

Course Outline

Personal Growth – 4 Hours

1. Meaning, nature and scope of personal growth. Goal Setting...
2. Goal Setting and Aligning Roles

Understanding Behaviour – 4 Hours

3. Assertive Communication Styles,
4. DISC Assessment, dimensions and Self-awareness.

Personal Change – 4 Hours

5. Understanding EGO states
6. Discovering facets of interpersonal behaviours

Interpersonal Trust – 4 Hours

7. Emotional intelligence Assessment, dimensions and Self-awareness.
8. Discovering the interpersonal needs - FIRO-B

Building Relationships – 4 Hours

9. Conflict management styles.
10. Developing Trust Behaviours

Building Relationships & Problem Solving – 4 Hours

11. Managing time and building Relationships
12. Creativity processes and blocks to creativity.

Why Personal Growth

- Self development to realize and actualize one potential transforms an individual from



Areas of Personal Growth



Effective Ways to Behavior Change

1. Hear an idea you like 10%
2. Consciously decide to adopt the idea. 25%
3. Decide when you will do it. 40%
4. Plan how you will do it. 50%
5. Commit to someone else that you will do it. 65%
6. Specific appointment with the person you committed to, at which time you will report to him/her whether you have done it. 95%

Benefits of Self Awareness

- Improve skills by recognizing what you do well and what you need to improve
- Raise happiness levels by aligning your values with your actions
- Become a better person by understanding how others perceive your behaviour
- Strengthen professional and personal relationships by managing emotions
- Increase work motivation by seeking out your true passions

Benefits of Self Awareness

- Improve skills by recognizing what you do well and what you need to improve
- Raise happiness levels by aligning your values with your actions
- Become a better person by understanding how others perceive your behaviour
- Strengthen professional and personal relationships by managing emotions
- Increase work motivation by seeking out your true passions
- Decrease stress by identifying emotions and lessening tasks you don't enjoy

Self Esteem

- Self Esteem is an individual's subjective evaluation of their self worth. It comprises of beliefs about self.

Examples

- I am not good,
- I am the best etc.
- Self Esteem is an important factor to maintain wellbeing and in having healthy relationships

Where Does Self-Esteem Come From?

- Our self-esteem develops and evolves throughout our lives as we build an image of ourselves through our experiences with different people and activities.
- Experiences during our childhood play a particularly large role in the shaping of our basic self-esteem.
- As we grow up, our successes & failures, how we were treated by our immediate family members, by our teachers, peers etc. all contributed to the creation of our basic self-esteem.

Consequences of Low Self-Esteem

- Low self-esteem can have devastating consequences. It can create anxiety, stress, loneliness and increased likelihood for depression.
- Problems with friendships and relationships.
- It can seriously impair academic and job performance.
- Can lead to underachievement vulnerability to drug or alcohol abuse.
- Negative consequences reinforce negative self-image and can take a person into a downward spiral of lower self-esteem and increasingly non-productive or actively self-destructive behaviour.

PERSONAL GROWTH LAB - PGP

For UG-2 Students
IIIT, Sri City

Session – 2

Alignment of Goals and Roles

Facilitated by

M F Jose, *M Phil, Ph.D.*
Principal Consultant, Human Capital,
CueBells Consulting
Jan 2022





Goal Setting

Sign of Effectiveness

Why do we need Goals?

- Goals give you direction in all areas of your life – Personal, Career, Spiritual, Material, etc. and make contribution
- Goals give you a purpose in life. - reason to get up early in the morning and go to bed late at night
- Goals will put drive and passion into your life
- Not having goals is similar to sailing a ship across the Atlantic without a map.
- Attain by design, than by default or aimlessly.

Goal Vs Plan

Goal

- Goals define and state a clear purpose.
- Desired future state that you attempt to realize.
- Goals specify future ends

Plan

- An action plan
- A blueprint to achieve goals - specifies the required resources, time frame, schedules, tasks and other actions.
- Plans specify today's means.

Alice in Wonderland



"Alice: Would you tell me, please,
which way I ought to go from here?
Cheshire Cat: That depends a good
deal on where you want to get to.
Alice: I don't much care where.
Cheshire Cat: Then it doesn't much
matter which way you go.
Alice: ...So long as I get somewhere.
Cheshire Cat: Oh, you're sure to do
that, if only you walk long enough."

Perceived Weaknesses of Graduates?

- Unrealistic expectations
- Poor communication skills
- No practical work experience
- Lack of initiative and workplace ethics
- Minimal understanding of the World of Work
- Inappropriate attitude
- Undesirable personal qualities
- Lack of career direction and goals

Types of Goals

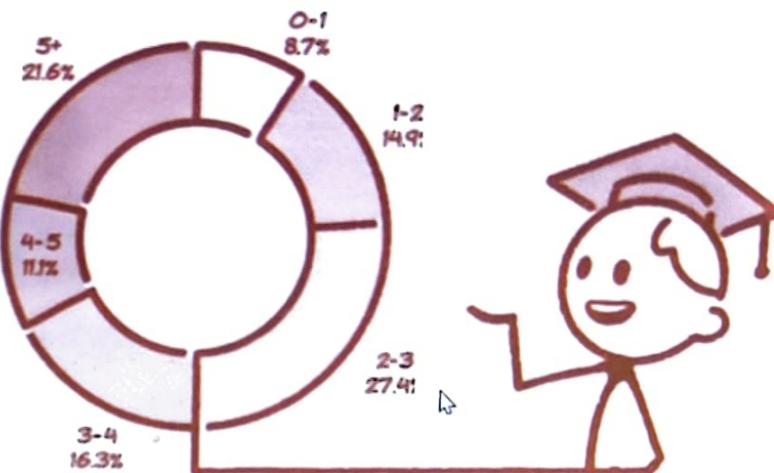
- Long Term
 - Ultimate goal - Become a Renown Researcher and Faculty member
- Intermediate
 - Milestones leading to ultimate goal - Obtain a Ph.D.
- Short Term
 - Smaller steps to be completed – Clear UGC, NET- JRF

Categories of Goals

- Career Goals
- Financial Goals
- Personal Development Goals
- Spiritual Goals
- Educational Goals
- Relationship Goals
- Physical and Health Goals

don't Set Goals, Because...?

- Pessimistic Attitude
- Fear of Failure
- Lack of Ambition
- Fear of Rejection
- Procrastination
- Low Self-Esteem
- Ignorance



Getting Started

Where are you now?

- Take a current inventory.
- You will never know how far you have to go, if you don't know where you already are.

Know Yourself

- Strengths
- Weaknesses
- Likes
- Dislikes
- Passions
- What makes you complete

What obstacles do you need to overcome?

- Is there something that may make it difficult to achieve your goal?
- Be aware of the obstacles, only then can make plans to overcome them.



Motivation

Intrinsic

- Refers to motivation that comes from within an individual.
- Examples
 - Self-motivation
 - Commitment
 - Resilience

Extrinsic

- Refers to external incentives for a person to perform a given task.
- Examples
 - Money
 - Grades
 - Prizes

Unrealistic Goals

- Setting unrealistic goals can lead to not achieving the goals
 - Feelings of failure - lowered self-image and self-esteem
-
- What makes goals unrealistic?
 - Untimely
 - Requiring unavailable resources
 - Too generic
 - Social Mirrors

Goal Setting

D.U.M.B. Goals

- Dateless
- Unsupportive
- Unclear
- Beyond Reach



Goal Setting Work Sheet

Goal – Run a Marathon
When – One year from today

Major Steps

- ✓ Complete 15 KM in 3 months
- ✓ Find a running partner
- ✓ Complete medical check up

Minor Steps

- ✓ Read about Marathons
- ✓ Buy new running gear

Money & Time investment

- ✓ Marathon Fees
- ✓ Running kit
- ✓ 8 to 10 hours per week

Action Items

- ✓ Train 5 times a week
- ✓ Medical tests & review
- ✓ Buy quality running gear

Potential Problems

- ✓ Pandemic restrictions
- ✓ Time constraints
- ✓ Health issues
- ✓ Weather

Solutions

- ✓ Take a break
- ✓ Thorough medical checkup
- ✓ Seasonal protective wear

Progress Tracker

✓ Day 01	Ran 12 Kms
✓ Day 02	Ran 14 Kms
✓ Day 04	Shoes
✓ Day 07	Ran 16 Kms
✓ Day 12	Ran 19 Kms
✓ Day 50	Medical Check Up done
✓ Day 100	Endurance test
✓ Day 130	Ran 25 kms
✓ Day 160	Ran 30 Kms

Step 1: Decide your goal

Ask yourself these questions

- What exactly do you want to accomplish?
- What achievement would be worth your very best effort?
- What would you attempt if you knew it was impossible to fail?
- What would you do, if you knew this was your very last chance?

Step 2: Work out your Conflicts

- Goal conflict occurs when the pursuit of one goal undermines the pursuit of another valued goal
- What may be development for one, may not be development for other. – Social or Peer pressure
- Are you willing to do things you may not want to do, to reach your goal?

Step 3: Be Honest about what you need to do

- Carefully examine where you are right now in terms of your goal.
- To reach your goal, you need to know how to get there.
 - Do the research
 - Find a mentor
- What sort of situations do you thrive or deteriorate?

Step 4: Formulate an Action Plan

- Tailor your plan to YOU!!
- Do you need to work daily, weekly, bi- weekly on your task?
- WRITE THEM DOWN!
- What actions will you take?

Step 6: Continually Monitor Progress

- Is your goal plan actually working or does it need adjustment?
- Write down small wins and lessons learned along the way.
- Make a checklist that maps your progress.
- Meet with your mentor or a guide



VEERA SHEKAR has left the meeting

Why Goals Fail

1. Unrealistic, not specific enough
2. Not written down.
3. Rewards for achieving the goals were not existing.
4. Not authentic or had low commitment
5. Goals kept changing or switching goals like weather
6. Did not seek help or support.
7. Not told to key people for added accountability,
8. Did not have timelines, resources or measurements.
9. Procrastination
10. Principle of Psychological Hedonism - increase pleasure and decrease pain.

Research at Yale University

- Researchers asked students of the class of 1953 if they have specific, written, long-term goals. Only 3% did.
- 20 years later, the researchers contacted the same graduates to see what happened to them.
- The 3% with goals had lives that were measurable, better than the 97% without goals.
- The 3% who had set specific goals had accumulated more personal wealth than the 97% put together.

SMART



Goal should be specific so that we know exactly for what we are striving.



It should have concrete facts, be able to answer very specifically, when and how you will know you attained your goal.



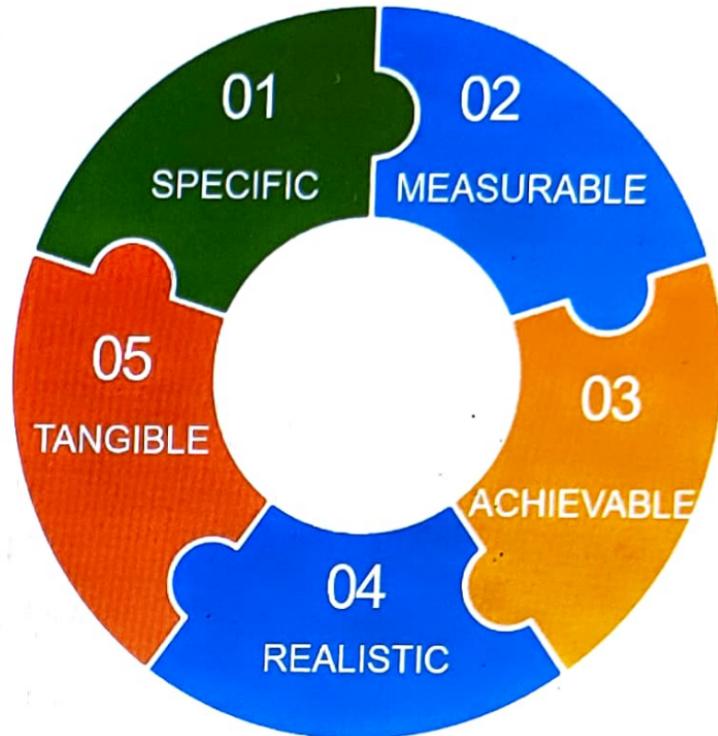
Declaring positive activity that will produce results.



A goal must be challenging to yourself is an important part of goal setting. You also need to be realistic.



Tangible meaning concrete and not vague





Alignment

Sign of Effectiveness

Aligning Goals

1. What are your immediate short term goals? Next 7 to 30 days
2. Why is it important to you?

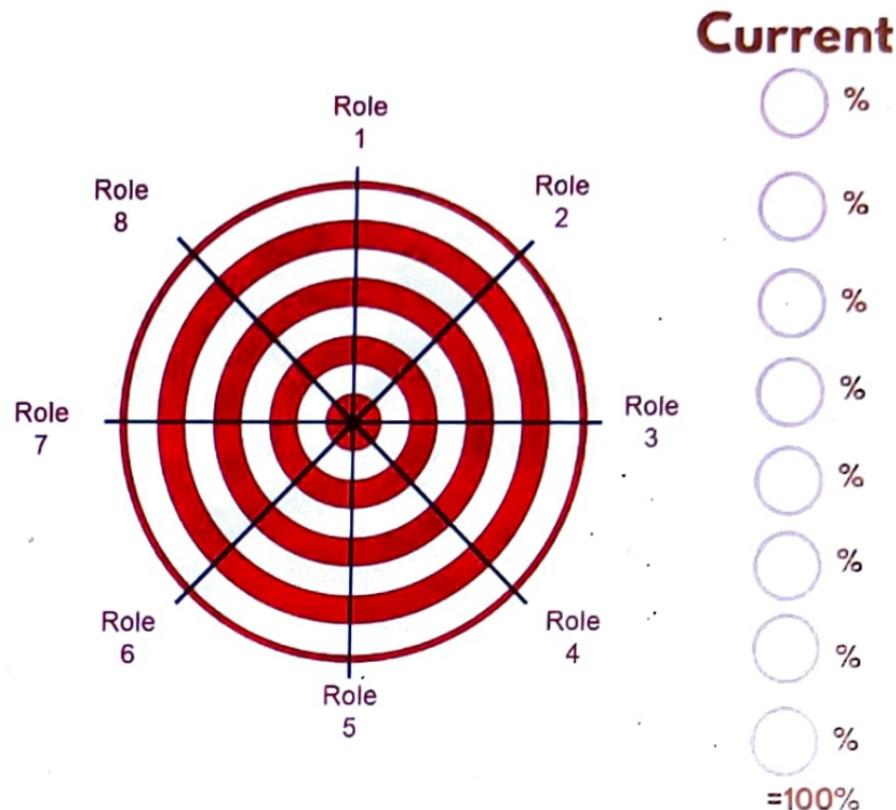
Life Roles - Introduction

- Life role is an activity to which we regularly devote lot of time and energy.
- Each role defines a set of behaviours that are expected
- For example

Role	Expected Behaviors	Purpose
Student		Get a degree
Parent		Support family
Employee		
Brother		
Sister		
Friend		
Citizen		

Activity

1. List the life roles you play currently
2. Identify the % of time you spend in each role
3. Rank them based on time you spend in each role.



Stanford Prison Experiment

- Psychological effects of perceived power
- Prof. Zimbardo divided students as prisoners and prison officers at Stanford University and studied how they behaved on the roles.
- Results claimed that students quickly embraced their assigned roles.
- Student guards enforcing authoritarian measures and ultimately subjecting some student prisoners to psychological torture.
- While many prisoners passively accepted psychological abuse.

Role Reviews

1. Which of these roles support my goals?
2. What has been working well?
3. Where did I struggle?
4. What roles do I want to refocus to attain my goals?

Balancing Life Roles

- Examine your different life roles, reprioritize and rank them in alignment to your goals.
- Then make adjustments to have a preferred percentage of time you would like to invest in the chosen life role aligned with your goals

Current	Preferred
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
<input type="radio"/> %	<input type="radio"/> %
=100%	=100%

Steps to Restoring

- What area of my life is the most imbalanced?
- What specific change would restore balance in the area?
- What specific action can I take to create this change in my goals?
- What will I stop doing?
- What will I start doing?

THANK YOU

PERSONAL GROWTH LAB - PGP

**For UG-2 Students
IIIT, Sri City**

Session – 3

Communication Style

29 – Jan -2022

Facilitated by

**M F Jose, M Phil, Ph.D.
Principal Consultant, Human Capital,
CueBells Consulting
Jan 2022**

Agenda

1

Introduction

2

Styles of Communication

3

Impact of my style on communication

Communication Styles

Module 1, My Style and its Impact



Objectives

- Understand the philosophy of being assertive.
- Recognize the differences between being assertive & aggressive
- Tips and Techniques



Have you ever felt...

... uncomfortable to say "no"?

... that others regard you as "meek"?

... that it's better to be "well liked" than well respected?

... that outbursts of anger are appropriate?

... that intimidation is the only way you can get what you want?



- If any of the above sound like you, then we are good to continue...

Bill of Rights – I have the right to...

- Be the judge of what I do and what I think.
- Refuse to find solutions to other people's problems.
- Change my mind.
- Make mistakes.
- Say "i don't know".
- Make my own decisions.
- Say "i don't understand".
- Say "no" - without feeling guilty.
- Be miserable or cheerful.
- Set my own priorities.
- Be myself without having to act for other peoples benefit.

Four Styles



Assertive Style

- Assertiveness is knowing your own needs, rights, wants and goals and asking for them to be met while acknowledging the needs, rights, wants and goals of the other person.
- It is the healthiest and most effective style of communication, a sweet spot between being too aggressive and too passive.

Assertive	Behavioural Characteristics, Non – Verbal language, Words and language they use and How others perceive and feel them.
------------------	---

Why are people not assertive?

1. Fear of change.
2. Fear of ruining relationships, if you speak your mind.
3. Fear of making mistakes
4. Fear of displeasing others
5. Fear of disapproval
6. Lack confidence in your ability

Behavioral Characteristics - Assertive Style

1. Achieving goals without hurting others
2. Protective of own rights and respectful of others' rights
3. Socially and emotionally expressive
4. Making your own choices and taking responsibility for them
5. Asking directly for needs to be met, while accepting the possibility of rejection
6. Accepting compliments

Non-Verbal Behaviour - Assertive Style

1. Voice – medium pitch and speed and volume
2. Posture – open posture, symmetrical balance, tall, relaxed, no fidgeting
3. Gestures – even, rounded, expansive
4. Facial expression – good eye contact
5. Spatial position – in control, respectful of others

Language - Assertive Style

1. "Please would you turn the volume down? I am really struggling to concentrate."
2. "I am so sorry, but I won't be able to help you with your project this afternoon, as I have a doctor appointment."

How others Perceive & Feel - Assertive Style

1. They can take the person at their word
2. They know where they stand with the person
3. The person can cope with justified criticism and accept compliments
4. The person can look after themselves
5. Respect for the person

Aggressive Style

1. Aggressive style is about winning at someone else's expense.
2. Aggressive people behave as if their needs are the most important, they have more rights, and have more to contribute than other people.
3. Ineffective communication style as the message may get lost because people are too busy reacting to the way it's delivered.

	Behavioural Characteristics, Non – Verbal language, Words and language they use and How others perceive and feel them.
---	---

Behavioural Characteristics - Aggressive Style

1. Frightening, threatening, loud, hostile
2. Willing to achieve goals at expense of others
3. Out to "win"
4. Demanding, abrasive
5. Confrontational
6. Explosive, unpredictable
7. Intimidating
8. Bullying

Non-Verbal Behaviour - Aggressive Style

1. Voice – volume is loud
2. Posture – 'bigger than' others
3. Gestures - big, fast, sharp/jerky
4. Facial expression – scowl, frown, glare
5. Spatial position - Invade others' personal space, try to stand 'over' others

Language - Aggressive Style

1. "You are crazy!"
2. "Do it my way!"
3. "You make me sick!"
4. "That is just about enough out of you!"
5. Sarcasm, name-calling, threatening, blaming, insulting...

How others Perceive & Feel - Aggressive Style

1. Defensive, aggressive (withdraw or fight back)
2. Uncooperative
3. Resentful/Unforgiving
4. Humiliated/degraded
5. Hurt
6. A loss of respect for the aggressive person

Manipulative Style

1. This style is scheming, calculating and shrewd.
2. Manipulative communicators are skilled at influencing or controlling others to their own advantage.
3. Their spoken words hide an underlying message, of which the other person may be totally unaware.

Manipulative	<p>Behavioural Characteristics,</p> <p>Non – Verbal language,</p> <p>Words and language they use and</p> <p>How others perceive and feel them.</p>
--------------	--

Behavioral Characteristics - Manipulative Style

1. Cunning
2. Controlling of others in an sinister way – example - by sulking
3. Asking indirectly for needs to be met
4. Making others feel obliged or sorry for them.
5. Uses 'artificial' tears

Non-Verbal Behavior - Manipulative Style

1. Voice – patronizing, envious, ingratiating, often high pitch
2. Facial expression – Can put on dejected or guilty expression

Language - Manipulative Style

1. "You are so lucky to have those chocolates, I wish I had some."
2. "I can't afford such expensive chocolates."
3. "I didn't have time to buy anything, so I had to wear this dress. I just hope I don't look too awful in it." ('Fishing' for a compliment).

How others Perceive & Feel - Manipulative Style

1. Guilty
2. Frustrated
3. Angry, irritated or annoyed
4. Resentful
5. Others feel they never know where they stand with a manipulative person
6. Others are annoyed at constantly having to try and work out what is going on.

Submissive Style

1. This style is about pleasing other people and avoiding conflict
2. A submissive person behaves as if other peoples' needs are more important, than theirs
3. Assumes that other people have more rights and more to contribute.

Submissive	<p>Behavioural Characteristics, Non – Verbal language, Words and language they use and How others perceive and feel them.</p>
------------	---

Behavioral Characteristics - Submissive Style

1. Apologetic (feel as if you are imposing when you ask for what you want)
2. Avoiding any confrontation
3. Finding difficulty in taking responsibility or decisions
4. Yielding to someone else's preferences (discounting own rights & needs)
5. Opting out
6. Feeling like a victim
7. Blaming self for events
8. Refusing compliments
9. Inexpressive (of feelings and desires)

Non-Verbal Behavior - Submissive Style

1. Voice – Volume is soft
2. Posture – make themselves as small as possible, head down
3. Gestures – twist and fidget
4. Facial expression – no eye contact
5. Spatial position – make themselves smaller/lower than others
6. Submissive behavior is marked by a martyr-like attitude (victim mentality) and a refusal to try out initiatives, which might improve things.

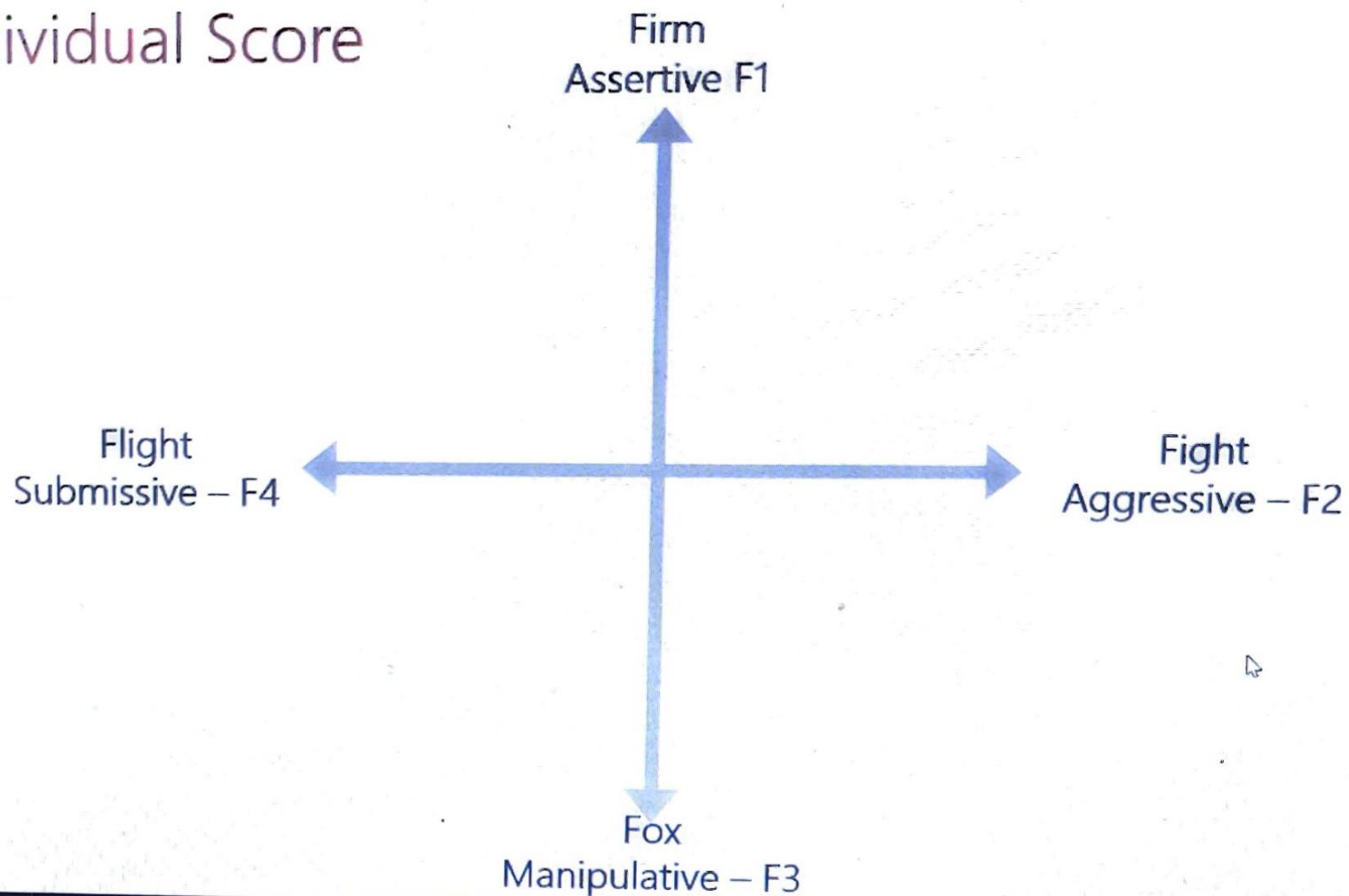
Language - Submissive Style

1. "Oh, it's nothing, really."
2. "Oh, that's all right; I didn't want it anymore."
3. "You choose; anything is fine."

How others Perceive & Feel - Submissive Style

1. Irritated
2. Frustrated
3. Guilty
4. You don't know what you want (and so discount you)
5. They can take advantage of you.
6. Others resent the low energy
7. Give up efforts to help them.

Individual Score





Tips and Techniques

Module 2.

Being Assertive

1. Be honest and direct about your feelings, needs, beliefs.
2. Express yourself firmly and directly to specific individual.
3. be reasonable in your requests
4. State your viewpoint without being hesitant or apologetic.
5. Be honest when giving or receiving feedback.
6. Learn to say "no" to unreasonable expectations.
7. Paraphrase what others have stated to you.

Making a Request

- State your request firmly and clearly to the persons concerned
- Choose the best time and place
- Say exactly what you want
- Do not underestimate or exaggerate your need
- Focus on the positive
- Acknowledge the importance of the person

Bargaining

- Use negotiation and exchange of benefits or favours to influence others, based on tactics of social obligation and reciprocity.
- Remind other person of past favours or offers new considerations in order to get things done, relies on trade.
- Bargaining is common, used more with same level, than levels above.

Respond to Criticism

- Listen to the criticism
- Ask the person to be specific
- Decide on the truth of the criticism
- If criticism is based on truth agree, apologise and assure that you will correct your mistake
- If false, reject it clearly, tell how you feel about it, ask for an explanation and make an affirmative



Appeal to Authority



- Use higher up's who have power over others.
- Leverage other people or outside power to influence the target person indirectly.
- Influence by formally appealing to the chain of command or by informally asking higher management to request or to speak to the target person on their behalf.
- Mostly used at same level than the higher level, as it is perceived risky.

Practice

- To become assertiveness and build relationships, you have to practice the new skills and apply them consistently.
- Takes time for your family and friends to adjust to your new behavior. – Pleased Vs threatened & fear
- Give yourself time and make any changes gradually.
- As your assertive behavior starts to feel more natural, you begin to feel more confident and relaxed with yourself.



My Challenge Situation – Reflections



1. What is your style?
2. What is the other person's style?
3. What should you change?
4. What will your logical and rational points be?
5. What conditional compromises or concessions can you make?
6. How will you listen and state your points without defense?

To Summarize...

- Standing up for one's own rights, by respecting others rights.
- Expressing thoughts, feelings and beliefs in direct, honest and appropriate ways.
 - Face the other person directly
 - Maintain good eye contact
 - No fidgeting with objects



To Summarize...

- Standing up for one's own rights, by respecting others rights.
- Expressing thoughts, feelings and beliefs in direct, honest and appropriate ways.
 - Face the other person directly
 - Maintain good eye contact
 - No fidgeting with objects
 - Facial expression should match with the message conveyed
 - Voice should be firm but calm
 - Speak slowly but at a normal volume
- Have control over anger, this does not mean you suppress feelings, be reasonable and logical

Style Quiz

Behaviour	Style
They like to bully/threaten and have their way	Aggressive
Assesses the situation, respects the persona and ask for rights	Assertive
Never complains, likes to accommodate and suffer in silence	Manipulative
Like to spread rumours, turns and twists things to favour them	Submissive

PERSONAL GROWTH LAB - PGL

**For UG-2 Students
IIIT, Sri City**

Session – 4

Know Myself
12 - Feb - 2022

Facilitated by

M F Jose, M Phil, Ph.D.
Principal Consultant, Human Capital,
CueBells Consulting
Jan 2022



Golden Rules

- Recommend audio on mute, unless you have questions
- Participate and interact
- Don't neglect or overuse the chat box
- Keep your messages short and genuine
- Double-check your messages before you hit 'send'



Know My Self

Psychometric Assessment



Response Sheet

Prepare your response sheet as per the format below

1	a		5	a		9	a		13	a	
	b			b			b			b	
	c			c			c			c	
2	a		6	a		10	a		14	a	
	b			b			b			b	
	c			c			c			c	
3	a		7	a		11	a		15	a	
	b			b			b			b	
	c			c			c			c	
4	a		8	a		12	a		16	a	
	b			b			b			b	
	c			c			c			c	

The Pfeiffer Library Volume 5, 2nd Edition. Copyright ©1998 Jossey-Bass/Pfeiffer



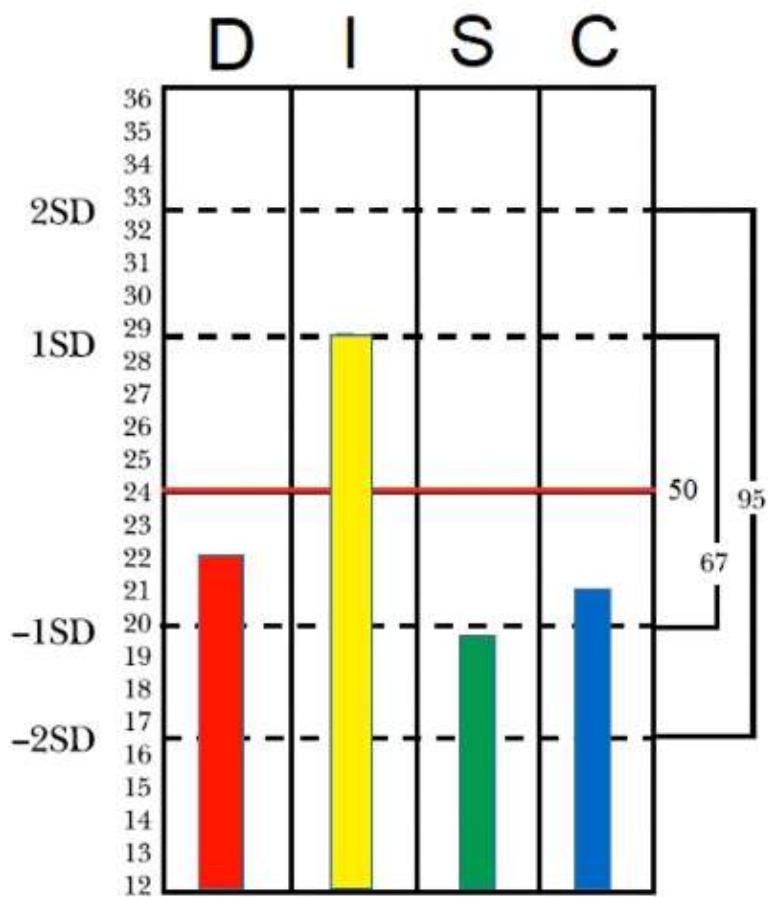
Instructions

There are 16 sets of questions, please read all the three 3 descriptors before responding.

1. Give a score of “3” for the **word that describes you best**,
2. Give a score of “1” for the **word that describes you least**.
3. Give “2” to the remaining one.

1	a	Adventurous		5	a	Forceful		9	a	Competitive		13	a	Positive	
	b	Polished			b	Persuasive			b	Diplomatic			b	Cordial	
	c	Stable			c	Settled			c	Accommodating			c	Even tempered	
2	a	Receptive		6	a	Cautious		10	a	Careful		14	a	Conservative	
	b	Determined			b	Bold			b	Decisive			b	Eager	
	c	Enthusiastic			c	Outgoing			c	Popular			c	Entertaining	
3	a	Steady		7	a	Persistent		11	a	Dependable		15	a	Amiable	
	b	Exacting			b	Cooperative			b	Accurate			b	Systematic	
	c	Original			c	Brave			c	Inventive			c	Self-reliant	
4	a	Poised		8	a	Attractive		12	a	Convincing		16	a	Sociable	
	b	Patient			b	Controlled			b	Consistent			b	Unhurried	
	c	Orderly			c	Correct			c	Open minded			c	Precise	

Your Profile



Goals

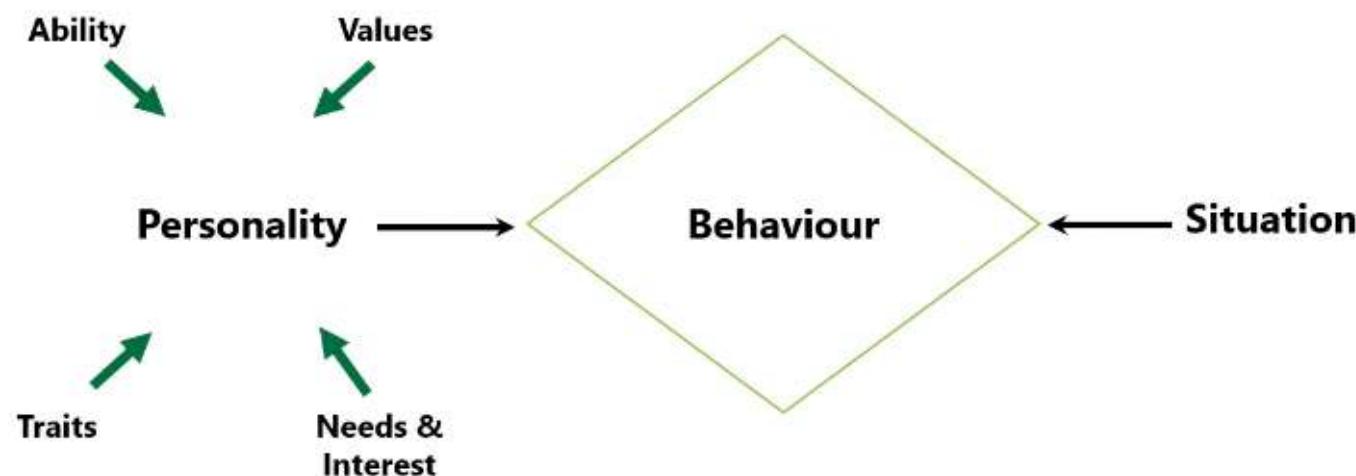
- Understand your own behavioural design, strengths and development areas
- DISC framework and experience the styles
- Know the benefits of applying a behavioural model.

Theories Governing Behaviour

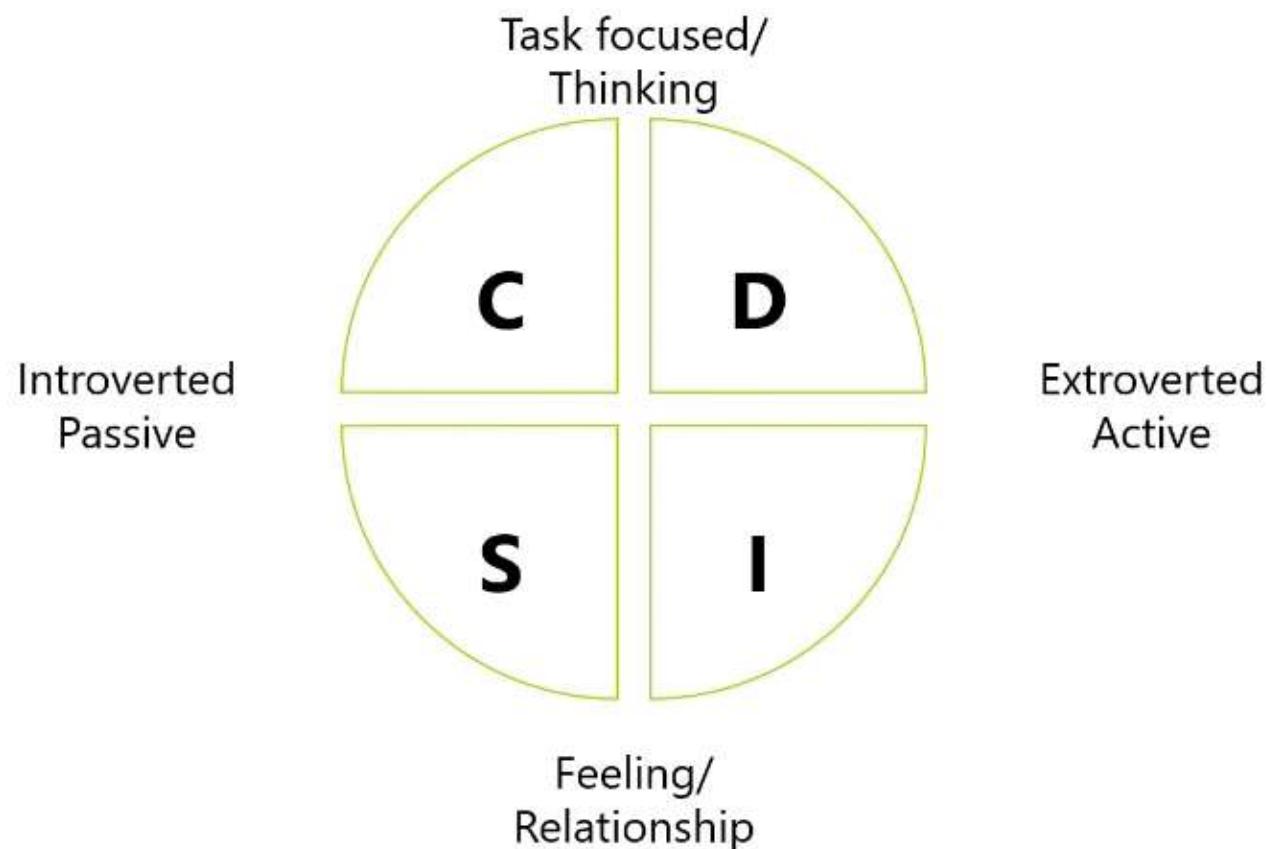
- **Gene theory** – I am made that way
- **Make me feel theory** – You make me feel
- **You-owe me theory** – If only you change
- **Subconscious theory** – Suddenly you got hold of me and I could do nothing.
- **The fate theory** – It was willed by Him

Understanding Behaviour

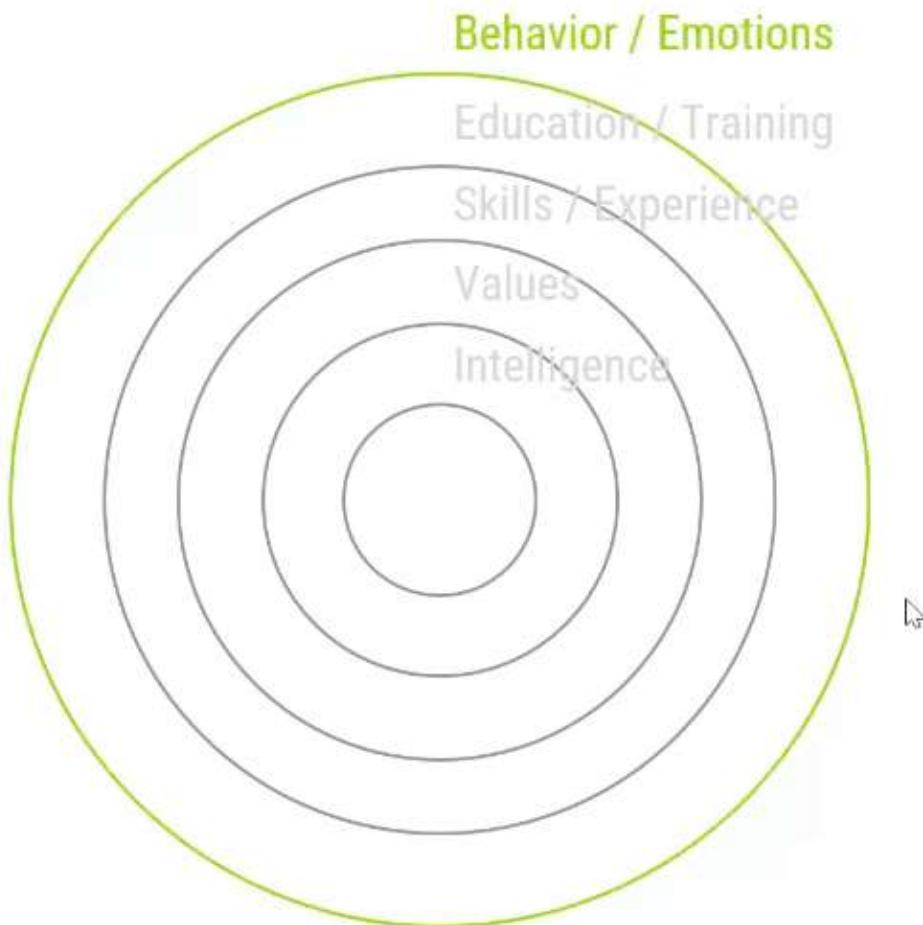
What makes us behave the way we do?



William Marston – DISC Construct

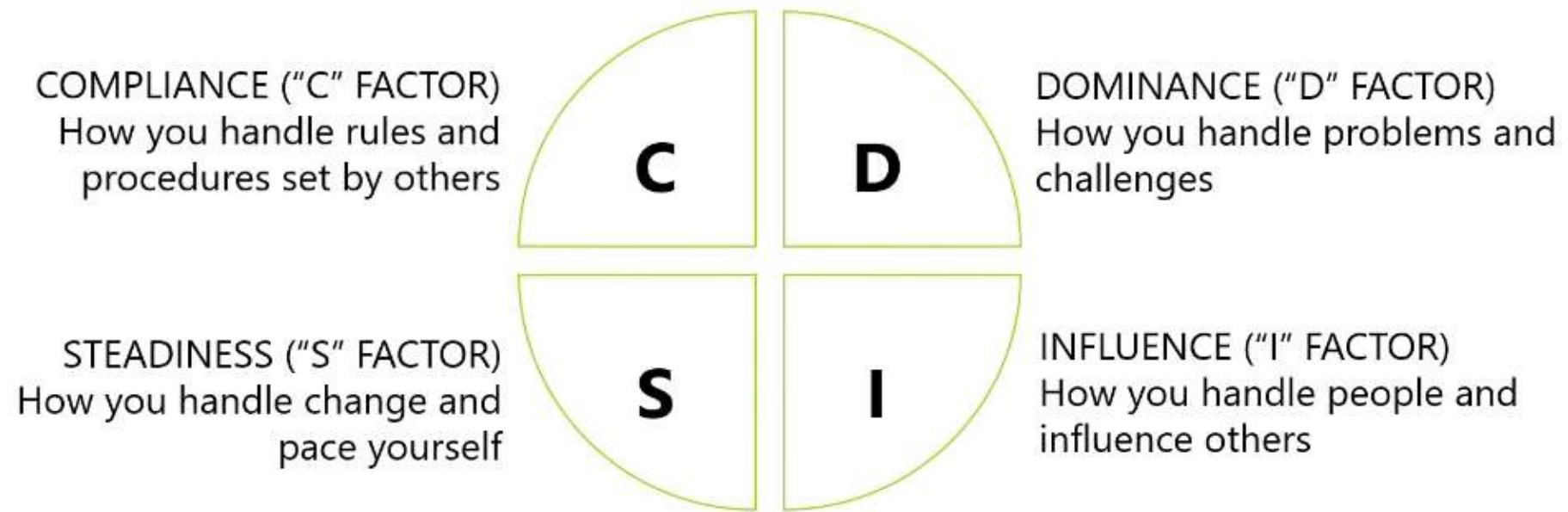


Observable Behaviours

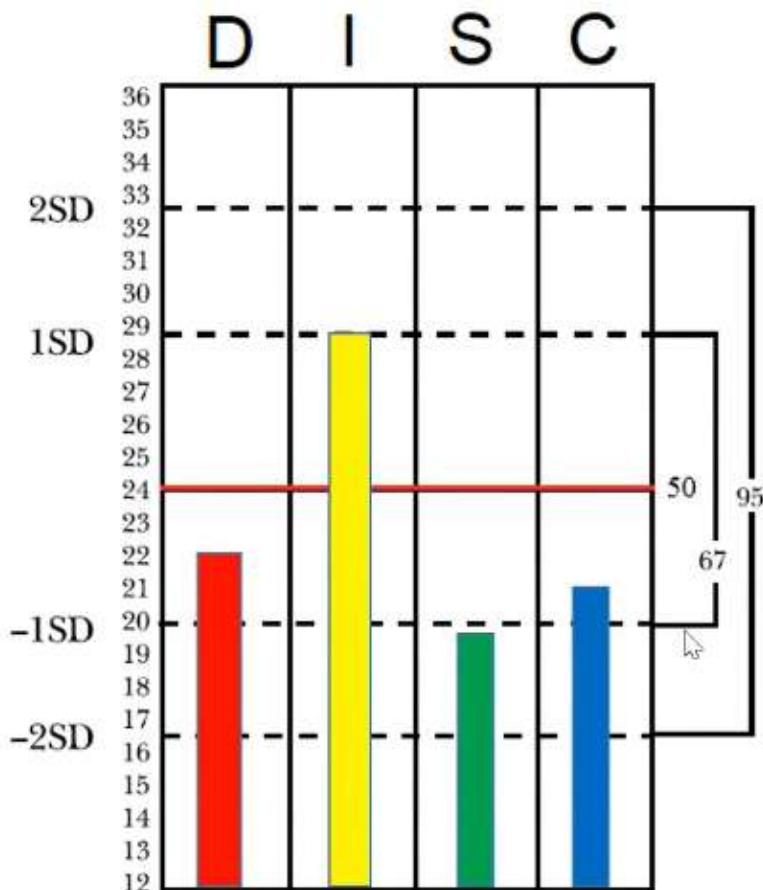


1. DISC MEASURES BEHAVIOR & EMOTIONS
2. It is a doorway of communication TO you
3. A method of action FROM you
4. The HOW of your actions

4 Dimensions of Normal Behavior



Reading the Graph



1. The horizontal line in the middle of the graph represents the means or average scores in the normative sample.
2. Sixty-seven percent of the population is expected to score between ± 1 standard deviation (SD) from the mean.
3. Ninety-five percent of the population is expected to score between ± 2 SD from the mean.
4. Scores outside ± 2 SD are rare, indicating extreme preferences.

D Characteristics

Dominance -
Problems and Challenges

High D
Ambitious, Forceful,
Decisive, Direct,
Independent, Challenging

Low D
Peaceful,
Unassuming, Docile,
Slow

EMOTION	Quick To Anger	EMOTION	Slow to Anger
Demanding Egocentric Driving Ambitious Pioneering Strong Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Conservative Calculating Cooperative Hesitant Low keyed Unsure Undemanding Cautious Meek Mild Agreeable Modest Peaceful Unobtrusive		

High D > 50

- Challenge oriented
- Self starter
- Needs freedom from controls
- Innovative environment
- Not detail oriented
- High sense of urgency – quick/fast
- Strong need for results
- May set very high standards
- Lacks tact & diplomacy – direct

Low D < 50

- Status quo - will not push
- Not driven by challenge, but data
- Will have to be pushed
- Detail oriented
- Relaxed & stable environment
- Low sense of urgency
- Very logical about what can be done
- Soft spoken & diplomatic
- A planning person

D Characteristics

POTENTIAL “D” STRENGTHS

- Takes a firm stand
- Problem-solver
- Likes challenging assignments
- Drive for results
- Positive, likes confrontation
- Power and authority
- Motivated by direct answers

POTENTIAL “D” WEAKNESSES

- Oversteps authority
- Argumentative attitude
- Fails to weigh pros and cons
- Insensitive to others' opinions/feelings
- Overemphasis on winning

I Characteristics

Influence

People and Contacts

High I

Expressive, Enthusiastic,
Friendly, Demonstrative,
Talkative, Stimulating

Low I

Detached, Reflective,
Analytical, Critical,
Calculating, Skeptical

EMOTION

Optimistic

EMOTION

Pessimistic

Effusive
Inspiring
Magnetic
Political
Enthusiastic
Demonstrative
Persuasive
Warm
Convincing
Polished
Poised
Optimistic
Trusting
Sociable

Reflective
Factual
Calculating
Skeptical
Logical
Undemonstrative
Suspicious
Matter of Fact
Incisive
Pessimistic
Moody
Critical

High I > 50

- Optimistic & enthusiastic
- Creative problem solving
- Motivates others towards goal
- Team player
- Very good communicator
- Gestures a lot while communicating
- High degree of people contact
- Freedom of movement
- Can be inattentive to detail
- Situational listener

Low I < 50

- Pessimistic & aloof - need not display enthusiasm
- Will work within paradigms
- Will not communicate much
- Calm & composed
- Will move away from people - prefers to be disconnected
- Will focus & be rational / objective in evaluating people
- Will be skeptical of people & have very few relationships

I Characteristics

POTENTIAL "I" STRENGTHS

- Socially and verbally aggressive
- Very optimistic
- Good at persuading people
- Can see the "big dream" and communicate it
- People-oriented
- Team-oriented
- Motivated by praise and strokes

POTENTIAL "I" WEAKNESSES

- May be careless
- In disciplined
- Overlooks rules
- Not time conscious
- May shift responsibility for mistakes
- Tends to listen when convenient

S Characteristics

Steadiness

Pace and Consistency

High S

Methodical, Systematic, Reliable, Steady, Relaxed, Modest

Low S

Intense, Pressured, Impulsive, Excited, Frenetic, Zealous

EMOTION

Non Emotional

EMOTION

Emotional

Relaxed
Resistant to Change
Non demonstrative
Passive
Patient
Possessive
Predictable
Consistent
Deliberate
Steady
Stable

Mobile
Active
Restless
Alert
Variety Oriented
Demonstrative
Impatient
Pressure Oriented
Eager
Flexible
Impulsive
Impetuous
Hyper tense

High S > 50

- Dependable team player/loyal
- Works for a leader & cause
- Patient & empathetic
- Logical step-wise thinker
- Likes a stable & predictable environment
- An environment that allows time to change
- Will yield to avoid controversy
- Single task person

Low S < 50

- Will be a very high energy person
- Will be alert & quite impatient, wants to be on the move
- Will be emotional & driven
- Has no problem in a chaotic environment
- Freedom from restrictive rules
- Can get hyper tense if things do not happen
- Multi-tasker
- Likes diverse situations

S Characteristics

POTENTIAL “S” STRENGTHS

- Loyal to those they identify with
- Good listener
- Patient and empathetic
- Likes to have team environment
- Long service is deemed important
- Oriented towards family activities
- Motivated towards traditional procedures

POTENTIAL “S” WEAKNESSES

- Resists unwarranted change
- Takes time to adjust to change
- Not comfortable taking a firm stand
- Reluctant to express thoughts/opinion/feelings
- Low action orientation

C Characteristics

Compliance

Procedures and Constraints

High C

Analytical, Contemplative,
Conservative, Exacting, Careful,
Deliberate

Low C

Free, Radical, Fearless, Free
Spirited, Uninhibited,
Revolutionary

EMOTION

Fear

Evasive
Worrisome
Careful
Dependent
Cautious
Conventional
Exacting
Neat & Systematic
Diplomatic
Accurate & Tactful
Open minded
Balanced Judgment

High C > 50

- Critical thinker
- Maintains high standards
- Conscientious & steady
- Defines, clarifies gets information & tests
- Comprehensive problem solver
- Great in technical & quality work
- Will be defensive when criticized
- Will be bogged down by details
- Will get hyper tense over small issues
- Will mark emails to a number of people

Low C < 50

EMOTION

Fearless

Firm
Independent
Self Willed
Stubborn
Obstinate
Opinionated
Unsystematic
Self Righteous
Arbitrary
Unbending
Careless with details

- Works on an open canvas, more project oriented
- Likes to play his own game without boundaries
- Will take the bull by the horn
- Nothing bothers him
- Radical, unbending, goes by what he feels is right
- Can be arbitrary at times
- Careless with details may pick up only some key data

C Characteristics

POTENTIAL “C” STRENGTHS

- Critical thinker
- High standards for self and subordinates
- Well disciplined
- Maintain high standards
- Motivated by the right way to proceed
- Accurate

POTENTIAL “C” WEAKNESSES

- Not inspiring
- Avoids risks
- Analysis paralysis
- Needs to loosen/lighten up
- Does not delegate well

My Insights and Actions

According to you what are your effective and ineffective behaviors?

Sl. No.	Effective Behaviors	Ineffective Behaviors
1		
2		

If your classmates were asked to do identify your effective & ineffective behaviors, would they tell the same about you?

My Insights and Actions

1. What are my strengths that I can offer to others?
2. What areas do I seek support from others, based on my style that are challenge areas?
3. How do I adapt support other styles that are very much required for working together?
4. To communicate effectively with others what should I need to do ?

My insights and actions

I take actions based on my belief

I adopt beliefs about the world

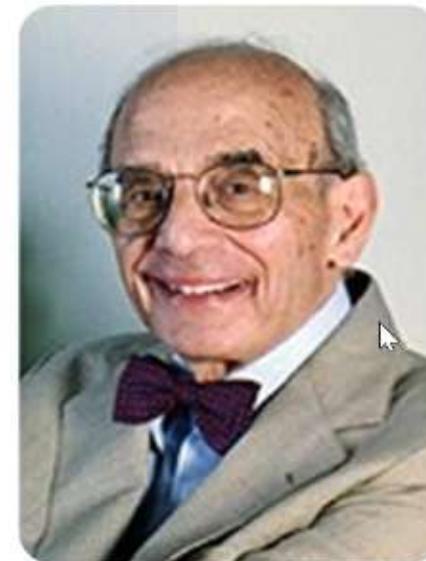
I draw conclusions

I make assumptions

I add meaning (Cultural & Personal)

I select the data from what I observe

Observable data & experiences



Chris Argyris

Goals

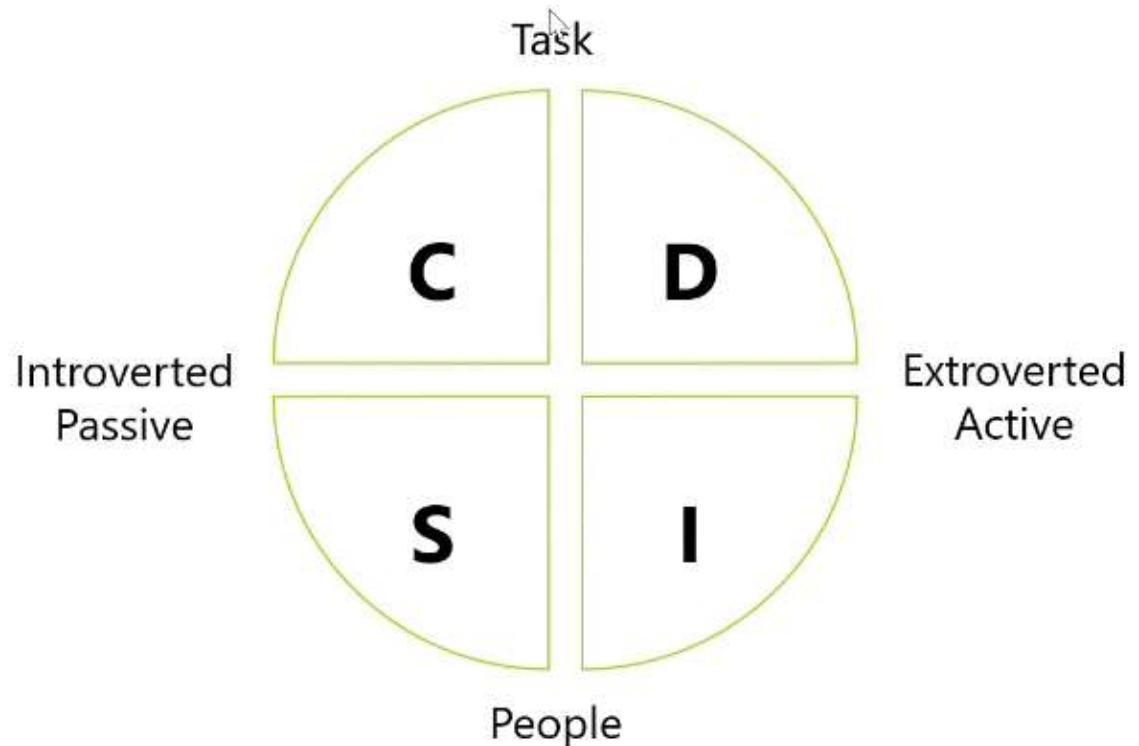
- Recognize, understand and appreciate others behavioural styles
- “People Read” four factors: Tone of Voice, Body Language, Words, Pace
- Adapt for enhanced communication, understanding and relationships



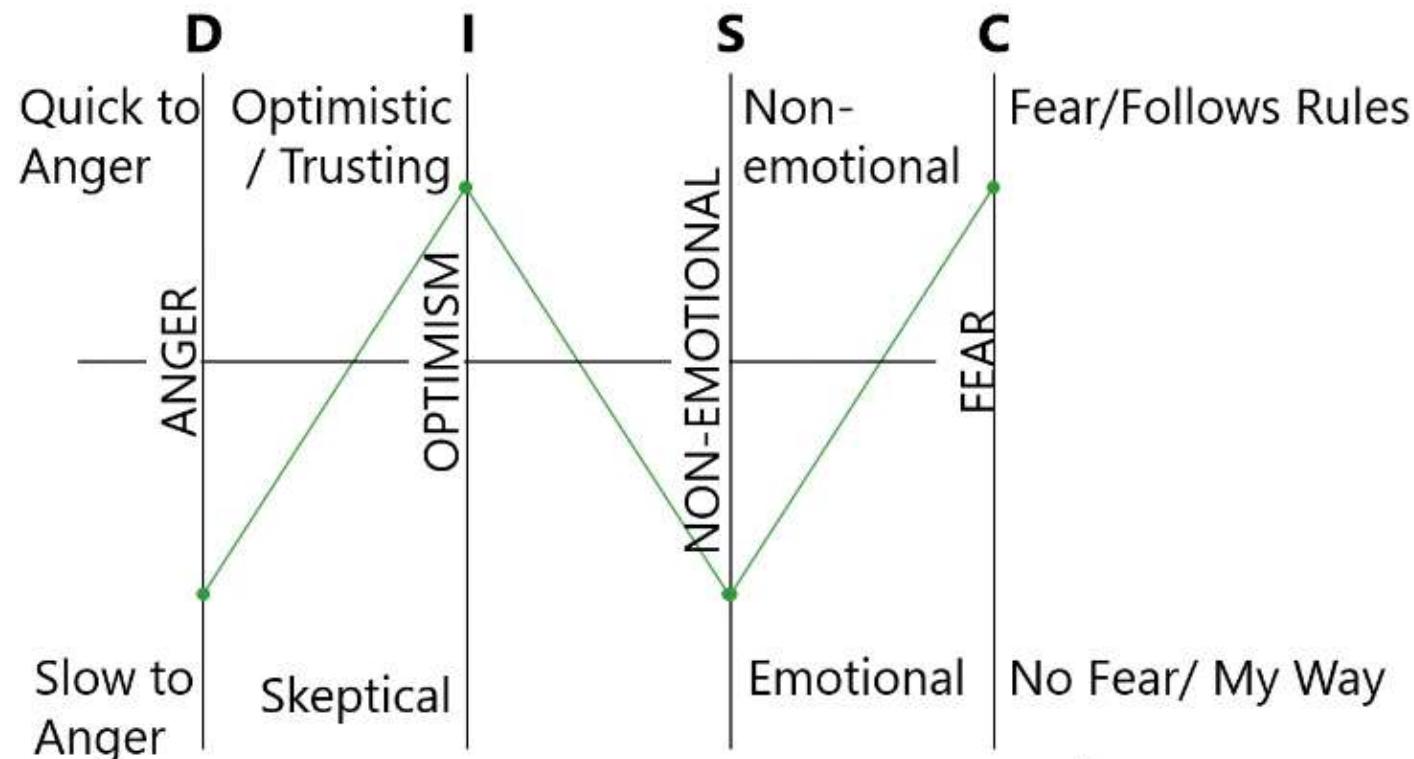
Style Reading Process – Method 1

Is the person
Extroverted — D, I
OR
Introverted — S, C

Extroverted – Task: Core D
Extroverted – People: Core I
Introverted – People: Core S
Introverted – Task: Core C



Style Reading Process – Method 2



Recognizing Behavioral Styles

Needs

D - Power

I - Love Public Praise

S - Security

C - Standard Operating
Procedures

Fears

D - Loss of Face

I - Social Rejection

S - Sudden Change

C - Criticism

Observable Behaviors

- Change: Love change
- Conflict response: Fight back
- Driving: Fast, always somewhere to get to in a hurry
- Gesture: Lot of hand movement and big gestures
- Goal setting: Sets many goals usually high risk and not written down
- Risk Taking: High risk taker
- Rules: May tend to break the rules
- Talk to others: Direct
- Walk: Fast, always going somewhere
- Email?



- Change: May not notice change
- Conflict response: Non confronting, puts things under the carpet
- Driving: Visual, looking around, radio on
- Gesture: Lot of big gestures and facial expressions
- Goal setting: Not good at setting goals.
- Risk Taking: Moderate
- Rules: Not aware of rules and may break unintentionally
- Walk: Casual, lazy walk, looking in different directions, nodding & acknowledging
- Email?

Observable Behaviors

- **Change:** Does not like unwarranted change
- **Conflict response:** Tolerate, put up with it or give in to ensure harmony
- **Driving:** Relaxed pace, no hurry
- **Gesture:** Will gesture with hands, no big gestures
- **Goal setting:** Short term low risk
- **Risk Taking:** Moderate, low risk taker
- **Rules:** Time tested, proven rules
- **Walk:** Steady, easy pace
- Email?



- **Change:** Concerned about effects of change
- **Conflict response:** Avoidance, will use SOPs/frameworks
- **Driving:** Careful, follow rules, best drivers
- **Gesture:** Little or no gestures
- **Goal setting:** Good at setting goals
- **Risk Taking:** Very low
- **Rules:** By the book. Knows and follows the rules
- **Walk:** Straight line
- Email?



Do You Recognize This Person?

Profile 1

- Person is motivated to be amiable, easy-going and relaxed. A natural team player and enthusiastic, likes to get results through others. May make some decisions without gathering all the facts or details. Usually very optimistic, may be seen as unrealistic. Dislikes conflict. Comfortable talking with all types of people; may tend to judge others by their “verbal” skills. Shortcomings may be lack of time control and the natural tendency is to trust others, may cause to trust the wrong people.

Profile 2

- Highly competitive and somewhat egotistical, is always looking for a new challenge and seen as a risk-taker. High energy level may keep many co-workers frustrated trying to keep up pace, always looking at the big picture. Well informed on many subjects, can talk spontaneously on almost anything and has an opinion on everything. Inability to sustain energy for project completion after the challenge has been conquered is a shortcoming.

Do You Recognize This Person?

Profile 3

- Want to be seen not only as a team player but a leader as well. Is gregarious and talkative. Wants freedom from restrictive time controls, but may sometimes let time get away from him. Always thinking of fifty different things at the same time. Needs social recognition and likes to collect mementos of important milestones in his career or remembrances of special people in his life. His shortcoming may be that of going in too many different directions and not taking time to focus and set priorities.

Profile 4

- Like to do things “his” way. Needs structure and control. Doesn’t like surprises; therefore, may develop elaborate plans to prevent them. May be seen as cool and aloof by others because of his private nature. Can be overly critical of himself and others. May have difficulty developing a sense of team cohesiveness. Is pragmatic, but may resist change unless given reasons. Under pressure may become overly autocratic. Can be very intuitive but may not know how to express feelings. May become possessive of people he lets inside his “wall”.



Transactional Analysis

Knowing Ego States

**PERSONAL
GROWTH
LAB**

IIIT, Sri City

Transaction Analysis

Dr Jose M F

Agenda

- Assessment
- Introduction to TA
- Ego States
- Transactions
- Interpretation
- Life Positions
- Strokes
- Change
- Insights and Actions

Introduction

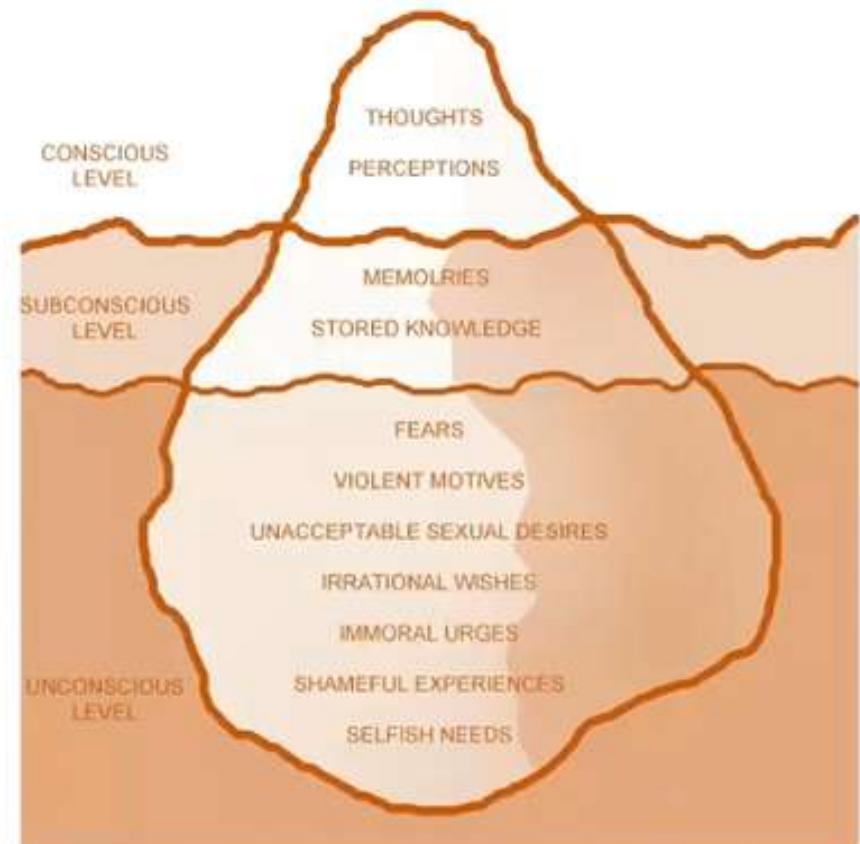
Transaction Analysis

Historical View

Three Levels of Awareness - Freud

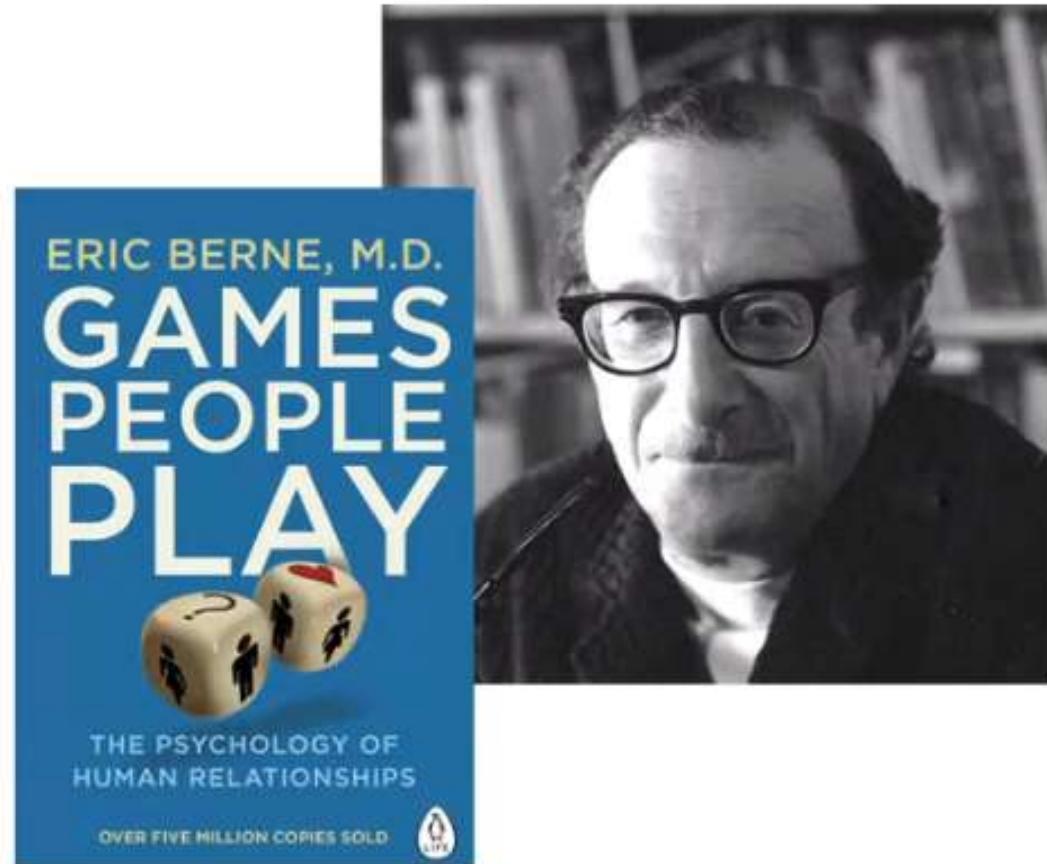
- Id
- Ego
- Superego

Transactional Analysis (TA) was greatly influenced by one of the foremost theory in Personality, the *Psychoanalysis by Sigmund Freud.*



Eric Berne

- In 1936, he began his Psychiatric residency at the Psychiatric Clinic of Yale University School of Medicine.
- According to Berne, human brain works like a camcorder it records all our thoughts, feelings and emotions since childhood, which tend to replay in adult life, hence each of us are unique the way we interact with others.



Interpersonal Communication

- Deals with relationships between people, usually face-to face, through which relationships are made, maintained or changed.
 - Give and collect information.
 - Influence the attitudes and behavior of others.
 - Give and receive emotional support.
 - Form contacts and maintain relationships.
 - Make sense of the world and our experiences in it.
 - Make decisions and solve problems.



Issues in Interpersonal Communication

- Was primarily due to Personality conflict. *Example - personal dislikes, Ego, personal disagreements, styles etc.* resulting in...
 - Communication problems
 - Loss of motivation
 - Hostility and Conflict
 - Indiscriminate opposition
 - Difficulty in reaching decisions or consensus
 - Inefficient division of labour
 - Task distortions...

Transaction

- Eric Berne then investigated interpersonal communications between individuals.
- He mapped interpersonal communications to three EGO States (*a consistent pattern of feeling, thoughts and experience*) of the individuals involved, called the *Parent, Adult, and Child* state.
- He called the Interpersonal communication (*verbal or non-verbal*) between two people, which was directly related to their pattern of behaviour as **Transactions**.
- Hence, fundamental unit of social interaction is **Transaction**.

Basics of Transaction

- When two or more people encounter each other, sooner or later one of them will speak or acknowledge the presence of the other, this Berne called **Transactional Stimulus - Agent**
- When the other person say or does something, which is in some way related to the stimulus, is called **Transactional Response - Respondent**
- At anytime any person recognize another with a smile, a nod, a frown, a verbal greeting etc. is called a **Stroke**

Transactional Analysis (TA)

- Personality theory - explains how people are structured psychologically in terms of ego states, (*Parent-Adult-Child*) how people function & express their personality through behaviour.
- Helps understand our behaviour and that of others to effectively communicate, motivate, guide, direct and enrich communication in relationships in the ever-changing environment.

Philosophy of TA

- People are OKAY
- People can THINK for themselves
- People can MAKE DECISIONS for themselves
- People can change decisions and
- People can change behaviour and build effective interpersonal relationships.

TA in Management

- Simple Language
- Non-Threatening Self Analysis
- Built in Humour
- Appropriate for “Normal” People
- Useful at Work & Home
- Personality Theory simplified
- Motivation Theory simplified
- A Leadership Style
- A Training Tool
- Aid in dealing with Conflict

Our Focus

- Ego States
- Analysis of Self Awareness
- Analysis of Transaction

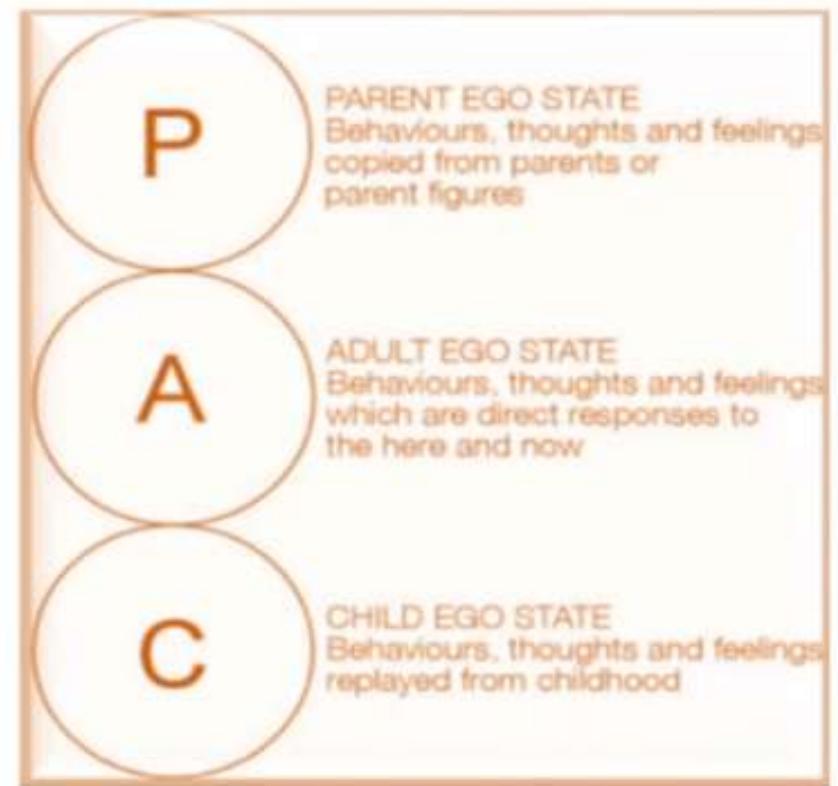
*“People are born prince and
princess and then their
parents kiss them and turn
them in to frogs”*

Eric Berne

EGO STATES

3 Ego States

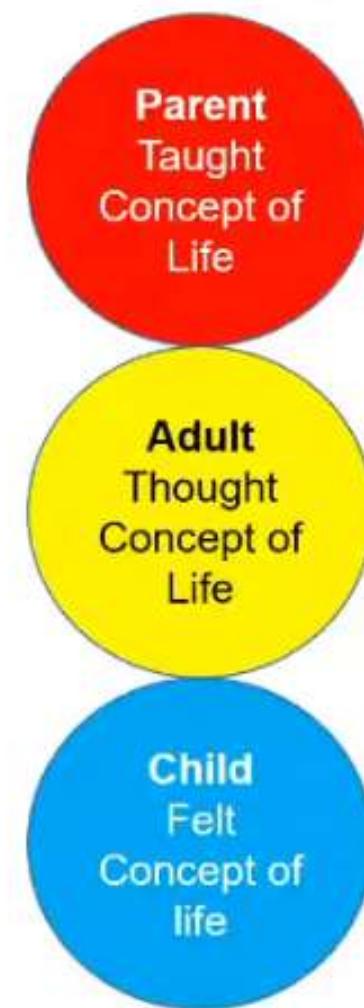
- Each person is made up of 3 ego states
 - Parent,
 - Adult and
 - Child
- Chronological conditions are irrelevant to ego states.
- We shift from one ego state to another in transactions.



Basic Structure of Personality

1. **Parent** - When a person thinks, feels & behaves in ways copied from his/her parents "*Do as I do*"
2. **Adult** - Thoughts, feelings, or behaviours that are a direct result of current happenings Adult- "*I will be frank with you*"
3. **Child** - Thinking, feeling, behaving as one did as a child "*What shall I do?*"

EGO STATES

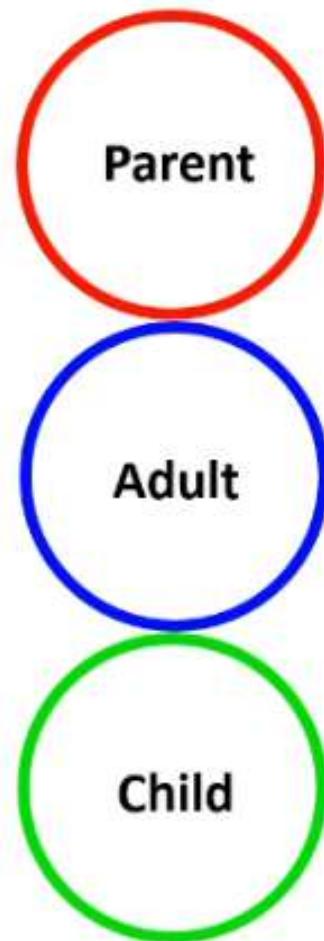


Does not
mean
responsible

Does not
mean
mature

Does not
mean
childish

Ego States



Giving Advice, Criticizing, Discipline,
Moralistic, Nurture, Protect, Make rules and
regulations, Teach, Judge, Injunctions

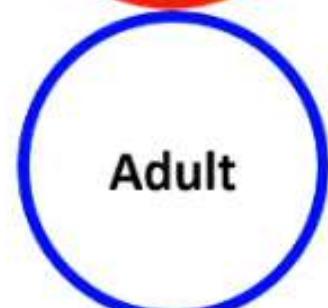
Plan/ organisation, Make Decisions, Reason/
rational, Evaluate, Set limits, Adaptability,
Intelligence, Objective appraisal of reality
Regulation of activity

Anger, Fear, Playful, Rebelliousness,
Curiosity, Creativity, Excitement/ Fun loving,
Affectionate, Trust, Selfish/ Mean

Ego States



- Lecturing, Judging, Traditions, Criticizing, Should & Don't
- Consoling, Sympathy, Advising, Guides, Taking Care Of



- Objective, Data, Rational, Problem Solving, Less Emotion



- Playful, Impulsive, Curious, Creative, Fun, Rebel
- Manipulative, Submissive, Conform to adult expectations
- Hateful, Loving, Impulsive, Spontaneous

Characteristics of Ego States

- All are present and have value, however one is usually dominant
- Ego states are **irrespective of age** and differentiate from the normal use of the words parent, adult and child.
- The Parent and Child ego states are echoes of the past.
- The Adult ego state is a response to the here and now when a person is grown up and using grown up responses We need all Ego states, dropping one means 2/3 human potential
- States and not Roles
- Communication between people can be from one ego state to a different one or from one ego state to the same ego state.
- They are a set and related; thoughts, feelings and behaviours.

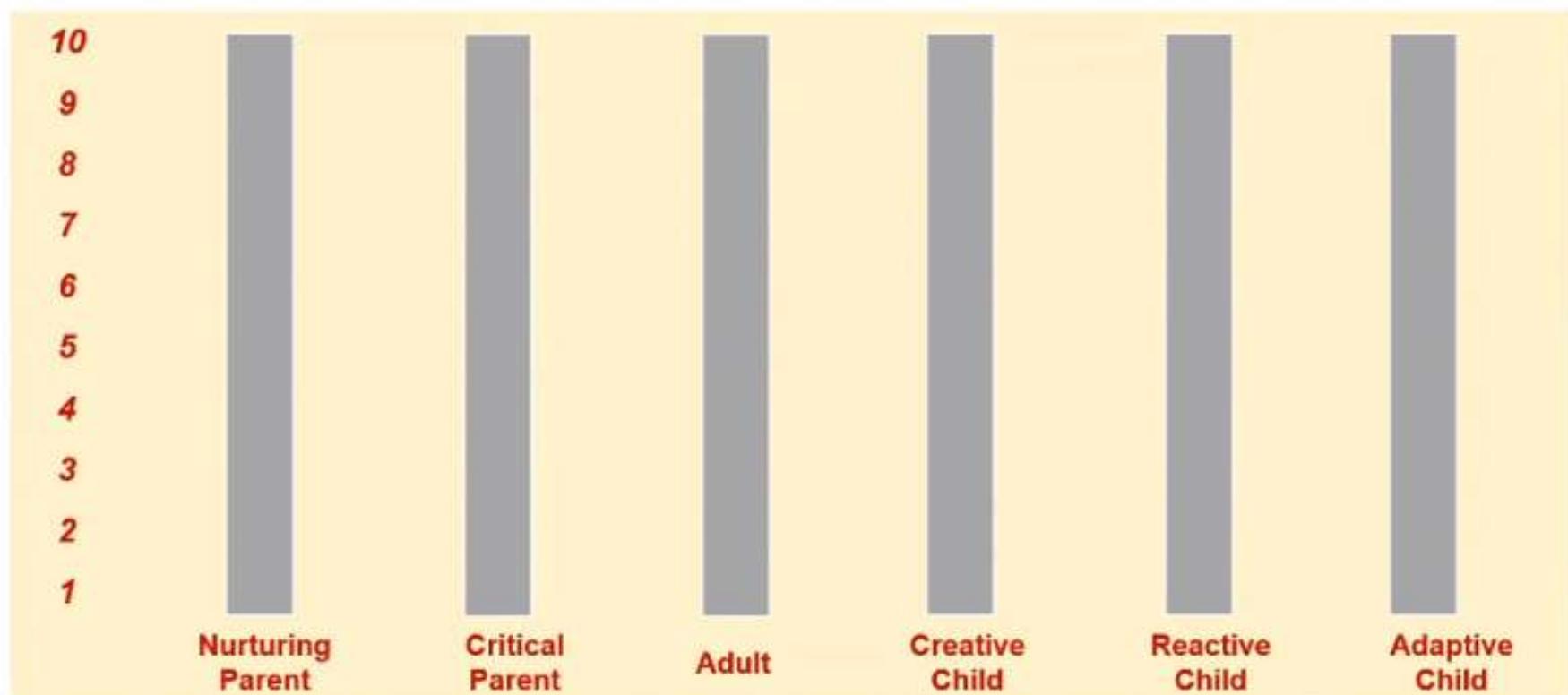
Ego State and Results

	Underdeveloped	Overdeveloped
<i>The Parent</i>	Poorly developed conscience	Overly critical of child and adult
<i>The Child</i>	All work and no play	All play, impulsive, angry or sick
<i>The Adult</i>	Loss of contact with reality, impulsiveness	Overly serious, intellectualizing

Quiz - Identify the Ego State

1. It's not my fault, my drink got spilt on your new carpet.
2. I wonder what might have caused that accident.
3. For goodness sake, clean up that mess.
4. Shall we clean up the mess together with a wet cloth?
5. I refuse to get involved in this incident.

Self Estimate



Be honest about your assessment.

Interpretation

Transactional Style Inventory – Scoring Sheet											
Item	Your Score	Item	Your Score	Item	Your Score	Item	Your Score	Total			
A		B		C		D		A+B+C+D	Styles	Ego State	Position
1		13		25		37			Supportive	Nurturing Parent	OK
2		14		26		38			Sulking	Adaptive Child	Not OK
3		15		27		39			Regulating	Critical Parent	OK
4		16		28		40			Aggressive	Reactive Child	Not OK
5		17		29		41			Problem Solving	Adult	OK
6		18		30		42			Bohemian	Creative Child	Not OK
7		19		31		43			Resilient	Adaptive Child	OK
8		20		32		44			Rescuing	Nurturing Parent	Not OK
9		21		33		45			Assertive	Reactive Child	OK
10		22		34		46			Prescriptive	Critical Parent	Not OK
11		23		35		47			Innovative	Creative Child	OK
12		24		36		48			Task Obsessive	Adult	Not OK

Your Dominant Style =

Your Backup Style =

What Does Your Score Mean?

- Your habitual way of interacting with others is your interpersonal style.
- **Parent** - Regulates behaviour
 - A. Critical Parent - through prescriptions & sanctions
 - B. Nurturing Parent - by providing support.
- **Adult** - Collects information and processes it.
- **Child: Has several functions, primarily concerned with (a)**
 - A. Creative Child - creativity, curiosity and fun
 - B. Reactive Child - reactions to others (including rebellion)
 - C. Adaptive Child - adjusting to others' demands or sulking.

Nurturing Parent

SUPPORTIVE STYLE

- They are supportive coaches for people,
- Typically, this style encourage others and provide necessary conditions for continuous improvement.
- People with this style show patience in learning about the problems of others and have empathy and provide support when needed.

RESCUING STYLE

- Indicates a dependency relationship where individual perceives the main role as rescuing the other person, who is seen as being incapable of taking care of himself.
- Another characteristic is that, support is provided conditionally, contingent on deference to the provider.
- Attitude is one of superiority and person's support constantly reminds others of their dependence. This style does not help other people to become independent and to act by themselves

Critical Parent

NORMATIVE STYLE	<ul style="list-style-type: none">• People with this style not only help others to solve a specific problem but also helps them to develop ways of approaching a problem and raises questions about relevant values.• These are people who are interested in developing proper norms of behaviour for others and in helping them, understand why some norms are more important than others.• They influence other through modelling their behaviour and raise questions about the appropriateness of some aspects of behaviour.
PRESCRIPTIVE STYLE	<ul style="list-style-type: none">• Critical of the behaviour of others. They develop rules and regulations and impose on others.• People using this style make quick judgments and insist that certain norms be followed others.• May give advice and prescribe solutions for others, rather than help others explore alternative solutions to their problems.

Adult

PROBLEM-SOLVING STYLE	<ul style="list-style-type: none">• People with this style are more concerned with solving problems but does not see them as being merely confined to tasks.• For such persons, the problems have various dimensions. The focus of the person is on dealing with and finding out solutions to problems.• In this process, they solicit the help of and involve many others.
TASK-OBSESSIVE STYLE	<ul style="list-style-type: none">• People with this style are more concerned with the task. Matters not directly related to the task are ignored.• They are not concerned with feelings and, in fact, fail to recognise them since they do not perceive them as related to the task any may attempt to function like computers.• A task-obsessive style can be insensitive to the emotional needs, personal problems and apprehensions of others.

Creative Child

INNOVATIVE STYLE	<ul style="list-style-type: none">• Innovators, are enthusiastic about new ideas and approaches and enthuse others too.• Unlike the Bohemian, they pay enough attention to nurturing their ideas so that they result in concrete action and become internalised in the system.
BOHEMIAN STYLE	<ul style="list-style-type: none">• The creative child is active in this style. The person has lot of ideas and is impatient with current practices.• The style is less concerned with how the new ideas work than with the ideas themselves.• Such people are nonconformists and enjoy experimenting with new approaches, primarily for fun. They rarely allow one idea or practice to stabilise before going on to another.

Reactive Child

ASSERTIVE STYLE	<ul style="list-style-type: none">• In this style, the person is concerned with the exploration of a problem, the main characteristic is perseverance.• This style confront the organisation to get things done for their subordinates or clients. They are more concerned with confronting problems than confronting people for the sake of confrontation.• Such people are frank and open but also perceptive and sensitive and respect the feelings of others.
AGGRESSIVE STYLE	<ul style="list-style-type: none">• People with this style are fighters. They may fight for their people or for their ideas and suggestions, hoping that this will help them to achieve the desired results.• Their aggressiveness, however, makes people avoid them and not take them seriously.

Adaptive Child

SULKING STYLE

- People with this style keep their negative feelings to themselves, find it difficult to share them.
- Typically, they avoid meeting people if they have not been able to fulfil their part of the contract.
- Instead of confronting problems, a person with this style avoids them and feels bad about the situation, but does not express these feelings openly.

RESILIENT STYLE

- In this style, person shows creative adaptability-learning from others, accepting others' ideas and changing their approach when required.
- Although such people may show several styles of behaviour, one style will generally be used more frequently than others.

Questions to Ponder

- Is there a difference between the self estimate and assessment based results?

Life Positions

- Berne believed that a lot of people get stuck in one ego state, which may be due to early childhood experiences.
- His theory was that in childhood we have a life position assigned to us, because of the experiences we have from birth onwards.
- He thinks there are four possible life positions
 - I'm not OK, You're OK
 - I'm not OK, You're not OK
 - I'm OK, You're not OK
 - I'm OK, You're OK

OK & Not OK

Ego States	Styles in two life Positions	
	Not OK	OK
Nurturing Parent	Rescuing	Supportive
Critical Parent	Prescriptive	Normative
Adult	Task- Obsessive	Problem-Solving
Creative Child	Bohemian	Innovative
Reactive Child	Aggressive	Assertive
Adaptive Child	Sulking	Resilient

		YOU		
		Not OK	OK	
OTHERS	Not OK	<p>Lacks Trust in Self & Others. Feelings of Hopelessness, Often Extreme Depression</p> <p>P- C, C-C, P-P, C-P</p>	<p>May evolve from hurt or discounted child giving himself strokes. Feels distrust, anger, superiority</p> <p>P-C</p>	<ul style="list-style-type: none"> • Early in life, individuals take a position regarding their intrinsic worth and that of others
	OK	<p>Feelings of inferiority, hero worship, looking for parent substitutes, seeks dominance from others.</p> <p>C-P</p>	<p>The “winner”, health, optimistic, usually adult to- adult ego state. Ideal life position on & off the job.</p> <p>A - A</p>	<ul style="list-style-type: none"> • Environmental experiences influence these positions

TRANSACTIONS

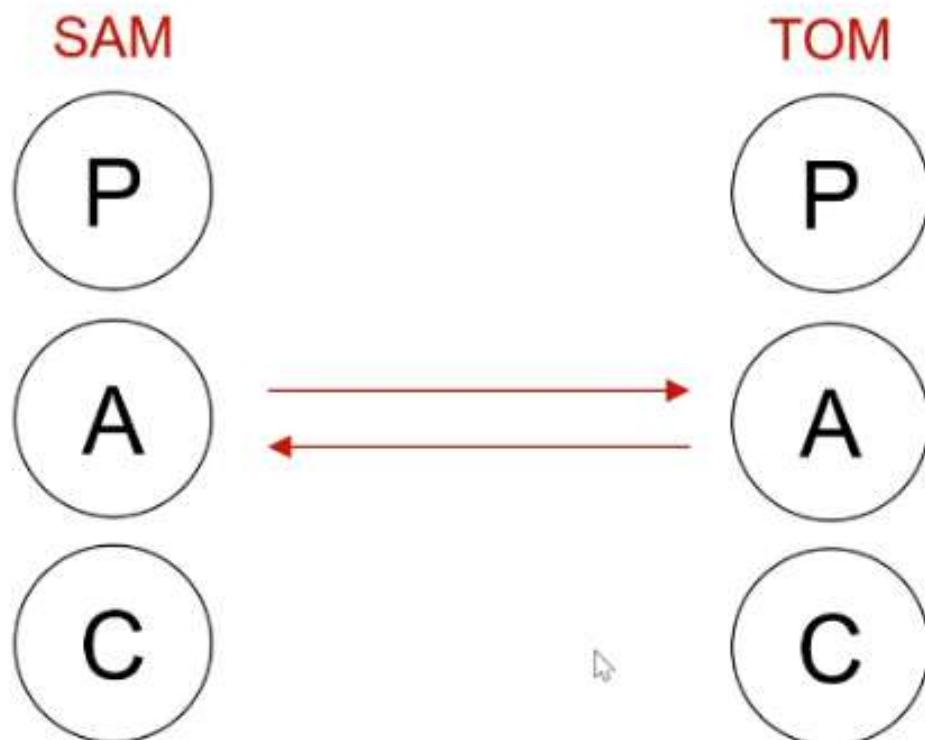
Analyzing Transactions

- Only 7% of meaning is in the words spoken.
- 38% of meaning is paralinguistic (*the way that the words are said*).
- 55% is in facial expression.

Types of Transactions

1. Complementary transactions
2. Crossed transactions
3. Ulterior transactions.

1. Complementary Transactions

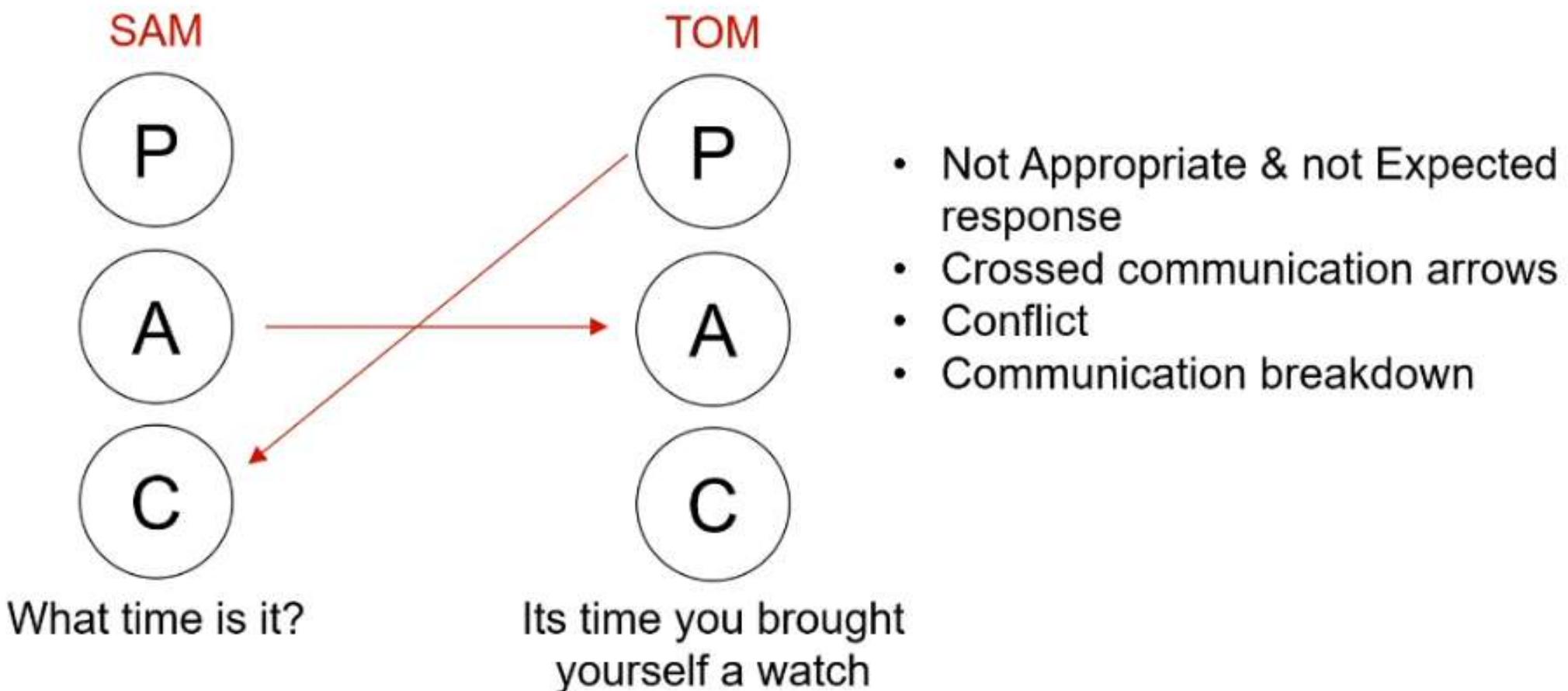


What the time is it?

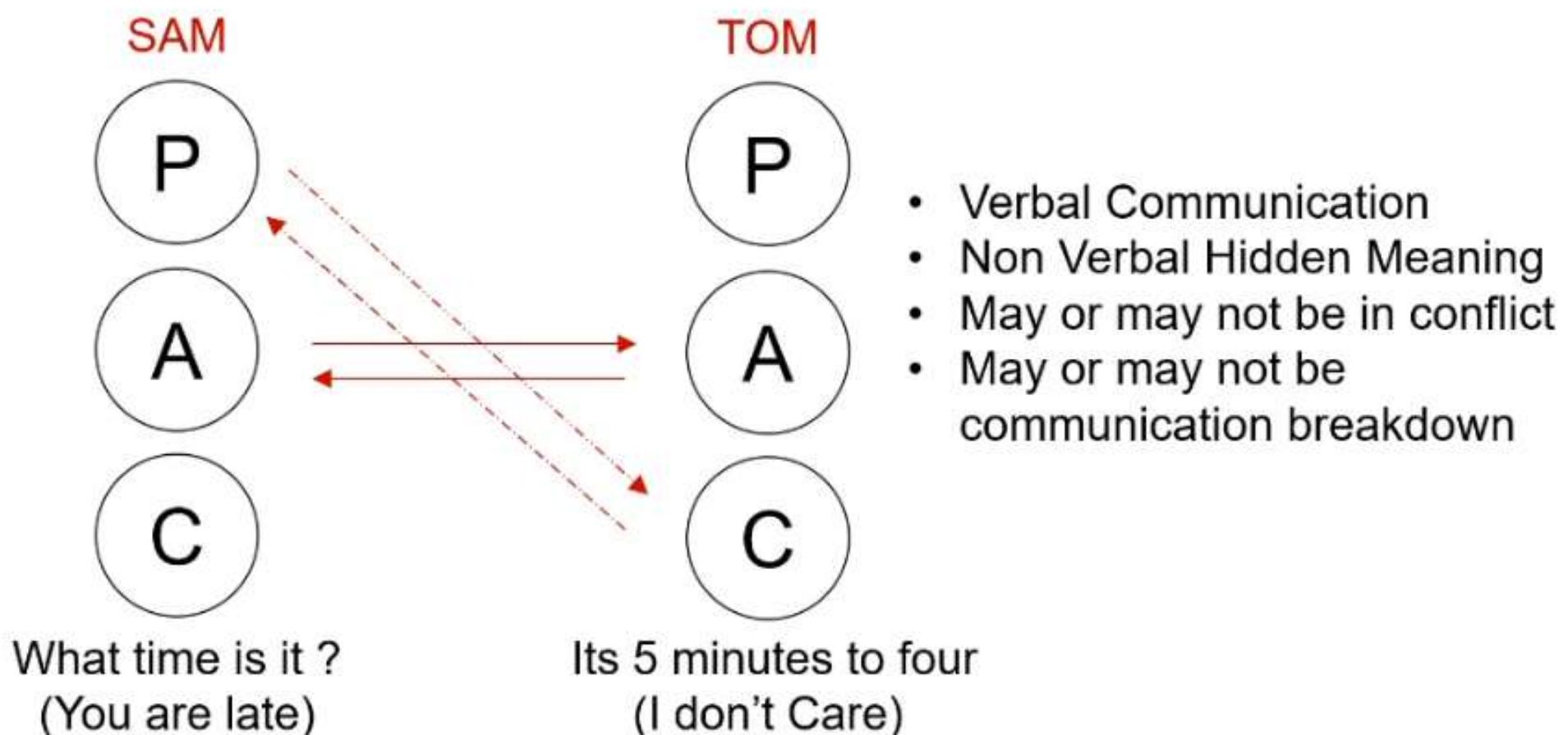
It is 5 minutes to four

- Appropriate & Expected response
- Parallel communication arrows
- No Conflict
- Communication continues

2. Crossed Transaction



3. Ulterior Transactions (Games)





PERSONAL GROWTH LAB

IIIT, Sri City
Interpersonal Relationships

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

Johari Window

Interpersonal Behaviors - Introduction



Why Give & Receive Feedback? – Respond on Chat

- Allows personal growth and improvement.
- Enables the provider to recognize weaknesses
- Enables the receiver to gain insights and action
- Creates an open environment for effective interpersonal communications.
- Aids in preparing for the future, than dwelling on the past.
- Is a tool for continuous learning
- **Criticism** - is judgmental, negatively evaluative, and often accusatory

What is Johari Window?

- A simple and useful tool developed by American psychologists Joseph Luft and Harry Ingham in the 1950's, calling it 'Johari' after combining their first names, Joe and Harry.

Purpose of Johari Window

- Understand the value of self disclosure
- To be self-aware & understand the degree to which others know us
- To help people understand their interpersonal communication and relationships better
- Encourage people to give and accept feedback when working together to achieve common goals

2 Key Ideas Behind JW

1. Individuals can build trust between themselves by disclosing information about themselves.
2. Can learn about themselves with the help of feedback from others



Various methods are used, prominent are games, online tests, questionnaires available today.

Scoring

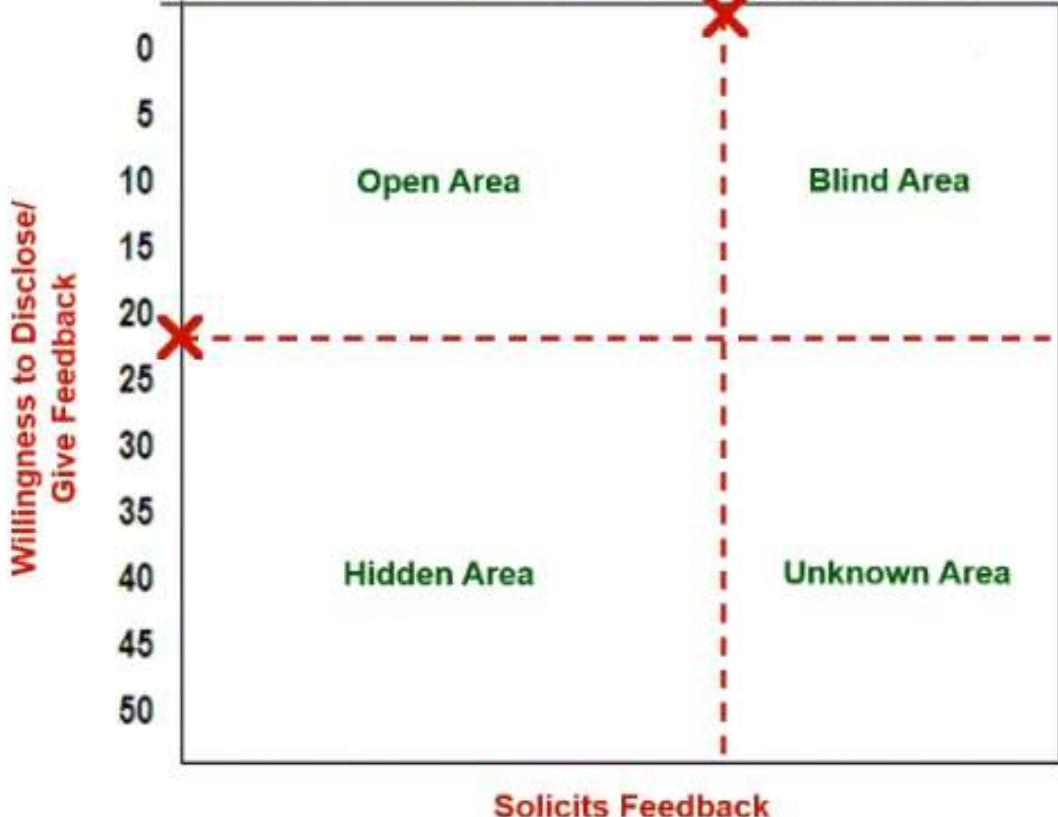
Understanding My Profile

Scoring

Solicits Feedback		Willingness to Disclose/ Give Feedback		
Statement	Response	Statement	Response	Total
2B		1A		
3A		4B		
5A		6B		
7A		9B		
8B		11B		
10B		13A		
12B		15A		
14B		17B		
16A		18B		
20A		19B		
Total		Total		

Record the points assigned for each statement as per the above scoring chart and total the points at the bottom of each column.

Self Perception



- Plot the totals from each column on the graph
- Total from the “Solicits Feedback” is recorded along the horizontal axis.
- Total from the “Willingness to Disclose” is recorded along the vertical axis.
- Now the graph is divided into four sections by drawing the straight lines as per the scores.

Johari Window

- The four panes are interrelated
- Changes to one pane impact the size of the others
- As relationships develop, the open area should grow

Johari Window



1. Open area, open self, free area, free self.
 2. Blind area or 'blind-spot'
 3. Hidden self, avoided area or 'façade'
 4. Unknown area or unknown self
- The bigger the window on the left side of the pane, the more self aware you are

Open Area

- Represents the “public” or “awareness” area and contains information that both you and others know
- Information that you don’t mind admitting or sharing
- Gets bigger over time as relationships mature
- A productive relationship is related to the amount of mutually held information
- Building a relationship involves expanding this area



Open Area

- This information is about the person's - behavior, attitude, feelings, emotion, knowledge, experience, skills, views, etc. - known by the person ('the self') and known by the group ('others').
- Open area is the area where effective communication and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.
- It is recommended to develop 'open area', because when we work in this area with others, we are at our most effective and productive.

Blind Spot

- Information about yourself that others know but you are not yet aware
- Others may see you differently than you see yourself
- Effective relations strive to reduce this area
- Open communication encourages people to give you feedback
- Not an effective or productive space for individuals or groups



Blind Spot

- This information what is known about a person by others in the group, but is unknown by the person him/herself
- Could also be referred to as ignorance about oneself, or issues in which one is deluded
- Also include issues that others are deliberately withholding from a person
- Aim is to reduce this area by soliciting feedback from others and thereby to increase the open area, i.e., to increase self-awareness
- People take responsibility for reducing the blind area - in turn increasing the open area - by giving sensitive feedback and encouraging disclosure

Hidden Self

- This is the information known to ourselves but kept hidden from, and therefore unknown, to others
- Represents information, feelings, etc, anything that a person knows about him/self, but which is not revealed or is kept hidden from others
- Include sensitivities, fears, hidden agendas, manipulative intentions, secrets - anything that a person knows but does not reveal



Hidden Self

- Relevant hidden information, feelings, etc., should be moved into the open area through the process of 'self-disclosure' and 'exposure process'
- Information that you know that others do not
- Private feelings, needs, and past experiences that you prefer to keep to yourself
- If this area is too large, you can be perceived as lacking authenticity
- Various factors influence preparedness to disclose hidden selves.
- The extent to which an individual discloses personal feelings and information, and the issues which are disclosed, and to whom, must always be at the individual's own judgment and maturity.

Unknown Area

- This contains information, feelings, latent abilities, aptitudes, experiences etc that are unknown to the person him/herself and unknown to others in the group.
- Can be prompted through self-discovery or observation by others, or through collective or mutual discovery, Counseling can also uncover unknown issues
- Again as with disclosure and soliciting feedback, the process of self discovery is a sensitive one



Unknown Area

- One can create an environment that encourages self discovery, and to promote the processes of self discovery, constructive observation and feedback to others
- Information that is unknown to you and to others
- Areas of unrecognized talent, motives, or early childhood memories that influence your behavior
- Always present, never disappears
- Open communication can expose some of this area
- The unknown area could also include repressed or subconscious feelings rooted in formative events and traumatic (painful) past experiences, which can stay unknown for a lifetime

Self-Disclosure & Feedback Styles

- Two communication processes within our control that impact relationships:
 1. Self-disclosure of thoughts, ideas, and feelings
 2. Seeking feedback from others
- Characteristics of using both effectively:
 - Candor
 - Openness
 - Mutual respect

Points to Consider

- When we work in open area with others we are at our most effective and productive, and the group is at its most productive too.
- Established relationships logically tend to have larger open areas than new
- People start with relatively small open areas because relatively little knowledge about the new relationship is shared
- Reduce the blind area by using solicit feedback from others, this will expand the open area
- Relevant hidden information and feelings, etc, should be moved into the open area through the process of 'disclosure' thereby increasing the open area

Reflective Exercise - 1

- Finding out more about your own defenses
- Understanding yourself increases the ability to understand others.
- Understanding your defenses increases your ability to manage them

Reflective Exercise - 2

- Now think of a belief or value that you hold dear.
- Imagine a scenario where your belief or value is challenged by another person, indirectly through his behavior and speech or directly through verbal attack or disagreeing with your view.
- What behavior do you use to manage the feelings aroused in this situation?
- How will that person perceive your reaction?

Reflective Exercise - 3

- Think of a feeling that you don't like to display or reveal to others.
- Imagine a situation where you could be in danger of showing that feeling.
- What behavior do you use to manage the feelings aroused in this situation?



Insights and Actions

- What is it that you want to give to others?
- What do you want to receive from people you help?
- What do you think you'll get from being a good listener?
- What are your expectations of anyone you might help?
- What emotions in yourself or in others give you trouble?
- How will you deal with the other persons feelings towards you?
- How will you handle your feelings towards those you help?

Open Self

- Also means that you Trust other people because you disclose or show them a lot about yourself.



Blind Self

- Common Reaction:
 - Am I really like that?
 - Did I say that?
 - How could I have done that?
 - At times that you are insensitive to your behaviour and you get surprised once feedback is given to you.
- Challenge:
 - Solicit information from others
 - Use their feedback in checking yourself. They are points for improvement.

Hidden Self

- Façade can be your protection or defence wall- Hidden Secrets,
- Things you want to keep to yourself, why?
 1. Afraid of misunderstanding.
 2. Fear of rejection.
 3. Afraid of getting hurt.
 4. You do not find other people supportive.
- It may not be good to keep a lot of things to yourself. Other people might not see the real YOU!
- TRUST- can decrease the size of the Facade

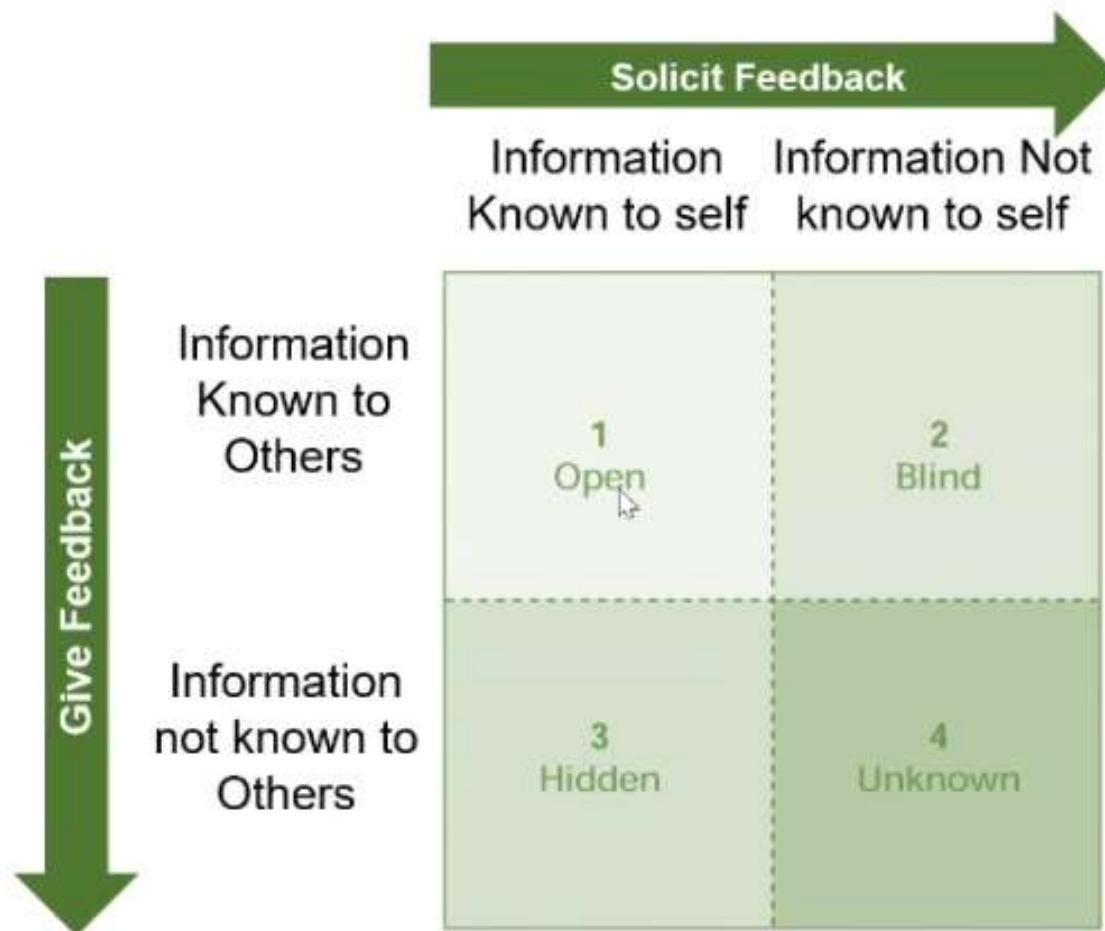
Un Known

- Other terms in the Unknown are:
 - The Mystery man!
 - I do not know where I stand!
 - I don't really know about myself!

How Can We Develop?

- Your willingness or unwillingness to engage in self-disclosure, and listen to feedback, has a lot to do with your understanding of yourself and others' understanding of you.

Approach



Learning

- It is a growth experience.
- You discover a lot about yourself.
- You can identify ways of making your Arena bigger and your Blind Spot, Façade and Unknown smaller.
- You will always have potentials for growth.

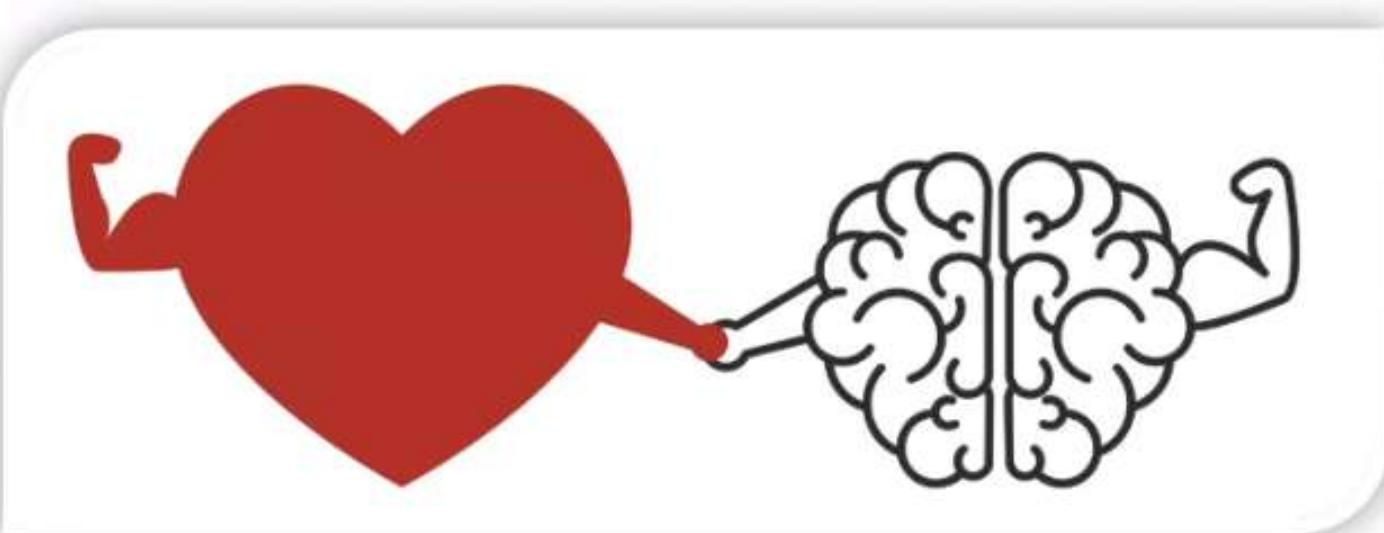




PERSONAL GROWTH LAB

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

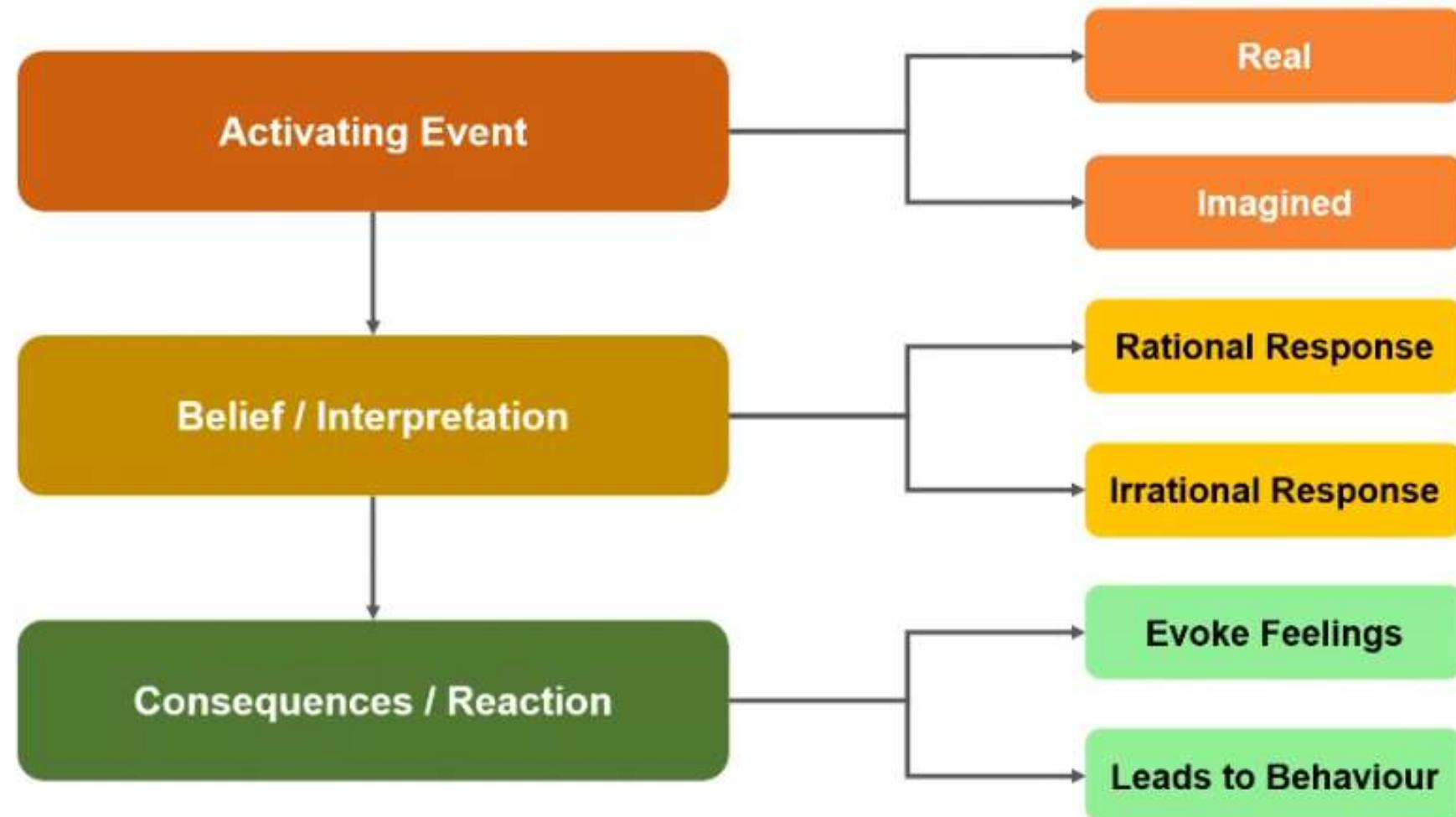
e.g. racing heartbeat, feeling tense

How we behave

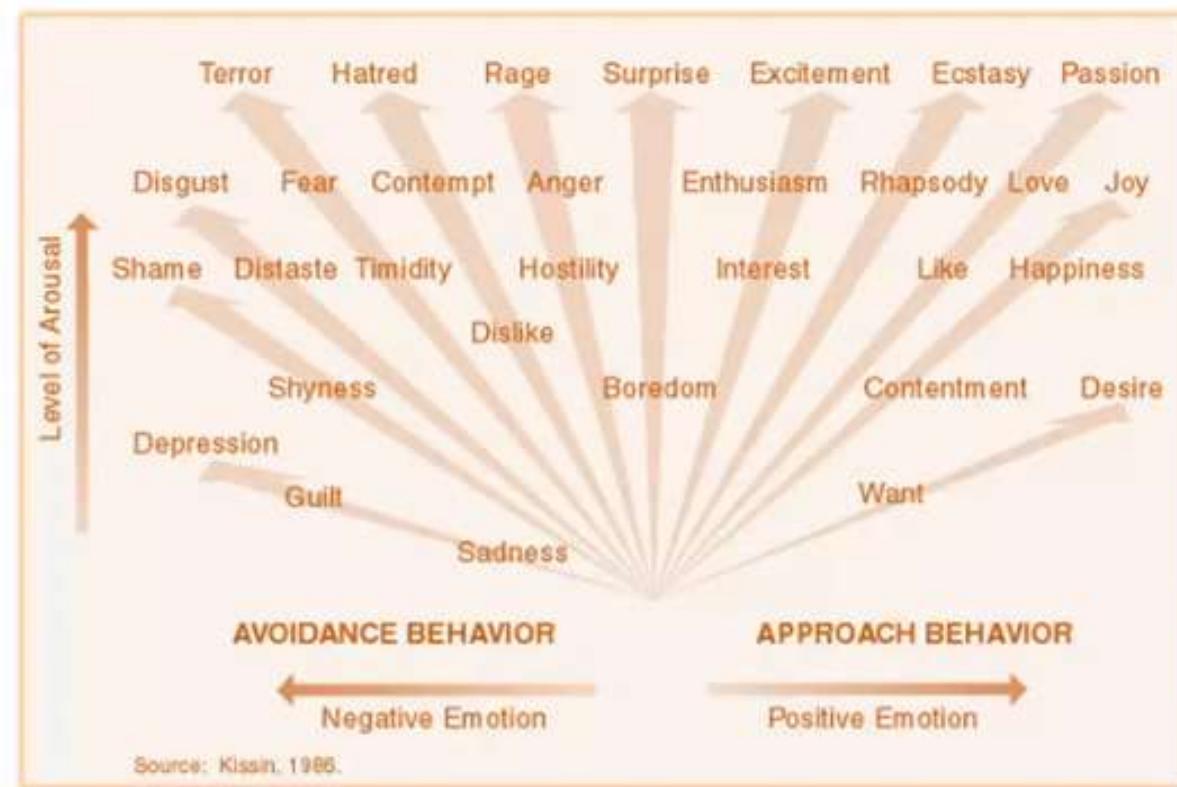
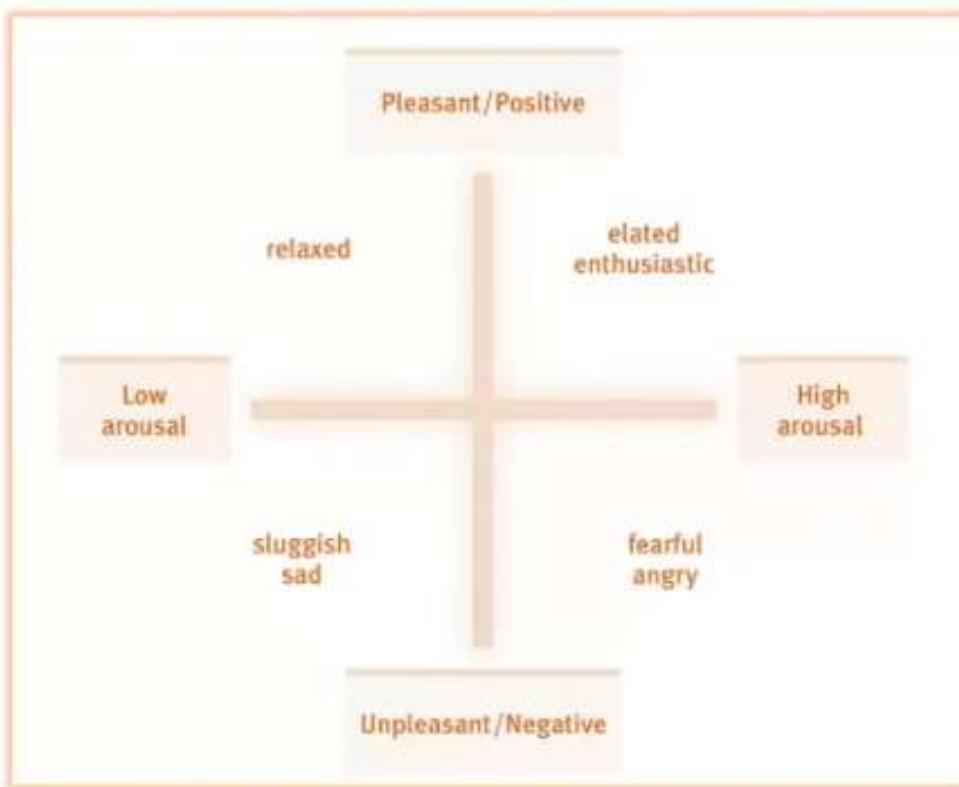
e.g. running away, hitting out or hugging someone.

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

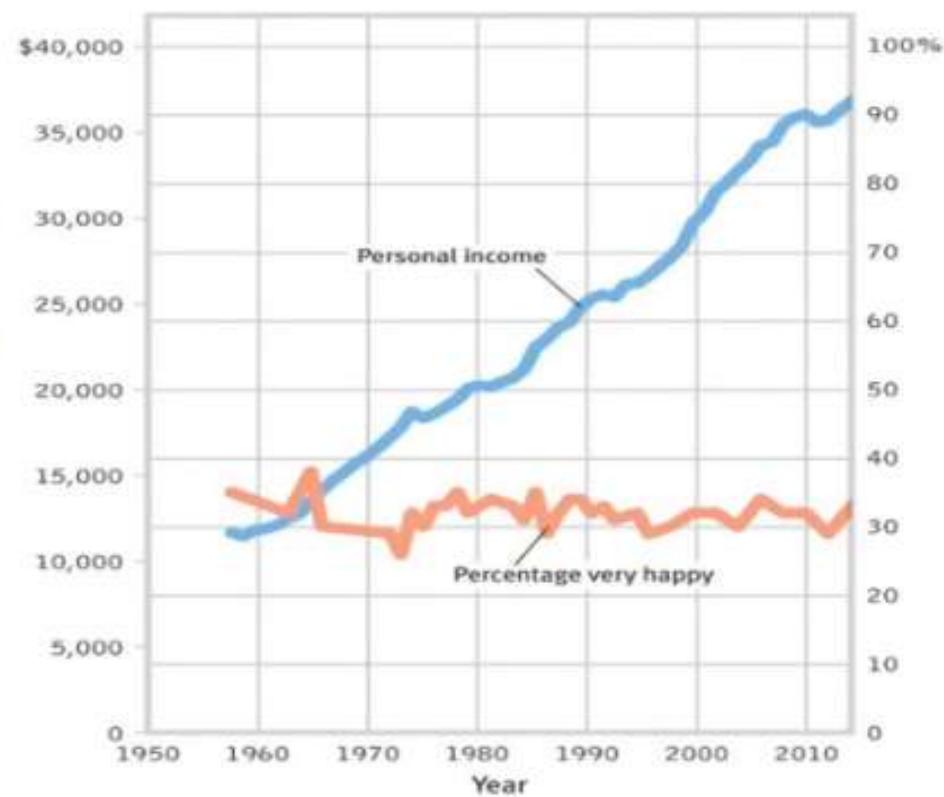
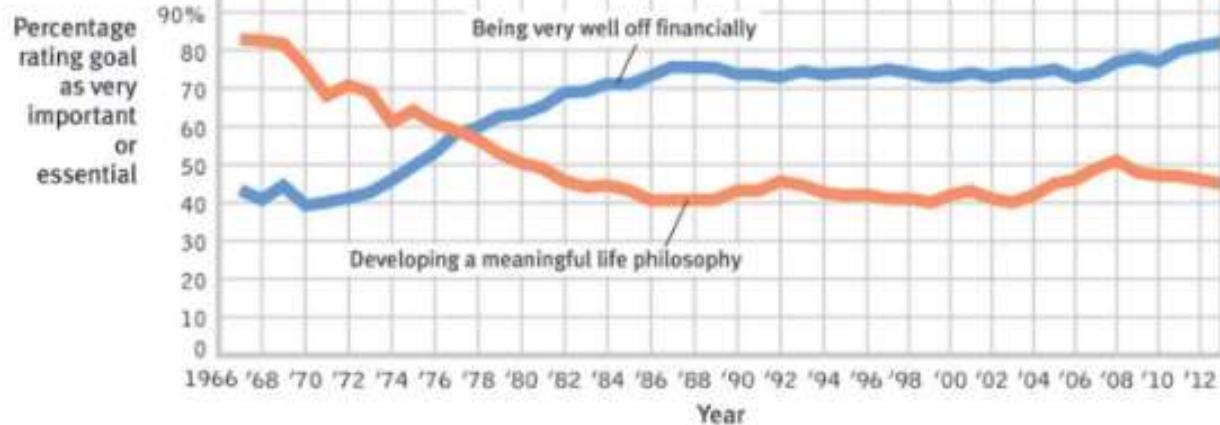
	James – Lange Theory	Izard Theory	Cannon-Bard Theory	Cognitive Theories
Stimulus	A large snake	A large snake	A large snake	A large snake
Response	<ul style="list-style-type: none">• Body reacts to stimulus• Fear is experienced	<ul style="list-style-type: none">• Face muscles alter in fear• Cognitive 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?

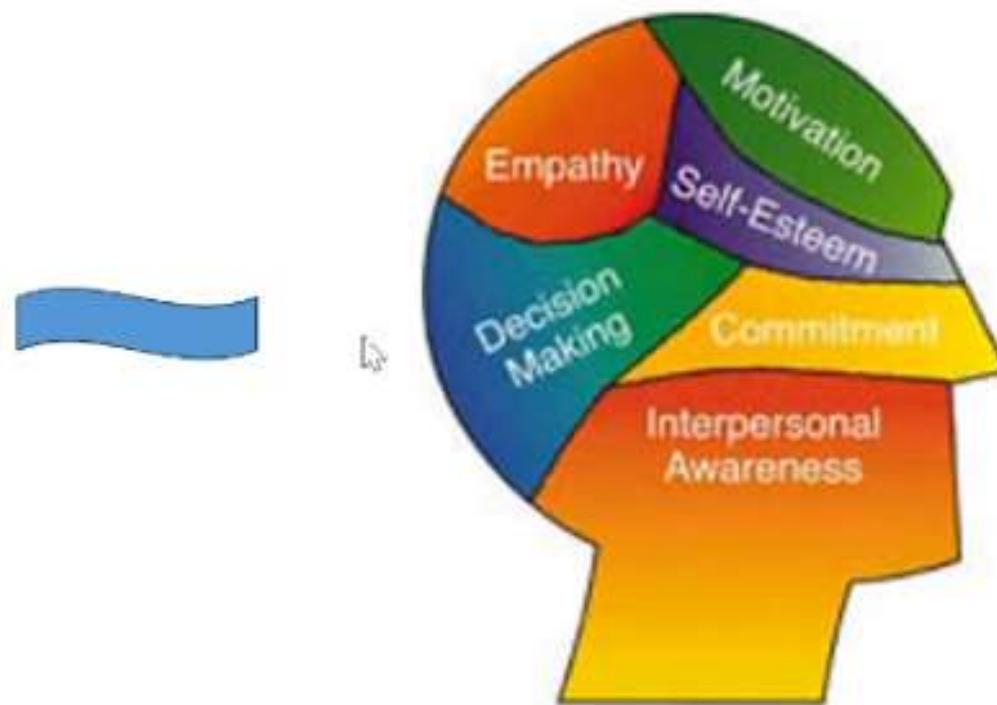
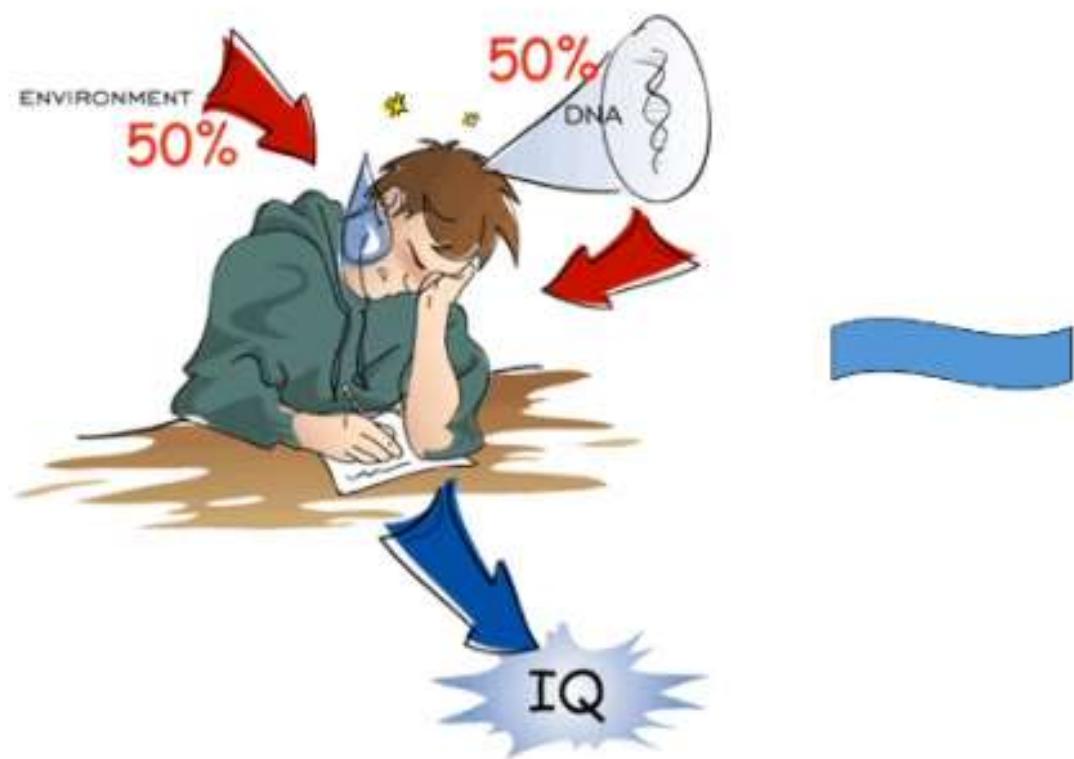


- An individual's ability to understand complex ideas, learn from experience, to engage in various forms of reasoning and to overcome problems by careful thought to adapt effectively to the environment.
- Typically focused on analytic reasoning, verbal skills, spatial ability, attention, memory, judgement 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)

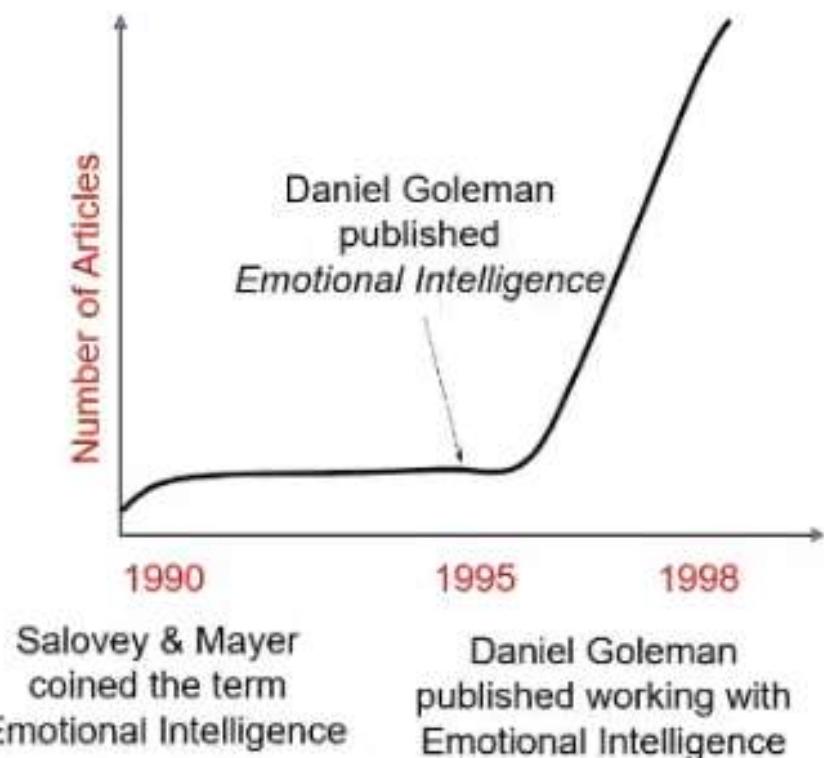
- Term "IQ," is a German word Intelligenz-Quotient,
- IQ scores are used as predictors of educational achievement or special needs, by social scientists who study the distribution of IQ scores in populations as predictors of job performance
- Over the years, proved to be a weak predictor for Achievement, 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

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

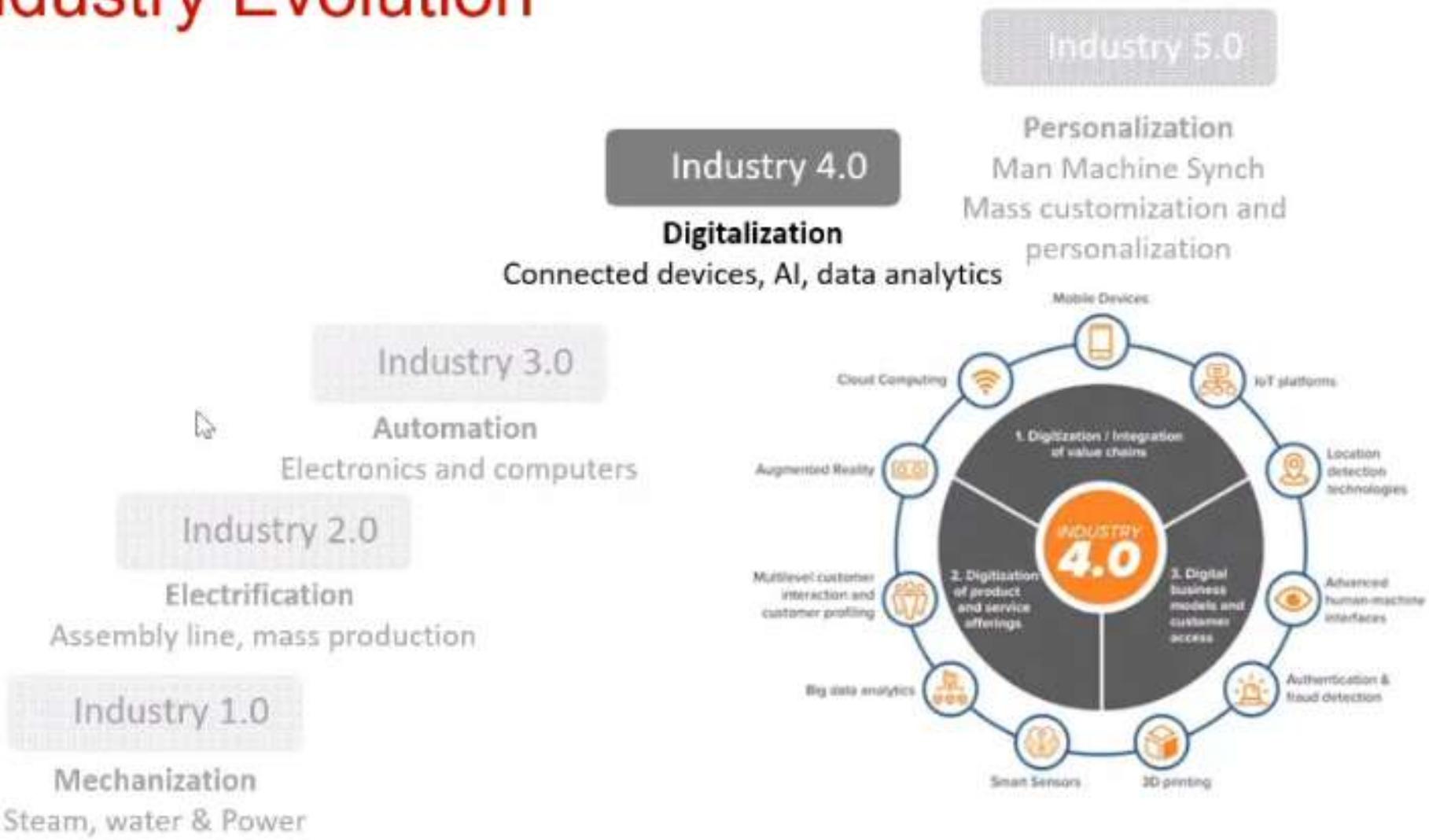
Meaning	Low Scores	High Scores
<ul style="list-style-type: none">• Managing emotions in others.• Social competence and social skills.	<ul style="list-style-type: none">• Unable to respond in adaptive ways in a social setting.• Lack mutual give & take, sharing emotions etc. difficulty in maintaining relationships• 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.

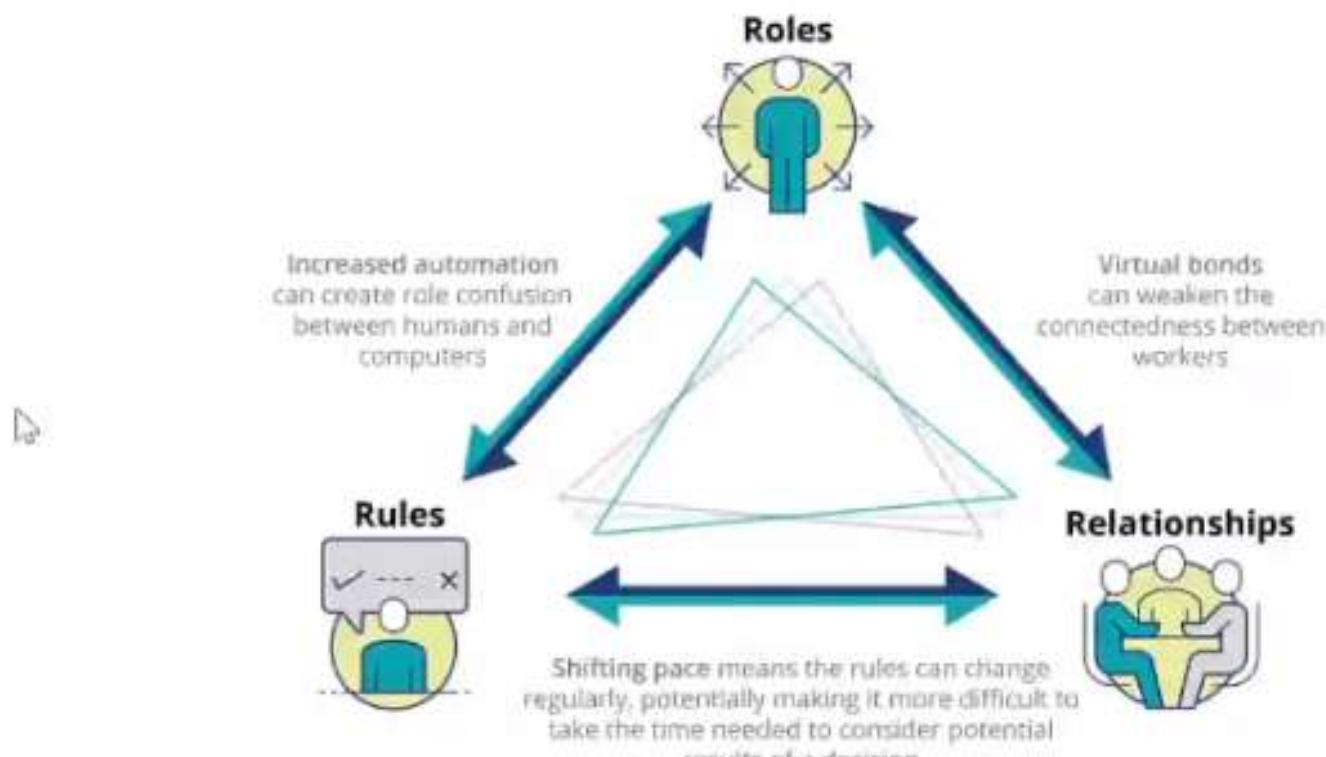
Industry Evolution



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



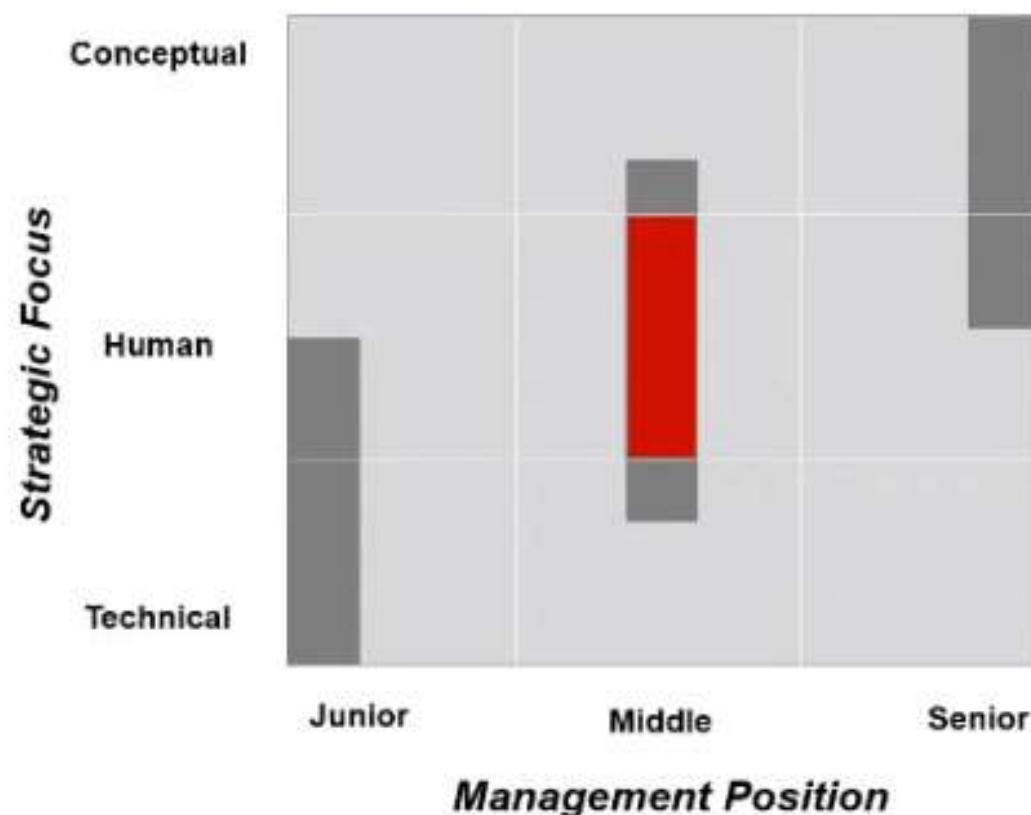
Source: Deloitte analysis.

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)

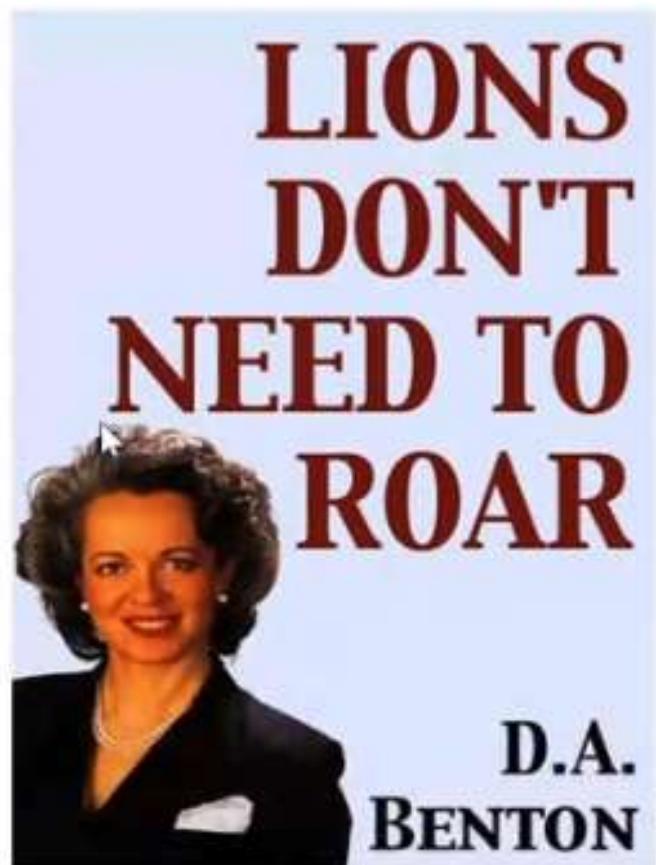
Managerial Skills



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

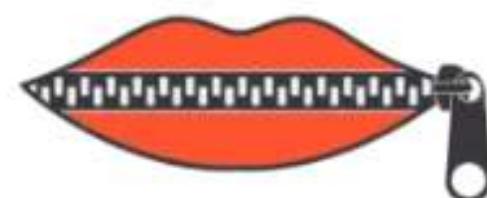
Personal Management Skills

- 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



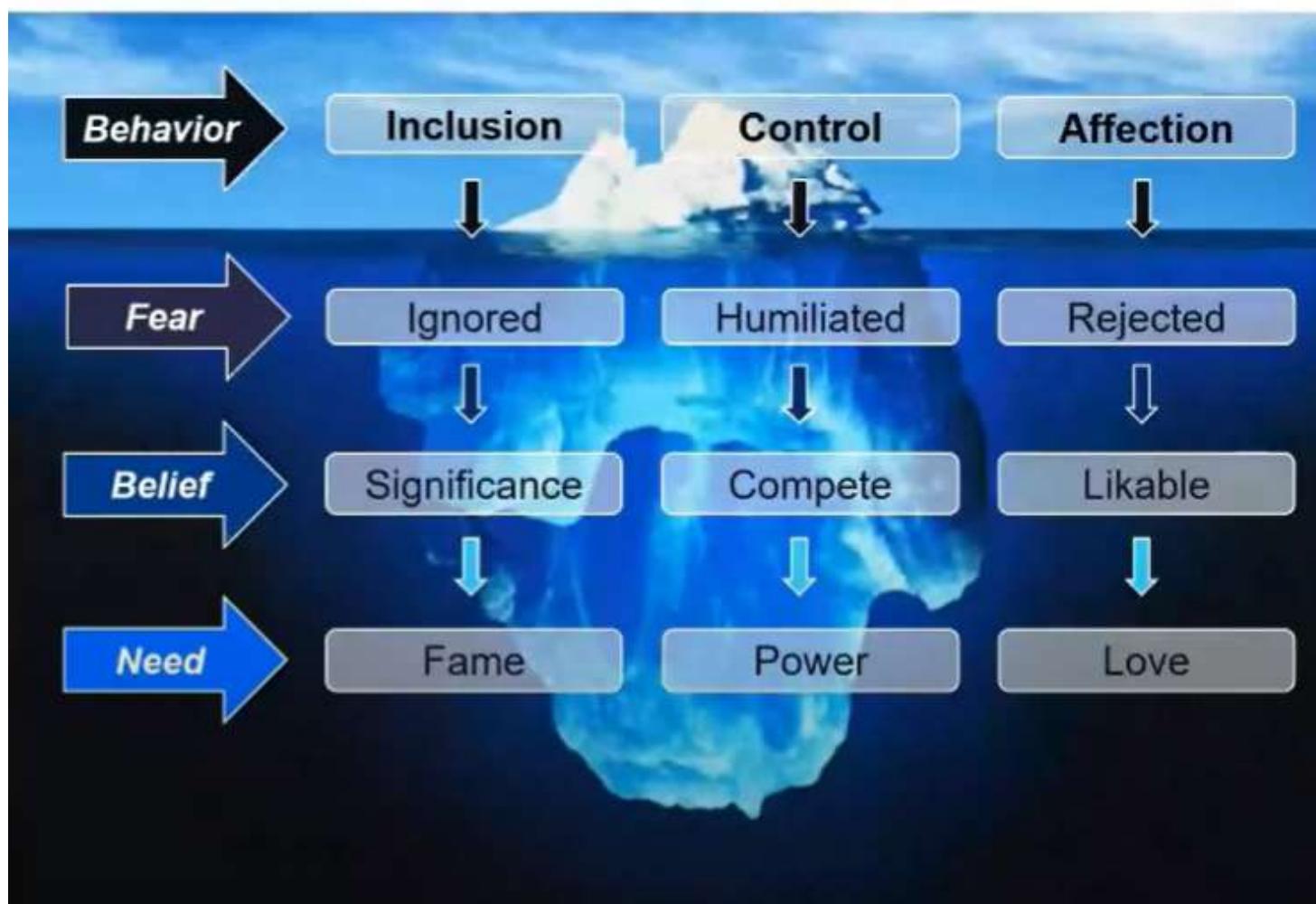
- In 1952 **Dr. Schutz** from the Naval Research Laboratory, Washington, DC was assigned the task of understanding and improving the performance of CIC's - (Combat Information Centers) teams aboard ships.

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.

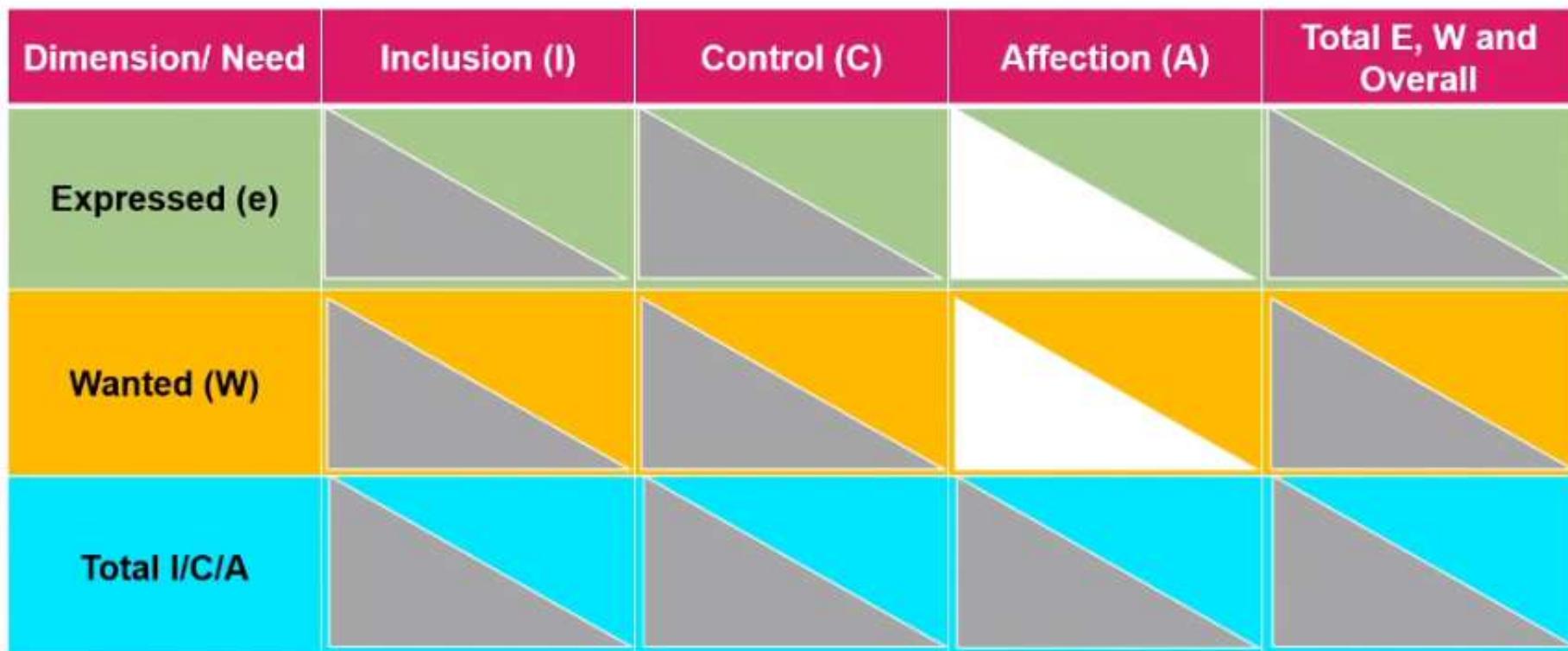
Share examples of when you have actively Expressed warmth and encouraged openness and closeness with others.

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

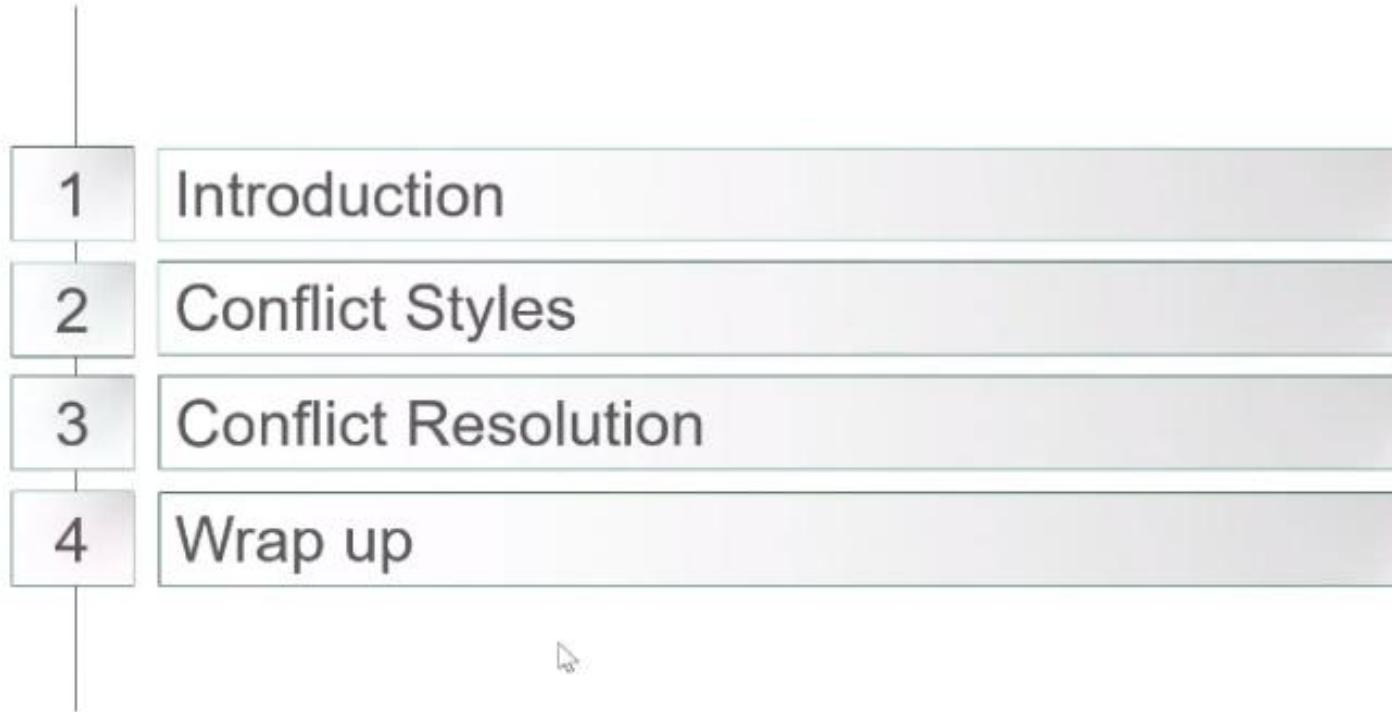


PERSONAL GROWTH LAB

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.

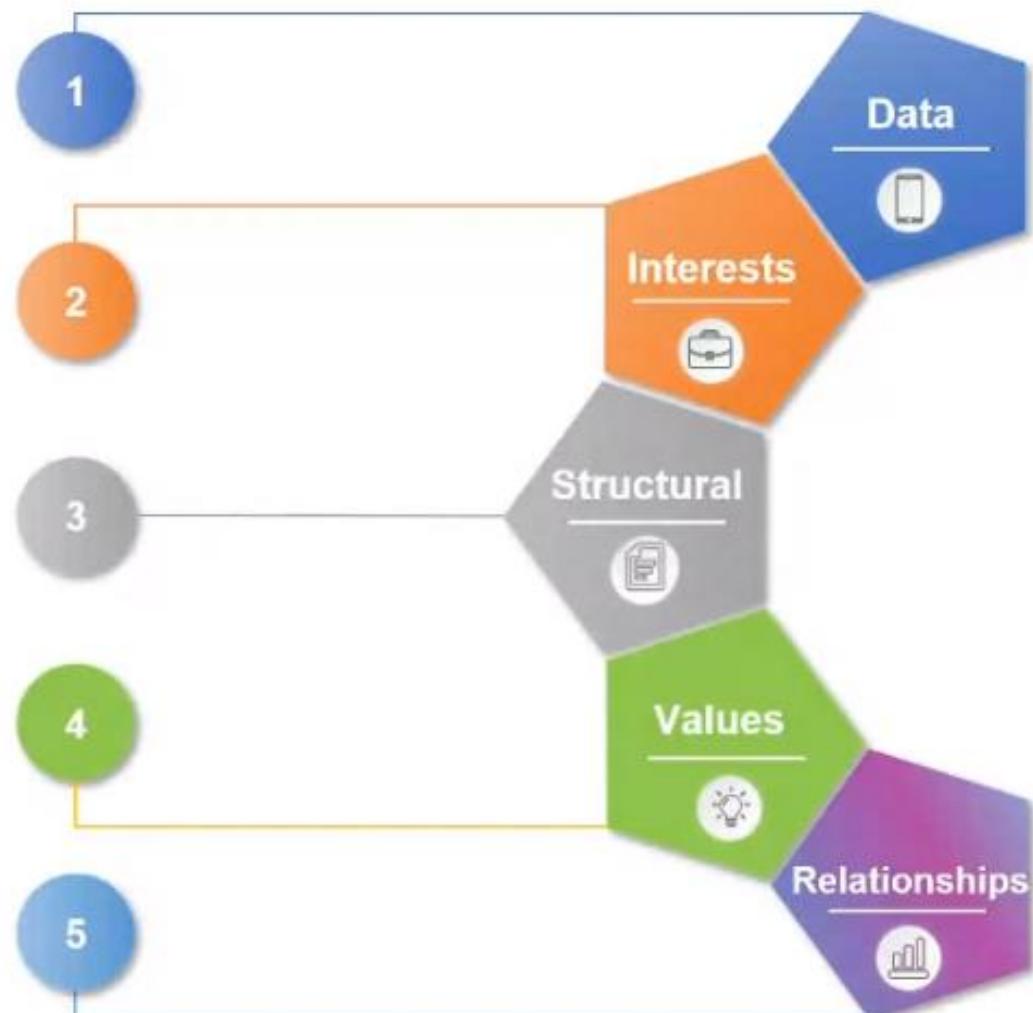


Conflict Continuum



Sources of Conflict

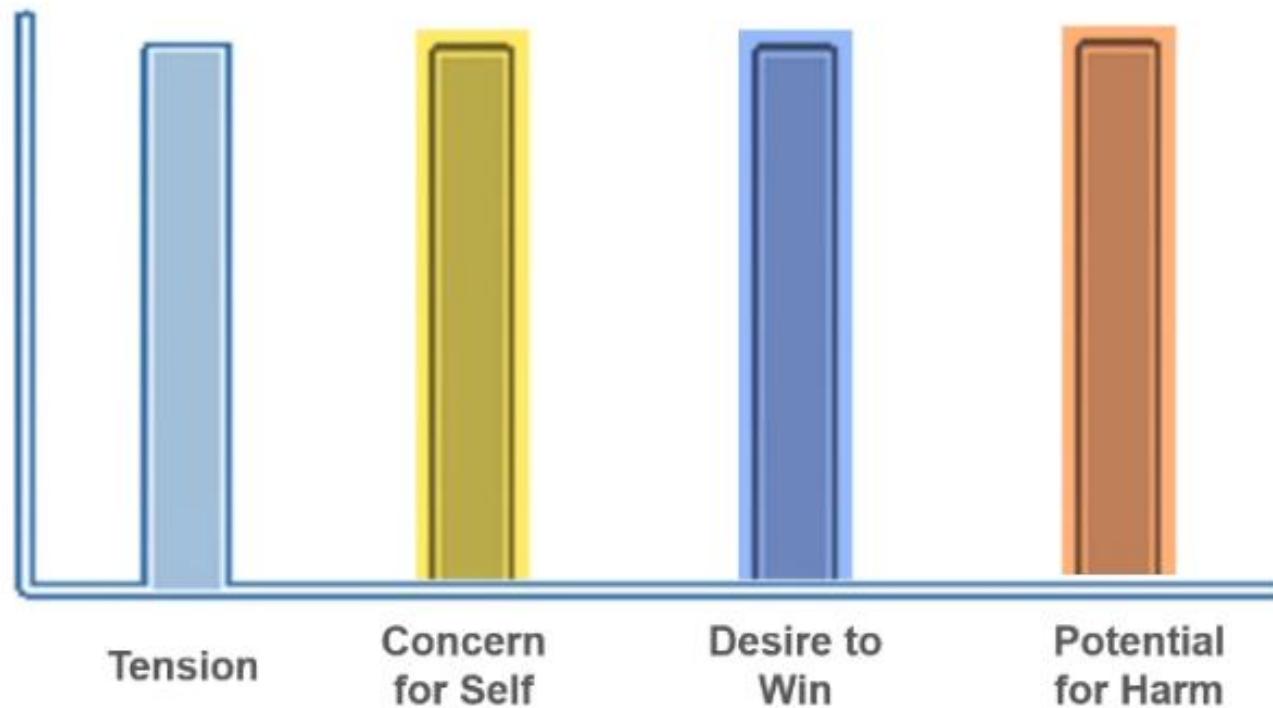
- Lack of Information, Misinformation,
 - Different views on what is relevant,
 - Different assessment and interpretation,
-
- Perceived or Actual competition,
 - Procedural Interests, Psychological Interests,
 - Substantive interest
-
- Destructive patterns of behaviors,
 - Unequal control, ownership, 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



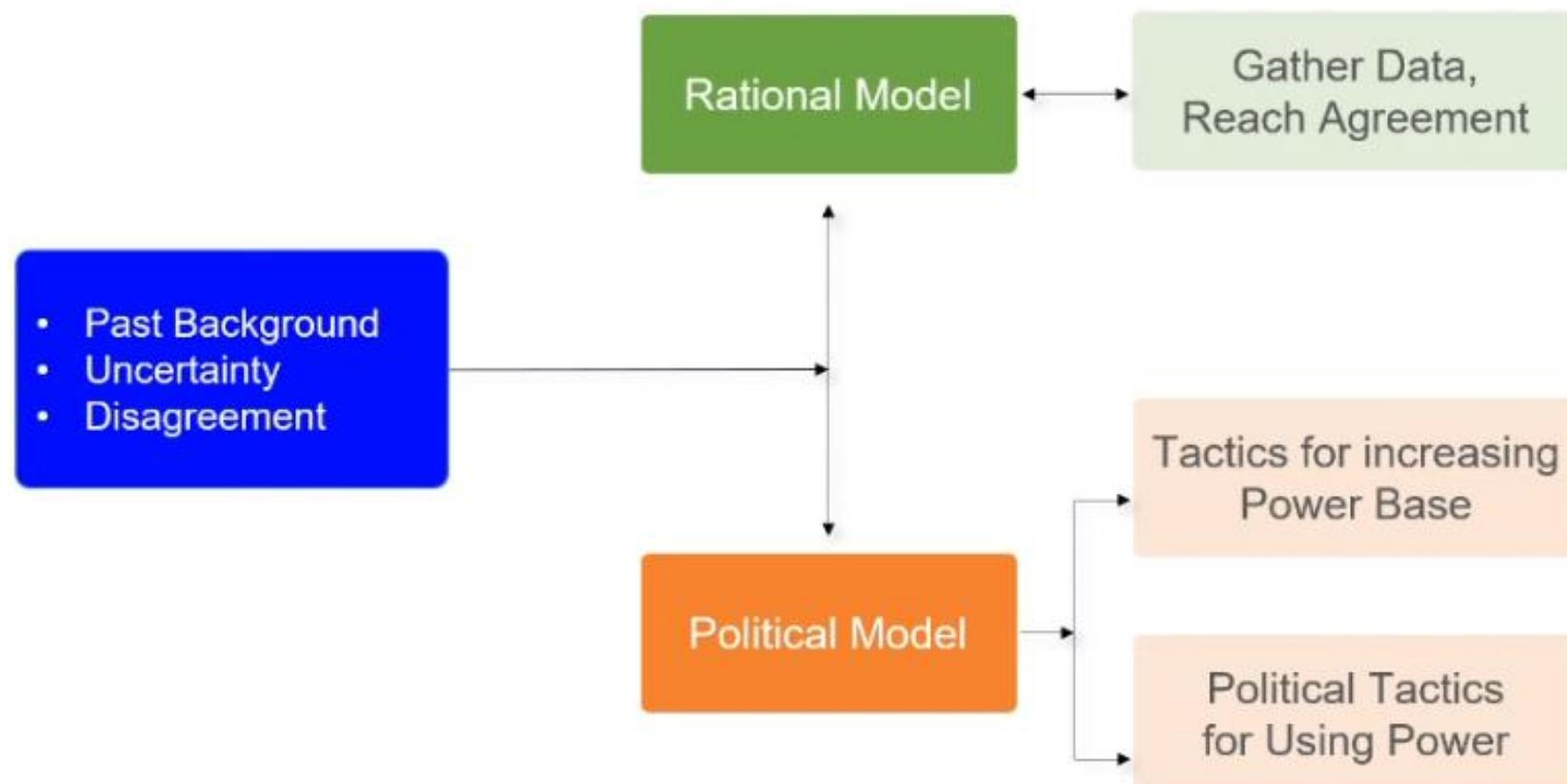
Cost of Conflict

- 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

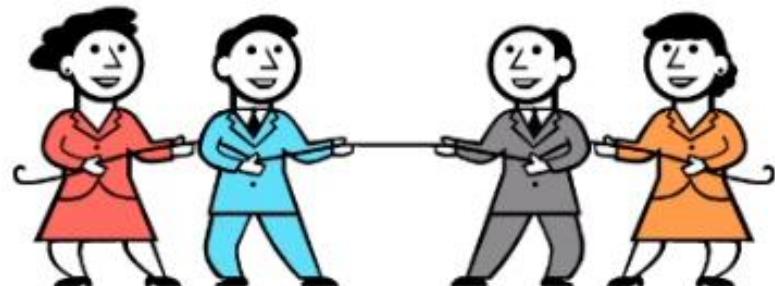


Levels of Conflict

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?

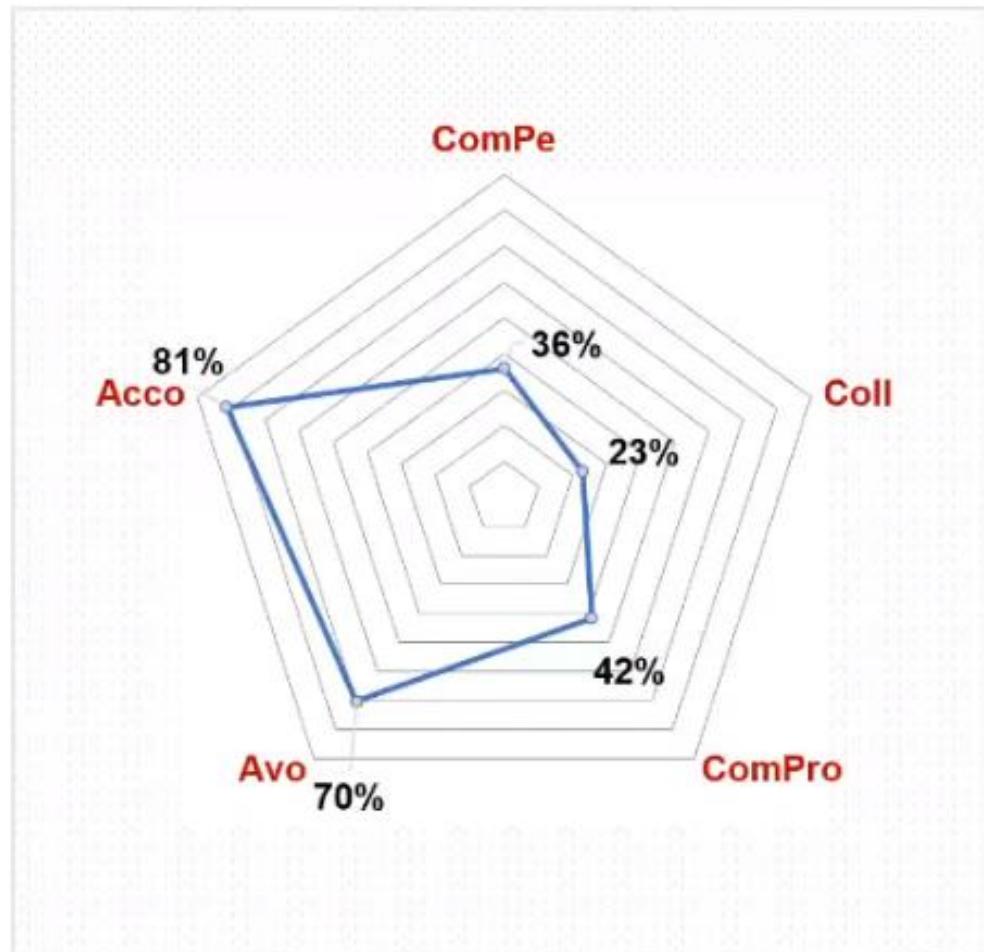
Dimensions of Conflict

- 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



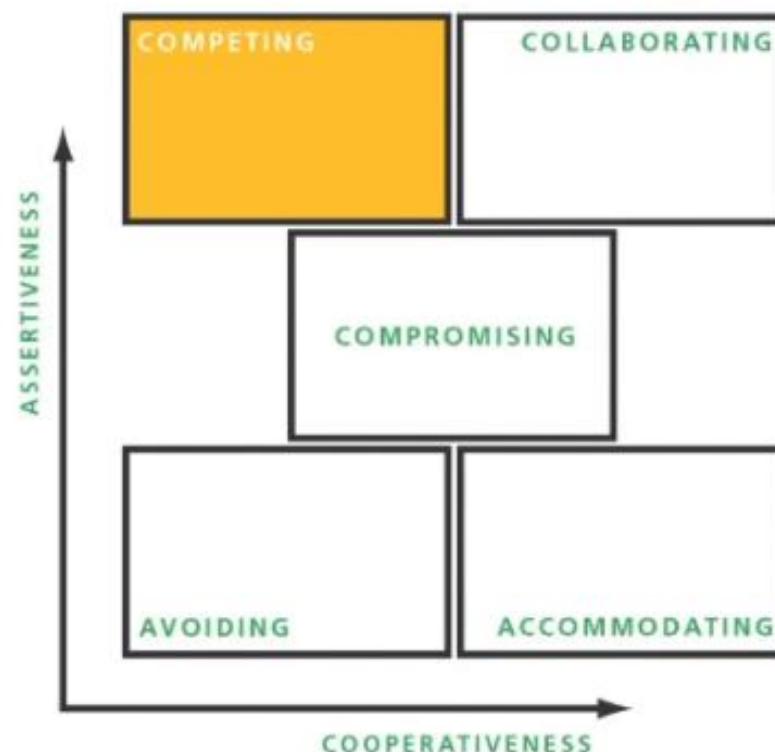
Profile

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”



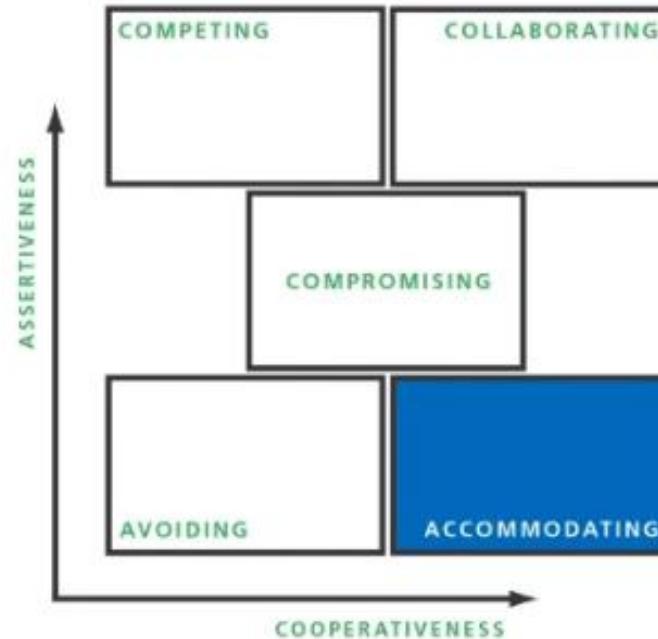
Underuse of Competing

- 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

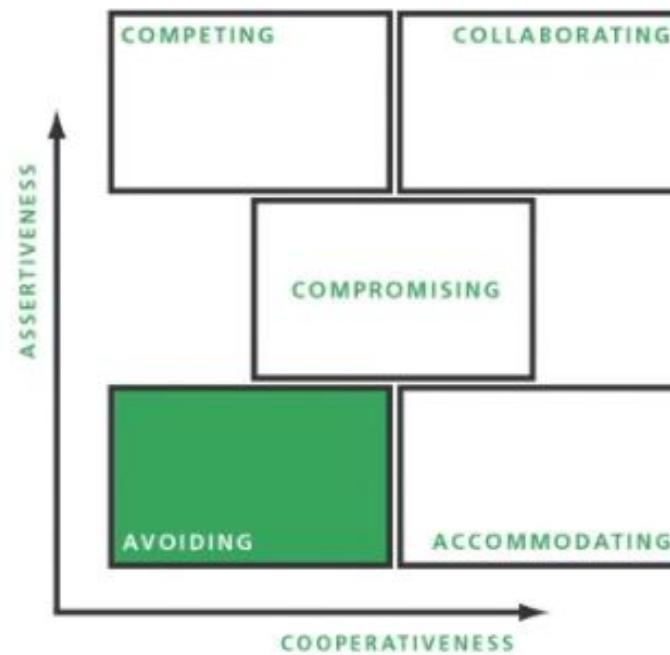
- Overlooked ideas
- Restricted influence
- Loss of contribution
- Anarchy

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



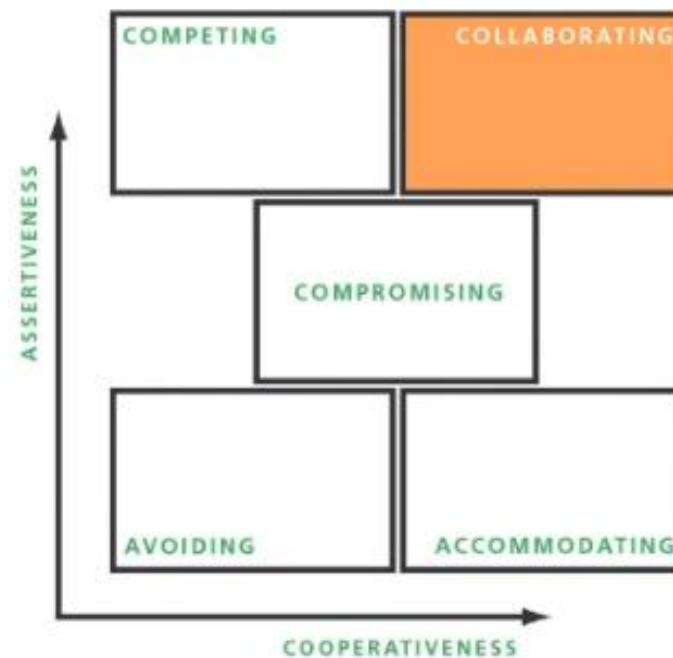
Underuse of Avoiding

- 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

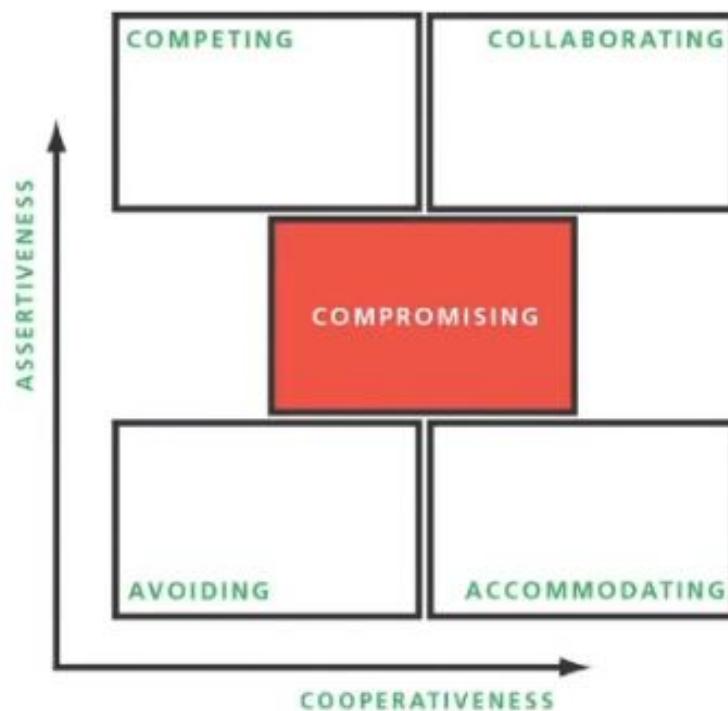
- Too much time on trivial matters
- Diffused responsibility
- People who take advantage
- Work overload

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.

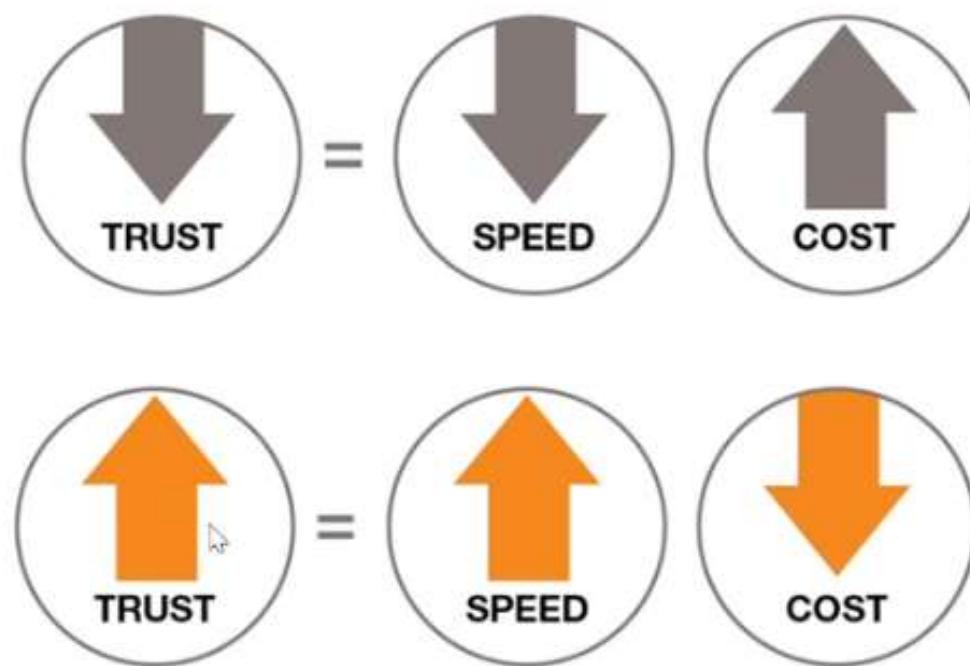
5 Waves of Trust



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

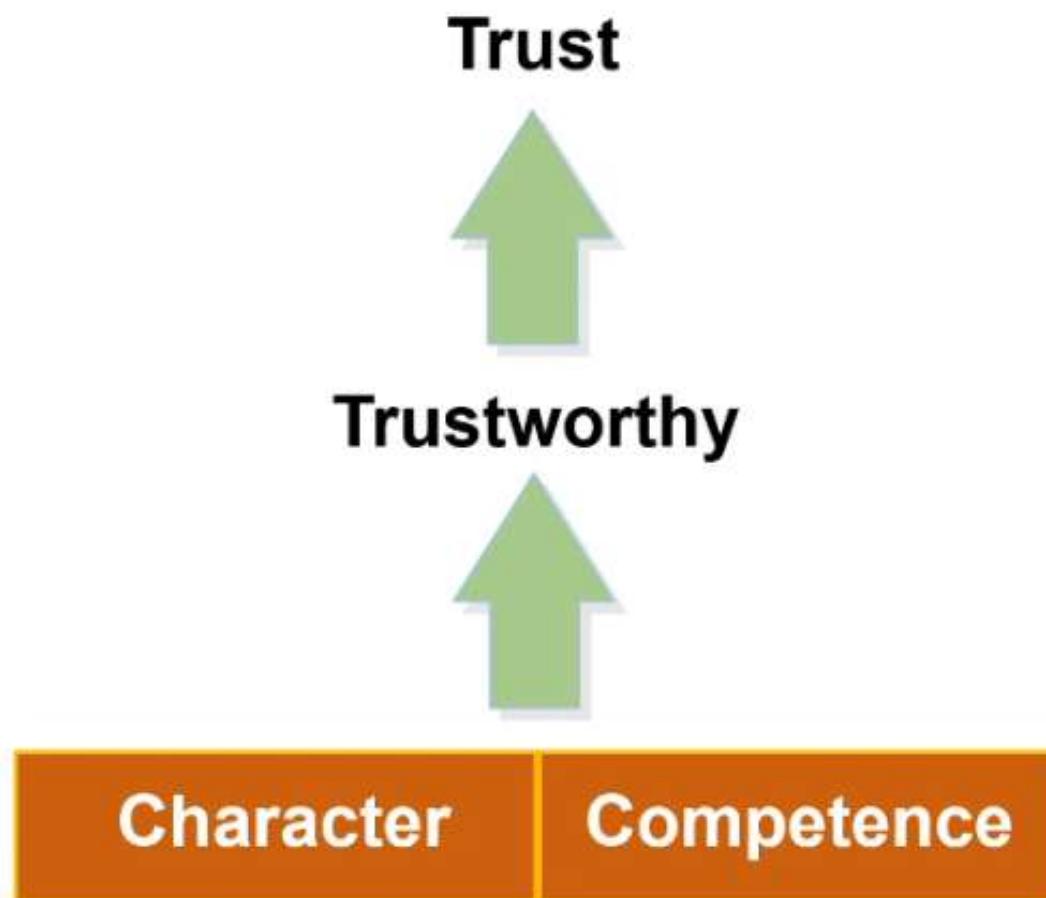
When does trust go up?

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

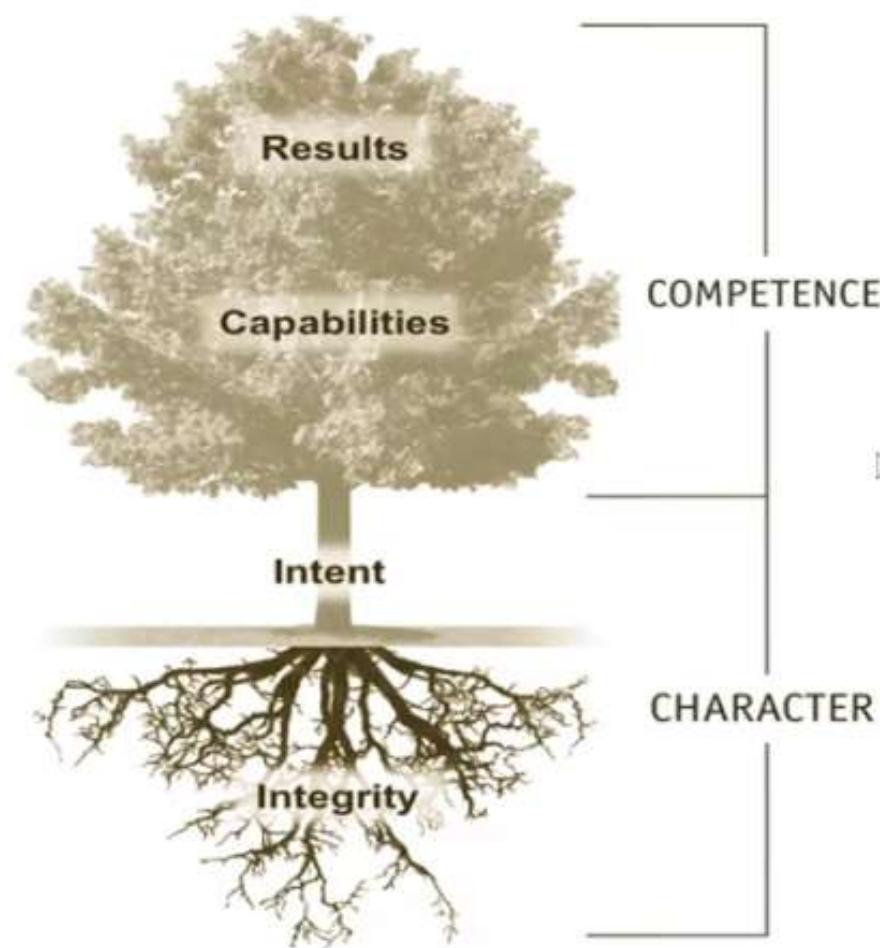
How do I build Self Trust?



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

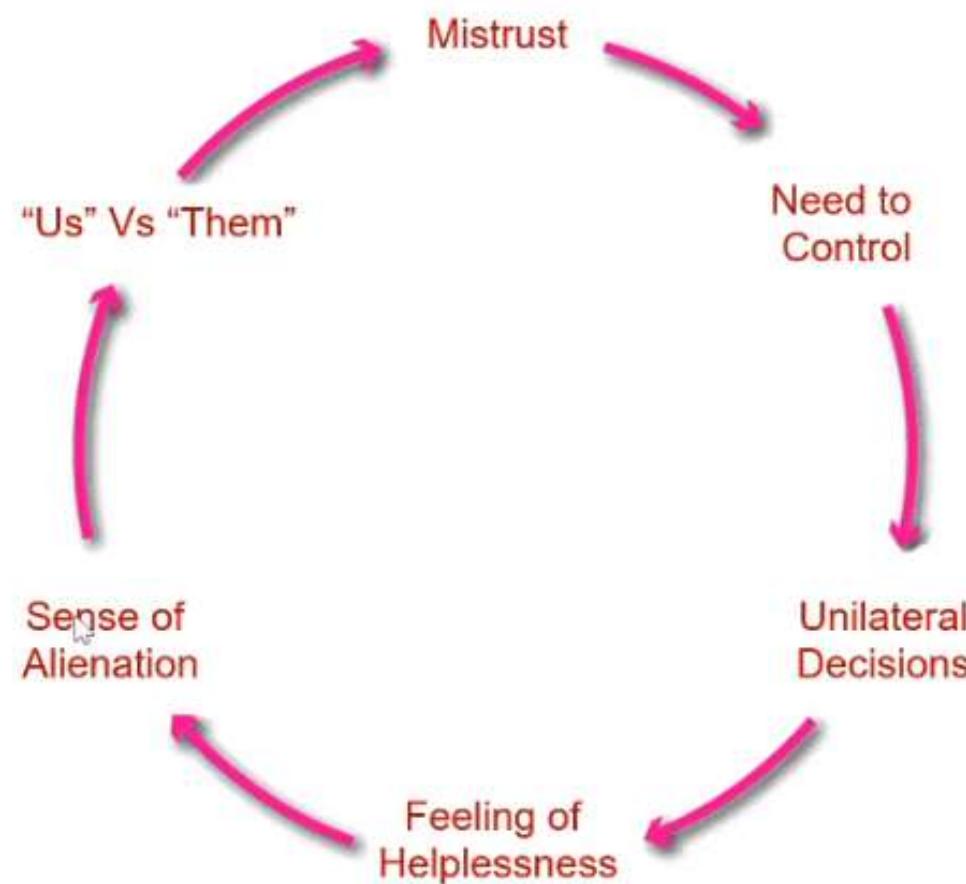
- What kind of behaviors do people in high-trust relationship show or demonstrate?
- What kind of behaviors do people in low-trust relationship show or demonstrate?



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

COUNTERFIET

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

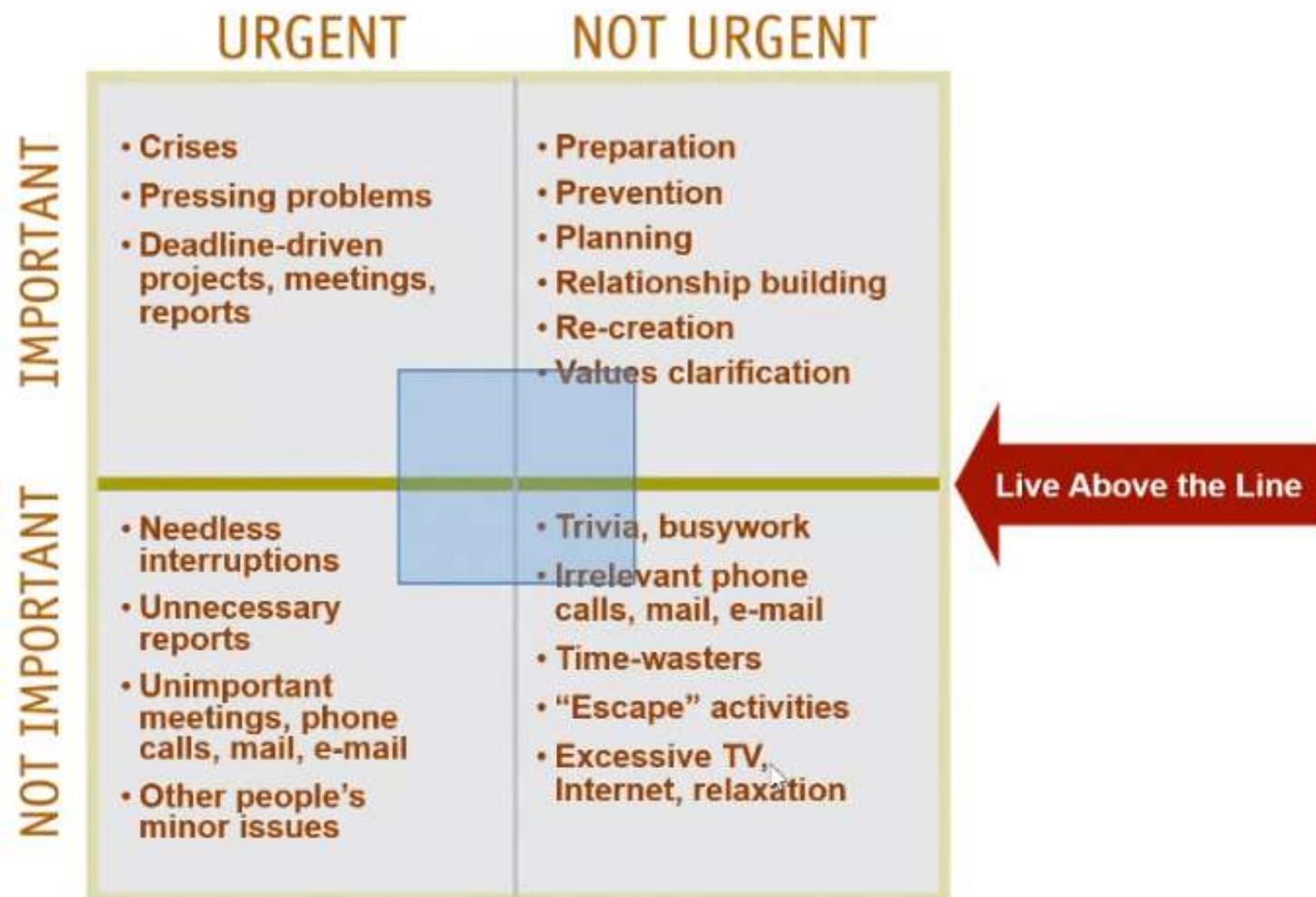
Session Objectives

- 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



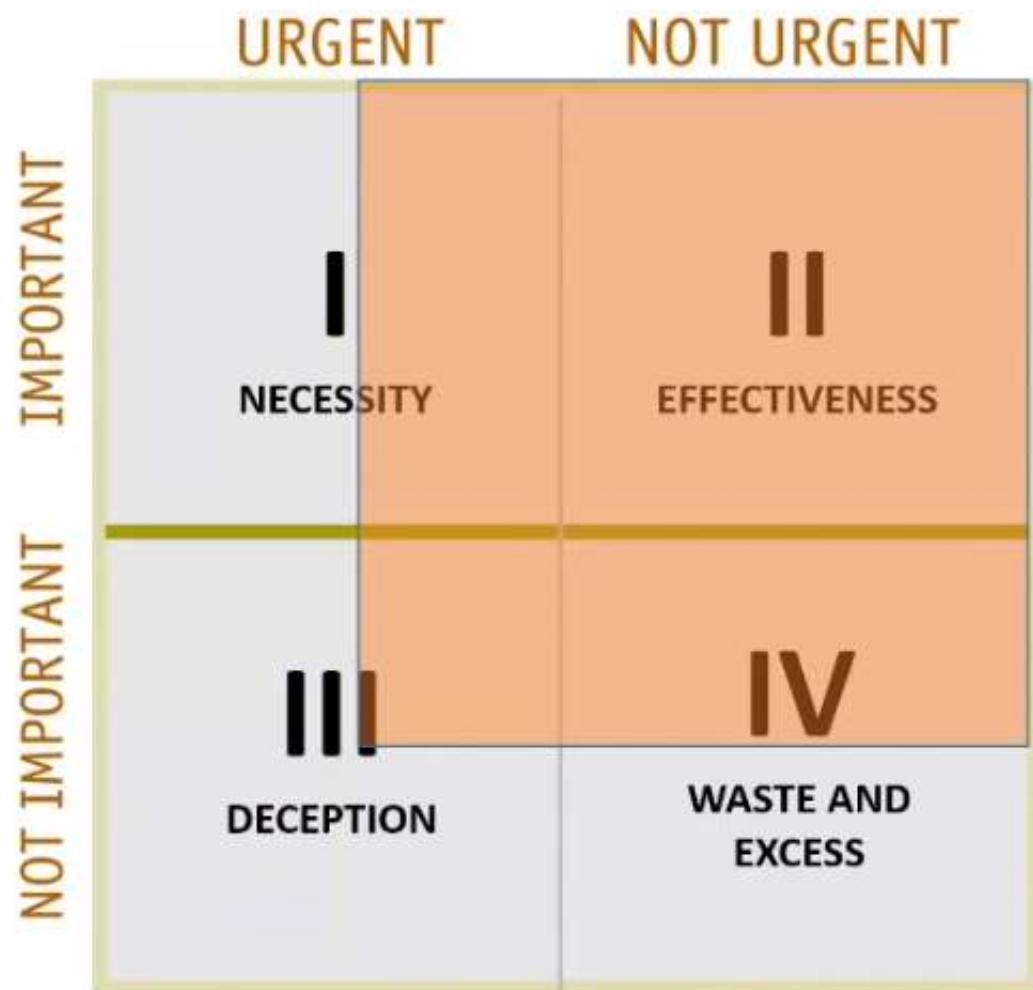
The Time Matrix

- 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 ?**

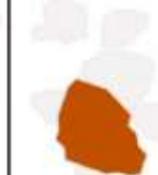
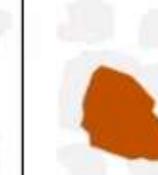
Big Rocks

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

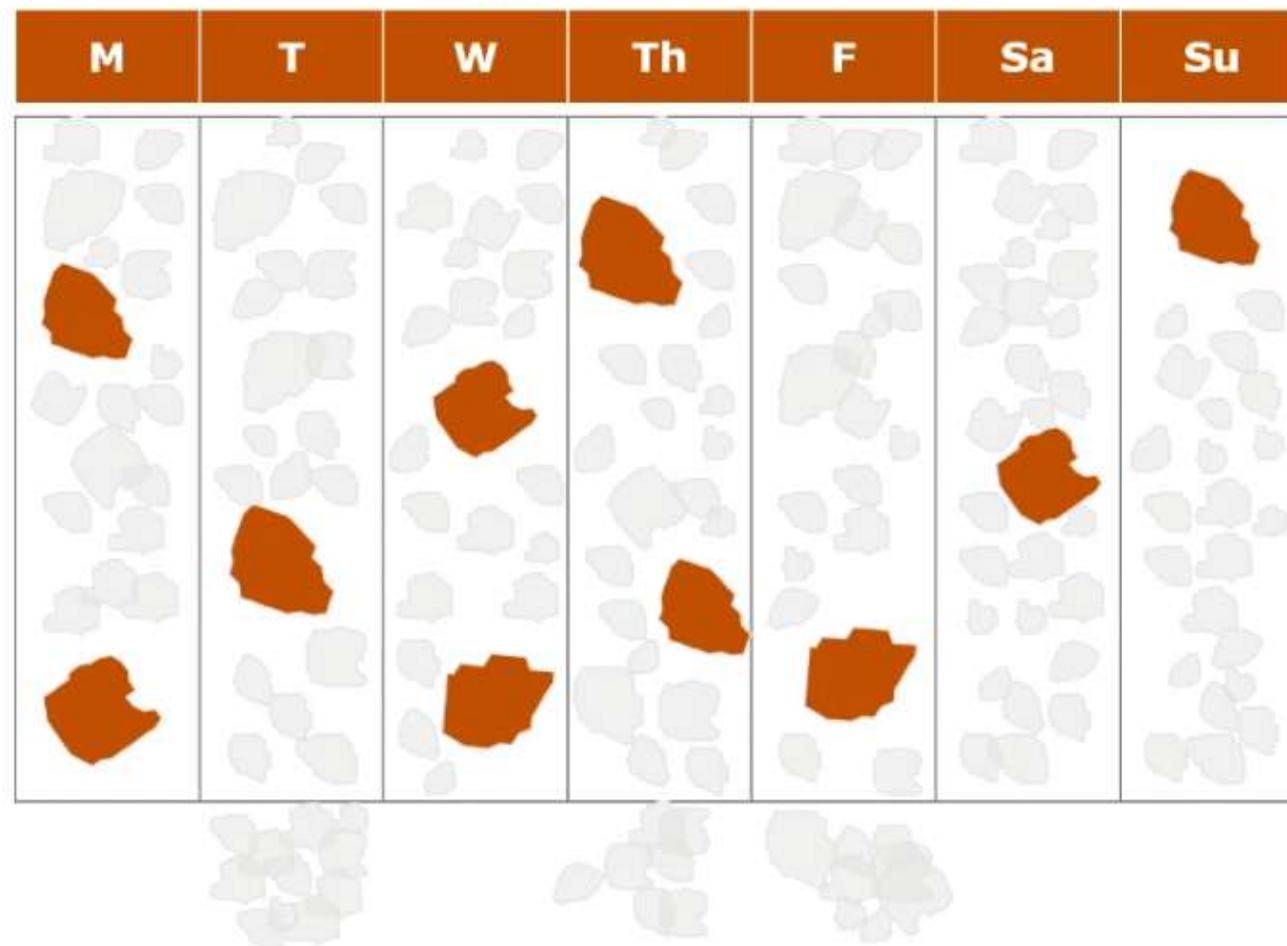
Prioritization

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



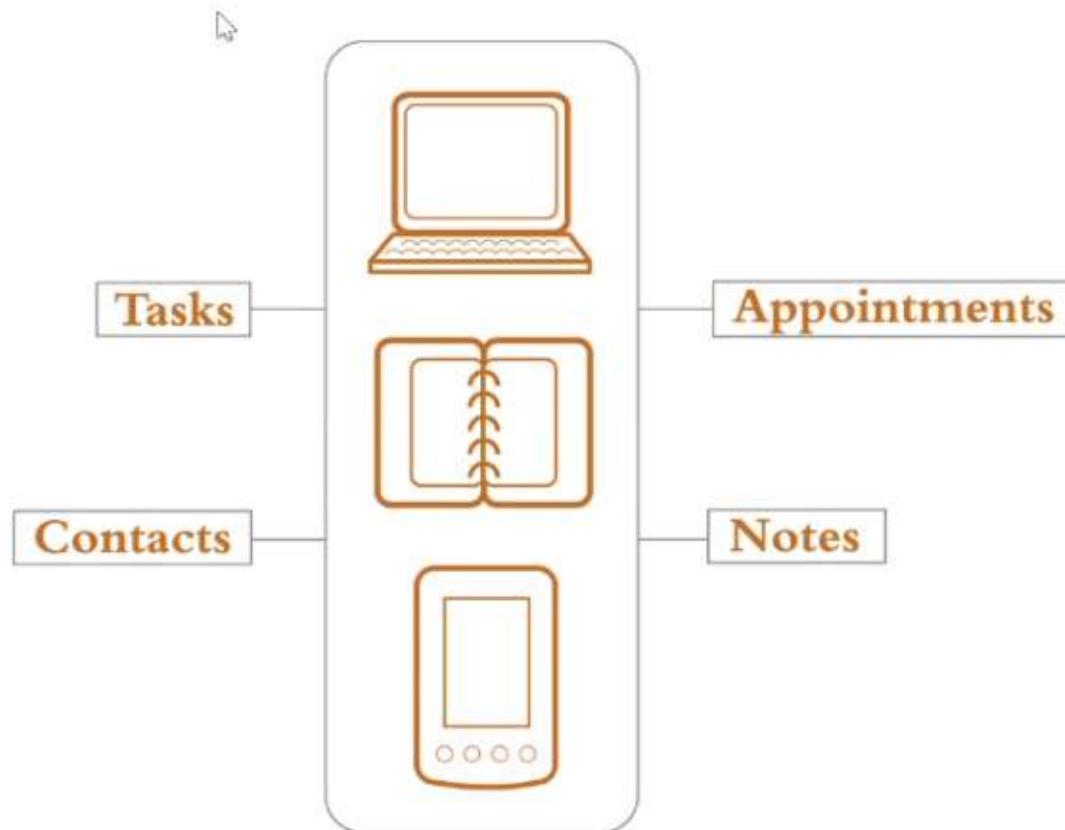
Research Tells...



“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

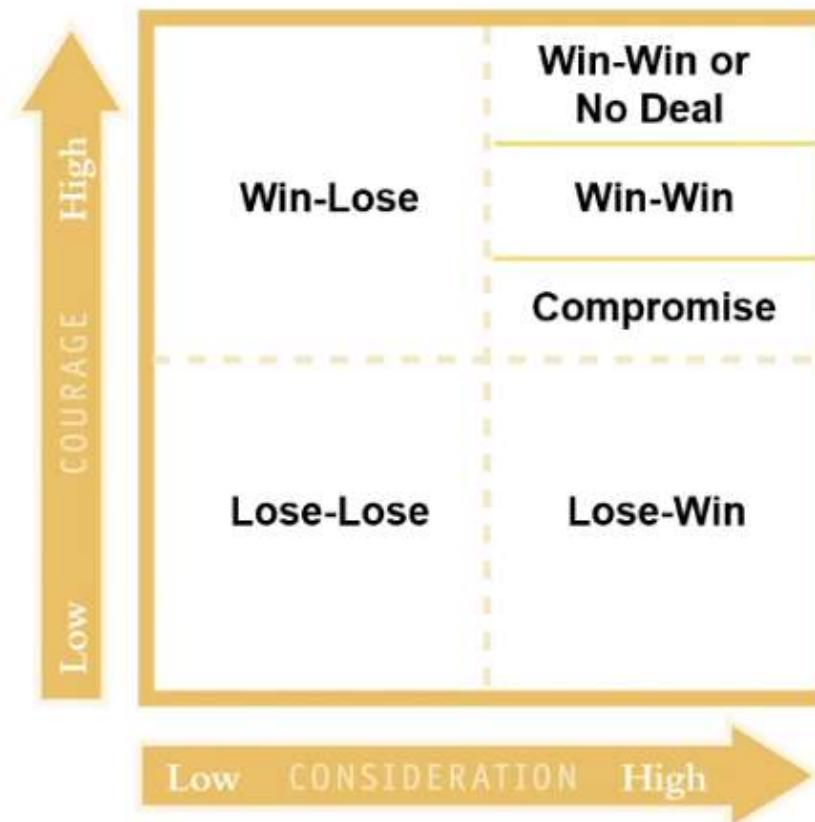
- Effective, long-term relationships require mutual respect and mutual benefit.
- Abundance mentality states that there is plenty out there for everyone, and more to spare.
- Ineffective way of looking is to believe that there is only so much, and the more you get, the less there is for me.

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

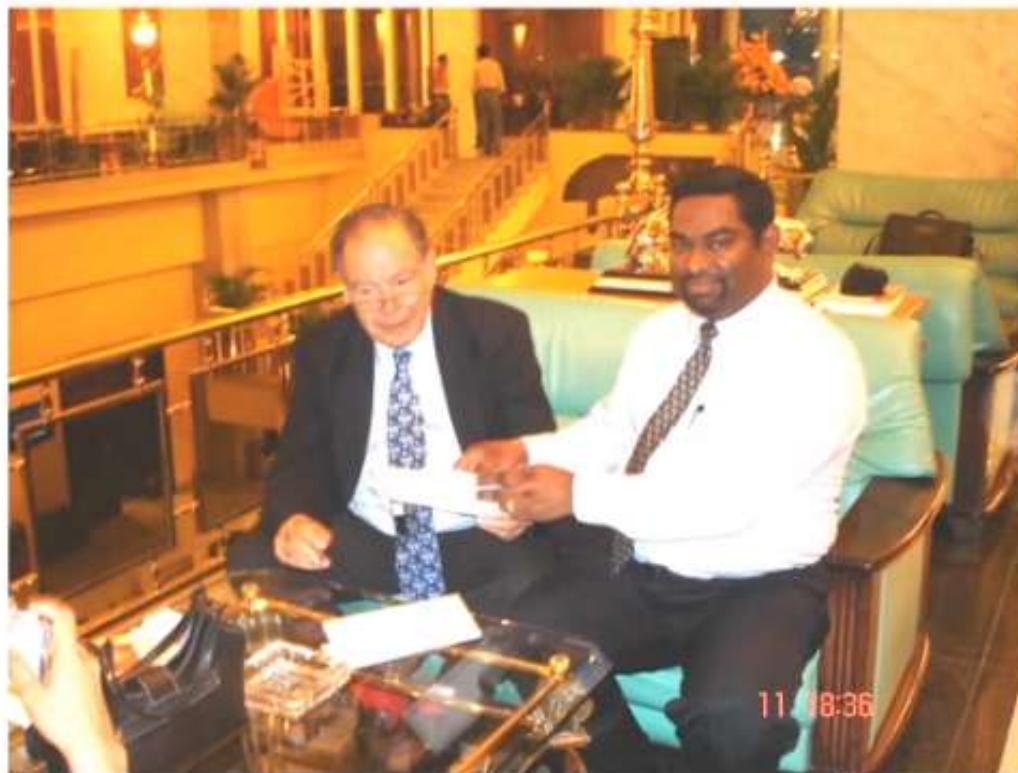


Dr Edward de Bono



- 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?

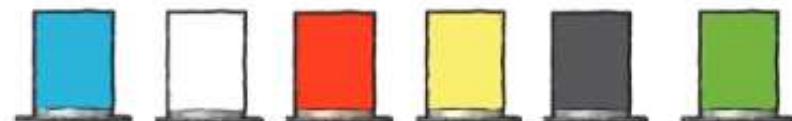
All at Once



Each in Turn



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

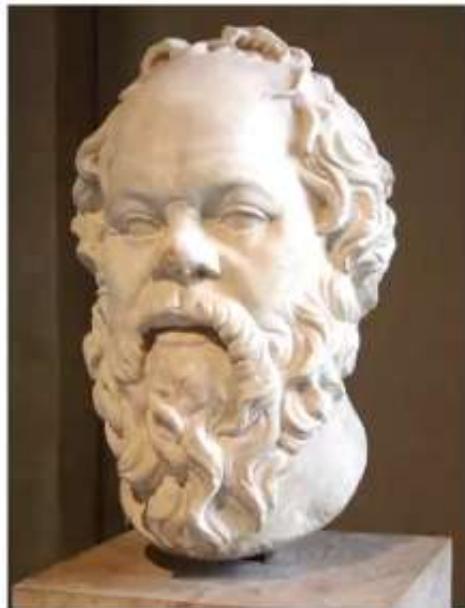


Quality of Thinking

- “*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

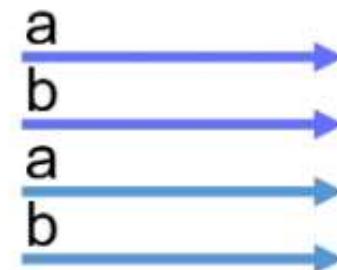
From our Senses
Order in Nature



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?

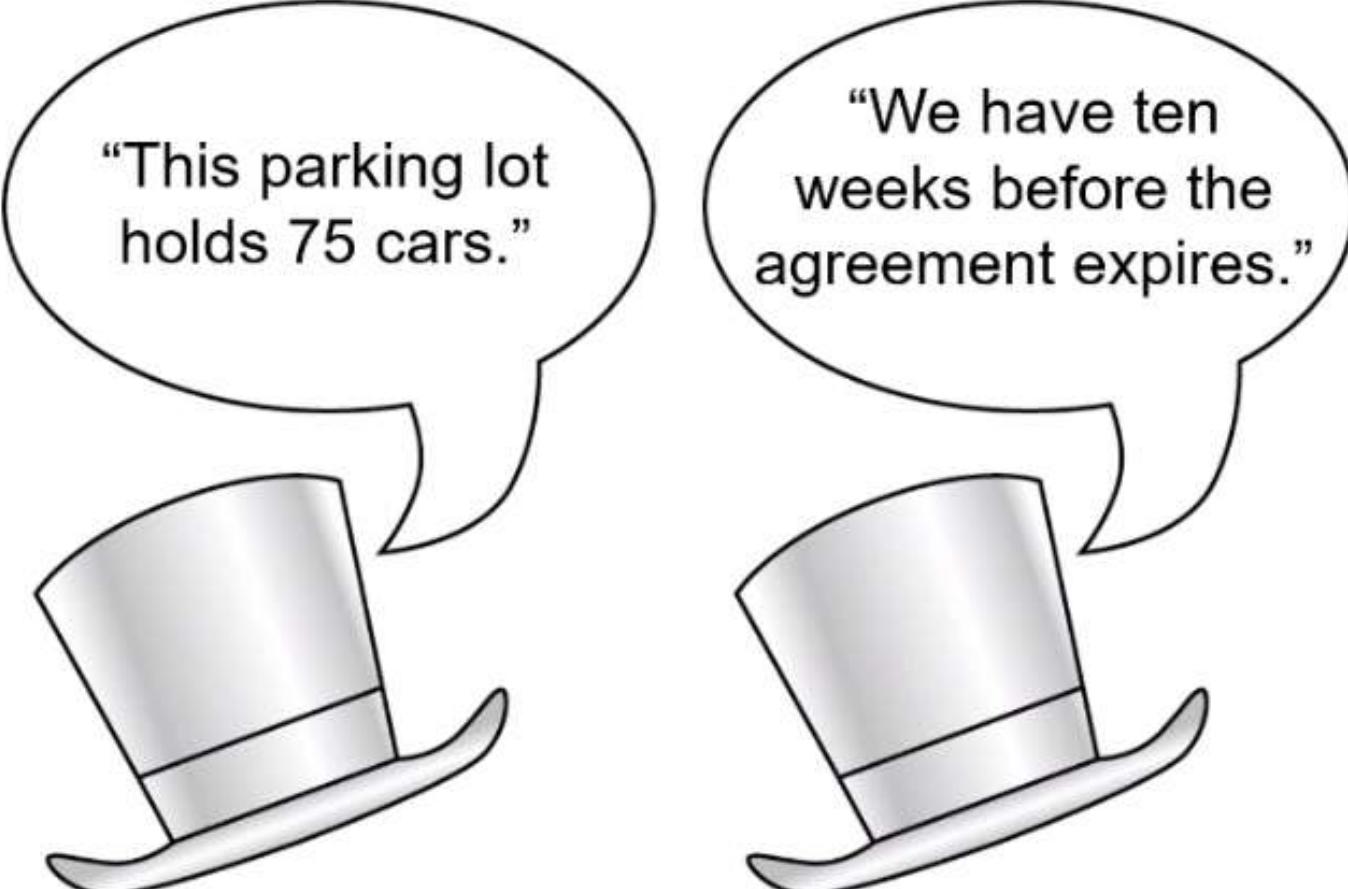
White Hat



White Hat

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

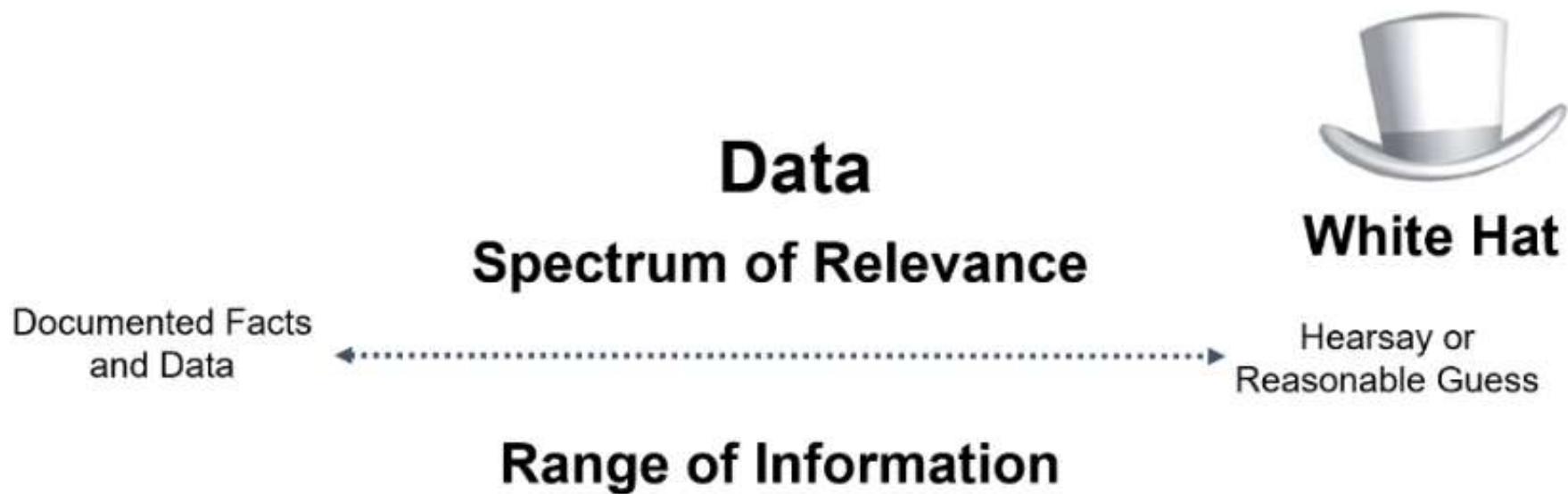




"This parking lot
holds 75 cars."

"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

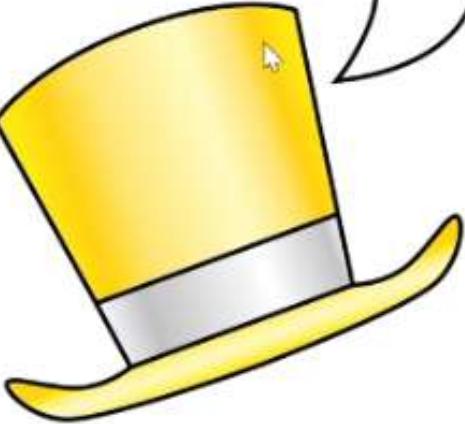
Yellow hat
benefits
optimism
value



Yellow Hat

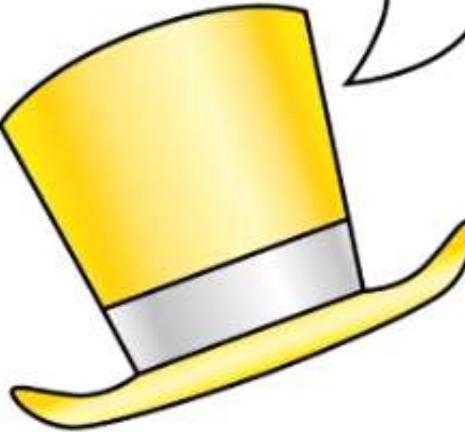
- What are the benefits
- What are the positives
- What is the value here





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.”

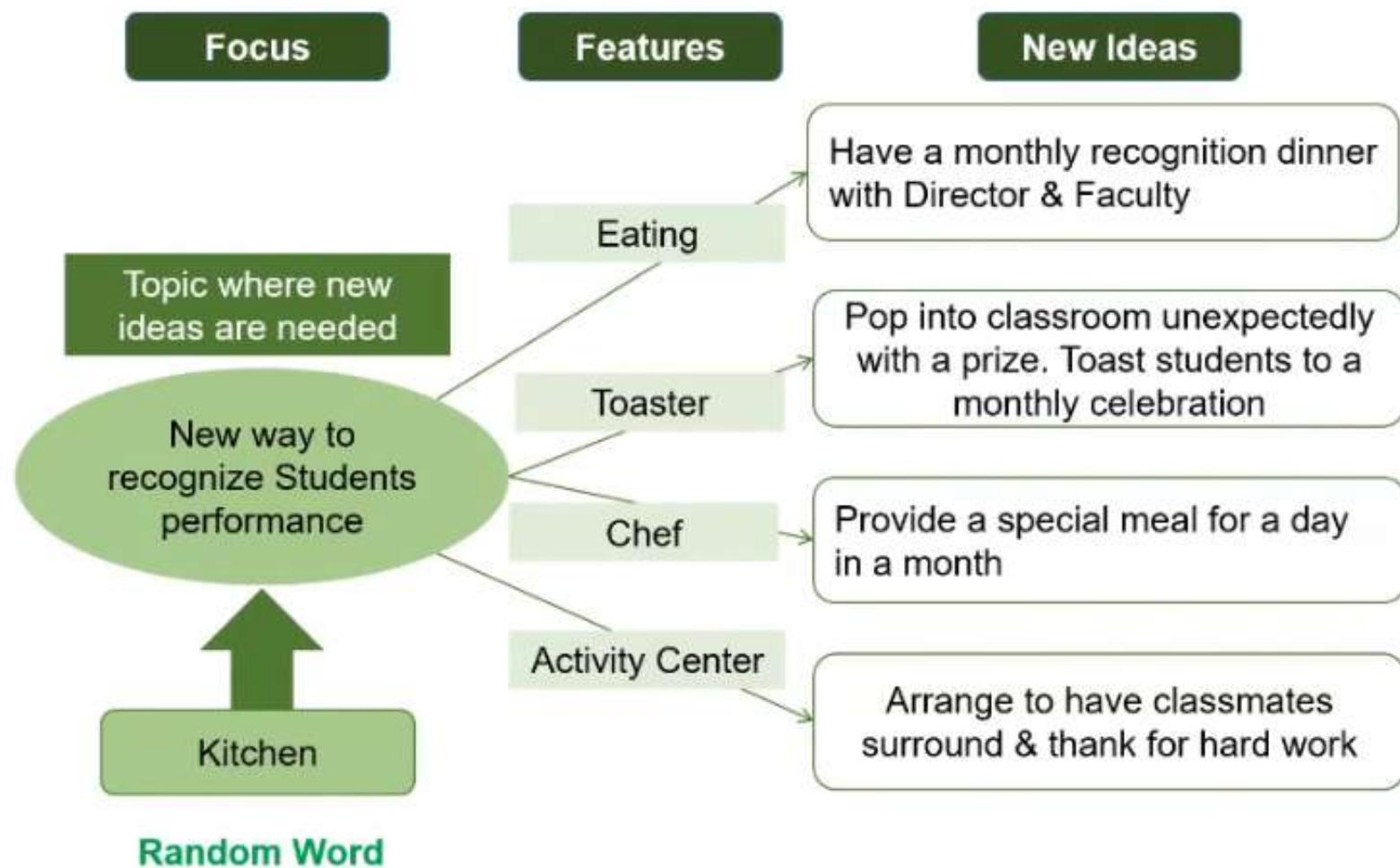
“I've got a green hat idea:
let's build a tunnel instead
of a bridge.”

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

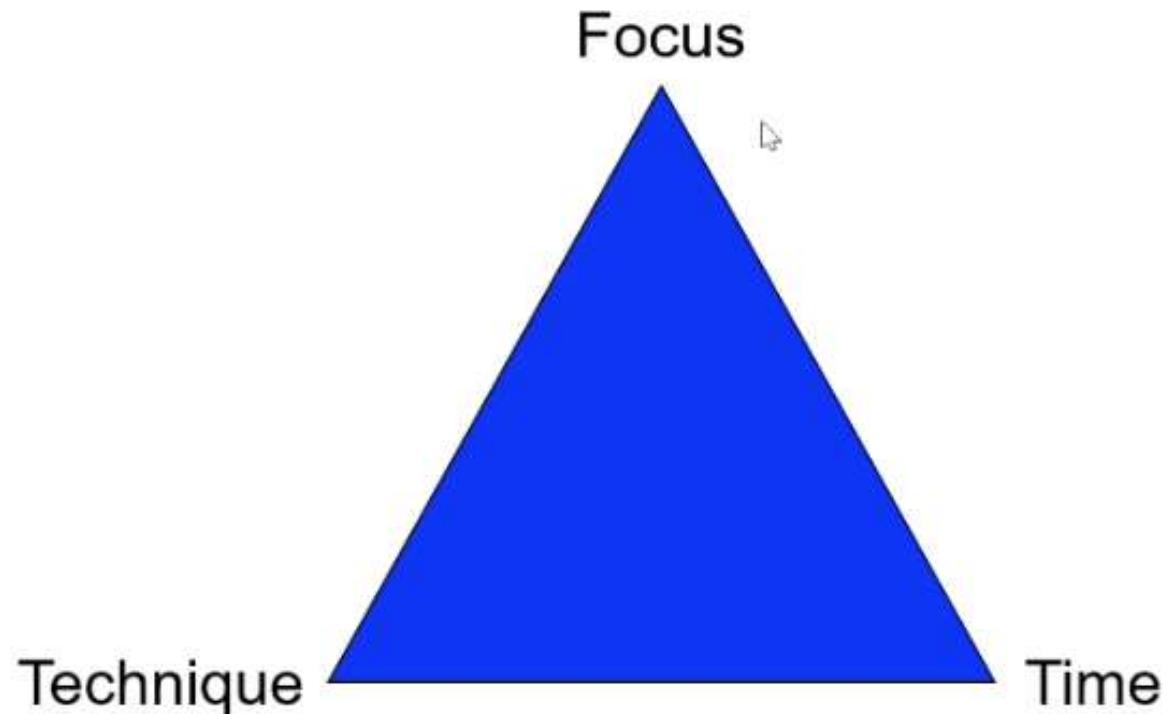
- Plan Agenda
- Chooses the sequence
- Manages Time
- Invites participation
- Decide next steps



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

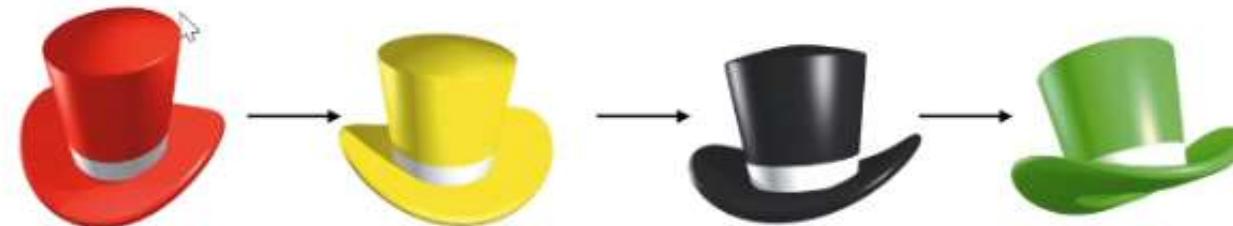
- An idea is perceived negatively
- Meeting moves to a controversial discussion
- Everyone is over enthusiastic about the idea
- Anticipation of syllabus being cut due to pandemic
- Competitors are manufacturing your popular products
- Faculty is lacking for critical data for decision making

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

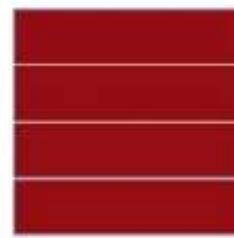
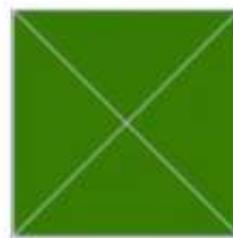
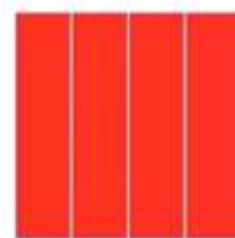
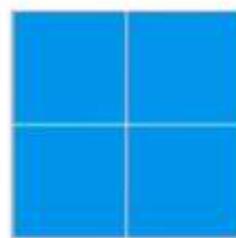


Exercise

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

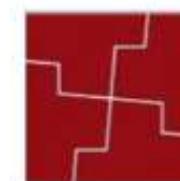
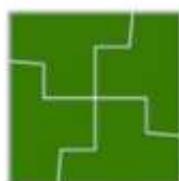
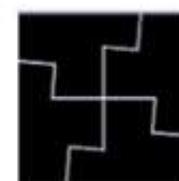
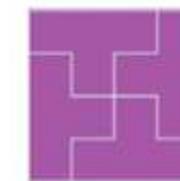
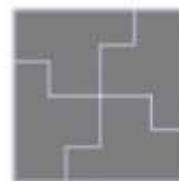
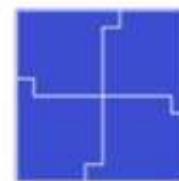
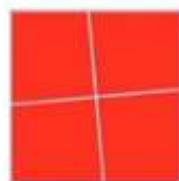
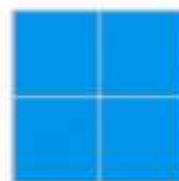


Regular Answer



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