


CMR INSTITUTE OF TECHNOLOGY		USN									
Internal Assessment Test – III - SOLUTIONS											
Sub:	PERSONAL GROWTH AND INTERPERSONAL EFFECTIVENESS						Code:	20MBAHR402			
Date:	03/08/2022	Duration:	90 mins	Max Marks:	50	Sem:	IV	Branch:	MBA		
SET - 3								Marks	OBE		
									CO	RBT	
Part A -Answer Any Two Full Questions (20*02=40 Marks)											
1(a)	What is inclusion and control? Solution: Inclusion – How you participate in forming relations with others. When a person wants inclusion, they want to be noticed and have others invite them to belong. When it's expressed, they try to include others in what they do. Control – How you prefer to be involved in decision-making, control, and influence.						[03]	CO1	L1		
(b)	What is life script and how it influences your behavior? Solution: According to cognitive psychology, each of us has a life script or schema - whether we are aware of it or not. A life script is another way of describing the meaning we attribute to the events that happen to us. Depending on our particular script, we can interpret an event in a number of different ways. Psychologists believe that our life scripts are usually created in childhood. Understanding our particular script can help us to see how it might be influencing our thoughts, and may help us to come up with more positive thoughts and actions. Your life script is individual to you, but many follow a common theme. To uncover your own life script, it helps to explore the patterns in your life - particularly if you suspect that there are destructive themes in your script.						[07]	CO2	L2		
(c)	Explain how FIRO-B helps in discovering the interpersonal orientation. Solution: The FIRO-B assessment facilitates greater self-awareness in my clients, expanding their interpersonal orientation congruent with their personality type and leadership situation. The FIRO-B assessment provides an ability to understand behaviours, possible motives, and areas where additional coaching is needed.						[10]	CO4	L3		

	<p>The FIRO assessment helps you in:</p> <ul style="list-style-type: none"> • Relationship enhancement—By uncovering areas in which individuals may not meet the interpersonal needs of customers and stakeholders, the FIRO assessments promote behavior changes that can help people build better relationships and performance. • Team building—FIRO insights accelerate team building and enable team members to recognize and overcome potential barriers that could prevent them from working together effectively. • Leader and executive development—The FIRO assessments help leaders and executives unlock performance improvement by better meeting the needs of peers, direct reports and others. • Conflict management—FIRO results empower people to recognize when the way they express themselves is likely to conflict with the needs of others, thereby enabling them to avoid, assess, and resolve interpersonal challenges. • Emotional intelligence development—The FIRO model builds success on the fundamental awareness that different people have different needs. 			
2(a)	<p>Explain Negotiation</p> <p>Solutions:</p> <p>Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position.</p>	[03]	CO1	L1
(b)	<p>Discuss appreciative enquiry in group relations.</p> <p>Solution:</p> <p>Appreciative inquiry is a positive approach to leadership development and organizational change. The method is used to boost innovation among organizations. A company might apply appreciative inquiry to best practices, strategic planning, organizational culture, and to increase the momentum of initiatives.</p> <p>ppreciative Inquiry has four stages. After choosing a focus for review or discussion, Appreciative Inquiry into that topic involves:</p> <ol style="list-style-type: none"> 1. Inviting people to share stories of good practice, what has been working well, or something they are really proud of (as a whole team or in pairs) 2. Identifying the key values within those stories of good practice 3. Creating a vision from the collective stories and values underpinning them 4. Determining what action is needed in the short and long term to achieve 	[07]	CO2	L2

	<p>that vision</p> <p>For example, in an Appreciative Inquiry into bicultural curriculum, a teacher might share being proud of singing a waiata without looking at the words. Knowing te reo can be identified as a key value, and one part of a vision for bicultural curriculum might be for each staff member to be confident in a certain set of language skills. Long- and short-term planning can then be determined in relation to this goal.</p> <p>Appreciative Inquiry builds from teachers’ own stories and strengths. Teachers can build confidence and motivation from identifying their achievements, special strengths or knowledge in relation to the focus area. The whole team can be encouraged to identify the values in the stories that teachers tell about their proudest moments and use these as a source of discussion. Rather than starting from a deficit position and focusing on what is wrong or what needs to be changed, starting with current achievements and strengths, and seeking to enhance them, builds motivation, excitement and positive energy.</p> <p>Appreciative Inquiry strengthens engagement, collegiality and leadership. A strengths-based approach builds a sense of collaboration and appreciation for the different strengths of members of the team. Team members build mutual understanding through hearing about each other’s stories and values. As teams establish their strengths base and build on it, hidden strengths and talents begin to emerge and the whole team starts to flourish. Different teachers can take on and lead different aspects of the action plan, gradually taking ownership and responsibility, which is important if changes are to be sustained long-term.</p> <p>It is important that there is a consensus decision about the choice of topic for Appreciative Inquiry to ensure buy-in from team members. It is possible to frame an inquiry question around the chosen topic with something as simple as: ‘in what ways can we enhance ...?’. The small and specific details will come in the action planning.</p> <p>Problems can be solved from a strengths-based perspective. This means looking at the strengths that the team has and how they might help to solve a specific problem. Where there are difficulties with a particular team member, teams might look to appreciate the strengths that that teacher brings while also articulating what it is that is not working well, and then working together to think about how it might be resolved from a strengths-based approach. When there is a clash of values or philosophies, teams might look at the strengths that two different perspectives bring and consider ways in which they might co-exist.</p>			
(c)	<p>Explain Time management matrix with examples.</p> <p>Solution:</p> <p>Time management matrix quadrants</p>	[10]	CO2	L3

	<p>The time management matrix has four quadrants for separating your activities into different levels of both importance and urgency.</p> <p>Quadrant I (Urgent, important)</p> <p>Quadrant I is located at the top left of the matrix. Here, you need to place items that are both important and urgent. These are activities or tasks that need immediate attention and action — for example, a family emergency due to an accident or an upcoming hard-and-fast deadline. Often these situations are unexpected but must be dealt with now.</p> <p>Quadrant II (Not urgent, important)</p> <p>Quadrant II is at the top right of the matrix. Here, you list important things that aren't urgent. These are tasks that you should prioritize and plan for so you can stay on target to reach your long-term goals.</p> <p>Examples include exercising, pitching new clients, revising your resume, and maintaining relationships with friends and family through social activities and interaction.</p> <p>Quadrant III (Urgent, not important)</p> <p>Quadrant III is at the bottom left side of the matrix. These are urgent things that aren't important and should be eliminated or, at the very least, minimized. It may sound contradictory to label something urgent but unimportant. These tasks typically involve another person who didn't plan their time appropriately and is now asking you to deliver on an emergency basis.</p> <p>As a result, these things are usually “time sucks” that distract you from your true focus. Some examples include an email, text message, or phone call that requires an immediate response before it loses all or most of its value. This might be someone asking you if they should grab lunch for you while they're out. From there, you may need to spend even more time discussing food options and finalizing the purchase.</p> <p>Quadrant IV (Not urgent, not important)</p> <p>Quadrant IV is found at the bottom right of the matrix. Here is where you put activities that are neither urgent nor important.</p> <p>These are time wasters such as internet surfing, social media scrolling, and TV binge-watching. These mindless activities should never distract you from important tasks, and often it's best if these are eliminated entirely.</p>			
3(a)	<p>Define T-groups?</p> <p>Solution:</p> <p>A Training-Group, or T-Group, is a type of experience-based learning. Participants work together in a small group of 8-14 people, over an extended period. Learning comes through analysis of their own experiences, including</p>	[03]	CO1	L1

	feelings, reactions, perceptions, and behavior.			
(b)	<p>What are Interpersonal needs for openness?</p> <p>Solution:</p> <p>Fundamental Interpersonal Relations Orientation (FIRO) is a theory of interpersonal relations, introduced by William Schutz in 1958.¹ This theory mainly explains the interpersonal interactions of a local group of people. The theory is based on the belief that when people get together in a group, there are three main interpersonal needs they are looking to obtain – affection/openness, control and inclusion. Schutz developed a measuring instrument that contains twelve scales of nine-item questions, and this became version B (for "Behavior"). This technique was created to measure how group members feel when it comes to inclusion, control, and affection/openness or to be able to get feedback from people in a group.</p> <p>Element B measures interpersonal behavior in three areas:²</p> <ul style="list-style-type: none"> • Inclusion: The amount of interaction that a person exhibits toward others, receives from others and wants to exhibit and receive. Inclusion refers to how much interaction a person wants. • Control: The structure of the interaction that a person exhibits toward others, receives from others and wants to exhibit and receive. Control refers to influence, decision-making and being in charge. • Openness: The depth of interaction that a person exhibits toward others, receives from others and wants to exhibit and receive. Openness refers to sharing of personal feelings and thoughts with others. <p>Openness according to Will Schutz is the degree to which I'm willing to open to another person. Openness varies across time, among individuals, and within relationships.³</p> <p>The behavior with openness is a function of two aspects: the rational and the defensive. The rational part results from my preference for a certain amount of openness in one's life. The defensive aspect results from one's fear of being too open and thus vulnerable to being rejected and unloved. When I am flexible and rational, I can adapt to different situations. When I am some mixture of the rational and defensive, depending on how I feel about myself. The worse I feel, the more defensive I am</p>	[07]	CO2	L2
(c)	<p>Write an essay on T-group sensitivity training,</p> <p>Participants work together in a small group of 8-14 people, over an extended period. Learning comes through analysis of their own experiences, including feelings, reactions, perceptions, and behavior.</p> <p><u>Underlying Assumptions</u></p> <p>Underlying the T-Group are the following assumptions about the nature of the process which distinguish T-Groups from other more traditional models of</p>	[10]	CO2	L3

learning:

- **LEARNING RESPONSIBILITY.** Each participant is responsible for their own learning. What a person learns depends upon their own style, readiness, and the relationship they develop with other members of the group.
- **STAFF ROLE.** The staff person's role is to facilitate the examination and understanding of the experience in the group. They help participants to focus on the way the group is working, the style of an individual's participation, or the issues that are facing the group.
- **EXPERIENCE and CONCEPTUALIZATION.** Most learning is a combination of experience and conceptualization. A major T-Group aim is to provide a setting in which individuals are encouraged to examine their experiences together in enough detail so that valid generalizations can be drawn.
- **AUTHENTIC RELATIONSHIPS and LEARNING.** A person is most free to learn when they establish authentic relationships with other people and thereby increases their sense of self-esteem and decreases their defensiveness. In authentic relationships people can be open, honest, and direct with one another so that they are communicating what they are actually feeling rather than masking their feelings.
- **SKILL ACQUISITION and VALUES.** The development of new skills in working with people is maximized as a person examines the basic values underlying the behavior, as they acquire appropriate concepts and theory, and as they can practice new behavior and obtain feedback on the degree to which the behavior produces the intended impact.

Goals and Outcomes

Goals and outcomes of a T-Group can be classified in terms of potential learning concerning individuals, groups, and organizations.

- **THE INDIVIDUAL POINT OF VIEW.** Most T-Group participants gain a picture of the impact that they make on other group members. A participant can assess the degree to which that impact corresponds with or deviates from their conscious intentions. They can also get a picture of the range of perceptions of any given act. It is important to understand that different people may see the same piece of behavior differently - for example, as supportive or antagonistic, relevant or irrelevant, clear or ambiguous - as it is to understand the impact on any given individual or a specific event.

Many people report that they try out behavior in the T-Group that they have never tried before. This experimentation can enlarge their view of their own potential and competence and provide the basis for continuing experimentation.

- **THE GROUP POINT OF VIEW.** T-Groups often focus on forces which affect the group, such as the level of commitment and follow-through resulting from different methods of making decisions, the norms controlling the amount of conflict and disagreement that is permitted, and the kinds of data that are gathered. Concepts such as cohesion, power, group maturity, climate, and structure can be examined using the experiences in the group to better understand how much these same

	<p>forces operate in the back-home situation.</p> <ul style="list-style-type: none"> • THE ORGANIZATION POINT OF VIEW. Status, influence, division of labor, and styles of managing conflict are among organizational concepts that may be highlighted by analyzing the events in the T-Group. Subgroups that form can be viewed as analogous to units within an organization. It is then possible to look at the relationships between groups, examining such factors as competitiveness, communications, stereotyping, and understanding. 			
4	<p>Case study - Compulsory</p> <p>“Delegate, doesn’t mean assign a task and forget about it”</p> <p>A manager gives a task to an employee and the work is not completed in the desired way. This indicates that the task was poorly divided between the two persons in question. The person who assigned the task did not break it down appropriately and did not follow up thoroughly enough with the employee. The person receiving the information does not understand it or misinterprets it. They perform the task, but not according to the requirements. This may lead chaos in the working environment.</p>			
	<p>Q.4. Assess the above situation and explain how appreciative enquiry and group relations will help to overcome the problem.</p> <p>Three concepts form the foundation, sometimes called the “three-legged stool” of Appreciative Inquiry: appreciation, inquiry, and wholeness.</p> <p>What are the components of an Appreciative Inquiry process?</p> <p>Whether you’re using Appreciative Inquiry one-on-one, or with 1,000 people, the AI process will follow four distinct phases, called the 4-D Cycle:</p> <ul style="list-style-type: none"> • <i>Discovery</i>: participants explore “the best of what is,” identifying the organization’s strengths, best practices, and sources of excellence, vitality, and peak performance. • <i>Dream</i>: participants envision a future they really want – a future where the organization is fully engaged and successful around its core purpose and strategic objectives. • <i>Design</i>: participants leverage the best of what is and their visions for the future to design high-impact strategies that move the organization creatively and decisively in the right direction. • <i>Destiny (sometimes also called Deploy)</i>: participants put the strategies into action, revising as necessary. 	[10]	CO4	L4

Course Outcomes		PO1	PO2	PO3	PO4	PO5
CO1:	Have in-depth understanding the various personality traits which promotes personal growth	1a, 2a,3a				
CO2:	Analyze the concepts of human personality, behavior and functioning of mind	1b,2b, 2c, 3b, 3c				
CO3:	Learn and apply the psychometrics tests in understanding the personality traits					

CO4:	Develop the greater insight of self, and others through various theories and prepare the developmental plan for interpersonal effectiveness	1c				4
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Cognitive level	KEYWORDS
L1	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
L2	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
L3	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
L4	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
L5	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize.

PO1 – Theoretical Knowledge; PO2 – Effective Communication Skills; PO3 – Leadership Qualities; PO4 – Sustained Research Orientation; PO5 – Self-Sustaining Skills.

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