



Fourth Semester MBA Degree Examination, July/August 2022  
**Personal Growth and Interpersonal Effectiveness**

Max. Marks: 100

**Note: 1. Answer any FOUR full questions from Q.No.1 to Q.No.7.  
 2. Question No. 8 is compulsory.**

Important Note : 1. On completing your answers, compulsorily draw diagonal cross lines on the remaining blank pages.  
 2. Any revealing of identification, appeal to evaluator and /or equations written eg, 42+8 = 50, will be treated as malpractice.

- 1
  - a. Explain the meaning of Personal growth. (03 Marks)
  - b. Compare and contrast self awareness and self esteem. (07 Marks)
  - c. Illustrate the concepts of Ego states and defense mechanism. (10 Marks)
- 2
  - a. Mention the meaning of openness, confidentiality and blind spot. (03 Marks)
  - b. Illustrate the self disclosure and feedback styles. (07 Marks)
  - c. Analyze the process of discovering Facets of interpersonal trust through Johari Window. (10 Marks)
- 3
  - a. Write the meaning of Personality? (03 Marks)
  - b. Illustrate Carl Jung's theory of personality. (07 Marks)
  - c. What are the barriers to changing attitude and how to overcome those barriers of personality? (10 Marks)
- 4
  - a. Recall the meaning of personal change. (03 Marks)
  - b. Analyze the concepts of social adjustments and habit formation. (07 Marks)
  - c. Illustrate the seven habits of highly effective people. (10 Marks)
- 5
  - a. Define terms inclusion and control. (03 Marks)
  - b. Explain the concepts of conflict resolution technique and types of negotiation outcomes. (07 Marks)
  - c. Illustrate the process of discovering the interpersonal orientation through FIRO-B. (10 Marks)
- 6
  - a. Recite the meaning of T-group sensitivity training. (03 Marks)
  - b. Explain the types of transactions and time structuring. (07 Marks)
  - c. Illustrate concepts of life position, scripts and game. (10 Marks)
- 7
  - a. Define creativity and innovation. (03 Marks)
  - b. Explain the blocks to creativity. (07 Marks)
  - c. Discuss the six thinking hats. (10 Marks)

## 8 CASE STUDY: (compulsory)

Mr. Paul and Mr. Jay are working for Xenon a manufacturing company. They are sincere and loyal to the company. Both of them have conflicting view regarding their ratings in the organization. The contention of Mr. Paul is "I have been in the organization for three years. Nobody has made an effort to get to know me. Infact even my boss is not totally aware of the work I do. I think I am working my life even though I am contributing to the organization." The contention of Mr. Jay is " I am a Chemical Engineer but all the mark related to my area is given to a Mechanical Engineer. This person is a big showoff and most of the time talking about his own work. He has more friends than I have but as for as the quality of work is concerned, I think I am superior," considering the statement of Mr. Paul and Mr. Jay.

Questions :

CMRIT LIBRARY  
BANGALORE - 560 037

- a. Analyze the seriousness of the situation and what steps are needed to resolve the above issue. (10 Marks)
- b. Would you suggest any structural change to resolve the issue? Justify. (10 Marks)

\* \* \* \* \*

**SOLUTIONS – PGIE – SEM 4 – AUGUST 2022**

Q.NO	QUESTIONS & SOLUTIONS
1A	<p><b>EXPLAIN THE MEANING OF PERSONAL GROWTH</b></p> <p>Personal growth refers broadly to <b>a subset of personality development that relates to the process of becoming better in a personally meaningful way.</b></p>
1B	<p><b>COMPARE AND CONTRAST SELF AWARENESS AND SELF ESTEEM</b></p> <p>How good or successful you think you are This refers to: - how much you like, rate and value yourself- how confident you are, how much you believe in yourself Example of high self-esteem: likes, accept and believe in yourself. Usually feels confident, knows what your strengths are and works hard at becoming even stronger, works hard at improving your weaknesses</p> <p>Self-esteem Self-development Know Yourself Like yourself Improve yourself Know your: skills, strengths, weaknesses, likes, dislikes, interests, goals, values Believe in yourself, respect yourself, value yourself, have confidence Strengthen weaknesses, build on your skills and strengths.</p> <p>Many factors/things influence/affect the way in which you see yourself. Factors: What other people say about you What happens in your life How well you cope with difficult things in your life Your response/reaction to your successes and failures How popular you think you are, how much you think your friends like you How family, friends and other important people in your life treat you Media (newspapers, magazines, TV and radio, cellphone, MXIT, facebook etc) Watch video clip (Influence of media)</p>
1C	<p><b>ILLUSTRATE THE CONCEPT OF EGO AND DEFENCE MECHANISM</b></p> <p><b>Ego</b>, in psychoanalytic theory, that portion of the human personality which is experienced as the “self” or “I” and is in contact with the external world through perception. It is said to be the part that remembers, evaluates, plans, and in other ways is responsive to and acts in the surrounding physical and social world. According to psychoanalytic theory, the ego coexists with the id (said to be the agency of primitive drives) and superego (considered to be the ethical component of personality) as one of three agencies proposed by Sigmund Freud in description of the dynamics of the human mind.</p> <p>Ego (Latin: “I”), according to Freud, comprises the executive functions of personality by serving as the integrator of the outer and inner worlds as well as of the id and the superego. The ego gives continuity and consistency to behaviour by providing a personal point of reference which relates the events of the past (retained in memory) with actions of the present and of the future (represented in anticipation and imagination). The ego is not coextensive with either the personality or the body, although body concepts form the core of early experiences of self. The ego, once developed, is capable of change throughout life, particularly under conditions of threat, illness, and significant changes in life circumstances.</p> <p>The newborn human infant reacts to but cannot control, anticipate, or alter sources of stimulation, be they external or internal. At this stage perception is primitive and diffuse, motor activity is gross and uncoordinated, and self-locomotion is impossible. Learning is limited to the simplest type of stimulus-response conditioning.</p> <p>The infantile ego develops in relation to the external world and reflects (as psychoanalysis has emphasized) the helpless and dependent infant’s efforts to alter</p>

	<p>or alleviate painfully intense stimuli. Mechanisms evolve for controlling tension while seeking means by which gratifications can be obtained, and these mechanisms develop into increasingly complex forms of mastery.</p> <p>Ego defense mechanisms are unconscious psychological processes that help an individual to prevent anxiety when exposed to a stressful situation. These mechanisms are important in psychiatric practice to assess an individual’s personality dynamics, psychopathologies, and modes of coping with stressful situations, and hence, to design appropriate individualized treatment. Our study delineates the relationship of ego defense mechanisms with anxiety, depression, and academic performance of Pakistani medical students.</p>
2A	<p><b>MENTION THE MEANING OF OPPENNES, CONFIDENTIALITY AND BLIND SPOT</b></p>
	<ul style="list-style-type: none"> <li>• Open: The open area is that part of our conscious self – our attitudes, behavior, motivation, values, way of life – of which we are aware and which is known to others. We move within this area with freedom. We are “open books”.</li> <li>• Hidden: Our hidden area cannot be known to others unless we disclose it. There is that which we freely keep within ourselves, and that which we retain out of fear. The degree to which we share ourselves with others (disclosure) is the degree to which we can be known.</li> <li>• Blind: There are things about ourselves which we do not know, but that others can see more clearly; or things we imagine to be true of ourselves for a variety of reasons but that others do not see at all. When others say what they see (feedback), in a supportive, responsible way, and we are able to hear it; in that way we are able to test the reality of who we are and are able to grow.</li> <li>• Unknown: We are more rich and complex than that which we and others know, but from time to time something happens – is felt, read, heard, dreamed – something from our unconscious is revealed. Then we “know” what we have never “known” before.</li> </ul>
2B	<p><b>ILLUSTRATE THE SELF DISCLOSURE AND FEEDBACK STYLES</b></p>
	<p>Self-disclosure is the process of passing on information about yourself to someone else – whether you intend to or not! The details can range from the superficial, such as your favorite food or TV show, to deeply personal information, such as religious beliefs, and big turning points in your private life.</p> <p>There are two types of self-disclosure: verbal and nonverbal. We self-disclose verbally,</p>

for example, when we tell others about our thoughts, feelings, preferences, ambitions, hopes, and fears. And we disclose nonverbally through our body language, clothes, tattoos, jewelry, and any other clues we might give about our personalities and lives.

In this article, we focus on verbal self-disclosure. However, nonverbal signals are always present in our interactions, so be alert to all the different ways that you can reveal yourself to others.

### **Why Is Self-Disclosure Important?**

**Research** suggests that self-disclosure plays a key role in forming strong relationships. It can make people feel closer, understand one another better, and cooperate more effectively.

Emotional (rather than factual) disclosures are particularly important for boosting **empathy** and building trust. And sharing your feelings with colleagues can allow you to manage your stress and even to **avoid burnout**.

There may also be times when you need to inform your manager or HR department about highly personal information – such as a serious medical diagnosis, financial difficulties, or a family issue. As well as keeping you in line with company policies, this type of self-disclosure is essential for accessing the support that you need.

Both feedback and self-disclosure are essential communications skills. Through self-disclosure we reveal things about ourselves to others in a way that allows us to be vulnerable and demonstrates that we trust the others in the group. Self-disclosure by one person tends to lead to self-disclosure by others increasing group sharing and trust. This is an important behavior for leaders to model to participants since it helps establish symmetrical communication and encourages group bonding. Sharing leads to trust. But, one has to trust in order to share, therefore start with sharing. It is here that leaders modeling sharing behavior becomes crucial.

It is important to remember, however, that the level of self-disclosure has to start slowly. If you get "too deep too fast", you will frighten others away from sharing. Like Space Tolerance, different people are comfortable with different levels of self-disclosure. In order to create a "safe environment" for all group members you will need to model levels of disclosure that are appropriate for all members of the group. You can usually tell whether people are comfortable going deeper. If responses suddenly get "light and silly" it may be that people aren't ready to go any further. Slack off and let the group or individual(s) get there at their own pace.

Feedback is a tool for leaders to encourage positive behavior change, to correct inappropriate behavior, and to help others see themselves more clearly. Remember, like self-disclosure, feedback is a powerful tool that should be used carefully so as to be at a level appropriate to the individual or group. Leaders should also be prepared to give each other feedback throughout the trip to see how things are progressing.

### **Tips on Giving Feedback**

- Decide whether the feedback should be to the entire group or to an individual. If you are giving feedback to an individual, decide whether it needs to be done in private.
- Feedback should be descriptive rather than evaluative. For example, "When you were at the crux of the climb and seemed to be having difficulty, I felt that you took charge of yourself and continued the climb."
- Feedback should focus on specific behaviors and actions rather than on generalizations. For example to be told that one is dominating is not productive. Instead, tell the person, "when we got into camp you told everyone else what to do and did not allow anyone else to take an active role."
- Give feedback that focuses on behavior the person can change. People will only be frustrated if they are reminded of something over which they have no control or can't change quickly.
- Feedback can be focusing on positive aspects of the person or group or negative aspects. When focusing on negative aspects, be sensitive to focusing on specific behavior that is problematic. Make sure that you express that you value the person, but have a problem with the specific behavior. Use "I language" to communicate.
- Make sure the timing is right to give someone feedback. In general it is best to give feedback at the earliest opportunity. However, if the person is not going to be receptive to feedback at this point (disappointed, angry, etc.), then giving it will not be helpful.
- Try to express your feedback from a point of reference that will make sense to the person.

2C

ANALYZE THE FACETS OF DISCOVERING INTERPERSONAL TRUST THROUGH JOHARI WINDOW.

The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. This model can also be used to assess and improve a group's relationship with other groups. **This model is particularly useful in team development.**

It was devised by American psychologists Joseph Luft and Harry Ingham in 1955 while researching group dynamics at the University of California Los Angeles. The model was first published in the Proceedings of the Western Training Laboratory in Group Development by UCLA Extension Office in 1955 and was later expanded by Joseph Luft. **Today the Johari Window model is especially relevant due to modern emphasis on, and influence of, 'soft' skills, behaviour, empathy, cooperation, inter-group development and interpersonal development.**

The Johari Window concept is particularly helpful in understanding employee/employer relationships within the Psychological Contract. Over the years, alternative terminology has been developed and adapted by different people - particularly leading to different descriptions of the four regions, hence the use of different terms in this explanation.

This model is also referred to as a 'disclosure/feedback model of "self-awareness" and

by some people an "information processing tool".

- The Johari Window actually represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their group, from four perspectives, which are described below.
- The model can also be used to represent the same information for a group in relation to other groups. Terminology hereafter refers to 'self' and 'others': 'self' means oneself, ie, the person subject to the analysis. 'Others' means other people in the person's group or team.
- The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information - feelings, motivation, etc - known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group. The four regions in the model are outlined in detail below.

**Note:** When the Johari Window model is used to assess and develop groups in relation to other groups. The 'self' would be the group, and 'others' would be other groups. However, for ease of explanation and understanding of the model and examples in this article, think of the model applying to an individual within a group, rather than a group relating to other groups.

#### **What are the Four Regions of the Johari Window Model?**

1. What is known by the person about him/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**
2. What is unknown by the person about him/herself but which others know - **blind area, blind self, or 'blindspot'**
3. What the person knows about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**
4. What is unknown by the person about him/herself and is also unknown by others - **unknown area or unknown self**

Like some other behavioural models (eg, Tuckman, Hersey/Blanchard), the Johari Window is based on a four-square grid - **it is like a window with four 'panes'**. Here's **how the Johari Window is normally shown, with its four regions:**



This is the standard representation of the Johari Window model, showing each quadrant the same size.

3A WRITE THE MEANING OF PERSONALITY

**Personality**, a characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.

3B ILLUSTRATE CARLS JUNG THEORY OF PERSONALITY

Carl Gustav Jung was a Swiss psychiatrist whose research was deeply-rooted in psychoanalysis. He was greatly influenced by Sigmund Freud and even conducted research alongside him. Eventually, though, Jung disagreed with many of Freud's theories. Jung is best known for his research in personality, dream analysis and the human psyche.

His theories are so revered that they were made into their own school of psychotherapy: **Jungian psychology**, which is also called **analytical psychology**. Let's look deeper into the main theories of Jungian psychology.

**Personality Theory**

In his theory of personality, Carl Jung distinguishes two different attitude types: Introverts, which are those people who receive stimulation from within, and extroverts, which are those who receive their stimulation from the environment.

Introverts can be perceived as withdrawn or shy, but they are more defined as those who



	<p>get their energy from being alone and being able to recharge through less stimulating activities, whereas extroverts get their energy from being around other people and engaging in stimulating activities. For example, Donna is an extrovert. She loves to go out on adventures with lots of people and see exciting new things. Her friend David, though, is the opposite. Given the choice, he'd rather read a book on his couch than go skydiving with Donna. David is an introvert.</p> <p>Jung also separates introverts and extroverts into four subtypes according to the functions that control the way they perceive the world. Both introverts and extroverts can be any of these subtypes, so there are eight possible personality types. These four functions are:</p> <p>1. <i>Thinking</i></p> <p>Applying reasoning to the situations and environments you encounter. For example, David likes to think things through and consider all the pros and cons before he makes a decision about anything.</p> <p>2. <i>Feeling</i></p> <p>Applying subjective, personal assessment to the situations and environments you encounter. Unlike David, Donna relies on her feelings to tell her how to make a decision. If something feels good, she goes for it; if it doesn't, she avoids it.</p> <p>3. <i>Sensation</i></p> <p>Applying aesthetic value to the situations and environments you encounter. For example, when deciding how to arrange his living room, David tries to make things very symmetrical. If there's a chair on one side of the room, he has to put the same chair on the other side of the room to balance it. This symmetry makes the room look nice.</p> <p>4. <i>Intuition</i></p> <p>Using your unconscious or the mystical to understand your experiences. For example, Donna thinks David is arranging his furniture all wrong. Donna believes it is important to arrange furniture more spaced apart in order to bring about positive energy.</p>
3C	WHAT ARE THE BARRIERS TO CHANGING ATTITUDE AND HOW TO OVERCOME THOSE BARRIERS OF PERSONALITY
	<p>Attitudes of employees are not always rigid, these can be changed. Sometimes, it is in the best interests of the organization to try to do so. For example, if the employees have got a negative attitude towards their job or towards the management and organization, he is dissatisfied, he feels that he is not taken care of by the management; management would like to change this attitude, because happy work force is the major strength of the organisation. But sometimes, attitudes change is very difficult to accomplish because of certain barriers. Therefore, the job of the management is to identify these barriers and then examine the ways of overcoming them and effectively changing the attitudes.</p>

**All these points are explained in detail as follows:**

*Types of Change:*

ADVERTISEMENTS:

**The changes in attitude can be classified into the following two types:**

**1. Congruent Change:**

Congruent change in attitude means that the change is a movement in the same direction but the intensity of feeling is reduced. For example, if a person dislikes his boss very much, this negative attitude may persist, but the degree of dislike will be reduced.

**2. Incongruent Change:**

ADVERTISEMENTS:

Incongruent change involves change of direction itself from negative to positive or vice versa towards the person. For example, if in the above example, that person starts liking his boss; this is a change from negative to positive attitude.

*A. Barriers to Changing Attitudes:*

**There are a number of barriers which prevent people from changing their attitudes:**

**1. Prior Commitments:**

One barrier to change of attitude is prior commitments. This occurs when people feel a commitment to a particular course of action and are unwilling to change. Theory and research have also supported escalation of commitment which means, tendency of the decision makers to persist with failing course of action.

ADVERTISEMENTS:

For example, if the president of a company is an MBA from IIM, Ahmedabad and he himself appoints a marketing manager who is also from the same institute.

Unfortunately, the things are not working out well and the marketing manager is not

very good. However, as the president has himself hired this man, he is unwilling to admit the mistake. Using the ego-defensive function of attitudes, the president distorts all negative information received about the marketing manager and continues to believe that everything is going well and the right selection decision was made.

## **2. Strong Commitment:**

If an employee is strongly committed, it becomes difficult to change his or her attitude. In other words we can say that the stronger the belief about the attitude, the harder it is to change it.

## **3. Publicly Expressed Attitudes:**

ADVERTISEMENTS:

Attitudes that have been expressed publicly are more difficult to change. This is because of the fact, that it requires a lot of effort for one to admit his or her mistake.

## **4. Low Credibility:**

The term credibility implies trust, expertise and objectivity. Employees are least interested in responding to change the efforts made by someone who is not liked, has low rate of credibility and is not convincing. If people hate you, they are least interested in adopting your message.

## **5. Insufficient Information:**

ADVERTISEMENTS:

Sometimes people do not see any reason as to why they should change their attitudes. The boss may not like the negative attitude of the subordinate, but the subordinate may be quite pleased with his own behaviour. Till the boss shows him that his negative attitude will hinder his career progress and his salary increase, he will continue to have the negative feelings. This is particularly true when the attitude is a result of poor treatment by the management. The worker will use the negative attitude to serve an

adjustment function “I can’t respect a manager who treats us the way he does.”

### **6. Degree of Fear:**

If there is a low level of fear, people often ignore it as the warnings are not strong enough to warrant attention. Similarly, if a very high degree of fear is used, people again reject the message and refuse to be persuaded as the warnings are too threatening and thus not believable. In both these situations it is difficult to change the attitude of employees.

*B. Ways of Overcoming the Barriers and Changing the Attitudes:*

ADVERTISEMENTS:

**A few important ways in which the barriers can be overcome and the attitudes can be changed are as explained below:**

#### **1. Providing New Information:**

One of the ways of changing the attitudes is by providing new information. Sometimes, this information will change a person’s beliefs and in this process his attitudes. This is specifically true when the reason for the negative attitude is insufficient or misleading information. For example, people generally have a negative attitude towards the staff at railway reservation counters.

They believe that the staff avoids the work. Therefore, whenever there is some delay in getting the reservation, people express their displeasure towards the staff. Such a negative attitude can be changed by drawing the attention of public towards the circumstances in which the staff works. Sometimes, the staff is to deal with illiterate or ignorant passengers which consume a lot of time.

ADVERTISEMENTS:

#### **2. Use of Fear:**

A second way of changing the attitudes is through the use of fear. Research has found

out that fear can cause some people to change their attitude. However, the degree of fear is very important for the final outcome.

**We can explain it with the help of the following table:**

Degree of fear	Outcome	Reason
(i) Low level of fear	People often ignore them	Warnings are not strong enough to warrant attention.
(ii) Moderate level of fear	People change their attitudes	People become aware of the situation.
(iii) High degree of fear	People reject the message and refuse to be persuaded	Warnings are too threatening and thus not believable.

For example, the department of health and social welfare prepares an antismoking commercial. If the commercial threatens the people that they will die of cancer if they don't quit smoking, people simply shut it out and refuse to listen because it is too threatening. As a result the commercial will not have the desired impact. On the other hand, if before giving the advertisement of a cigarette, we give a statutory warning that "cigarette smoking is injurious to health", it is a very low level fear and people often ignore it. Therefore, health officials should find commercials that use only moderate fear arousal.

### **3. Resolving Discrepancies:**

#### **ADVERTISEMENTS:**

Another way of changing the attitudes is by resolving discrepancies between attitudes and behaviour. For example, research shows that when a person has more than one offer of a job and he has to make a choice, he often feels that his final choice may have been a mistake.

However, the theory of cognitive dissonance says that this mild conflict or dissonance will not last long because people will try to actively reduce the dissonance by attitude and behaviour change. When he takes the new job and starts working, he will start having negative feelings towards the jobs which he has not chosen and positive ones towards the job which he has chosen. In the end, he will conclude that he has indeed

made the right choice.

#### **4. Influence of Friends or Peers:**

Change of attitude can come about through persuasion of friends or peers. Credibility of the others, especially the peers, is important to effect change. Peers with high credibility shall exercise significant influence as compared to those peers who have low credibility.

#### **5. The Co-opting Approach:**

Another way in which attitude change takes place is by co-opting, which means taking people who are dissatisfied with a situation and getting them involved in improving things. For example, an employee feels that the company should be doing something for improving the employees' benefits. The company appoints him as a member of the employees benefit committee. By giving him the opportunity to participate in employee benefit decision making, the company increases the chances that his attitude will change. Once he realizes the practical problems involved in determining the best possible benefits and the efforts and hard work involved in it, he is most likely to change his attitude.

ADVERTISEMENTS:

#### **6. Oral Persuasion Technique:**

All the attitude change techniques are not equally effective across different situations.

Another way in which attitude can be changed is through oral-persuasion. Oral persuasion techniques are most effective when you use a positive and tactful tone, present strong evidence and use logic to support your position.

#### **7. Training Sessions:**

The use of training sessions in which employees share and personalize their experiences and practice new behaviors can be a powerful stimulant for changing attitude.

4A	RECALL THE MEANING OF PERSONAL CHANGE
	<p>Personal change <b>emerges from the learning that occurs during the self-examination and reflective process</b>. Learning results from feedback, adaptation, and personal accountability (action) that is taken as we move ourselves to a higher state of self-awareness and responsibility.</p>
4B	ANALYZE THE CONCEPTS OF SOCIAL ADJUSTMENTS AND HABIT FORMATION
	<p>Habits are largely absent from modern social and personality psychology. This is due to outdated perspectives that placed habits in conflict with goals. In modern theorizing, habits are represented in memory as implicit context–response associations, and they guide responding in conjunction with goals. Habits thus have important implications for our field. Emerging research shows that habits are an important mechanism by which people self-regulate and achieve long-term goals. Also, habits change through specific interventions, such as changes in context cues. I speculate that understanding of habits also holds promise for reducing intergroup discrimination and for understanding lay theories of the causes for action. In short, by recognizing habit, the field gains understanding of a central mechanism by which actions persist in daily life.</p>
4C	ILLUSTRATE THE HABITS OF HIGHLY EFFECTIVE PEOPLE
	<p>Stephen R. Covey’s book, <i>The 7 Habits of Highly Effective People</i>, continues to be a bestseller for the simple reason that it ignores trends and pop psychology and focuses on timeless principles of fairness, integrity, honesty, and human dignity.</p> <p>One of the most compelling books ever written, <i>The 7 Habits of Highly Effective People</i>, has empowered and inspired readers for over 25 years. It’s also played a part in the transformation of millions of lives across all age groups and professions.</p> <p>No matter how competent a person is, they will not have sustained and lasting success unless they can effectively lead themselves, influence, engage and collaborate with others and continuously improve and renew their capabilities. These elements are at the heart of personal, team, and organizational effectiveness.</p>

5A	DEFINE TERMS INCLUSION AND CONTROL
	<p>Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life.</p> <p><b>Control IS the ability or power to decide or strongly influence the particular way in which something will happen or someone will behave,</b></p>
5B	EXPLAIN THE CONCEPTS OF CONFLICT RESOLUTION TECHNIQUE AND TYPES OF NEGOTIATION OUTCOMES
	<p>Conflict can be a common part of many workplaces. While conflict can encourage change and inspire new ideas and processes, it's important to know how to negotiate during conflicts. This skill allows you to reach a reasonable outcome among all parties. In this article, we explain what conflict negotiation is, how to negotiate conflicts effectively and what skills you can develop to be a good conflict negotiator.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>What is conflict negotiation?</b></p> <p>Conflict negotiation is communication focused on finding an agreement that addresses the concerns of parties who want different outcomes. Common situations that involve handling conflicts in negotiation include:</p> <ul style="list-style-type: none"> <li>• <b>Compensation:</b> Whether setting a salary for a new employee or entering a contract with a vendor, finding a mutually acceptable rate often requires negotiating between differing ideas of fair pay.</li> <li>• <b>Disputes between employees:</b> Employees may sometimes encounter conflict about responsibilities or work quality. Resolving these concerns through conflict negotiation is a primary duty of many supervisors and managers.</li> <li>• <b>Disputes between a business and the public:</b> Businesses that serve the public sometimes need to respond to a dissatisfied customer or group of concerned individuals. For example, a restaurant manager could enter conflict negotiation with a dissatisfied customer to resolve an issue with a meal.</li> <li>• <b>Disagreements during collaboration:</b> Project teams could encounter conflict on factors like how to use limited resources or approach a client request.</li> </ul> </div>
5C	ILLUSTRTE THE PROCESS OF DISCOVERING INTERPERSOAL ORIENTATION THROUGH FIRO-B
	The FIRO-B Assessment is a unique instrument that doesn't actually "measure" anything. Instead, it provides a score that is used to estimate how comfortable an



individual is with a specific behavior.

**The FIRO-B test includes three main areas:**

- *Inclusion*
- *Control*
- *Affection*

When referencing these specific words used in this assessment, it is important to understand the author's definition of each.

Inclusion is defined by the relationships one prefers to form with others. It explains the extent of which an individual enjoys or feels an aversion to being involved and invited by others. It can be the amount of recognition they prefer to receive or acknowledgement for a job well done or their preference to be invited to an after-hours work event. This word can also be associated with how much attention a person prefers to have from others.

Control is a word that can often carry a negative connotation, but in reference to the definition for this assessment, this word has to do with a preference for having an influence over others. It deals with a person's preference for making decisions and amount of responsibility one may want to have. Most people who score high in this area have a keen power of persuasion and are professional leaders.

Affection is a word which is often misunderstood when used in the context of the FIRO-B. Many believe the definition of this word to mean a felling of love or strong attachment. However, Schultz used this word to describe individuals interpersonal need for simple one-on-one relationships. It has to do with the want to know others on a personal level or how much an individual prefers to share their personal life with others. It has to do with the warmth of their demeanor and how supportive or empathetic an individual prefers to be and receive. Most individuals who score high in this area are known to be open with others, as well as, supportive of other's needs.

**Each area is also modified by two further factors:**

- *Expressed Behavior*
- *Wanted Behavior*

In short, Expressed Behavior is related to how comfortable we feel about exhibiting a behavior toward other people. Wanted behavior, on the other hand, is related to the level we want other people to exhibit a behavior toward us.

**When you apply Expressed Behavior and Wanted Behavior to the three main areas of the FIRO-B test—Inclusion, Control, and Affection—you end up with six main sections of the FIRO-B test as followed:**

- *Expressed Inclusion:* This score dictates the level to which you make an effort to

	<p>include others in your activities, as well as the extent that you work to get others to include you in their events. The higher the score, the more likely you are to want to engage socially and join a larger amount of social groups.</p> <ul style="list-style-type: none"> <li>• <i>Wanted Inclusion:</i> This score will show you the extent that you want others to include you in their activities (without you instigating it), and your need to belong. The higher the score, the more likely you are to want to be invited to social gatherings and social groups. Unlike Expressed Inclusion, this doesn't mean you will necessarily initiate the request, but you do want to be invited and included.</li> <li>• <i>Expressed Control:</i> This section tells you about the extent that you feel comfortable influencing others and the degree that you make an effort to control a situation. Scoring higher is also related to one's comfort with organizing and taking responsibility for others.</li> <li>• <i>Wanted Control:</i> This score is connected with your comfort level of being in a situation with clear instructions and expectations, where your situation is pre-defined by others. In other words, your comfort level with someone else in charge and influencing the direction of your actions.</li> <li>• <i>Expressed Affection:</i> This score is associated with the extent to which you try and engage with people on a personal level. The higher the score is, the more comfortable you are with supporting others and being open with them.</li> <li>• <i>Wanted Affection:</i> This score tells you how comfortable you are with others taking a personal interest in you and acting warmly toward you in general. If you have a higher score in this section, then you tend to be more comfortable with others encouraging you and sharing personal matters with you.</li> </ul>
6A	Recite the meaning of T Group sensitivity training
	<p>A Training-Group, or T-Group, is a <b>type of experience-based learning</b>. 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>
6B	Explain the types of transactions and time structuring
	<p>Berne's methods of structuring time are an interesting attempt to classify human interactions. Ultimately, he regards all such experiences, save 'intimacy' as ways to attenuate the pain of being in the not OK position.</p> <p><b>Modes</b></p> <p><i>Withdrawal:</i> a state in which a person is physically but not psychologically present. A classic example would be the reams of schoolchildren daydreaming of being elsewhere. More insidiously, withdrawal can be a way of preventing oneself from getting close to another person, for example for fear of rejection, or for fear of getting involved in a relationship for which you are not emotionally ready. In Attachment Theory, this is described as a 'deactivating strategy.'</p>

*Rituals* are 'socially programmed.' Since the steps in order to participate in a ritual are clearly demarcated and understood, there is little room for variance. The advantage of this is a feeling of belonging, of concordance, of a sense of shared experience. An example would be football fans celebrating at a soccer match, worshippers kneeling at mass, people introducing themselves to one another. Ritual behaviours act as social lubrication, permitting us to behave in a way that is allowed, accepted and expected. The downside is that rituals, like withdrawal, prevent through intimacy and connection as there is very little self-expression, due to the necessity to follow a pre-arranged set of rules.

*Activities* are ways of spending time which pursue a well-defined goal. Examples include going to work, playing tennis, and cleaning your room. Activities may be necessary, productive, creative. They are an outlet for expression; however, they may be used as a mask for intimacy evasion, or an excuse in the form of a deactivating strategy, e.g, not spending time with a partner as you have 'too much work' to do. Pursuing careerism in this respect can be seen as an activity; activities can become all-consuming in an effort to drown out the noise of more basic emotional requirements which truly require attention, but which are less legible to the brain.

*Pastimes* are engagements which may be pursued for their own sake or which form a social function. They are performed with another, unlike activities which are often solitary. Pastimes serve to form the basis of new relationships without seeming threatening and help us to understand our role within society. Berne has outlined and hilariously names some of his favourite pastimes, enumerated here without explication, the names being self-evident: 'General Motors (comparing talks)', 'Who Won' ('man talk'), 'Wardrobe' ('lady talk'), 'What Became of (Good Old Joe)', and 'Morning After' (what a hangover!). As you can see, there is an element of ritual, but with more of a focus on conversation and getting to know someone. According to Berne, passing from the pastimes to a deeper level of communication is crucial for any form of meaningful relationship to develop.

*Games*: Berne has written a whole book about games, which he describes as a 'series of complementary ulterior transactions progressing to a well-defined predictable outcome.' They are characterised by a concealed motive or trap, which culminates in a dramatic outcome. Berne describes the childhood game of 'Mine is Better than Yours' as the seminal game. In a way, games simulate intimacy insofar as a serial string of reservations and statements are present, underlining the difficulty of one's life or the reasons for their misery, with the ultimate goal of proving that change is not possible. They differ from intimacy in that they arise from a fundamentally dishonest position and seek to evoke a specific feeling in the other party, or prove a specific point, as in 'Now I've Got You, You Son of a Bitch' or 'Ain't it Awful' or 'If It Weren't For You, I Could.' Games are frequently employed by those in the 'Not OK' position as a way of receiving a simulation of the validation they cannot get from intimacy.

*Intimacy*: seen by Berne as the highest ideal in time-structuring, it is based on mutual acceptance of the 'I'm OK – You're OK' position, and renders other forms of time structuring unnecessary. No ulterior goals exist, both parties occupy their Adult, and they interact without fear of judgement. They are less shaken by issues which would

	<p>prove damaging to many other couples who are not as secure, for example, a forgotten anniversary date is less likely to sour relations between a truly intimate couple, compared to those whose relationship is bound to the demands of rituals and social expectation.</p>
6C	<p>Illustrate the concepts life positions, scripts and games</p>
	<p>Berne (1972 p.136) identifies seven elements of script apparatus in order to understand how script works:</p> <ol style="list-style-type: none"> <li>1. <b>Payoff or curse</b> describes messages from our parents or parental figures on how we will end up.</li> <li>2. <b>Injunctions or stoppers</b> according to Berne (1972 p.139) are <i>“the most important part of the script apparatus, and varies in intensity”</i>, and defines it as <i>“A prohibition or negative command from a parent”</i>.</li> <li>3. <b>Counterscript</b> is communicated later in life in which Berne (1972 p. 489) defines as: <i>“A possible life plan based on parental precepts.”</i></li> <li>4. <b>Modelling and copying behaviour</b> seen and heard contributes to how we fulfil our script and according to Berne, programs or patterns are present before the age of six the majority of the time.</li> <li>5. <b>Provocation or come-on</b> encourages and confirms our script belief, coming from the demon in the Parent.</li> <li>6. <b>The Demon</b> is an internal unpredictable impulsive voice in which Berne compares to the concept of Freud’s (1989 [1940]) ‘id’, although the reasoning why is unclear as he never went into detail to explain.</li> <li>7. <b>Antiscript, Spell-breaker or Internal Release</b>, is a form of self-destruction of script by the trigger of a pre-set real, or fantasy event made up in our minds, which frees the person from unhelpful script elements.</li> </ol> <p>In early childhood, and arguably even in the womb before we make our first appearance or entrance into the world, we are storing decisions within our mind and our body.</p> <p>When we move into script, somatic feelings stored within our muscles and nervous system give out clues and signs to those around us and ourselves.</p> <p>Immediacy is sensing a hunch of what is going on in the here and now and is a treasured counselling tool.</p> <p>Noticing these signs are not only valuable for us in order to learn how to change, but as counsellors within the therapeutic alliance, it allows us to spot what is going on with the client.</p> <p>Acutely observing someone’s breathing patterns, agitation or tonality of voice may indicate script signals</p>

7A	Define creativity and innovation
	<p>Creativity is the novel step of being the first to identify that something might be possible in the first place. But innovation is the action of putting things into practical reality, despite challenges and resistance, rather than just contemplating.</p> <p>Creativity is typically centered around original thought and knowledge, which unleashes potential and is an integral part of idea generation. Innovation, on the other hand, is used to turn the creative idea that you come up with into a viable solution.</p>
7B	Explain the blocks to creativity
	<p><b>MAJOR CAUSES OF A CREATIVE BLOCK.</b></p> <ul style="list-style-type: none"> <li>• Self doubt.</li> <li>• Comparing with others.</li> <li>• Personal problems.</li> <li>• Creative burnout.</li> <li>• Repeated rejections.</li> </ul> <p>These are some of the few reasons you're facing a creative block. And if you notice, most of them are internal factors rather external. Which calls for 'ACTION'</p> <p>Explain each more with examples</p>
7C	Discuss the six thinking hats
	<p>What's your instinctive approach to decision making? If you're naturally optimistic, then chances are you don't always consider the potential downsides to a decision. Similarly, if you're very cautious, you might not focus on opportunities that could open up.</p> <p>Whatever your gut tells you, the best decisions usually come after you've explored several ways of viewing a problem.</p> <p>However, it's easy to feel confused if you try to consider multiple angles at once. And things can get even more complicated – even combative – if your whole team weighs in with different points of view.</p> <p>"Six Thinking Hats" is a way of investigating an issue from a variety of perspectives, but in a clear, conflict-free way. It can be used by individuals or groups to move outside habitual ways of thinking, try out different approaches, and then think constructively about how to move forward.</p>

In this article, we'll explain the principles behind the Six Thinking Hats technique and examine how it could improve decision making for you and your team.

### **Who Invented "Six Thinking Hats"?**

The Six Thinking Hats approach was created by **Edward de Bono**, a Maltese physician, psychologist and philosopher. He used it in his work advising government agencies, but he also wanted it to be a practical tool for everyday problem solving. It first appeared in his 1985 book of the same name, which has since been revised several times. [1]

De Bono – who **died in 2021** – was also the inventor of "lateral thinking," a method of solving problems indirectly, often in creative and surprising ways. Similarly, Six Thinking Hats is a way to understand and explore different types of thinking.

### **Six Thinking Hats for Decision Making**

The Six Thinking Hats technique gets you to look at a problem in six different ways. It takes you and your team beyond any instinctive positions, so that you explore a range of perspectives. That way, you can carefully consider each one, without having to argue your case or make snap decisions about what's "right" or "wrong."

By the time you've tried out all six hats, you should have a rich collection of insights that will help you to decide your next steps.

Here's what each of the Six Thinking Hats represents:

Blue Hat: "the Conductor's Hat"

When you or your team are in blue hat mode, you focus on controlling your thinking and managing the decision-making process. You have an agenda, ask for summaries, and reach conclusions.

Green Hat: "the Creative Hat"

The green hat represents creative thinking. When you're "wearing" this hat, you explore a range of ideas and possible ways forward.

Red Hat: "the Hat for the Heart"

This hat represents feelings and instincts. When you're engaged in this type of thinking,

	<p>you can express your feelings without having to justify them logically.</p> <p>Yellow Hat: "the Optimist's Hat"</p> <p>With yellow hat thinking, you look at issues in the most positive light possible. You accentuate the benefits and the added value that could come from your ideas.</p> <p>Black Hat: "the Judge's Hat"</p> <p>This hat is about being cautious and assessing risks. You employ critical judgment and explain exactly why you have concerns.</p>
8	Case Study
	<p>Analyze the case on the below</p> <ol style="list-style-type: none"><li>1. Introduction</li><li>2.</li></ol>