonesty10. Rigid/inflexible	<ol style="list-style-type: none">1. Ability to read non verbal comm.2. Intrinsically motivated3. Does not internalize failure4. Is optimistic and realistic5. Ability to identify concurrent feelings6. Expresses feelings freely7. Negative emotions do not dominate8. Ability to balance feelings9. Acts out of desire10. Empathizes

Consequences of Low EQ

- People can produce better results at workplace, many lack emotional intelligence.
- We simply don't know how to perceive, understand, express and manage our emotions effectively.
- Low emotional intelligence results in adverse consequences like
 - Relationship Problems
 - Rage in the Workplace
 - Poor decision making capability
 - Failure to advance in career

Scoring

Total your scores for each of the response columns

Emotional Self Awareness	Your Score	Managing One's Emotions	Your Score	Self-Motivation	Your Score	Empathy	Your Score	Managing Relationships	Your Score
1		3		5		9		12	
2		7		6		11		15	
4		8		13		20		24	
17		10		14		21		26	
19		18		16		23		27	
25		30		22		28		29	

Interpretation

Emotional Competency	Strength	Some Development	Significant Development
Emotional Self Awareness	31 >	26 - 30	< 25
Managing One's Emotions	32 >	27 - 31	< 26
Self-Motivation	31 >	27 - 30	< 26
Empathy	31 >	26 - 30	< 25
Managing Relationships	30 >	25 - 29	< 24

Five Domains of EQ

Domain	Meaning
Emotional Self Awareness	Observing yourself and recognizing a feeling as it happens.
Managing One's Emotions	Handling feelings appropriately; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.
Motivating Yourself	Channelling emotions towards a goal; emotional self-control; delaying gratification and stifling impulses
Empathy	Sensitivity to others' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
Managing Relationships	Managing emotions in others; social competence and social skills.

Emotional Self Awareness

Meaning	Low Scores	High Scores
<ul style="list-style-type: none">Observing oneself and recognizing a feeling as it happens.	<ul style="list-style-type: none">May not know why thoughts and feelings overrule.May struggle to label or define what one is feeling.May appear detached from experiencing emotions	<ul style="list-style-type: none">Can accurately label one's emotionsUnderstand slight nuances between emotionsConscious of the impact emotions have on performance

Managing One's Emotion

Meaning	Low Scores	High Scores
<ul style="list-style-type: none">• Handling feelings appropriately.• Realizing what is behind a feeling.• Finding ways to handle fears and anxieties, anger, and sadness.	<ul style="list-style-type: none">• Being be emotionally insensitive,• May demonstrate apathy, lack of energy and trust.• Lack of emotional self-control in certain situation.	<ul style="list-style-type: none">• Has ability to sense, feel and respond appropriately to people and situations• Able to keep destructive impulses on check• Able to build trust and manage stress

Self-Motivation

Meaning	Low Scores	High Scores
<ul style="list-style-type: none">• Channelling emotions towards a goal.• Emotional self-control• Delaying gratification and stifling impulses	<ul style="list-style-type: none">• Lacks optimism and commitment to self and others.• Live in past failures or successes.• Comparing yourself to others and losing self confidence	<ul style="list-style-type: none">• Passion to fulfil their own inner needs and goals.• Optimism even in the face of failure.• Commitment to pursue goals with positive energy in adverse situations

Empathy

Meaning	Low Scores	High Scores
<ul style="list-style-type: none">Sensitivity to others' feelings and concerns and taking their perspective.Appreciating the differences in how people feel about things	<ul style="list-style-type: none">May struggle to understand how others feel.May not recognize the impact of ones behaviour on othersInsensitive to the needs of others & misinterprets others feelings	<ul style="list-style-type: none">Aware of and can appreciate the feelings of others.High concern and care for other people with a desire to help them.Takes others into consideration before acting, trusting

Managing Relationships

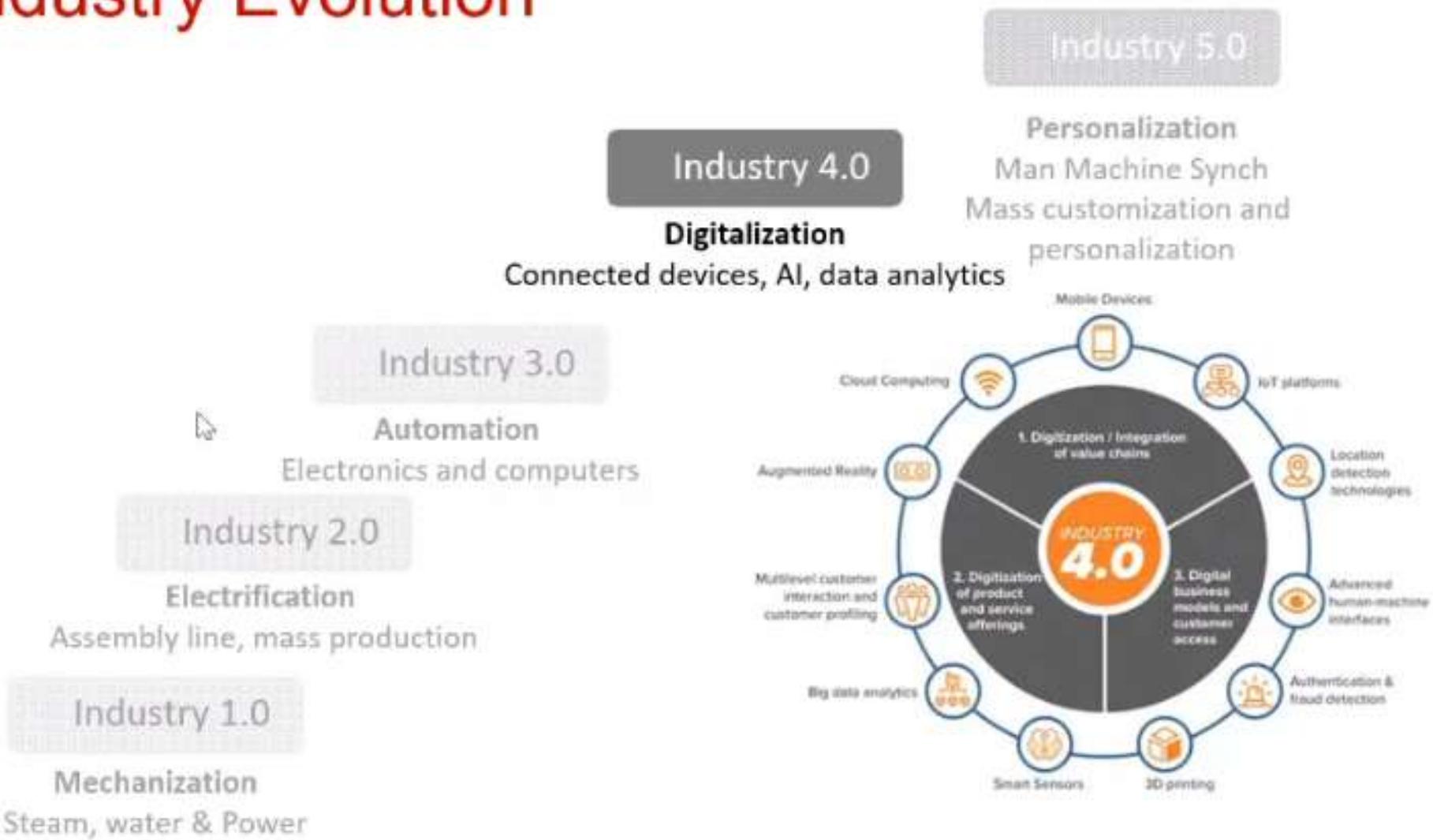
Meaning	Low Scores	High Scores
<ul style="list-style-type: none">• Managing emotions in others.• Social competence and social skills.	<ul style="list-style-type: none">• Unable to respond in adaptive ways in a social setting.• Lack mutual give & take, sharing emotions etc. difficulty in maintaining relationships• Feeling rejected or secluded & independent	<ul style="list-style-type: none">• Skilled in leading and building teams and working with other people• Developing others, managing conflict and building bonds.• Inspirational leadership

Managing Emotions at Workplace



- Working with people means working with Emotions
- When people are working at a common place, emotions will play a role.
- It is unrealistic to suppose that people don't bring emotions to work and managers should not deal with it.

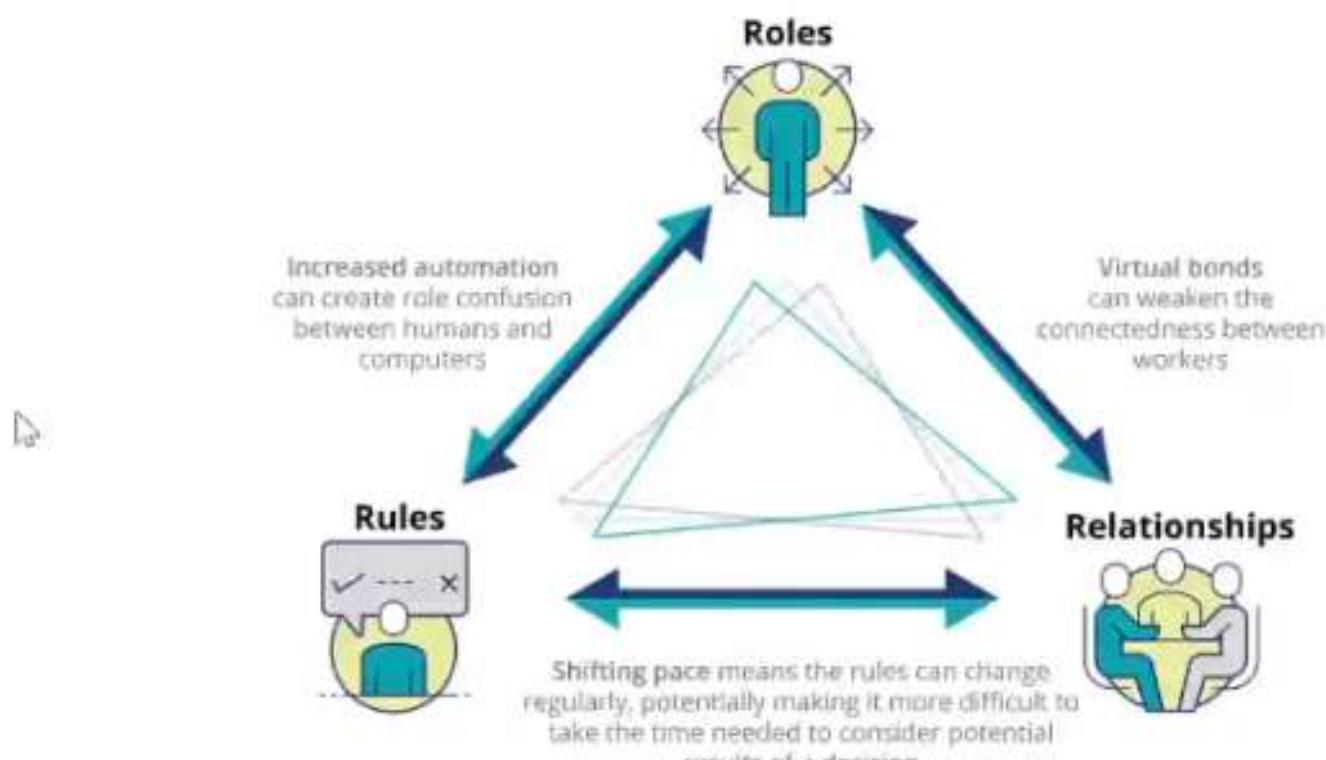
Industry Evolution



EQ & Managers

- Managers are the direct line of contact for the employees, who interact daily with individuals who have distinct needs, wants & expectations.
- Trying to lead and satisfy different people with changing needs and expectations can be overwhelming, simultaneously meeting the demands from upper management.
- Being both firm and caring at the same time causes many to feel inadequate for the role..
- They significantly influence the attitudes, performance & satisfaction of employees, within and outside their teams.

Roles, Relationships and Rules



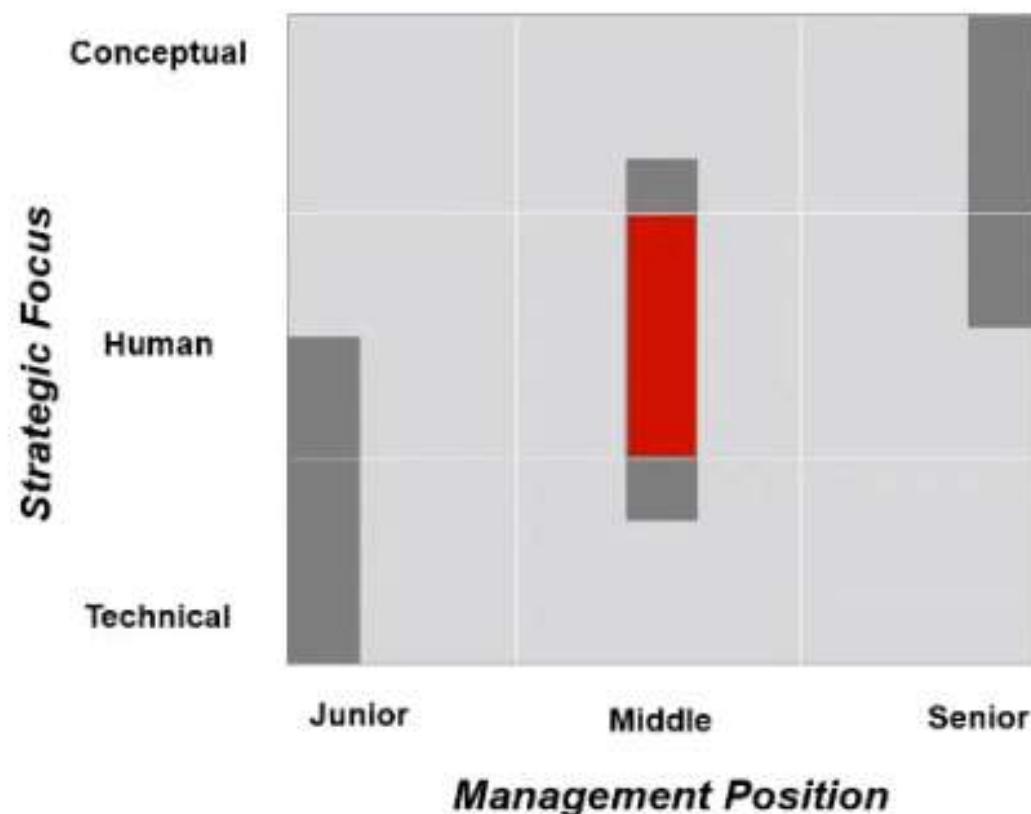
Source: Deloitte analysis.

Deloitte Insights | deloitte.com/insights

Gender Differences

- Women tend to be more aware of their emotions, show more empathy and are adept interpersonally.
- Men tend to be more self-confident and optimistic, adapt more easily, and handle stress better.
- Low EI is correlated with increased “potentially harmful behaviours”
- Males with low EI are more likely than females with low EI to engage in deviant behaviour - Brackett, Mayer and Warner (2003)

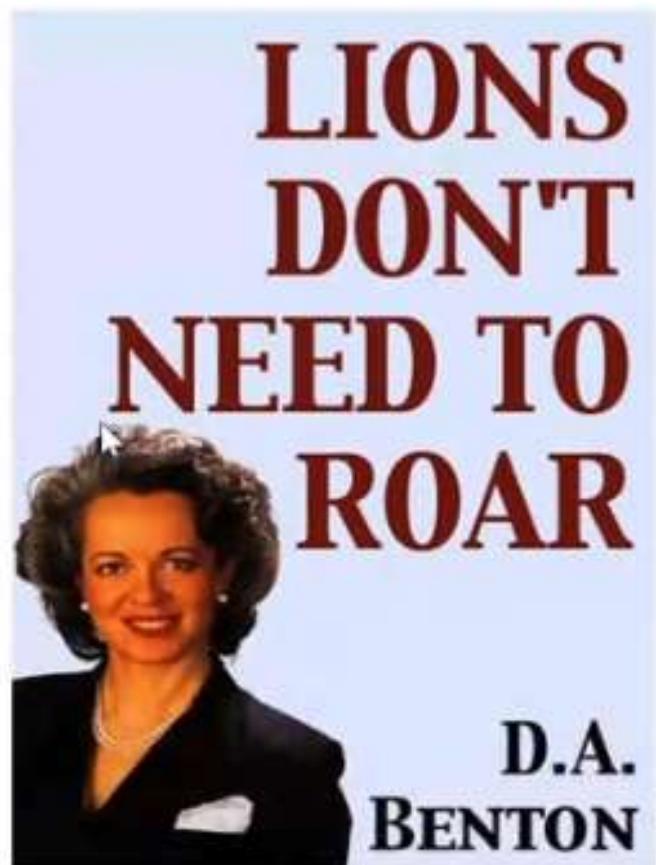
Managerial Skills



Can You Hear Me Now?

- Old patterns of intimidation, coercion, demoralizing employees and compliance still continue.
- 85 % percent of employee turnover is reportedly due to an inadequate relationship between the employee and their direct supervisor
- 75% of the reasons careers get derailed are EI-related
- Unsatisfactory team leadership during challenging times.
- Inability to handle interpersonal issues, adapt to change & elicit trust.

EQ Can Impact Career



- In her book, *Lions Don't Need to Roar*" She observes that college courses had not addressed the importance of people skills or being a team player.
- That lack of knowledge cost me my job."

Managerial Effectiveness



Traditional management

Human resource management

Communication

Networking

EI Critical for Managers & Leaders

- Emphasis is more on people focused style of leadership
- Increasing complexity, high stress and rapid pace of change
- Employees are motivated by relationships and support
- Individual performance is not just “**know how**” & the ability “**to do**” anymore, but how “**you feel**” about what you know & do.
- Emotional Intelligence is important for managers as awareness about how they treat and behave with people determine relationship, retention and results.

7 Leadership Behaviors

1. Show Enthusiasm
2. Support People
3. Recognize individual efforts
4. Be a good listener and encourage others to talk
5. Ignoring, Pretending, Selective listening to Empathetic listening
6. Ask questions instead of giving orders
7. Encourage Ideas

Techniques of Developing EQ

Benefits of EQ

- Leaders with high emotional intelligence excel in participative management and change management.
- They are self-aware, decisive, and straightforward.
- These leaders are experts at putting people at ease and dealing with problem employees.
- They are well versed in building and mending relationships and are able to find balance between work and personal life.

Techniques of Developing EQ



Dealing With Difficult People

- **Tanks** - They like to bully/threaten
- **Snipers** - Passives, socializers, take shots at you
- **Exploders** - Socializers, blow up then are embarrassed
- **Complainers** - Complain over and over
- **Gossipers** - Like to spread rumors

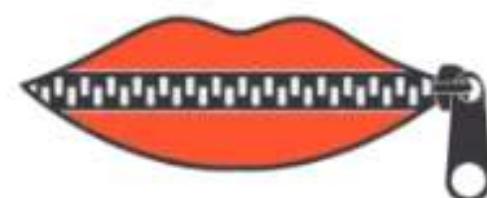
Personal Management Skills

- Take responsibility
- Watch your negative self talk
- Don't allow others negativity to affect you
- Commit to building your self-esteem daily
- Have an optimistic attitude



Zipper Strategy

Skill	Action
Zip your mouth	Stop & take a deep breath
Identify the Problem	What do I need? What is the problem?
Pause	Take a moment to calm down before replying or responding
Put yourself in charge	Take control of your actions
Explore choices	What could I do? Seek guidance
Reset	Pick an Option



Worry Buster Technique

When you become anxious, angry or worried about doing something ask, yourself the following questions

1. Where is the evidence for the way I am thinking?
2. What is the logic in my interpretation?
3. What do I have to lose if I do/say this?
4. What do I have to gain/if I do/say this?
5. What would be the worst that could happen if I do/don't say or do this?
6. What can I learn from saying/doing this? ▶



6 Second Rule

- Six seconds is the time it takes to capture the fight or flight response.
- When someone has said or done something to upset you, take a deep breath and count six seconds before you respond.
- Just try it – *what is the worst that can happen?*



5-Step Freeze-Frame Technique



- Recognize stressful feelings and freeze-frame them. Take time out!
- Make a concerted effort to shift your focus away from the racing mind or disturbing emotion(s).
- Be calm and recall a positive, fun feeling that you have had and re-experience it.
- Ask your heart, What's a more effective response to this stressful situation?

Building Relationships

- Recognize individual uniqueness, be flexible in your styles
- Appreciate others skills, knowledge and capabilities
- Make time to get to know people, actively listen
- Spend social time as well as work time with colleagues
- Give positive feedback for a job well done
- Seek advice and opinions whatever you can
- Support colleagues through tough times
- You can have good relationship without having to be best friends.

Final Thoughts

- Things and actions are not themselves annoying: the annoyance lies within ourselves, and in our response.
- Emotional Intelligence doesn't mean being soft – it means being intelligent about emotions – a different way of being smart.
- Its your ability to acquire & apply knowledge from your emotions & the emotions of others to be successful in life & career.
- If you keep doing what you have always done, you will keep on getting what you have always got!



Insights and Action Plan

1. Ask yourself what you need to be better at?
2. Why is that important?
3. Identify one factors and reflect how you will build a development plan
4. Who do you need support from in order to achieve your development objectives?
5. Share and discuss these with a trusted friend or a mentor
6. Make commitment to practice, self evaluate and progress

Thank You
jose.mf@iiits.in



FIRO - B

Fundamental Interpersonal Relations Orientation

End of this session you will understand

- How you come across to others & why this may not be the way you see yourself or the impression you might want to make
- How and why conflict develops between well-meaning people
- How to understand your own needs & how to manage them as you interact with others.

Respond on Chat

- Think about one of your **most satisfying relationships** (work or social)
- What factors lead to satisfying relationship
- Think about one of your **least satisfying relationships** (work or social)
- What factors lead to dissatisfying relationship

What are the needs and behaviors that you observe between the groups?

Dr. William Schutz



- Psychologist 1925-2002
- Fundamental Interpersonal Relations Orientation (FIRO) is based on social need theory
- Originator of FIRO-B ® in 1958

Korean War - US Naval Operations



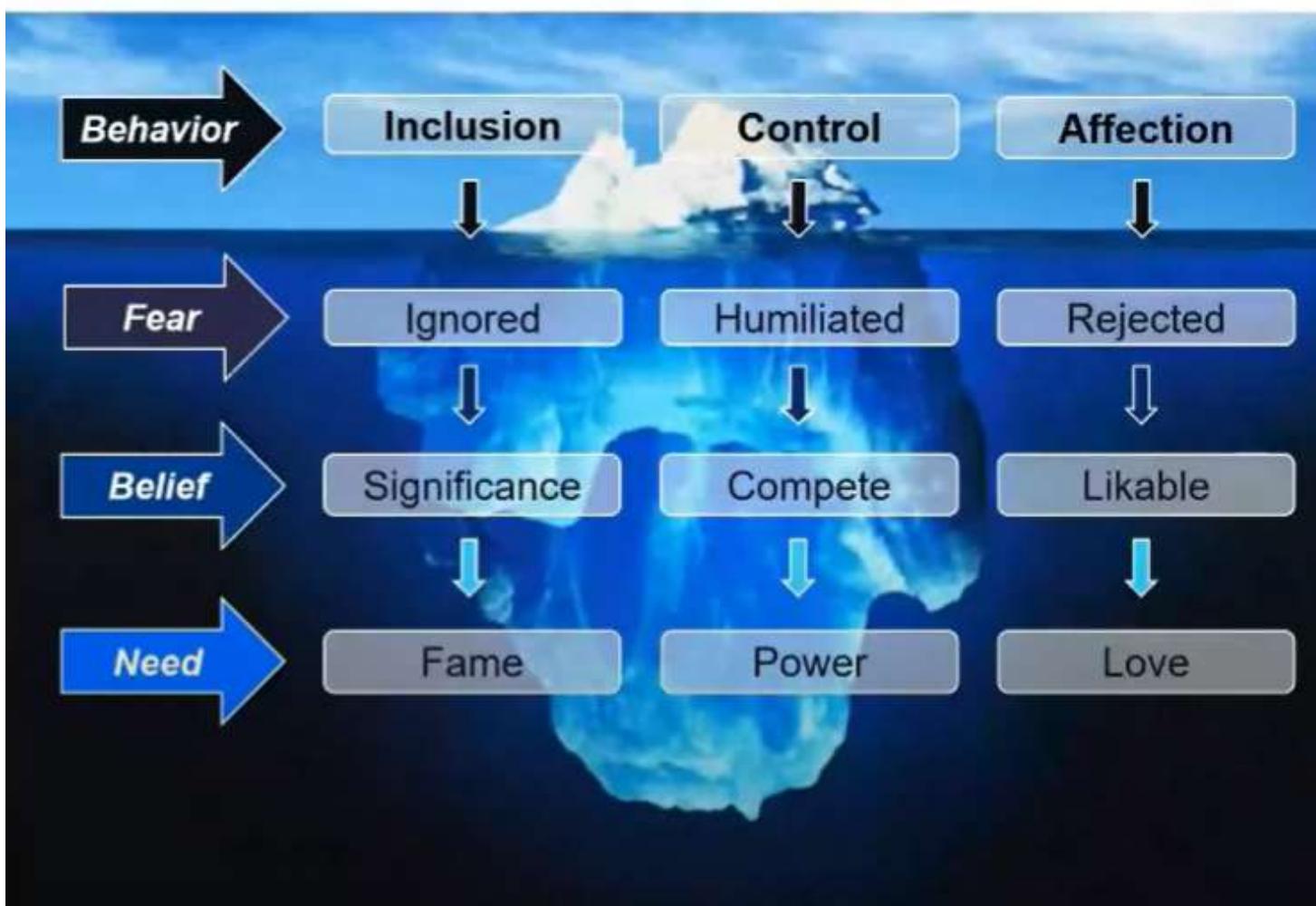
- In 1952 **Dr. Schutz** from the Naval Research Laboratory, Washington, DC was assigned the task of understanding and improving the performance of CIC's - (Combat Information Centers) teams aboard ships.

Interpersonal Behavior



- Interpersonal Behavior includes any interaction that occurs between people.
- We all have different degrees of interpersonal needs.
- Lets explore the 3 needs in detail now
 - INCLUSION,
 - CONTROL
 - AFFECTION

Need-Behavior Linkage



- According to Schultz, the 3 primary behaviours INCLUSION, CONTROL and AFFECTION best explain compatibility in a relationship.
- However success in a relationship is determined by rigidity and flexibility of behaviours

FIRO-B Measures

- How you typically behave with other people & how you expect them to act towards you
- FIRO is based on Social Need theory.
- Need is a psychological condition that if not met produces discomfort or anxiety
- Three needs are assigned in Two dimensions

Needs & Dimensions

EXPRESSED – How much we prefer to initiate the behaviour towards others

WANTED – How much we prefer others to initiate the behaviour towards us

- **INCLUSION** - Need to maintain and establish a satisfactory relation with people with regards to association.
- **CONTROL** - Need to maintain a satisfactory relation with people with respect to power and authority
- **AFFECTION** - Need for affection, love, emotional acceptance & friendship in a relationship.

FIRO Model

NEEDS

Expressed

What you tend to do.
How much you initiate
this behavior to
others.
Observable action

Wanted

What you tend to want
others to initiate this
behavior with you.
How much you prefer
to be recipient

Inclusion

Being part of a
group, recognition

How much do I
connect with
others?

How much do I
want others to
connect with me?

BEHAVIOURS

Control

Influencing the situation,
leading, responsibility

How much do I
take charge?

How much do I
want others to be
in “driver’s seat”?

Affection

Being close with
individuals, rapport

How much do I
share myself with
others?

How much do I
want others to
reach out to me?

Format

Dimension/ Need	Inclusion (I)	Control (C)	Affection (A)	Total E, W and Overall
Expressed (e)				
Wanted (W)				
Total I/C/A				

As you understand, self estimate your self on each of the 3 interpersonal needs.

FIRO - Behavioural Model

- There are no good or bad results, two ways to interpret results
- **Find out more about yourself as an individual in the society**
- Highest score indicate the areas where you are most socially comfortable
- **Discover compatibility and incompatibility between people**
- People work well in teams with complementary control profile
- “I want to control” working with “I want to be controlled”
- People offering and expecting openness work with employees with the same profile

Inclusion

- Inclusion is about you in relation to groups, whether small or large.
- The need to establish and maintain satisfactory interactions and associations with other people.
- How much you generally include other people in your life and how much attention, contact and recognition you want from others.

Inclusion - Key words

- Distinction
- Recognition
- Attention
- Exclusion
- Participation
- Isolation
- Association
- Detachment



- Acceptance
- Acknowledge
- Loneliness
- Involved
- Belonging
- Outsider
- Networking
- Contact



Inclusion - Expressed & Wanted

- **Expressed Inclusion** – I make an effort to include and involve other people in my activities. The extent to which I try to belong to join social groups

Share examples of when you have actively Expressed recognition and attention towards others achievements.

- **Wanted Inclusion** – I want other people to include me in their activities and to invite me to belong, to give me a sense of belonging and acceptance

Share examples of when you have actively Wanted recognition, attention, acknowledgement and a feeling of belonging

Inclusion Questions

- Do you like to include others in what you do or do you prefer to leave them to their own devices?
- Do you give people a lot of attention by asking them to take part in your activities
- How do you feel about not being included in groups?
- Do you prefer togetherness or solitude?
- Do you like people to pay attention to you, or do you prefer to remain more detached?
- How do you find working in a team?

Inclusion - Your Self Estimate

Dimension/ Need	Inclusion (I)	Control (C)	Affection (A)	Total E, W and Overall
Expressed (e)				
Wanted (W)				
Total I/C/A				

As you understand, self estimate your self on each of the 3 interpersonal needs.

Control

- Control is about one to one relationships as well as your behaviour as part of a group.
- The need to influence or direct the behavior of others and how much you want others to lead and influence you.
- The degree to which one desires to assume responsibility.



Control - Key words

- Power
- Authority
- Responsibility
- Manage
- Rebellion
- Leaders
- Decide
- Rules



- Regulate
- Persuasion
- Influence
- Consistent
- Follower
- Submission
- Superiority
- Direct



Control - Expressed & Wanted

- **Expressed Control** – I try exert control and influence over things. The extent to which I enjoy organizing things and directing others.

*Share examples of when you have actively **Expressed** authority, given direction, regulated the discussion and demonstrated leadership in a situation.*

- **Wanted Control** – How conformable I feel working in well defined situations, the extent to which I want to receive clear expectations and instructions

*Share examples of when you have actively **Wanted** others to show authority, make decisions and exercise leadership in a situation.*

Control Questions

- How much do you want to have authority or power, to be in charge or to take the lead?
- How much responsibility do you tend to take?
- How much influence do you want to have over others?
- How much do you want others to influence you?
- How do you decide whether you take the lead in a situation or let someone else take that role?
- How do you react to being given orders?
- How much structure do you like in situations?

Control - Your Self Estimate

Dimension/ Need	Inclusion (I)	Control (C)	Affection (A)	Total E, W and Overall
Expressed (e)				
Wanted (W)				
Total I/C/A				

As you understand, self estimate your self on each of the 3 interpersonal needs.

Affection

- Affection is about the need to establish comfortable one to one relationships.
- The need to have close, warm personal relationships especially in one-on-one interactions.
- The degree of openness, warmth and personal connection one desires with others



Affection - Key words

- Personal
- Consensus
- Sensitive
- Empathic
- Coolness
- Open
- Affirming
- Supportive



- Faithful
- Warm
- Emotional
- Privacy
- Intensity
- Close 
- Rejection
- Depth



Affection - Expressed & Wanted

- **Expressed Affection** – The extent to which I make an effort to get close to people. How comfortable I am expressing personal feelings and being supportive to others
- **Wanted Affection** – The degree to which I want others to act warmly towards me. How comfortable I feel when people share their feelings with me and when they encourage my efforts.

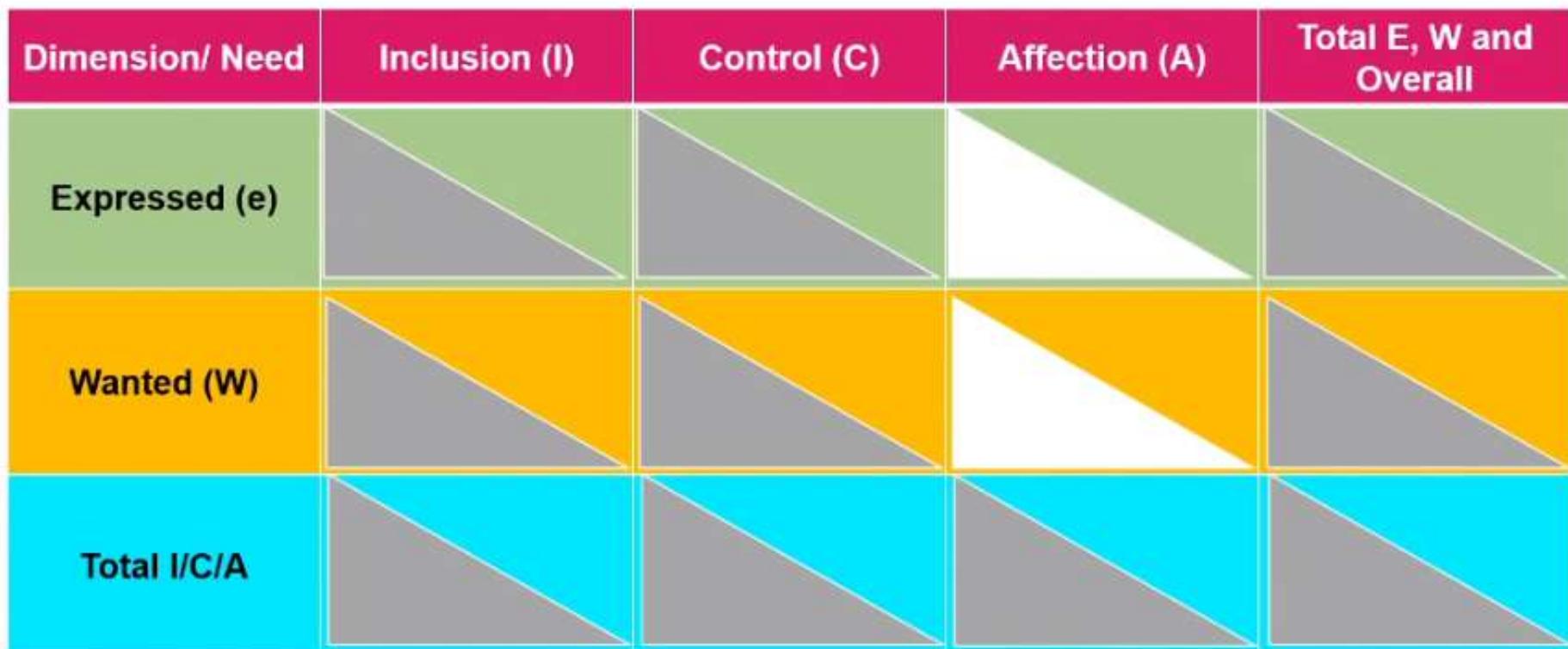
Share examples of when you have actively Expressed warmth and encouraged openness and closeness with others.

Share examples of when you have actively Wanted others to extend warmth, openness and closeness to you.

Affection Questions

- Do you behave in ways that show closeness to others or do you keep your distance?
- How useful is it for you to express feelings at work?
- Do you want people to show you warmth or do you prefer more impersonal relationships?
- How long does it take for others to find out what matters to you or how you are feeling?
- How do you experience conflict?
- How do you react if others are cool and distant towards you?

Affection - Your Self Estimate



As you understand, self estimate your self on each of the 3 interpersonal needs.

Scoring Key

Self Estimate & Reported

Dimension/ Need	Inclusion (I)	Control (C)	Affection (A)	Total E, W and Overall
Expressed (e)				
Wanted (W)				
Total I/C/A				

As you understand, self estimate your self on each of the 3 interpersonal needs.

Explore - Self estimate & actual scores

- Introspect on your self estimate and actual scores
- Consider what the scores mean for you in real life
- Think of behavioral examples in recent situations and reflect on your scores
- Are there any differences between your self estimate and actual scores? Why do you think this may have occurred?
- Consider your frame of reference when completing the questionnaire

FIRO-B Scores/Self Assessment

High scores
7, 8, 9

Behavior is displayed with most people most of the time, can be considered characteristic of that person.

Medium scores
3, 4, 5, 6

Behavior will be noticeable characteristics, but only some of the time

Low scores
0, 1, 2,

Person does not engage in this behavior very often and or does so only with a select group of people

*Scores vary between 0 - 9 , numbers represents two different aspects of behaviour.
E.g. expressed inclusion or Wanted inclusion.*

High Level Meaning

NEEDS

Expressed

What you tend to do.
How much you initiate
this behavior to
others. Observable
action

Wanted

What you tend to want
others to initiate this
behavior with you.
How much you prefer
to be recipient

Inclusion

Being part of a
group, recognition

How much do I connect with others?

"I initiate interaction
with others"

High - "Outstanding"
Low - "Shy"

How much do I want others to connect with me?

"I want to be included"

High - "Friendly"
Low - "Aloof"

BEHAVIOURS

Control

Influencing the situation,
leading, responsibility

How much do I take charge?

"I try to control others"

High - "Authoritarian";
Low - "Absent-minded"

How much do I want others to be in "driver's seat"?

"I want to be controlled"

High - "Submissive"
Low - "Rebellious"

Affection

Being close with
individuals, rapport

How much do I share myself with others?

"I try to be close and
personal"

High - "Empathetic"
Low - "Cold"

How much do I want others to reach out to me?

"I want other to be close
and personal with me"

High - "Needy"
Low - "Defensive"

Total Inclusion/Affection/Control

0-5 - Low Score

Inclusion You generally have a low preference for being with others, regardless of who initiates contact.

Control You usually prefer less structured situations and have a laid-back attitude toward authority, generally preferring not to give or receive orders

Affection You prefer to keep things impersonal and prefer more formal (business like) relationships.

6-12 - Medium Score

Inclusion You prefer a balance between time alone and time with others, no matter who initiates it.

Control You generally like a moderate amount of structure and clarity regarding tasks to be accomplished.

Affection You usually prefer a realistic amount of warmth & closeness in me-to-one relationships, regardless of who initiates it

13-18 - High Score

Inclusion You have a high preference for being involved in social situations regardless of who initiates it.

Control You generally prefer a structured situation where there are clear lines of authority and responsibility in order to get things done.

Affection You generally like a lot of warmth and closeness in your me-to-one relationships.

Interpretation - Overall Scores

Low - 0-15

- Involvement with others not primary source of need satisfaction
- Intellectual stimulation or solitary pursuits predominate.
- You probably enjoy work that requires intense concentration on data OR ideas
- You may have a strong preference for making decisions independently and for being close to a few people that you have known for a long time

Medium to
low 16 - 26

- Involvement sometimes a source of satisfaction, depending on people and context.
- You are likely to be choosy about how, when and where you associate with others
- You tend to be cautious about how you use or share authority ↗
- You probably work most effectively alone but can enjoy working with others when the objectives are focused

Interpretation - Overall Scores

Medium -
High 27 - 38

- Involvement is usually a source of satisfaction.
- You may actually consult others first before handing over power to them
- You are likely to enjoy a fair amount of teamwork and to value forming relationships

HIGH
39 - 54

- Involvement with others enjoyable and satisfying.
- You are very likely to seek out, work on and enjoy your interpersonal relationships
- Being without other people's company may make you feel uncomfortable

Total Expressed/Wanted Scores

- **0-7 are low** - may mean that you neither initiate activities or want others to initiate activities with you
- **8-19 are medium** - may mean that you sometimes initiate or want activities with others and sometimes don't
- **20-27 are high** - indicate you usually initiate activity and like for others to do so.

Total Expressed/Wanted Scores

- If your total “Expressed Score” is higher than the “Wanted Score”, you probably enjoy taking the initiative more than others.
- When your total “Wanted Score” is higher than your total “Expressed Score”, you probably prefer that others take the initiative
- When your E/W scores are equal, you probably prefer to take a wait and see attitude before deciding to take initiative. You might be asking questions like... What do others want? What do you feel like doing? What seems appropriate? Etc.

Strength of Your Needs

Highest Score

- Most comfortable interpersonal area
- Need area you will be the least willing to sacrifice in social situations
- Situations that satisfy this need will be those you return to often
- Need you will focus on when in a new area
- Once this need has been met the other needs can be addressed

Lowest Score

- The need satisfaction you are drawn to the least
- The need you are most willing to sacrifice

Individual Reflection

- Is your Total Expressed Need score high or low?
- On which expressed and wanted needs do you score highest, or lowest?
- Are these scores drastically higher or lower than the other scores, or just a little bit different?
- Based on these scores, what might be one of your unsatisfied needs?

Individual Reflection

- Depending on your scores, do you give yourself a voice and express what your needs from others?
- Are you deliberately trying to be taking on too much or wanting to be in the limelight due to competitive practices or culture in the organization?
- If you are in a people manager/leader role, is that need being satisfied?
- What are the “gaps” that might be showing up as unsatisfied needs on your profile?

My Takeaways & Personal Action Plan

- Did you find out your personal strengths using the FIRO-B model?
- How will you apply those in your daily life?
- How will you remember to watch out for incompatible behaviour? Issues with inclusion, control, openness?
- What tactics will you apply to handle these difficult situations?
- What will you change, add, remove in your ideal week?

Action Plan

- What has been your one key learning?
- How will it translate to an action from today?



Thank You
jose.mf@iiits.in



PERSONAL GROWTH LAB

IIIT, Sri City
Managing Conflict

Faculty - Dr. M F Jose.
jose.mf@iiits.in

Agenda



Conflict Styles

Module 1



Respond on Chat box

1. Is conflict bad?
2. What kind of conflict is seen in your class / institute?
3. Does this conflict help or hurt our performance?

Conflict - What is it?

- Is a state of discord caused by actual or perceived opposition of needs, values and interest.
- Can be internal (within oneself) or external (between 2 or more individuals).
- Explains many aspects - social disagreements, conflict of interests, fight between individuals or groups
- Arises when 2 or more parties with perceived incompatible goals seek to undermine each other's goal-seeking capability.

In Simple Terms

- Inability to get along with others.
- People not seeing each other's point of view.
- Disagreement through which the parties involved, perceive a threat to their needs, interest or concerns.
- Due to these differences, dispute occurs when one individual's beliefs or needs are challenged.
- When one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about.

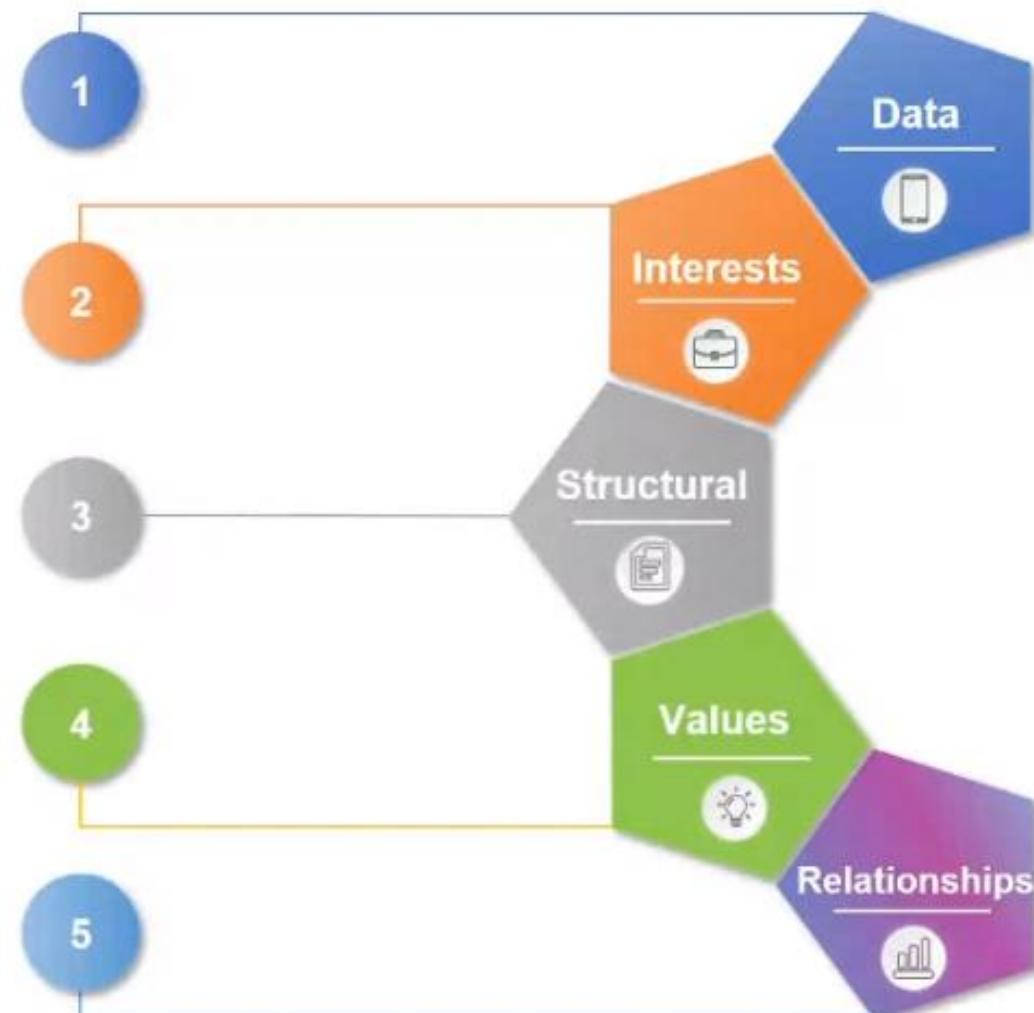


Conflict Continuum



Sources of Conflict

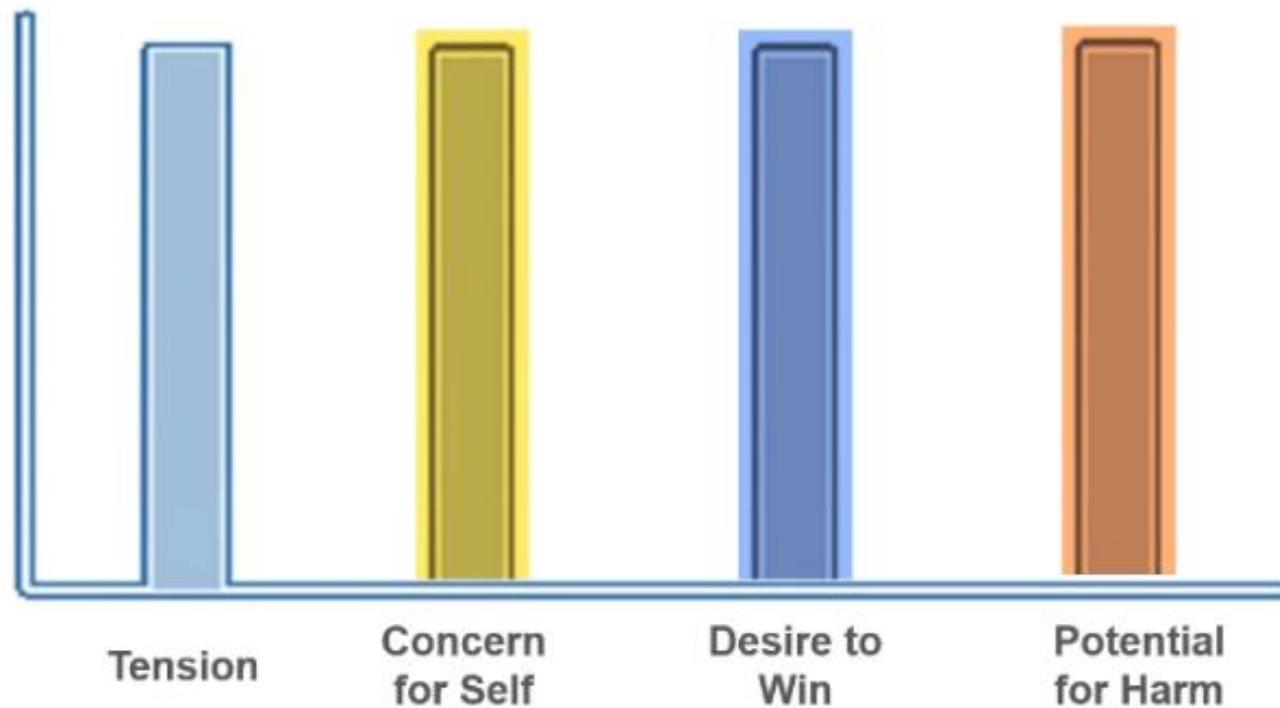
- Lack of Information, Misinformation,
 - Different views on what is relevant,
 - Different assessment and interpretation,
-
- Perceived or Actual competition,
 - Procedural Interests, Psychological Interests,
 - Substantive interest
-
- Destructive patterns of behaviors,
 - Unequal control, ownership, or distribution of resources, Unequal power and authority
 - Geographic, Physical factors that hinder cooperation.
-
- Different criteria for evaluating ideas or behavior, Different life style, Ideology
 - Exclusive Intrinsic goals, religion etc.
-
- Strong Emotions, Misperceptions,
 - Stereotypes, Poor Communication,
 - miscommunication, Repetitive negative behavior



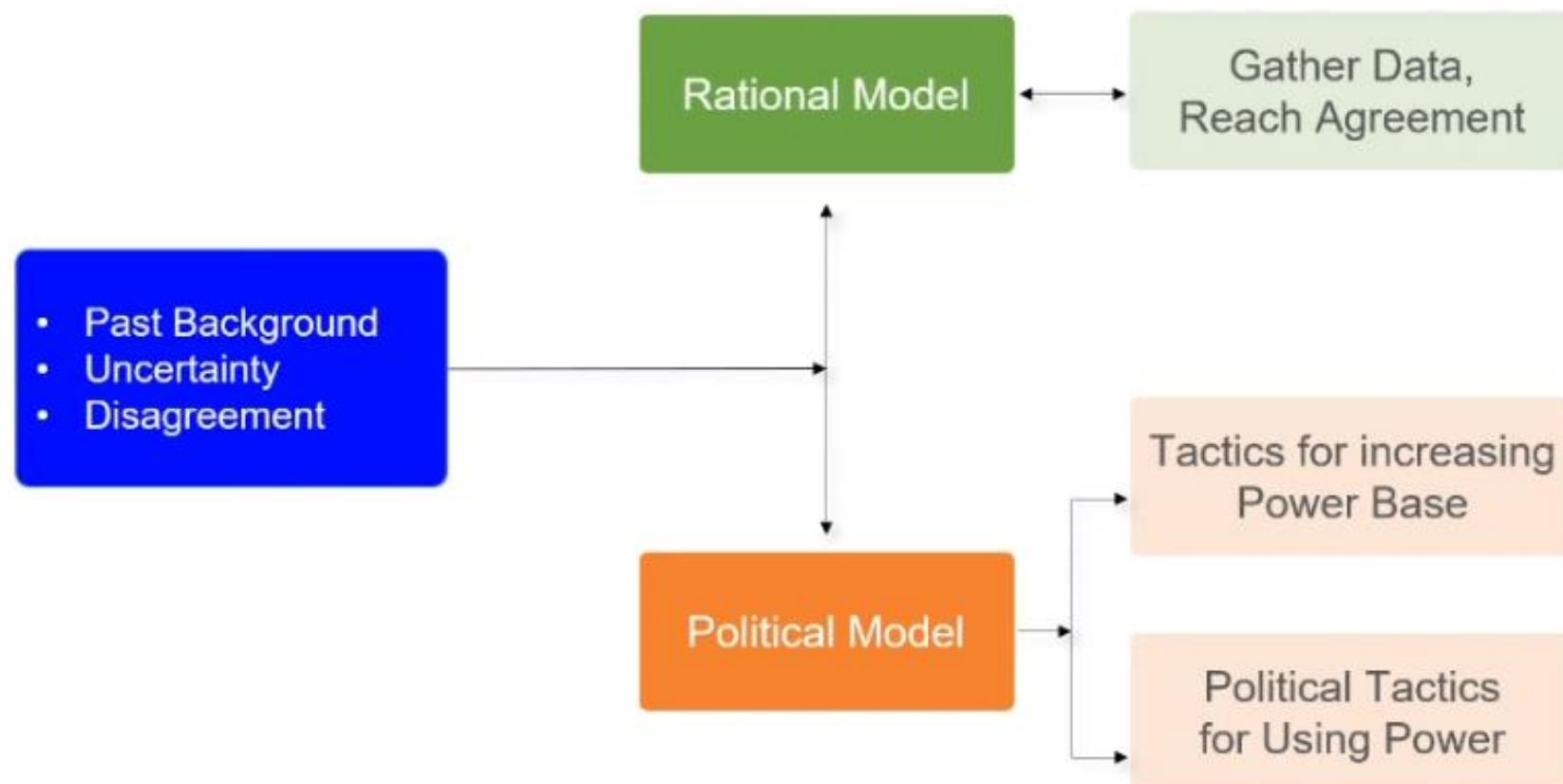
Cost of Conflict

- Over 65% of performance problems result from strained relationships rather than skill or motivation problems
- Amount of time wasted during conflict can be very high - defending, avoiding & venting
- Conflict over a period of time leads to poor decisions, low motivation, lost work time, stress, politics, & low initiative.
- Chronic unresolved conflict is a decisive factor in people quitting organizations and institutes
- Time spent in dealing with conflict is vast

When Conflict Escalates...



Model

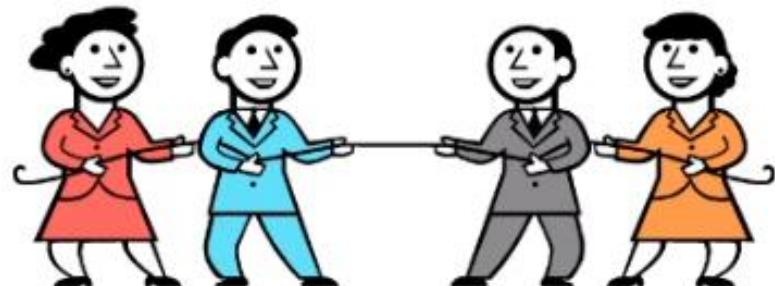


Levels of Conflict

Level	Meaning
Organization	Intra & Inter-Organization Conflict
Group	Intra & Inter Group
Individual	Interpersonal & Intrapersonal Conflict

Beliefs about Conflict

- Conflict is generally negative and destructive
- It is better to ignore small problems
- Recognizing conflict can make it increase
- Problems will work themselves out
- Conflict is the result of bad management
- There are usually single, simple causes of conflict



Kinds of Conflict

1. Functional conflict - works toward the goal of an organization or group.
2. Dysfunctional conflicts - blocks an organization or group from reaching its goal.

Types of Conflict

Conflict Type	Meaning	Intensity	Impact
Task	Disagreements over decisions, viewpoints, ideas and opinions	Low to moderate	Acceptable
Process	Disagreement over the methods or procedures	Low	Acceptable
Relationship	Personality clashes or negative emotional interactions between two or more people	High	Dysfunctional
Status	Disputes over relative status or positions in their group hierarchy	Moderate to High	Dysfunctional

Recognising Conflict

- Agitated body language - Crossed arms, tapping on the counter, hands on hips, restless movements
- Signals of impatience
- Tone of voice - Raised or harsh voice, speaking fast, use of an angry tone
- Eye contact - staring harshly or scowling
- Physical contact - stands too close, trying to get attention.
- language - repeats themselves, uses sarcasm, sighs, swears, accuses or blames.

What's your typical Response

Provide feedback to your friend who did not return your record or any study material as promised on time, due to which you had to apologize and take additional time to submit it.

Consider Your Response

1. How **assertive** was I? How actively do I work to satisfy my own needs and concerns?
2. How **cooperative** was I? How actively do I work to satisfy the other person's needs and concerns?

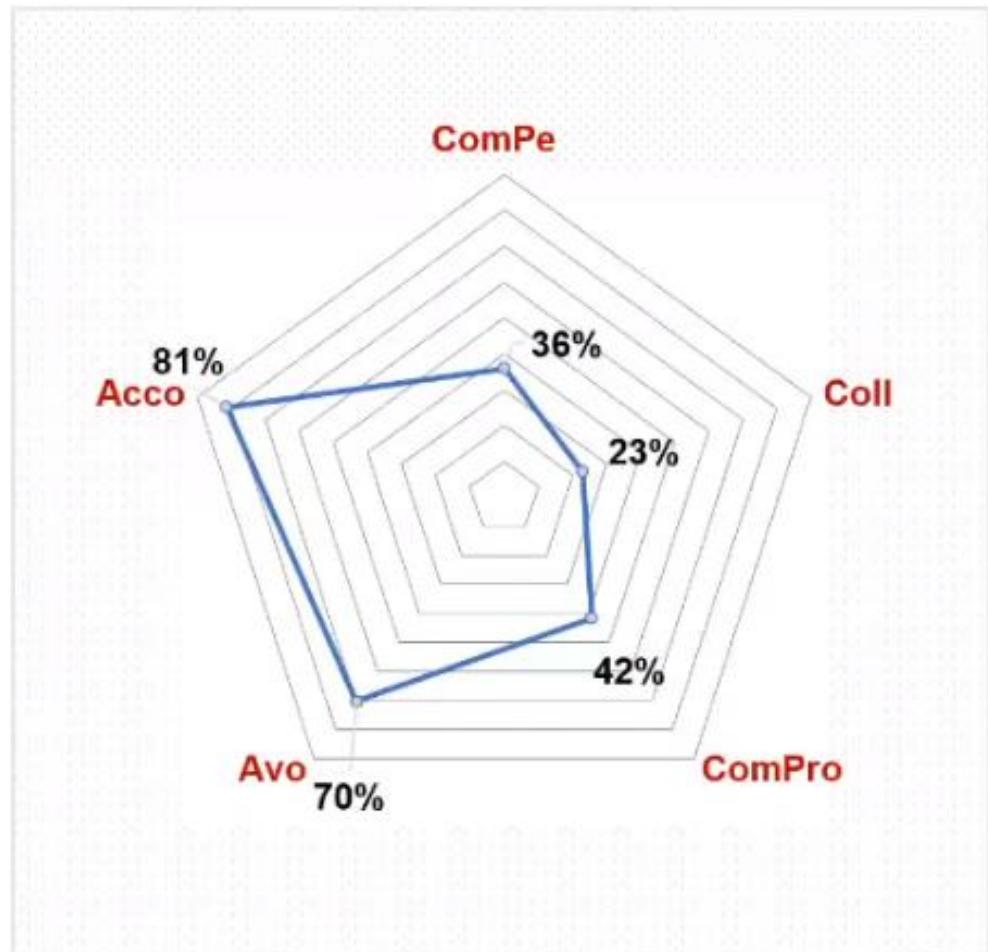
Dimensions of Conflict

- Two basic aspects of all Conflict-handling modes
- **ASSERTIVENESS** - The extent to which a person will try to satisfy his or her needs or interests
- **COOPERATIVENESS** - The extent to which a person will attempt to satisfy the other person's needs or interests



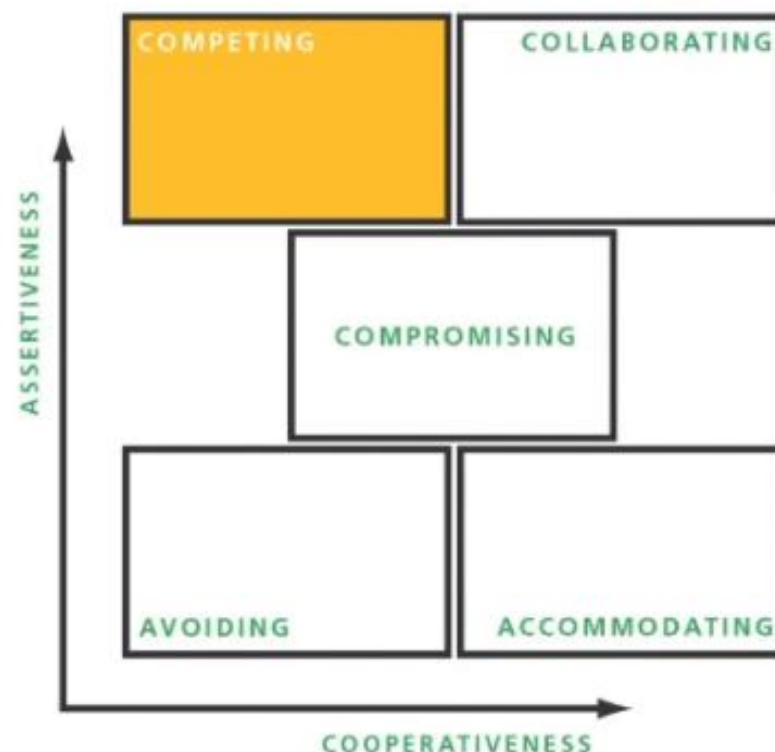
Profile

ComPe	Competitive
Coll	Collaborative
ComPro	Compromise
Avo	Avoiding
Acco	Accommodative



Competing

- Taking quick action
- Making unpopular decisions
- Standing up for vital issues
- Protecting yourself
- “My way or the highway”



Competing Skills

- Arguing or debating
- Using rank, position, or influence
- Asserting your opinions and feelings
- Standing your ground



Overuse of Competing

- Lack of feedback
- Reduced learning
- Low empowerment
- Surrounded by “yes people”



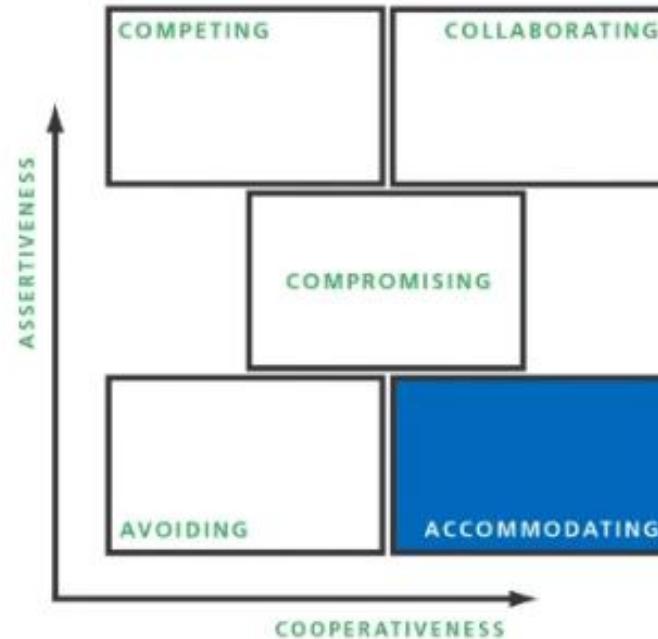
Underuse of Competing

- Restricted influence
- Indecision
- Delayed action
- Withholding of contributions



Accommodating

- Showing reasonableness
- Developing performance
- Creating goodwill
- Keeping “peace”
- Retreating
- Maintaining perspective
- “It would be my pleasure”



Accommodating Skills

- Forgoing your desires
- Selflessness
- Obedience
- Ability to yield

Overuse of Accommodating

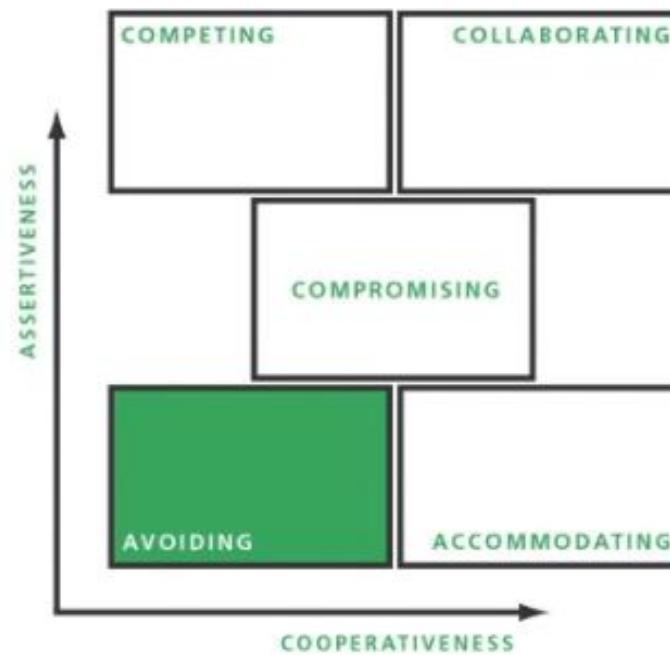
- Overlooked ideas
- Restricted influence
- Loss of contribution
- Anarchy

Underuse of Accommodating

- Lack of rapport
- Low morale
- By-the-book reputation
- Inability to yield

Avoiding

- Leaving unimportant issues alone
- Reducing tensions
- Buying time
- Knowing your limitations
- Allowing others ownership
- Recognizing issues as symptoms
- “I’ll think about it tomorrow”



Avoiding Skills

- Withdrawing
- Sidestepping
- Sense of timing
- Ability to leave things unresolved

Overuse of Avoiding

- Lack of input from you
- Decisions made by default
- Festering issues
- Climate of caution



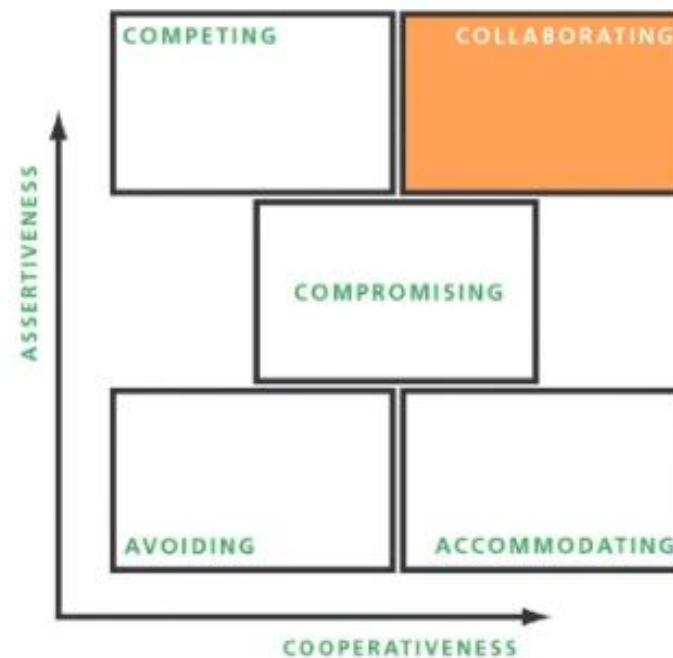
Underuse of Avoiding

- Hostility/hurt feelings
- Work overload—too many causes
- Lack of prioritization/delegation



Collaborating

- Integrating solutions
- Learning
- Merging perspectives
- Gaining commitment
- Improving relationships
- “Two heads are better than one”



Collaborating Skills

- Ability to listen, understand, and empathize
- Nonthreatening confrontation
- Input analysis
- Identifying underlying concerns



Overuse of Collaborating

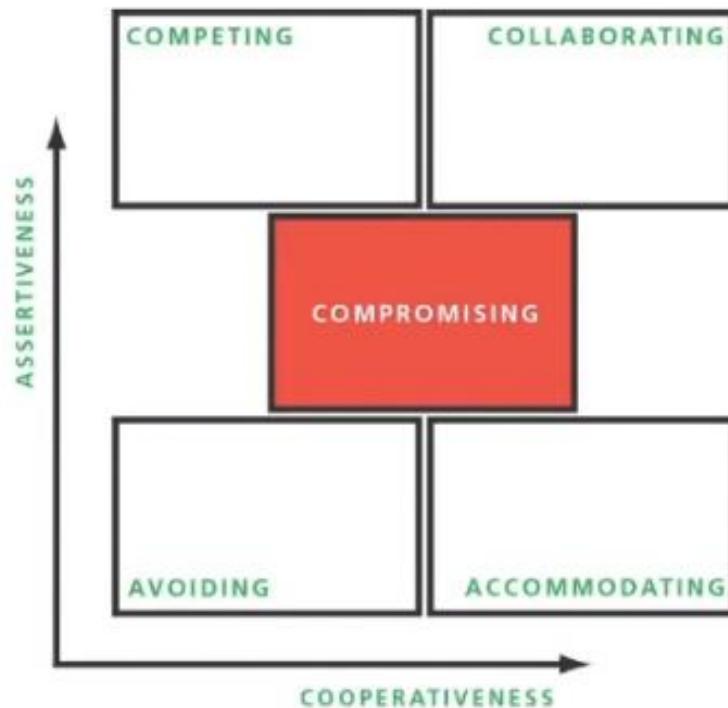
- Too much time on trivial matters
- Diffused responsibility
- People who take advantage
- Work overload

Underuse of Collaborating

- Mutual gains deprivation
- Lack of commitment
- Low empowerment
- Loss of innovation

Compromising

- Resolving issues of moderate importance
- Reaching resolution with equal power and strong commitment
- Creating temporary solutions
- Dealing with time constraints
- Backing up competing/collaborating
- “Let’s make a deal”



Compromising Skills

- Negotiating
- Finding a “middle ground”
- Making concessions
- Assessing value

Overuse of Compromising

- Loss of big-picture perspective
- Lack of trust
- Cynical climate



Underuse of Compromising

- Unnecessary confrontations
- Frequent power struggles
- Inability to negotiate effectively

Thomas & Kilmann's Style

- **Competitive** : Usually taken by one who is in a position of power. Can leave people leaving resentful.
- **Collaborative** : Trying to meet the needs of all involved. Highly assertive , cooperative and acknowledges all individuals involved.
- **Compromising** : Trying to find a solution which partially satisfies everyone.
- **Accommodating** : A willingness to meet the needs of others at the expense of one's own needs.
- **Avoiding**: Evading the conflict completely.
- All 5 styles are used at one time or another, but individual tends to have certain dominant styles.

Conflict Resolution

Module 2



What is Conflict Resolution?

- Conflict Resolution is a way two or more parties to find a peaceful solution to a disagreement among them.



Reasons for Ongoing Conflict

- Unwillingness to resolve
- Grudge against another person
- Always wanting to '*WIN*' or appear '*RIGHT*'
- Fear of punishment or loss of face
- Someone has something to gain from keeping the conflict alive
- Poor communication
- Frustration, stress and burnout.

Know the Situation

- Before dealing with the conflict, make sure you understand the situation and what is happening
- Identify the real issue that is causing the conflict.
- Is the problem a difference in the facts, goals, methods or values?
- By understanding the situation and the real cause of the conflict, you will be better equipped to choose from the range of constructive responses suited to conflict resolution.

Prevent Escalation

- Potential for conflict be quickly identified
- Swift and tactful action taken to prevent escalation.
- In situations where personal safety may be threatened are to be quickly identified and appropriate assistance organized.

Methods to resolve conflicts

- Be attentive to your customer or colleague
- Concentrate on the issue, not on the person
- Target the key points of the conflict
- Investigate by asking a full range of questions
- Verify the outcome that the other person wants

Interest Based Relational Approach

1. Good relationships are the first priority
2. Respects individual differences while helping people
3. Avoid becoming too riveted in a fixed position.
4. Keep people and problems separate
5. Pay attention to the interests being presented
6. Listen first; talk second
7. Set out the facts
8. Explore options together

Conflict Resolution Steps



Other Ways

- Be in Control
 - Identify the Problem
 - Pause
 - Put yourself in charge
 - Explore choices
 - Reset
- Stop & take a deep breath
 - What do I need? What is the problem?
 - Take a moment, calm before replying
 - Take control of your actions
 - What could I do? Seek guidance
 - Pick an Option

Other Techniques

- Passive conflict resolution
- Win-win
- Structured problem solving
- Confronting conflict
- Selecting a better alternative
- Preventing Conflict

Understand the nature of the conflict

Acknowledge your feelings and emotions

Examine your relationship with this person

Negotiating Through A Personal Conflict

Grant a Reconciliatory Act

Have a talk with the person involved

Clarify your intentions

Try These Out!

- Choose a conflict that you could be facing?
- Discuss how it would be handled using each of the methods listed previously



Summary

- Conflict can be good for growth
- When it isn't good, the conflict must be resolved
- Different methods exist to resolve conflict
- No one method is best for any conflict

Thank You



PERSONAL GROWTH LAB

IIIT, Sri City

Faculty - Dr. M F Jose.
jose.mf@iiits.in



Building Trust

Critical Behaviours

Objectives

- Deepen understanding of how your levels of trust and credibility impact relationships;
- Gain insights into your own level of credibility by identifying strengths and areas needing attention;
- Better understand how your behaviours impact your credibility and explore ways to increase our credibility
- Expand your understanding of the impact of high and low trust cultures within your groups.

Reality

- “82% of people don’t trust the boss to tell the truth.”

~ FORBES

- “High-trust organizations have a turnover rate less than 1/3 of others in their respective industries.”

~ Great Place To Work Institute

What is Trust?

- Trust is confidence born of the Character and the Competence of a person or organization.
- The opposite of that is suspicion.

Why is Trust Important?

- Is the #1 competency of leadership;
- Is an economic driver;
- Maximizes our influence;
- Is a learnable competency.

Where Does It Come From?

- **Character + Competence**
- When you have a solid foundation of both character and competence, you have the foundation of credibility.

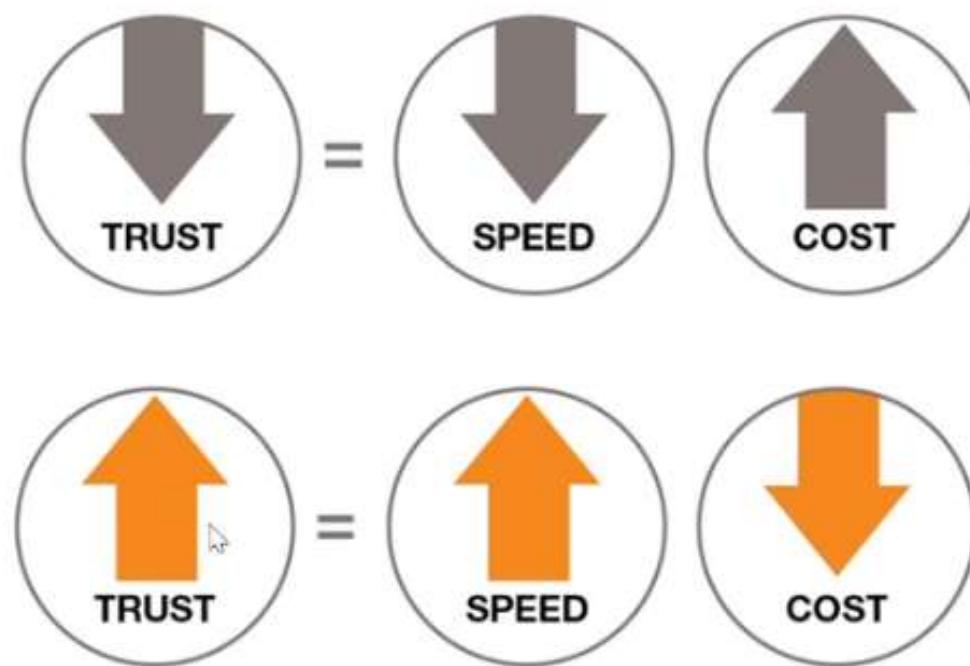
5 Waves of Trust



Trust - Hidden Variable

- **S x E = R**
 - Strategy x Execution = Results
-
- **S x E x R = R**
 - Strategy x Execution x Relationships = Results

Economics of Trust



Chat Box Discussion

- Share a list of trust taxes that you could be experiencing?
Describe specific behaviors
- Share a list of trust dividends that you could be experiencing in
the relationships? describe specific behaviors
- How do these behaviors affect speed and cost of your daily
work, key projects or initiatives?

When does trust go down?

- Redundancy
- Bureaucracy
- Politics
- Disengagement
- Turnover
- Customer Complaints
- Unethical Activities

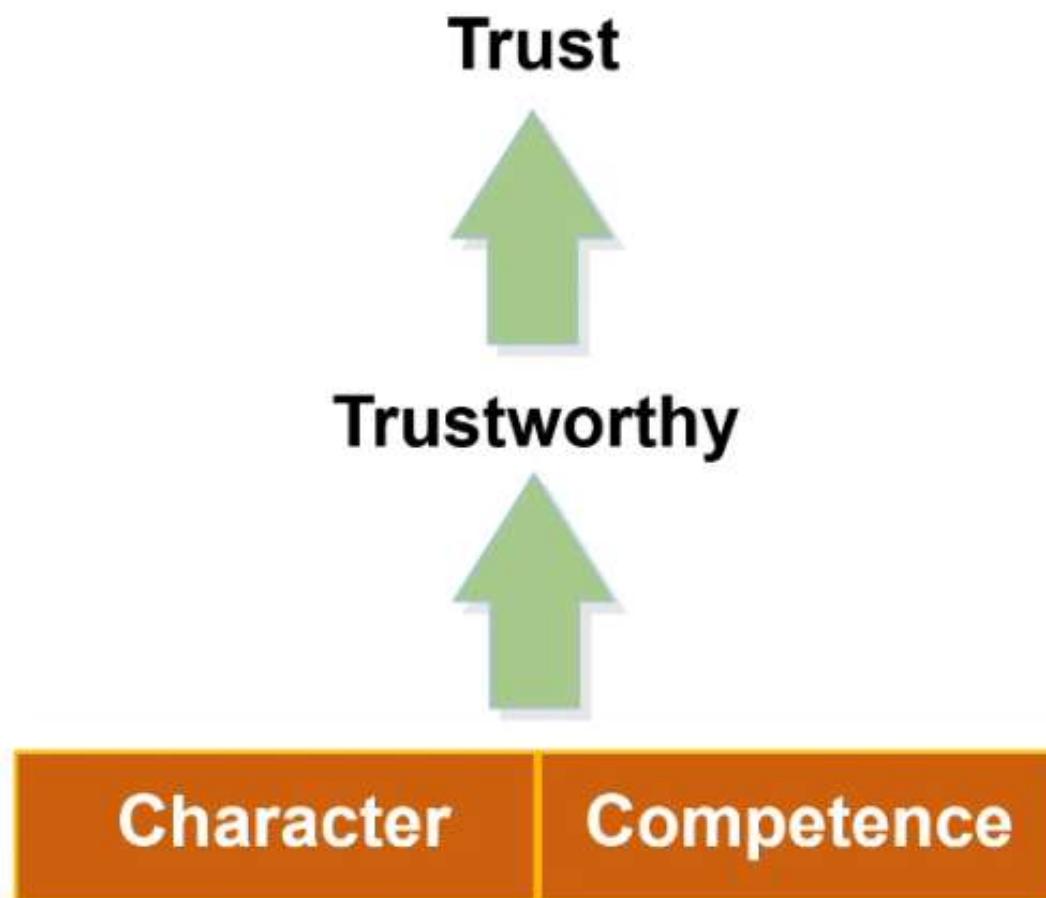
When does trust go up?

- Increased Stakeholder value
- Accelerated Growth
- Enhanced Innovation
- Improved Collaboration
- Strong Partnerships
- Better execution
- Heightened Loyalty

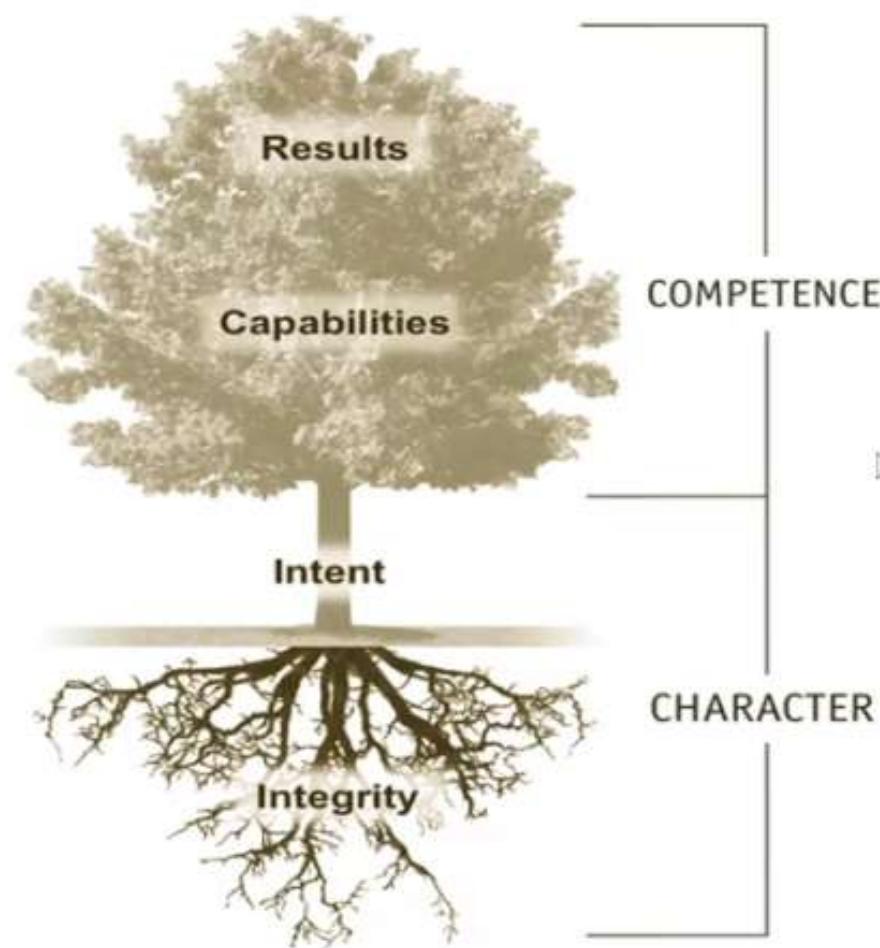
How do I build Self Trust?



Relationship Building Model



4 Essential Elements of Self Trust



Core 1 - Integrity

- This is what most people think about when they think of trust.
- “Integrity” basically means “honesty”.
- It’s walking your talk. It’s having the courage to act in accordance with your values and beliefs.



Core 2 - Intent

- This has to do with our motives, our agendas, and our resulting behavior.
- Trust grows when our motives are straight forward and based on mutual benefit.
- When we suspect a hidden agenda from someone or we don't believe they are acting in our best interests, we are suspicious about everything they do and say.
- Both Integrity and Intent are matters of character.



Core 3 - Capabilities

- These are abilities we have that inspire confidence- our talents, attitudes, skills, knowledge and style.
- They are the means we use to produce results.
- Capabilities also deal with our ability to establish, grow extend and restore trust.



Core 4 - Results

- This refers to our track record, our performance, our getting the right things done.
- If we don't accomplish what we expect to do, it diminishes our credibility.
- On the other hand, when we achieve the results we promised, we establish a positive reputation of performing, or being producer .. And our reputation precedes us.

Define 4 Cores of Credibility

Integrity

- Perfect

Intent

- Predict

Capabilities

- Plan

Results

- Produce

Scoring

- Lets review the self trust scores

Integrity	Intent	Capability	Results
Character	Competence		

How Credible Are You?

Below 70	70 – 90	90 – 100
<ul style="list-style-type: none">• Serious credibility issue.• Credibility misalignment and incongruent behaviours	<ul style="list-style-type: none">• Bit of a credibility gap• You manifest lower self-trust and some degree of failure to inspire trust in others	<ul style="list-style-type: none">• High personal credibility• You demonstrate both high character and competence, people tend to trust you

- Which is the strongest and where do you have opportunity?
- Which one will you have to focus?

Discussion

- What stops you from demonstrating high trust behaviours?
- What can you do to develop trusting relationships?

Increasing Credibility

Ways to Increase Integrity

- Make and keep commitments to YOURSELF
- Stand for something
- Be open

Ways to Increase Capabilities

- Run with your strengths & your purpose
- Keep yourself relevant
- Know where you are going
- Make sure you are aware & effectively using your capabilities

Ways to Increase Intent

- Examine and refine motives
- Declare Intention
- Choose abundance

Ways to Improve Results

- Take responsibility for results
- Expect to create a “win-win”
- Finish strong

Why People Reject Feedback?

- Fear
- Denial
- Not willing to Change
- “This is how we are” syndrome
- Territorial Rights
- Ego



Chat Box Responses

- How do you define Relationship?
- Is trust important to build relationships?
- Why is trust a critical Leadership Competency?
- The ability to create trust is the single most critical leadership competency for leaders today – it's a learnable skill

Relationship Trust



Research on Organizational Trust

- Organizational trust within companies has also sharply declined.
- Only **45%** of employees have trust and confidence in senior management.
- Only **18%** of people believe business leaders tell them the truth (it's only 13% for government leaders).
- Over a recent 12-month period, 76% of employees observed illegal or unethical conduct on the job -conduct which, if exposed, would seriously violate the public trust.

Type your responses

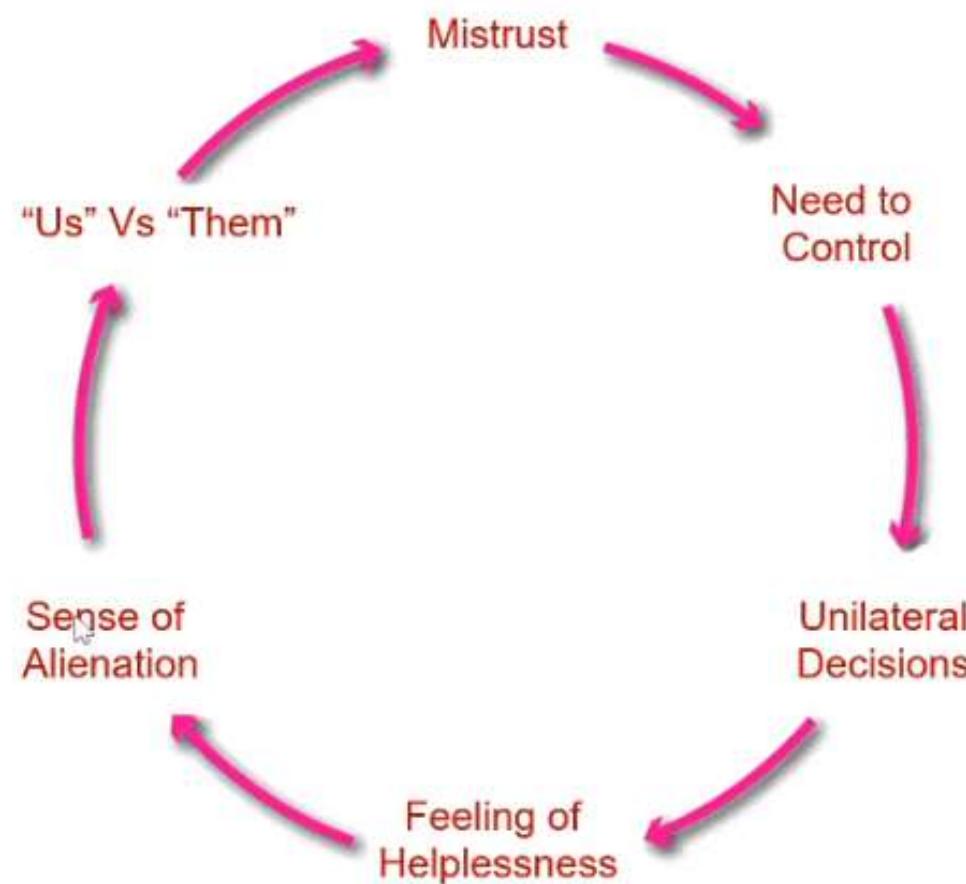
- What kind of behaviors do people in high-trust relationship show or demonstrate?
- What kind of behaviors do people in low-trust relationship show or demonstrate?



What do I do about it?

13 behaviors that can dramatically
increase the speed of trust

Vicious Cycle of Mistrust



Behavior 1: Talk Straight

Tell the truth and demonstrate integrity

- Be honest.
- Tell the truth.
- Let people know where you stand.
- Use simple language.
- Call things what they are.
- Demonstrate integrity.
- Don't manipulate people or distort facts.
- Don't spin the truth.
- Don't leave false impressions.

OPPOSITE
To lie or deceive

COUNTERFEIT
“Spinning,” positioning,
posturing, and manipulating

Behavior 2: Demonstrate Respect

Show that you genuinely care; show kindness in little things.

- Genuinely care for others.
- Show you care.
- Respect the dignity of every person and every role.
- Treat everyone with respect, especially those who can't do anything for you.
- Show kindness in the little things.
- Don't fake caring.
- Don't attempt to be "efficient" with people.

OPPOSITE

To not respect or have concern for other people.

COUNTERFEIT

Faking respect or concern.

Behavior 3: Create Transparency

Be genuine, open, and authentic. Don't hide information.

- Tell the truth in a way people can verify.
- Get real and genuine.
- Be open and authentic.
- Err on the side of disclosure.
- Operate on the premise of “What you see is what you get.”
- Don’t have hidden agendas.
- Don’t hide information.

OPPOSITE

To hide; to cover up; to obscure

COUNTERFEIT

Having hidden agendas, hidden meanings, or hidden objectives.

Behavior 4: Right Wrongs

Apologize and make restitution. Do the right thing

- Make things right when you are wrong.
- Apologize quickly.
- Make restitution where possible.
- Practice “service recoveries.”
- Demonstrate personal humility.
- Don’t cover things up.
- Don’t let pride get in the way of doing things right.

OPPOSITE

To deny or justify wrongs; to rationalize wrongful behaviour

COUNTERFEIT

“Covering up,” disguising, or trying to hide mistakes instead of repairing them.

Behavior 5: Show Loyalty

Give credit to others and be loyal to the absent

- Give credit freely.
- Acknowledge the contributions of others.
- Speak about people as if they were present.
- Represent others who aren't there to speak for themselves.
- Don't bad mouth others behind their backs.
- Don't disclose others' private information.

OPPOSITE
To take credit yourself; to betray others

COUNTERFEIT
Being two-faced — appearing to give credit to people when they are present

Behavior 6: Deliver Results

Accomplish what you are hired to do. Don't make excuses

- Establish a track record of results.
- Get the right things done.
- Make things happen.
- Accomplish what you're hired to do.
- Be on time and within budget.
- Don't overpromise and under deliver.
- Don't make excuses for not delivering.

OPPOSITE

To perform poorly or fail to deliver

COUNTERFIET

Delivering activities instead of results.

Behavior 7: Get Better

Learn and improve. Be thankful for feedback and act upon it.

- Continuously improve.
- Increase your capabilities.
- Be a constant learner.
- Develop feedback systems, both formal & informal.
- Act on the feedback you receive.
- Thank people for feedback.
- Don't consider yourself above feedback.
- Don't assume today's knowledge and skills will be sufficient for tomorrow's challenges.

OPPOSITE

To deteriorate; to "rest on your laurels"; to become irrelevant.

COUNTERFIET

Continually learning, but never producing.

Behavior 8: Confront Reality

Meet issues head on; address the tough stuff directly

- Address the tough stuff directly.
- Acknowledge the unsaid.
- Lead out courageously in conversation.
- Remove the “sword from their hands.”
- Don’t skirt the real issues.
- Don’t bury your head in the sand.

OPPOSITE

To ignore reality or act as though it doesn’t exist; to be “in denial.”

COUNTERFEIT

Focusing attention on side issues while skirting the real issues

Behavior 9: Clarify Expectations

Reveal, discuss, and validate expectations.

- Disclose and reveal expectations.
- Discuss them.
- Validate them.
- Renegotiate them if needed and possible.
- Don't violate expectations.
- Don't assume that expectations are clear or shared.

OPPOSITE

To leave expectations undefined or unclear

COUNTERFIET

Failing to pin down the specifics that facilitate meaningful accountability.

Behavior 10: Practice Accountability

Take responsibility for results; communicate how others are doing

- Hold yourself accountable.
- Hold others accountable.
- Take responsibility for results.
- Be clear on how you'll communicate how you are doing, & how others are doing.
- Don't avoid or shirk responsibility.
- Don't blame others or point fingers when things go wrong.

OPPOSITE

To not take responsibility or "own up": "It's not my fault."

COUNTERFEIT

Pointing fingers and blaming others

Behavior 11: Listen First

Listen before you speak and don't make assumptions

- Listen before you speak.
- Understand, Diagnose.
- Listen with your ears—and your eyes and heart.
- Find out what the most important behaviors are to the people with whom you're working.
- Don't assume you know what matters most to others.
- Don't presume you have all the answers to all the questions.

OPPOSITE
To speak first and listen last;
to not listen at all

COUNTERFEIT
"Listening" only to formulate
your reply

Behavior 12: Keep Commitments

State your intent and then do what you say you'll do. Don't break confidences

- Say what you're going to do, then do what you say you're going to do.
- Make commitments carefully and keep them.
- Make keeping commitments the symbol of your honor.
- Don't break confidences.
- Don't attempt to PR your way out of a commitment you've broken.

OPPOSITE
To break commitments or violate promises

COUNTERFIET
Overpromising and under delivering.

Behavior 13: Extend Trust

Don't withhold trust because risk is involved.

- Demonstrate a propensity to trust.
- Extend trust abundantly to those who have earned your trust.
- Extend conditionally to those who are earning your trust.
- Learn how to extend trust appropriately to others, based in the situation, risk, and credibility (character and competence) of the people involved. But have a propensity to trust.
- Don't withhold trust because there is risk involved.

OPPOSITE
To withhold trust

COUNTERFEIT
Extending "false trust"— giving people the responsibility, but not the authority or resources.



Thank You

jose.mf@cuebells.com



PERSONAL GROWTH LAB

IIIT, Sri City

Faculty - Dr. M F Jose.
jose.mf@iiits.in



Managing Time

Sign of Effectiveness



Things which matter the most, must never be at the mercy of things, which matter the least.

• Johann Goethe

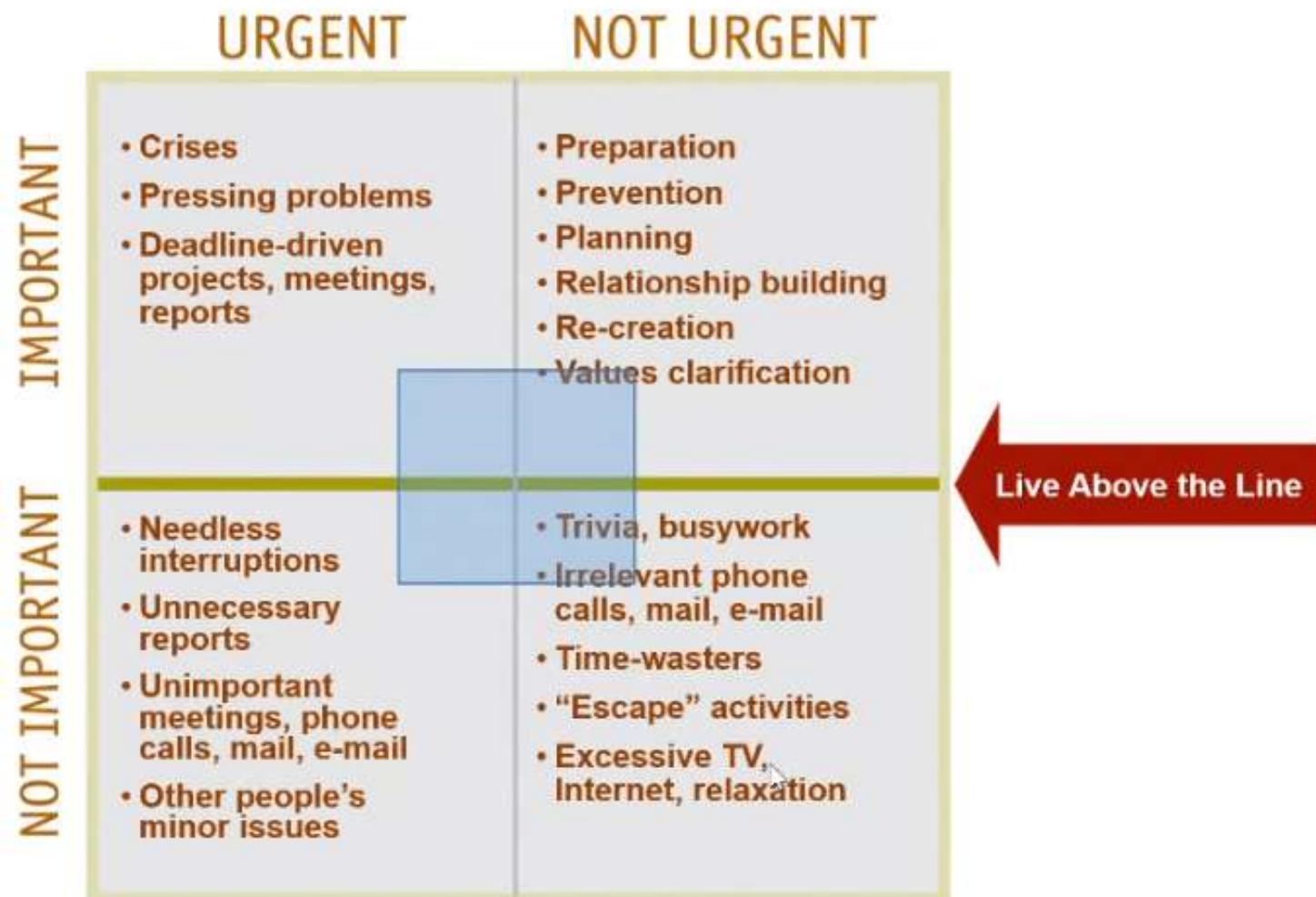
Session Objectives

- Identify your time wasters and adopt strategies for reducing them.
- Recognise the causes of procrastination and explore how to overcome.
- Clarify and prioritise your objectives and goals, by planning and implementing.

Paradigms

- What are your most important goals and priorities?
- Effectiveness requires the integrity to act on them.
- When you put urgent things first, it is ineffective, whereas when you put important things first, it leads to effectiveness

The Time Matrix



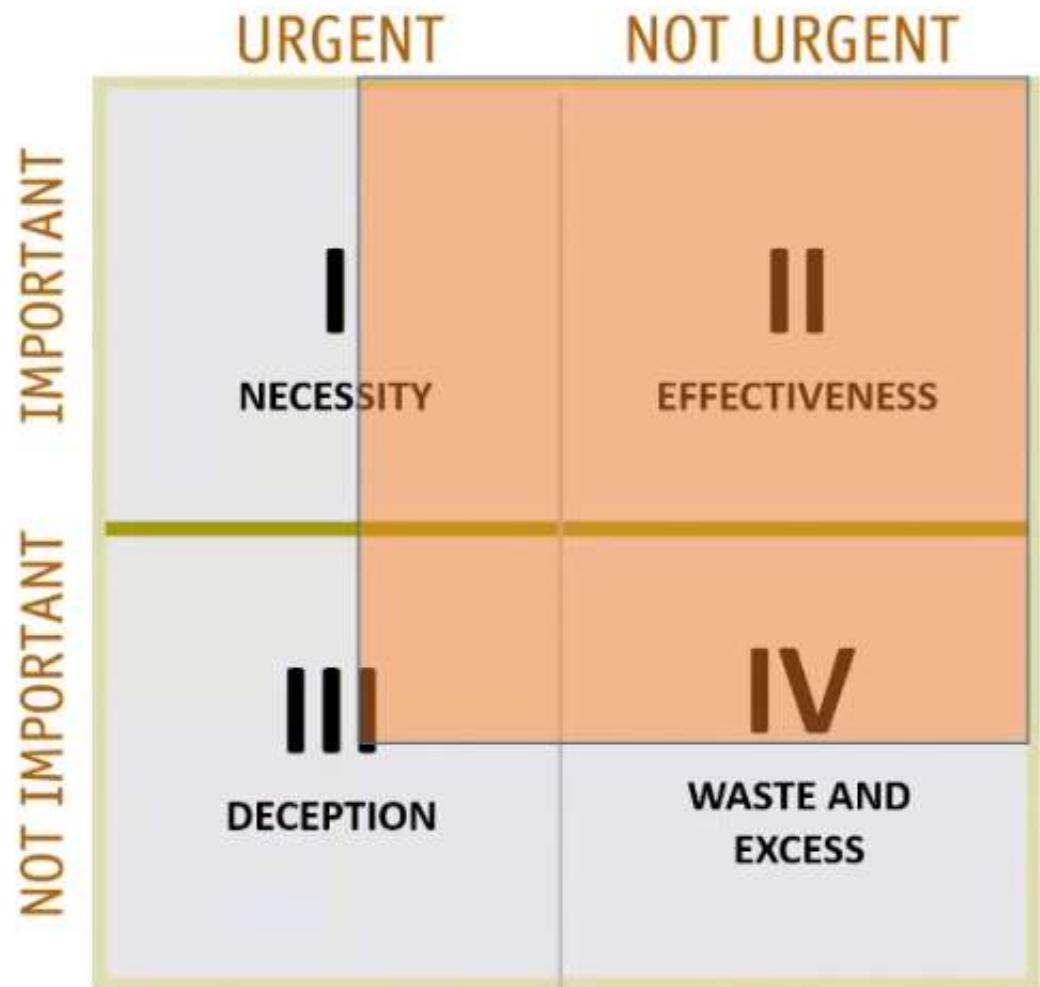
The Time Matrix

- Importance - An activity is important if you personally find it valuable, and if it contributes to your mission, values, and high-priority goals.
- Urgency - An activity is urgent if you or others feel that it requires immediate attention.



The Time Matrix

- Importance - An activity is important if you personally find it valuable, and if it contributes to your mission, values, and high-priority goals.
- Urgency - An activity is urgent if you or others feel that it requires immediate attention.



Research Tells You...

**What percentage of time do people spend
“below the line”?**

41%

Weekly Planning

- **When?** - Before the week begins.
 - **Where?** - Someplace quiet.
 - **How Long?** - 20–30 minutes.
1. Review mission and roles.
 2. Choose big rocks.
 3. Schedule the week.

Weekly Actions

WEEKLY COMPASS*

What is the most important thing I can do in this role this week?

Date:

ROLES AND BIG ROCKS®

Role: **Sharpen the Saw®** 

Physical
Social/Emotional
Mental
Spiritual

Role: **Student**

Big Rocks

Role: **Friend**

Big Rocks

Role: **Son/Daughter**

Big Rocks

Role: **Brother/Sister**

Big Rocks

WEEKLY COMPASS*

What is the most important thing I can do in this role this week?

Date:

ROLES AND BIG ROCKS®

Role: **Sharpen the Saw®** 

Physical
Social/Emotional
Mental
Spiritual

Role: **Student**

Big Rocks

Prepare for exams

Role: **Friend**

Big Rocks

May be let them know you are busy

Role: **Son/Daughter**

Big Rocks

That you will be focusing on exams, seek support

Role: **Brother Sister ?**

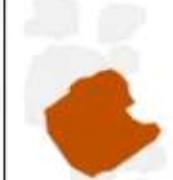
Big Rocks

What is the **most** important thing I can do in this role this week?

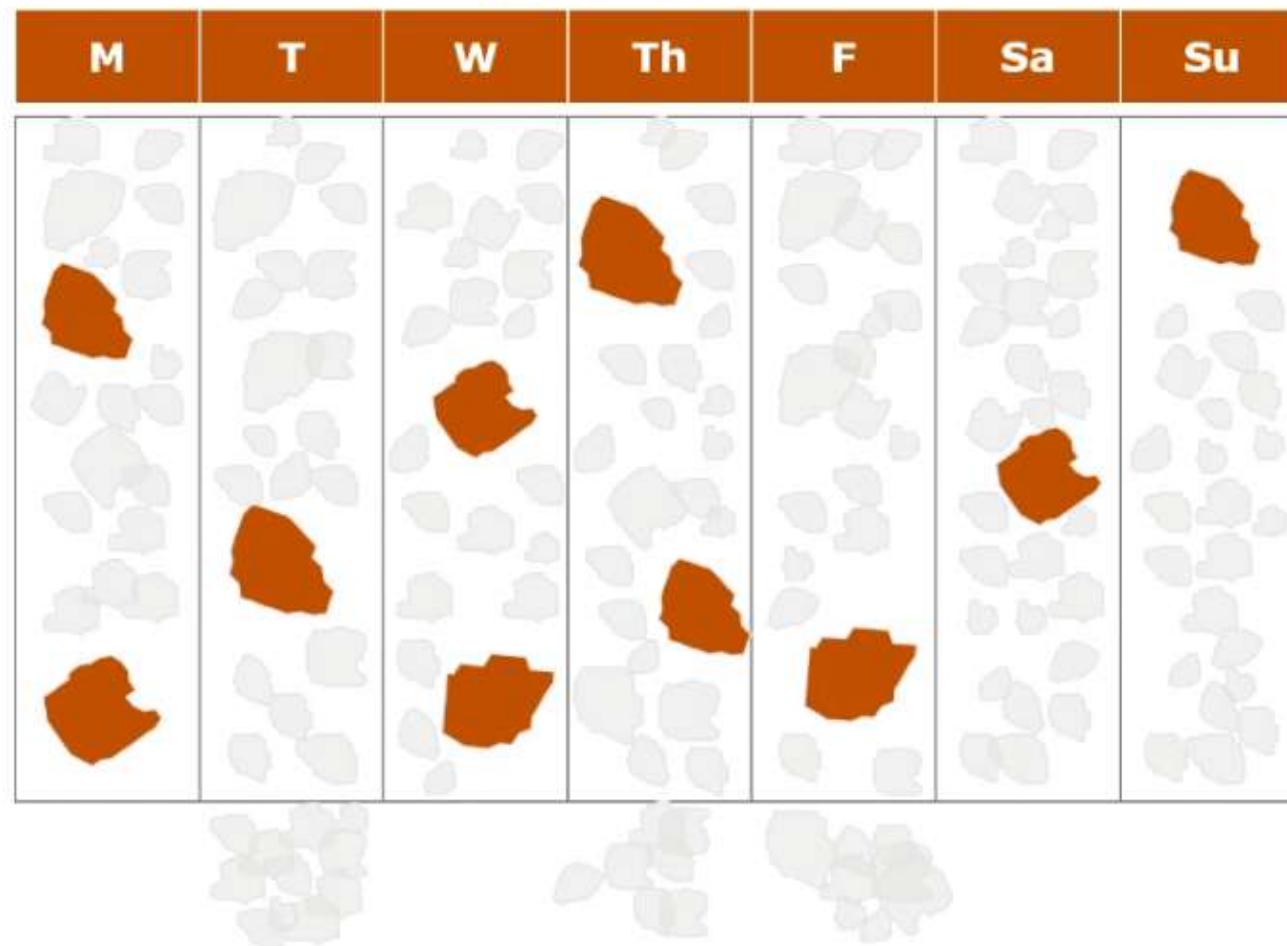
Prioritization

1. Check today's appointments.
2. Make a realistic list.
3. Prioritize (ABC, 123).
 - **A** = High
 - **B** = Medium
 - **C** = Low

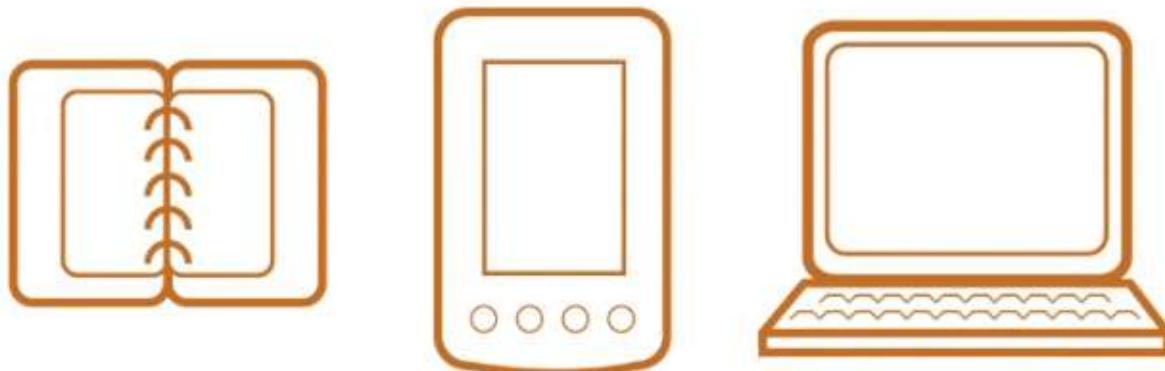
Traditional Scheduling

M	T	W	Th	F	Sa	Su
						

“Big Rocks” Scheduling



Types of Planning Tools



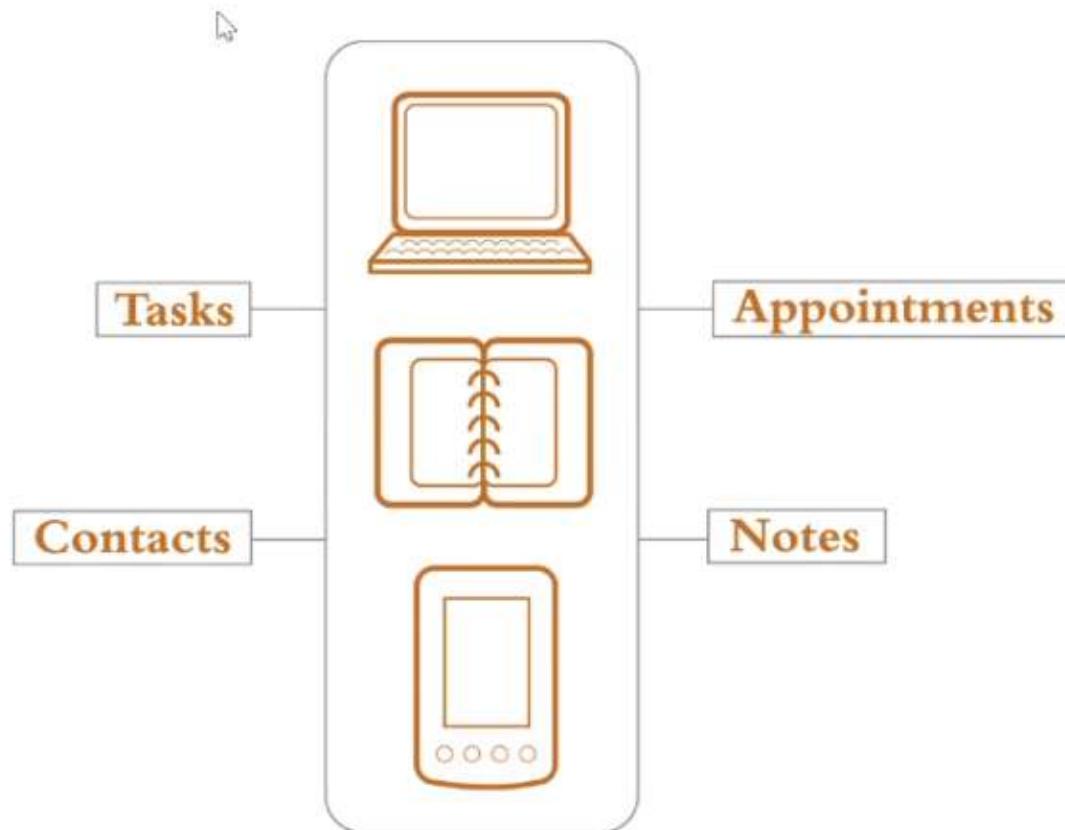
Research Tells...



“I use an effective planning system for managing my activities.”

33%

The Core Four





Win-Win Relationships

Mutual Benefit

What do we live for, if it is not to make life less difficult for each other



- George Eliot

Session Objectives

- Foundations of Win-Win mind set
- Understand the Paradigms of human interaction
- Win-Win Agreements

Foundations of Win-Win

DEPOSITS

- Seek first to understand.
- Show kindness, courtesy, respect.
- Keep promises.
- Be loyal to the absent.
- Set clear expectations.
- Apologize.
- Give feedback (“I” messages).
- Forgive.

WITHDRAWALS

- Assume you understand.
- Show unkindness, courtesy, disrespect.
- Break promises.
- Be disloyal, badmouth.
- Create unclear expectations.
- Be proud and arrogant.
- Give no feedback or evaluate character - (“you” messages).
- Hold grudges.

Principles of Win-Win

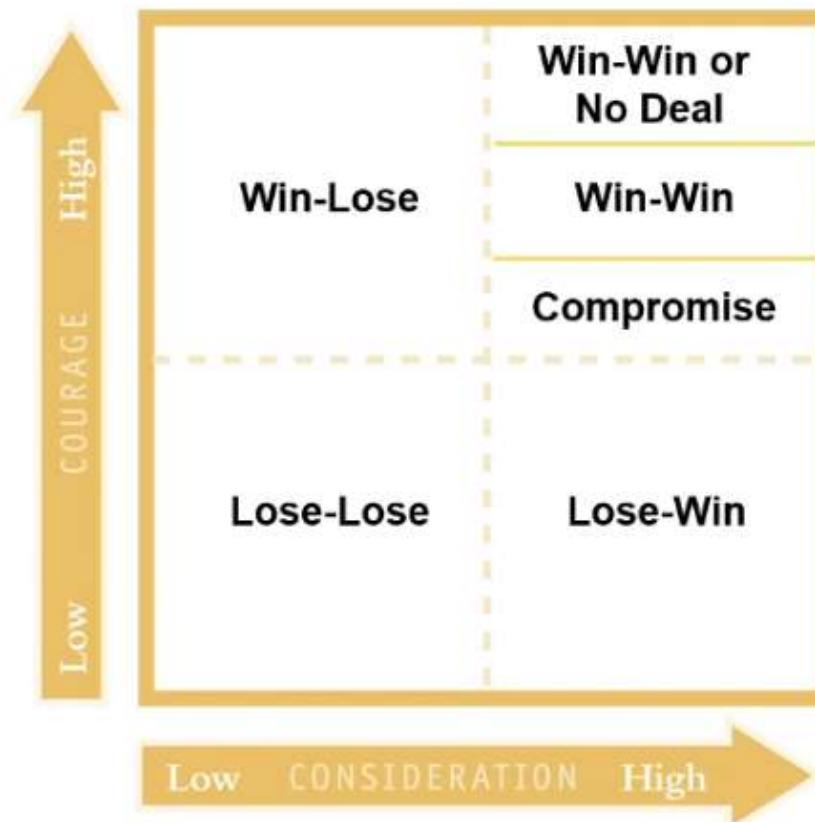
- Effective, long-term relationships require mutual respect and mutual benefit.
- Abundance mentality states that there is plenty out there for everyone, and more to spare.
- Ineffective way of looking is to believe that there is only so much, and the more you get, the less there is for me.

6 Paradigms of Human Interaction

1. Win-Win
2. Win-Lose
3. Lose-Win
4. Lose-Lose
5. Win
6. Win-Win or No Deal



Courage-and-Consideration Grid



When to Think Win-Win

- In situations of conflict
- In long-term relationships
- In interdependent situations

Win - Win

- People who choose to win and make sure others also win practice win-win.
- People with a win-win paradigm take time to search for solutions that will make them happy and simultaneously satisfy others.

Characteristics

- Seeks mutual benefit
- Is cooperative, not competitive
- Listens more, stays in communication longer,
- Communicates with courage.

Win - Lose

- People with a win-lose mind-set are concerned with themselves first and last. They want to win, and they want others to lose.
- They achieve success at the expense or exclusion of another's success and driven by comparison, competition, position, and power.

Characteristics

- Is very common scripting for most people
- Is the authoritarian approach.
- Uses position, power, credentials, possessions, or personality to get the “Win”.

Lose - Win

- People who choose to lose and let others win show high consideration for others, but lack the courage to express and act on their feelings and beliefs. They are easily intimidated and borrow strength from acceptance and popularity.

Characteristics

- Voices no standards, no demands, no expectations of anyone else.
- Is quick to please or appease.
- Buries a lot of feelings.

Lose - Lose

- People who have a lose-lose paradigm are low on courage and consideration.
- They envy and criticize others. They put themselves and others down.

Characteristics

- Is the mind-set of a highly dependent person.
- Is the same as a “no win” because nobody benefits.
- Is a long-term result of a win-lose, lose-win, or win-

Win

- People who hold a win paradigm think only of getting what they want. Although they don't necessarily want others to lose, they are personally set on winning.
- They think independently in interdependent situations, without sensitivity or awareness of others.

Characteristics

- Is self-centred.
- Thinks “me first”.
- Doesn't really care if the other person wins or loses.
- Has a Scarcity Mentality”.

Win-Win or No Deal

- Is the highest form of win-win. People who adopt this paradigm seek first for win-win.
- If they cannot find an acceptable solution, they agree to disagree agreeably.

Characteristics

- Allows each party to say no.
- Is the most realistic at the beginning of a relationship or business deal.
- Is the highest form of “Win”.

Win-Win Mind-set

- **Integrity** – People of Integrity are true to their feelings, values and commitments.
- **Maturity** – Mature people express their ideas and feelings with courage and with consideration for the ideas and feelings of others.
- **Abundance Mentality** – People with an Abundance Mentality believe that there is plenty for everyone.

Win-Win Relationships

- Disclose – help others understand their positions, behaviour and decisions.
- Communicate clear expectations.
- Seek other ideas and listen with empathy.
- Are accurate, timely and honest in communication.
- Treat people with respect and respond to others' needs.
- Focus on the positive, but provide constructive feedback on improvement areas.

Elements of Win-Win Agreements

- **Desired Results** : Clarify the end in mind, objectives and outcome.
- **Guidelines** : Specify boundaries and deadlines for accomplishing the results.
- **Resources** : List the human, financial, technical or organizational resources available for accomplishing the desired results.
- **Accountability** : Identify the standards and methods of measurement for progress and accomplishment.
- **Consequences** : Determine the result (s) of achieving or not achieving win-win.

Research

“We live by the belief that ‘my success is your success.’”

33%



Ask your self?

- How often do you communicate with a key stakeholder?
- Do you Respect unconditionally?
- How long does it take for you to Trust others?
- Do you Support people when they need you?
- Do you accept people the way they are?
- How often do you break promises that you make?

Thank You

jose.mf@iiits.in



PERSONAL GROWTH LAB

Creativity Processes
IIIT, Sri City

Faculty - Dr. M F Jose.
jose.mf@iiits.in



Creativity using Six Thinking Hats

Session Objectives

- Effective meetings and decision making
- Thinking '*out of the box*'
- Through understanding of 6 thinking hats framework
- Blocks to Creativity

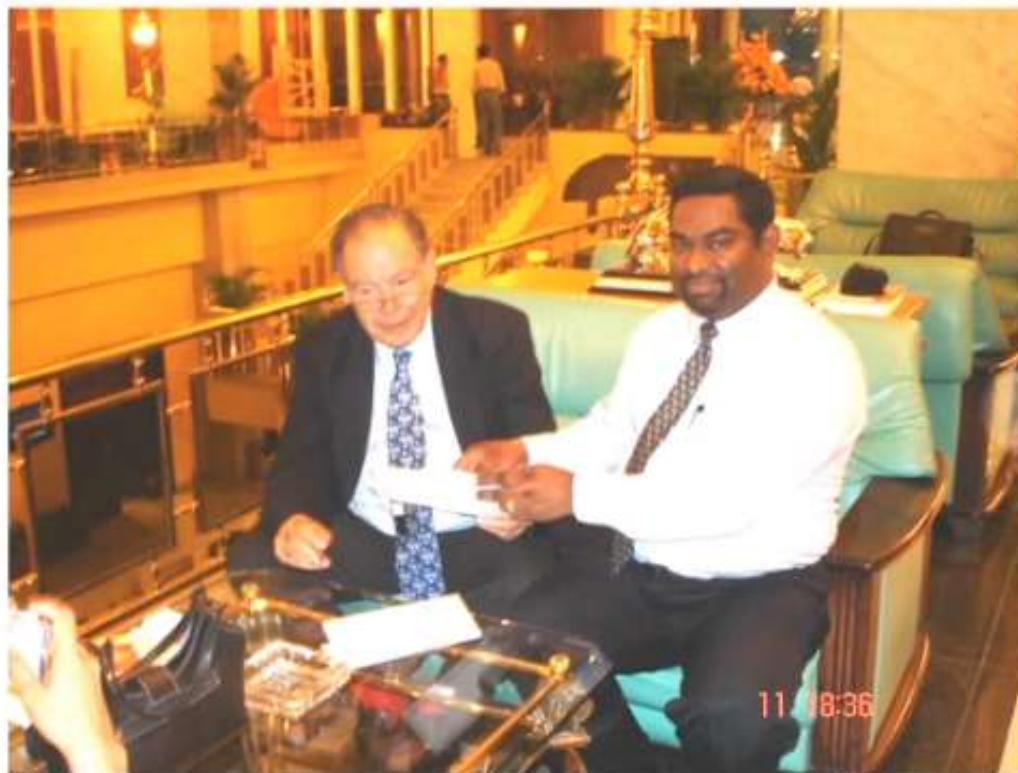


Dr Edward de Bono



- M.D., Ph.D., (philosophy, medicine, & psychology), Rhodes scholar
- World's leading authority in the field of creative and conceptual thinking
- Author of over 69 books in 38 languages
- Originator of Six Thinking Hats®, Lateral Thinking, and Direct Attention Thinking Tools (based on CoRT)

Trained & Certified by Dr De Bono



Where do you do your best thinking?

Traditional Thinking - Group

- Lets do some thinking around this topic.
- Focus: Improving teaching methods for Engineering students
- *Unmute the mic and please speak.*

What did you focus on?

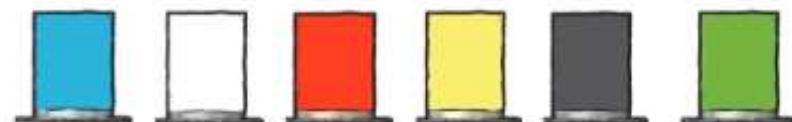
All at Once



Each in Turn



The six hats framework will help you become more disciplined and focused

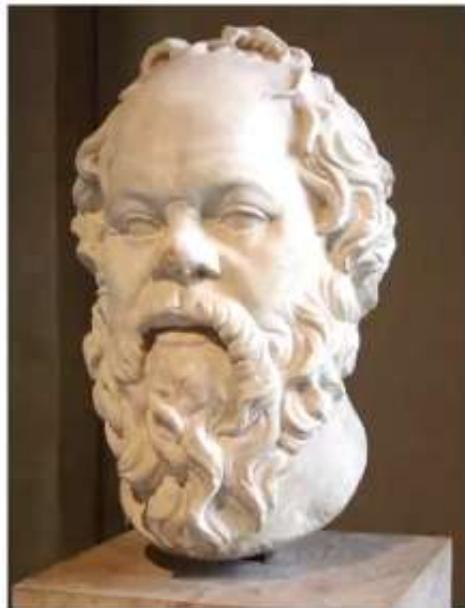


Quality of Thinking

- “*The quality of our thinking will determine the quality of our future.*”
- Many highly intelligent people are poor thinkers. Many people of average intelligence are skilled thinkers.
- *The power of a car is separate from the way the car is driven - Edward de Bono*



Gang of Three



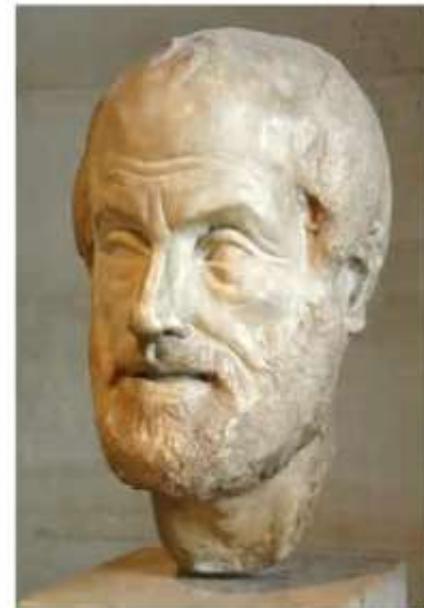
Socrates
469 – 399 BC

From the Gods and
Tradition & Wisdom



Plato
428 – 348 BC

From the God/
Divine Madness
Order in Nature



Aristotle
384 – 322 BC

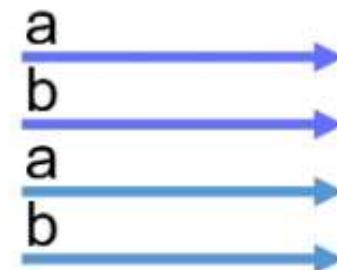
From our Senses
Order in Nature



Traditional Thinking



Parallel Thinking



The Six Hats method replaces adversarial thinking with Parallel Thinking.

Revolutionary Nature of Parallel Thinking



- We have many thinking tools for argument/debate, but few for ordinary thinking
- The Six Hats method releases us from argument and lays out all the views in parallel
- We can also separate out different aspects of thinking with the hats
- We can politely encourage others to vary their thinking by putting on or taking off a hat
- The Six Hats method is used successfully worldwide

Why the Hats Metaphor?



Six Hats



- Six Hats
- Six Colors
- Six Types
of Thinking
- Not Categories
- The hats are not descriptions of
thinkers
- Each thinker should be able to use all
of the hats

White Hat

Information

What do we know?

Data

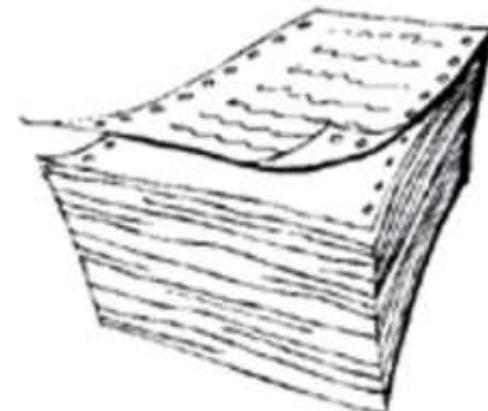
What do we need to know?

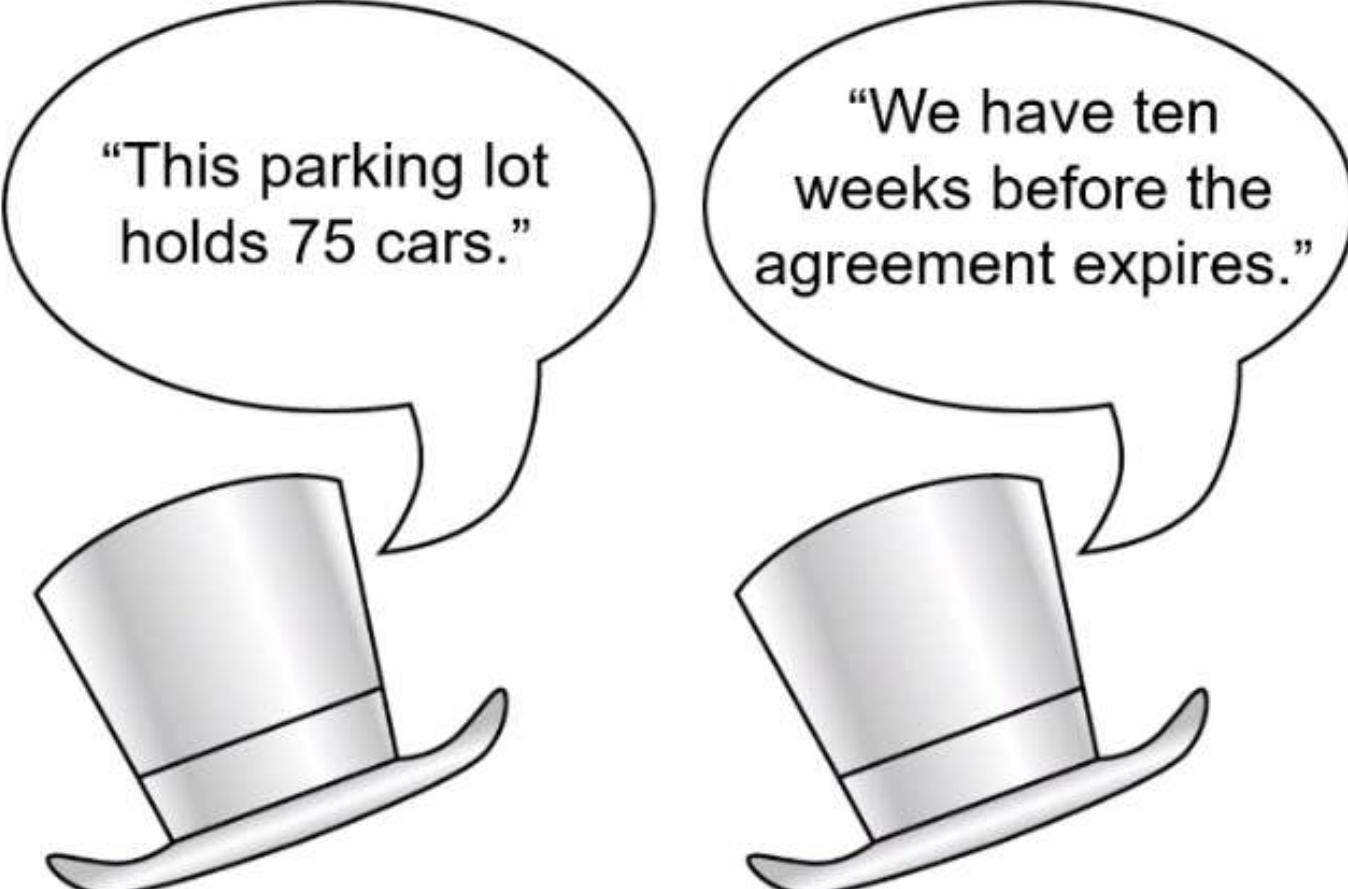
White Hat



White Hat

- What do we know?
- What do we need to know?
- Where can we get the information?
- O.P.V?

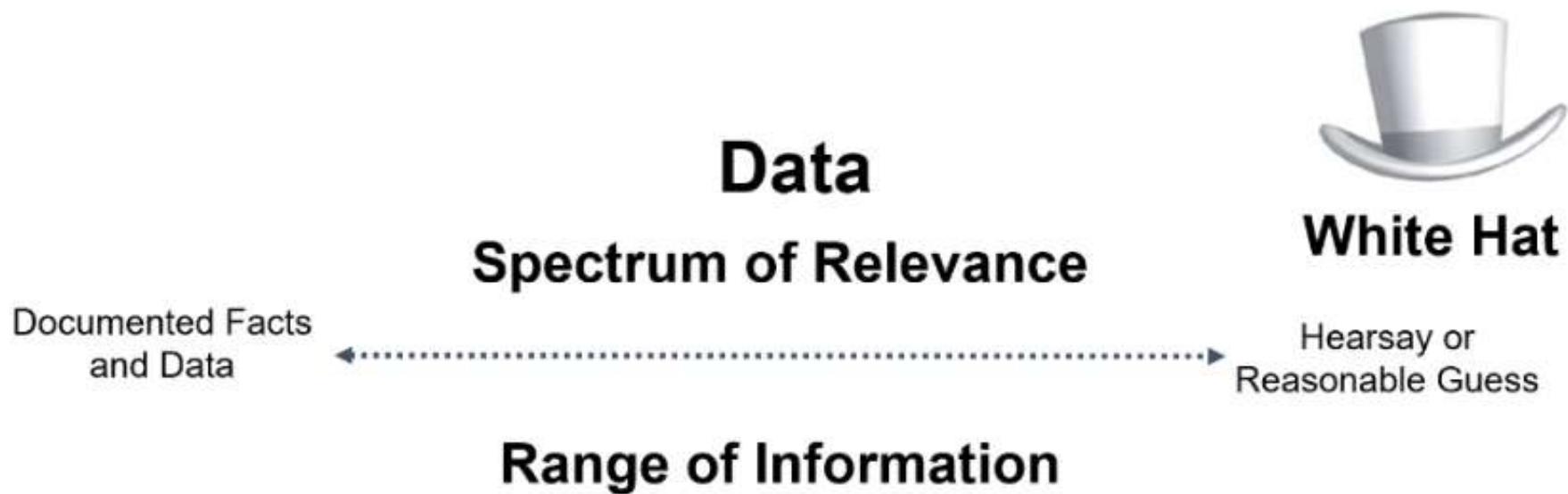




"This parking lot
holds 75 cars."

"We have ten
weeks before the
agreement expires."

Hat in Detail



Topic 1: You are looking at a new candidate to recruit in your team

Practice White Hat

City Corporations are planning to charge for garbage disposal based on weight of garbage?

1. What do we know?
2. What do we need to know?
3. Where are we going to get this information?
4. What would be other people's view OPV?

Red Hat

feelings
emotions
intuition
hunches



Red hat



Red Hat

- What are my feelings right now?
- What does my intuition tell me now?
- What is my gut feeling?
- **Not more than 30 seconds**



Red Hat



A Temperature Gauge

- Angry
- Sad
- Happy
- Depressed
- Jealous
- Hopeful
- Surprised
- Shocked



Red Hat Exercise

1. Attend college only 2 days a week
2. Legalize smoking in the campus and hostels
3. Bungee jumping as a class exercise
4. Cloning humans
5. Mandatory termination of lazy students

Can be used as a sorting idea?

Black Hat

caution
difficulties
problems risks

Black Hat



Black Hat

- What are the challenges – existing & potential
- What are the points of caution
- What are the difficulties
- What are the risks



Black Hat





“That tree makes it impossible to get a clear view of oncoming traffic.”

“If we close at 5 p.m., we will lose the customers who shop after work.”

The Black Hat

- Black hat is essential
- Is sometimes resented
- More natural than yellow hat
- Creates problems if overused

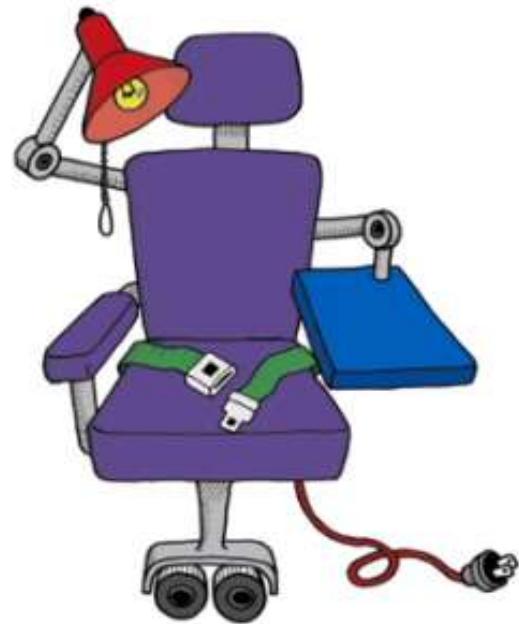


**Focus on
caution**

difficulties
weaknesses
risks

Black Hat Functions

Fit and Faults



Be sure to allow time for all black hat thinking to be heard.

Black Hat Exercise

What are the down sides, - Existing or Potential?

1. Attend college only 2 days a week
2. Legalize smoking in the campus and hostels
3. Bungee jumping as a class exercise
4. Cloning humans
5. Mandatory termination of lazy students

Yellow Hat

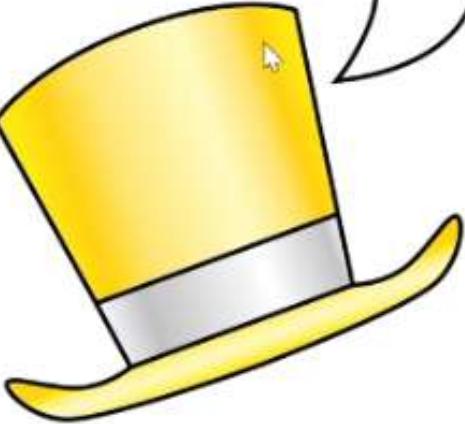
Yellow hat
benefits
optimism
value



Yellow Hat

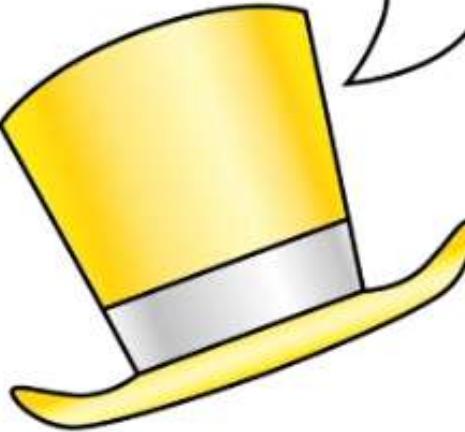
- What are the benefits
- What are the positives
- What is the value here





A yellow bowler hat with a grey band around the base, positioned below the first speech bubble.

"Neutral blinds would make the conference room look larger."



A yellow bowler hat with a grey band around the base, positioned below the second speech bubble.

"If we locate in the new mall we'll have a lot more walk-in business."

Yellow Hat

- Requires deliberate effort
- Is less natural than the black hat
- Reinforces creative ideas and new directions
- Must give reasons why an idea should work
- Is a powerful assessment tool when used with black hat

Yellow Hat Exercise

- Only college graduates can apply for driver's license?

Green Hat

growth
alternatives
creativity
ideas



Green Hat



Green Hat Questions

- Are there other ways to do this?
- What else could we do here?
- What are the possibilities?
- What will over come our black hat concerns?



“Here is my green hat.
We could hire a new project
manager, retrain a current
employee, or out
source the work.”

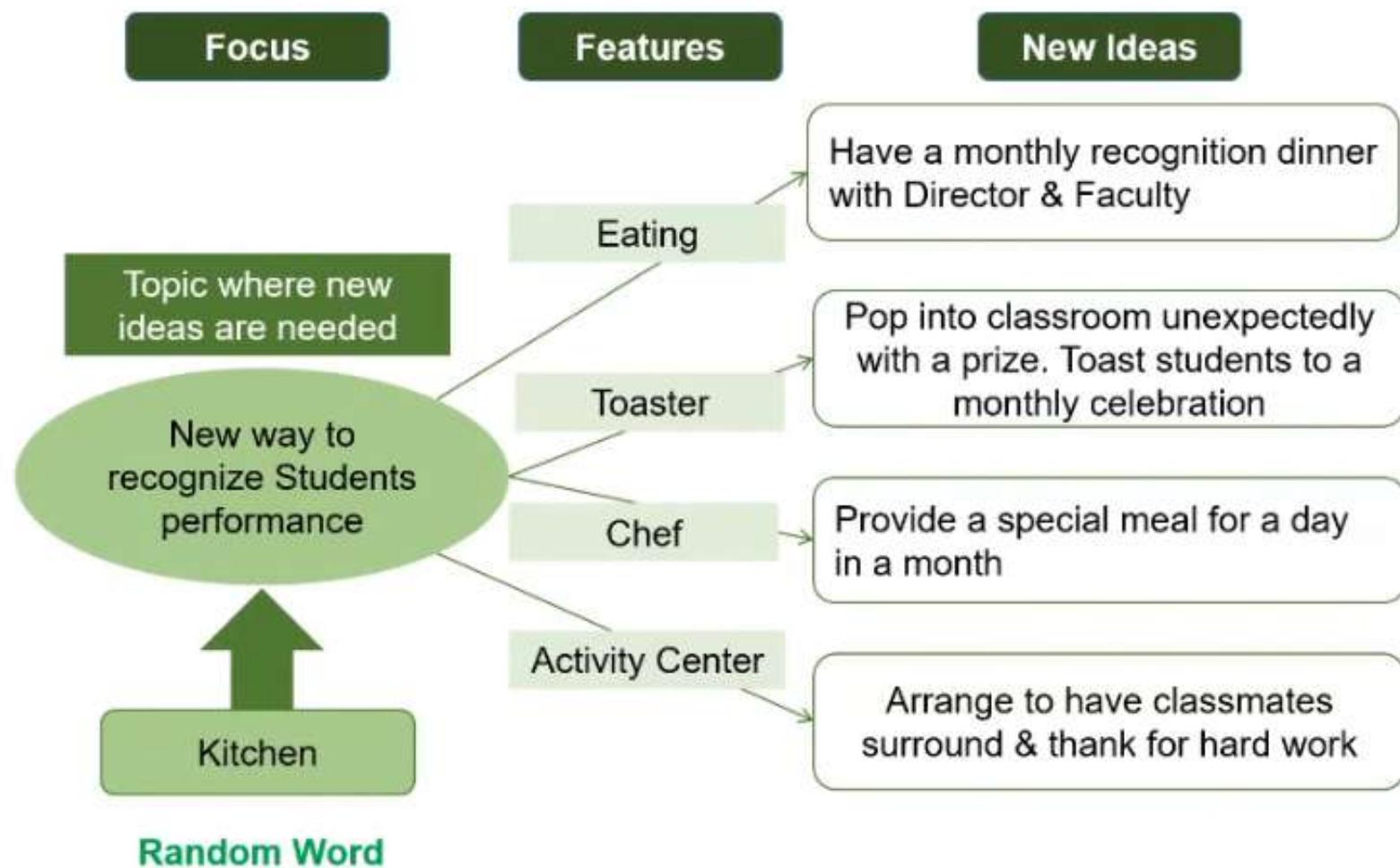
“I've got a green hat idea:
let's build a tunnel instead
of a bridge.”

The 3 P's

- Positive, Prolific, Playful
- Stages of Thinking
 - 0-5 - The age of “why”
 - 6-12 - The age of “Why Not”
 - 13 -100 - The Age of “Because”
- Return to the first 2 stages



Idea Generation



Exercise

- Uses of a Balloon
 - Tooth Brush
 - Paper Clip
-
- A different approach to selling shoes



Blue Hat

**thinking about thinking
facilitating organizing
process control**



Blue Hat



Blue Hat

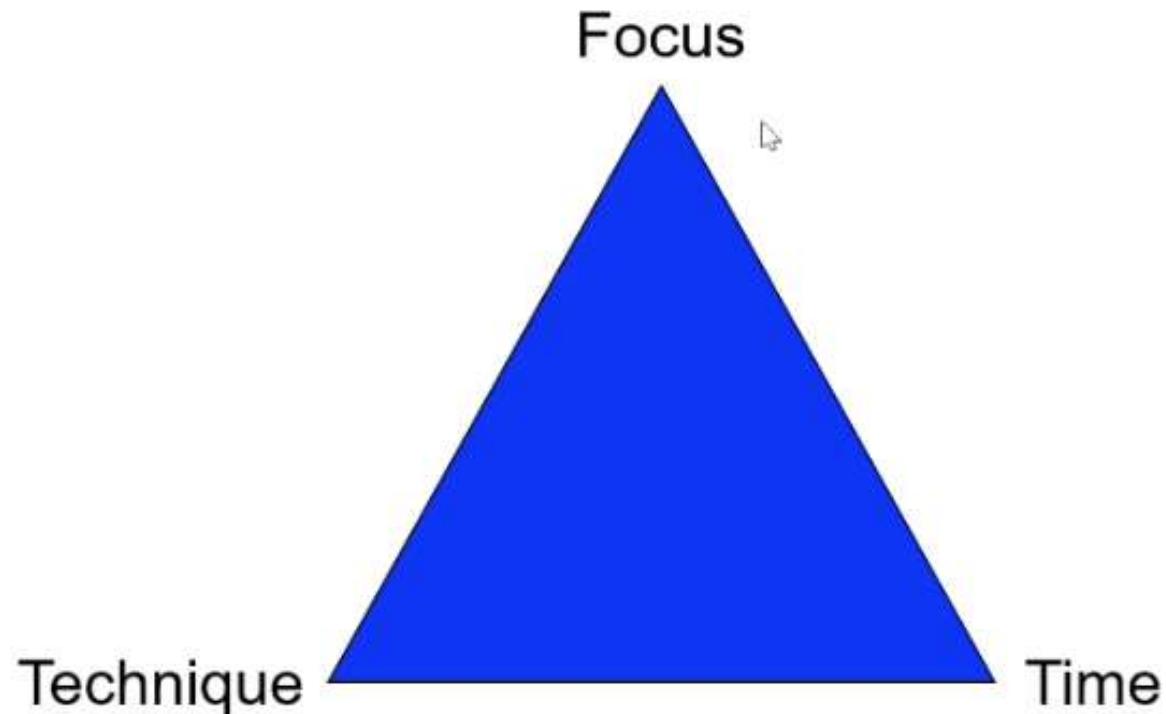
- Plan Agenda
- Chooses the sequence
- Manages Time
- Invites participation
- Decide next steps



Blue Hat



Blue Hat Experience



Exercise

- List three areas in which you need ideas
- Look for opportunities
- Develop a focus statement for each as to “ HOW to...”

How and When to Use the Hats

- I am unhappy with the merger
- This meeting seems to be drifting
- Raju told me that he was worried about the exams
- It would be easy to attend classes online
- We tried that, but the teachers were not supportive
- We could offer two for the price of one

What Hat would you call for

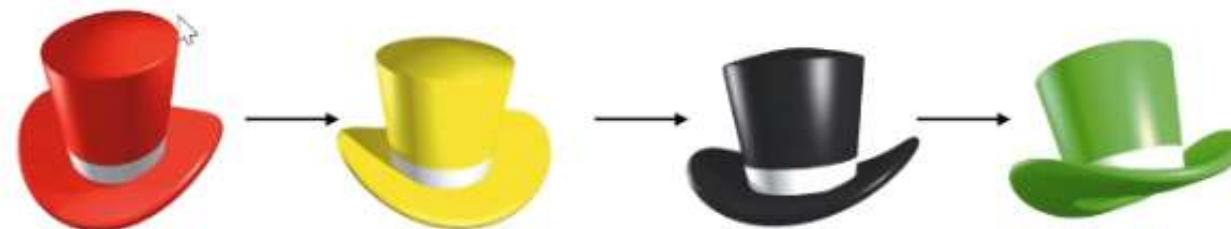
- An idea is perceived negatively
- Meeting moves to a controversial discussion
- Everyone is over enthusiastic about the idea
- Anticipation of syllabus being cut due to pandemic
- Competitors are manufacturing your popular products
- Faculty is lacking for critical data for decision making

How & When to Use the Hats

Single



s y s t e m a t i c



Exercise Single Use

What hat would you call for?

- When an ideas is perceived negatively
- Meeting moves to controversy
- Same old ideas keep coming
- Every one is overly enthusiastic about an idea
- Don't know why we have high attrition

Putting the Sequence Together

s y s t e m a t i c

Beginning



Middle



End

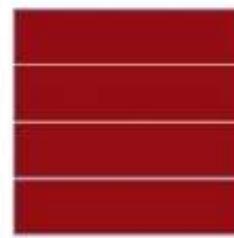
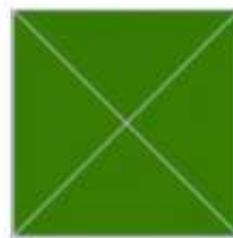
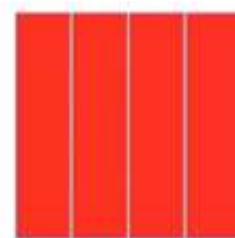
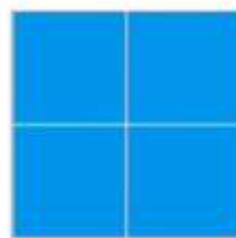


Exercise

- Break down the square into 4 equal parts ...
- As many design as possible.

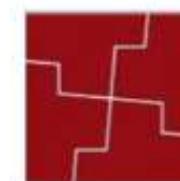
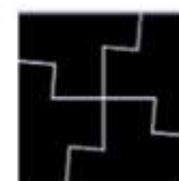
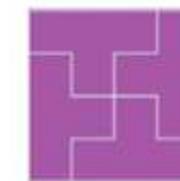
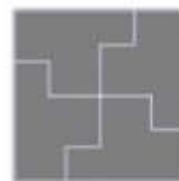
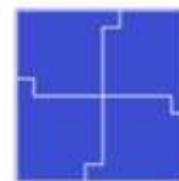
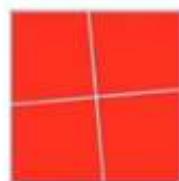
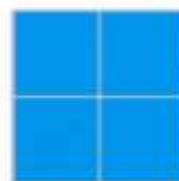


Regular Answer



Different Answers

- You can divide it into infinite number of designs.



Blocks To Creativity

- **Fear of Failure** – Irrational thoughts that stop us doing the things to move us forward and achieve our goals
- **Allergy to Ambiguity** - intolerance to ambiguous stimuli or events.
- **Touchiness** - Tending to take offense or irritability to change
- **Conformity** - Behaviour in accordance with socially accepted conventions.
- **Resource Myopia** - Short-sighted, lack of foresight or intellectual insight.”
- **Starved Sensibility** - Dulled by customs, upbringing and society
- **Rigidity** – Inability to change

Strategies for Unblocking

- Awareness
- Diagnosis & Analysis
- Desire to Unblock
- Help from Credible Source
- Reward



Thank You

jose.mf@iiits.in