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Management Skills

MGMT622

Course Handouts

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Lesson 1

Introduction

This course can assist in understanding the importance of skills individuals possess, regardless of their occupation and job position. In order to accomplish every sort of task and assignment, one should be well aware of the skills to manage.

Significance of the course:

With the passage of time many things have been changed like goals, strategies towards goals, operations, learning methodologies, managing methods etc.

In order to pursuit some agenda and purpose one has to be capable of persuade others and be equipped with the power to negotiate. Management skills are not just required at official level; rather they are essential at every level of your life span. The importance is enhanced even dealing with others by adding value to the relationships.

Success cannot be ensured only through high level of Intelligence Quotient (IQ); proper management of the resources at right time will enhance the probability of success. In addition to this timely modifications in response to the dynamic environment are one of the major factors of one's success.

Mega trends:

Environment is extensively dynamic, new system rapidly replaces the existing ones. In order to cope up with such upcoming changes and challenges one has to be well equipped with the updated skills. Let's see how the impact of three of such massive changes.

1. **Technological breakthroughs:** Major environmental breakthroughs can be observed in the technological changes occurring throughout the world. Sticking to the outdated procedures, systems, approaches and theories will lead to the extinction of an organization.

2. **Information management:** As a result of technological breakthroughs like easily accessible databases, web portals, internet availability; information has become accessible to everyone despite of geographical boundaries.

3. **Globalization:** Globalization is also one of the concepts which have made the whole world a global village. Excessive competition has emerged as a result of this globalization. Only a creative thinking, different from others can appeal the masses and lead towards the survival.

Ideas and innovations get expired quickly; therefore this creative thinking is an ongoing process in this competitive world. In order to face these challenges individuals are required to be equipped with the appropriate skills. Skills to accommodate with the upcoming changes, manage the large volume of information & data, meet the global challenges and ensure the survival through continuous innovation. The acquisition of skills can become effective only if they are managed in a proper manner. This course will assist students in enhancing the importance of their skill sets through proper and timely management, so that the skills can be utilized optimally

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Lesson 2

Basics of Management

Management skills have been transformed from generations to generations depending on their mind sets, perceptions, learning etc. Similarly, these skills vary for different managerial positions. This lecture will explain this transformation in the management skills among different job positions.

Managers VS Non-managers:

Mainly employees are segregated as managers and non-managers. Managers are the ones who ensure work accomplishments through others, while non-managers are the ones who take technical responsibilities by directly indulging themselves in the procedures. **Managers** require management skills to manage, organize, lead and control the work of others and availability of resources. On the other hand **non-managers** utilize the management skills for managing their own actions by properly utilizing the time and resources.

Resources:

Organizations require multiple resources to meet their goals. Such resources include financial capital, information capital, human capital, procedural capital and social capital.

Three Managerial levels:

Managers are generally segregated into three layers; top level managers, middle level managers and lower level managers. Each level requires different set of skills significantly.

Management skills:

Robert L. Katz proposed three different skill sets for these three levels. According to him top management is mostly involved in the conceptual skills. Middle managers are indulged in creating and maintaining interpersonal relationships requiring human skills. Finally, at lower level of management, technical skills are mostly applied.

Conceptual skills are associated with the ability to think abstract and novel ideas. **Human skills** are valuable to develop healthy relationships with other, so that people can work together for goal achievements. Basic knowledge and education about the work procedures which explains how work is actually done is labeled as **Technical skills**.

Managerial roles:

In addition to these skill sets, Mintzberg proposed three managerial roles which managers occasionally perform within the organizations. These roles are Interpersonal, Informational and Decisional roles. Mintzberg has further elaborated these roles by dividing each role into different sub roles. Following table describes the managerial roles proposed by Mintzberg in detail.

ROLE	DESCRIPTION
Interpersonal	
Figurehead	Performs symbolic duties of a legal and social nature
Leader	Builds relationships, communicates with, motivates and teaches subordinates
Liaison	Maintains networks outside workplace who provide help and information
Informational	
Monitor	Seeks internal and external information about issues affecting the organization
Disseminator	Transmits information obtained internally or externally
Spokesperson	Transmits information about the organization to outsiders
Decisional	
Entrepreneur	Acts as initiator, designer and encourager of change and innovation
Disturbance handler	Takes corrective action when organization faces important unexpected difficulties
Resource allocator	Distributes resources of all types
Negotiator	Represents the organization in major negotiations affecting the manager's area of responsibility

Evolution in management functions:

As the work procedures and systems have been transformed in the dynamic environment, resultantly the management approaches have also been altered from the classical ones. Now mangers are required to efficiently manage the scarce time resource, negotiate with the stakeholders to acquire resources, motivate subordinates to get work done and keep their knowledge and personal skills updated.

Lesson 3

The concept of Soft skills

Today organizations' managers are required to manage work across geographical boundaries. As the scope has been broadened for the managers, the functions they are required to perform has also been extended from the past ones.

Shift in management approaches:

Management approach is also shifted from autocratic & centralized one to participatory management where employees at all levels are encouraged to share ideas and provide valuable feedback. Employees' commitment has been extended from task accomplishments to own the organization & given responsibilities.

Strategic relationships:

Organizations operate as an open system where they have relationships with the external and internal stakeholders. Managers are therefore, responsible to maintain effective bonding with the stakeholders. For long-lasting associations, strategic relationships are built with the wholesalers, retailers, suppliers and customers.

Soft skills:

Managers are required to go beyond the traditional management functions to develop such strategic relationships. In such situations managers are required to act as a leader for the subordinates. Leaders are the ones who progress with their followers' advancement. They believe in motivating their employees for task performance rather than just ensure task completion by any means. Motivated employees are the ones who are happy and always ready to learn new things and to apply successfully what they learnt. To act as a leader, soft skills are essential for managers to equip with. Soft skills refer to personality traits, manager's relationships with other employees, language expertise to communicate effectively and personal habits like friendliness, optimism etc. Therefore, these skills assist in team building, conflict management, employee motivation, making negotiations, dealing with employee diversity etc.

Other links

For further understanding check the given resources (links)

http://www.adecco-asia.com/singapore/asset/pdf/candidates_personaldev/The%20Importance%20of%20Soft%20Skills.pdf

http://smallbusiness.chron.com/importance-soft-skills-workplace-10111.html

http://www.mindtools.com/pages/article/newCDV_34.htm

Interpersonal skills

Interpersonal skills are the ones required while dealing with others. These others could be the internal employees or the external stakeholders. Such social skills are needed in order to motivate, convince or persuade others to act in the desired manner. This persuasion can be coercive or motivated through pleasant rewards. This influence on others involves the development of specific personal skills segregated as Knowledge, Skill and Attitude (KSA).

Knowledge:

Knowledge is defined as the information required to perform a task and refers to the capacity of applying it back in the work situation.

Skill:

Skills are defined as expertness of doing a task, practiced ability and ease in doing something. It involves experience and practice of some specific talent to reach automacy.

Attitude:

Attitudes are the established ways of responding to people and situations that have been learned, based on the held beliefs, values and assumptions. Individual's attitude is apparent through his/her behaviors.



Initially a person is facilitated by the required amount of specific knowledge in the form of information and data to develop an understanding. Once the relevant information is shared, skill is developed through continuous practice. Perfection in skill can be achieved through series of practices. When a skill is developed to the extent, that it becomes the part of the one's unconscious, it becomes the part of individual's attitude. This process is followed to get a desired behavior from the individual.

Emotional intelligence:

While dealing with others, a person has to be emotionally, personally and socially competent. Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions in a positive manner. This ability assists in relieving stress, communicating effectively, convincing others and defusing interpersonal conflicts. In order to understand the emotions of others, manger needs to have a grip on his/her own emotions. Therefore, in order to be emotionally intelligent, one has to be personally competent. **Personal competence** means recognizing one's own emotions and the way they affect the thoughts and behavior, knowing strengths and weaknesses, and to have self-confidence. Once a person is able to control his/her emotions, the next comes to understand, predict and direct the emotions of others, specifically tagged as **Social competence**. Social competence helps in developing and maintaining good relationships, inspiring and influencing others, working well in a team, and managing conflicts.

For further understanding consult the following resources.

http://danielgoleman.info/topics/emotional-intelligence/

http://www.helpguide.org/mental/eq5_raising_emotional_intelligence.htm

Effective management:

Managers can be effective if they are able to guide and direct the actions of other employees towards organization's goal achievements. To reach this effectiveness, interpersonal skills are of major significance. The skill sets required for effective management are as follows:

a. Verbal Communication
b. Managing Time and Stress
c. Managing Individual Decisions
d. Recognizing, Defining, and Solving Problems
e. Motivating and Influencing Others
f. Setting Goals and Articulating a Vision
g. Self-Awareness
h. Team Building and Delegating
i. Managing Conflict

Quinn (2000) in his book "Change the world: How ordinary people can achieve extraordinary results" proposed 'Seven Seeds of Effective Leadership' to make the leaders effective. The model contains the following major characteristics of effective leaders:

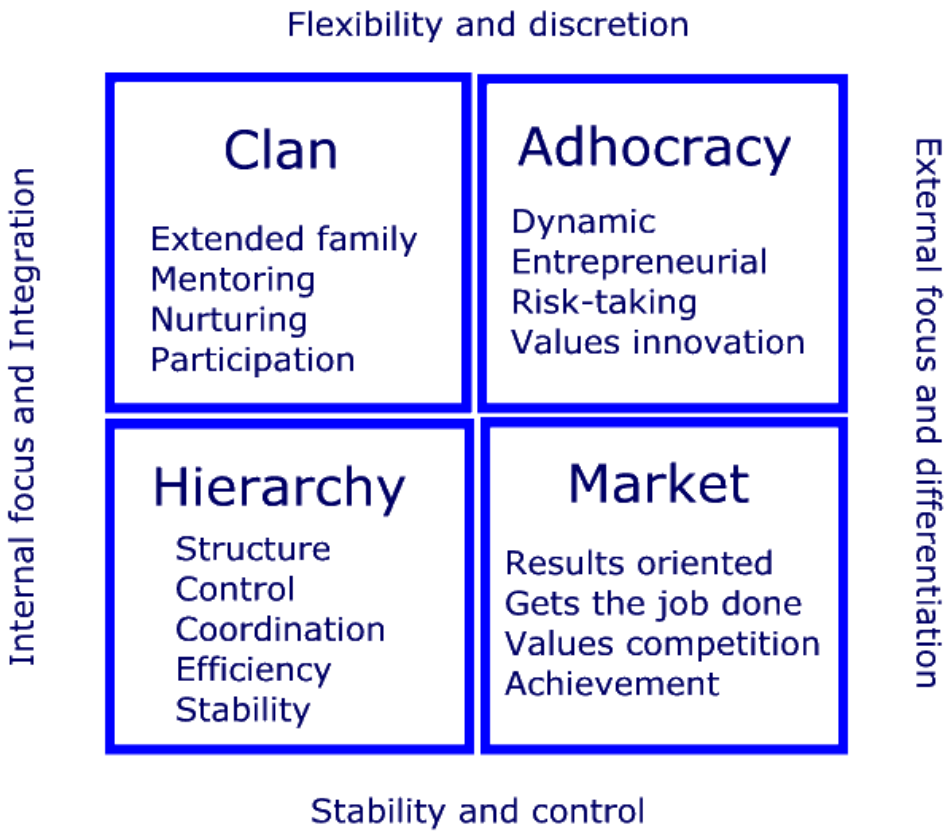
a. Embody a vision of the common good
b. Envision the productive community
c. First look within
d. Transcend fear
e. Disturb the system
f. Surrender to the emergent process
g. Entice through moral power

Management and Leadership skills

Managers are responsible for meeting the goals within the specified time limit, while leaders ensure the employees' personal commitment towards goal achievements. In other words managers utilize hard skills and leaders require soft skills to manage organizations effectively. Therefore a "Competing Values Framework" is developed to suggest a grid of four different skill sets, required for effective managers.

Competing Values Framework

This model categories four skill sets on two dimensions. One dimension differentiates skills on the basis of flexibility, dynamism against stability and control. The other dimension distinguishes management style as internal orientation (like integration and collaboration) and external orientation (focusing on product/market differentiation and market competition).



The proposed skills of this model are Clan skill, Adhocracy skill, hierarchy skill and Market skill. Let us describe these four skill types briefly.

Clan skill:

These are the interpersonal skills which emphasize on building social networks, developing teams, mentoring people, encouraging cohesiveness and flourishing open communication. This skill lies in the 1st quadrant of the grid showing flexible approach and the internal concerns of the management style. Therefore, clan skills are utilized to foster flexible systems and encourage cohesive bonding among employees.

Adhocracy skill:

This is an entrepreneurial skill to support creativity, innovation through risk-taking behaviors. This skill lies in the 2nd quadrant representing flexible systems but with external orientation i-e emphasis on market and competition. Therefore, in order to bring transformational changes, setting or modifying future visions, Adhocracy skills are given more importance.

Hierarchy skills:

To ensure stability and permanence inside the organization, hierarchy skills are required. These skills stress on maintaining a control within the organization with an aim to efficiently managing time & resources, solving problems rationally and achieving economies of scale. These skills lie in the 3rd quadrant, the point where internal orientation (y-axis) intersects stability & control (at x-axis).

Market skills:

Market skills involve the skills to manage the relationship with external stakeholders and competing in the market. This skill lies in the 4th quadrant joining external orientation with stability & control. Therefore, these skills are mostly required while dealing with the external environment to maintain the status quo in the market.

Characteristics of management skills:

These are the skills which can be the part of one's personality since birth or can be learnt with the passage of time. Once expertise of certain skills is gained, it becomes the part of one's behavior. Depending on the situations, skills are often enhanced by other skills set and sometimes oppose other skill sets. Considering such aspect of skills we can therefore, present the following characteristics of the skills:

- Behavioral
- Controllable
- Developable
- Interrelated and Overlapping
- Contradictory or Paradoxical

Behavioral:

Taught skills are injected in the ones personality and s demonstrated through ones actions. Hence, we can say that we can observe the individual's skills through his/her behavior.

Controllable:

As skills can be learnt, therefore they can be controlled. Individual can exercise control by extending the expertise in skills through practice or limit it intentionally.

Developable:

Required skills which are lacking can be developed through cognition processes and further enhanced by continuous practicing.

Interrelated and Overlapping:

In order to complete a certain task, skill set combining of multiple interrelated skills are required. For instance to be an effective teacher, individual requires communication skill, convincing skills, controlling skill etc. Here, all the skills are interrelated and enhance the impact of each other to ensure effective teaching.

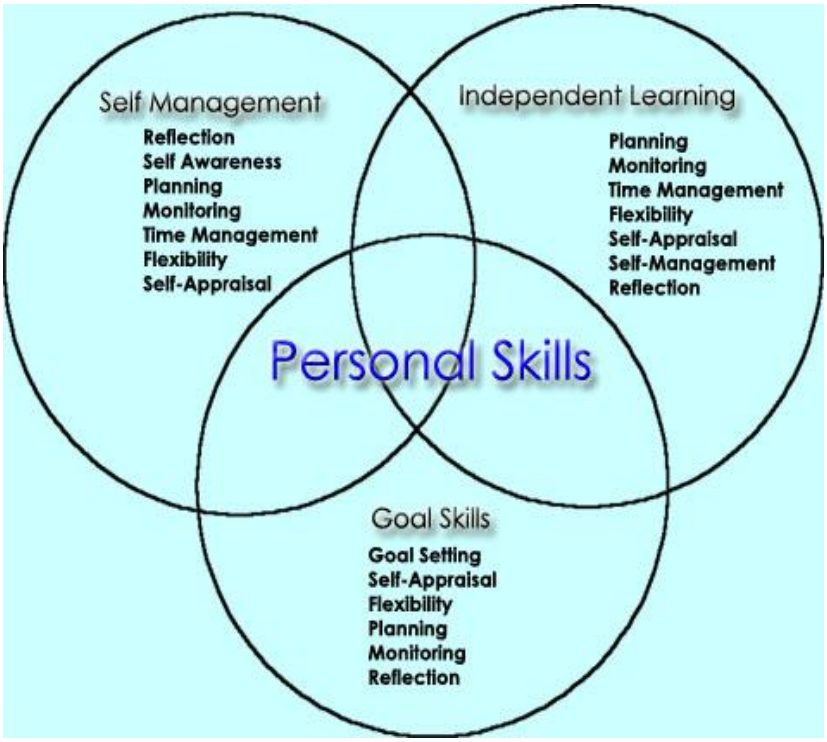
Contradictory or Paradoxical:

Sometimes a combination of opposing skills is required in a work setup, for instance in an organization manager is required to possess hard skills like technical expertise, along with the soft skills like motivation and mentoring the employees. Along with motivation, it is also necessary to maintain order and discipline within the organization. Here, controlling and motivating employees are the two contradictory skills, but equally desired by the manager.

Lesson 6

Personal skills

In order to influence, persuade, motivate, guide, direct and control others, one has to be self-aware to channel his/her own behaviors and to practice self-control. Self-awareness can be enhanced by taking the criticism positively to initiate improvements. Feedback from others can facilitate self-improvements by providing the true mirror image. Such trustworthy mirror images identify the skills needs to be developed, polished and weakened, depending on the extent and importance of skill type.



Personal skills are the ones held by an individual to perform certain task with perfection. According to Mumford, Thorpe, and Gold (2012), "… personal skills are the bedrock on which other skills are built." (p.543). Prior to developing personal skills, one has to perform self-assessment to identify the skill gaps. In order to identify personal skills held by an individual different resources are used like self-assessment tests, resumes and personal records files. In this lesson personal record files are discussed in detail.

Personal records file:

Individuals should list down the records such as academic certificates, degrees & accomplishments, employment history (previous & existing), extracurricular skills (sports, debating, dramatics etc.) and any other informal experiences gained through social exposures. Maintenance of such records reminds the individual of his/her capabilities and talents which can assist in enhancing any job performance. Let us discuss different segments of personal record files.

Personal files are mostly segregated as follows:

- Educational History
- Employment History
- Other Experience (Voluntary/Community)
- Skills, Competence and Personal Qualities
- Personal Development

Educational history:

Academic records include the proper documentation of one's education and formal training to ensure individual's knowledge level. Copies of certificates are also maintained to verify the academic distinctions.

Employment history:

This section includes the details for all jobs, either previous or existing held by an individual. Job position, job tenure, awarded promotions; reason to leave the prior job and/or any demotions, all such information is kept in this section. This section represents the description of learning through work.

Other Experience (Voluntary/Community):

This part includes experiential information about position in clubs, societies or community organizations. Other informal and non-academic distinctions like achievements in sports and social life are also part of this section. Mentoring/counseling of employees at workplace is also considered as unofficial activity, therefore included in this section.

Skills, Competence and Personal Qualities:

Skill is the learnt ability to perform a task efficiently and effectively. Skill is something which can be developed with practice. A stage known as competence is reached when a person becomes expert by gaining enough knowledge and polishing the skills. Quality refers to the personally trait which helps in performing a certain task in a better manner. Although these personally aspects are relatively intangible in nature, but highlighting them through different hobbies like reading, writing etc. can be demonstrated.

Personal Development:

Self-evaluation questionnaires, personal development plan (PDP), information extracted from reflective personal journals and personally relevant documents provide information regarding personal development occurred with the passage of time.

Personal Development Plan (PDP):

It is a tool to examine the key aspects of our lives to identify the existing status and the position we want to achieve. This activity of writing PDP helps in guiding our self toward growth and achievements of personal goals. Few questions like what is going well? What is not going very well? What do I need to keep doing? are being addressed in this PDP for personal awareness. This plan consists of the following aspects of a person's life to address:

- Appearance & Clothes
- Interests
- Supporting friends & social network
- Life Aims or Vision
- Habits

- Personal Values
- People I Admire
- Career Interests
- Desires and Passions

My Personal Development Plan										
Goals	1st year Results	2nd year Results	3rd year Results	4th year Results	5th year Results	6th year Results	7th year Results	8th year Results	9th year Results	10th year Results
Financial										
Career										
Family										
Friends										
Personal										
Community										

Exploring your own skills!

Consult Part 1: Personal Skills of the reference book (Developing Management Skills) to identify your personal skill set. Different exercises have been provided in the book for students' self-awareness. Try to attempt those exercises and then evaluate your score on the provided dimensions.

Reference:

Mumford, A., Thorpe, R., & Gold, J. (2012). *Gower Handbook of Leadership and Management Development (Ebk - Epub)*: Ashgate Publishing, Limited.

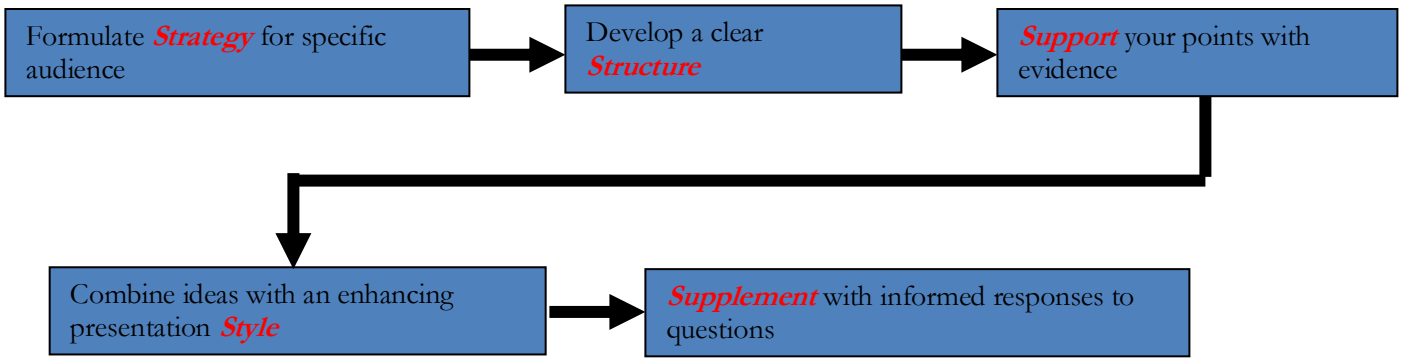
Lesson 7

Making Formal Oral and Written Presentations

Communication Objectives

- Making informative oral presentations
- To Write clearly and persuasively
- To Respond appropriately to questions and challenges

The Five S's of an Effective Presentation



Formulate a Specific Strategy

This stage is broken into 3 elements,

1. Identify your purpose
2. Tailor your message to your audience
3. Meet the demands of the situation

Develop a Clear Structure

An effective introduction,

1. Catches attention and sets a tone
2. Gives a reason for listening
3. Establishes a road map

Choose an Appropriate Pattern (Structure)

Thoughts can be ordered by:

- Time
- Direction
- Causal process
- Problem-solving sequence
- Complexity
- Space

- Familiarity

Sandwiching (Structure)

Three Step Process,

1. Emphasize advantages of the plan
2. Assess the risks or concerns
3. Reinforce the benefits

Develop a Clear Structure

- Use Transitions to Signal Progress
- Conclude on a High Note
  - Primacy: the power of a first impression
  - Recency: we remember more recent events better than the past

Style in Oral Communication

Things to consider,

- Prepare your notes
- Practicing the presentation
- Practice using visual aids
- Displaying the appropriate level of enthusiasm
- Delivery, i.e. eye contact, body movement, and the use of space

Differences between Written and Oral Communications

Unlike oral communication, written communications can be retained, studied, duplicated and filed for the future. They can also contain more detail.

Precision in Written Communication

- Mechanical precision
- Factual precision
- Verbal precision

Other Issues for Written Communication

Setting the tone

- Formal and Informal tone
- Importance of tone in e-mails

Using the proper format

- The physical layout of a message
- Formats are different for business letters, memos, proposals, etc.

Impact of Culture on Communication skills

Communication skill:

Communication skills are considered essentials for managers specially if working globally. In order to be effective while communicating we need to consider some contextual factors like audience, type of message, urgency to communicate, mode of communication and the overall environment. To begin a communication processes following aspects are highly considered:

1. Strategy should be adopted according to the target audience
2. Structure of presentation; oral or written should be defined clearly
3. Support presentation with evidence; quantitatively or through graphics
4. Develop your own Style of communication
5. Encourage audience's feedback and questions

Importance of Communication Skill

In order to polish the skills one first needs to assess the existing abilities. The results will highlight the lacking areas for further improvements. Communications style can also be improved by following the given techniques:

- Organize and present idea effectively
- Understand and detect other's values and emotions
- Present written material clearly and concisely
- Listen actively and non-judgmentally
- Respond appropriately to positive and negative feedback
- Be Aware of sensitive to non-verbal messages
- Hold people's attention
- Share information willingly
- Express own needs, opinions & preferences without offending others
- Use variety of e-resources

These are the areas where individuals need to be evaluated at least at an average. Regardless of any job position or profession communication is desired therefore one has to be proficient in it.

Five Strategies to Enhance Your Managerial Communication Skills:

http://careers.pda.org/2012/08/communicate-well-five-strategies-to-enhance-your-managerial-communication-skills/

Fundamental and matching skills:

Skill sets which are aligned with the environment are only be labeled as appropriate. If the skills are not desired by the current circumstances, they are considered as obsolete.

To ensure the effectiveness, skill sets need to be developed with respect to the context. Culture is a major component of context which affects the communication process. To understand the effects first it is needed to get familiar with the concept of culture.

Culture:

Culture is an intangible concept depicting the in-depth beliefs system held by the participants of society, and the shaped attitudes and behaviors demonstrated by them. Culture broadly defines the way of doing things. Our routine actions are highly directed by the culture.

Culture is further categorized as:

Personal culture:

Personal culture is formed by values, belief systems and assumptions held by an individual. It defines different types of personalities and how individual perceives the surroundings.

Regional culture:

This domain of culture depicts the culture of a specific region, country and city.

Types of country culture:

- Individualism VS Collectivism
- Universalism VS Particularism
- Neutral VS Emotional
- Specific VS Diffuse
- Achievement VS Ascription

Description of dimensions of culture:

http://www.babelgroup.co.uk/uimages/File/babel_the_7_dimensions_of_culture.pdf

Organizational culture:

Culture in an organization is formed by the values and belief systems adopted by the organizational members.

Personal culture, country culture and organizational culture are the related contexts which are essential while selecting a particular communication style.

Lesson 9

Concept of Self-awareness

Self-awareness:

Self-awareness is an ability of an individual to clearly recognize one's own strengths, weaknesses, emotions, beliefs, preference, liking, disliking, inspirations and ultimately the whole personality.

For more details check the link;

http://www.wright.edu/~scott.williams/LeaderLetter/selfawareness.htm

Once an individual gets aware about his/her self it becomes easy to develop the required competencies and skills. Competencies are developed by combining the appropriate set of behaviors, skills and cognition. **Behavior** is a way of action demonstrated by an individual. Ability to perform a particular task perfectly is labeled as **skill**. The mental capacity to acquire, process, analyze and judge the knowledge is termed as **cognition**.

These components of competence are highly influence by the personality type of an individual and the learning style adopted.

Personality types:

The following link provides you the details of most common, MBTI personality types
http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

Learning styles:

Different approaches are used to enhance the learning process. Such approaches include auditory (learning by hearing) aids, visuals (learning by seeing) and kinesthetic (learning by doing). The effectiveness of leaning can only be ensured if the learning styles are aligned with the students' ability to learn and the context in which learning is taking place.

For description of learning styles consult the following link:

http://www.sdc.uwo.ca/learning/?styles

Self-exercise:

Student is required to visit any of the organization to observe the manager's tasks and interview him/her to probe about the day to day activities performed by the managers in Pakistani context. Identify his/her skills and define management style of that manager, further analyze whether particular style is effective or not? The type of manager you admire will ultimately indicate your management style.

Lesson 10

Concept of Self-awareness (continued)

Self-awareness:

Self-management is the ability to administer oneself, but it is not possible without developing self-awareness about one's self.

The given diagram elaborates the process of managing one's self-initiated by self-awareness.



Self-awareness is a therefore a prerequisite of personal growth and improvement. On the other hand it may lead to stagnation because of fear of knowing more.

Sensitive line:

At times when a person becomes defensive while encountering information about him/herself not aligned with self-concept. Experiencing pressure to alter the behavior also resulted into such resistance. This sort of defensive approach is termed as sensitive line. Therefore, while dealing with others manager needs to be aware of the sensitive line to avoid such undesired reactions.

A**cknowledge individual diversity:**

No two persons are entirely similar; there are differences among the individuals due to varying demographics. Self-awareness assists in identifying such individual differences. An effective manager is the one who can recognize, appreciate, and ultimately utilize the individual diversity to foster innovation and growth.

Important areas of self-awareness:

In this lecture five of the most critical areas of self-awareness have been identified which facilitate managers to perform effectively. These are emotional intelligence, personal values, cognitive style, orientation toward change, and core self-evaluation.

1. **Emotional intelligence:**

Emotional intelligence includes self-mastery as well as social intelligence. It is the ability to understand the one's own sentiments and emotions of others in order to predict and direct them. Manager has to lead him/herself before leading others.

2. Personal values:

Value is a concept that describes the beliefs of an individual shaped by the associated culture. A set of values together forms a value system. These value systems vary across people and cultures. Personal values evolve while responding to environment and can change over time. These values are implicitly related to choice and guide the organizational decisions.

3. Cognitive style:

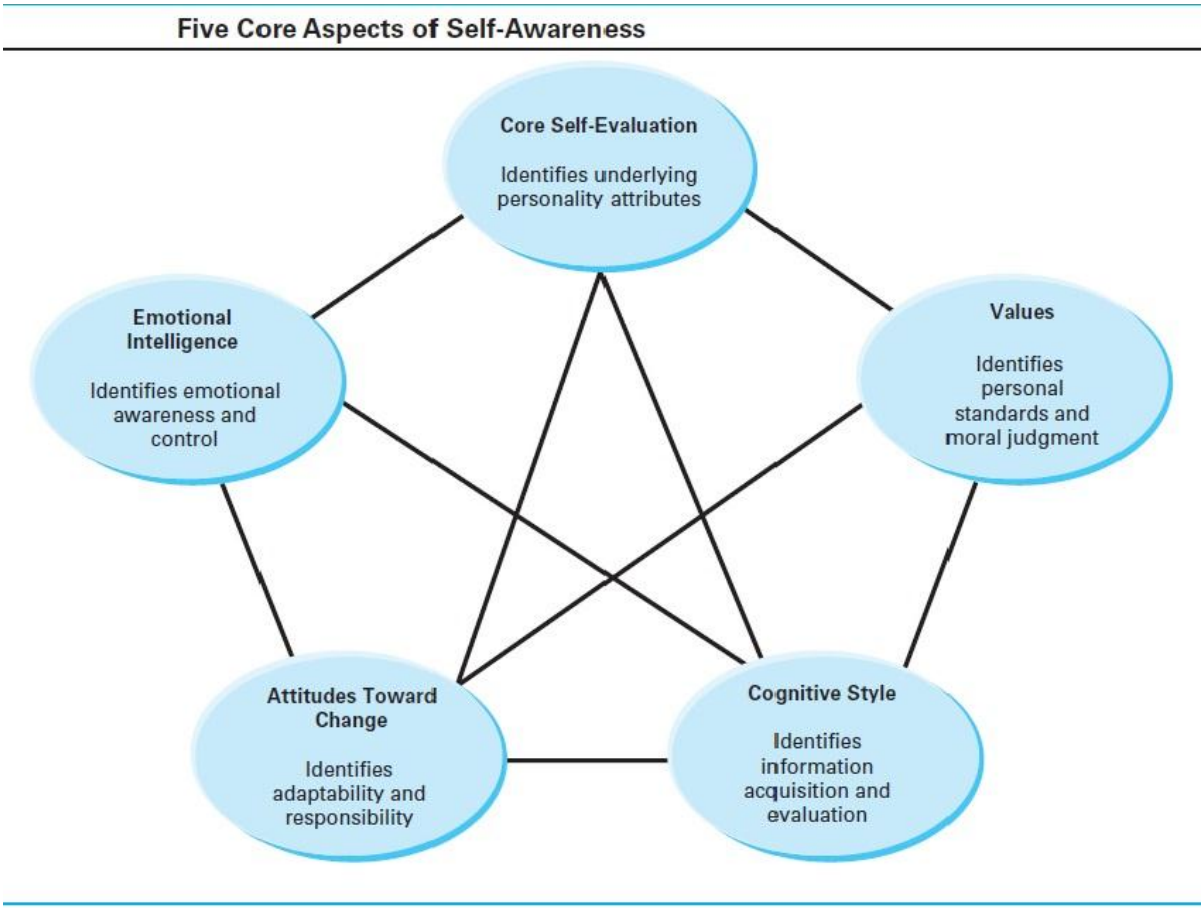
Cognitive style describes the manner in which information is processed, analyzed and interpreted by an individual. Every individual develop strategies for suppressing information that is irrelevant and give immense attention to the desired one. These strategies become habitual and ingrained, and they result in a particular kind of cognitive style of a person.

4. Orientation towards change:

This area describes the individual response towards environmental changes. The approaches adopted to deal with the change are highly influenced by the perception regarding change. Change can be perceived as an opportunity to avail as well as a threat to deviate from the routine. It is important to be clear about the orientation towards adapting the changes.

5. Core self-evaluation:

This dimension refers to the relatively enduring combination of personality traits. Such traits make an individual unique and produce consistencies in person's thoughts and behaviors. Therefore, theses personality traits differentiate individuals from each other in terms of certain kinds of behaviors, attitudes, emotional reactions, and thought patterns.



Becoming aware of one's own self assists in self-understanding and effective self-management. Moreover, it influences the surroundings by understanding and acknowledging differences in others leading to managerial effectiveness, job satisfaction, and job performance.

Tactics to practice self-awareness:

Developing Mental (Cognitive) Awareness:

Know the difference between instinct (a biological reflex action), insight (the explicit awareness of the solution to a problem) and intuition: for example, insight may be thought of as being in the head, instinct in the gut, and intuition in the heart. Acknowledge the distinction between the affect (feeling) which accompanies intuition and the feelings that come with emotions.

Developing Bodily (Somatic) Awareness:

The body is the main sensor of both emotion and intuition. It's important to listen to your body in the context of daily events. For example, pay attention to your bodily response to stressful or challenging events. Emotions manifest in the body and can overwhelm our state of being.

Developing Emotional (Affective) Awareness:

Be aware of your automatic reactions to situations; anticipate the triggers that operate your emotional system. One way to cope with these powerful bodily responses is by creating a space between the triggering event and the thought that follows.

Concept of Self-awareness (continued)

The enigma of self-awareness:

Understanding of the self is an enigma; it stimulates growth and improvement in an individual. On the other hand it may lead to resistance towards acquiring more self-knowledge highlighting personal weaknesses and incompetence. Such dimension of self-awareness may result into feelings of inferiority, weakness, evilness, or shame and effect one's self esteem and respect. Therefore, this concepts needs to be applied very carefully to avoid such undesired individual reactions.

For personal improvement one should take the feedback positively and openly in order to identify and eliminate the personal weaknesses. Sometimes negative forces like work pressures and burdens improves individual potentials and abilities. Besides knowing own self, understanding about others is also equally important while working and interacting with other people. Therefore, self-awareness also covers the area of social awareness.

Social-awareness:

http://www.karlalbrecht.com/siprofile/siprofiletheory.htm

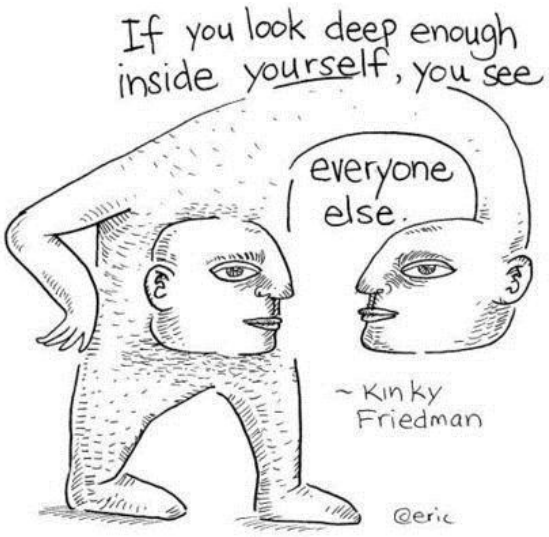
Social awareness/intelligence is an ability to manage interpersonal relationships. It is segregated into four main dimensions:

a. An accurate perception of others' emotional and behavioral responses

b. The ability to cognitively and emotionally understand and relate to others' responses

c. Social knowledge or an awareness of what is appropriate social behavior

d. Social problem solving or the ability to manage interpersonal difficulties



After developing such skills one may encounter few conflicts, better collaboration with the individuals whom to interact and more effective and satisfying interpersonal relationships with whom we work.

http://www4.gsb.columbia.edu/null?&exclusive=filemgr.download&file_id=481662

Emotional intelligence:

Emotional intelligence includes self-mastery as well as social intelligence. It is the ability to understand the one's own sentiments and emotions of others in order to predict and direct them.

Social intelligence VS Emotional intelligence:

Social intelligence is distinguished from, but complimentary to emotional intelligence. Both models are required in order to understand one's self and the way to interact with others. Some deficits in social intelligence arise from inadequate development of emotional intelligence; conversely, some deficits in social intelligence may lead to unsuccessful social experiences which may undermine a person's sense of self-worth which is part of emotional intelligence.

Besides these two main individual intelligences, other intelligence types are as follows:

- Mental intelligence
- Physical intelligence
- Spirit intelligence

Mental intelligence includes the spatial ability, perceptual speed, numerical ability, verbal meaning, memory, word fluency and logical reasoning. All these dimensions of intelligence involve the mental and cognitive processes.

Physical intelligence is about maintaining the physical fitness through exercises, diet and recovery programs. People possessing physical intelligence have the utmost respect for their physical being.

Spiritual intelligence describes multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. It is necessary for discernment in making spiritual choices through meditation and intuition. All these domains of intelligence can be learnt and developed through training & practice. This learning activity is highly influenced by the factors mentioned below:

- Learner's abilities
- Learner's attitude
- Learner's personality
- Learning style
- Learning context

The personal system:

The personal system is composed of following four components:

1. Values
2. Beliefs
3. Personal goals; direct future actions
4. Personal competencies required to fulfill the personal goals

Value is a concept that describes the **beliefs** of an individual shaped by the associated culture. **Personal goals** provide the future direction to individual's actions. In order to fulfill these personal goals some **competencies** are also required. All these aspects together form the personal system.

Lesson 12

Concept of Self-awareness; Personal Values

Personal Values:

Values and beliefs held by an individual shaped by the culture and personal preferences are labeled as personal values. Personal values guide the human behavior.

It is important to identify one's own value system and endorse it through daily activities. It builds a sense of self identity among individuals and influences positively to direct the future actions.

Values are categorized as:

Instrumental values

Terminal values

1. **Instrumental values**:

These values represent the desirable standards of conduct or methods for attaining an end. Instrumental values are of two types; moral values and competence values.

Violating moral values (for example, behaving wrongly) causes feelings of guilt, while violating competence values (for example, behaving incapably) brings about feelings of embarrassment.

2. **Terminal values**:

These values define desirable ends or goals for the individual. Terminal values are either personal (for example, peace of mind) or social (for example, world peace).

An increase in the priority of one personal value tends to increase the priority of other personal values and decrease the priority of social values, and vice versa.

Values desired by managers:

Value system varies for individuals. For instance values like sense of accomplishment, self-respect, a comfortable life and independence are mostly common among managers as compared to masses. The instrumental value commonly found among managers is ambition while terminal value is sense of accomplishment.

1. **Sense of accomplishment**:

It describes the state of feeling successful and achieved after completion of a set goal. It provides a self-confidence to handle difficult and challenging tasks. More is the feeling of accomplishment more will be the motivation and energy to take challenges. At the end of a day with a sense of accomplishment, one can exhale, breathe deeply, relax and sleep soundly. The minds are free to focus on other pursuits, and a new day starts with feeling of re-charged.

Tips to develop a sense of accomplishment

http://www.time-stressmanagement-training.com/creating_a_sense_of_accomplishment.html

2. **Self-respect**:

Showing respect, dignity and esteem to one's own self is known as self-respect. A lack of self-respect can prevent an individual from reaching his/her potential and developing healthy relationships. There are some steps suggested to enhance self-respect.

http://www.wikihow.com/Respect-Yourself

3. **Comfortable life**:

It refers to all the tangible facilities which make the life comfortable and provide ease in day to day affairs. This comfort stimulates managers' concentration to other critical matters.

4. **Independence**:

This feeling of autonomy encourages innovation, initiatives, risk taking and experimentation among the individuals, specifically managers. Managers experiencing independence are more open to new challenges and hence foster innovation and creativity in the organization.

Values maturity:

Behavior displayed by individuals is a product of their level of values maturity. Different sets of instrumental values are held by individuals at different stages of development.

As people gets more mature, their value priorities change. Individuals, who have progressed to more mature levels of values development, possess a qualitatively different set of instrumental values than individuals who are at less mature levels.

Self-assessment exercise:

What Do You Value?

Following are 16 items. Rate how important each one is to you on a scale of 0 (not important) to 100 (very important).

Not Important **Somewhat Important** **Very Important**

0 10 20 30 40 50 60 70 80 90 100

_____ 1. An enjoyable, satisfying job.
_____ 2. A high-paying job.
_____ 3. A good marriage/family.
_____ 4. Meeting new people in social events.
_____ 5. Involvement in community activities.
_____ 6. My religion
_____ 7. Exercising, playing sports.
_____ 8. Intellectual development.
_____ 9. A career with challenging opportunities.
_____ 10. Nice cars, clothes, house and so on.
_____ 11. Spending time with family.
_____ 12. Having several close friends.
_____ 13. Volunteer work for community organizations, like the Edhi Foundation.
_____ 14. Meditation, quiet time to think, pray, and so on.

_____ 15. A healthy, balanced diet.

_____ 16. Educational reading, television, self-improvement programs, and so on.

Transfer numbers for each of the 16 items to the appropriate column; then add up the two numbers in each column.

Professional	**Financial**	**Family**	**Social**
1. _____	2. _____	3. _____	4. _____
9. _____	10._____	11._____	12._____
Totals _____	_____	_____	_____

Community	**Spiritual**	**Physical**	**Intellectual**
5. _____	6. _____	7. _____	8. _____
13. _____	14._____	15._____	16._____
Totals _____	_____	_____	_____

Lesson 13

Concept of Self-awareness; Personal Values (Continued)

Values serve as a driving force for routine actions. Individual deeds are highly influenced by the set of values he/she holds. Personal values are further categorized as:

- Instrumental values
- Terminal values

Instrumental values:

These are the core values and represent the preferable modes of behavior and include values like honesty, sincerity, ambition, independence, obedience, imaginativeness, courageousness, competitiveness, and also some negative traits too. Instrumental Values indicate the methods an individual would like to adopt for achieving his life's aim (the path he would like to take to reach his/her destination). These values are permanent in nature and cannot be changed or replaced easily.

Terminal values:

Terminal Values indicate things that are considered most important and desirable. These values include happiness, self-respect, family security, recognition, freedom, inner harmony, comfortable life, professional excellence, etc. Moreover, these values represent the personal objectives; ultimate things the person wants to achieve. Terminal Values are subject to change and can be altered in response to the situations.

Organizations also possess the Instrumental and Terminal values.

Identify your own terminal and instrumental values!

http://www.udel.edu/AEC-workshop/major/Instrumental%20and%20Terminal%20Values%20Worksheet.pdf

Ethical decision making:

This domain describes the decisions which are taken without violating any rules, regulation and guidelines from book "DEVELOPING MANAGEMENT SKILLS":

"**ETHICAL DECISION MAKING AND VALUES**

In addition to its benefits for self-understanding, awareness of your own level of values maturity also has important practical implications for ethical decision making. By and large, the American public rates the honesty, integrity, and concern for moral values of American business executives as terrible. A large majority of the public indicates that they think executives are dishonest, overly profit-oriented, and willing to step on other people to get what they want (Andrews, 1989; Harris & Sutton, 1995; Lozano, 1996). Although 9 out of 10 companies have a written code of ethics, evidence exists to support public perceptions that these documents are not influential in assuring high moral conduct.

In December 2001, Enron, the seventh largest U.S. Corporation at the time, declared bankruptcy. Tragically, a once great company has become a synonym for managerial greed and corporate fraud. The Enron debacle spawned more than 30 major pieces of legislation designed to clamp down on financial loopholes exploited by Enron executives, as well as numerous books and articles criticizing Enron-like unethical business practices (Elliott & Schroth, 2002; Mitchell, 2002).

While Enron was arguably one of the largest corporate scandals in U.S. history, it is hardly the only lapse of ethical judgment staining the image of business. Martha Stewart's insider trading transaction, for example, netted her less than $50,000 in personal wealth but cost her firm billions of dollars in lost stock value. Ford Motor Company refused to alter the dangerous gas tank on the Pinto in order to save $11 per car. It cost Ford millions of dollars in lawsuits and cost many people their lives. Equity Funding tried to hide 64,000 phony

insurance claims, but went bankrupt when the truth came out. Firestone denied that its 500-series tire was defective, but eventually took losses in the millions when the accident reports were publicized. A. H. Robins knew of problems with its Dalkon Shield for years before informing the public. The billion dollars set aside for lawsuits against the company was dwarfed by the actual claims, and the company filed Chapter 11. E. F. Hutton, General Dynamics, General Electric, Rockwell, Martin Marietta, Tyco, Lockheed, Bank of Boston, Dow Corning, and a host of other firms have also been in the news for violating ethical principles. One cartoon that seems to summarize these goings-on shows a group of executives sitting at a conference table. The leader remarks, "Of course, honesty is one of the better policies."

Corporate behavior that exemplifies unethical decision making is not our principal concern here. More to the point is a study by the American Management Association that included 3,000 managers in the United States. It reported that most individual managers felt they were under pressure to compromise personal standards to meet company goals (Harris & Sutton, 1995). Moreover, most individuals have encountered someone else violating ethical standards, but in a majority of cases, nothing is reported. For example, in a survey of federal employees asked whether they had observed any of the following activities in the last year, more than 50 percent answered yes to seeing: stealing funds, stealing property, accepting bribes, sexual harassment, ineligible people receiving funds, deficient goods or services, use of position for personal benefit, taking unfair advantage of a contractor, serious violation of the law. More than two thirds did not report what they saw. As an illustration, consider the following true incident (names have been changed). How would you respond? Why?

Dale Monson, a top manufacturing manager at Satellite Telecommunications, walked into the office of Al Lake, the head of quality control. Dale was carrying an assembled part that was to be shipped to a customer on the West Coast. Dale handed Al the part and said," Look Al, this part is in perfect shape electronically, but the case has a gouge in it. I've seen engineering and they say that the mark doesn't affect form, fit, or function. Marketing says the customer won't mind because they are just going to bury the unit anyway. We can't rework it, and it would cost $75,000 to make new cases. We will only do 23 units, and they're already made. The parts are due to be shipped at the end of the week." Al responded, "Well, what do you want from me?" "Just sign off so we can move forward," said Dale. "Since you're the one who needs to certify acceptable quality, I thought I'd better get this straightened out now rather than waiting until the last minute before shipping."

Would you ship the part or not? Discuss this with your class members. Generate a recommendation for Al. This case exemplifies the major values conflict faced over and over again by managers. It is a conflict between maximizing the economic performance of the organization (as indicated by revenues, costs, profits, and so forth) or the social performance of the organization (as indicated by obligations to customers, employees, suppliers, and so forth). Most ethical trade-offs are conflicts between these two desirable ends: economic versus social performance (Hosmer, 2003). Making these kinds of decisions effectively is not merely a matter of selecting between right and wrong alternatives or between good and bad choices. Most of these choices are between right and right or between one good and another. Individuals who effectively manage these kinds of ethical trade-offs are those who have a clear sense of their own values and who have developed a principled level of moral maturity. They have articulated and clarified their own internal set of universal, comprehensive, and consistent principles upon which to base their decisions. It is seldom the case, of course, that a manager could choose economic performance goals every time or that he or she could choose social performance goals every time. Trade-offs is inevitable.

It is not a simple matter, on the other hand, to generate a personal set of universal, comprehensive, and consistent principles that can guide decision making. According to Kohlberg's research, most adults have neither constructed, nor do they follow, a well-developed set of principles in making decisions. One reason is that they have no model or example of what such principles might be. We offer some standards against which to test your own principles for making moral or ethical choices. These standards are neither comprehensive nor absolute, nor are they independent of one another. They simply serve as reference against which to test the principles that you include in your personal values statement.

- **Front page test**: Would I be embarrassed if my decision became a headline in the local newspaper? Would I feel comfortable describing my actions or decision to a customer or stockholder?
- **Golden rule test**: Would I be willing to be treated in the same manner?

- **Dignity and liberty test**: Are the dignity and liberty of others preserved by this decision? Is the basic humanity of the affected parties enhanced? Are their opportunities expanded or curtailed?
- **Equal treatment test**: Are the rights, welfare, and betterment of minorities and lower status people given full consideration? Does this decision benefit those with privilege but without merit?
- **Personal gain test**: Is an opportunity for personal gain clouding my judgment? Would I make the same decision if the outcome did not benefit me in any way?
- **Congruence test**: Is this decision or action consistent with my espoused personal principles? Does it violate the spirit of any organizational policies or laws?
- **Procedural justice test**: Can the procedures used to make this decision stand up to scrutiny by those affected?
- **Cost-benefit test**: Does a benefit for some cause unacceptable harm to others? How critical is the benefit? Can the harmful effects be mitigated?
- **Good night's sleep test**: Whether or not anyone else knows about my action, will it produce a good night's sleep?

Consider these alternatives when constructing your own set of comprehensive, consistent, and universalistic principles."

Lesson 14

Concept of Self-awareness; Learning styles

The method to identify, acquire and evaluate the information highly influences the learning style to be adopted. Some people prefer courses, others do not. Some like coaching, others do not. Once a person is well aware of oneself it becomes easy to select and adopt an appropriate learning style.

A range of learning styles are used to design management and leadership development programs which help participants understand new concepts and skills.

There are three modes of learning commonly found in different learning theories:

- Learning to know-Cognitive learning
- Learning to do-Behavioral learning
- Learning to live together-Social learning

Learning to know - Cognitive learning:

Cognitive learning deals the way information is processed; thinking, memorizing, analyzing and other aspects of brain functioning. During the cognition process information is entered through the senses, then processed either to store in memory or not and to be recalled as required in situations like decision-making.

A dimension of cognitive processing

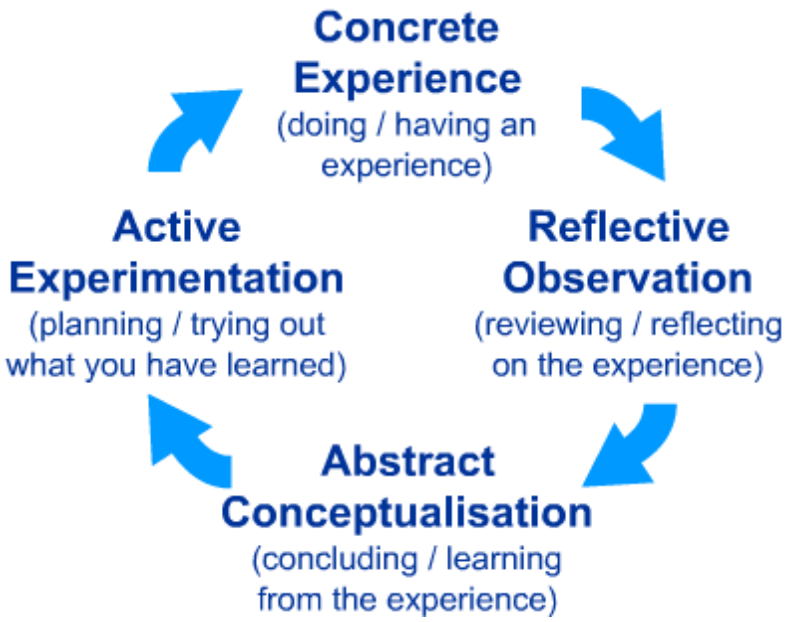
Activists Learn best from relatively short here-and-now tasks. These may be managerial activities on the job or on courses: such things as business games and competitive team-work exercises.
Reflectors Learn best from activities where they are able to stand back, listen and observe. They like collecting information and being given the opportunity to think about it.
Theorists Learn best when they can review things in terms of a system, a concept, a model or a theory. They are interested in and absorb ideas even where they may be distant from current reality.
Pragmatists Learn best when there is an obvious link between the subject matter and the problem or opportunity on the job. They like being exposed to techniques or processes which can be applied in their immediate circumstances.

Learning to do – Behavioral learning:

Any change in learners' behavior requires some kind of stimulation from the outside which produces a response. Desirable response is reinforced through feedback while the undesirable is discouraged. This dimension is introduced by considering the fact that thoughts and feelings are less relevant because they cannot be observed; what is important is behavioral change. This type of learning provides the opportunity to practice new skills so that good performance can be recognized and the deficiency can be improved through feedback. However, some variation exists in how managers and leaders consider feedback. This leads to considering individuals as thinkers and processors of information.

Learning to live together - Social learning:

In this dimension management and leadership development are concerned with the interdependence and interaction between learners and their environment. The *Kolb's learning cycle* provides an explanation of how learning might and should occur.



Kolb's learning cycle

According to this model person's sensing and grasping of experience is transformed through reflection and resultantly ideas are emerged which can be further demonstrated through action. The stages of the learning cycle are analogous to the skills of managing problems; starting with finding problems, analyzing causes, deciding on appropriate solutions and then working with others to plan actions and implement. Connecting learning preferences with the problem handling techniques can provide managers and leaders with a good understanding of how to make changes to the daily matter.

The process of learning can be enhanced if managers and leaders can identify their preferred learning style and style showing harmony with the personality type should be selected.

Lesson 15

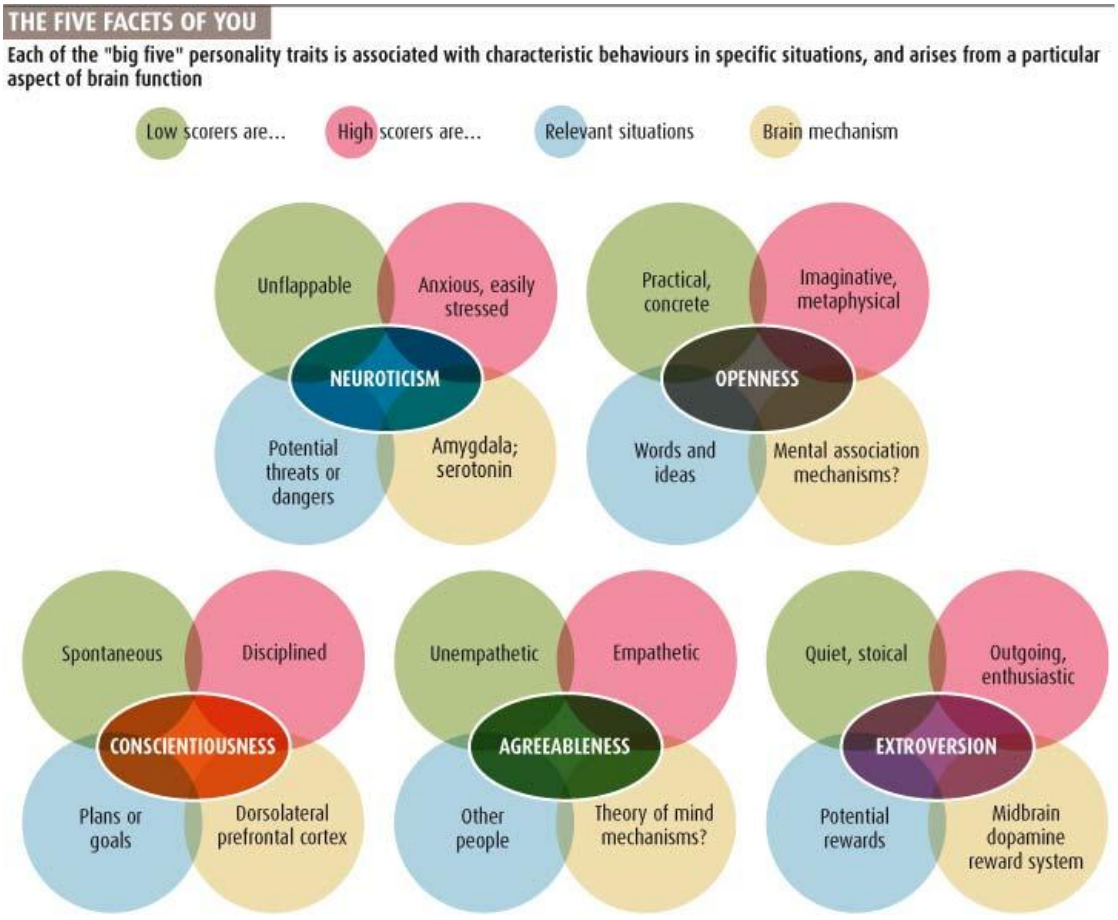
Concept of Self-awareness; Personality

This domain of self-awareness defines the personality of an individual in terms of one's preferences, interactions, perceptions etc. Factors like heredity, environment and situations play a vital role in the development of an individual's personality. Physical and mental characteristics which are genetically transferred from one generation to another generation are termed as heredity. These biological characters significantly shape the personality of a person. On the other hand environment and situation mold the personality in a particular manner which suits the surroundings. Therefore, some factors are biological and relatively steady while some are flexible to the surroundings.

Based on these factors, personality traits are segregated differently, for instance some people are social while some prefer isolations.

"**Big Five Personality Traits**" model is one of the well-known models to depict different personality traits. This model differentiates personality types as:

1. Emotional stability/ Neuroticism
2. Agreeableness
3. Extroversion or sociability
4. Conscientiousness
5. Openness to experience



The explanation of above mentioned personality types are as follows:

1. **Emotional stability or neuroticism**

This measures the level of emotions and answers questions like; does a person react negatively to bad news and yell at others, or react calmly? Does an individual worry obsessively about small details, or are relaxed in stressful situations?

2. **Agreeableness**

This dimension looks at individual's level of friendliness and kindness to others. Can a person sympathize with others or not?

3. **Extraversion or Sociability**

This dimension measures the level of sociability. Is an individual outgoing or quiet? Draw energy from a crowd, or find it difficult to work and be around others?

4. **Conscientiousness**

This evaluates the level of care a person takes in his/her life and work. High scores in conscientiousness depicts that person is organized, make plans and follow them. If scores are low, a person is likely to be negligent and disorganized.

5. **Openness to experience**

This measures the level of creativity, and desire for knowledge and new experiences.

These dimensions of personality assist in distinguishing individuals from each other. You may also evaluate your personality on these dimensions. Visit http://personality-testing.info/tests/BIG5.php and answer the given questions to investigate about your personality type.

Key personality attributes:

The other commonly applied personality attributes are as follows:

a. Locus of control
b. Machiavellianism
c. Risk taking
d. Authoritarian personality
e. Self-monitoring
f. Type A and B personality

Locus of control:

This dimension refers to an individual's perception about the underlying main causes of events in his/her life. People with an internal locus of control believe that their own actions determine the rewards that they obtain, while those with an external locus of control believe that their own behavior doesn't matter much and that rewards are generally outside of their control.

Machiavellianism:

Machiavellianism is used to describe a person's tendency to deceive and manipulate others for personal gain.

Risk taking:

This trait refers to the tendency to prefer novelty, experimentation and unconventional activities but at the same time avail the opportunity, being a first mover. Risk-taking preferences are influenced by past experience, environment, and potential for reward.

Different personality types based on this trait are explained in the following link:

http://www.psychometrics.com/en-us/articles/laying_line.htm

Authoritarian personality:

Individuals possessing this personality trait favor values like obedience, cleanliness, success, inhibition or denial of emotions (especially anger and even love), firm discipline and honoring parents & leaders. For more detail consult http://francoistremblay.wordpress.com/2008/09/05/traits-of-authoritarian-personalities/

Self-monitoring:

Self-monitoring is a personality trait that refers to the ability to regulate human behavior to accommodate the social situations encountered. This is an essential skill that can prevent many social missteps, hurt feelings, and embarrassment. A high self-monitor is someone who is concerned about how they are perceived by others and will actually change their behavior in order to fit different situations. On the other hand, a low self-monitor is someone who is less concerned with how other people perceive them and will be more likely to act consistently.

Test yourself!

http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3270

Type A and Type B personality:

Type A personalities experience a constant sense of urgency and seem to be in a constant struggle. They quickly become impatient with delays and unproductive time. Schedule commitments are too tight; they try to do more than one thing at a time, such as reading while eating or watching television. This type of individuals tends to be easily aroused to anger or hostility, which they may or may not express overtly.

Type B individuals report higher levels of life satisfaction and are more likely to be patient and even-tempered. The other common characteristics of type B are:

- They work steadily, enjoying achievements but not becoming stressed when they are not achieved.
- When faced with competition, they do not mind losing rather enjoy the game.
- They may be creative and enjoy exploring ideas and concepts.
- They are often reflective, thinking about the outer and inner worlds.

Lesson 16

Concept of Self-awareness; Personality Tests

Different authors, institutes and websites offer different personality tests to identify the individual personality. By answering the series of questions prominent personality types can be identified. A large list of various personality tests can be acquired through Google. In this lecture two personality tests are discussed in detail.

Type A and Type B personality and test

Type A personalities experience a constant sense of urgency and seem to be in a constant struggle. The other common characteristics of type A are:

- Personal commitment to having, rather than being.
- Unawareness of the broader environment.
- Ignorance of elements outside the immediate task.
- Strong need to be an expert on a subject; otherwise, lack of involvement.
- Compete with others rather than understand and cooperate.
- Impatient when interrupted.
- Chronic sense of being in a hurry.
- A tendency to do several things simultaneously.
- Doing everything rapidly.
- Feelings of guilt when relaxing.
- Tendency to evaluate all activities in terms of measurable results.
- Determination to win every game, even when playing with those who are less skilled or experienced.

Type B individuals report higher levels of life satisfaction and are more likely to be patient and even-tempered. The other common characteristics of type B are:

- They work steadily, enjoying achievements but not becoming stressed when they are not achieved.
- When faced with competition, they do not mind losing rather enjoy the game.
- They may be creative and enjoy exploring ideas and concepts.
- They are often reflective, thinking about the outer and inner worlds.

Test yourself!

http://psychologytoday.psychtests.com/yahoo/anxiety/type_a_r_access.html

Machiavellianism:

Machiavellianism is used to describe a person's tendency to deceive and manipulate others for personal gain.

Test yourself!

http://www.mrsziemnik.net/wp-content/uploads/2011/08/Machiavelli-Quiz.pdf

Lesson 17

Political Skills

Political skill is an ability to understand others at workplace and to apply that knowledge to influence others in order to accomplish personal or organizational goals. Organizational politics is a double-edge sword; it can be effective for organizational objectives as well as can create barriers.

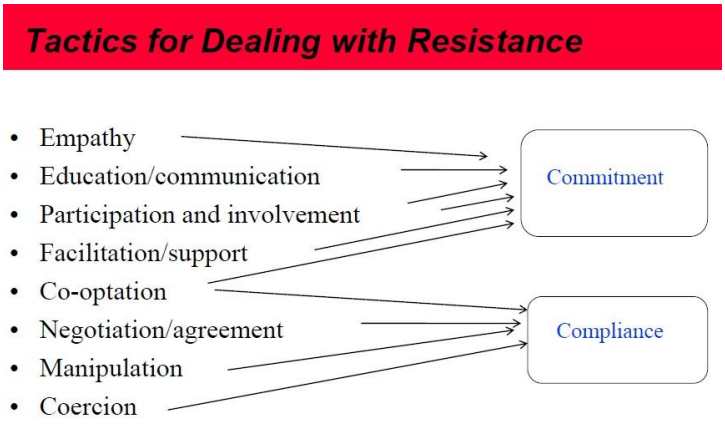
Importance of political skills:

Organization is composed of more than one person and every individual has different agenda, even working together for the same organization. They have varying suggestions for the utilization of resources, initiatives for new actions and preferences to work in teams or individually. In such a situation one should be able to apply the political skills effectively to cooperate with others and achieve a win-win situation. It assists in accomplishing the work assignments by achieving high performance by persuading others and gaining support.

Resistance management:

Politics play a major role in handing the resistance of masses. If manager is encountering a resistance following approaches can be helpful:

- Accept resistance as something else that needs to be managed, not ignored
- Understand the source
- Listen carefully to concerns
- Refrain from seeing resisters as adversaries



In order to enhance the positivity of politics one should improve the self-image through interpersonal relationships. Politic skills play a vital role in creating an effective impression management by drawing others' attention to oneself and one's accomplishments.

Image building:

In order to convey one's positivity, one should be well aware of his/her self. Following statements can assists in building self-image:

- Am I currently transmitting a positive or negative attitude?
- Is my attitude influencing the quality/quantity of my work?
- Am I sufficiently positive to be considered as comfortable and collaborative co-worker?
- Am I communicating to superiors through my attitude that I seek career advancements?
- Are students, colleagues, and staff responding to my attitude in a positive manner?

If a manager is communicating with others virtually, following suggestions can be effective in spreading the positive image:

- Review e-mails before sending them.
- Don't convey anger through e-mail.
- No response may be seen as rude.

- Use web pages and e-mail messages to:

  –share accomplishments

  –keep in touch

  –send praise and thanks.

Political strategies:

Politics can be applied positively towards the accomplishment of organizational goals. Such positive application of politics includes:

- Be assertive
- Use reason
- Network with influential people
- Volunteer for assignments
- Acquire information power, and use it
- Acquire expert power, and use it
- Stay cool under pressure
- Express constructive disagreement
- Sell benefits of an idea
- Exchange favors
- Increase visibility of efforts
- Ensure your credibility
- Be competent, worthy, ethical
- Make others feel important. Ask for advice
- Watch what and how you say things

These tactics lead to convince others rather than command them, therefore, resulting less resentment.

Organizational politics is criticized due to the following negative effects which have to be avoided:

- Criticize leader in a public forum.
- Bypass leader.
- Be openly disloyal to leader, team, or organization.
- Be a pest.
- Be perceived as a poor team player.
- Burn bridges or creating ill-will among former employers.

Following tips can help you in building a positive image and apply the political skill effectively to enhance the effectiveness of management.

Test yourself!

		1 strongly disagree	2 disagree	3 slightly disagree	4 neutral	5 slightly agree	6 agree	7 strongly agree
1.	I spend a lot of time and effort at work networking with others							
2.	I am able to make most people feel comfortable and at ease around me							
3.	I am able to communicate easily and effectively with others							
4.	It is easy for me to develop good rapport with most people							
5.	I understand people very well							
6.	I am good at building relationships with influential people at work							
7.	I am particularly good at sensing the motivations and hidden agendas of others							
8.	When communicating with others, I try to be genuine in what I say and do							
9.	I have developed a large network of colleagues and associates at work who I can call on for support when I really need to get things done							
10.	At work, I know a lot of important people and am well-connected							
11.	I spend a lot of time at work developing connections with others							
12.	I am good at getting people to like me							
13.	It is important that people believe I am sincere in what I say and do							
14.	I try to show a genuine interest in other people							
15.	I am good at using my connections and network to make things happen at work							

16.	I have good intuition and am savvy about how to present myself to others							
17.	I always seem to instinctively know the right things to say or do to influence others							
18.	I pay close attention to people's facial expressions							

Evaluating Scores:

Add up your score (the numbers you wrote after each question) and divide by 18. You will have a score between 1 and 7. Higher scores mean you have more political skill, lower scores mean you have less. You should be above 4—and possibly well above 4—if you have aspirations to reach great heights of power.

The questions measure four dimensions of political skill, so you can also see where you are stronger and weaker.

Questions 5, 7, 16, 17, and 18 measure social astuteness;

Questions 2, 3, 4, and 12 measure interpersonal influence;

Questions 8, 13, and 14 assess your apparent sincerity;

Questions 1, 6, 9, 10, 11, and 15 measure you networking ability.

Lesson 18

Attitude towards change

The environment in which we are living is constantly changing; products, procedures, techniques are constantly modifying. The one existing in the 20th century have been obsoleted and replaced by the new and updated ones. For instance, major changes have been observed in the field of Information Technology (IT); data and information have been digitized and now readily shared through fast speed internet. Such major environmental shifts have modified the customers' taste, market trends, manufacturing practices etc. In order to respond such changes organizational people require some specific set of skills, especially a manager who needs to motivate and persuade others to adopt the change. It is essential for an organization to respond to changes to avail the upcoming opportunities, else rigidity may leads to stagnancy. This lecture explains the skills required by managers in response to environmental changes.

Responding to environmental changes following personality aspects are of major importance.

- Tolerance of Ambiguity
- Locus of Control

Tolerance of Ambiguity:

This aspect refers to the extent to which an individual shows acceptability to situations that are ambiguous, rapidly changing, unpredictable, unclear and complex due to inadequate information. Some people pay attention to more information, interpret more cues, and possess more sense making categories, while some give importance to brief information only.

High tolerance of Ambiguity:

Research supports that individuals with high tolerance are better transmitters of information, more sensitive to internal characteristics of others and more adaptive and flexible in ambiguous and overloaded conditions. Managers having high tolerance-of-ambiguity possess entrepreneurial characteristics; seek out less information in a complex environment, prefer less-structured tasks and respond well to major organizational changes. On the other hand high tolerance of ambiguity may lead to excessive generalization and lacking the ability to concentrate on specific areas.

Low tolerance of Ambiguity:

People with low tolerance for ambiguity believe in details to remove every sort of confusion and ambiguity while taking major decisions. They resist the unclear situations and become stagnant. Therefore, this attitude is preferred in a stable environment where things are obvious and apparent. But in response to changing situations it is an undesirable state.

A neutral approach is a suggested one where a person is flexible to the changes but remain cautious at the same time to minimize the attached risks. The first step to manage your tolerance level is to test your existing acceptance level for ambiguity.

Test yourself!

Locus of Control:

The other main personality attribute that represents the response to external change is Locus of control. It refers to an individual's perception about the underlying main causes of events in his/her life. Additionally, it describes the attitude people develop regarding the extent to which they are in control of their own destinies. The way individual interpret the credits of his/her success and failure depends on the locus of control he/she possesses.

Internal Locus of Control:

People with an internal locus of control believe that their own actions determine the consequences that they obtain. People with an internal locus of control occupy characteristics like:

- They are attentive to the environment that provides useful information for the future
- They are often engaged in actions to improve their environment
- They put greater emphasis on striving for achievement
- They are more inclined to develop their own skills
- They ask more questions and remember more information
- They are less alienated from the work environment
- They are more satisfied with their work and experience less job strain

Moreover, research also supports that individuals with internal locus of control are likely to be leaders and groups led by internals are more effective than those led by externals. Internals are relatively effective in stressful situations, engaged in more entrepreneurial activities, more active in managing their own careers and have higher levels of job involvement. Managers with internal locus of control are more satisfied with a participative management style and rely on persuading others through expert power.

Besides all the previously mentioned attributes, internal locus of control is not a solution for all management problems. Internal locus of control is not always a positive attribute. Such individuals hardly comply with leader directions and are less accurate about feedback regarding successes and failures. The lenient attitude makes it difficult for the internals to take strict actions against the accused and guilty employees.

External Locus of Control:

People with an external locus of control believe that their own behavior doesn't matter much and that outcomes are generally outside of their control. Therefore, they blame the external forces for their failures and show least acceptance to their own shortfalls. This attitude leads to a stubborn behavior towards self-improvement. Being a manager externals tend to use coercive power and threat to supervise their subordinates, with the belief that external forces lead to consequences. In some situations this attitude is found effective, especially in order to communicate the targets and clarifying the individual roles.

Regardless of your internal–external score, you can be a successful manager in the right setting, or you can alter your locus of control as per requirement. In order to measure the scores attempt the given questionnaire.

Test yourself!

Consequently, the two key attitudes toward change; tolerance of ambiguity and locus of control are associated with success in management roles. Knowing your scores on these two factors can help you polish your strengths and rectify the weaknesses.

By knowing your scores you will be able to identify situations in which you feel more comfortable, perform effectively and understand different viewpoints of others. Self-understanding is a prerequisite to self-improvement and change.

Social Intelligence

Social intelligence refers to the ability to manage relationships with other people. Four dimensions of social intelligence are:

1. Accurate perception of others emotions & behavioral responses
2. Ability to cognitively & emotionally relate responses of others
3. Social knowledge; identification of appropriate social behavior
4. Social problem solving; ability to manage interpersonal difficulties

A person is equipped with variety of intelligences among which major ones are cognitive intelligence and social intelligence. *Cognitive intelligence* is a mental ability to process and interpret information and is inherited genetically and is less controlled by an individual whereas, *social intelligence* is an ability to understand one's own sentiments and emotions towards others. This ability of social intelligence is proved to be highly effective in managing stress, persuading others and therefore, resulting into managerial success. Managers having ability to accurately identify others' emotions and respond to them are found to be more successful in their personal lives as well as in their work lives and are recognized as the competent managers. Socially intelligent managers are perceived as supportive by creating effective interpersonal relationships, handling employees' stress and encouraging their subordinates to decline employee burnouts.

It is essential to foster interpersonal relationships and collaborations with the individuals with whom we interact in the organizational setting that can be attained through social intelligence. The collaborative relationships can be established through mutual trust, respect, honesty, and kindness.

Emotional bank account:

Emotional bank account is a concept introduced by Stephen Covey (1989) to describe the interpersonal trust. The deposits of this bank are established through mutual trust, respectable relationships, kindness, courtesy, honesty, and consistency. Open communication facilitates in building trust, respect and stable relationships. While, withdrawals are resulted due to not keeping promises, not listening, not clarifying expectations and not allowing choices. The more deposits made in an emotional bank account, the stronger and more resilient the relationship becomes. Conversely, too many withdrawals from the account weaken relationships by destroying trust, security, and confidence.

Building a strong, cohesive relationship with individuals is more powerful and impactful than leading them. Harshness in relationships is a source of conflict and stress which can be eliminated by building strong emotional bank accounts with others.

Looking-Glass self:

Looking-glass self is a concept developed to describe the process used by people to develop self-awareness. It explains that other people serve as a looking glass for oneself. A person forms opinions about him/herself in response to the actions and behaviors mirror backed by others. The best way to form accurate self-perceptions, therefore, is to share ones thoughts, attitudes, feelings, actions, and plans with others. This exercise helps in analyzing one's own styles and inclinations.

Test yourself!

Read aloud the statements listed below to articulate aspects of your self-awareness and to receive reactions to them from others as well.

1. In taking the assessment instruments, I was surprised by . . .
2. Some of my dominant characteristics captured by the instruments are . . .
3. Among my greatest strengths are . . .
4. Among my greatest weaknesses are . . .
5. The time I felt most successful was . . .
6. The time I felt least competent was . . .
7. My three highest priorities in life are . . .
8. The way in which I differ most from other people is . . .
9. I get along best with people who . . .

Lesson 20

Self-assessment techniques

This lecture is covering the topics of self-assessment techniques and case studies to apply your skills to resolve the management dilemmas.

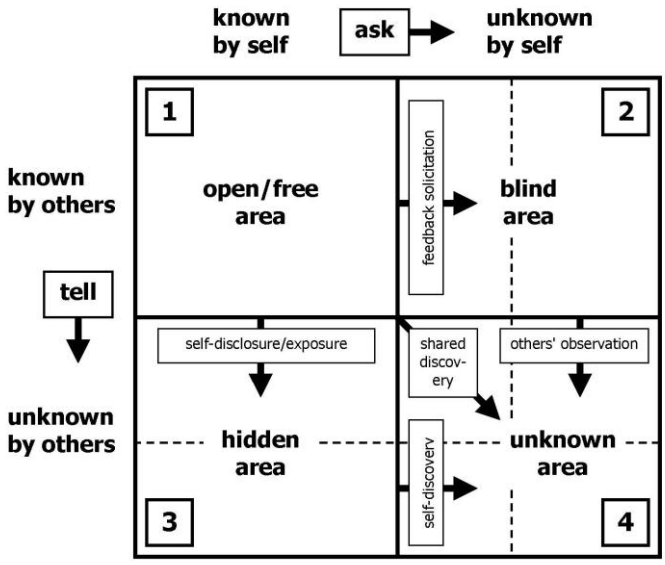
Self-assessment techniques:

This lecture includes the following models of self-assessment:

- JOHARI WINDOW
- PAMS-personal assessment of management skills

Johari window:

Johari Window model is used to assess individual's soft skills like empathy, cooperation, inter-group development and interpersonal development. Therefore, this model is used to measure the group and employee/employer relationships. This model is also known as a disclosure/feedback model of self-awareness and represents information about feelings, experience, views, attitudes, skills, intentions, motivation, etc. This assessment tool determines these attributes with respect to individual's own self and perception of others.



The Johari Window's four regions/areas/quadrants are as follows:

1. **Open Area**: what is known by the person about him/herself and is also known by others
2. **Blind area**: what is unknown by the person about him/herself but which others know
3. **Hidden area**: what the person knows about him/herself that others do not know
4. **Unknown area**: what is unknown by the person about him/herself and is also unknown by others

PAMS-personal assessment of management skills:

This assessment technique gauge individual competencies under the following categories:

1. Self-awareness
2. Managing time & stress
3. Motivating & influencing
4. Managing conflicts & complexities
5. Life aims, vision, setting goals with valour(courageous) & for honor
6. Team & relationship building

8. Communication style

9. Gaining power and influence

10. Empowering teams & delegation

11. Managing change

These skills are evaluated through set of statements asked from the respondent. The asked stamens for each skill type are categorized as:

http://www.google.com.pk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=3&cad=rja&ved=0CDMQFjAC&url=http%3A%2F%2Fuwp.edu%2F~crooker%2F447-MT%2Fadjust%2FPAMS%2520score%2520adjust.xls&ei=bXJnUvHwOomx0QXMy4GADw&usg=AFQjCNGoX1N4scv4m9fNMz09QzG_nrurPQ&bvm=bv.55123115,d.d2k

Test yourself!

Decision Dilemmas to solve!

Case 1:

A young manager in a high-technology firm was offered a position by the firm's main competitor for almost double her salary. Her firm sought to prevent her from changing jobs, arguing that her knowledge of certain specialized manufacturing processes would give the competitor unfair advantage. Since she had acquired that knowledge through special training and unique opportunities in her current position, the firm argued that it was unethical for her to accept the competitor's offer. What should the young manager do?

_____ Accept the offer

_____ Reject the offer

(Provide reasoning of your choice)

Case 2:

A consumer advocate organization conducted a survey to determine whether Wendy's hamburgers were really any more "hot and juicy" than any other hamburgers. After testing a Big Mac, a Whopper, a Teen Burger, and a Wendy's Hot and Juicy, each hamburger brand received approximately the same number of votes for being the juiciest. The consumer group advocated that Wendy's not advertise its hamburgers to be the juiciest. The company indicated that its own tests showed different results and that the image of the burger was the important thing, not the test results. Should the advertisements ceases or not?

_____ Cease to advertise

_____ Continue to advertise

(Provide reasoning of your choice)

Lesson 21

Stress Management

What is stress?

Stress is a psychological and physical reaction to a challenge or a threat to our well-being and upset the routine. It is the feeling we have when under pressure. Job stress is defined as the discrepancy between environmental and situational factors in their work and employees' capability and resources to handle them. Stress has dual effect; constructive and destructive.

Constructive stress:

Constructive stress has a positive impact on the employee. It gives a feeling of satisfaction and self-respect. Additionally it also increases their interest in their work and opportunities for rehearsing their creative ability.

Destructive stress:

Destructive stress gives negative results as far as the performance of an individual and organization is concerned. This type of stress leads to decrease in performance efficiency, work related carelessness etc.

Emotions associated with stress:

Stress is demonstrated through different emotions and moods of a person. A stressor is an agent or stimulus that causes stress, displayed through following emotions.

- Anxiety
- Pressure
- Misery
- Strain
- Depression
- Anger
- Dejection
- Panic
- Tension
- Aggressiveness

Negative consequences of stress:

When stress increases beyond the point, feelings of frustration, anxiety and tiredness start to consume energy and stress becomes dysfunctional and detrimental to performance. Other consequences of stress on health that effects negatively are:

- Persistent low energy
- Persistent headache
- Chronis skin problems
- Frequent stomach upsets
- Compulsive eating
- Chronis insomnia

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- Temper outbursts
- Moodiness
- Inability to concentrate

Lesson 22

Stress Management (Cont.)

Type of stressors:

Stress can be resulted due to personal issues as well as issues at workplace; therefore, stressors are categorized as:

- Life stressors
- Work stressors

Life stressors:

Death of parent or spouse

Separation or divorce

Flunking out

Conflict with parents/spouse

Death of a close friend

Loss of finances

Work stressors:

Job conditions

Workload

Role conflict and ambiguity

Conflict between work and life roles

Workplace aggressions

Career development

Interpersonal relations

These stressors affect the employee's performance and leads to employee absenteeism, high turnover rates, job dissatisfaction and workplace accidents.

Controlling stress:

When stress increases beyond the point, feelings of frustration, anxiety and tiredness start to consume energy and stress becomes dysfunctional and detrimental to performance. Therefore, one should be aware of the strategies to control it to minimize its devastating effects.

Following techniques can be adopted in order to control the stress:

1. Understand causes of stress
2. Prepare a written assessment of your stress factors; will help in understanding and visualizing them
3. Develop your ability to work under pressure or unusual conditions
4. Recall; are you type A or type B?
5. Deal with stressors

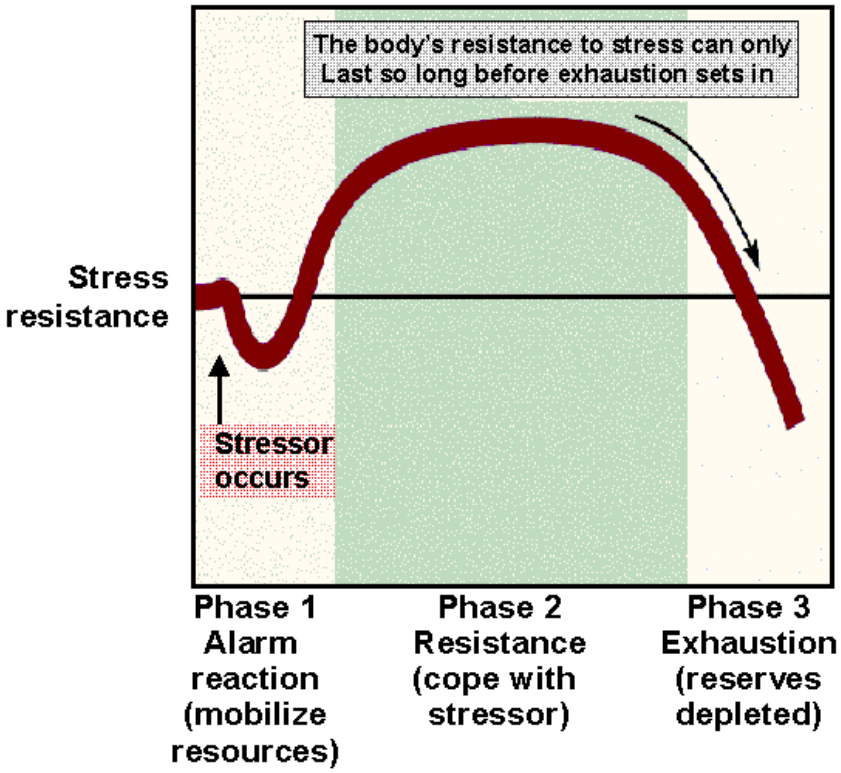
Management plays a significant role in building and controlling workplace stress. Employees get stressed if management overlooks their demands and preferences and similarly if employees are stressed they cannot work effectively & efficiently in the organization resulting into poor management. Following model explains this management-stress relationship.

Ineffective management ----------→ Employee stress

Employee stress ----------→ Ineffective management

Reaction to stress:

Stress adaptation response model describes the three phases of human reactions towards stress.



Lesson 23

Reducing & Managing Stress

Stress:

Stress is a human reaction to events in our environment. It is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger, whether it's real or imagined, the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or-flight" reaction.

It normally results into negative output. Managers in organizations encounter such critical & challenging events every day. Such situation causes stress which eventually causes not only loss organizationally but personally as well. The more a manager stays healthy Physically & Psychologically, the more he can produce & make others to produce favorable output for the organization.

Symptoms/ Effects of Stress:

Cognitive Symptoms	Emotional Symptoms
• **Memory problems** • **Inability to concentrate** • **Poor judgment** • **Seeing only the negative** • **Anxious or racing thoughts** • **Constant worrying**	• Moodiness • Irritability or short temper • Agitation, inability to relax • Feeling overwhelmed • Sense of loneliness and isolation • Depression or general unhappiness
Physical Symptoms	**Behavioral Symptoms**
• **Aches and pains** • **Diarrhea or constipation** • **Nausea, dizziness** • **Chest pain, rapid heartbeat** • **Loss of sex drive** • **Frequent colds**	• Eating more or less • Sleeping too much or too little • Isolating yourself from others • Procrastinating or neglecting responsibilities • Using alcohol, cigarettes, or drugs • Nervous habits (e.g. nail biting, pacing)

Reactions to Stress:

The first stage is called the ***" alarm stage"***, characterized by severe increases in anxiety or fear if the stressor is a threat or by increases in sorrow or depression if the stressor is a loss. A feeling of shock or confusion may result if the stressor is particularly severe. Physiologically, the individual's energy resources are mobilized and heart rate, blood pressure, and alertness increase. These reactions are largely self-correcting if the stressor is of brief duration. However, if it continues, the individual enters the second stage known as "***resistance stage"***, in which defense mechanisms prevail and the body begins to store up excess energy.

Defense Mechanisms for Stress:

There are five types of defense mechanisms typical found in most people who experience extended levels of stress.

The first is ***aggression***, which involves attacking the stressor directly. It may also involve attacking oneself, other people, or even objects (e.g., throwing objects). The second is ***regression***, which is the adoption of a behavior pattern or response that was successful at some earlier time (e.g., responding in childish ways). The third defense mechanism, ***repression***, involves rejection of the stressor, forgetting, or redefining the stressor (e.g., deciding that it isn't so scary after all). ***Withdrawal*** is the fourth defense mechanism, and it may take both psychological and physical forms. Individuals may engage in fantasy, inattention, or purposive forgetting, or they may actually escape from the situation itself. The fifth defense mechanism is ***fixation***, which is persisting in a response regardless of its effectiveness (e.g., pressing an elevator button over and over when the elevator car doesn't arrive).

Stress Reduction Techniques:

People having more stress are more prone to have heart disease, like heart strokes etc. People taking high stress are more prone to viral diseases like flu, cough etc. Physiological effects of stress are flu, seasonal diseases & even heart strokes & Low immunity level.

Psychological Stress Reduction Techniques - Imagery (Einstein was the greatest thinker, gave many theories), Fantasy, Reframing, Rehearsal

Physiological Stress Reduction Techniques - Muscle Relaxation, Deep Breathing, Brisk Walk Etc.

A General Model of Stress



	Enactive Strategies	Proactive Strategies	Reactive Strategies
Purpose	Eliminate stressors	Develop resiliency strategies	Learn temporary coping mechanisms
Effects	Permanent	Long term	Short term
Approach	Enactive	Proactive	Reactive
Time Required	Long time	Moderate time	Immediate

In managing stress, using a particular hierarchy of approaches has been found to be most effective (Kahn & Byosiere, 1992; Lehrer, 1996). First, the best way to manage stress is to eliminate or minimize stressors with ***enactive strategies***. These create, or enact, a new environment for the individual that does not contain the stressors. The second most effective approach is for individuals to enhance their overall capacity to handle stress by increasing their personal resiliency. These are called ***proactive strategies*** and are designed to initiate

action that resists the negative effects of stress. Finally, developing short-term techniques for coping with stressors is necessary when an immediate response is required. These are ***reactive strategies***; they are applied as on-the-spot remedies to reduce temporarily the effects of stress.

Developing Resiliency:

Resiliency (Moderating the Effects of Stress)

Resilience means the ability to recover quickly from illness, change, or misfortune. Resilience is the capacity to withstand or manage the negative effects of stress, to bounce back from adversity & endure difficult situation

-Balancing Work-Life:

-Psychological resiliency (Balanced Lifestyle, Hardy Personality, small-win strategy)

-Physiological resiliency (Cardiovascular Conditioning, Proper Diet)

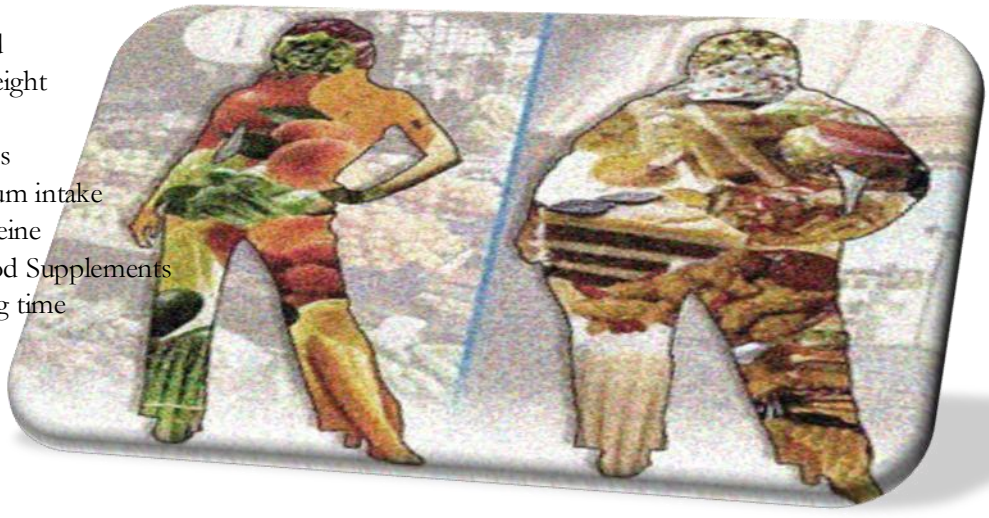
-Social Resiliency (Supportive Social Relation, mentors, Team work)

-Balancing Life Activities:

- ***Physical Activities*** (Exercise, Gym, Aerobics, Yoga etc.)
- ***Work Activities*** (Prepare Daily Tasks, Work on Assignments, New Conception etc.)
- ***Intellectual Activities*** (Solve Puzzles, Quizzes, Assignments)
- ***Cultural Activities*** (Celebrate your cultural activities, EID, Festivals etc.)
- ***Social Activities*** (Volunteer in NGOs, Charity collection, Friends Outings, Dinners etc.)
- ***Family Activities*** (Take part in Marriages, Birthdays, Get together etc.)
- ***Spiritual Activities*** (Pray 5 Times a Day, Recite Holy Quran etc.)

You are what you eat!

- Eat a Variety of Food
- Maintain Optimal Weight
- Reduce Fat intake
- Eat more whole foods
- Reduce sugar & sodium intake
- Avoid alcohol & caffeine
- Take Vitamins & Food Supplements
- Make eating a relaxing time



Lesson 24

Reducing & Managing Stress (continued)

Four Sources of Stress

1. **Time Stressors (Work load, Lack of Control)**
   Solution: Effective Time Management Delegation
2. **Encounter Stressors (Role conflict, Issue Conflict, Action Conflict)**
   Solution: Collaboration & Clan/Network Building
3. **Situational Stressors (Unfavorable working conditions, Rapid change)**
   Solution: Work Redesign
4. **Anticipatory Stressors (Unpleasant expectations, Fear)**
   Solutions: Goal settings & Small wins

Eliminating Stressors by Job Redesign:

-Combine tasks

-Form identifiable work units

-Establish customer relationships

-Increase decision making authority

-Open feedback channels

Effective Time Management & Delegation

1. Spending time on important matters
2. Distinguishing between important tasks versus urgent tasks
3. Focus on results rather than methods
4. Not feeling guilty when saying "NO"

Analyzing the Commitments

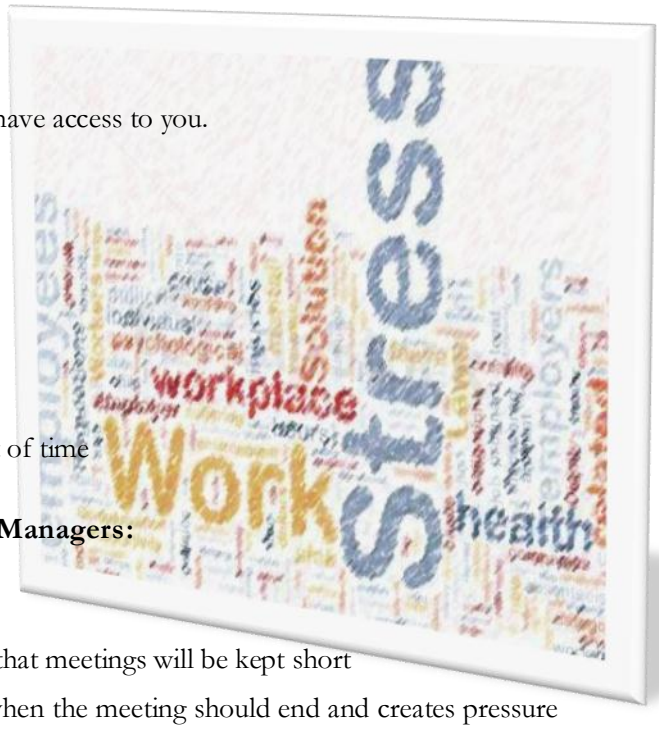
1. **Important:**
   How important is this activity?
   - *Very Important*
   - *Important*
   - *Not so Important*
   - *Unimportant*
2. **Urgency:**
   How urgent is this activity?
   - *Very Urgent*
   - *Urgent*
   - *Not Urgent*
   - *Time is not relevant*
3. **Delegation**
   Do I have to do it?
   - *Only I have to do it*
   - *Delegate to someone*
   - *Delegate to anyone*
4. **Involvement**
   How often must others be involved?
   - *Must interact with others*
   - *Need to interact*



No need

Stress Reduction Technique "Time Management" for All Aspects of life:

1. Read Selectively
2. Make a list of things to accomplish today
3. Have a place for everything & keep everything in its place
4. Deal with your tasks in order of priority
5. Do one important thing at a time but several minor things simultaneously
6. Make a list of some five or 10-minutes discretionary tasks
7. Divide up large projects
8. Determine the critical 20 percent of your tasks
9. Save your best time for important matters
10. Reserve some time during the day when others don't have access to you.
11. Don't procrastinate (delay)
12. Keep track of your time
13. Set deadlines
14. Do something productive while waiting
15. Do busy work at one set time during the day
16. Reach closure on at least one thing every day
17. Schedule some personal time
18. Don't worry about anything on a continuing basis
19. Write down long-term objectives
20. Be on the alert for ways to improve your management of time



Stress Reduction Technique "Time Management" for Managers:

Rule 1: ***Hold routine meetings at the end of the day***

Rule 2: ***Hold short meetings standing up***. This guarantees that meetings will be kept short

Rule 3*: Set a time limit.* This establishes an expectation of when the meeting should end and creates pressure to conform to a time boundary

Rule 4: ***Cancel meetings once in a while***. Meetings should be held only if they are needed

Rule 5, 6 & 7: ***Have agendas, stick to them, and keep track of time***. These rules help people prepare for a meeting, stick to the subject, and remain work oriented

Rule 8: ***Start meetings on time***. This helps guarantee that people will arrive on time

Rule 9*: Prepare minutes of the meeting and follow up*. This practice keeps items from appearing again in a meeting without having been resolved

Rule 10: ***Insist that subordinates suggest solutions to problems.*** The purpose of this rule is to eliminate the tendency toward upward delegation, that is, for your subordinates to delegate difficult problems back to you

Rule 11: ***Meet visitors in the doorway.*** This practice helps you maintain control of your time by controlling the use of your office space

Rule 12: ***Go to subordinates' offices for brief meetings***. The advantage is that it helps you control the length of a meeting by being free to leave when you choose.

Rule 13: ***Don't overschedule the day***. You should stay in control of at least some of your time each workday

Have someone else answer telephone calls and scan e-mail. Not being a slave to the telephone provides you with a buffer from interruptions for at least some part of the day

Rule 15: ***Have a place to work uninterrupted***. This helps guarantee that when a deadline is near, you can concentrate on your task and concentrate uninterrupted

Rule 16: ***Do something definite with every piece of paperwork handled.*** This keeps you from shuffling the same items over and over.

Rule 17: ***Keep the workplace clean.*** This minimizes distractions and reduces the time it takes to find things.

Rules 18, 19, and 20: ***Delegate work; identify the amount of initiative recipients*** should take with the tasks they are assigned, and ***give others credit*** for their success

Eliminating Anticipatory Stressors through Goal Setting

1. First establish a goal that is to be achieved
2. Secondly, one should specify their actions & the behavioral requirements for achieving the goal
3. Third step says to generate accountability & report mechanism
4. Last but not the least, Identify criteria of success & rewards

Four Dimension of social Intelligence

1. To have an accurate perception of other's emotional & behavioral response
2. Having the ability to cognitively & emotionally relate to the responses of others
3. Having sufficient Social knowledge
4. Social Problem Solving

Activity!

Sit with a co-worker or colleague, identify ways in which your work at office or home can be redesigned to reduce stress & increase productivity

Lesson 25

Solving problems Analytically & Creatively

It will help increase your proficiency in analytical & rational problem solving. It also helps in recognizing the personal conceptual blocks. One can enhance the creativity by overcoming the conceptual blocks that finally leads to innovation among others. It is to be remembered that breakthroughs are achieved by breaking barriers of your thoughts.

Learning Objectives

- Increase proficiency in analytic and rational problem solving
- Recognize personal conceptual blocks
- Enhance creativity by overcoming conceptual blocks
- Foster innovation among others

What is a Problem?

- A **problem** is defined as a situation where a change must be made to the **current** process to bring it back to an acceptable level.
- A **problem** occurs when the standard has gone down compared to a previously agreed standard.
- **Problems** are found where developments are needed within the **existing** situation in order to return to the original plan.

Problem Solving

- Problem solving is the process of analyzing situations of uncertainty to produce actual improvements or changes in the situation.
- **Problem Solving** is not the same as **Decision Making**.

Problem-Solving Process Elements



Typical elements are:

- Problem definition (part of understanding the problem)
- Situation analysis (part of understanding the problem)
- Idea generation
- Analysis of ideas
- Decision making
- Determining the next steps to be taken to introduce the solution into the workplace

4 Steps Model of Problem Solving

Step 1: Define the Problem

- *Differentiate fact from opinion*
- *Specify underlying causes*
- *Tap everyone involved for information*
- *State the problem explicitly*

- *Identify what standard is violated*
- *Determine whose problem it is*
- *Avoid stating the problem as a disguised solution*



Constraints of Step 1

- *Defining the problems*
  - *Lack of consensus on the problem*
  - *Acceptance of problem definition*
  - *Symptoms are often confused with the real problem*
  - *Confusing information*

Step 2: Generate Alternative Solutions

- *Postpone evaluating alternatives*
- *Be sure all involved individuals generate alternatives*
- *Specify alternatives that are consistent with goals*
- *Specify both short- and long-term solutions*
- *Build on others' ideas*
- *Specify alternatives that solve the problem*

Constraints of Step 2

- *Generating Alternatives*
  - *Alternatives are evaluated as they are proposed*
  - *Few possible alternatives are usually known*
  - *The first acceptable solution is usually accepted*
  - *Alternatives are based on what was successful in the past*

Step 3: Evaluate and Select an Alternative

- *Evaluate relative to an optimal standard*
- *Evaluate systematically*
- *Evaluate relative to goals*
- *Evaluate main effects and side effects*
- *State the selected alternative explicitly*

Constraints of Step 3

- *Evaluating and Selecting an Alternative*
  - *Information on alternatives is limited*
  - *Search for information occurs close to home*

- *The type of information is constrained by other factors*
- *Gathering information is costly*
- *Preferences for the best alternatives are not always known*

Step 4: Implement and Follow Up on the Solution

- *Implement at proper time and in the right sequence*
- *Provide opportunities for feedback*
- *Establish ongoing monitoring system*
- *Evaluate based on problem solution*

Constraints of Step 4

- *Implementation and Follow up*
  - *Acceptance is not always forthcoming*
  - *Resistance to change*
  - *Uncertainty about what part of solution to monitor*
  - *Political and organizational processes must be managed*
  - *It may take a long time to implement a solution*

Lesson 26

Problem Solving Techniques/Tools

There are various techniques & tools used for problem solving. Some of the methods are discussed in detail in this chapter.

Brainstorming

Brainstorming is a part of Problem Solving which involves the creation of new ideas by suspending judgment. Brainstorming is "a conference technique by which a group attempts to find a solution for a specific problem. Brainstorming is a process designed to obtain the maximum number of ideas relating to a specific area of interest. Brainstorming is a technique that maximizes the ability to generate new ideas. Brainstorming is where a group of people put social inhibitions and rules aside with the aim of generating new ideas and solutions. Brainstorming is a time dedicated to generating a large number of ideas regardless of their initial worth. Brainstorming is the creation of an optimal state of mind for generating new ideas. Brainstorming is the free association of different ideas to form new ideas and concepts.

Brainstorming Elements

- *Get Ready*
- *Identify One Issue*
- *Set Ground Rules*
- *Pick a Process*
- *Evaluate Your Results*

Rules of Brainstorming

1. *No evaluation of ideas is permitted*
2. *Wild ideas are encouraged*
3. *Quantity before quality*
4. *Build on ideas of others*

Heuristic

Heuristic literally means "To Find" refers to experience-based techniques for problem solving, learning, and discovery that give a solution which is not guaranteed to be optimal. Examples of this method include using a rule of thumb, an educated guess, an intuitive judgment, stereotyping, or common sense.



Analogy

Can you find a problem analogous to your problem and solve that?

Generalization

Can you find a problem more general than your problem?

Induction

Can you solve your problem by deriving a generalization from some examples?

Variation of the Problem

Can you vary or change your problem to create a new problem (or set of problems) whose solution(s) will help you solve your original problem?

Auxiliary Problem

Can you find a sub problem or side problem whose solution will help you solve your problem?

Specialization

Can you find a problem more specialized?

Decomposing and Recombining

Can you decompose the problem and "recombine its elements in some new manner"?

Working backward

Can you start with the goal and work backwards to something you already know?

Draw a Figure

Can you draw a picture of the problem?

Auxiliary Elements

Can you add some new element to your problem to get closer to a solution?

Root Cause Analysis

Root Cause Analysis (RCA) is a class of Problem-Solving methods aimed at identifying the root causes of problems or events.

Root Cause Analysis is any structured approach to identifying the factors that resulted in the nature, the magnitude, the location, and the timing of the harmful outcomes (consequences) of one or more past events in order to identify what behaviors, actions, inactions, or conditions need to be changed to prevent recurrence of similar harmful outcomes and to identify the lessons to be learned to promote the achievement of better consequences. An iterative process, and is viewed as a tool of continuous improvement.

RCA-based Corrective Action

- Define the problem or describe the event factually. Include the qualitative and quantitative attributes (properties) of the harmful outcomes. This usually includes specifying the natures, the magnitudes, the locations, and the timings.
- Gather data and evidence, classifying that along a timeline of events to the final failure or crisis. For every behavior, condition, action, and inaction specify in the "timeline" what should have been when it differs from the actual.
- Ask "why" and identify the causes associated with each step in the sequence towards the defined problem or event. "Why" is taken to mean "What were the factors that directly resulted in the effect?"

- Classify causes into causal factors that relate to an event in the sequence, and root causes, that if applied can be agreed to have interrupted that step of the sequence chain.
- If there are multiple root causes, which is often the case, reveal those clearly for later optimum selection. Identify all other harmful factors that have equal or better claim to be called "root causes."
- Identify corrective action(s) that will with certainty prevent recurrence of each harmful effect, including outcomes and factors. Check that each corrective action would, if pre-implemented before the event, have reduced or prevented specific harmful effects
- Identify solutions that effective, prevent recurrence with reasonable certainty with consensus agreement of the group, are within your control, meet your goals and objectives and do not cause introduce other new, unforeseen problems.
- Implement the recommended root cause correction(s).
- Ensure effectiveness by observing the implemented recommendation solutions.
- Other methodologies for problem solving and problem avoidance may be useful.
- Identify and address the other instances of each harmful outcome

Basic Elements of Root Cause

1. Money

2. Materials

- *Defective raw material*
- *Wrong type for job*
- *Lack of raw material*

3. Man Power

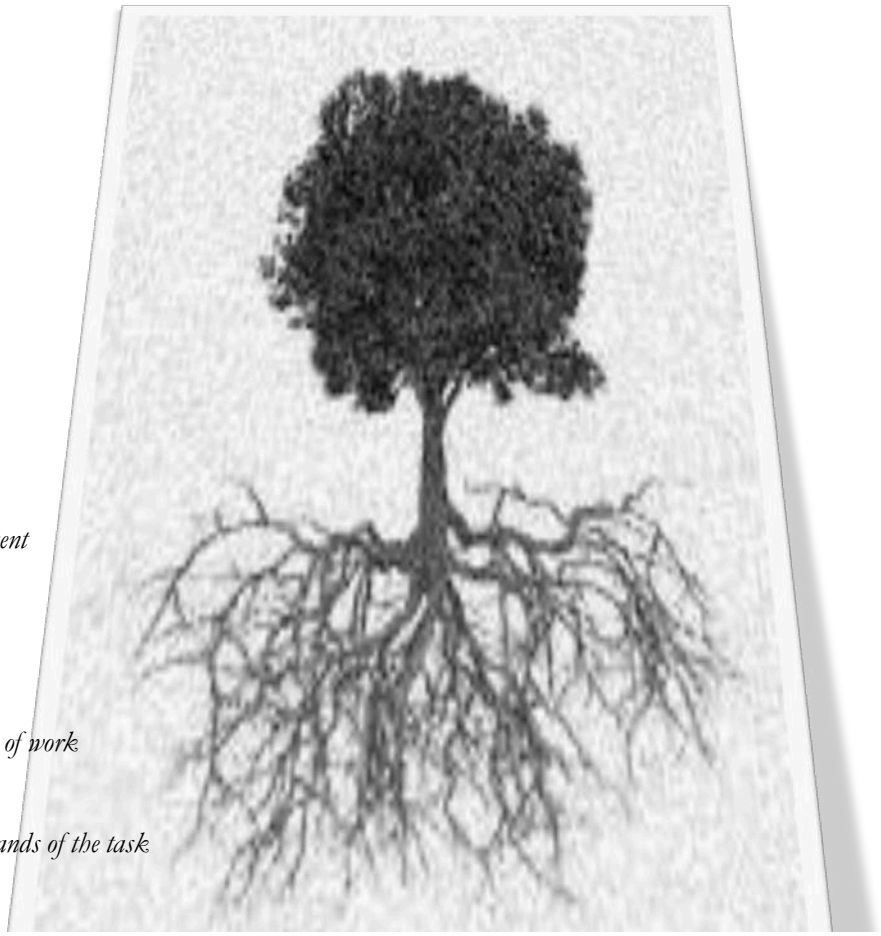
- *Inadequate capability*
- *Lack of Knowledge*
- *Lack of skill*
- *Stress*
- *Improper motivation*

4. Machine / Equipment

- *Incorrect tool selection*
- *Poor maintenance or design*
- *Poor equipment or tool placement*
- *Defective equipment or tool*

5. Milieus or Work Environment

- *Disordered workplace*
- *Poor job design and/ or layout of work*
- *Surfaces poorly maintained*
- *Inability to meet physical demands of the task*
- *Forces of nature*

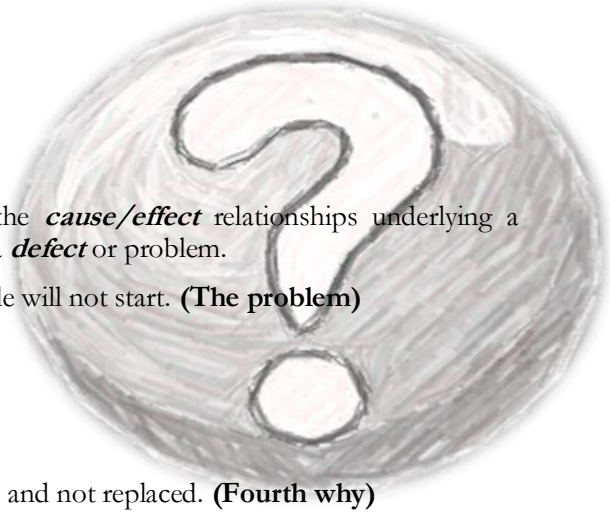


6. Management

- Lack of management involvement
- Inattention to task
- Task hazards not dealt with properly
- Other (horseplay, inattention....)
- Stress demands
- Lack of Process
- Lack of Communication
- Training or education lacking
- Poor employee involvement
- Poor recognition of hazard
- Previously identified hazards were not eliminated

7. Methods

- No or poor procedures
- Practices are not the same as written procedures
- Poor communication



The Five Whys

The 5 Whys is a questions-asking ***method*** used to explore the ***cause/effect*** relationships underlying a particular problem, with the goal of determining a ***root cause*** of a ***defect*** or problem.

The following example demonstrates the basic process: The vehicle will not start. **(The problem)**

1. Why? - The battery is dead. **(First why)**

2. Why? - The alternator is not functioning. **(Second why)**

3. Why? - The alternator belt has broken. **(Third why)**

4. Why? - The alternator belt was well beyond its useful service life and not replaced. **(Fourth why)**

5. Why? - The vehicle was not maintained according to the recommended service schedule. **(Fifth why, A Root Cause)**

Lesson 27

Creative Thinking

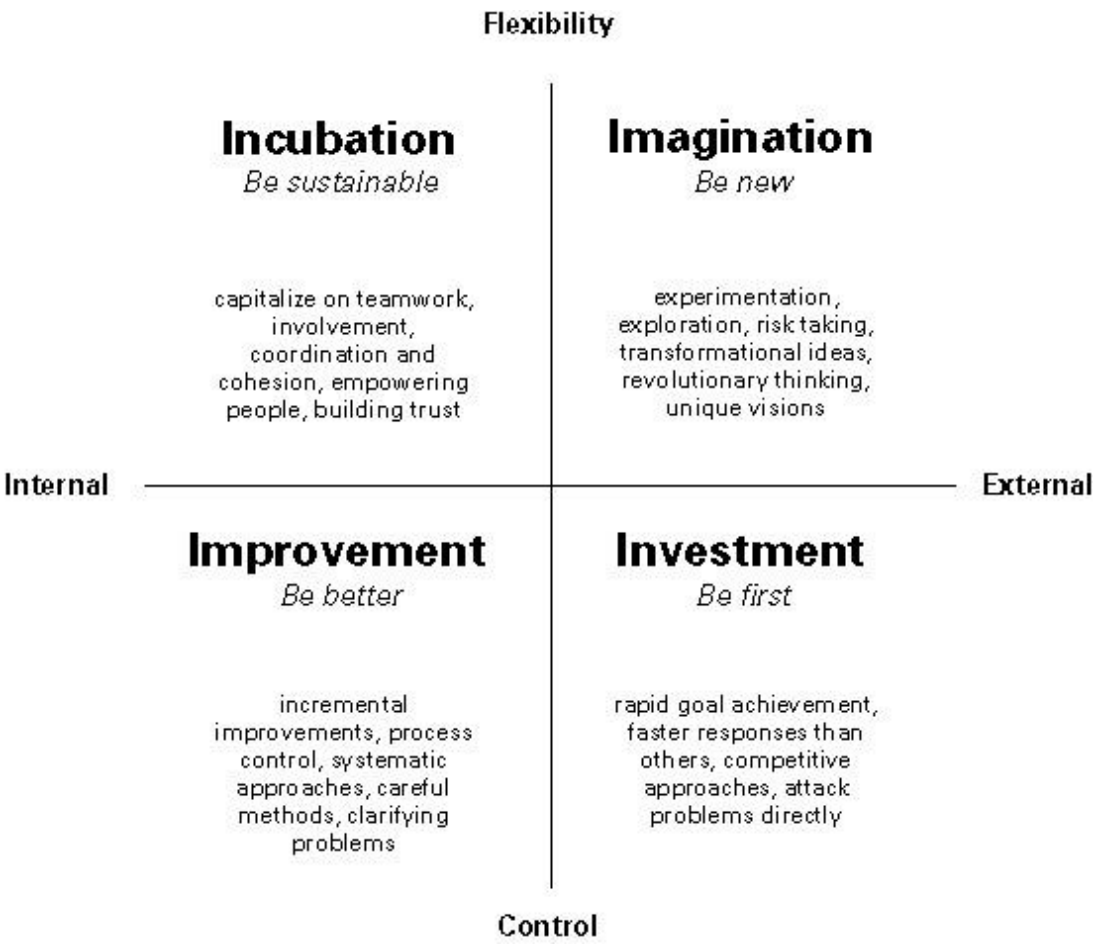
Specific thought processes which improve the ability to be creative. It is to be in an optimal state of mind for generating new ideas.

- To maximize the ability of the brain to think of new ideas.
- The ability to think of original, diverse and elaborate ideas.
- A series of mental actions which produce changes and developments of thought. The process of exploring multiple avenues of actions or thoughts.
  (Sometimes called Different Thinking because thought patterns and areas of belief are expanded.)

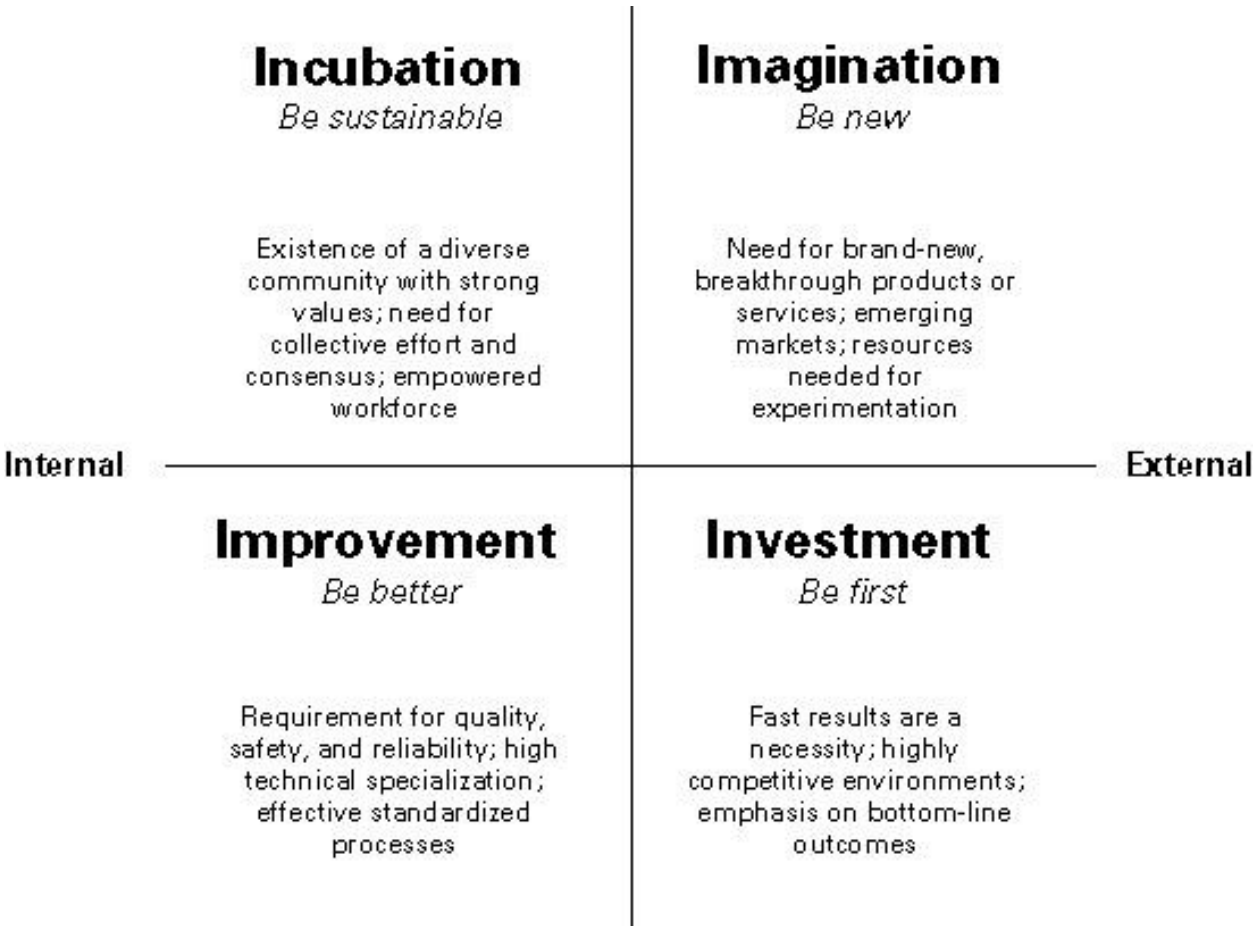
Impediments to Creative Problem Solving

- Most people assume creativity is one dimensional
- Almost everyone has created blocks that constrain our creativity

Four Types of Creativity



Examples for Four Types



Two Examples

1. Percy Spencer's Magnetron lead to the invention of the microwave
2. Spence Silver's Glue lead to the ever popular Post-It Notes

Lateral Thinking

A set of systematic techniques used for changing concepts and perceptions and generating new ones", "Exploring multiple possibilities and approaches instead of pursuing a single approach." (Edward de Bono, originator of the phrase)

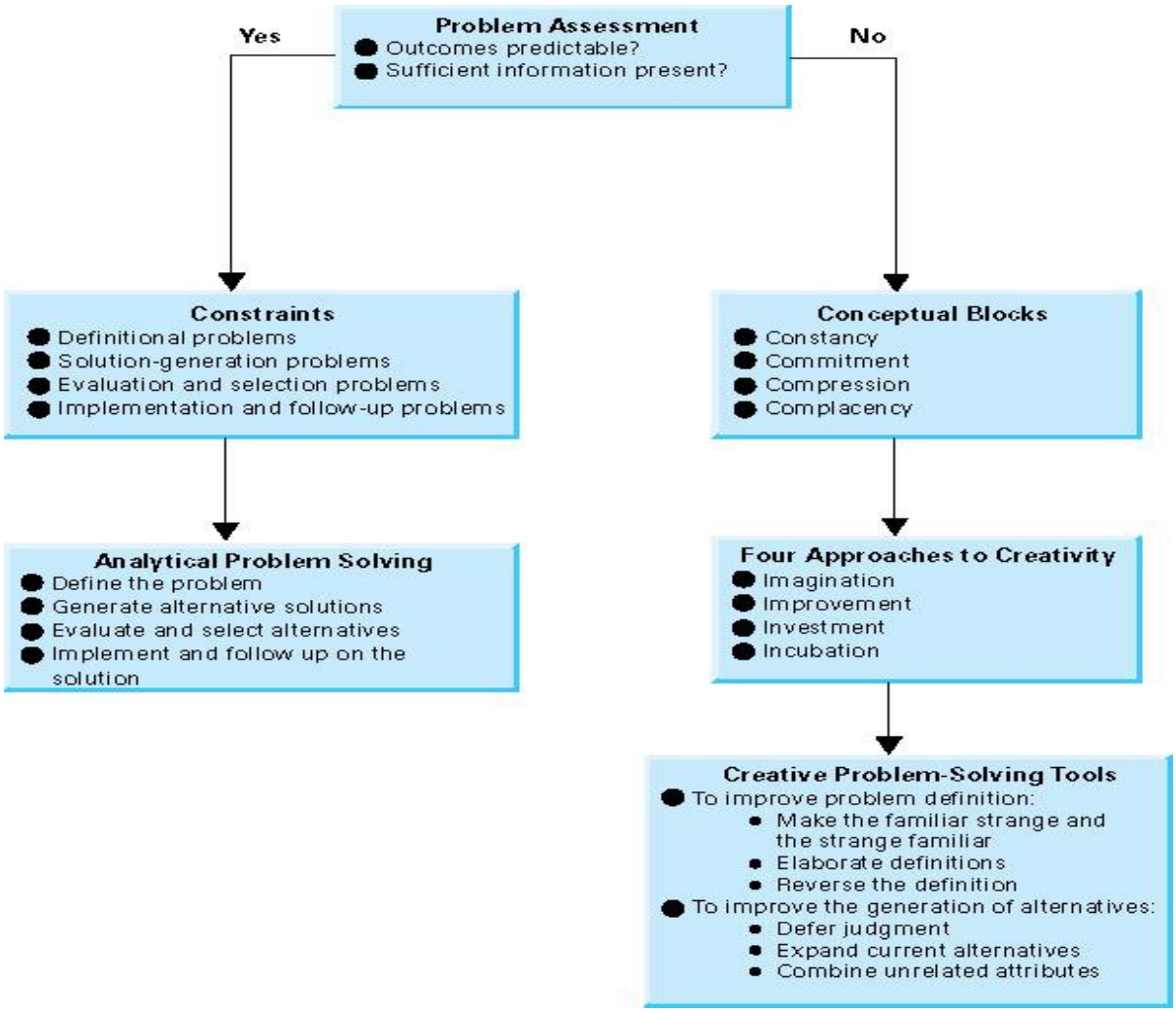
deBono's Ways of Thinking

- **Vertical Thinking**
  - **Continuity**
  - **Chooses**
  - **Stability**
  - **Searches for what is right**
  - **Analytic**
  - **Where the idea came from**
- **Lateral Thinking**
  - **Discontinuity**
  - **Changes**
  - **Instability**
  - **Searches for what is different**
  - **Provocative**
  - **Where the idea is going**

Ignoring Commonalities

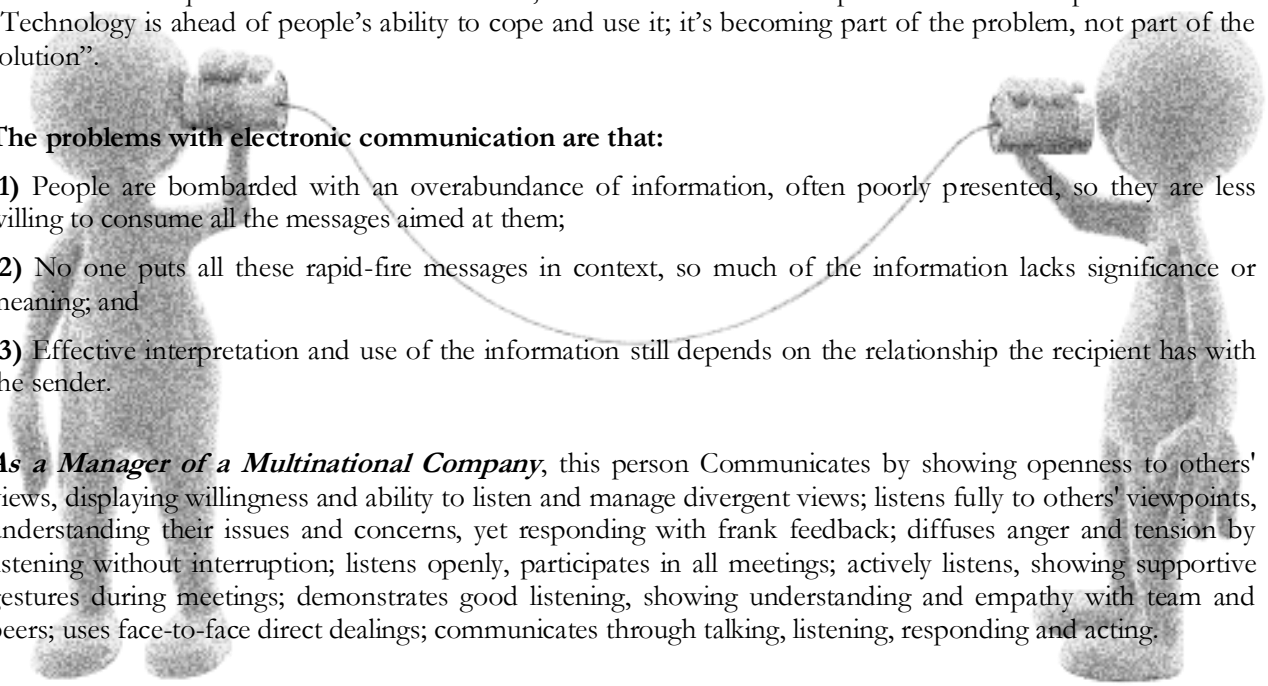
Creativity is blocked when individuals fail to find the common thread that exists between dissimilar problems.

A Model of Analytic and Creative Problem Solving



Interpersonal Communication Skills

In an age of electronic communication, the most frequently used means of passing messages to other people is via electronic technology. E-mail now dominates communication channels in organizations, and it is purported to enhance information flow, the sharing of knowledge, consistency of communication, quality of feedback, and speed or cycle time. However, international surveys indicate that face-to-face communication is still the second most frequent form of communication, but it remains the most problematic. One report concluded: "Technology is ahead of people's ability to cope and use it; it's becoming part of the problem, not part of the solution".



The problems with electronic communication are that:

(1) People are bombarded with an overabundance of information, often poorly presented, so they are less willing to consume all the messages aimed at them;

(2) No one puts all these rapid-fire messages in context, so much of the information lacks significance or meaning; and

(3) Effective interpretation and use of the information still depends on the relationship the recipient has with the sender.

As a Manager of a Multinational Company, this person Communicates by showing openness to others' views, displaying willingness and ability to listen and manage divergent views; listens fully to others' viewpoints, understanding their issues and concerns, yet responding with frank feedback; diffuses anger and tension by listening without interruption; listens openly, participates in all meetings; actively listens, showing supportive gestures during meetings; demonstrates good listening, showing understanding and empathy with team and peers; uses face-to-face direct dealings; communicates through talking, listening, responding and acting.

Interpersonal Communication Skills

To become an effective manager you will need to develop effective interpersonal communication skills. You will need to communicate in a variety of different ways including:

- Verbally (face-to-face, telephone)
- In writing
- Using electronic communication (texts, emails, web-cams etc.)
  - Non Verbal Communication

To become a manager you will need to reflect on your ability to communicate and actively develop your communication skills to help facilitate effective communication with colleagues.

Take some time to honestly reflect on where you are now in respect to communication skills.

1. How good is your communication skill?
2. Are you a good speaker?
3. Are you a good listener?
4. How good are you at interpreting non-verbal messages?
5. How good are your written communication skills?
6. How confident are you with the telephone?
7. How good are you at using email and other forms of electronic communication?

What Is Communication?

Communication is the transfer and understanding of meaning.

Transfer means the message was received in a form that can be interpreted by the receiver.

Understanding the message is not the same as the receiver agreeing with the message.



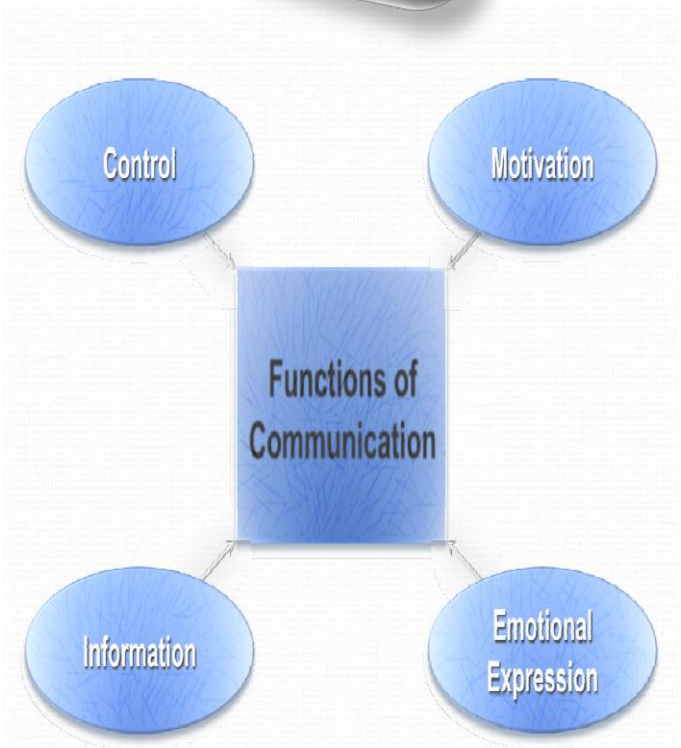
Interpersonal Communication

Communication between two or more people

Organizational Communication

All the patterns, network, and systems of communications within an organization

Functions of Communication



Control

Formal and informal communications act to control individuals' behaviors in organizations.

Motivation

Communications clarify for employees what is to done, how well they have done it, and what can be done to improve performance.

Emotional Expression

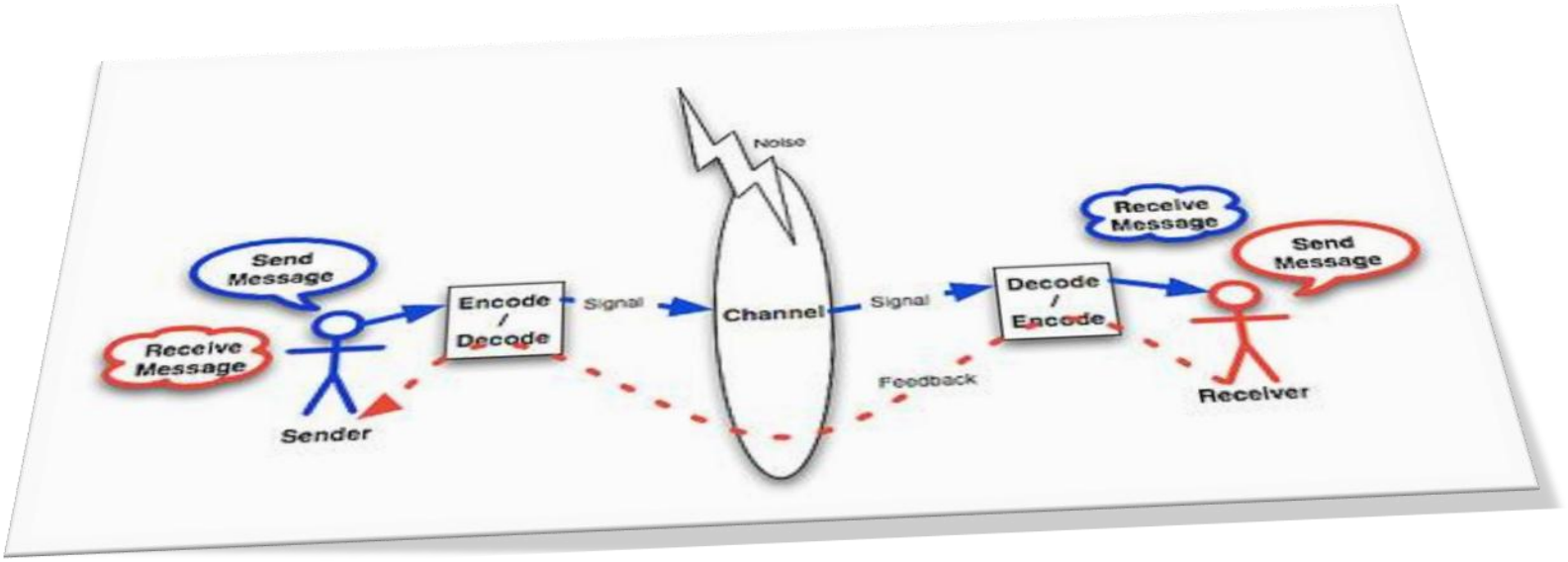
Social interaction in the form of work group communications provides a way for employees to express themselves.

Information

Individuals and work groups need information to make decisions or to do their work.

Interpersonal Communication Process

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages that is known as face-to-face communication. Interpersonal communication is not just about what is actually said but also about the language used, *how* it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and the senders/ receiver's total body language.



Elements of Interpersonal Communication

The Communicators

For any communication to occur there must be at least two people involved. It is easy to think about communication involving a sender and a receiver of a message. However, the problem with this way of seeing a relationship is that it presents communication as a **one-way process** where one person sends the message and the other receives it. While one person is talking and another is listening, for example. In fact communications are almost always complex, **two-way processes**, with people sending and receiving messages to and from each other simultaneously. In other words, communication is an interactive process. While one person is talking the other is listening - but while listening they are also sending feedback in the form of smiles, head nods etc.

The Message

Message not only means the speech used or information conveyed, but also the non-verbal messages exchanged such as **facial expressions**, **tone of voice**, **gestures** and **body language**. Non-verbal behaviour can convey additional information about the spoken message. In particular, it can reveal more about emotional attitudes which may underlie the content of speech. See our page: **Effective Speaking** for more on how you can use your voice to full effect.

Noise

Noise has a special meaning in communication theory. It refers to anything that distorts the message, so that what is received is different from what is intended by the speaker. Whilst physical 'noise' (for example, background sounds or a low-flying jet plane) can interfere with communication, other factors are considered to be 'noise'. The use of **complicated jargon**, **inappropriate body language**, **inattention**, **disinterest,** and **cultural differences** can be considered 'noise' in the context of interpersonal communication. In other words, any distortions or inconsistencies that occur during an attempt to communicate can be seen as noise.

Feedback

Feedback consists of messages the receiver returns, which allows the sender to know how accurately the message has been received, as well as the receiver's reaction. The receiver may also respond to the unintentional message as well as the intentional message. Types of feedback range from direct verbal statements, for example

sender that the receiver feels uncomfortable with the message. Feedback allows the sender to regulate, adapt or repeat the message in order to improve communication.

Channel

The channel refers to the physical means by which the message is transferred from one person to another. In face-to-face context the channels which are used are speech and vision, however during a telephone conversation the channel is limited to speech alone

Lesson 29

Interpersonal Communication Skills (continued)

Interpersonal Communication Methods

- Face-to-face
- Telephone
- Group meetings
- Formal presentations
- Memos
- Traditional Mail
- Fax machines
- Employee publications
- Bulletin boards
- Audio- and videotapes
- Hotlines
- E-mail
- Computer conferencing
- Voice mail
- Teleconferences
- Videoconferences



Interpersonal Communication Barriers

Language- The different meanings of and specialized ways (jargon) in which senders use words can cause receivers to misinterpret their messages

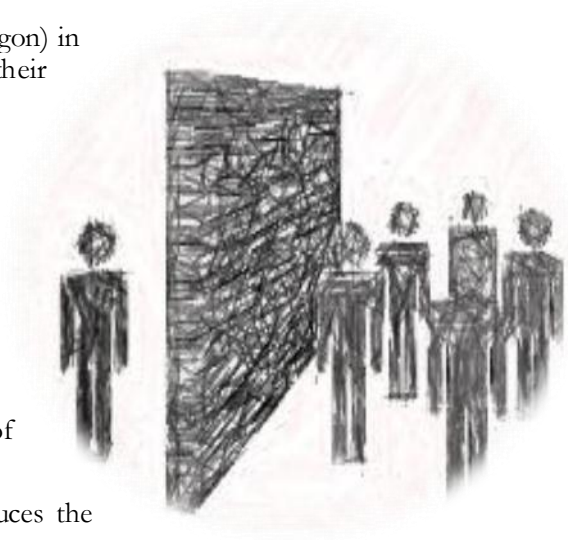
National Culture- Culture influences the form, formality, openness, patterns, and use of information in communications

Filtering- The deliberate manipulation of information to make it appear more favorable to the receiver

Emotions- Disregarding rational and objective thinking processes and substituting emotional judgments when interpreting messages

Information Overload- Being confronted with a quantity of information that exceeds an individual's capacity to process it

Defensiveness- When threatened, reacting in a way that reduces the ability to achieve mutual understanding



Overcoming the Barriers to Effective Interpersonal Communications

- Use Feedback
- Simplify Language
- Listen Actively
- Constrain Emotions
- Watch Nonverbal Cues



Nonverbal Communication

Communication that is transmitted without words is called as non-verbal part of communication.

- **Sounds** with specific meanings or warnings
- **Images** that control or encourage behaviors
- **Situational behaviors** that convey meanings
- **Clothing and physical surroundings** that imply status

Body language: gestures, facial expressions, and other body movements that convey meaning.

Verbal tone: emphasis that a speaker gives to certain words or phrases that conveys meaning

Building Relationships by Communicating Supportively

In this chapter, we focus on a kind of interpersonal communication that helps you communicate accurately and honestly without jeopardizing interpersonal relationships—namely, **supportive communication**. Supportive communication is communication that seeks to preserve a positive relationship between the communicators while still addressing the problem at hand. It allows you to provide negative feedback, or to resolve a difficult issue with another person and, as a result, strengthen your relationship.



It results in better physical and emotional well-being. Helps people perform better at work and concentrate more on the task at hand. Positive interpersonal relationships have practical, instrumental value in organizations. Researchers have found, for example, that organizations fostering. Supportive communication skills are required to resolve customer complaints and misunderstandings.

Principles of Supportive Communication

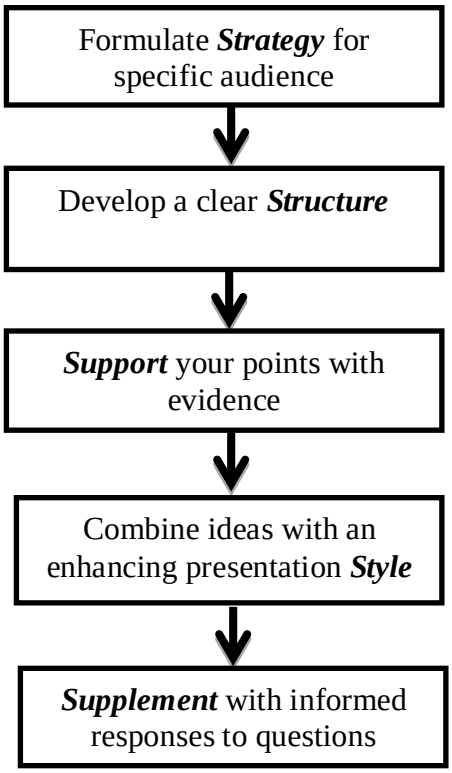
1. Increased Understanding
2. Effective Message Delivery
3. Strengthened Relationships

Learning Objectives

The above said principles will improves ability to apply principles of supportive communication, Build supportive relationships even when delivering negative feedback, will Avoid defensiveness and disconfirmation in interpersonal communication & will improve relationships by using personal management interviews.

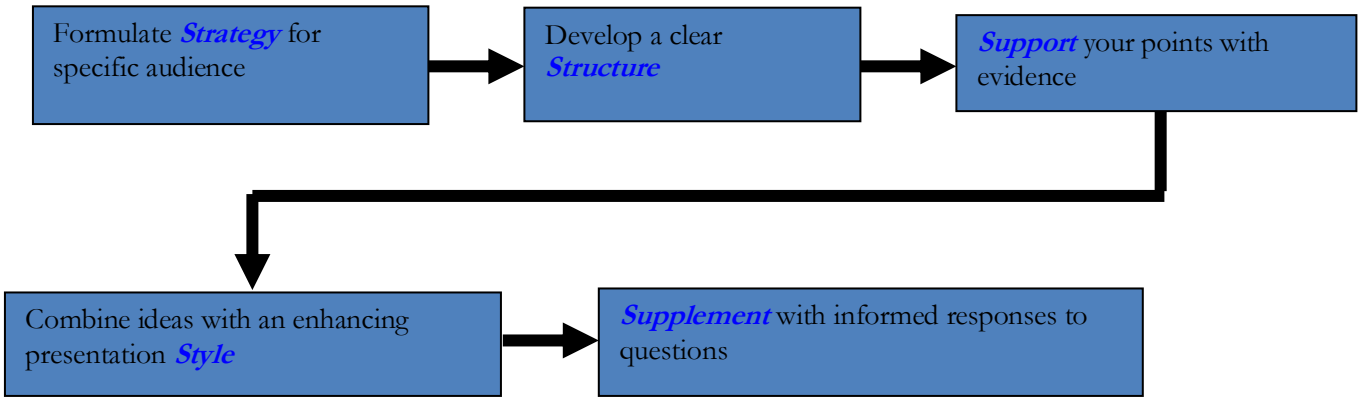
Five S's of an Effective Presentation

- First of all we formulate a strategy for a specific audience who would encounter the presentation
- Develop a clear structure by scheduling the presentation right
- Always support your points with logics while giving arguments
- The ideas should be supported by valid points with an impressive presentation style
- When questions asked, satisfy them by valid responses & logical points



Lesson 30

Effective Presentation



Formulate a Specific Strategy

This stage is broken into 3 elements,

1. Identify your purpose
2. Tailor your message to your audience
3. Meet the demands of the situation

Develop a Clear Structure

An effective introduction,

1. Catches attention and sets a tone
2. Gives a reason for listening
3. Establishes a road map

Develop a Clear Structure

- Use Transitions to Signal Progress
- Conclude on a High Note
  - Primacy: the power of a first impression
  - Recency: we remember more recent events better than the past

Style in Oral Communication

Things to consider,

- Prepare your notes
- Practicing the presentation
- Practice using visual aids
- Displaying the appropriate level of enthusiasm

- Delivery, i.e. eye contact, body movement, and the use of space

Constraints in Oral Communication

An individual experiencing difficulty in oral communication may present the following behaviors:

- Tends to stammer, pauses too long; repeats sentences; delivery too fast or slow.
- Uses inappropriate or vague words.
- May have difficulty in generating enthusiasm for a topic or idea
- Experiences difficulty in effectively communicating ideas to others, whether in informal or formal presentations.
- Lacks self-confidence.
- Body language, verbal mannerisms, or technical data are distracting.

Constraints in Oral Communication

- Inappropriate gestures.
- Uses minimal eye contact.
- Content of communication is not well organized.
- Pronunciation is inappropriate.
- Lacks literacy, composure and professionalism.
- Experiences difficulty in maintaining two-way communication.
- Does not keep other department members informed of developments affecting their function.
- Experiences difficulty with the effective use of telephone conversations.

Oral Communication Development Tasks

Before your next meeting with your supervisor or coworker, list the main points you want to discuss. Before a staff meeting in the next two-month period, pick an agenda item that you feel strongly about and practice it aloud. Have a coworker critique your communication skills.

- Develop an awareness of your communication skills and strengthen those areas you identify as needing improvement.
- Voice tone and use of modulation
- Non-verbal that enhance or detract from your verbal message

Oral Communication Development Tasks

- Clarity and conciseness of communication
- Logical flow of verbal message
- Listening to others
- Cueing in on non-verbal, noting their understanding of your message; have them restate instructions to verify their understanding, provide an opportunity for them to ask questions.

Outside of an on-the-job checklist, it is recommended that you visit your local bookstore or library. There will be many books available on communication skills. These will serve as an excellent source of developing your

Other Issues for Written Communication

Setting the tone

- Formal and Informal tone
- Importance of tone in e-mails

Using the proper format

- The physical layout of a message
- Formats are different for business letters, memos, proposals, etc.

Problems in Written Communication

Written communication may not be as critical a skill as oral communication on the job.

Common problems in this area may be:

- Excessive misspelling
- Consistent grammatical errors
- Excessive typographical errors
- Excessive use of jargon or slang
- Inaccurate or misleading sentences
- Material must be read more than once to be understood

In essence, consider the clarity of thought, the flow of ideas, appropriateness of vocabulary, the suitability of format to the purpose of the document, grammar, and spelling.

Written Communication Development Tasks

1. Volunteer for assignments that require a written product or ask for correctly written samples of similar work to use as models.

2. Write summaries for performance evaluations or other employee relations issues you conduct (disciplinary actions and/or counseling sessions).

3. Write weekly news articles.

4. Ask your supervisor, colleague, or subordinate with strong writing skills to critique your work for how well it is organized and how quickly you come to the point

Differences between Written and Oral Communications

Unlike oral communication, written communications can be retained, studied, duplicated and filed for the future. They can also contain more detail.

Persuasive Communication

Changing the thinking and behavior of others without generating resentment.

- To some degree, our day-to-day interactions may require someone to accept or adopt a course of action that we feel is necessary. In considering a style of persuasiveness, you must ask yourself whether an individual can vary his/her approach depending on the individual and the needs of a situation. How can you use different "selling techniques" to meet the needs of the customer, employee, or colleague? When resistance is encountered, how can you try alternative lines of reasoning.

Developing Persuasive Communication

1. Gather the facts you will need to present a convincing argument for your case. Think out the different approaches you can use to best present your facts. In others words, determine your selling strategy.

2. Anticipate objectives and resistance and develop arguments to counter them.

3. Practice your presentation ahead of time. Tape record your presentation and play it back. Do you sound convincing?

Lesson 31

Oral Presentation

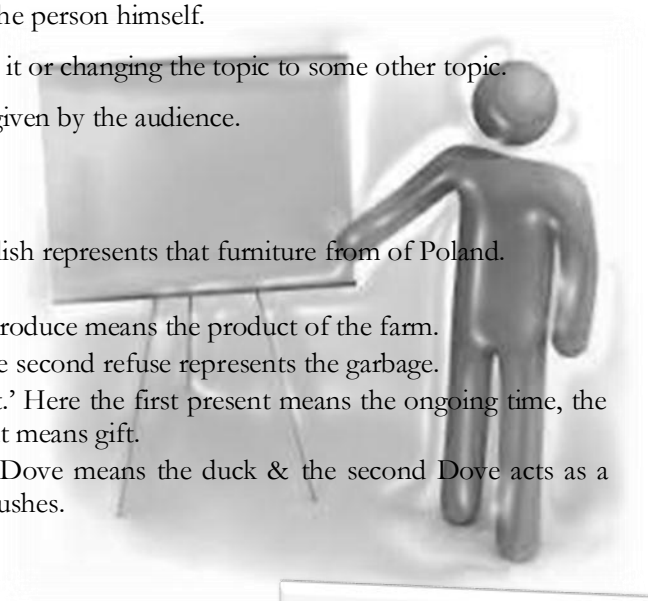
It is to make sure that in an oral presentation, the key to an effective response is preparation. It is well known that proper preparation prevents poor performance. Asking & handling questions is an art. Some of the useful points for learning this art are given below;

Responding in an Orderly Manner

1. In an oral presentation, remember to restate your objectives by asking the purpose of the question asked.
2. State your position that how would the question asked needs to be answered.
3. Offer support for your position by offering facts & figures.
4. If in case the answer provided is not accepted by the audience, you may indicate the significance of your negation to their point of view.

Maintaining Control to asked Questions

- Answer questions without getting into prolonged exchanges. Series of questions start when questions are not handled cleverly.
- Keep exchanges on an intellectual level, no name-calling. Answering the question should not get personalized, stay professional. Hit the idea, not the person himself.
- Don't get trapped into an argument. Try avoiding it or changing the topic to some other topic.
- It's acceptable to accept an answer to a question given by the audience.

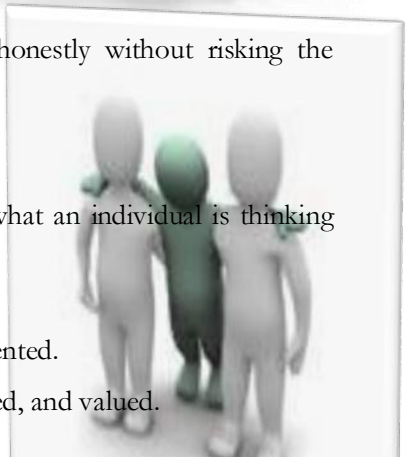


Inconsistent Pronunciations

- 'We polish Polish Furniture.' Here the second Polish represents that furniture from of Poland.
- 'He could lead if he would get the lead out.'
- 'A farm can produce produce.' Here the second produce means the product of the farm.
- 'The dump was so full it had to refuse refuse.' The second refuse represents the garbage.
- 'At present, it is a good time to present a present.' Here the first present means the ongoing time, the second present means to show & the third present means gift.
- 'The dove dove into the bushes.' Here the first Dove means the duck & the second Dove acts as a verb here to show that the duck leaped into the bushes.

Supportive Communication

Supportive communication helps the sender to communicate accurately and honestly without risking the interpersonal relationships.



Attributes of Supportive Communication

- **Congruent**: Based on congruence: There should be a match between what an individual is thinking and feeling.
- **Descriptive:** reduces the tendency to evaluate and cause defensiveness.
- **Problem-Oriented:** Should not focus on personal traits but problem oriented.
- **Validating:** Validate and help others feel recognized, understood, accepted, and valued.

- **Conjunctive:** Joined to a previous message.
- **Owned:** Acknowledges the source of the idea. Ownership conveys responsibility.
- **Supportive Listening:** Responding effectively to someone else's statements.

Coaching and Counseling

- **Coaching:** Giving advice, direction or information to improve performance. Coaching focuses on abilities.
- **Counseling:** Helping someone understand and resolve a problem him/herself by displaying understanding. Coaching: focuses on Behavior.

When to Coach?

- Lack of ability
- Insufficient information
- Incompetence
- Subordinate must understand the problem



When to Counsel?

- Personality clashes
- Defensiveness
- Other factors tied to emotions
- "I can help you recognize that a problem exists."



Political Skills; self-assessment test

Answer the following questions:

1. I spend a lot of time and effort at work networking with others _____
2. I am able to make most people feel comfortable and easy around me____
3. I am able to communicate easily and effectively with others_____
4. It is easy for me to develop good rapport with most people____
5. I understand people very well____
6. I am good at building relationships with influential people at work____
7. I am particularly good at sensing the hidden agendas of others ____
8. When communicating with others, I try to be genuine in what I say and do____
9. I have developed a large network of colleagues and associates at work who I can call on for support when I really need to get things done____
10. At work, I know a lot of important people and am well-connected____
11. I spend a lot of time at work developing connections with others____
12. I am good at getting people to like me____
13. It is important that people believe I am sincere in what I say and do____
14. I try to show a genuine interest in other people____
15. I am good at using my connections and network to make things happen at work____
16. I have good intuition and am savvy about how to present myself to others____
17. I always seem to instinctively know the right things to say or do to influence others____
18. I pay close attention to people's facial expressions____

Add up your score (the numbers you wrote after each question) **and divide by 18.** You will have a **score between 1 and 7.**
Higher scores mean you have more political skill, lower scores mean you have less. **You should be above 4** and possibly well above 4–if you have aspirations to reach great heights of power.

The questions measure Four dimensions of Political Skill, so you can also see where you are stronger and weaker.

Question 5, 7, 16, 17, and 18 measure **Social Astuteness**;
Questions 2, 3, 4, and 12 measure I**nterpersonal Influence;**
Questions 8, 13, and 14 assess your **Apparent Sincerity;**
Questions 1,6,9,10,11 and 15 measure **Your Networking Ability.**

Answer the following questions: (Apparent Sincerity)

8. When communicating with others, I try to be genuine in what I say and do____

13. It is important that people believe I am sincere in what I say and do____

14. I try to show a genuine interest in other people____

Answer the following questions: (Interpersonal Influence)

2. I am able to make most people feel comfortable and easy around me____

3. I am able to communicate easily and effectively with others_____

4. It is easy for me to develop good rapport with most people____

12. I am good at getting people to like me____

Answer the following questions: (Social Astuteness)

5. I understand people very well____

7. I am particularly good at sensing the hidden agendas of others ____

16. I have good intuition and am savvy about how to present myself to others____

17. I always seem to instinctively know the right things to say or do to influence others____

18. I pay close attention to people's facial expressions____

Your Networking Ability

1. I spend a lot of time and effort at work networking with others _____

6. I am good at building relationships with influential people at work____

9. I have developed a large network of colleagues and associates at work who I can call on for support when I really need to get things done____

10. At work, I know a lot of important people and am well-connected____

11. I spend a lot of time at work developing connections with others____

15. I am good at using my connections and network to make things happen at work____

Power: the capacity to influence behavior.

- The effective use of power and politics is a critical managerial skill.
- A manager's power comes from helping others accomplish their tasks.
- This usually requires political clout.

Lesson 33

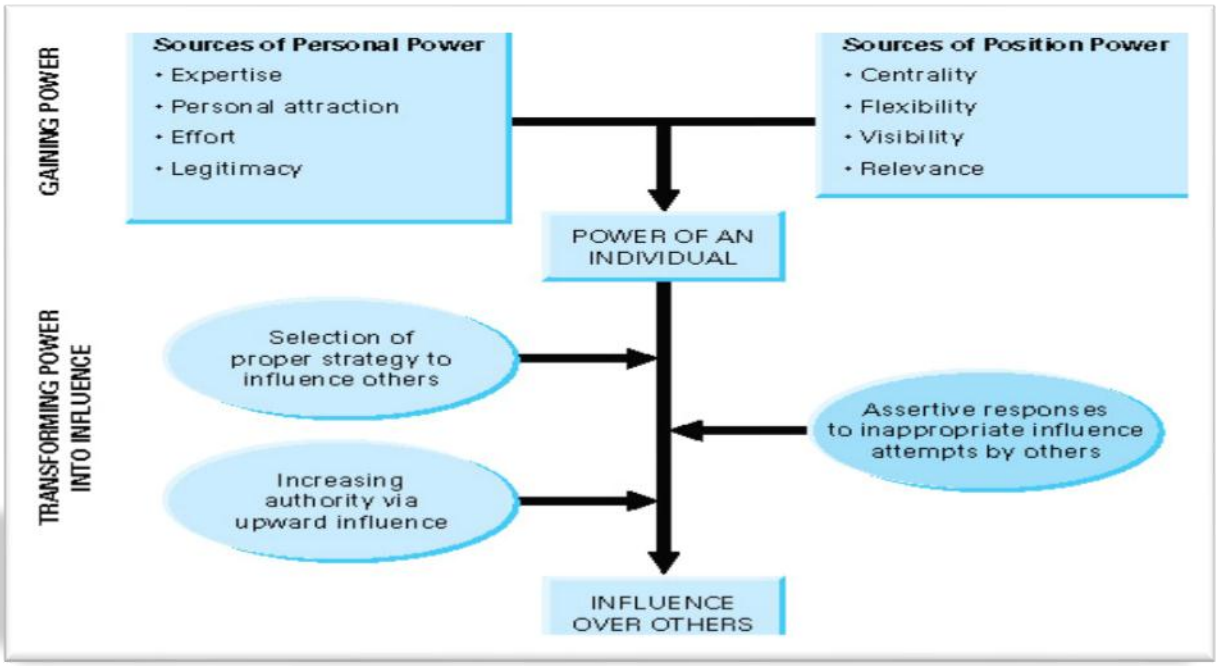
Power

It is not enough for a leader to know the right thing. He must be able to do the right thing. The leader without judgment or perception to make the right decisions fails for lack of vision. The one who knows the right thing but cannot achieve it fails because he is ineffectual. The great leader needs the capacity to achieve"

Power is known as the capacity to influence behavior. It is the control and influence over other people or organizations by a person.

- *The effective use of power and politics is a critical managerial skill.*
- *A manager's power comes from helping others accomplish their tasks.*
- *This usually requires political influence.*

Model of Influence & Power



Gaining Power

There are two ways through which a person gains power, one way is to gain power through Source of Personal Power & the other is the source of Position Power which forms the Power of any individual.

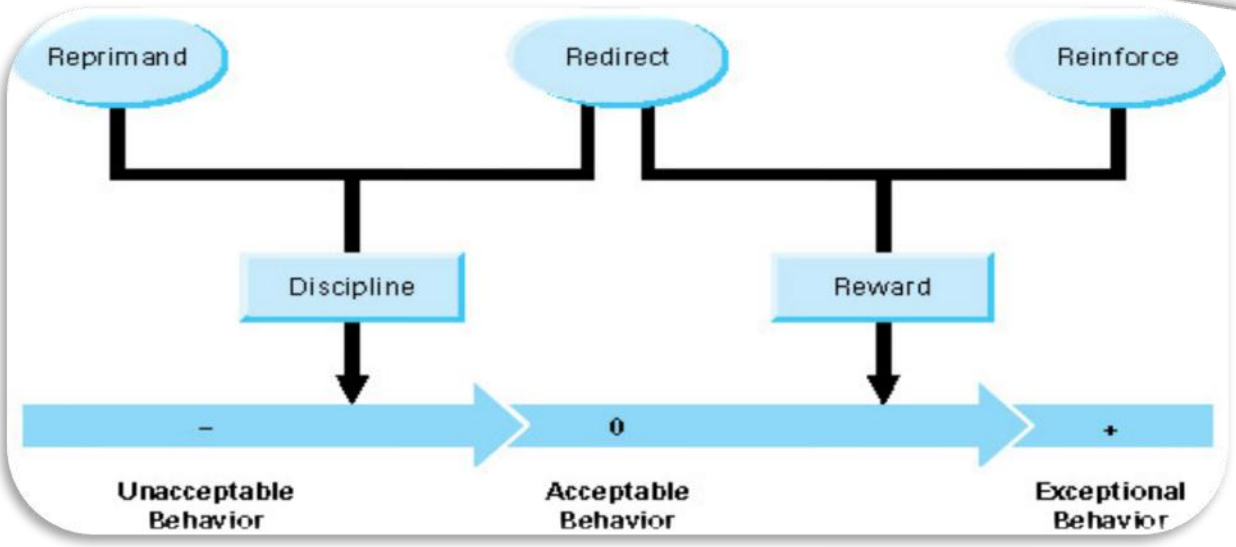
- ***Source OF Personal Power***
  - Expertise
  - Personal Attraction
  - Effort
  - Legitimacy
- ***Source of Position Power***
  - Centrality
  - Flexibility
  - Visibility
  - Relevance

Steps in Transforming Power into Influence

1. First of all, there should be a right selection of a Proper Strategy by the individual
2. Then there that strategy should be followed by a firm & assertive response for the appropriate influence attempts by others
3. There should be an Increment of authority via upward Influence
4. Finally, influence over others



Behavior Shaping Strategies



For changing behaviors or reshaping them, a manager needs to use his positional powers. On the basis of his position power, he either ***reprimand (warn)*** his subordinates or ***redirect*** them by his influence. In this way, discipline is brought about to convert an ***unacceptable behavior*** into an acceptable one through redirection & networking. Similarly, when you see ***acceptable behavior***, you can ***reinforce*** & ***reward*** them which would convert the acceptable behavior into ***exceptional behavior***.

Determinants of Position Power

Not all power stems from personal characteristics. In addition, the nature of one's position and task assignments play an important role. This is illustrated by the standard practice in most organizations of placing limits on how much position holders at different hierarchical levels can spend or on the size of the exception they can authorize. Five important characteristics of a position account for its power potential in an organization: ***centrality, flexibility, visibility,*** **and** ***relevance***

Centrality: *Access to information in a communication network*

Flexibility: *Amount of choice assigned in a position*

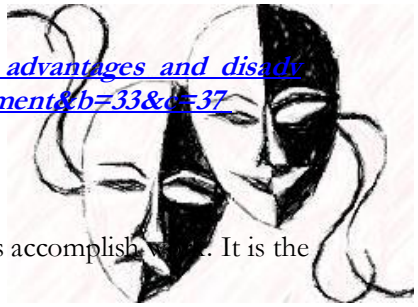
Visibility: *Degree to which task performance is seen by influential people in the organization*

Relevance: *Alignment of assigned tasks and organizational priorities*

A Negative View of Power

Some of the disadvantages or the negative side of power is that Power corrupts and absolute power corrupts absolutely. Power has become a four-letter word of its own world.

For Further Clarification of the topic go to;



http://www.zeepedia.com/read.php?power_and_politics_sources_of_power_advantages_and_disadvantages_of_powerpower_and_politics_in_context_human_resource_management&b=33&c=37

A Positive View of Power

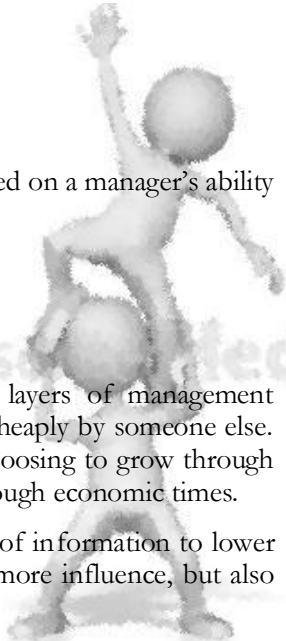
Power can lead to great good for managers. It is the means through which managers accomplish [illegible]. It is the lack of power that can lead to unhappiness.

Characteristics that Spoil Manager's Careers

- **Insensitive to others:** *Some managers think that they would live forever with power. In this way they start misusing their people* which eventually makes them lose their people's trust.
- **Cold, aloof, and arrogant:** *The attitude of being less interested in your people, staying isolated & showing proudness is yet another derail for a manager's career.*
- **Betraying others trust:** *When someone trusts the other person, it is necessary for that person to keep that trust. Managers should not betray his followers.*
- **Unable to delegate to others or to build a team:** *Some managers, do not delegate power to other. In this way a team is not formed & people do not work in good will.*
- **Over dependent on others:** *Over dependency leads to less or may be no power to take decisions & make implement them.*

Current Trends

- Organizations are now flatter
- Technology has helped decentralized the flow of information
- Organizational boundaries have become blurred
- Increase in smaller firms
- These trends have contributed to the use of empowerment where power is based on a manager's ability to perform, not their formal position



THE NECESSITY OF POWER AND EMPOWERMENT

Figure 1

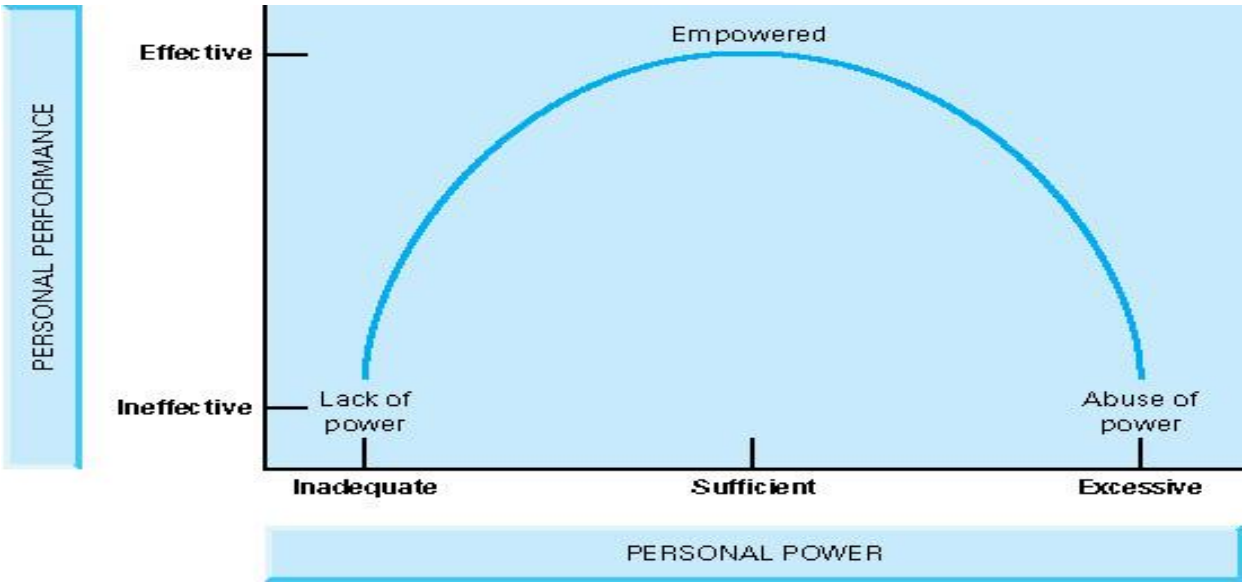
1. Organizations are becoming less hierarchical, or flatter, as they downsize layers of management (especially middle managers) and as they outsource work that can be done more cheaply by someone else. Rather than adding to their fulltime employment ranks, many organizations are choosing to grow through the use of temporary and part-time workers who can more easily be let go during tough economic times.

2. Information technology, such as computers, is helping to decentralize the flow of information to lower levels of the organizational hierarchy. This not only gives lower-level employees more influence, but also increases their flexibility.

3. Traditional boundaries within and between organizations are becoming blurred. The "boundary less" organization is becoming in vogue as we see evidence of the virtual organization composed of a network of

4. The percentage of the workforce working in companies with fewer than 100 employees is increasing. In a small business where the organization's survival depends on good customer relations, imaginative ideas for new products and favorable financial agreements with banks, personal characteristics are often the predominant source of power.

Personal Power: Stepping Stone or Stumbling Block



Types of Power

High social capital (which is related to position power) puts employees in better position to capitalize on human capital (which is related to personal power).

Human Capital is an individual's abilities and competencies. it helps in gaining more **Personal Power.**

Social Capital is a person's social connections within and outside an organization. It helps in gaining more **Positional Power**

Sources of Personal Power

Four personal characteristics are important sources of power. These are *expertise, personal attraction, effort,* and *legitimacy*. Expertise reflects knowledge and capabilities; personal attraction involves affective appeal; effort suggests personal commitment and motivation; and legitimacy conveys credibility.

Expertise:

Expertise, or work-related knowledge, is the great organizational equalizer because it can come from formal education, self-directed learning, or on-the job experience. In addition, the universally understood and accessible standard of competence is the basis for evaluation and the antecedent of accomplishment.

Personal Attraction:

We will consider three ways in which interpersonal **attraction** is a source of personal power: charisma, agreeable behavior, and physical characteristics

(1) The ability to inspire followers with devotion and enthusiasm;

(2) An attractive atmosphere; great charm;

(3) A delightfully deliberated power or talent

Effort:

A high level of personal **effort** is one of the most highly prized characteristics of employees because it means they are dependable, reliable human resources. If individuals can be counted on to stay late to get out a delivery following a technological breakdown, to catch an early morning flight to visit a promising new customer, or to take a night class to learn a new software program, they earn the trust of their co-workers and their supervisors.

Legitimacy:

Actions that are congruent with the prevailing value system are deemed credible, or legitimate, by other organizational members. They are taken for granted, rather than challenged or scrutinized. Therefore, **legitimacy** increases acceptance, and acceptance is a key to personal influence.

Lesson 34

Power (continued)

Sources of Personal Power (continued)

Centrality

One of the most important ways of gaining power in an organization is by occupying a position of **centrality** in a broad network of task and interpersonal relationships. Networks are critical to effective performance for one compelling reason: Except for routine jobs, no one has all the necessary information and resources to accomplish what's expected of him or her.

Flexibility

A critical requirement for building a power base is **flexibility**, or discretion—that is, freedom to exercise one's judgment. A person who has little latitude to improvise, to innovate, or to demonstrate initiative will find it extremely difficult to become powerful (except in unusual situations in which meticulous obedience to rules disrupts the system, as in the case of air traffic controllers' slowdowns).

Visibility

One measure of **visibility** is the number of influential people with whom you normally interact in your organization. This helps explain why people-oriented positions are often more powerful than task-oriented positions.

Relevance

This leads us to the fourth critical characteristic of powerful positions, **relevance**, which means being associated with activities that are directly related to the central objectives and issues in an organization.

Transforming Power into Influence

- Power is a necessary precondition of influence
- Influential people have power, but not all powerful people have influence

When to Use Reason

- Adequate time for extensive discussion
- Common goals
- Parties share mutual respect
- Parties share ongoing relationship

When to Use Reciprocity

- Parties are mutually dependent
- Each party has valued resources

- Established exchange norms exist
- Commitment to goals not critical
- Needs are specific and short-term

When to Use Retribution

- Unequal power in influences favor
- Commitment and quality not important
- Tight time constraints
- Serious violations
- Specific, unambiguous requests
- Resistance to request is likely

Neutralizing Reason Strategies

- Explain the adverse effects of compliance on performance
- Defend your personal rights
- Firmly refuse to comply with the request

Neutralizing Reciprocity Strategies

- Examine the intent of any gift or favor-giving activity
- Confront individuals who are using manipulative bargaining tactics
- Refuse to bargain with individuals who use high-pressure tactics

Neutralizing Retribution Strategies

- Use countervailing power to shift dependence to interdependence
- Confront the exploiting individual directly
- Actively resist

Exercising Upward Influence or managing the "boss"

Issue Selling: Capturing the attention of senior managers is not an easy task.

Convincing your boss that a particular issue is so important, it requires their attention.

Table 11 Ways to Sell Issues Upward

Principle	Explanation
Congruence	The issue must be congruent with your position and role. A person in the marketing department trying to sell an issue relating to computers would be less effective than would an information specialist.
Credibility	Maintain credibility by being honest, open, non-self-serving, and straightforward. Demonstrate that your interest in the issue is not mere personal gain. Issues that seem self-serving are more difficult to sell.
Communication	Gain or maintain access to a broad communication network. Use multiple communication channels, including face-to-face conversations, written memos, e-mail, conferences, news clippings, and so on.
Compatibility	Select issues that are compatible and in harmony with the organization. Avoid issues that contradict the company culture.
Solvability	The issue must be solvable. Make it clear that the issue can be solved. Show that solution alternatives are available. Unresolvable issues don't capture attention.
Payoff	Clearly point out the long-term payoff, for the organization or the manager, of addressing the issue. The higher the potential payoff appears to be, the more likely the issue will receive attention.
Expertise	Identify the expertise needed to solve the problem. Issues are more likely to capture attention if it is clear that the expertise necessary to resolve them resides in the organization, or better still, under the purview of the top manager or boss.
Responsibility	Point out the responsibility that top managers have to address the issue. Emphasize the negative consequences associated with ignoring the issue or leaving it unresolved.
Presentation	Ensure that the issue is presented succinctly, in emotionally positive terms, with supporting data and novel information. Complex and convoluted information does not capture attention, so the issue must be explained in precise, simple terms.
Bundling	Bundle similar issues together with other important issues that interest top managers. Point out the relationship between your issue and other issues already being addressed.
Coalitions	The issue must be sponsored by other people who will help see the issue. Building coalitions of supporters makes the issue hard to ignore.
Visibility	Present and sell the issue in a public forum rather than in a private meeting. The more individuals who hear about the issue, the more likely it is to reach the boss's agenda.

Comparison among Influence Strategies

Table 10 Comparisons Among Influence Strategies

Influence Strategy	When to use it	Possible Advantages	Possible Disadvantages	Possible Complaints
Retribution	❑ Unequal power, in influencer's favor ❑ Commitment and quality not important ❑ Tight time constraints ❑ Serious violation ❑ Issue not important to target ❑ If issue is important, retribution not likely ❑ Specific, unambiguous request ❑ Resistance to request is likely	❑ Quick, direct action	❑ Stifles commitment, creativity ❑ Insecurity of boss ❑ Engenders resentment ❑ Must increase seriousness of threats to maintain pressure	❑ Violation of rights ❑ Ethical violations
Reciprocity	❑ Parties mutually dependent ❑ Each party has resources valued by other ❑ Adequate time for negotiating ❑ Established exchange norms exist ❑ Parties viewed as trustworthy ❑ Commitment to broad goals and values not critical ❑ Needs are specific and short-term	❑ Low incidence of resentment ❑ Justification for request not required	❑ Engenders instrumental view of work (expectation of specific rewards for specific actions) ❑ Encourages people to feel that the terms of assignments are open for negotiation	❑ Unfairness, dashed expectations, manipulation
Reason	❑ Adequate time for extensive discussion ❑ Common goals/values ❑ Parties share mutual respect/credibility ❑ Parties share ongoing relationship	❑ Need for surveillance enhanced	❑ Considerable time required to build trust (time increases as number of people increases) ❑ Requires common goals and values	❑ Difference of opinions, conflicting perceptions of priorities

Lesson 35

Performance Problems

Is the problem Ability or Motivation or Conflict?

- Diagnose work performance problems
- Enhance the work-related abilities of others
- Foster a motivating work environment

Three Danger Signals of Ability Degeneration

1. Taking refuge in a specialty
2. Focusing on past performance
3. Exaggerating aspects of the leadership role

Motivation

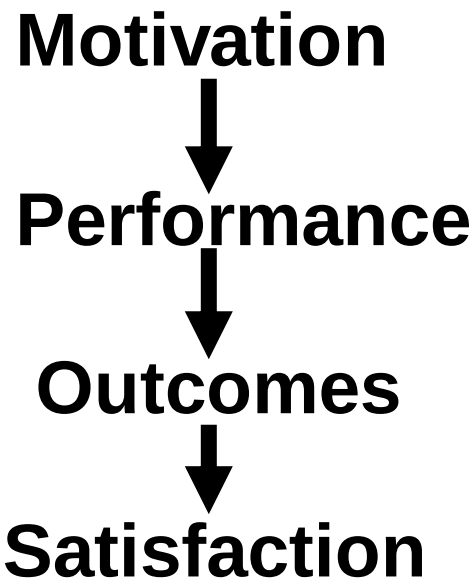
"I don't motivate my players. You cannot motivate someone, all you can do is provide a motivating environment and the players will motivate themselves."

Management Styles

Theory X: Employees are seen as lazy

Theory Y: Employees want to do a good job

New View of Motivation



Performance → Outcomes

Using rewards and discipline to encourage good exceptional behavior and extinguish unacceptable behavior.

Extrinsic Outcomes: outside the control of the individual.

Intrinsic Outcomes: experienced by the individual as a result of successful performance.

Lesson 36

Managing Inter-personal Conflicts

Focus of Inter-personal Conflict

People-focused:

- **Perceptions and expectations**
- **Misinformation and misrepresentations**

People-focused conflict refers to the "in your face" kind of confrontations in which the affect level is high and the intense emotional heat is likely fueled by moral indignation. Accusations of harm, demands for justice, and feelings of resentment are the common markers of personal disputes. Hence, personal disputes are extremely difficult to resolve, and the long-term effects of the dispute on interpersonal relations can be devastating. The longer this type of dispute goes on, the larger the gulf between the parties becomes and the more supporters begin showing up, arm in arm, on either side.



Issue-focused:

- **Goals and responsibilities**
- **Resources and conditions**

Issue-focused conflicts are more like rational negotiations, which can be thought of as "an interpersonal decision-making process by which two or more people agree how to allocate scarce resources" In issue-based conflicts, manager-negotiators are typically acting as agents, representing the interests of their department, function, or project.

Four Sources of Interpersonal Conflict

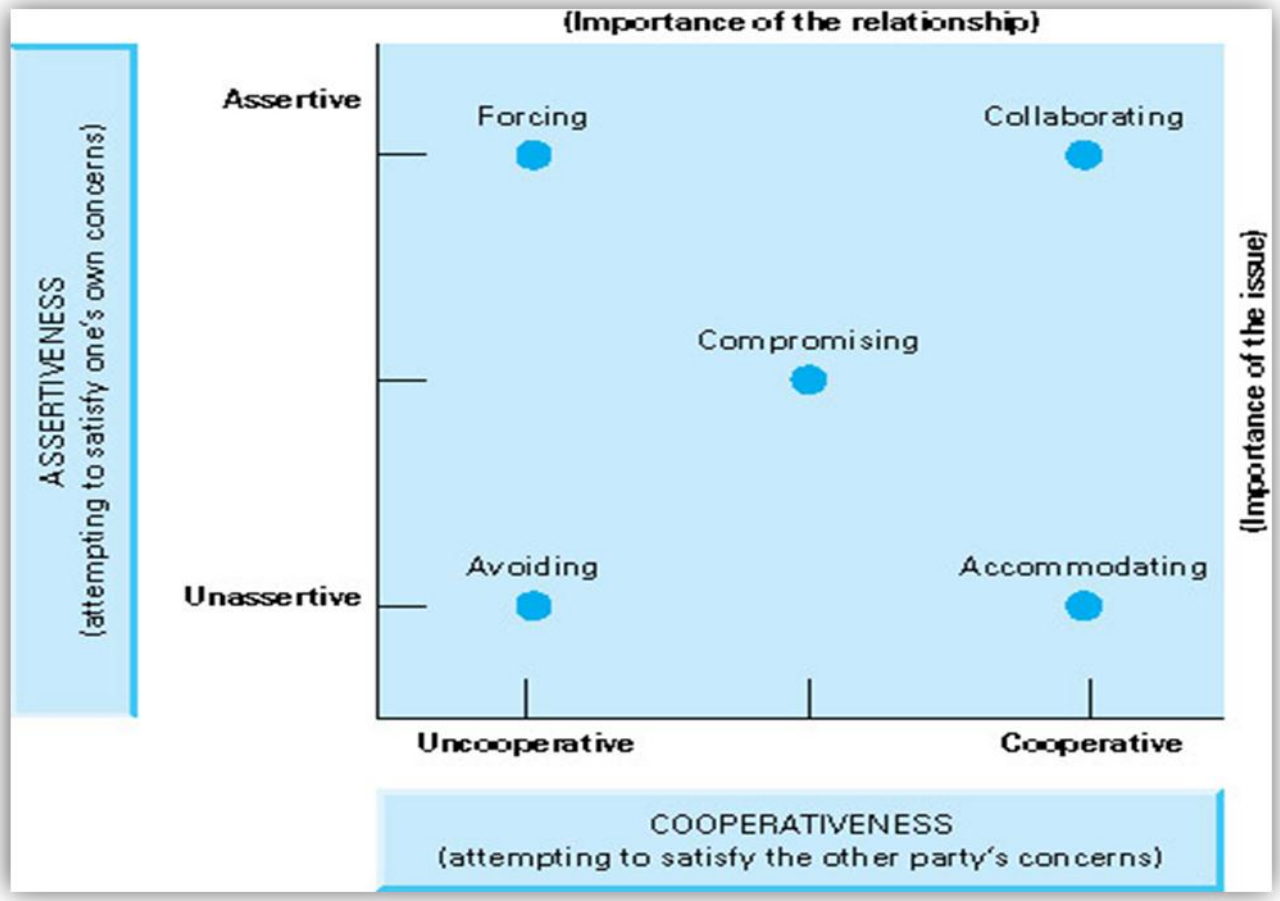
Personal differences: Personal differences are a common source of conflict because individuals bring different backgrounds to their roles in organizations. Their values and needs have been shaped by different socialization processes, depending on their cultural and family traditions, level of education, breadth of experience, and so forth.

Informational Deficiencies: The second source or cause of conflict among members of an organization is informational deficiencies. An important message may not be received, a boss's instructions may be misinterpreted, or decision makers may arrive at different conclusions because they use different databases. Conflicts based on misinformation or misunderstanding tends to be factual; hence, clarifying previous messages or obtaining additional information generally resolves the dispute.

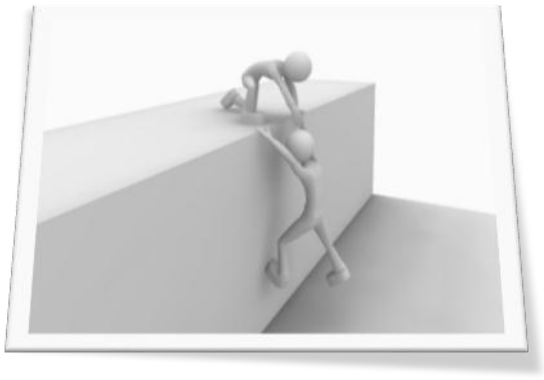
Role incompatibility conflicts may overlap with those arising from personal differences or information deficiencies. The personal differences members bring to an organization generally remain dormant until they are triggered by an organizational catalyst, such as interdependent task responsibilities. One reason members often perceive that their assigned roles are incompatible is that they are operating from different bases of information. They communicate with different sets of people, are tied into different reporting systems, and receive instructions from different bosses.

Environmentally Induced Stress: Another major source of conflict is **environmentally induced stress**. Conflicts stemming from personal differences and role incompatibilities are greatly exacerbated by a stressful environment. When an organization is forced to operate on an austere budget, its members are more likely to become embroiled in disputes over domain claims and resource requests. Scarcity tends to lower trust, increase ethnocentrism, and reduce participation in decision making.

Approaches and Objectives



The **accommodating approach** (cooperative, unassertive) satisfies the other party's concerns while neglecting one's own. Unfortunately, as in the case of boards of directors of failing firms who neglect their interests and responsibilities in favor of accommodating the wishes of management, this strategy generally results in both parties' "losing." The difficulty with the habitual use of the accommodating approach is that it emphasizes preserving a friendly relationship at the expense of critically appraising issues and protecting personal rights. This may result in others' taking advantage of you, which lowers your self-esteem as you observe yourself being used by others to accomplish their objectives while you fail to make any progress toward your own.



The **avoiding response** (uncooperative, unassertive) neglects the interests of both parties by sidestepping the conflict or postponing a solution. This is often the response of managers who are emotionally ill-prepared to cope with the stress associated with confrontations, or it might reflect recognition that a relationship is not strong enough to absorb the fallout of an intense conflict. The repeated use of this approach causes considerable frustration for others because issues never seem to get resolved, really tough problems are avoided because of their high potential for conflict, and subordinates engaging in conflict are reprimanded for undermining the harmony of the work group. People from all directions try to fill a leadership vacuum that is created. This



factor creates considerable confusion and animosity in the process.

The **compromising response** is intermediate between assertiveness and cooperativeness. A compromise is an attempt to obtain partial satisfaction for both parties, in the sense that both receive the proverbial "half loaf." To accommodate this, both parties are asked to make sacrifices to obtain a common gain. While this approach has considerable practical appeal to managers, its indiscriminate use is counterproductive. If subordinates are continually told to "split the difference," they may conclude that their managers are more interested in resolving disputes than solving problems. This creates a climate of expediency that encourages game playing, such as asking for twice as much as you need.

The **collaborating approach** (cooperative, assertive) is an attempt to address fully the concerns of both parties. It is often referred to as the "problem-solving" mode. In this mode, the intent is to find solutions to the cause of the conflict that is satisfactory to both parties rather than to find fault or assign blame. In this way, both parties can feel that they have "won." This is the only win–win strategy among the five. The avoiding mode results in a lose–lose outcome and the compromising, accommodating, and forcing modes all represent win–lose outcomes.



Lesson 37

Managing Inter-personal Conflicts (continued)

Negotiation strategies are commonly categorized according to two broad perspectives: *integrative* and *distributive*. Stated succinctly, negotiation perspectives serve as an overarching value, or attitude, held by adversaries, that bound their set of acceptable approaches for resolving their differences and that give meaning to the outcomes of the conflict resolution process. Negotiators who focus on dividing up a "fixed pie" reflect a **distributive bargaining perspective**, whereas parties using an **integrative perspective** search for collaborative ways of "expanding the pie" by avoiding fixed, incompatible positions

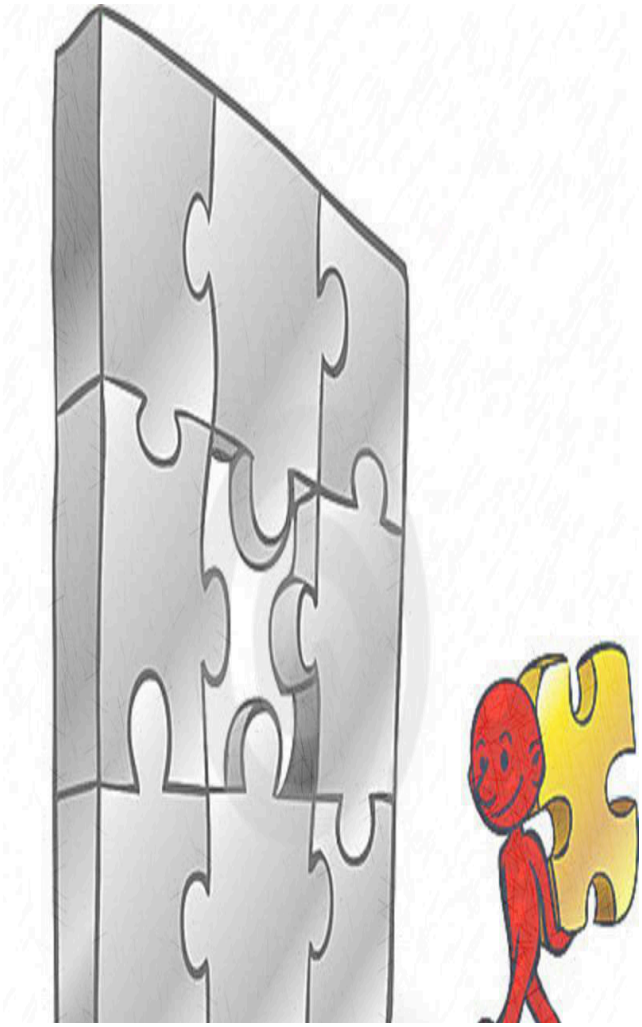
Selecting the Right Strategy

Table 3 Comparison Between Negotiation and Conflict Management Strategies

Negotiation Strategies	Distributive	Integrative
Conflict Management Strategies	Compromising Forcing Accommodating Avoiding	Collaborating

Two Perspectives on Negotiation:

Distributive: "Dividing up a fixed pie" & **Integrative:** "Expanding the pie"



Selection Factors

- **Personal Preference**
  Although there are numerous factors that affect our personal preferences for how we manage conflict, three correlates of these choices have been studied extensively: ***ethnic culture, gender, and personality.***

Framework for Collaborative Problem Solving

- **Establish superordinate goals**

In order to foster a climate of collaboration, both parties to a dispute need to focus on what they share in common. Making more salient their shared goals of increased productivity, of lower costs, of reduced design time, or of improved relations between departments sensitizes the parties to the merits of resolving their differences to avoid jeopardizing their mutual goals. The step is characterized by the general question, "What common goals provide a context for these discussions?"

- **Separate the people from the problem**

Having clarified the mutual benefits to be gained by successfully resolving a conflict, it is useful to focus attention on the real issue at hand: solving a problem. Interpersonal confrontations are more likely to result in mutual satisfaction if the parties depersonalize their disagreement by suppressing their personal desires for revenge or one-upmanship. In other words, the other party is viewed as the advocate of a point of view, rather than as a rival. The problem solver would say, "That is an unreasonable position" rather than, "You are an unreasonable person."

- **Focus on interests, not positions**

Positions are demands or assertions; interests constitute the reason behind the demands. Experience shows that it is easier to establish agreement on interests, given that they tend to be broader and multifaceted. This step involves redefining and broadening problems to make them more tractable. When a variety of issues are examined, parties are better able to understand each other's point of view and place their own views in perspective. A characteristic collaborative statement is, "Help me understand why you advocate that position."

- **Invent options for mutual gains**

This step focuses on generating unusual, creative solutions. By focusing both parties' attention on brainstorming alternative, mutually agreeable solutions, the interpersonal dynamics naturally shift from competitive to collaborative. In addition, the more options and combinations there are to explore, the greater the probability of finding a common ground. This step can be summarized as, "Now that we better understand each other's underlying concerns and objectives, let's brainstorm ways of satisfying both our needs."



- **Use objective criteria for evaluating alternatives**

No matter how collaborative both parties may be, there are bound to be some incompatible interests. Rather than seizing on these as opportunities for testing wills, it is far more productive to determine what is fair. This requires both parties to examine how fairness should be judged. A shift in thinking from "getting what I want" to "deciding what makes most sense" fosters an open, reasonable attitude. It encourages parties to avoid overconfidence or over commitment to their initial position. This approach is characterized by asking, "What is a fair way to evaluate the merits of our arguments?"

- **Define success in terms of real gains, not imaginary losses**

If a manager seeks a 10 percent raise and receives only 6 percent, that outcome can be viewed as either a 6 percent improvement or a 40 percent shortfall. The first interpretation focuses on gains, the second on losses (in this case, unrealized expectations). The outcome is the same, but the manager's satisfaction with it varies substantially. It is important to recognize that our satisfaction with an outcome is affected by the standards we use to judge it. Recognizing this, the collaborative problem solver facilitates resolution by judging the value of proposed solutions against reasonable standards. This perspective is reflected in the question, "Does this outcome constitute a meaningful improvement over current conditions?"

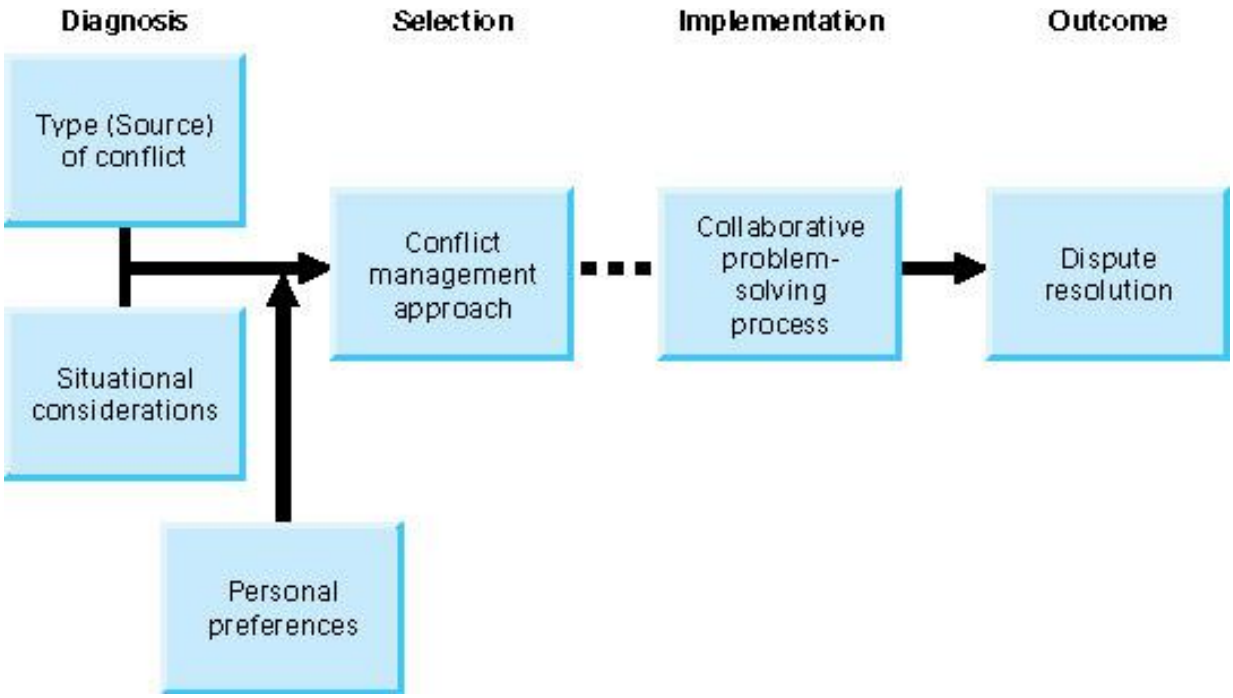
Four Phases of Collaborative Problem Solving

1. Problem Identification
2. Solution Generation
3. Action Plan Formulation and Agreement
4. Implementation and Follow-Up

In the midst of a heated exchange, the first two phases are the most critical steps, as well as the most difficult to implement effectively. If you are able to achieve agreement on what the problem is and how you intend to resolve it, the details of the agreement, including a follow-up plan, should follow naturally. In other words, we are placing our skill-building emphasis where skillful implementation is most critical.

Lesson 38

Conflict Management



Assignment (Self- Assessment)

No. 1

Select a specific conflict with which you are very familiar. Using the framework for identifying the sources of conflict, analyze this situation carefully.

What type of conflict is this? Why did it occur? Why is it continuing?

Next, using the guidelines for selecting an appropriate conflict management strategy, identify the general approach that would be most appropriate for this situation. Consider both the personal preferences of the parties involved and the relevant situational factors. Is this the approach that the parties have been using? If not, attempt to introduce a different perspective into the relationship and explain why you feel it would be more productive.

No. 2

Identify a difficult situation involving negotiations. This might involve transactions at work, at home, or in the community. Write down specific questions and responses to likely initiatives from the other party. In particular, anticipate how you might handle the possibility of the other party's using a negotiation strategy.

N0.3

- New idea that changes how things are done does not occur every day. But that new idea is how SDE Technology started. Once the engineers perfected the design of their innovative electronic device, SDE was organized to begin its manufacture. As the small computer company grew, the CEO realized that SDE needed assistance in the day-to-day details involved in financing and managing the company. Managers were hired. Conflict between the engineers and managers immediately became apparent.

The engineers maintained a superior, elitist attitude. They had created the company. Without their know-how, the company would not exist. The managers, who knew nothing about the technology involved in the manufacture of the device, were telling the engineering how to do things!

- SDE soon realized that a small company of 100 employees (40 percent were engineers) could not handle the manufacture of the device by itself. A large computer company with its main office in Sweden bought SDE. Soon after the purchase, a management team from Sweden visited the SDE plant, which was located in Lahore, Pakistan.
- Swedish management team requested a work area to use when they visited SDE. Two areas were available - a large suite of offices in the front of the building and an office in the back of the building adjacent to the restrooms. Old desks were placed in the back offices and assigned the managers to the space adjacent to the restrooms. Management team was escorted to the desks in the back of the building. The visitors were not given permission to use the nicer office space in the front of the building for any of their visits.
- The resentment that the engineers felt towards management in general became more obvious in their interaction with the management team from Sweden. The visitors were always asking questions about how things were done. If the questions required technical knowledge of the device, the engineers sometimes supplied unnecessarily detailed answers that were designed to baffle and confuse the visitors. At other times, the engineers would not answer the visitors' questions. Because of the constant questioning of the visitors, the engineers soon perceived the visitors as intellectual inferiors. The engineers, who had started the company, resented the outsiders from Sweden telling them how to do things! Frequently, a Swedish representative would hear an engineer mumbling, "Here comes one of those idiots".
- Although the engineers' uncooperative attitudes were obvious, the Swedish management team always retained a polite, aloof demeanor. No matter how demeaning and cruel the comments or behavior, the visitors continued to maintain a polite attitude of acceptance. When the SDE engineers realized that the visitors did not respond negatively, the engineers soon began to feel that they could get away with anything without any repercussions. This unacceptable behavior continued and escalated.
- Every Friday, SDE had a dress-down or casual day. The employees would usually wear jeans and t-shirts. A key engineer thought of an interesting way to welcome the management team on their next quarterly visit. "Why not plan a dress-down day especially for the visitors?" When the engineers met in the coffee room, they planned what they were going to wear the next Wednesday when the management team came to visit. Wednesday arrived. Swedish management team walked into the plant and saw some of the engineers wearing extremely short, loose-legged shorts. The clothing worn by the engineers surprised all. Nobody imagined that the engineers would dress that way. What was the visitors' response? Their response was the same as usual – polite acceptance.
- CEO of SDE was observing all these events and realized something needed to be done about the engineer-management conflict, he talked to Swedish team about management styles. When talking to the team, CEO learned of the commitment of European companies to retain employees. An employee in Europe is usually hired for life. When difficulties occur, the employer does everything possible to work out the situation. A difficult employee would be reclassified or reassigned, but not terminated. The management team from Sweden brought this European management style to SDE. The visitors patiently tolerated the employees' impertinence and made every effort to solve the situation with the hostile employees.
- CEO did not know whether he should take the responsibility of easing the tension between engineers and the management team or let the men from Sweden handle the situation by themselves. Obviously, the European philosophy of management was much different than the conform – or – leave attitude normally practiced in the Pakistan. Since Swedish company owned SDE, shouldn't the Swedish management team decide what to do? CEO was certain of one thing. The engineers had gone too far this time.

Questions:

1. What levels of conflict are apparent in this case?

2. Why did the conflict between the engineers and the visiting Swedish team of managers develop?
3. What conflict-handling styles are being used by the Swedish team of managers and by the engineers?
4. What role do cultural norms and practices play in this situation?
5. How should CEO attempt to resolve the conflict between the engineers and the visiting Swedish team of managers?

Chinese Negotiation Style

- A number of cultural elements underpin the Chinese negotiating style in business relationships. We review two of the more important ones here:

1- Relationships

Whereas Americans put a premium on networking,, information, and institutions, the Chinese place a premium on individuals' social capital within their group of friends, relatives, and close associates. Though the role of *guanxi* (relationships) is fading a bit, it remains an important social force. More often than not, the person with the best *guanxi* wins.

Here's an example of how guanxi works. Upon learning that China Post Savings Bureau planned to modernize its computer network, C. T. Teng, the general manager of Honeywell Greater China Region, asked his Beijing sales director to approach the China Post executive responsible for this project. Because the sales director and the China Post executive were old university friends, they had guanxi. That connection enabled Teng to invite the China Post executive to a partner's forum at Honeywell headquarters in Boston, USA. He also invited the CEO of Taiwan's Institute of Information Industry to the event. Over the course of the meeting Teng proposed a banking system using Honeywell hardware and Taiwan Institute software to China Post's CEO, and the deal was accepted.

Good guanxi also depends on a strict system of reciprocity. This does not mean immediate, American-style reciprocity: "I make a concession, and I expect one in return at the table that day". In China, favors are almost always remembered and returned, though not right away. This long-term reciprocity is a cornerstone of enduring personal relationships. Ignoring reciprocity in China is not just bad manners; it's immoral. If someone is labeled as one who forgets favors and fails on righteousness and loyalty, **it poisons the well for all future business.**

2- Intermediary

Handling business negotiations and agreements for Americans in China is problematic without an intermediary. In the United States, people tend to trust others until or unless we are given a reason not to. In China, suspicion and distrust characterize meetings with strangers. In business, trust can't be earned because business relationships can't even be formed without it. Instead, trust must be transmitted via guanxi. In China, the crucial first step in this phase of negotiation is finding the personal links to the organization or negotiators.

A talented Chinese intermediary is useful even after the initial meeting takes place. Consider what happens during a typical Sino-Western negotiation session. Rather than just saying no outright, Chinese businesspeople are more likely to change the subject, turn silent, ask another question, or respond by using ambiguous and vaguely positive expressions with subtle negative implications, such as "seems not wrong," seems fairly all right," and "appears fairly passable."

Only a naïve Chinese intermediary can read and explain the moods, facial expressions, and body language Chinese negotiators exhibit during a formal negotiation session. A vice president of a New York-based software company went Beijing to negotiate a distribution contract with a Chinese research institute. Having attended meetings arranged by the intermediary – a former senior executive with the institute – the VP was pleased with the progress during the first two days.

But on the third day, the two sides became embroiled in a debate over intellectual property rights. Feelings they were losing face, the Chinese ended the meeting. The night, the VP and the China country manager met independently with the intermediary. The following day, the intermediary called the head of the institute and worked his magic. In the end, both sides agreed that the intellectual property rights were to be jointly owned, and the contract was signed.

Lesson 39

Empowerment and Delegation

Empowerment is based on a set of assumptions that are in contrast to those normally made by managers. Empowerment means providing freedom for people to do successfully what they want to do, rather than getting them to do what you want them to do.

To empower means to enable; it means to help people develop a sense of self-confidence; it means to help people overcome feelings of powerlessness or helplessness; it means to energize people to take action; it means to mobilize intrinsic motivation to accomplish a task. Empowered people not only possess the wherewithal to accomplish something, but they also think of themselves differently than they did before they were empowered.

Managers who empower people remove controls, constraints, and boundaries for them instead of motivating, directing, or stimulating their behavior. Rather than being a "push" strategy, in which managers induce employees to respond in desirable ways through incentives and influence techniques, empowerment is a "pull" strategy. It focuses on ways that managers can design a work situation so that it energizes and provides intrinsic encouragement to employees. In the context of such a strategy, workers accomplish tasks because they are intrinsically attracted by them, not because of an extrinsic reward system or influence technique.

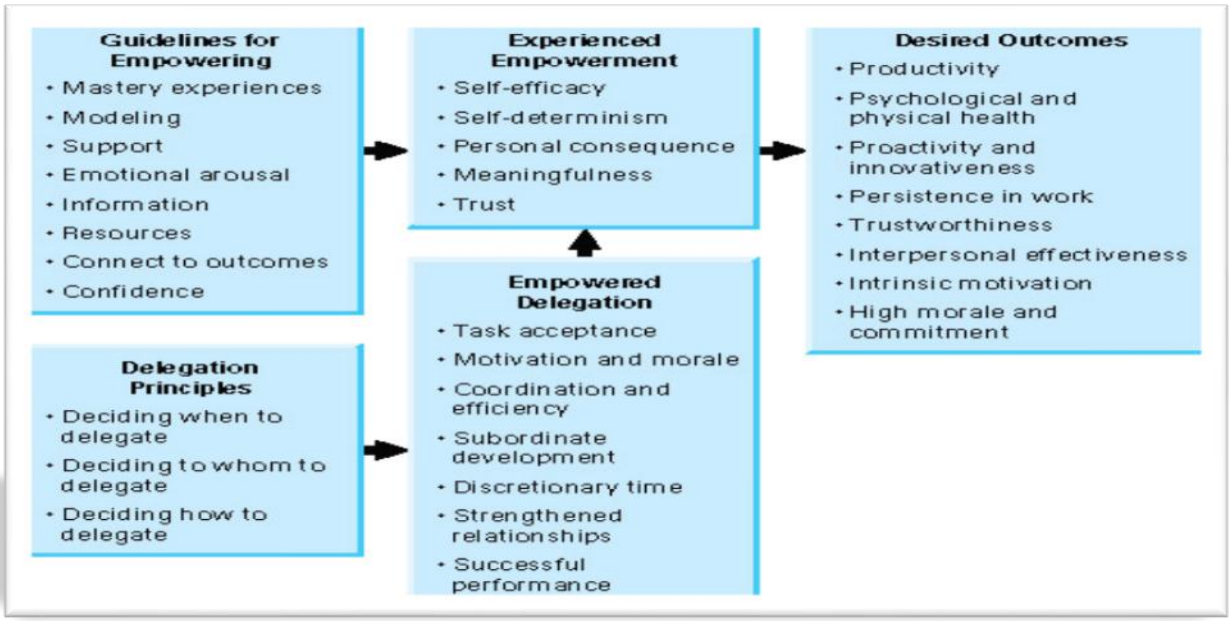
The Difference between Power & Empowerment

Empowerment is different from merely giving power to someone. Like empowerment, power connotes the ability to get things done. But power and empowerment is not the same thing. People may have both, power and be empowered. However, although one can give someone else power, one must accept empowerment for oneself. You cannot empower me; you can only create the circumstances in which I can empower myself.

Table 3 The Difference Between Power and Empowerment

Power	Empowerment
External source	Internal source
The capacity to have others do what you want	The capacity to have others do what they want
To get more implies taking it away from someone else	To get more does not affect how much others have
Ultimately, few people have it	Ultimately, everyone can have it
Leads to competition	Leads to cooperation

Relationships among Empowerment and Empowered Delegation



DECIDING HOW TO DELEGATE EFFECTIVELY

- **Begin with the end in mind:** *Managers must articulate clearly the desired results intended from the delegated task.*
- **Delegate completely:** *In addition to the desired ends, managers must clearly specify the constraints under which the tasks will be performed.*
    - ***Wait to be told what to do.*** *Take action only after specific directions are given.*
    - ***Ask what to do.*** *Some discretion is provided to subordinates in that they have some control over the timing of the task, but not its content.*
    - ***Recommend, and then take action.*** *This alternative is more empowering because subordinates are given some freedom over both the timing and the content of the delegated task.*
    - ***Act, then report results immediately.*** *Subordinates are given the freedom to act on their own initiative, but they are required to report to the manager immediately upon completion to ensure that their actions are correct and compatible with other organizational work.*
    - ***Initiate action, and report only routinely.*** *Subordinates receive complete control over timing and over content of the tasks assigned. Reporting occurs only in a routine fashion to maintain coordination.*
- **Allow participation in the delegation of assignments.** *Subordinates are more likely to accept delegated tasks willingly, perform them competently, and experience empowerment when they help decide what tasks are to be delegated to them and when.*
- **Establish parity between authority and responsibility.** *The oldest and most general rule of thumb in delegation is to match the amount of responsibility given with the amount of authority provided.*
- **Work within the organizational structure.** *Another general rule of empowered delegation is to delegate to the lowest organizational level at which a job can be done.*
- **Provide adequate support for delegated tasks.** *When authority is delegated to subordinates, managers must provide as much support to them as possible.*
- **Focus accountability on results.** *Once tasks are delegated and authority is provided, managers generally should avoid closely monitoring*



- **Delegate consistently.** *The time for managers to delegate is before they have to. Sometimes, when managers have time to do work themselves, they do just that, even though that work could and should be delegated.*
- **Avoid upward delegation.** *Although it is crucial for subordinates to participate in the delegation process in order to become empowered, managers must conscientiously resist all so called upward delegation, in which subordinates seek to shift responsibility for delegated tasks back onto the shoulders of the superior who did the initial delegating.*
- **Clarify consequences.** *Subordinates should be made aware of the consequences of the tasks being delegated to them. They are more likely to accept delegation and be motivated to take initiative if it is clear what the rewards for success will be*

Lesson 40

Empowerment and Delegation (continued)

Desired Outcomes of Empowerment

- Productivity
- Psychological and Physical Health
- Persistence in work
- Trustworthiness
- Interpersonal Effectiveness
- Intrinsic motivation
- High morale and commitment

Advantages of Delegation

Table 6 Advantages of Delegation

ADVANTAGE	EXPLANATION
Time	Increases the discretionary time of the manager
Development	Develops knowledge and capabilities of delegates
Trust	Demonstrates trust and confidence in delegates
Commitment	Enhances commitment of delegates
Information	Improves decision making with better information
Efficiency	Enhances efficiency and timeliness of decisions
Coordination	Fosters work integration by manager coordination

While empowerment is seen as a positive, managers often feel threatened by the loss of power and become more rigid.

The Dirty Dozen of Stress and reactions to change for empowerment

Among the dirty dozen attributes is a "threat-rigidity" response in which people become conservative. In addition, less communication occurs among workers. When individuals in organizations are exposing information, they become exposed by putting their personal expertise or untested ideas at risk. This sense of vulnerability magnifies the feeling of uncertainty brought about by changing conditions. Under such circumstances, people are less likely to become contributing team members and to try out new, innovative ideas. Fear and conflict increase, while trust, morale, and productivity decrease.

Table 2 The Dirty Dozen: Outcomes of Stress in Organizations

Attribute	Explanation
Centralization	Decision making is pulled toward the top of the organization. Less power is shared.
Threat-rigidity response	Conservative, self-protective behaviors predominate. Old habits are relied upon. Change is resisted.
Loss of innovativeness	Trial and error learning stops. Low tolerance for risk and noncreativity emerge.
Decreasing morale	Infighting and a mean mood permeate the organization. It isn't fun.
Politicized environment	Special-interest groups organize and become vocal. Everything is negotiated.
Loss of trust	Leaders lose the confidence of subordinates. Distrust predominates among employees.
Increased conflict	Infighting and competition occur. Self-centeredness predominates over the good of the organization.
Restricted communication	Only good news is passed upward. Information is not widely shared and is held close to the vest.
Lack of teamwork	Individualism and selfishness inhibit teamwork. Lack of coordination occurs.
Loss of loyalty	Commitment to the organization and to the leader erodes. Focus is on defending oneself.
Scapegoating leaders	Leadership anemia occurs as leaders are criticized, priorities become less clear, and a siege mentality occurs.
Short-term perspective	A crisis mentality is adopted. Long-term planning and flexibility are avoided.

Negative Consequences of Lack of Empowerment

- Powerlessness
- Helplessness
- Alienation (Isolation)

Dimensions of Empowerment OR Pre-requisites of Empowerment

1. Self-Efficacy: When people are empowered, they have a sense of self-efficacy, or the feeling that they possess the capability and competence to perform a task successfully. Empowered people not only feel ***Competent*** but they also feel ***Confident*** that they can perform adequately. They feel a sense of personal mastery and believe they can learn and grow to meet new challenges

2. Self-Determination: Empowered people also have a sense of self-determination. Whereas self-efficacy refers to a sense of competence, self-determination refers to feelings of ***having a Choice.*** "To be self-determining means to experience a sense of choice in initiating and regulating one's own actions". People feel self-determined when they can voluntarily and intentionally involve themselves in tasks, rather than being forced or prohibited from involvement.

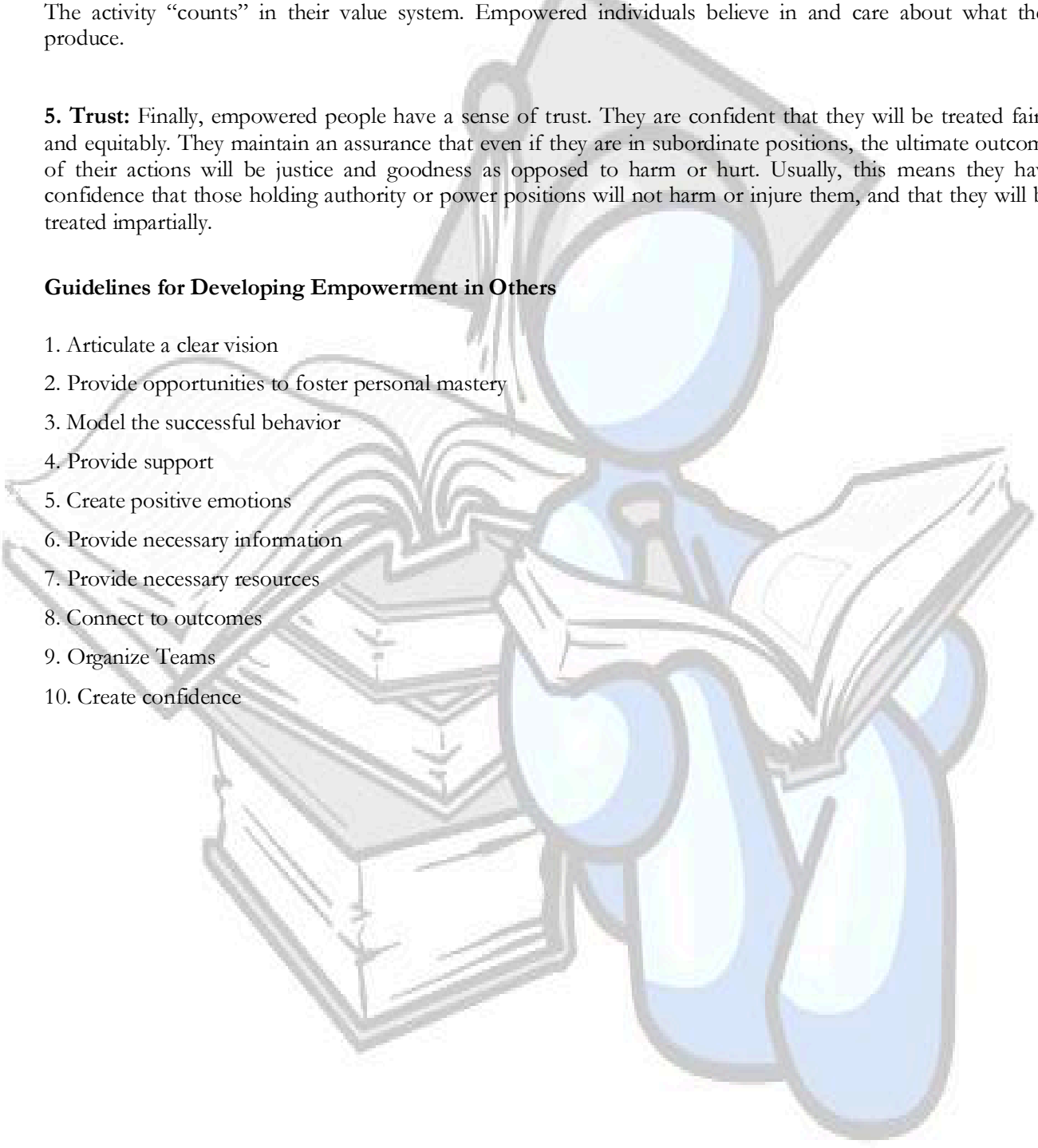
3. Personal Consequences: Empowered people have a sense of personal control over outcomes. They believe that they can make a difference by influencing the environment in which they work or the outcomes being produced. Personal consequence is "an individual's beliefs at a given point in time in his or her ability to effect a change in a desired direction". It is the conviction that through one's own actions, a person can influence

4. Meaning: Empowered people have a sense of meaning. They value the purpose or goals of the activity in which they are engaged. Their own ideals and standards are perceived as consistent with what they are doing. The activity "counts" in their value system. Empowered individuals believe in and care about what they produce.

5. Trust: Finally, empowered people have a sense of trust. They are confident that they will be treated fairly and equitably. They maintain an assurance that even if they are in subordinate positions, the ultimate outcome of their actions will be justice and goodness as opposed to harm or hurt. Usually, this means they have confidence that those holding authority or power positions will not harm or injure them, and that they will be treated impartially.

Guidelines for Developing Empowerment in Others

1. Articulate a clear vision
2. Provide opportunities to foster personal mastery
3. Model the successful behavior
4. Provide support
5. Create positive emotions
6. Provide necessary information
7. Provide necessary resources
8. Connect to outcomes
9. Organize Teams
10. Create confidence



Empowerment and delegation (continued)

1. Articulate a Clear Vision and Goals

- Create a picture of a desired future
- Use word pictures and emotional pictures to describe vision
- Identify actions that will lead to a vision
- Establish SMART goals
- Associate the vision with personal values

"SMART" Goals



2. Foster Personal Mastery Experiences

- Break apart large tasks and assign one at a time
- Assign simple tasks before difficult ones
- Highlight and celebrate small wins
- Incrementally expand job responsibilities
- Give increasingly more responsibilities to solve problems

3. Model Successful Behaviors

- Demonstrate successful task accomplishment
- Point out other people who have succeeded
- Facilitate interaction with other role models
- Find a coach
- Establish a mentor relationship

4. Provide Support

- Praise, encourage, express approval for and reassure
- Send letters or notes of praise to family members or coworkers
- Foster informal social activities to build cohesion
- Supervise less closely and provide time-slack

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- Hold recognition ceremony

5. Arouse Positive Emotions

- Replacing negative emotions of fear and anxiety in them.
- Foster activities to encourage friendship formation
- Periodically send light-hearted messages
- Use superlatives in giving feedback
- Highlight compatibility between important personal values and organizational goals
- Clarify impact on the ultimate customer
- Foster attributes of recreation in work

6. Provide Information

- Provide all task relevant information
- Continuously provide technical information
- Pass along relevant cross-functional information
- Provide access to people with senior responsibility
- Provide access to information from its source
- Clarify effects of actions on customers

7. Provide Resources

- Provide training and development experiences
- Provide technical support
- Provide needed time, space, or equipment
- Ensure access to relevant information networks
- Provide more discretion to commit resources

8. Connect to Outcomes

- Provide a chance to interact directly with those receiving the service
- Provide authority to resolve problems on the spot
- Provide immediate, unfiltered, direct feedback
- Create task identity
- Clarify and measure effects



9. Organize Teams

- Let the team solve the problem and implement the solution
- Assign the team an important task or problem
- Assign team facilitators, not team leaders

- Foster information sharing and learning
- Provide rewards for effective team spirit
- Help team members teach one another

10. Create Confidence

- Show reliability and consistency
- Show fairness and equity
- Show caring and personal concern
- Show openness and honesty
- Show competence and expertise

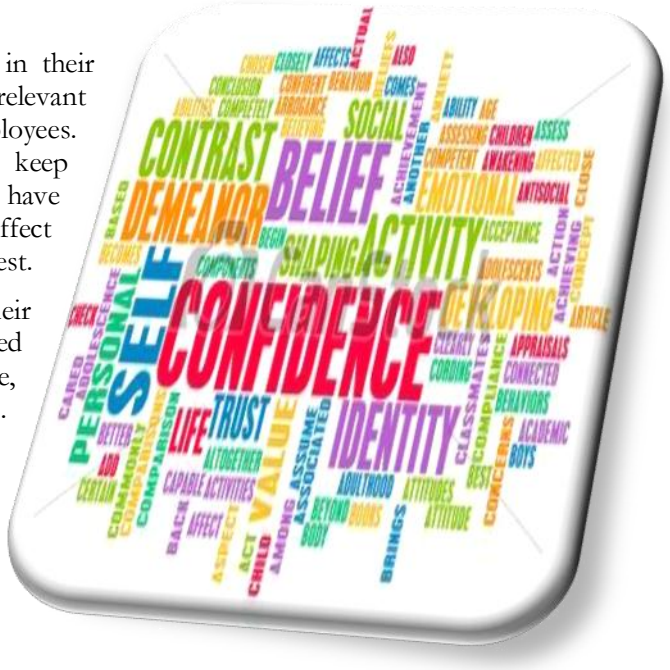
Five Factors to Create Confidence

Reliability: Managers who wish their employees to develop confidence in them need to exhibit reliability. The managers' behavior must be consistent, dependable, and stable.

Their actions are congruent with their words and attitudes.

Fairness: Good managers also need to be fair and must not take wrongful advantage of anyone. They are equitable in their actions. Workers are clear about the criteria used by the manager in making judgments as well as how the manager applies those criteria. Managers must make clear the standards by which workers will be judged and ensure that those standards are applied in an unbiased way.

Caring: Managers must show a sense of personal concern for workers and help each one feel important to the manager. Managers validate the points of view of their workers and avoid denigrating them as individuals. When correction is needed, caring managers focus on the mistake or the behavior, not on the worker's personal characteristics.



Openness: Confidence-building managers are open in their relationships. No harmful secrets exist, and relevant information is shared openly and honestly with employees. This does not suggest that a manager cannot keep confidences. But it does mean that workers should not have to worry about hidden agendas that could negatively affect them because their manager is straightforward and honest.

Competence: Workers should be made aware of their manager's competence. Employees need to be assured that their manager has the necessary ability, experience, and knowledge to perform tasks and to solve problems. Without flaunting their expertise, skillful managers inspire a feeling on the part of employees that their confidence in the expertise and proficiency of their leader is not misplaced.

Inhibitors to Empowerment

- Attitudes about subordinates
- Personal insecurities
- Need for control

Delegating

Delegation involves the assignment of work to other people, and it is an activity inherently associated with all managerial positions. Empowerment is most needed when other people must become involved in accomplishing work. Delegation normally refers to the assignment of a task. It is work focused. Empowerment, on the other hand, focuses on individuals' feelings. It relates to the way people think about themselves.

Advantages of Delegation

Advantage	Explanation
Time	Increases the discretionary time of the manager
Development	Develops knowledge and capabilities of delegates
Trust	Demonstrates trust and confidence in delegates
Commitment	Enhances commitment of delegates
Information	Improves decision making with better information
Efficiency	Enhances efficiency and timeliness of decisions
Coordination	Fosters work integration by manager coordination

When to Delegate?

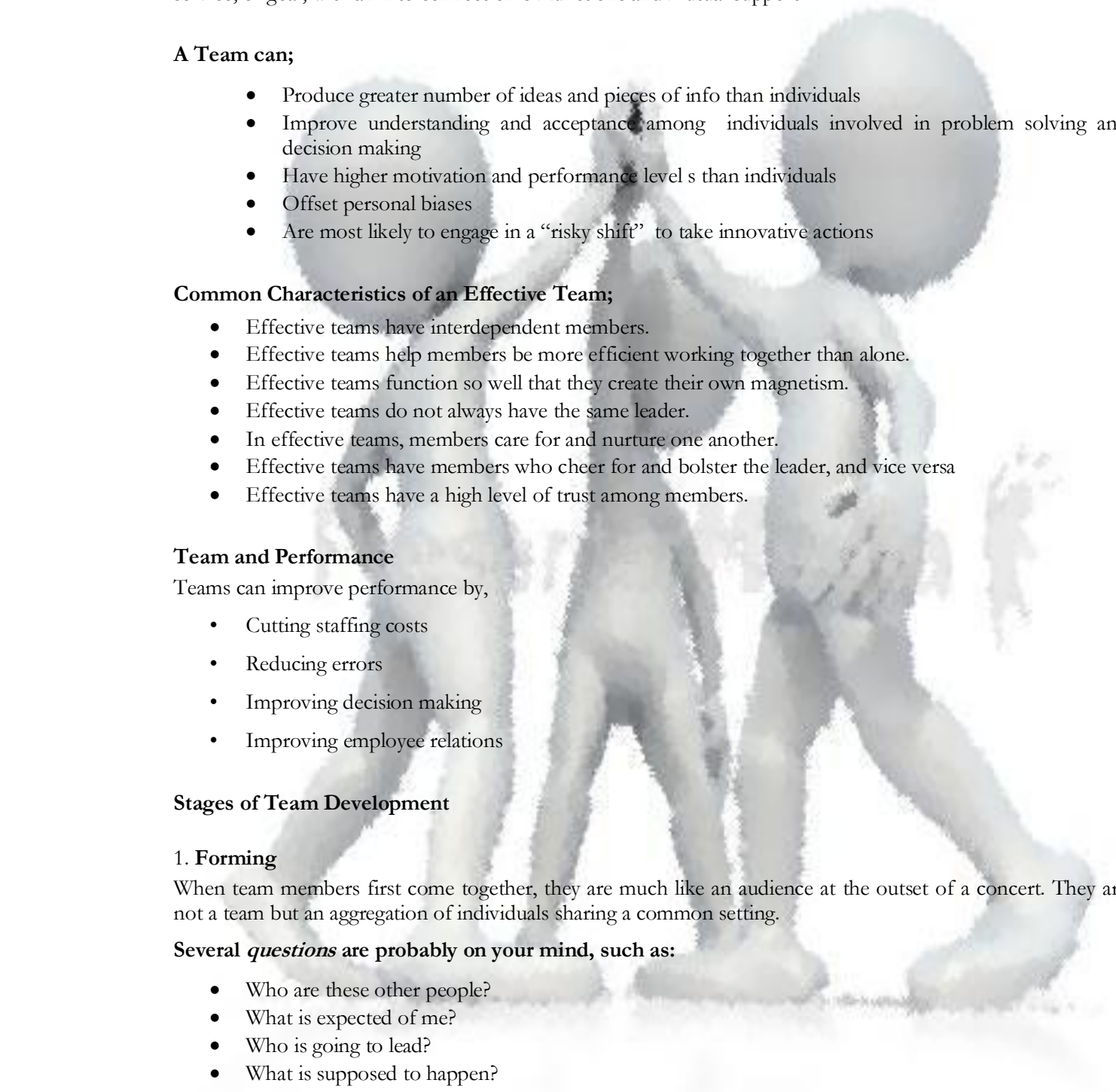
Things to consider when delegating:

- Qualifications of subordinate
- Necessity of employee commitment
- Expansion of employee capabilities
- Evidence of shared values and perspectives
- Sufficient time for delegation

Lesson 42

Building Effective Teams and Team Work

Team is a group of people with different skills and different tasks, who work together on a common project, service, or goal, with an interconnection of functions and mutual support.



A Team can;

- Produce greater number of ideas and pieces of info than individuals
- Improve understanding and acceptance among individuals involved in problem solving and decision making
- Have higher motivation and performance level s than individuals
- Offset personal biases
- Are most likely to engage in a "risky shift" to take innovative actions

Common Characteristics of an Effective Team;

- Effective teams have interdependent members.
- Effective teams help members be more efficient working together than alone.
- Effective teams function so well that they create their own magnetism.
- Effective teams do not always have the same leader.
- In effective teams, members care for and nurture one another.
- Effective teams have members who cheer for and bolster the leader, and vice versa
- Effective teams have a high level of trust among members.

Team and Performance

Teams can improve performance by,

- Cutting staffing costs
- Reducing errors
- Improving decision making
- Improving employee relations

Stages of Team Development

1. **Forming**

When team members first come together, they are much like an audience at the outset of a concert. They are not a team but an aggregation of individuals sharing a common setting.

Several *questions* are probably on your mind, such as:

- Who are these other people?
- What is expected of me?
- Who is going to lead?
- What is supposed to happen?

The questions uppermost in the minds of participants in a new team have to do with establishing a sense of security and direction, getting oriented, and becoming comfortable with the new situation. Sometimes, new team members can articulate these questions, while at other times they are little more than general feelings of discomfort or disconnectedness. Uncertainty and ambiguity tend to predominate as individuals seek some type of understanding and structure. Because there is no shared history with the team, there is no unity among members.

Thus, the typical *interpersonal relationships* that predominate in this stage are:

- Silence
- Self-consciousness
- Dependence
- Superficiality

Individuals cannot begin to feel like a team until they become familiar with the rules and boundaries of their setting. They don't know whom to trust, who will take initiative, what constitutes normal behavior, or what kinds of interactions are appropriate. They are not yet a real team but only a collection of individuals. Therefore, the task of the team in this stage is less focused on producing an output than on developing the team itself. Helping team members become comfortable when one another takes superiority over task accomplishment.

A team faces the following kinds of *task issues* in its first stage of development:

- Orienting members and getting questions answered
- Establishing trust
- Establishing relationships with the leader(s)
- Establishing clarity of purpose, norms, procedures, and expectations

2. **Norming**

Once team members have become oriented, achieved clarity about the team's goals, and accepted their place in the team, the main challenge of the team is to create a cohesive unit or a "sense of team." Norms, rules, and expectations are clarified in the first stage, but an underlying team culture and informal relationships among members must also be developed. The major focus of team members, in other words, shifts from overcoming uncertainty in the forming stage to developing the norms of a unified group.

Typical *questions* in team members' minds during this stage include:

- What are the norms and values of the team?
- How can I best get along with everyone else?
- How can I show my support to others?
- How can I fit in?

During the norming stage, team members become contented with team membership and begin to value the team's goals more than their own personal goals.

Individuals experience feelings of loyalty to the team, and the *interpersonal relationships* that most characterize team members include:

- Cooperativeness
- Conformity to standards and expectations
- Heightened interpersonal attraction
- Ignoring disagreements

This norming stage is a time when effective teams encourage *relationship-building roles.* **Participation by all team members is encouraged, and the team takes responsibility for ensuring that it:**

- Maintains unity and cohesion
- Facilitates participation and empowerment
- Shows support to team members
- Provides feedback on team and team member performance

3. **Storming**

The comfort that team members develop in the norming stage can lead to an excessive amount of agreement and homogeneity. It also can lead, however, to the opposite phenomenon. That is, once team members begin

to feel comfortable with the team, they often begin to explore different roles. Some may tend toward task facilitation, while others may tend toward relationship building. This differentiation of team members' roles invariably leads the team into a stage of potential conflict and counter dependence a storming stage.

Typical *questions* that arise in team members' minds during this stage are:

- How will we handle dissension?
- How can we make decisions amidst disagreement?
- How will we communicate negative information?
- Do I want to maintain my membership in the team?

Team members do not cease to care about one another, and they remain committed to the team and its success. But they do begin to take sides on issues, to find that they are more compatible with some team members than others, and to align themselves with certain points of view.

This leads to:

- Coalitions or cliques being formed
- Competition among team members
- Disagreement with the leader
- Challenging others' points of view

The main *task issues* to be addressed by the team in this stage include:

- Managing conflict
- Legitimizing productive expressions of individuality
- Turning counter dependence into interdependence
- Fostering consensus-building processes

4. Performing

The performing stage of development represents highly effective and efficient team functioning.

Because the team has worked through the issues embedded in each of the previous stages of development, it is able to work at a high level of performance. The team has overcome issues of skepticism, uncertainty, non-participative, dependence, and self-centeredness typical of the first, or forming, stage of development. It has developed a clear vision, personal commitment to the team, and a high degree of loyalty and morale, and has overcome tendencies toward group think in the norming stage. It has fostered differentiation and variety and overcome tendencies toward counter dependence, conflict, polarization, and disharmony typical of the storming stage. It now has the potential to develop the attributes of a high performing team.

The team in the performing stage is not, of course, free of challenges.

The *common issues* that tend to dominate members of high-performing teams are:

- How can we continuously improve?
- How can we foster innovativeness and creativity?
- How can we build on our core competence?
- How can we maintain a high level of energy in the team?

Team members' questions in this stage change from being static to being dynamic. They shift in focus from building the team and accomplishing objectives to fostering change and improvement. Continuous improvement replaces accomplishment as a key objective. Up to this point, the team has been trying to manage and resolve issues that lead to three key outcomes: (1) accomplishing tasks or objectives, (2) coordinating and integrating team members' roles, and (3) ensuring the personal well-being of all team members. It can now turn its attention to achieving a level of performance above the ordinary. The *interpersonal relationships* of team members are characterized by:

- High mutual trust

- Mutual training and development
- Entrepreneurship

Team members in this stage exhibit a sense of mutual responsibility and concern for one another as they carry out their work. Their relationships are not limited merely to accomplishing a task together but also extend to ensuring that each team member is learning, developing, and improving. Coaching and assisting one another is common.

In addition to multifaceted relationships and unconditional commitment to one another, high performing team members also take responsibility individually for continuously improving the team and its processes. Experimentation, trial-and-error learning, freewheeling discussions of new possibilities, and personal responsibility by everyone for upgrading performance is typical. **The team adopts a set of *behaviors* that help to foster and perpetuate this stage of development, including:**

- Capitalizing on core competence
- Fostering innovation and continuous improvement
- Enhancing speed and timeliness
- Encouraging creative problem solving

Lesson 43

Group Thinking

Group thinking occurs when the preservation of the team takes precedence over good decisions and problem solving.

Symptoms of Groupthink

- Illusion of invulnerability
- Shared stereotypes
- Rationalization
- Illusion of morality
- Self-censorship
- Direct pressure
- Mind-guarding
- Illusion of unanimity



Resolving Groupthink

- Critical evaluators
- Open discussion
- Subgroups
- Devil's advocate
- Second-chance meetings

Attributes of High Performing Teams

- Performance outcomes
- Specific, shared purpose, and vision
- Mutual, internal accountability
- Blurring of formal distinctions
- Coordinated, shared work roles
- Inefficiency leading to efficiency
- Extraordinarily high quality
- Creative continuous improvement
- High credibility and trust
- Clarity of core competence

Leading Teams

In highly effective teams, members' behavior is interdependent, and personal goals are subservient to the accomplishment of the team goal. A commitment to and desire for team membership is present. Even though individuals may be formally designated as a team, if they act so as to bring exclusive credit to themselves, to accomplish their own objectives instead of the team's objective, or to maintain independence from others, they are not truly a team, regardless of their name. A key challenge, then, is to find ways to create the elements of an

effective team—interdependence, efficiency, magnetism, shared responsibility, mutual encouragement, and trust—when individuals may have had no prior commitment to one another or to a common task.

Two critical factors:

- *Developing credibility and influence*
- *Establishing a motivating vision and goals*

Developing Credibility

Effective leaders have the respect and commitment of team members; that is, they develop credibility. Establishing credibility and the capacity to influence team members are the first key challenges faced by leaders of teams.

1. *Demonstrate Integrity.* Chief among the behaviors that create leadership credibility is the demonstration of integrity. Integrity means that you do what you say, you behave congruently with your values, and you are believable in what you espouse. Some people call this "walking the talk" or "talking the walk."

2. Being Clear and Consistent. Expressing certainty about what you want and where you are going, without being dogmatic or stubborn, helps produce confidence on the part of others. Being wishy-washy or inconsistent in your viewpoints inhibits credibility.

3. *Create Positive Energy.* Stay optimistic and complimentary. Most teams do not perform effectively when there is a climate of criticism, cynicism, or negativity. Criticizing team members, past leaders, or others outside the team, or even being critical of the circumstances in which the team finds itself, is usually not an effective way to help a team perform well.

4. Use Commonality and Reciprocity. If you express views in the team that are held in common with team members, they are more likely to agree with your later statements. If you want to foster team change, or move the team toward an outcome that appears to be risky or uncomfortable, begin by expressing views with which other team members agree.

5. *Manage Agreement and Disagreement.* When team members initially agree with you, you are more effective if you use a one-sided argument. That is, present only one point of view and support it with evidence. When team members tend to disagree with you at the outset, use two-sided arguments.

6. Encourage and Coach. Providing encouragement to team members has been found to be among the most powerful predictors of effective team leadership. Encouragement means to help others develop courage—to tackle uncertainty, to achieve beyond their current performance, to disrupt the status quo. Encouraging team members not only involves compliments and supportive statements, it also involves coaching and assistance.

7. Share Information. Credible team leaders are knowledgeable, mainly about the preferences and talents that reside in the team and about the task facing the team. Building credibility means coming to understand the perspectives of team members as well as a sense of their talents and resources.

Team Membership

Team members not only need clear goals, they need roles to help facilitate task accomplishment and group cohesion.

Work teams face two main challenges: accomplishing the task that has been assigned and building unity and collaboration among the team members. As a member of a team, you can enhance or inhibit those two challenges at least as much as you can as the team leader. All of us have experienced teams that just seemed to click, that were able to get results quickly and effectively, and were fun to be in. Those dynamics do not happen by chance but depend on certain key roles played by team members.

Two main types of roles exist that enhance team performance:

1. Task-facilitating roles

- ***Direction giving.*** Identifying ways to proceed or alternatives to pursue and clarifying goals and objectives.
- ***Information seeking.*** Asking questions, analyzing Knowledge gaps, requesting opinions, beliefs, and perspectives.
- ***Information giving.*** Providing data, offering facts and judgments, and highlighting conclusions.
- ***Elaborating.*** Building on the ideas expressed by others; providing examples and illustrations.
- ***Urging.*** Imploring team members to stay on task and to achieve team goals.
- ***Monitoring.*** Checking on progress, developing measures of success, and helping to maintain accountability for results.
- ***Process analyzing.*** Analyzing processes and procedures used by the team in order to improve efficiency and timeliness.
- ***Reality testing.*** Exploring whether ideas presented are practical or workable; grounding comments in reality.
- ***Enforcing.*** Helping to reinforce team rules, reinforcing standards, and maintaining agreed upon procedures.
- ***Summarizing.*** Combining ideas and summing up points made in the team; helping members understand the conclusions that have been reached.



2. Relationship building roles

- ***Supporting.*** Praising the ideas of others, showing friendliness, and pointing out others' contributions.
- ***Harmonizing***. Mediating differences between others, and finding a common ground in disputes and conflicting points of view.
- ***Tension relieving***. Using jokes and humor to reduce tension and put others at ease.
- ***Confronting.*** Challenging unproductive or disruptive behaviors; helping to ensure proper behavior in the team.
- ***Energizing.*** Motivating others toward greater effort; exuding enthusiasm.
- ***Developing.*** Assisting others to learn, grow, and achieve; orienting and coaching members of the team.
- ***Consensus building.*** Helping build solidarity among team members, encouraging agreement, and helping interactions to be smooth.
- ***Empathizing.*** Reflecting group feelings and expressing empathy and support for team members.



3. Blocking Roles.

Sometimes, team members display other unproductive roles rather than inappropriately play task or relationship roles. Unproductive roles inhibit the team or its members from achieving what they could have achieved, and they destroy morale and cohesion. They are called **Blocking roles**.

- ***Dominating.*** Excessive talking, interrupting, or cutting others off.
- ***Overanalyzing.*** Splitting hairs and examining every detail excessively.
- ***Stalling.*** Not allowing the group to reach a decision or finalize a task by sidetracking the discussion, being unwilling to agree, repeating old arguments, and so on.
- ***Remaining passive.*** Not being willing to engage in the team's task; staying on the fringe or refusing

- ***Overgeneralizing.*** Blowing something out of proportion and drawing unfounded conclusions.
- ***Faultfinding.*** Being unwilling to see the merits of others' ideas or criticizing others excessively.
- ***Premature decision making.*** Making decisions before goals are stated, information is shared, alternatives are discussed, or problems are defined.
- ***Presenting opinions as facts.*** Failing to examine the legitimacy of proposals and labeling personal opinions as truth.
- ***Rejecting.*** Rejecting ideas based on the person who stated them rather than on their merits.
- ***Pulling rank.*** Using status, expertise, or title to get ideas accepted rather than discussing and examining their value.
- ***Resisting.*** Blocking all attempts to change, to improve, or to make progress; being disagreeable and negative about virtually all suggestions from other team members.
- ***Deflecting.*** Not staying focused on the topic of the team's discussion; changing the subject of discussion or making comments that deflect attention away from the main points.

Feedback

Many managers are afraid of giving correcting bad behaviors because they don't want to offend employees.

Rules for Effective Feedback

- ***Focus feedback on behavior rather than persons.*** Individuals can control and change their behavior. They cannot change their personalities or physical characteristics. For example, "Your comments are not on the topic" is more effective than "You are completely naive."
- ***Focus feedback on observations rather than inferences and on descriptions rather than judgments***. Facts and objective evidence are more trustworthy and acceptable than opinions and conjectures. For example, "The data do not support your point" is more effective than "You just don't get it, do you?"
- ***Focus feedback on behavior related to a specific situation, preferably to the "here and now," rather than on abstract or past behavior***. It will merely frustrate people if they cannot pinpoint a specific incident or behavior to= which you are referring. Similarly, people cannot change something that has already happened and is "water under the bridge." For example, "You have yet to agree with anyone's comments" is more effective than "You have always been a problem in this team."
- ***Focus feedback on sharing ideas and information rather than giving advice.*** Explore alternatives together. Unless requested, avoid giving direct instruction demands. Instead, help recipients identify changes and improvements themselves. For example, "How do you suggest we can break this logjam and move forward?" is more effective than "This is what we must do now."
- ***Focus feedback on the amount of information that the recipient can use, rather than on the amount you might like to give***. Information overload causes people to stop listening. Not enough information leads to frustration and misunderstanding. For example, "You seem to have reached a conclusion before all the facts have been presented" is more effective than "Here are some data you should consider, and here are some more, and here are some more, and here are some more."
- ***Focus feedback on the value it may have to the receiver, not on the emotional release it provides for you.*** Feedback should be for the good of the recipient, not merely for you to let off steam. For example, "I must say that your excessive talking is very troublesome to me and not helpful to the group" is more effective than "You are being a jerk and are a big cause of our team's difficulty in making any progress."
- ***Focus feedback on time and place so that personal data can be shared at appropriate times.*** The more specific feedback is, or the more it can be anchored in a specific context, the more helpful it can be. For example, "During a break I would like to chat with you about something" is more effective than "You think your title gives you the right to force the rest of us to agree with you, but it's just making us angry."

Management Skills for High Performing Teams



Conducting Effective Team Meetings

Why Are Meetings Important?

- *Time spent in meetings*
- *Cost for 'just being there'*
- *It's where decisions are made*
- *Skills can be applied outside of work*

The Five P's of Effective Meetings

- ***Purpose***

Meetings serve three functions,

- *To make announcements*
- *To make decisions*
- *To brainstorm*

Meetings should be called for,

- *Information sharing*
- *Commitment building*
- *Information dissemination and feedback*
- *Problem solving*

- ***Participants***

Consider three factors,

1. Size of group

- *Too many or too few people can hurt the group*

2. Composition

- *Homogeneity vs. Heterogeneity*
- *Competition vs. Cooperation*
- *Task vs. Process*

3. Skills sets

- *Problem-knowers*
- *Solution providers*
- *Resource allocators*
- *Decision makers looking for work*

- ***Plans***

Rules for planning meetings,

- *The rule of halves*
- *The rule of sixths*
- *The report rule*
- *The rule of three-fourths*
- *The rule of thirds*
- *Executive summary rule*
- *The agenda bell rule*
- *The agenda integrity rule*
- *The temporal integrity rule*
- *The minutes rule*

- ***Participation***

The process used to involve members, including the following,

- *Provide introductions*
- *Establish ground rules*
- *Establish decision rules*
  - *The extensive rule, the intensive rule, the involvement rule, the expert rule, and the power rule.*

More on the process of participation,

- *Use a variety of media*
- *Encourage and establish participation*
- *Summarize*

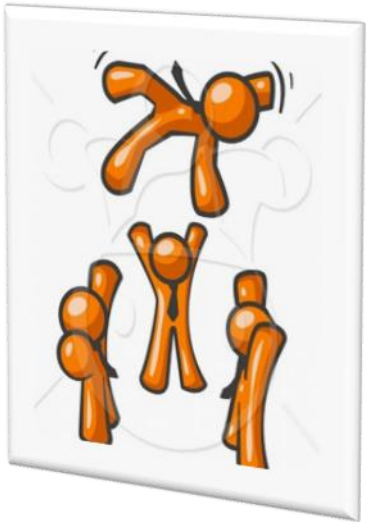
- ***Perspective***

Directs us to view the meeting from a distance
KSS Method: *finding what to 'Keep,' 'Stop,' and 'Start' to improve meetings*

Suggestions for Group Members

1. Determine if you need to attend
2. Prepare
3. Be on time

4. Ask for clarification
5. Be precise when giving information
6. Listen
7. Be supportive of others
8. Assure equitable participation
9. Make disagreements principle-based
10. Act and react in a way to enhance group performance



Lesson 44

Leading Positive Change

Leading Positive Change is a management skill that focuses on unlocking positive human potential. Positive change enables individuals to experience appreciation, collaboration, vitality, and meaningfulness in their work. It focuses on creating abundance and human well-being; it fosters positive deviance; it acknowledges that positive change engages the heart as well as the mind.



Leading Positive Change by two factors;

1) **Organizational**
2) **Personal**

Pressures on organization for change come from;

1. Globalization
2. Information & Communication Technologies (ICT)
3. Quality and Performance
4. Cost and Speed (China factor)
5. Changing Nature of Work Force

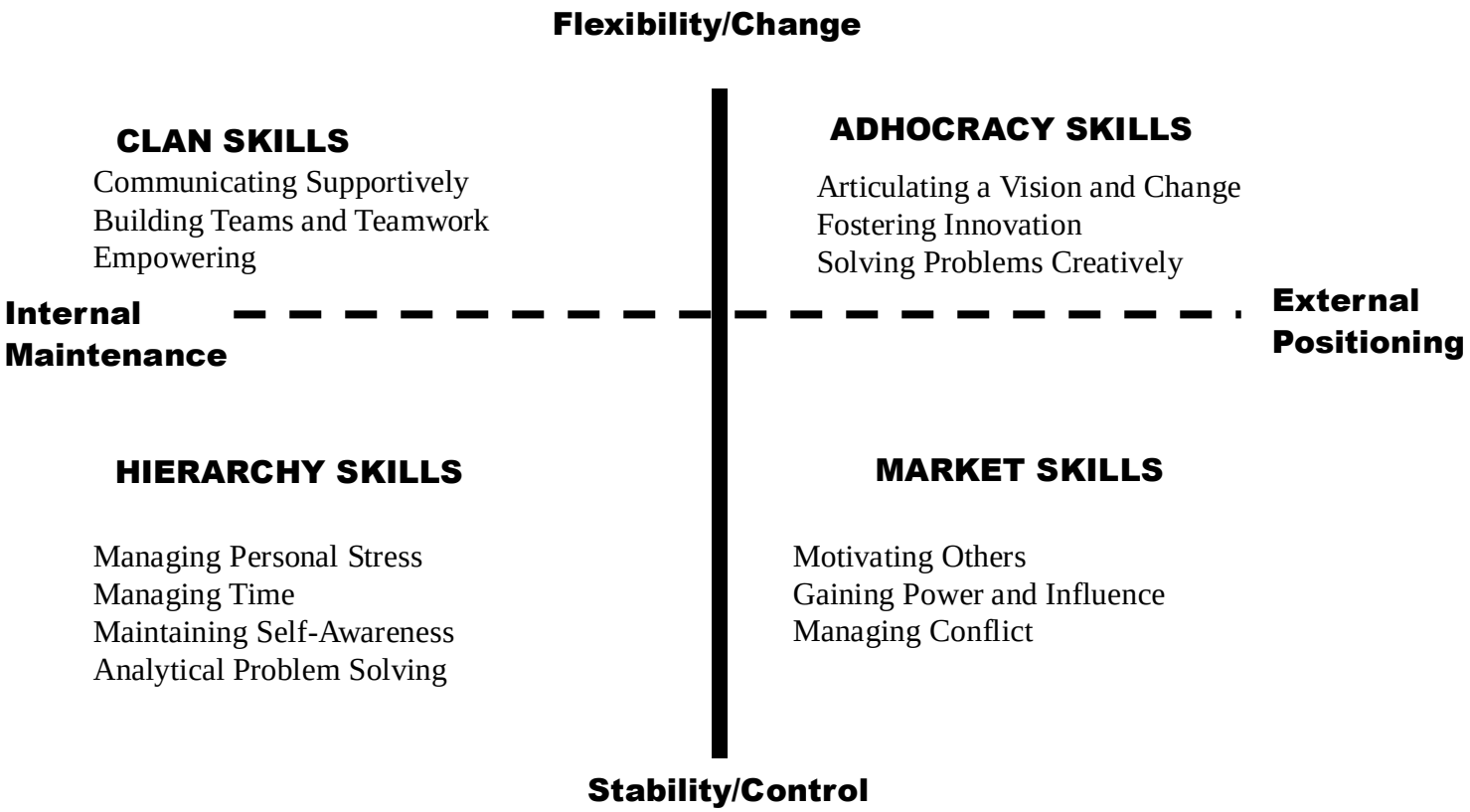
Leadership vs. Management

Characteristics of Leaders

- Set direction
- Initiate change
- Create something new

Characteristics of Managers

- Maintaining steadiness
- Controlling variance
- Keep the status quo



Leader Effectiveness

Effective management and leadership are both inseparable and necessary skills for today's business environment.

Frameworks

- Help clarify complex situations
- Help leaders not become overwhelmed by new information
- Help stabilize organizations

Sizing the Change

- **Scope the Change** (workgroup, department, division, enterprise)
- **Determine Number of Individuals Impacted**
- **Define Change Type** (policy, process, system, organization, job roles, etc.)
- **Determine Amount of Change** (incremental improvement v. dramatic change)

Types of Change Approaches

	1. Economic	2.Org. Development
Purpose	Profit	Competency Development
Leadership	Top-Down	Participative
Focus	Structure & Strategy	Culture
Motivation	Incentives lead Performance	Incentives lag Performance

Tendencies toward Stability

Organizations are designed like frameworks that allow exceptions to be managed effectively. They are intended to create stability, steadiness, and predictable conditions. They try to constrain as much change as possible. That is, organizations help specify what is expected of employees, who reports to whom, what the goals are, what procedures are to be employed, what rules apply, how the work gets done, and so on.

A Continuum of Change

We usually refer to the left end of the continuum as **Negative Deviance**. To call someone a "deviant" usually means that he or she needs correction or treatment. Most managers strive to get deviant people to behave within a normal range. If they don't, if they continue to behave badly, they get transferred or fired.

Positive Deviance is an approach to behavioral and social change based on the observation that in any community, there are people who are uncommon but successful behaviors or strategies enable them to find better solutions to a problem than their peers, despite facing similar challenges and having no extra resources or knowledge than their peers.

Positive Change

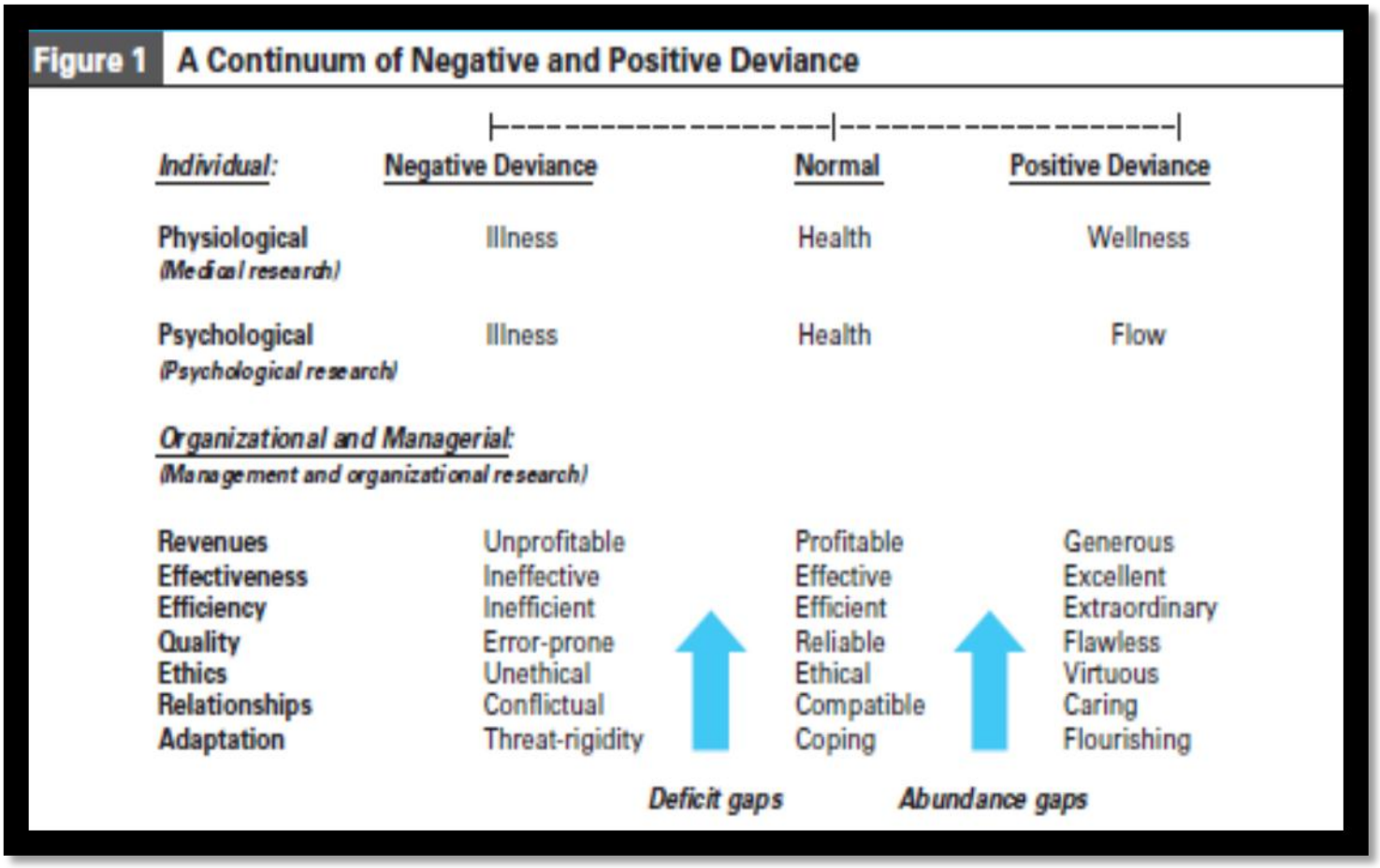
- Focuses on unlocking positive human potential
- Focuses on creating abundance and human well being
- Engages the heart as well as the mind

A Framework of Positive Change

The five key management skills and activities required to effectively lead positive change. They include

(1) Establishing a climate of positivity

The first and most crucial step in leading positive change is to set the stage by establishing climate of\ positivity. Because constant change is typical of all organizations, most managers focus most of the time on the negative or problematic aspects of change. A leader who will focus on positive change is both rare and valuable. Not everyone masters it, although everyone can.



(2) Creating readiness for change

In order to establish a climate of positivity in an organization, managers must help establish at least three necessary conditions:

– ***Positive energy networks***

Recent research has discovered that people can be identified as **"positive energizers"** or **"negative energizers"** in their relationships with others. Positive energizers are those who strengthen and create vitality and liveliness in others. Negative energizers are people who reduce the good feelings and enthusiasm in people and make them feel diminished, devalued, or criticized. Research shows that positive energizers are higher performers; they enable others to perform better, and help their own organizations succeed more than negative energizers. People who drain energy from others tend to be critical, express negative views; they fail to engage others, and are more self-centered than positive energizers. Being a positive energizer is associated with being sensitive in interpersonal relationships, trustworthy, supportive to others in comments, actively (not passively) engaged in social interactions, flexible and tolerant in thinking, and unselfish.

– ***A climate of compassion, forgiveness, and gratitude***

A second aspect of a climate of positivity is the appropriate display of compassion, forgiveness, and gratitude in organizations. These terms may sound a bit saccharine and soft—even out of place in a serious discussion of developing management skills for the competitive world of business. Yet, recent research has found them to be very important predictors of organizational success. Companies that scored higher on these attributes performed significantly better than others. That is, when managers fostered compassionate behavior among employees, forgiveness for missteps and mistakes, and gratitude resulting from positive

occurrences, their firms excelled in profitability, productivity, quality, innovation, and customer retention. Managers that reinforced these virtues were more successful in producing bottom-line results.

– ***Attention to strengths and the best self***

Identifying people's strengths (or what they do right), and then building on them, creates more benefit than identifying weaknesses (or what people do wrong) and trying to correct them. For example, managers who spend more time with their strongest performers (rather than their weakest performers) achieved double the productivity. In organizations where workers have a chance to "do what they do best every day,"

(3) Articulating a vision of abundance

In addition to establishing a climate of positivity, individuals must feel a need for the change and to understand its importance and urgency. A positive climate is a crucial foundation, but leading positive change requires engaging individuals in the actual process of change. The second step in leading positive change, therefore, is to create readiness among those to be involved in the change.

1. Benchmark best practices

- Comparative standards
- Goal standards
- Improvement standards
- Ideal standards
- Stakeholder expectations

2. Institute symbolic events: an event used to signify a new future.

3. Visions

- Visions speak to the heart and the head.
- They include universal values
- They help identify the future
- They provide glimpses of possibilities
- They evoke deeper meaning
- They provide optimism

- **Articulating a Vision of Abundance**

  - Include left-brain and right brain features – they must contain rational elements as well as metaphors, colorful language, and imagination.
  - Make a vision statement interesting – they are meant to capture attention and positive energy.
  - Include passion and principles – they should reflect core values and be straightforward
  - Attach the vision to a symbol – to make the vision serve as a constant reminder

(4) Generating commitment

Once this vision of abundance has been articulated, it is necessary for leaders to help organization members commit to that vision, to sign up, to adopt the vision as their own, and to work toward its accomplishment. The whole intent of a vision is to mobilize the energy and human potential of individuals who are to implement and be affected by it. Among the ways to generate commitment to a vision are the four discussed next. Others are discussed in depth in the chapters on motivation, empowerment, and teamwork.

- **Recreational Work**
  - Goals are clearly defined
  - Scorekeeping is objective, self-administered, peer-audit, and compared to past performance
  - Feedback is frequent
  - Personal choice is present
  - A competitive environment
- **Competitiveness and Commitment**
- **Generating Commitment to the Vision**
  - Ensure public commitments
  - Communicate the vision
  - Institute small wins
  - Communicate the vision
- **Small Wins**

Find something that is easy to change. Change it. Publicize it. Then, find a second thing that's easy to change, and repeat the process.



- **Communicating the Vision**
  - Public statements
  - Newsletters
  - Celebrations
  - Speeches
  - Memos
  - Model behavior by CEO

(5) Institutionalizing the positive change

The final challenge for leaders of positive change is to make the change a part of ongoing organizational life. Institutionalizing change doesn't happen quickly, of course, and the four previous steps in positive change—establishing a climate of positivity, creating readiness, articulating a vision, and generating commitment— must all be successfully accomplished first. However, institutionalization is the necessary final step if the organization is to successfully achieve positive change. How do leaders institutionalize their positive changes? Three hints are provided.

Lesson 45

Leading Positive Change (continued)

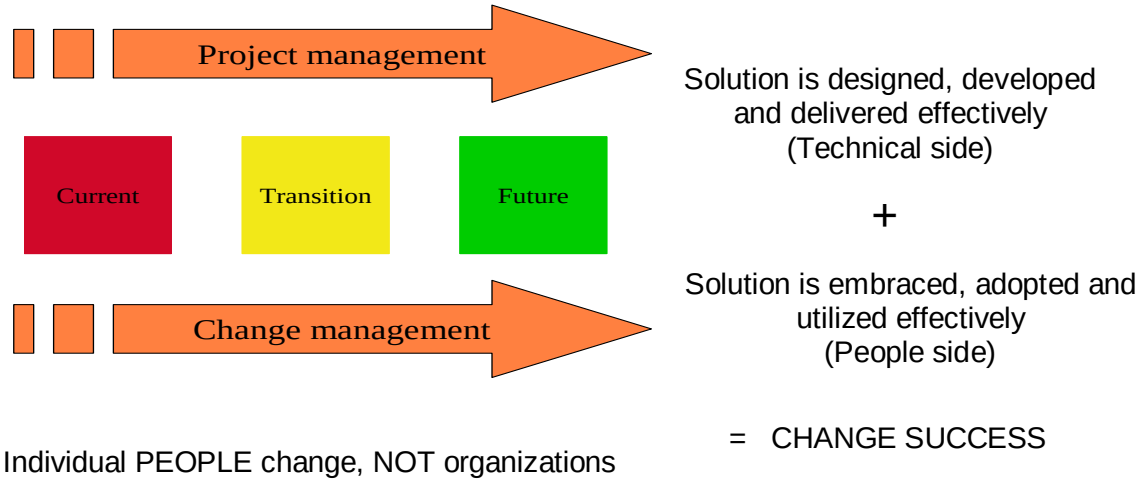
Personal Change

Change Management

A structured process and set of tools for leading the people side of change. The Effective Management of Change Involves an Integrated Approach In Each Of These Three Arenas

1. Altering Mind-set
2. Harnessing Motivation
3. Shaping Behavior

A Successful change addresses both the technical and the people side



1. Premise of the Course

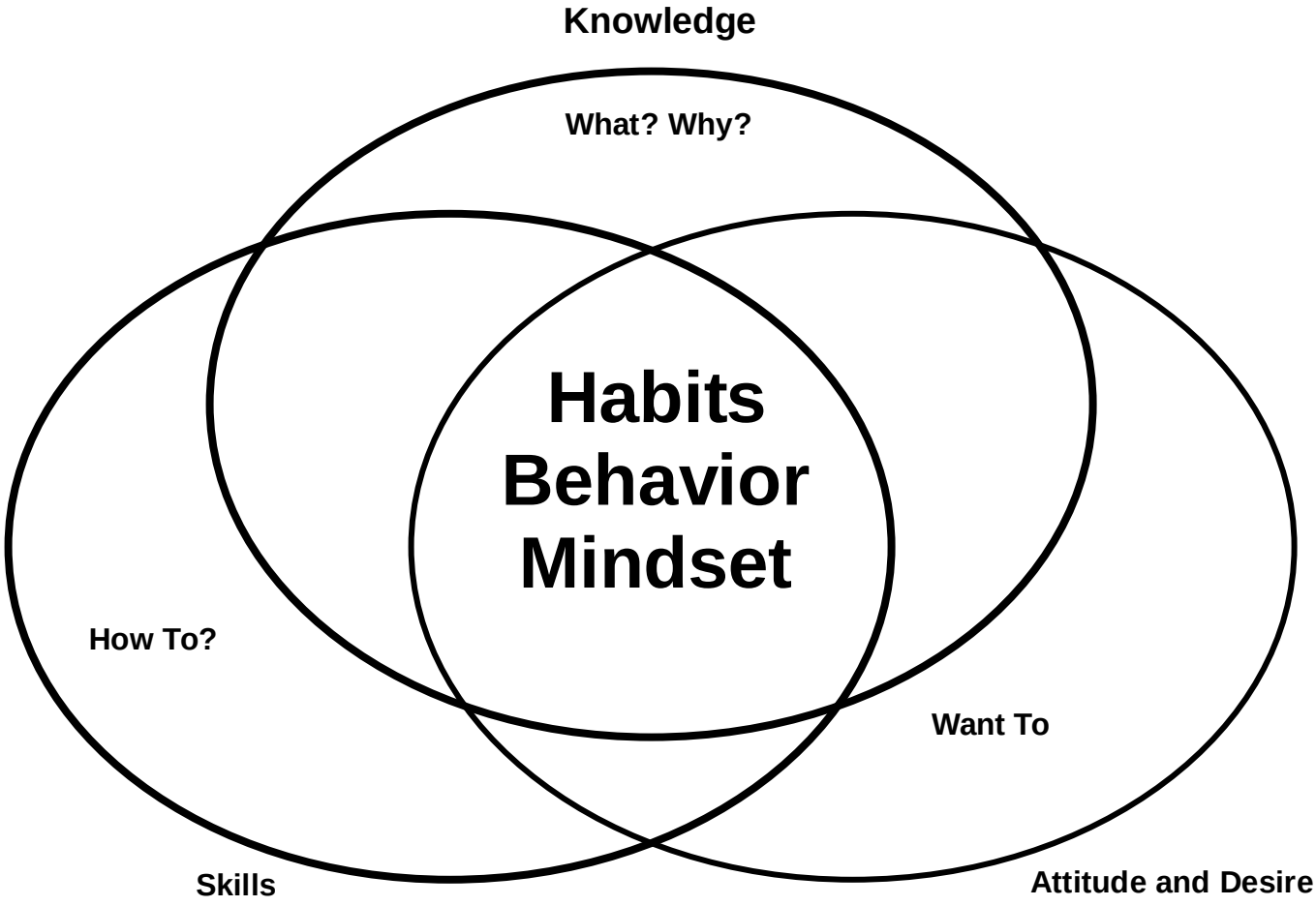
Development of Management Skills is needed to manage one's life, family, and friendships; as well as relationships with others at office, at market, and at mosque / church.

A high IQ alone does not guarantee success in life and work.

George Carlin (1999) :
"The paradox of our time in history is that;
We have taller buildings but shorter tempers, We have more degrees but less sense; more knowledge but less judgment; more experts but more problems; more medicine but less wellness. We have multiplied our possessions, but reduced our values. We've conquered outer space but not inner space.

2. Learn to yourself in order to manage organizations.

3. Change Requires Shifts in Knowledge, Skills and Attitudes



4. Nine Skills of Effective Managers

- Verbal Communication (including Listening)
- Managing Time and Stress
- Managing Individual Decisions
- Recognizing, Defining, and Solving Problems
- Motivating and Influencing Others
- Setting Goals and Articulating a Vision
- Self-Awareness
- Team Building and Delegating
- Managing Conflict

Seven Seeds of Effective Leadership

- Envision the productive community
- First look within
- Transcend fear
- Disturb the system
- Surrender to the emergent process
- Entice through moral power

5. Importance of Management Skills

- To improve your personal management competencies
- To change your behavior
- To behave more competently in your own life
- To foster Productive, Healthy, Satisfying and Growth-Producing Relationships with others in your Work-Setting!
- To apply them with Families, Friends and your Community

Management Skills Competencies!

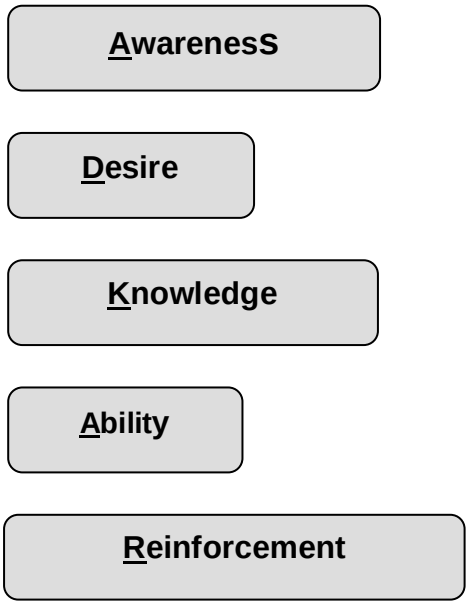
- Fundamental Competency
- Self-Competency
- Communication Competency
- Social Competency
- Ethics Competency
- Teams Competency
- Innovative Competency
- Change Competency

ADKAR as a Personal Change Model

ADKAR is based on basic human truths that are present even in the absence of change.

- Awareness of surroundings and self.
- The need to have control over our life.
- A quest for growth and knowledge.
- A hope to make a meaningful contribution.
- The need to be recognized and appreciated.

ADKAR is useful for individual change management



- **Awareness** of the need for change (why).
- **Desire** to support and participate in the change (our choice).
- **Knowledge** about how to change (the learning process).
- **Ability** to implement the change (turning knowledge into action).
- **Reinforcement** to sustain the change (celebrating success).

Awareness of the need for change.

- The nature of the change.
- Why is the change happening?
- What is the risk of not changing?

Knowledge on how to change.

- Understanding **how** to change.
- The details of **what** to do.
- **Ability to implement new skills.**
- Demonstrated ability to implement the change.

Reinforcement to sustain the change.

- Recognition, rewards, incentives, realized benefits.