

# Teamness and Interpersonal Skills



## LEARNER'S WORKBOOK

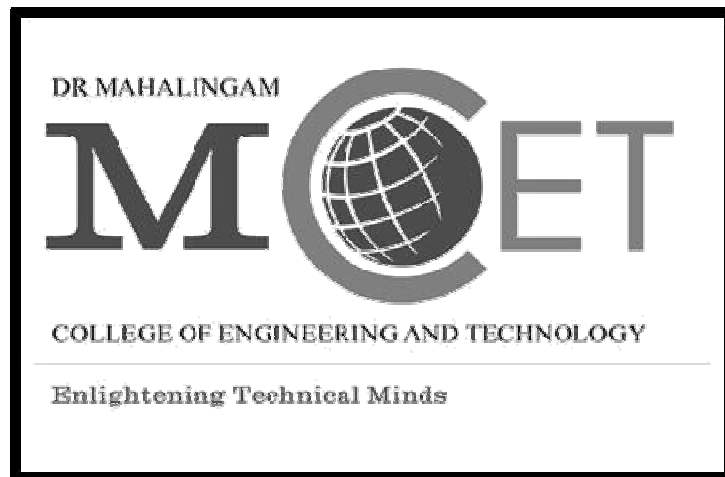
[Compiled by Professional Skills Courses Team]

Dr.Mahalingam College of Engineering and Technology, Pollachi

[Autonomous and Affiliated to Anna University]



**DEPARTMENTS OF  
AUTOMOBILE ENGINEERING  
&  
MECHANICAL ENGINEERING**

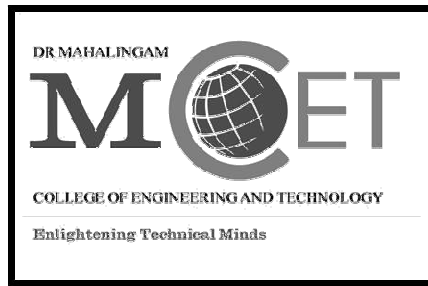


**TEAMNESS AND INTERPERSONAL SKILLS**

<b>Name</b>	:	-----
<b>Roll No.</b>	:	-----
<b>Dept.</b>	:	-----
<b>Section</b>	:	-----
<b>Batch</b>	:	-----



**Dr. Mahalingam College of Engineering and Technology, Pollachi -642 003.**



## **TEAMNESS AND INTERPERSONAL SKILLS**

**NAME** : \_\_\_\_\_

**ROLL NO.** : \_\_\_\_\_

**CLASS** : \_\_\_\_\_

Certified that this is bonafide record of workbook done by the above student of the  
\_\_\_\_\_ during the year \_\_\_\_\_

\_\_\_\_\_  
Head of the Department

\_\_\_\_\_  
Staff In-Charge

\_\_\_\_\_  
Examiner



## **140AU0509 / 140ME0509 TEAMNESS AND INTER-PERSONAL SKILLS (TIPS)**

Category	: General
Mode of Delivery	: Lecture, case discussions & group activities
Total Hours	: 30 hours
Credit	: 1

### **Course Outcomes:**

At the end of the course, students will:

1. Be aware of attitudinal, behavioral and emotional aspects of self
2. Prefer to learn continuously about self and be in harmony with self
3. Understand others' preferences, values, roles & contexts and be in harmony with others
4. Identify barriers to harmonious relationships and derive ways to handle them
5. Work collaboratively as a team to deliver expected outcomes

### **SYLLABUS**

#### **UNIT I: Harmony with self**

**(8 Hours)**

Importance of learning about self continuously; Approaches to learn about self: introspection, being open to feedback, critical incidences as opportunities; Understanding life stages and challenges associated with them; Healthy ways of handling self in response to life's challenges;

Instruments/inventories to understand self and others: A) Know your temperament, B) Mayer Briggs Type Indicator, C) Interpersonal Needs Inventory (tentative).

#### **UNIT II: Harmony with others**

**(8 Hours)**

Importance of living in harmony with others; What it takes to live in harmony with others; Understanding preferences, values, roles and contexts of others; Approaches to navigating through differences between self and others;

Barriers to harmonious relationships - Perceptions, Judgments, and Emotional instability; Ways to handle each of the barriers; Importance of reaching-out to others

#### **UNIT III: Group dynamics and conflicts resolution**

**(7 Hours)**

Group dynamics: overt and covert processes at micro and macro levels; Understanding the basis of conflicts; Understanding one's own conflict handling style; Methods to handling conflicts effectively.

**UNIT IV: Working in teams****(7 Hours)**

Effectiveness in communication; Forming – storming – norming and performing model; Competition vs collaboration – impact of both on team tasks; TEAM Questionnaire – components of a healthy team and approaches to improving them.

**Mode of delivery:****1. A 2-day learning workshop**

- i. Activities (experiential learning)
- ii. Audio visuals (affective learning)
- iii. Case discussions (cognitive learning)
- iv. Instruments/questionnaires (reflective learning)

Guided by Learner's workbook.

**2. Continuous learning guided by learning journal, and reviews by faculty****3. Half-day reinforcement session towards the end of the semester**



## **CONTENT**

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# MODULE 1

## Harmony with Self



## 1.1. Self-awareness as the fundamental principle of leadership skills

Video



MY OBSERVATIONS:

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## 1.2. Approaches to learning about self

### 1. Introspection



Tool 1: SWOT analysis

<b>My Strengths</b>	<b>My Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

Tool 2: Detachment – Look at you as a second person.

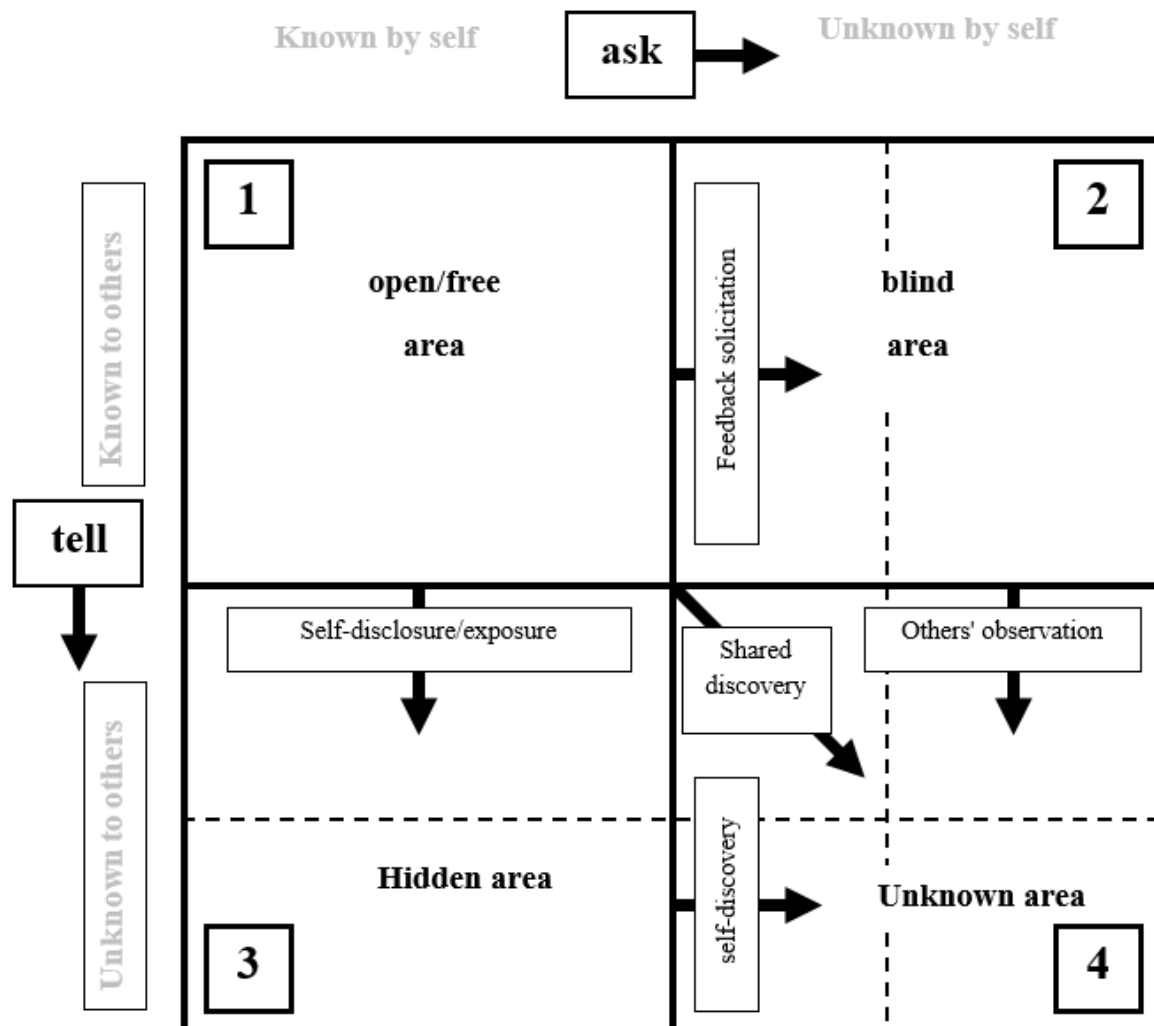
About him/her based on what I observed in the last 2 weeks:

What I celebrate about him/her:

What others celebrate about him/her:



# JOHARI WINDOW – reinforcing the importance of feedback





### 3. Critical incidences in life as opportunities to learn

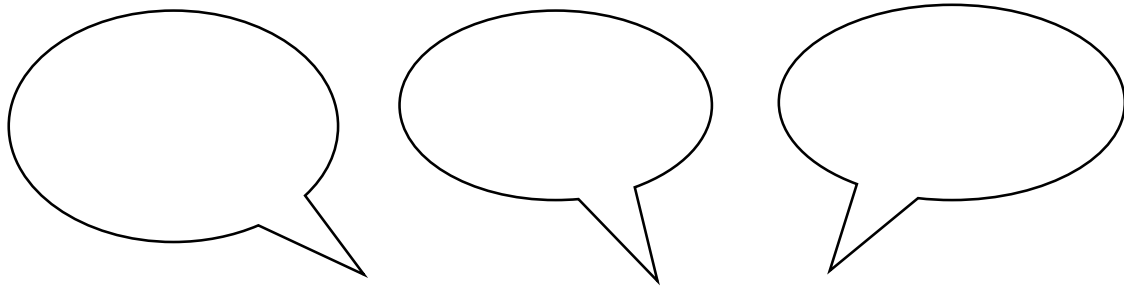
Briefly write down three critical incidences in your life, and what you learned from them:

Critical incidence	What I learnt?
1.	
2.	
3.	

## 1.3. Healthy ways to handling self in response to life's challenges

*"In the face of life's challenges, the most important entity to be handled is you, not other people or other things"*

How are some of the ways you have been handling yourself (What were you thinking about yourself) in the face of challenges?



### NOTES – HEALTHY WAYS TO RESPOND TO LIFE'S CHALLENGES

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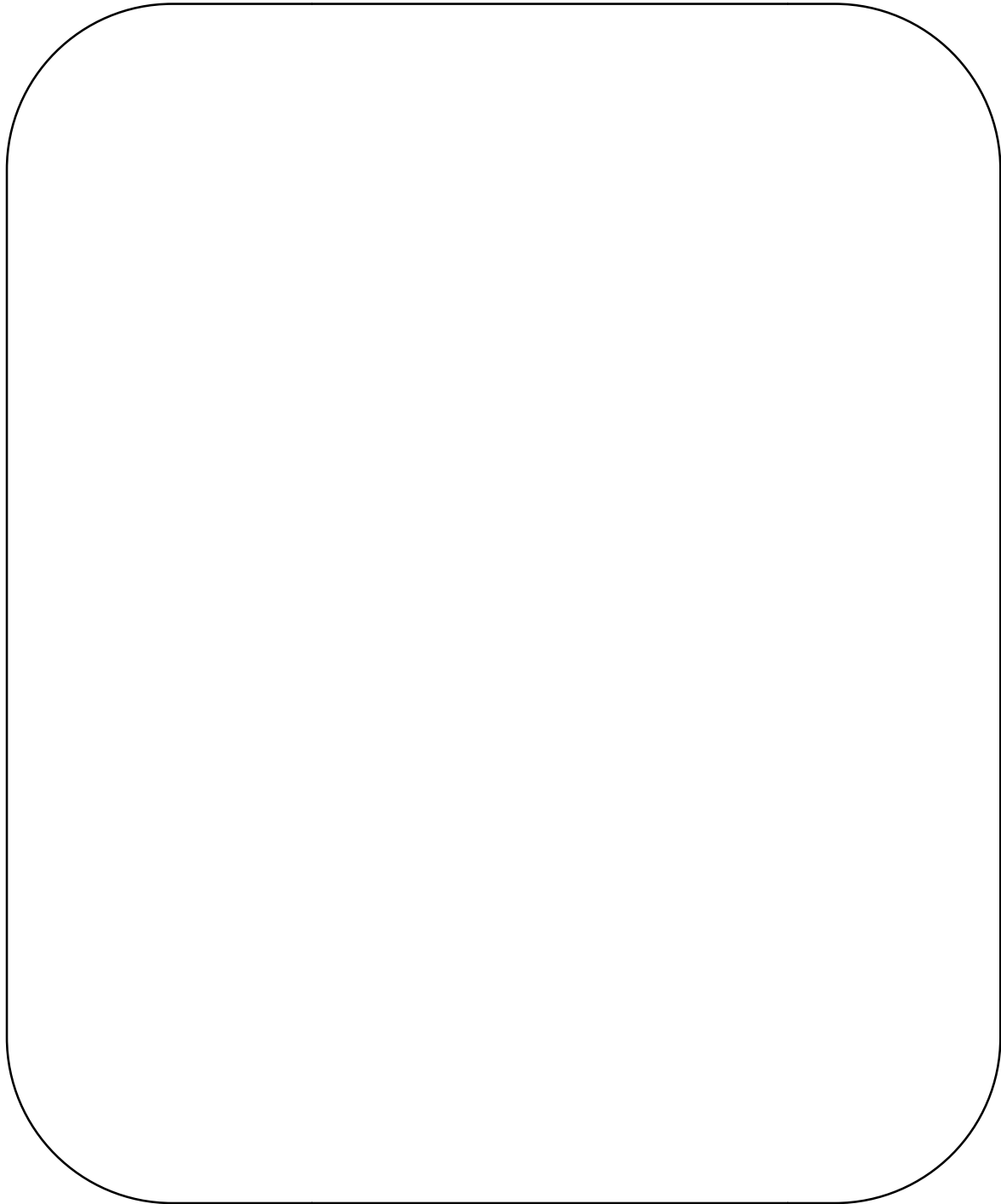
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Power of choice (response – stimuli model):  
Reinforcing healthy ways



## 1.4. Understanding self through instruments

### 1. Your temperament (YT):

Please read each statement given below and write in the left-hand margin the appropriate number to indicate your opinion on each statement. Since this is a feedback instrument, be as truthful as you can.

4 Means strongly agree	3 Means agree
2 Means disagree	1 Means strongly disagree

1. I dislike unfamiliar situations.
2. There is a great danger in giving up your old customs.
3. I can predict the behaviour of a person if I know his social background.
4. I prefer to give up when I hear that a task is too difficult.
5. You can't be called matured unless you can really control your emotions.
6. I don't think I have any distinctive skills outside my area of specialization.
7. I like to make friends mostly with those that appreciate me.
8. I resist expressing tenderness towards others.
9. If you don't plan your holidays in detail, you just end up wasting time and money.
10. Parents know best what occupations their children should pursue.

11. You can make out what people are like by noticing the way they dress.
12. I don't like to compete with strong opponents.
13. I rather dislike sad movies.
14. At work or in studies I don't share problems with colleagues and seek their guidance.
15. I really dislike any criticism leveled against me.
16. I have very little interest in flower arrangements and the like.
17. I prefer a boss who tells me precisely what I am supposed to do.
18. Women should not dress up like men and vice-versa.
19. I am more comfortable after I have classified a person.
20. I dislike being compared to others.
21. No matter what choice of food I have in a restaurant, I tend to order my favorite.
22. I don't think India has the resources to compete with the West.
23. I dislike juniors trying to be familiar with me.
24. Giving into the pleasures of the body detracts from high thinking.
25. I can't stand meetings without a clear prior agenda.

26. Premarital sex is wrong because it is considered immoral in society.
27. Necessities must always have priority over artistic matters.
28. I hate to lose at games.
29. I have never bothered myself with modern art.
30. I don't think I can do well in a job or occupation very different from what I am currently doing.
31. I feel tense communicating with persons who have greater authority than I do.
32. I can't be bothered with questions such as "what would happen if birds had hands like humans and humans had wings like birds?"
33. I hate confusion.
34. One must fulfill one's social obligations at any cost.
35. People in the same professions have the same personalities.
36. In a meeting I don't speak up unless I am an expert on a point.
37. A pound of imagination is worth an ounce of facts.
38. One can accomplish little without the support of the authorities.
39. I don't like being contradicted in the presence of others.
40. I don't like to go to serious movies.

# YOUR TEMPERAMENT SCORES

AA	C	R/S	FF	SS	RM	T
1_____	2_____	3_____	4_____	5_____	6_____	7_____
				8_____		
9_____	10_____	11_____	12_____	13_____	14_____	15_____
				16_____		
17_____	18_____	19_____	20_____	21_____	22_____	23_____
				24_____		
25_____	26_____	27_____	28_____	29_____	30_____	31_____
				32_____		
33_____	34_____	35_____	36_____	37_____	38_____	39_____
				40_____		
_____	_____	_____	_____	_____	_____	_____
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
_____	_____	_____	_____	_____	_____	_____
%	%	%	%	%	%	%

PERCENTAGE REFERENCE TABLE

SCORE	5	6	7	8	9	10	11	12	13
%	0	7	13	20	27	33	40	47	53
SCORE	14	15	16	17	18	19	20	-	-
%	60	67	73	80	87	93	100	-	-

PERCENTAGE REFERENCE TABLE

FOR "SS" ONLY

SCORE	10	11	12	13	14	15	16	17	18
%	0	3	7	10	15	17	20	23	27
SCORE	19	20	21	22	23	24	25	26	27
%	30	33	37	40	43	47	50	53	57
SCORE	28	29	30	31	32	33	34	35	36
%	60	63	67	70	73	77	80	83	87
SCORE	37	38	39	40	-	-	-	-	-
%	90	93	97	100	-	-	-	-	-



## Your Temperament - Explanation

YT overviews the seven emotional blocks and brings out the rigid versus flexible belief system in individuals. Test scores which are extremely high or low indicate extreme rigidity or low creative ability.

### Allergy to Ambiguity :

Tendency to avoid unclear tasks and complex brain teasers, it shuns the path of invention, discovery and creation because of feeling of 'messiness'.

### Conformity :

Fear of social criticism or punishment, excessive attachment to tradition and a dislike of innovations that are counter to social norms.

### Rigidity / Stereotyping :

Tendency to stereotype people; tendency to dogmatism; to old ideas. Inability to assimilate new information and interactions with people.

### Fear of Failure :

Tendency to stick to safe options, avoid competitive situations, or to participate in activities where one is sure of winning. Tendency to look for alibis for failure, excessive fright and nervousness in test situations and it can also paralyse the individual due to stress.

### Starved Sensibility :

Inability to feel or experience or imagine richly. It reduces the supply of stimuli that may trigger divergent thinking, reduced curiosity and openness, and a sense of fresh encounter with life.

### Resource Myopia :

Tendency to get dependent and become passive, feeling of helplessness, participation in a very narrow range of activities; inhibition of risk taking

### Touchiness (Fear of Humiliation) :

Aversion to meeting strangers; tendency to seek flatterers; wanting to stick to the same old group; coldness towards "threatening" persons, excessive shyness. Interpersonal collaboration can be difficult. It may also make a person averse to seeking feedback.

## 2. Interpersonal Needs Inventory:

Different persons interact with others in different ways on various dimensions. Some statements are given below to indicate such ways of interaction. Read each statement, and indicate to what extent the statement is true in your case, by using the following key. Do not indicate what should be the response, but how you tend to think or behave. There is no good or bad ways to interact. Be honest and frank.

Use the following key for checking the statements:

Write 1 for never or none.

Write 2 for rarely or for very few persons

Write 3 for sometimes or for a few persons.

Write 4 for occasionally or for some people.

Write 5 for often or for many people.

Write 6 for usually or most people.

1. I join groups and organizations when I get an opportunity.
2. I like to be made a member of committees.
3. I try to develop personal relations with others.
4. I like people to be close to me.
5. I tend to help people resolve their conflicts.
6. I like people to empathize with me (try to feel as I do).
7. I appreciate other people's accomplishment
8. I like people to appreciate my work.
9. I tend to dominate the group I work with.
10. I dislike taking independent decisions.
11. I try to maintain my reputation in a group.

12. I enjoy trying out something after reading about it.
13. I do not like to join committees and other groups.
14. I like people to include me in their groups.
15. I tend to share emotions with people.
16. I like people to express their emotions with people.
17. I enjoy working for myself rather than for a group or a community.
18. I do not like people to share my grief and distress.
19. I like to compliment me for my accomplishments.
20. I like people to compliment me for my accomplishments.
21. If people ignore my views in a group, I tend to keep quiet.
22. I like my seniors to solve problems for me, or guide me to find solutions.
23. I try to influence other people.
24. I like to get more ideas from books.
25. I try to participate in group activities.
26. I do not want people to invite me to parties
27. I like to be close to people.
28. I like people to keep a distance from me.
29. I tend to empathize with people (feel as they do).
30. I like people to collaborate with me in achieving goal.
31. I pay attention to people.
32. I do not care whether people give me credit for my contribution or not.
33. I enjoy competing for power in group or organization.
34. I do not like others to try to get me to do things their way.

- 35. I enjoy seeing people accept my point of view, even though they do not openly express it
- 36. I do not like others giving me suggestions.
- 37. I invite people for visits.
- 38. I like people to consult me.
- 39. I am cold and distant with people.
- 40. I like people to share their emotions with me.
- 41. I tend to tolerate discomfort for the sake of others.
- 42. I like people to help me when I need some help.
- 43. I am impatient with people when I am busy.
- 44. I like people to use my skills and expertise.
- 45. I like others to do things my way.
- 46. I like it if others tell me what I am supposed to do.
- 47. I try to leave an impression on people.
- 48. I take a decision after consulting people.
- 49. I like to do work with people.
- 50. I like to be invited for visits.
- 51. I enjoy having close relationships.
- 52. I like people to be warm and personal to me.
- 53. I tend to collaborate with others in achieving a goal.
- 54. I like people to support me in crises.
- 55. I applaud people for their achievements.

56. I like people to quote me.

57. I like to tell others what is to be done.

58. I like others to guide me.

59. It makes no difference to me if people agree with me or not.

60. I like people to give new ideas and suggestions.

## Interpersonal needs inventory - Scoring

Transfer your ratings to the score sheet.

Add the five ratings in each row. The total will range from 5 to 30.

Subtract 5 from the total, and then multiply it by 4. The range will now be 0 to 100.

IPNI Categories	Items and responses					Total	%
___ Give Belonging	1. ___	13. ___	25. ___	37. ___	49. ___	___	___
___ Receive Belonging	2. ___	14. ___	26. ___	38. ___	50. ___	___	___
___ Give Affiliation	3. ___	15. ___	27. ___	39. ___	51. ___	___	___
___ Receive Affiliation	4. ___	16. ___	28. ___	40. ___	52. ___	___	___
___ Give Extension	5. ___	17. ___	29. ___	41. ___	53. ___	___	___
___ Receive Extension	6. ___	18. ___	30. ___	42. ___	54. ___	___	___
___ Give Recognition	7. ___	19. ___	31. ___	43. ___	55. ___	___	___
___ Receive Recognition	8. ___	20. ___	32. ___	44. ___	56. ___	___	___
___ Give Control	9. ___	21. ___	33. ___	45. ___	57. ___	___	___
___ Receive Control	10. ___	22. ___	34. ___	46. ___	58. ___	___	___
___ Give Influence	11. ___	23. ___	35. ___	47. ___	59. ___	___	___
___ Receive Influence	12. ___	24. ___	36. ___	48. ___	60. ___	___	___

# MODULE 2

## Harmony with Others





## Activity

In teams, brainstorm on the similarities and differences amongst the following, and give two examples each:

# Preference



# R, O, L, E

# Context

My:

Preferences	Values
Role in life	Context of my current life



## Activity:

In triads talk about your preferences, values, roles and context to each other.



### LEARNINGS:

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What are some ways to navigate through differences with others?

## 2.1. Barriers to harmonious relationships

### Perceptions – How beliefs alter perceptions

MY OBSERVATIONS:

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Recall an incident where you realized what you thought was your perception and not essentially the reality:

Three tools to knowing and handling perceptions in conversations:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Judgments

What are judgments?

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What is the impact of the person being judged?

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What is the impact of the person who judges?

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Any experience of yours in the past where you were judged or being judged

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## Emotional Instability:

People with high Emotional intelligence, demonstrate the following behaviors, habits & traits.

1. Label their feelings, rather than labelling people or situations
2. Distinguish between thoughts and feelings
3. Take responsibility for their feelings
4. Show respect for others' feelings
5. Feel energized, not angry
6. Practice getting a positive value from their negative emotions
7. Don't advice, command, control, criticize, blame or judge others

## 2.2. Importance of reaching out to others



MY OBSERVATIONS:

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What is your 50 rupee note (s) that you have got freely?

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Benefits of self:

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Benefits to others:

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# MODULE 3

## Group dynamics & Conflicts resolution



## Activity: (Outdoor)

Understanding covert and overt processes at a micro and macro level.

## 3.1. Basis of Conflicts

Conflict on a math calculation



MY OBSERVATIONS:

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When there is a conflict, there is a

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Principle of handling conflicts:

I am \_\_\_\_\_ and

You are \_\_\_\_\_



## 3.2. Thomas Kilmann's conflict mode instrument

Guidelines:

Consider situations in which you find your views, ideas and opinions differing from those of another person. On the following pages are several pairs of statements that describe possible behavioural responses. For each pair, Tick the 'A' or 'B' statement that you would be likely to do. In many cases, neither behaviour statement may be typical of you. Here, you are required to circle the response you may choose between the two.

1.     A.     There are times when I let others take responsibility for solving the problem.  
       B.     Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
  
2.     A     I try to find a compromise solution.  
       B     I attempt to deal with all of his/her and my concerns.
  
3.     A     I am usually firm in pursuing my goals.  
       B     I might try to soothe the other's feelings and preserve our relationship.
  
4.     A     I try to find a compromise solution.  
       B     I sometimes sacrifice my own wishes for the wishes of the other person.
  
5.     A     I consistently seek the other's help in working out a solution.  
       B     I try to do what is necessary to avoid useless tension.
  
6.     A     I try to avoid creating unpleasantness for myself.  
       B     I try to win my position.

7.     A     I try to postpone the issue until I have had some time to think it over.  
       B     I give up some points in exchange for others.
8.     A     I am usually firm in pursuing my goals.  
       B     I attempt to get all concerns & issues out in the open.
9.     A     I feel that the differences are not always worth worrying about.  
       B     I make some effort to get my way.
10.    A     I am firm in pursuing my goals.  
       B     I try to find a compromise solution.
11.    A     I attempt to get all concerns & issues out in the open.  
       B     I might try to soothe the other's feelings and preserve our relationship.
12.    A     I sometimes avoid taking positions which would create controversy.  
       B     I will let the other person have some of his/her positions if he/she lets me have some of mine.
13.    A     I propose a middle ground.  
       B     I press to get my points made.
14.    A     I tell the other person my ideas and ask for his/hers.  
       B     I try to show the other person the logic and benefits of my position.
15.    A     I might try to soothe the other's feelings and preserve our relationship.  
       B     I try to do what is necessary to avoid tensions.

16. A I try not to hurt the other's feelings.  
B I try to convince the other person of the merits of my position.
17. A I am usually firm in pursuing my goals.  
B I try to do what is necessary to avoid useless tensions.
18. A If it makes other people happy, I might let them maintain their views.  
B I will let the other person have some of his/her positions if he/she lets me have some of mine.
19. A I attempt to get all concerns & issues out in the open.  
B I try to postpone the issue until I have had some time to think it over.
20. A I attempt to immediately work through our differences.  
B I try to find a fair combination of gains and losses for both of us.
21. A In approaching negotiations, I try to consider the other person's wishes.  
B I always lean towards a direct discussion of the problem.
22. A I try to find a position that is intermediate between his/hers and mine.  
B I assert my wishes.
23. A I am very often concerned with satisfying all our wishes.  
B There are times when I let others take responsibility for solving the problem.
24. A If the other's position seems very important to them, I would try to meet their wishes.  
B I try to get the other person to settle for a compromise.

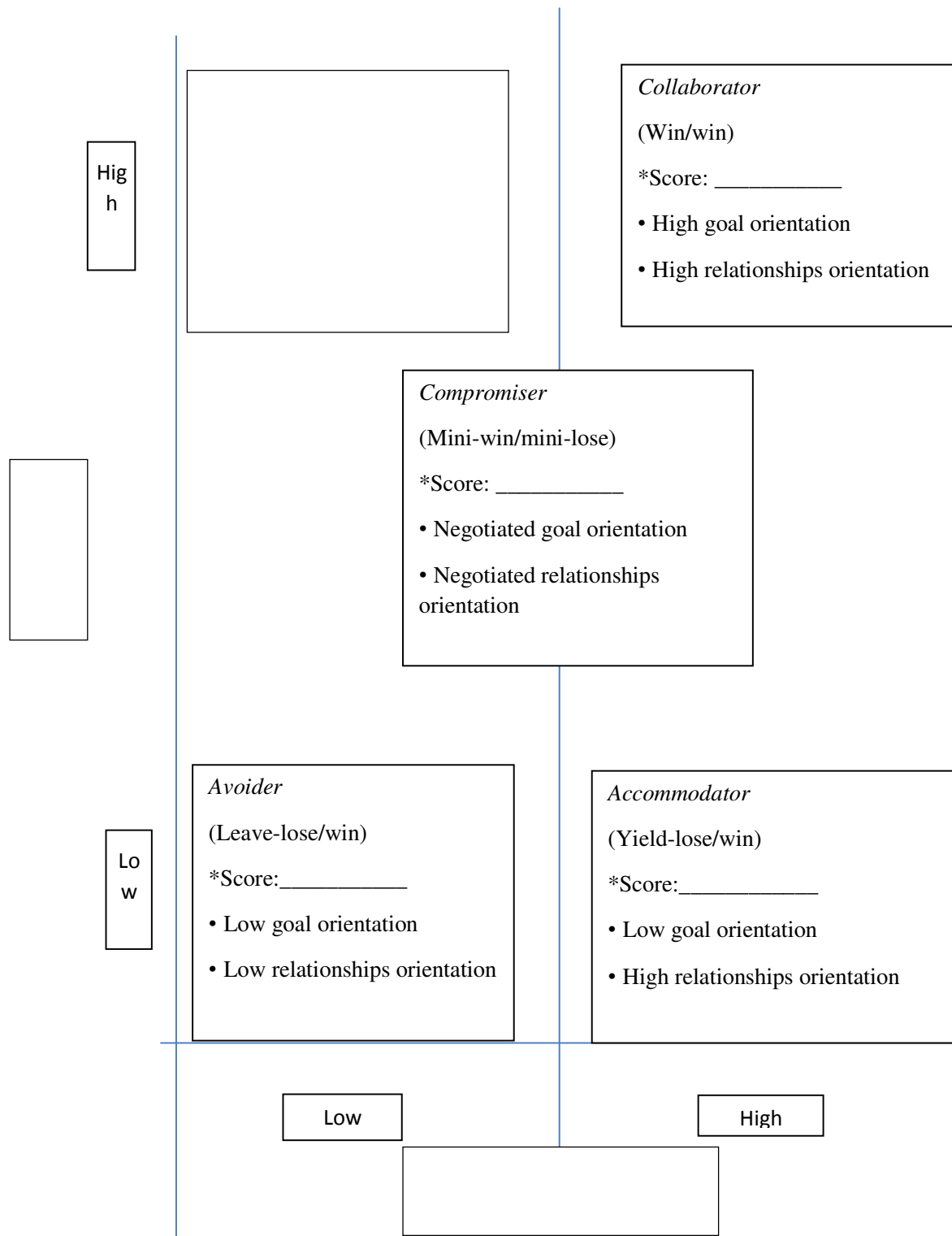
25.    A        I try to show the other person the logic and benefits of my position.  
      B        In approaching negotiations, I try to consider the other person's wishes.
26.    A        I propose a middle ground.  
      B        I am nearly always concerned with satisfying all our wishes.
27.    A        I sometimes avoid taking positions that would create controversy.  
      B        If it makes other people happy, I might let them maintain their views.
28.    A        I am usually firm in pursuing my goals.  
      B        I usually seek the other's help in working out a solution.
29.    A        I propose a middle ground.  
      B        I feel the differences are not always worth worrying about.
30.    A        I try not to hurt the other's feelings.  
      B        I always share the problem with the other person so that we can work it out.

## 3.3. Thomas Kilmann Conflict Mode Instrument – Scoring Sheet

Circle the letters which you have selected on each section of the questionnaire.

1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
Total	Competing (Forcing)	Collaborating (Problem solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)

## 3.4. Scoring and Interpretation



**Competing/Controlling** is assertive and uncooperative – an individual pursues his or her own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position – one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

**Accommodating** is unassertive and cooperative – the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

**Avoiding** is unassertive and uncooperative – the individual does not immediately pursue his own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

**Collaborating** is both assertive and cooperative – the opposite of avoiding.

Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

**Compromising** is intermediate in both assertiveness and cooperativeness. The object is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

What are my three major styles? What are the changes that I need to make?

What do I need to do, to become more effective?



# MODULE 4

## Working in Teams



## 4.1. Individuals, Groups and Teams

### Individuals

Being Single, a Single Person, a Single member of a class or group.

Examples: One man or woman in a group or family or company

### Individuality

Individual character strongly seen, Separate existence as an individual.

Examples: Persons who believe in their own unique self and their independence, who are not very dependent, who look after themselves or express their opinions openly without fear.

### Individualism

Social theory advocating free and independent action of individuals.

Examples: A family which respects and gives independence to its members to select their own careers or life partners. Managers who give autonomy to their people to give independent suggestions or make decisions.

#### Individualism and the Parable of the Pencil!

*The Pencil Maker took the pencil aside, just before putting him into the box.*

*There are 5 things you need to know, he told the pencil, before I send you out into the world.*

*Always remember them and never forget, and you will become the best pencil you can be.*

*One: You will be able to do many great things, but only if you allow yourself to be held in someone's hand.*

*Two: You will experience a painful sharpening from time to time, but you'll need it to become a better pencil.*

*Three: You will be able to correct any mistakes you might make.*

*Four: The most important part of you will always be what's inside.*

*Five: On every surface you are used on, you must leave your mark. No matter what the condition, you must continue to write.*

*The pencil understood and promised to remember, and went into the box with purpose in its heart.*

*Now replace the place of the pencil with you.*

*Always remember them and never forget, and you will become the best person you can be!*

## Groups

A group is a set of people being together or working together with or without a common objective.

Two or more members with a clear leader who perform independent jobs with individual accountability, evaluation, and rewards.

A collection of people who interact with one another, accept rights and obligations as members and who share a common identity.

Examples - Group of people waiting at a bus stop or buying things in a market or watching a cricket match or voting in an election.

## Work Groups

A collection of people is clearly a work group when it possesses most, if not all of these characteristics:-

A definable membership - Collection of individuals by name or type

Group Consciousness – the members think of themselves as a group, collective perception of unity and a conscious identification with each other.

A sense of shared purpose – members have the same common tasks or goals

Interdependence – members need help of one another to accomplish the purpose for which they joined the group

Interaction – members communicate with one another to interact and influence.

Ability to act in a unitary manner – the group works as a single organism.

Examples – Design groups, production groups, purchasing section, and quality groups.

## Group Dynamics

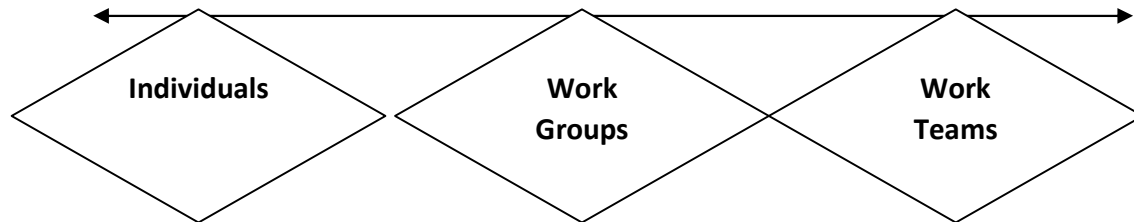
Group dynamics refer to the ways in which people interact and relate to one another in a group situation.

The interaction and interpersonal relationships between members of a group and the ways in which groups form, function, and dissolve.

Group dynamics is an important aspect of successful teamwork and is a factor influencing the outcome of any form of group activity, including training courses.

Issues of power, influence, and interpersonal conflict all affect dynamics and group performance. One means of helping people to create positive group dynamics is sensitivity training.

## What are the differences between Groups and Teams?



### Groups

- Individualistic approach to task completion.
- Aligned individually to common goals
- Goal achievement plans are individualistic.
- Work processes have not evolved yet.
- Roles and responsibilities are not clear.
- May not have complementary skills.
- Low to moderate to high competence for the task.
- Low commitment in many areas.
- Low bonding amongst members.
- High individual stakes; low collective stake.

### Teams

- Collectivistic approach to task completion.
- All aligned to common goals
- Goal achievement plans are common.
- Work processes have evolved.
- Roles and responsibilities are clear.
- Members have complementary skills.
- All have high competence for the task.
- High commitment in many areas.
- High bonding amongst members.
- High Collective and Individual Stakes

## 4.2. Stages of Growth and Development of Groups to Teams

### The Tuckman's Model

Team growth is a gradual process. There are some predictable stages which many teams go through.

Members of today's organizations are often faced with the challenge of transforming a team of diverse individuals into a productive, high-functioning team.

Bruce Tuckman, in his highly-regarded 1965 article, "Developmental Sequence in Small Groups," simplified the existing theories by designating four stages of team development:-

Forming

Storming

Norming

Performing

A successful group is one that can move deftly back and forth between these stages as circumstances change.

During each stage the team may look at both the team and the task, which may reflect the differing pressures, they are under. They gradually learn the new way of doing things.

The team leader needs to recognize when the team has reached each stage and help the team to continue to work effectively.

Team members need to understand that there are bound to be 'ups and downs' that will need careful handling.

## Tuckman's Model Behaviours and Tasks

Chak De India - 1

MY OBSERVATIONS:

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### Forming

Behaviours	Tasks
<ul style="list-style-type: none"> <li>- The purpose and goals for the team are unclear</li> <li>- Members feel varying degrees of commitment</li> <li>- Members are cautious, do not initiate and avoid responsibility</li> <li>- Communication is low and a few members often dominate</li> <li>- Members are dependent on directive leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Build a common purpose. Clearly establish the expectations of the customers or sponsors</li> <li>- Understand personal expectations and interests</li> <li>- Clarify accountability, recognition and rewards</li> <li>- Assess resources; see who has what to contribute</li> <li>- Leader provides direction and drives the team process</li> </ul>

## Chak de India - 2

### MY OBSERVATIONS:

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### Storming

Behaviours	Tasks
<ul style="list-style-type: none"> <li>- Differences and confusion arise over goals and roles</li> <li>- Struggles erupt over approaches, direction and control</li> <li>- Team members react toward leadership with counterproductive behaviours</li> <li>- Team is uncertain about how to deal with issues openly</li> <li>- Team wrestles with issues of communication</li> <li>- Members act from an independent stance</li> </ul>	<ul style="list-style-type: none"> <li>- Involve everyone in the discussion</li> <li>- Inquire into differences, include all ideas and opinions</li> <li>- Seek further clarity about purpose and develop a common approach to meeting project objectives</li> <li>- Assess and test resource needs; make necessary adjustments</li> <li>- Define operational agreements (norms)</li> <li>- Leader raises difficult issues and coaches team through struggles</li> </ul>



### Chak de India - 3

#### MY OBSERVATIONS:

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#### Norming

Behaviours	Tasks
<ul style="list-style-type: none"> <li>- Team gains confidence, feels a sense of momentum</li> <li>- "What," "How," "Who" and "When" become clarified</li> <li>- Team develops agreements on approaches, goals, communication and leadership roles</li> <li>- Team builds relationships with externals (customers, key stakeholders)</li> <li>- Members begin to relate interdependently</li> </ul>	<ul style="list-style-type: none"> <li>- Develop processes for information sharing, feedback and resource distribution</li> <li>- Have open forums on tasks and relationships, both internal and external</li> <li>- Build appropriate feedback loops with external relationships</li> <li>- Work toward consensus on overarching issues. Negotiate where appropriate</li> <li>- Leader uses a facilitative style to create the opportunity for others to lead</li> </ul>

## Chak de India - 4

### MY OBSERVATIONS:

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### Performing

Behaviours	Tasks
<ul style="list-style-type: none"> <li>- Members take full responsibility for tasks and relationships</li> <li>- Team achieves effective and satisfying results</li> <li>- Team takes the initiative to continually assess external forces</li> <li>- Team facilitates itself easily through the various stages</li> <li>- Members work proactively for the benefit of the team</li> </ul>	<ul style="list-style-type: none"> <li>- Continually seek to improve tasks and relationships</li> <li>- Assess and evaluate results against purpose and external forces</li> <li>- Celebrate successes – reward and recognize both team and individual wins</li> <li>- Continuously test for better methods and approaches</li> <li>- Leader focuses on purpose, interdependent relationships and conditions that shift the stage</li> </ul>

## Activity: Win as much as you can

MY OBSERVATIONS:

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## Competition vs collaboration



## Improving team characteristics:

Nature of team	Team Characteristics	How can I contribute to building these characteristics in my team?
Team Functioning	Cohesion	
	Confrontation	
	Collaboration	
Team Empowerment	Task Clarity	
	Autonomy	
	Support	
	Accountability	

# READING MATERIAL

## Teamness & Interpersonal Effectiveness



## Interpersonal needs inventory (IPNI) – Concept/theory

Schutz (1958) drew attention to three basic interpersonal needs involved in interactions among people: inclusion, control and affection. His main contribution was suggestion of directionally in each of these three needs, what he termed expressed (giving to others) and as wanted (receiving from others).

Schutz (1958) defines the three needs behaviourally as follows:

The interpersonal need for inclusion is defined behaviourally as the need to establish and maintain a satisfactory relationship with people with respect to interaction and association. 'Satisfactory relationship' includes: (1) a psychologically comfortable relationship with people somewhere on a dimension ranging from originating or initiating interaction with all people to not initiating interaction with anyone, and (2) a psychologically comfortable relationship with people with respect to eliciting behaviour from them somewhere on a dimension ranging from always initiating interaction with the self. On the level of feelings, the need for inclusion is defined as the need to establish and maintain a feeling of mutual interest with other people. This feeling includes: (a) being able to take an interest in other people to a satisfactory degree, and (b) having others take interest in the self to a satisfactory degree. With regards to the concept of self, the need for inclusions is the need to feel that the self is significant and worthwhile.

The interpersonal need for control is defined behaviourally as the need to establish and maintain a satisfactory relationship with people with respect to control and power. 'Satisfactory relationship' includes: (1) a psychologically comfortable relationship with people somewhere on a dimension ranging from controlling all the behaviour of other people to not controlling any behaviour of others, and (2) a psychologically comfortable relationship with people with respect to eliciting behaviour from them somewhere on a dimension ranging from always being controlled by them. With regards to feelings, the need for control is defined as the need to establish and maintain a feeling of mutual respect for the competence and responsibility of others. This feeling includes: ability to respect others to a satisfactory degree. The need for control, defined at the level of perceiving the self, is the need to feel that one is a competent and responsible person.

The interpersonal need for affection is defined behaviourally as the need to establish and maintain a satisfactory relationship with others with respect to love and affection. Affection always refers to a two-person (dyadic) relationship. Satisfactory relationship includes: (1) a psychologically comfortable relationship with others, somewhere on a dimension ranging from initiating close, personal relationship with everyone to originating close, personal relationship with no one, and (2) a psychologically comfortable relationship with people with respect to eliciting behavior from them on a dimension ranging from always originating close, personal relation toward the self , to never originating close, personal relationship towards the self. At the feeling level the need affection is

defined as the need to establish and maintain a feeling of mutual affection with others. This feeling includes: (a) being able to love other people to a satisfactory degree, and (b) having others love the self to a satisfactory degree. The need for affection, defined at the level of the self-concept, is the need to feel that the self is lovable.

This type of formulation stresses the interpersonal nature of these needs. They require that the person establishes a kind of equilibrium in three different areas between the self and other people. In order to be anxiety-free, a person must find a comfortable behavioral relationship with others with regard to the exchange of interactions, power and love. The need is not wholly satisfied by acting toward others in a particular fashion. A satisfactory balance must be established and maintained.

Schutz was eager to simplify the typology of interpersonal needs and argued that various needs suggested by other writers and researchers were included in these three needs. However, each of the three needs has some aspects which claim independent status as needs. Let us take the first need of inclusion. In addition to a mere social need of interaction and inclusion in a group, the individual has a basic need for recognition by other people, and of giving recognition to others. This need is much more than, and in some ways different from the inclusion need. The control need or the power need is much more complex. A distinction is necessary between two types of power needs—the need to control (to restrict and direct matters and behavioral of others) and to influence (make an impact on others). The distinction is a subtle one. The work of McClelland (1975) points towards such a distinction. Coercion and authority are part of control, whereas independence and expertise are part of influence.

What Schutz calls affection need is well-known affiliation need. This is the need for close personal relationships. Schutz also includes in this the concern a person has for others (indicated by the need to be useful, to serve others, to sacrifice for others) although this is distinctly different need. While affiliation is reflected in close personal relationships, it is the extension need that is reflected in concern for others, including a group or a society. Those who die for their country or for a cause show this need.

Thus, it may be necessary to expand the typology of the basic needs. It is proposed here that the following six basic needs may be used to develop a theory and instruments for interpersonal relationships.

The need for interaction:	belonging, recognition
The need for relationship:	affiliation, extension
The need for power:	control, influence



The two aspects, called expressed and wanted by Schutz are termed giving (G) and receiving (R) by us. As Schutz suggests, extreme scores (low and high) may show under or over status of the need. The 'behavioural types' of various needs are shown in exhibit

## Behavioural Types of Interpersonal Needs

Needs	High	Low	Medium
BG	Over-social	Under-social	Social
BR	Interaction-avid	Interaction-shy	Socially responsive
AG	Over-personal	Reserved	Friendly
AR	Intimacy-avid	Intimacy-shy	Intimacy-responsive
EG	Over-considerate	Unconcerned	Caring
ER	Care-avid	Care-shy	Care-responsive
RG	Ingratiating	Unappreciative	Gracious
RR	Visibility-avid	Visibility-shy	Appreciative
CG	Autocrat	Abdicate	Democrat
CR	Dependent	Counter-dependent	Inter-dependent
IG	Influence-avid	Influence-shy	Influential
IR	Over-amendable	Unreceptive	Receptive





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THERE WILL BE No Success without "U"  
We need your supports

"A leader is one who knows the way, goes the way, and shows the way."

Communication is the sister of leadership.

*John Adair*

meetville.com



*"Teamwork makes the dream work."*  
- John C. Maxwell