

Government of India & Government of The Netherlands



DHV CONSULTANTS &
DELFT HYDRAULICS
with HALCROW, TAHAL,
CES, ORG & JPS

Training module:
***Personal effectiveness
in
HIS management***

Table of contents

1. Module context	page 03
2. Module profile	page 04
3. Session plan	page 05
4. Overhead / flipchart masters	page 10
5. Handout masters	page 33
6. Additional handout masters	page 51

1 Module context

All HIS managers need to acquire, develop and display the following three distinct managerial skill sets in equal measure, to ensure successful operationalisation and long-term sustainability of the HIS, viz. 1) *functional competency*, 2) *organizational competency* and 3) *personal competency*.

During Phase I of the project, primary focus was on developing *functional and organizational competencies* of the HIS managers. Current organizational needs indicate that the focus has now to be on improving the *personal competency*.

This module has been designed, developed for the delivery of a three-day training course on '*Personal Effectiveness in HIS Management*'

This training shall follow an interactive format with special emphasis on bringing about conceptual clarity, skill development and 'hands-on' practice of new managerial skills.

This will include providing guidance and coaching on –
how to improve internal collaboration and external co-operation,
how to resolve conflicts while dealing with difficult partners,
ways and means of bringing about creative solutions to problematic situations,
methods of obtaining high degree of results despite constraints and limitations imposed by hierarchical working environment etc.

In essence, the focus is on enhancing the personal effectiveness of all HIS managers for ensuring immediate operationalisation and long-term sustainability.

2 *Module profile*

Title	:	Personal effectiveness in HIS management
Target group	:	NWA & CW&PRS faculty
Duration	:	2 / 3 days
Objectives	:	After training, the participants will be able to be enhance personal effectiveness in : 1 building relationships 2 solving problems
Key concepts	:	Decision making Problem identification Harvard Method – Thumb rules 1, 2, 3, 4 & 5
Training methods	:	Open and focussed discussions Case studies Role play
Training tools required	:	OHS White board Markers – Black, Blue, Red and Green
Handouts	:	As prepared

3 Session plan

	Activity	Objective	Duration
0	<p>Preparations:</p> <ul style="list-style-type: none"> - Decide if it's going to be a two days or three days course. - Make changes in the introduction OH sheets accordingly. - Accordingly, make changes in the programme sheet in the 'handout'. - Make enough copies of the handouts and the additional handouts. - Arrange for chalk, disprin / eno tablet and ink. - Arrange for red, green, black &/or blue white board markers. - Ensure that the OHP works and you know how to operate it. - Arrange the seating in a 'U' shape at the venue. 		
Day 1			
1	<p>Introduction 1:</p> <ul style="list-style-type: none"> ▪ Make a formal beginning with self-introduction, the course objectives and the programme description (use OHS). ▪ Ask each participant to introduce himself (use OHS). Patiently listen, as each one tells her/his expectations. (Listen if they expect anything outside the purview of the course). ▪ State the course object once again, so that any additional expectations, "if not going to be met", are clarified (no scope for surprises). 	Icebreaker	45 min.
Break suggested			
2	<p>Introduction 2:</p> <ul style="list-style-type: none"> ▪ Question participants: 'What brings us together?' 'What is the common factor that bonds each one in the room?' Maneuver them, so as to get the answer from them – 'National Water Policy'. ▪ Give participants time to read the '2 page' note in their handout. Ask if they can visualize themselves performing the tasks listed. 	To make them realize the importance of their job.	15 min.
3	<p>Introduction 3:</p> <ul style="list-style-type: none"> ▪ Question participants: 'Does any one feel that s/he is not a manager?' Wait for replies. Announce that each is a manager, quoting personal examples: managing children, personal account, time, etc. ▪ Tell that there could be a variety of management styles, most common of all is 'management by crisis' giving example of the last minute budgets, reports etc. Another management style is called 'The Harvard method' or the 'Win Win method' the one that shall be learnt. ▪ Introduce the Harvard Method (use OHS) – narrate the five thumb rules. (State that each is interrelated but for the sake of understanding each will be dealt with separately). ▪ Announce that Thumb rules 1,2 & 3 are difficult where as 4& 5 are relatively easy. 	First introduction to Harvard Method	15 min.
4	<p>Self analysis</p> <ul style="list-style-type: none"> ▪ Question participants: 'As managers what are we expected to do?' Maneuver through replies but wait to hear the phrase 'managing resources'. ▪ Next, ask 'what are these resources?' List responses on board. Tabulate responses / rephrase to read as: Manage – Manpower, Material, Money, Machines ▪ Ask 'Which one of these is the most difficult to manage?' The answer would be 'Manpower'. ▪ Proceed to tell that manpower will always be the common factor (manager has to deal with material supplier, money provider or machine operator) State that since manpower / people are the most difficult to manage we need to learn a people based method i.e. "Harvard Method" ▪ Explain the attributes linked with 'People' (use OHS) – for a manager 'People' means caring for each relationship, which requires understanding each 'People' in the team, understanding the skill each possesses, using skills mastered through past experiences, resulting in satisfaction for each. ▪ Demonstrate using three glasses of water how we can categorize people as 'chalk, disprin or ink' i.e. either they change the surrounding (ink) or the surrounding influences them. ▪ Define 'Managing' (use OHS). Explain that for a manager, managing means applying creativity of self and of the team, managing requires building and maintaining relationships and a manger need to take / make decisions. 	A build-up to self analysis and their current management way of thinking	30 min.

	Activity	Objective	Duration
5	<p>Self analysis – Exercise</p> <ul style="list-style-type: none"> ▪ Provide handout (Naveen Bhonsle case) and explain the exercise. Part I – individually rate one option “1 to 5” per action listed as ‘A to T’ <i>Form groups with 3 / 4 participants per group</i> Part II – Discuss individual rating in groups till consensus is reached on each action. Instruct: ‘Do Not Compromise, discuss till either others are convinced or the self is convinced.’ Provide one scoring sheet to each group, explain the scoring method and assist in calculating the % of ‘X’, ‘Y’ and ‘A’. Tabulate ‘X’, ‘Y’ and ‘A’ percentages of each group on white board / flip chart. Explain ‘A’ signifies <u>avoiding making decisions</u> and the acceptable percentage should be in the range on ‘5% – 10%’. Distribute scoring sheet to each to calculate their individual scores. Give time to calculate. “DO NOT COLLECT THE SCORING SHEETS – THE RESULTS ARE A PERSONAL REFLECTION” 	To analyse oneself as a decision maker	60 min.
	Break suggested		
6	<p>Harvard Method – Thumb rule 1</p> <ul style="list-style-type: none"> ▪ Ask participants – ‘why do we need to learn new management methods?’ Wait till you get the answer as – ‘to solve problems’. Next ask - ‘what causes the problem?’ Maneuver participants to get the answer as – ‘argument / difference of opinion as the cause’ ▪ Explain the thumb rule 1: ‘to be able to distinguish between contents and relationship’. ▪ Demonstrate the concept diagrammatically by drawing three concentric circles - outer being green, central being black and the inner as red colors. Tell that the central circle represents the process of a discussion. ▪ Hypothesize that every discussion between the two individuals or groups would begin cordially. The relationship can be said to be green and is represented by the green circle. The moment the discussion turns into an argument, the relationship would be in the red and thus the red circle. ▪ Explain that the ‘Thumb rule 1’ asks each manager to – <ul style="list-style-type: none"> – Be alert of that moment when the discussion turns from green to red; – Make a conscious effort to separate the relationship from the contents. – Stop the discussion about the contents, rather discuss the relationship; – Continue to discuss relationship till the situation returns back to green; – Restart the discussion on contents only when in green. ▪ Explain by giving personal examples of how relationships are damaged. e.g. <ul style="list-style-type: none"> - producing the file is more important, not the person involved - getting your phone number is more important, not the operator - telling about too much salt in the food is more important, not the one who cooks. 	To demonstrate the importance of relationship	30 min.
7	<p>Problem solving – Exercise 1: “Water Quality case”</p> <ul style="list-style-type: none"> ▪ Provide “Water Quality case” handout and explain the exercise. Give time to read the text individually. ▪ Ask participants if the two main characters in the story are in the red or green circle. Tell them that both are in the red; explain further that <u>in every situation either both will be in the red or both shall be in the green.</u> ▪ Form groups with 3 / 4 participants per group. Ask to discuss the situation in groups so that each understands the situation. Instruct to assess the problem / s. ▪ Ask participants to make listing of all problems – defining each problem so as to be specific. Ask them to provide possible solutions to each of the problems defined. Provide enough time for this process. 	1. To be able to understand the meaning of being in state of green or red.	45 min.
	Break suggested		

	Activity	Objective	Duration
7	<p>Problem solving – Exercise 1: “Water Quality case” (continued)</p> <ul style="list-style-type: none"> ▪ Make an inventory of the problems by asking each group by rotation. Take care not to patronise or eliminate any one group. All get a chance. <i>Conclude that what appeared to be one problem is actually a series of problems or more problems, which may be hidden, and need to be explored / exposed before the process of finding solutions can begin.</i> ▪ Select one on the problems from the list – ‘lack of staff’, ask for all possible solutions from the groups. <i>Conclude that there are always more than one solution to every problem and more important – effective solutions are forthcoming only when in the green.</i> 	<p>2. To be able to identify / define problems.</p> <p>3. To be able to find more than one solution for each problem.</p>	30 min.
8	<p>Harvard Method – Thumb rule 1</p> <ul style="list-style-type: none"> ▪ Summarise thumb rule 1 (use OHS) as – if continuity of relationship is important then one has to be able to distinguish between contents and relationship, care for the relationship and concentrate / focus on the contents. ▪ Use examples from your observation of the discussions in the groups while they had been working on the ‘water quality case’ 	Reinforcing the concept of distinction between contents & relationship	15 min.
9	<p>Problem solving – Exercise 2: “developing own case”</p> <ul style="list-style-type: none"> ▪ Form 3 / 4 groups and explain the exercise. ▪ Ask each participant to narrate individual case within the group (where a red situation developed). Each group to then select one case for further discussion where the Harvard method could be applied. ▪ Instruct that in each of the cases selected there should not be more than 3, preferably 2 characters. Also, one of the characters involved should be the participant themselves. 	Application of ‘Harvard method’	30 min.
	Suggested to break for the day		

Day 2

	Activity	Objective	Duration
1	Icebreaker suggested	Start-up	15 min.
2	Repeat introduction – Harvard Method <ul style="list-style-type: none"> ▪ Ask participants if they remember all the five thumb rules. Narrate to recap all the five (use OHS). ▪ Repeat Thumb rule 1 as in ‘ 6 ’ in the table above. 	Linking with the previous day	15 min.
3	Harvard Method – Thumb rule 2 <ul style="list-style-type: none"> ▪ Introduce Thumb rule 2 by asking the question – ‘why does a discussion turn into an argument?’ wait to get the answer as – ‘because people stick to their point of view’ ▪ Tell (using OHS) that the method asks of the manager not to discuss standpoint because standpoints are based on personal viewpoint / perceptions and it is always behind the view that the interests are hidden. ▪ Ask participants about the different kinds / categories of interests. Manoeuvre / rephrase their inputs to get the 3 kinds (use OHS) ▪ Announce that they have to search for these interests in every discussion. 	Introduce thumb rule 2	15 min.
4	Searching for interests – exercise 1 <ul style="list-style-type: none"> ▪ Ask participants if they know how to find out the other person’s interests. ▪ Tell that they have to ask ‘questions’ to be able to find the interests hidden behind the view. ▪ Ask if they are aware of the ‘2 types of questions – open & closed’. Tell about the open questions which begin with - why, where, when, what, how etc. and closed questions which begin with is, are, were, do, did etc. ▪ Offer to play the question game: ‘he fell and he died, what’s this person’s profession’. Explain the rules – no open questions allowed. ▪ Tell participants that to search for interest they have to use ‘open questions’ as frequently as possible. ▪ Also announce that conflicting interest shall be dealt with by thumb rule 4 	Application of questioning skill for searching interests	30 min
Break suggested			
5	Searching for interests – exercise 2 <ul style="list-style-type: none"> ▪ Ask participants if they know all their personal interests. ▪ Explain the exercise. Make participants practice in pairs, ask to search for their personal interests by questioning each other. 	Practising questioning skill	30 min
6	Harvard Method – Thumb rule 2 <ul style="list-style-type: none"> ▪ Recap Thumb rule 2 ▪ Ask the question “if we do not talk about contents and are to discuss relationship, then what should be discussed about the relationship”. Tell the answer – ‘discuss interest s’ ▪ Narrate the ‘change room’ experience to demonstrate why sharing of interests is difficult. 	Demonstrate difficulty in applying thumb rule 2	30 min.
7	Searching for interests – exercise 3 <ul style="list-style-type: none"> ▪ Form 3 / 4 groups. Explain the session task. ▪ Ask participants if they have selected one case per group from the previous day’s exercise as in ‘ 9 ’. ▪ Instruct them to list all the interests of each of the characters in their story. ▪ Coach each group while they discuss and list. 	Practising Thumb rule 2	30 min.
Break suggested			
8	Searching for interests – exercise 3 (continued) <ul style="list-style-type: none"> ▪ Discuss each case in the whole team after their group exercise is over. ▪ Make a inventory of all interests per case on the w/board. ▪ Analyse each case for personal, common & conflicting interests to demonstrate how a couple of conflicting interests overshadow numerous common interests. ▪ Also demonstrate that in each case ‘ continuity of relationship’ will be a common interest between all characters for resolving the issue. 	Applying Thumb rule 2	120 min.
Suggested to break for the day			

Day 3

	Activity	Objective	Duration
1	Icebreaker suggested	Start-up	15 min.
2	Repeat introduction – Harvard Method <ul style="list-style-type: none"> ▪ Ask participants if they remember all the five thumb rules. Narrate to recap all the five (use OHS). ▪ Repeat salient points of Thumb rule 1 & 2 as in ‘ 6 ’ in the table above. 	Linking with the previous day	15 min.
3	Harvard Method – Thumb rule 3 <ul style="list-style-type: none"> ▪ Introduce Thumb rule 3 by asking the question – ‘is any one among the participants not creative?’ ▪ Tell (using OHS) about ‘enlarging the cake’ ▪ Narrate the anecdote about the ‘two halves of a lemon’ ▪ Ask participants to be creative using brain teasers e.g. 9 dots – 4 / 3 / 1 lines etc. ▪ Demonstrate further by doing the ‘applications of a paper clip’ exercise 	Applying creativity for options	60 min
Break suggested			
4	Applying creativity – exercise (part 1) <ul style="list-style-type: none"> ▪ Form 2 groups and distribute specific ‘Dig & Drill corporation’ handout to each group ▪ Explain the exercise - they have to apply thumb rule 1, 2 & 3 to change the red situation to green through a role-play. Each group to select one member to play the lead role in their story. ▪ Coach while participants discuss in groups 	Practising creativity	60 min
Break suggested			
5	Applying creativity – exercise (part 2) <ul style="list-style-type: none"> ▪ Create space for the role-play and invite each of the two characters. ▪ Ask others to observe moments when thumb rule 1, 2 or 3 are being applied ▪ Take feedback from role players. ▪ Ask other’s observations ▪ Provide your own salient points 	Practising creativity	30 min.
6	Harvard Method – Thumb rule 4 <ul style="list-style-type: none"> ▪ Introduce Thumb rule 4 by asking the question – ‘what do the participants suggest could be the objective criteria?’ ▪ Tell (use OHS) about ‘objective criteria’ using examples like the atlas, car mechanic, arbitration clause in tender documents etc. ▪ Caution that the selection of the objective criteria should be strict as he / it has to be the one whom all TRUST. ▪ Announce that this thumb rule is easy as the one which / who is the objective criteria has to make all the effort and not the self. 	To understand how to deal with conflicting interests	15 min.
7	Harvard Method – Thumb rule 5 <ul style="list-style-type: none"> ▪ Introduce Thumb rule 5 ▪ Tell (use OHS) about the flexibility of the method to provide the option for selecting the ‘best alternative without agreement’ i.e. to make 2 lists of losses <ol style="list-style-type: none"> a) if the relationship is to continue b) if it is to be cut. And then making the final decision. ▪ Announce once again that thumb rules 1, 2 & 3 would be difficult because they are 	Final decision	15 min.
8	Harvard Method – summary <ul style="list-style-type: none"> ▪ Announce once again that thumb rules 1, 2 & 3 would be difficult because they ask us to perform differently from the convention. ▪ Tell that the strengths of this method are - honesty and openness. ▪ The only input from the point of view of the practitioner is - ‘effort’. ▪ Assure that it works if the answer is ‘YES’ to the question “Do I want a continuity in the relationship?” ▪ Also tell that experience has shown & will show that most times the problem is resolved after the application of thumb rule 1, 2 & 3. ▪ Allow time for questions. 	Conclusions	30 min.
9	Evaluation: Formal & questionnaire based <ul style="list-style-type: none"> ▪ Explain purpose of training evaluation • Explain evaluation form • Remain standby for questions, but do not read results in front of others 	Feedback	30 min.

4. Overhead sheets

Personal effectiveness training

for

“ HIS managers ”

Good morning and welcome

Our programme

Day 1: Problem solving approach,

‘Harvard Method’ – Thumb rule 1& 2

Day 2: ‘Harvard Method’ – Thumb rule 2 & 3

Day 3: ‘Harvard Method’ – Thumb rule 3, 4 & 5

Our objectives

After this training YOU will be able to:

enhance personal effectiveness in –

- building relationships**
- solving problems**

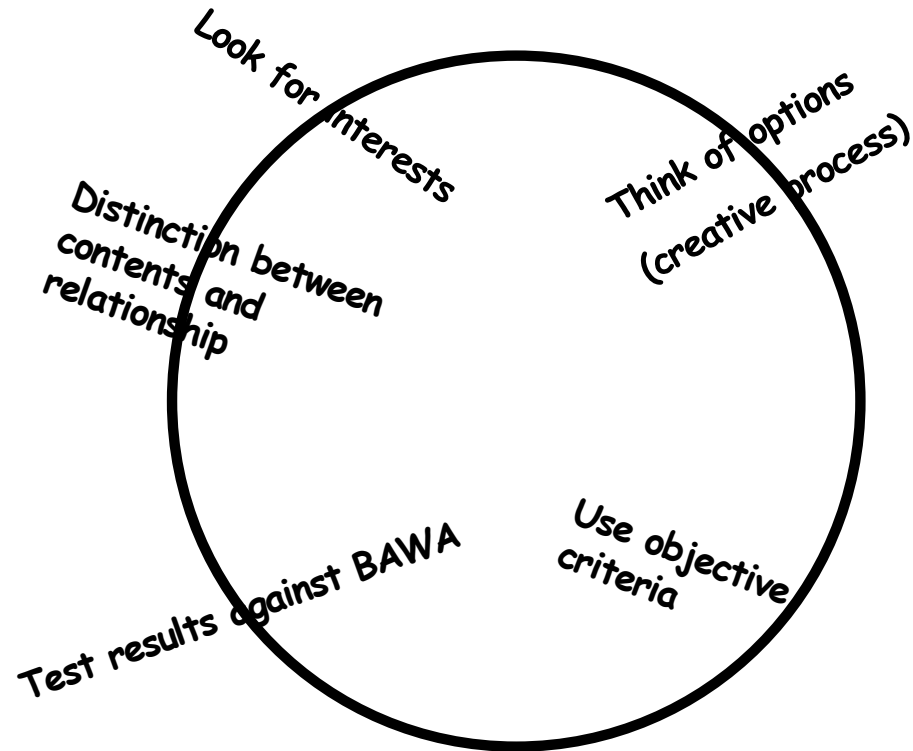
How are YOU & who are YOU

- **Your name**
- **Your professional specialisation**
- **Your expectation / s from this course**

What brings us together?

National Water Policy
(Refer your handout)

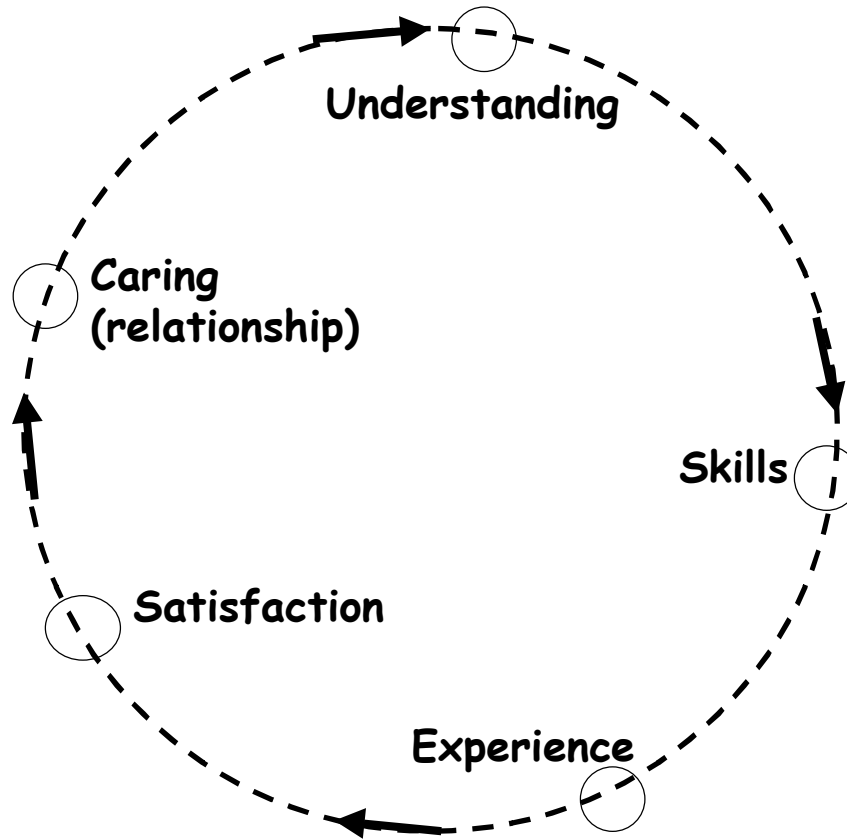
Harvard method



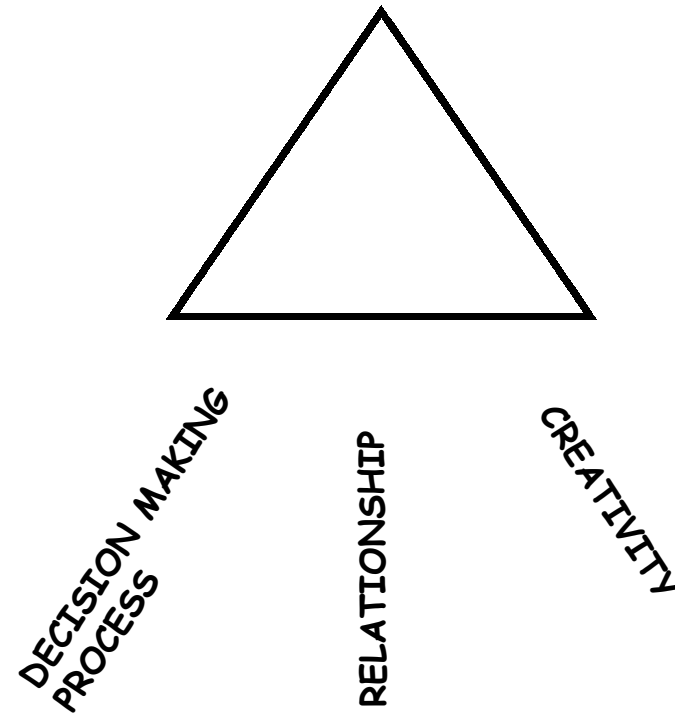
Harvard method – “5 thumb rules”

- 👍 **Make distinction between contents & relationship.**
(Concentrate on both. Be strict with contents, treat relationship with care)
- 👍 **Discuss interest rather than point of view.**
- 👍 **Think of option based on common interests (creative process).**
- 👍 **Use Objective Criteria for conflicting interests.**
- 👍 **Test the result against you BAWA.**

People



Managing



How do you solve problems?

Exercise –1

- Read text (individually) - 10 min.
- Rate actions (individually) - 05 min.
- Discuss (in groups) & rate actions - 30 min.
(group consensus)

Mark group result in score sheet

Problem solving

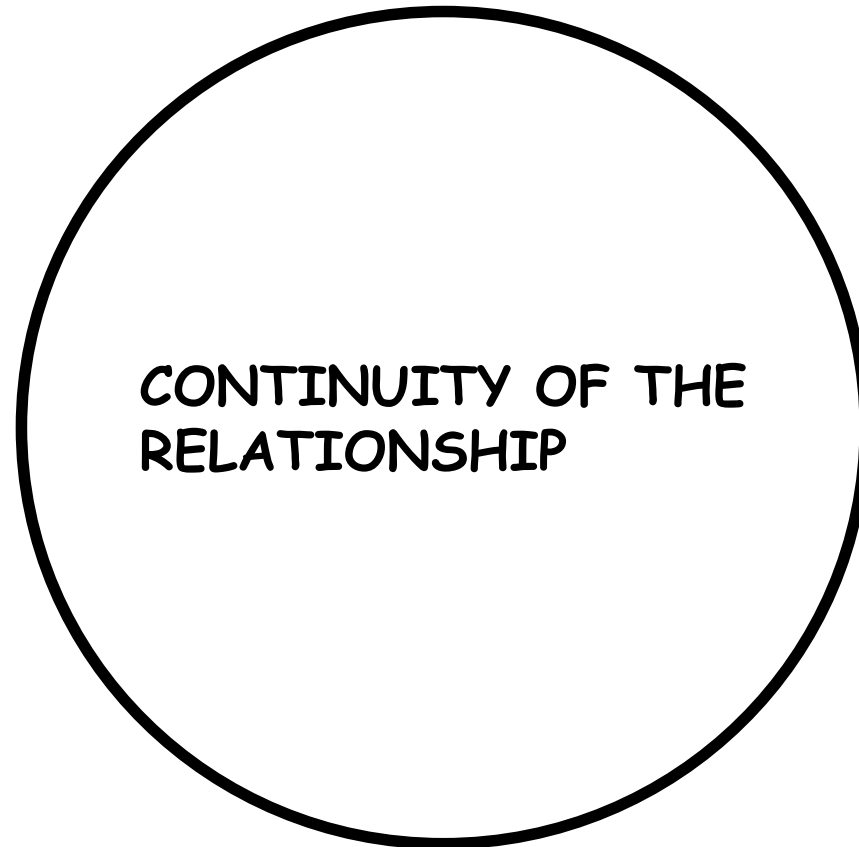
‘X’, ‘Y’ theory & ‘A’

Water quality case

Exercise 2

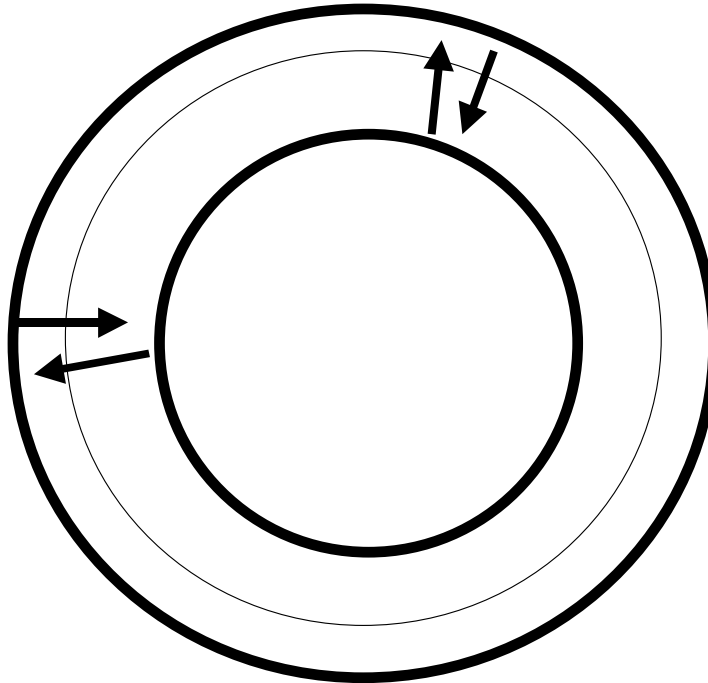
- Read text (individually) - 10 min.
- Discuss (in groups) & list issues - 30 min.
- Inventory - possible solutions - 30 min.

Harvard method – Thumb rule 1



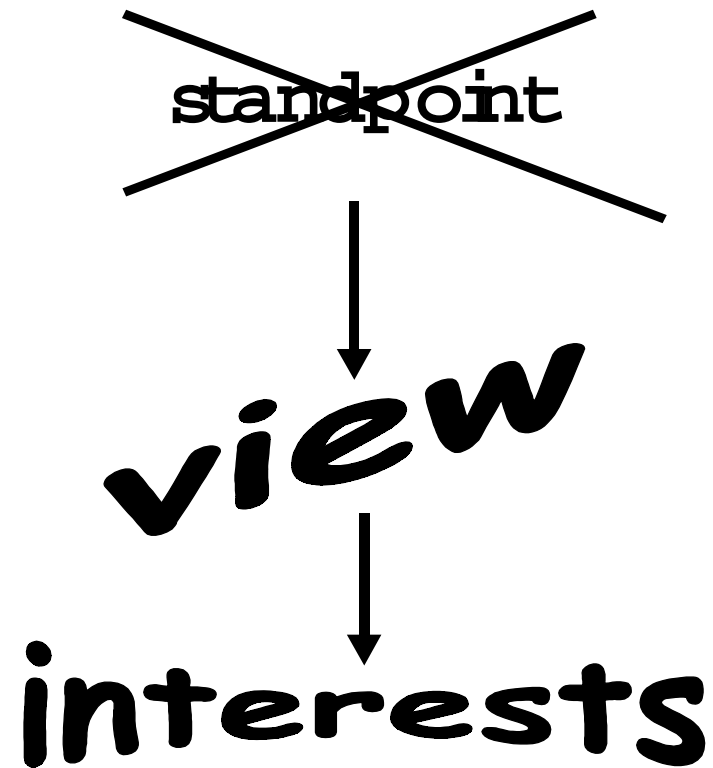
Harvard method – Thumb rule 1

MAKE A DISTINCTION
BETWEEN CONTENTS AND
THE RELATIONSHIP



CONCENTRATE ON BOTH

Harvard method – Thumb rule 2



Harvard method – Thumb rule 2

Three kinds of interests

- **Personal interests; not conflicting**
- **Common interests**
- **Conflicting interests**

Harvard method – Thumb rule 2

Exercise

List personal interests (in pairs) – 30 min.

Harvard method – Thumb rule 2

Exercise

Discuss list personal & common interests

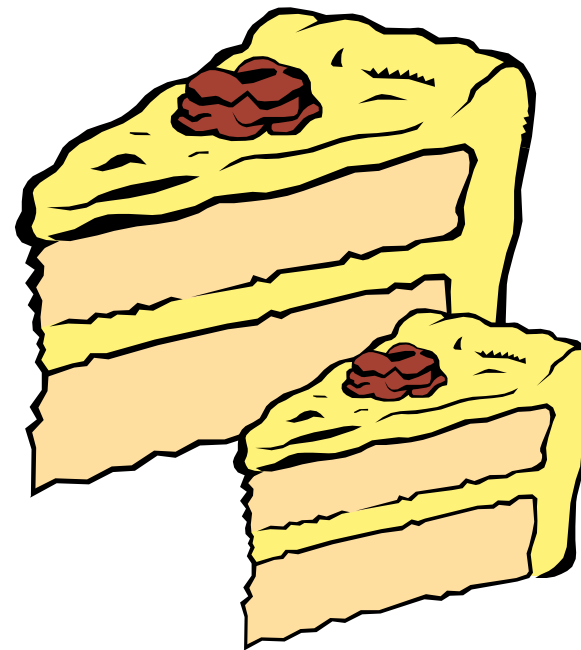
YOUR case / s - 60 min.

(Two groups)

Harvard method – Thumb rule 3

Creativity

ENLARGING THE CAKE



Harvard method – practise

Apply learning : thumb rule 1, 2 & 3

Role play : Dig & Drill Corporation - Case

Harvard method – Thumb rule 4

CONFLICTING INTERESTS

USE

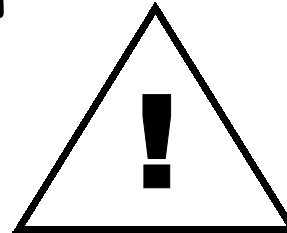
OBJECTIVE

CRITERIA

Harvard method – Thumb rule 5

**USE YOUR
'BAWA'**

**Best Alternative
Without an
Agreement**



5 *Handout*

6 Additional handout

Case I Naveen Bhonsle's dilemma

Mr. Naveen Bhonsle is the Chief Engineer and Director of a large government department under the Ministry of Water Resources. Mr. Bhonsle, a first class engineer has been holding this position for the past one year. Around 11:30 AM, the Secretary of the department called him to his chamber unscheduled, to tell that there has been a major problem with his department and the Minister has received some complaints regarding some public relation fiasco of the department.

The Secretary was upset because the image and reputation of the department was being damaged and they are going to be under pressure from the public. Questions may also be raised in the up-coming state assembly session. Mr. Bhonsle was taken by surprise. According to him the image of the department has been on the upward swing since the time he had taken over from his predecessor.

“Look, you better take control of the situation. Your track record is extremely good. You had done well in your earlier postings. That is why I am covering for you. The heat is not turned on you yet. But I can not hold on to it for too long”. The Secretary had told Bhonsle without mincing words. “If you do not pull up your socks, your future may be in jeopardy”. That was his parting shot.

Bhonsle is worried because the ministry recently nominated him for a month-long overseas trip, beginning first week of October. He does not want to destroy his chances because of these unforeseen developments.

Over two hundred employees, belonging to various disciplines and functions report to Bhonsle. “All of them appeared to be reliable. So far I have not had a chance to complain about their competence or motivation. What could be the problem?”, Bhonsle wondered.

The background of each one of them is varied. Some are highly qualified; a few are attending part-time computer courses. Therefore, there has been isolated instances of early departures and late reporting. Most, however, are older staff members with 15-20 years of service and modest level of aspiration. Several thoughts crossed his mind while trying to focus on some important paper work.

For the past thirty minutes or so, Bhonsle's mind has been rambling over possible courses of action. He finally decides to write them down and creates a list of twenty actions that he could take in response to the problem. The list is reproduced in the following pages:

Exercise:

If you were Bhonsle, what would you do? Using the following scale of 1 to 5, write the number that corresponds to the level of importance you would give to each of the twenty alternatives that Bhonsle has listed. First you rate individually and then rate as a group. In group rating, aim at achieving consensus.

Rating	Explanation
1	Very Important. You would do it immediately.
2	Important. You would do it when time permits.
3	Of some importance. You may or may not do it, depending on a number of variables.
4	Not really important. You probably would not do it.
5	You would try to avoid doing it.

Case I Naveen Bhonsle's dilemma - list of twenty actions

Rating (Individual)	List of Actions	Rating (Group)
	A. Organize a series of training programs to re-train all staff in departmental procedures, and public relation skills.	
	B. Call a meeting of your employees and explain the problem firmly, making the point that 'heads will roll' if the situation did not improve by next month, before the assembly session.	
	C. Keep a strict check on the in time and out time of employees.	
	D. Call a meeting of your employees and ask everyone for ideas and suggestions.	
	E. Meet with a select group of staff to explain the problem.	
	F. Put up a variety of catchy slogans and banners in the office area.	
	G. With your employees, develop a specific action plan aimed at reducing public complaints.	
	H. Insist on personally attending to the requirements of all important public personalities yourself.	
	I. Without further discussion, tighten all the paper work controls with regard to public relations yourself.	
	J. Although you have not been insisting on it earlier, ensure that all staff report to you on the daily events at the end of the day.	
	K. Send a proposal to the ministry so that they can establish a special incentive program for your staff, to achieve better public relations.	
	L. You are suspicious of one or two of your staff that they are deliberately instigating the public, although you have no facts. It is important to sideline them. Find a way to transfer them out of the department	
	M. Ask each staff member to give serious thought to the possible causes of increased public relation problems. Ask them to give this in writing. Review the best ideas with the entire group.	
	N. Ask your deputy director to visit all divisional offices and give your staff an emotionally charged speech about the importance of good public relations.	
	O. After your initial meeting with staff, continue to meet weekly to share information and to check progress.	
	P. Make surprise visits to divisional offices to catch them unaware.	
	Q. After sufficient input from your staff, establish a public relation objective and review it with the ministry.	
	R. Ask the ministry to get you better qualified, younger staff.	
	S. Personally develop a comprehensive check -list of possible causes of increased public complaints and review it in detail with others to get their input.	
	T. Closely monitor each staff member's work and let it be known that every one is under suspicion.	

Case I ***Naveen Bhonsle's dilemma - scoring and interpretation***

This is not a test. It is a learning instrument designed to assist you in discovering the assumptions that you may be making about your employees. Score your ratings as follows:

- a) Work through the table produced in the following page, line by line, beginning from the top.
- b) Note that there are two distinct segments in the table viz. *Theory-X orientation and Theory-Y orientation*.
- c) Ignore all the shaded cells under both the segments.
- d) Go through the list of twenty actions completed by you.
- e) Transfer your response of each item onto the table by placing a check mark (✓) in the appropriate cell, as described below:
 - Score each statement as per the Scoring Table. Note that the items in the table are not in a sequential order. First let us look at statement A. You may have scored it either 1, 2, 3, 4 or 5. If your response was 1 or 2, place a check mark (✓) in the appropriate blank cells under Theory X segment. If it was 4 or 5, place a check mark (✓) in the appropriate blank cells under Theory Y segment. Do this for items A to T, in the same order as given in the Table. Ignore all the 3s at this stage.
 - For items D to S reverse the scoring pattern. Let us look at item D. If your response was 1 or 2, place a check mark (✓) in the appropriate blank cells under Theory Y segment. If it was 4 or 5, place a check mark (✓) in the appropriate blank cells under Theory X segment. Again ignore all the 3s at this stage.
 - If your response was 3 for any of the items, place the check mark either under Theory X or Theory Y segment. *The choice is yours*.
 - Complete this exercise for all the twenty items. Do not leave any item without a check mark.
 - Count the total number check marks and record them under each vertical column.
 - Work out the percentage of responses as indicated and record in the Table.

Case I *Naveen Bhonsle's dilemma - scoring table*

Theory- X Orientation						Theory-Y Orientation					
Item	Your Score					Item	Your Score				
	1	2	3	4	5		1	2	3	4	5
A						A					
B						B					
C						C					
E						E					
F						F					
H						H					
I						I					
J						J					
K						K					
L						L					
N						N					
P						P					
R						R					
T						T					
D						D					
G						G					
M						M					
O						O					
Q						Q					
S						S					
Total						Total					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)

Total of line item (2)+(3)+(5)+(6) =	() ÷ 20 X 100	= %
		This is your Theory X orientation
Total of line item (8)+(9)+(11)+(12) =	() ÷ 20 X 100	= %
		This is your Theory Y orientation
Total of line item (4) + (10) =	() ÷ 20 X 100	= %
		This is your Avoidance orientation

Case I **Naveen Bhonsle's dilemma - interpretation sheet**

Background: The problem that Bhonsle faces is much like the ones faced by all of us from time to time. Bhonsle is under considerable pressure to take effective action to solve the problem of his Department. As with any problem, time is limited and a wide range of alternative actions are available. How Bhonsle chooses to deal with the problem, reflects to a great extent, the assumption he makes about people and how they are capable of acting at work.

In this activity, you take Bhonsle's role. The actions you consider important or unimportant may reflect your own attitudes about your staff and whether or not you feel that they should be involved in helping you to manage your Department.

A management psychologist provided a convenient way of understanding the kinds of assumptions that managers make concerning their subordinates. He identified two sets of common attitudes, which he labeled Theory X and Theory Y:

Theory X	Theory Y
People, by nature, generally:	People, by nature, generally:
1. Do not like to overtly exert themselves and tend to minimise their work level.	1. Work hard toward objectives to which they are committed.
2. Tend to shirk from responsibility.	2. Assume responsibility within these commitments.
3. Are not greatly interested in achievements.	3. Have a strong desire to achieve.
4. Are not always interested or inclined to direct their own behaviour.	4. Are strongly inclined and capable of directing their own behaviour.
5. Are not fully aligned to organisational needs	5. Want their organisation to succeed.
6. Prefer to take a backseat and wait for orders.	6. Are not passive and submissive and prefer to make decisions about their own work.
7. Tend not to make decisions whenever possible.	7. Will make decisions within their commitments.
8. At times can not be trusted or depended on.	8. If trusted & depended on, do not disappoint.
9. Need to be closely supervised.	9. Need general support and do not need any controlled supervision.
10. Are motivated at work mainly by money and other similar gains.	10. Are motivated at work by interesting and challenging tasks.
11. When they mature, adaptability to change is difficult.	11. Are able to change and develop.

Theory X and Theory Y represent extremes in thinking. They are polarities. Individual managers may hold 'pure' Theory X or Theory Y attitudes. However, it is more likely that their attitudes tend to be a blend of the two.

Effects of X and Y assumptions -

A manager's assumptions have a direct effect on his or her managerial behavior. Attitudes about how employees view their work will cause people to manage in various ways.

A strong Theory -X manager for example, will try to compensate for people's unwillingness to direct their own activities by doing most of the planning, organizing and controlling of the work to be done. This manager will monitor employee behavior closely.

A strong Theory-Y manager, on the other hand, thinks of people as having a great deal of unused potential and will manage in ways to develop that potential, both for the organization and for the individual. This person's behavior will be geared towards getting employees involved in the planning process, in problem solving and in the control of work. She or he plays the role of coach and facilitator.

Case II ***Do you have an answer?***

Water Quality Laboratory-Groundwater Department, a beautifully crafted sign board with a prominent arrow mark indicating the direction towards a modern building at Wincent Cross Road raises the curiosity of any passers by. This is precisely what happened to Mr. Arvind Menon, a senior chemist with a private company, when he had gone to the capital city of one of the south Indian states on a business trip.

Impressed with the modern architecture of the building, Mr. Menon stopped his car and stepped into the building to see what was it all about. He was directed to an air-conditioned room, which displayed the name plate of Chief Chemist (Water Quality). After a couple of minutes wait, a grumpy man walks in and the following conversation takes place between the two.

Arvind Menon: Good morning, sir. My name is Arvind Menon. I work with XYZ company. I
(AM) am chemist by profession. I guess you are the Chief Chemist here.

Grumpy Man: I am not the Chief Chemist. Never mind that. What can I do for you,
(GM) Mr. Menon?

AM: Impressive building eh? If you permit me, I want to look around and see the facilities you have here”.

GM: That may be officially difficult. Your name suggests that you are from Kerala. I studied in Cochin for three years. I do understand Malayalam. Therefore, I will try my best to help you”.

The GM made a couple of telephone calls and things worked out in Mr. Menon’s favour. Then Mr GM takes Mr. Menon on a guided trip of the laboratory, wherein he explains the functioning of all equipment in detail.

GM: This is a World Bank funded project and we have installed fantastic equipment in this building. No other department in this state has such a facility.

AM: I am pretty impressed. But I have not seen any staff working on these sophisticated equipment. Why, is it a holiday today?

GM: Not at all, it is a full working day. But we have no staff to work on these machines. The proposal for recruiting new staff is pending with the government. You do not know how difficult it is to work in the government. See, I was working in the laboratory in my home town as Senior Chemist. Last year, they transferred me here, with no change in designation and no additional benefits. I am working as a senior chemist for the past 15 years. I am frustrated. Most of us in the government are. Nobody listens to any one around here. There are no staff quarters. Why the hell should anyone come here? Do you have an answer?”

As he was quietly listening to the outbursts of the senior chemist, a series of thoughts silently crossed Mr. Menon’s mind, “Maybe he is right. Maybe not, but how would I have managed the lab, if I was in his place as the senior chemist?”.

Your Task: Discuss in your group and bring the above story into life in two stages:

- Stage 1: define the problem / s
- Stage 2: suggest the possible solution as visualised by you as Mr. Menon

Case III ***Dig and Drill Corporation*** (Canteen)

Ramesh Shetty and Ramohan Sharma, two middle aged geologists from *Dig and Drill Corporation*, a state government organization, were having a refreshing cold drink in the canteen on a hot, humid afternoon. Shetty lit a cigarette and said “One more day like this, and it is bye-bye *Dig and Drill* for me”.

“What is the problem”? asked Sharma.

“The job is boring me to death”, said Shetty. “Same thing day in and day out. I keep making the same estimates, same designs, punch it in the same file. Put it up for the Chief Engineer for his review. Wait for his approval. Listen to his firings. Carry out the inspection. File the report. Listen to his firings again. He is never satisfied. This is the same routine six days a week”.

“Wow” said Sharma, “I never thought it that way. I thought, it was an easy way of earning a cool Rs 12,000/ a month as salary without exerting much”.

“Easy, my foot” retorted Shetty. “I am a qualified geologist. That too a first class at that. All we need at *Dig and Drill Corporation* is some new machines and some creative thinking. A small change in the design, a whole lot of improvement in the results. But that Superintending Engineer (SE), Anand Rao, and the Chief Engineer together have not listened to a new idea in the last 30 years”.

“That may be true”, answered Sharma. “But I am satisfied as long as I get my monthly salary. And I have limited responsibilities. That keeps me happy. I just don’t like to be hassled”.

“If I had not joined this stagnant set-up 10 years ago, I would have become General Manager of some kind in a large private company”, said Shetty, crooking his mouth, frustration oozing out.

At that point of time Bahadur Singh, the trusted lieutenant of Anand Rao, walks in and says, “Saheb has been looking for both of you for the past half an hour. He is in an angry mood. He wants to see you immediately. Be prepared to get a dressing down”.

“What choice do we have”?, muttering these words both of them left the canteen.

Your Task:

- Discuss the case in your group & identify the causes of Ramesh Shetty’s frustration.
- If you were Ramesh Shetty, what would you have done?

Case III ***Dig and Drill Corporation*** (SE's office)

Picking up the phone Anand Rao's, SE, speaks to his assistant "Where's this fellow Shetty – he was to compile the information last Friday. What do I do with a person like him. Please send someone to call him. He must be in the canteen wasting his time."

What was going on in Anand Rao's mind are frustrating thoughts. These youngsters will never learn. Today you just don't get Quality people. No dedication, no innovation, they just aren't interested to work. I had thought of sending these people on training so that they can upgrade their skills, but I know even that will be a waste, it will not help.

In my days we would work like mad, not bothering about the time, be it day or night the work always came first. Their was this zeal to achieve. We would wait to be given work, every assignment gave a sense of pride. And look at these people, no respect for work or for their seniors. They just don't come up to my expectation level. Initially I thought my easy approach would be welcomed by them, but they started to take things for granted. Had they been working for a private firm they would have been thrown out the very next day. Only when I take a tough stand, they respond. But I can't be firing them all the time, it effects my health too.

He was engrossed in deep thoughts. There are a number of things that must be done before the end of month. The Secretary has called for a review meeting to discuss the progress of the largest ever funded project of the corporation. He tried to draw a list of issues that must be addressed on a piece of blank paper. His thoughts ran along the following lines.

1. The buildings of state level data centre and the laboratories were ready; equipment and computers have been installed. First thing I have to do is post a number of officers to work there.
2. Last month I had instructed Ramesh Shetty and Rammohan Sharma to put up the proposal to the government for approval. I was in Delhi whole last week. I do not know what happened to the proposal. I give an assignment and I have to follow it up. These guys are experts in making the boss work. Suddenly, another thought crossed his mind.
3. Ramesh Shetty is a brilliant worker. He used to come up with excellent ideas and he even used to work till late hours every day. He had fire in his belly. He had learnt computers on his own. For the past year or so, his performance has really dropped. I am not able to figure out the reason. Rammohan Sharma may not be as brilliant as Shetty. But he use to be a hard worker.
4. I really want Shetty to grow on the job and want to see him as the head of the data centre. But it seems that boy has lost all his initiative. What could be the reason? What can I do to help him?

The thoughts of Ananad Rao were interrupted by a soft knock on the door. 'Did you want to see me sir'? he heard the terse voice of Ramesh Shetty.

Your Task:

- Discuss the case in your group and identify the causes of Anand Rao's frustration.
- If you were Anand Rao, what would you have done?

Course evaluation

Course: "Personal effectiveness training"

Date:

1 Contents and relevance

In this training course, you were exposed to various practical management skills. Please indicate what specific improvements you made during the course:

- In problem solving approach I specifically improved in
- In applying Harvard method I specifically improved in
- Most skills covered during the sessions were familiar to me and I did not learn anything in particular. In courses like this, I expect more time would have been devoted to

In your role as HIS Manager, you are expected to apply the various skills you have learnt. Would you confidently start applying the skills learnt, once you are back in your office?

- No, because
- Yes, generally speaking I expect no difficulties because

What is your overall rating of the relevance of the past sessions for you're HIS functions (circle one figure):

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

2 Trainer

Please comment in key words on performance of the trainers:

	strong points	weaker points

What is your overall rating of the trainer (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

3 Materials

Please comment on the materials (transparencies, handouts, etc.)

- They are good, because
- They are fine, but I suggest to improve
- They are disappointing, because

What is your overall rating of the materials used in this course (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

4 Logistics

Please comment on the logistics and organization during these past days

- All arrangements were fine and I particularly appreciated
- I suggest the organizers should pay more attention to
- I found the training logistics and management rather disappointing, especially

What is your overall rating of the logistics / management during these past days (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

5 General

Would you recommend a similar training course to your colleagues?

- Yes, because
- No, because

What improvements would you recommend for future similar courses?

- 1
- 2
- 3

What is your overall rating of this training course (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

(Thank you for completing this evaluation form. Please return it now to the trainer.)