



NETAJI SUBHAS OPEN UNIVERSITY

Course

Professional Development for Work place Management

Skill Enhancement Course [NCrF Level 4.5]

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Course: Professional Development for Work place Management

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COURSE INTRODUCTION



Module 1: Self Awareness and Management

Unit 1: Self Awareness and Time Management

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1.0 Introduction

In the contemporary global landscape of higher education and corporate enterprise, the acquisition of technical knowledge must be accompanied by the development of robust personal and interpersonal competencies. The University Grants Commission (UGC) of India, aligning with the broader objectives of the National Education Policy (NEP) 2020, has increasingly emphasized the integration of Life Skills, widely referred to as "Jeevan Kaushal," into undergraduate and postgraduate curricula. These essential life skills encompass critical, albeit less tangible, traits that profoundly influence an individual's

employability, self-esteem, and capacity to navigate complex, rapidly changing environments. According to comprehensive industry analyses, a staggering above 90 percent of employers report that soft skills play a decisive and critical role in their hiring decisions, highlighting the absolute necessity of these competencies in the modern, automated workforce.

This exhaustive study material is specifically designed for integration into the SWAYAM MOOC (Massive Open Online Course) framework, tailored expressly for professional studies. SWAYAM, an indigenous IT platform developed to facilitate the hosting of digital courses, operates on a sophisticated four-quadrant approach designed to maximize learner engagement and educational outcomes. This document aligns seamlessly with the standards for Quadrant-II (e-Content), which provides foundational reading material, and Quadrant-IV (Self-Assessment), which ensures the retention and practical application of the knowledge acquired.

The primary focus of this module revolves around the vital intersections of self-awareness, efficient time management, and effective communication. These three domains function as the foundational pillars required for developing a confident, growth-oriented personality. By mastering these interconnected areas, learners can effectively transform their personal and professional trajectories. They will learn to transition from reactive, stress-driven behaviours to proactive, value-driven leadership, equipping them to handle the demands of both rigorous academic environments and high-stakes corporate roles. The English language utilized throughout this module has been deliberately kept simple and accessible to ensure that learners from diverse linguistic backgrounds can fully comprehend, internalize, and apply these advanced psychological and management concepts.

1.1 Learning Objectives

The primary educational objectives of this study material are structured to provide a holistic understanding of personal and professional development. By engaging with this module, the learner will achieve the following objectives:

- Firstly, the material aims to introduce the fundamental principles of self-awareness and self-management as critical, non-negotiable components of professional development and psychological well-being. Learners will understand that true professional competence begins with a deep, objective understanding of one's own internal motivations, strengths, and cognitive biases.
- Secondly, the module is designed to provide highly actionable, evidence-based frameworks, specifically the Johari Window and the Eisenhower Matrix. These tools will enable learners to methodically analyse their personal habits, accurately prioritize their daily tasks, and systematically enhance their long-term productivity.
- Thirdly, the material seeks to develop comprehensive and nuanced communication skills by utilizing the established 7 Communications (Cs) framework. Learners will be guided on how to ensure absolute clarity, coherence, and impact in their messaging, whether they are drafting academic dissertations, writing corporate emails, or delivering public presentations.
- Fourthly, a core objective is to cultivate a resilient, growth-oriented mindset. The material will achieve this by analysing the discipline, humility, and continuous learning habits of legendary, highly successful figures such as the renowned Cricketer Sachin Tendulkar and the visionary industrialist JRD Tata.
- Finally, the module aims to equip learners with the cognitive and emotional tools required to manage workplace stress effectively, overcome the psychological trap of "mere urgency," and foster meaningful, trust-based interpersonal relationships with colleagues and stakeholders.

1.2 Significant Outcomes

- Upon the exhaustive engagement with and completion of this study material, learners will demonstrate several significant, measurable outcomes that will directly enhance their academic and professional profiles.
- Learners will possess the ability to critically evaluate their own personal cognitive biases and

behavioural patterns. This newfound self-awareness will allow them to bridge the often-problematic gap between their internal intentions and the external perceptions held by their peers and supervisors. They will be capable of receiving constructive feedback without defensiveness, utilizing it as a tool for continuous personal refinement.

- Furthermore, learners will be able to seamlessly apply the Eisenhower Matrix to their daily lives. They will develop the critical capability to differentiate between tasks that are merely urgent and tasks that are genuinely important, thereby restructuring their daily routines to prioritize long-term effectiveness, strategic planning, and personal well-being over constant crisis management.
- In the realm of interpersonal dynamics, learners will confidently draft and deliver professional communications that strictly adhere to the principles of being clear, concise, concrete, correct, coherent, complete, and courteous. This outcome ensures that they will minimize workplace misunderstandings, foster collaborative environments, and enhance their professional credibility.
- Additionally, learners will demonstrate heightened resilience and adaptability in high-stress, rapidly evolving situations by utilizing mindfulness and emotional intelligence techniques. They will be able to regulate their emotional responses, ensuring that logic and strategy guide their decision-making processes during professional crises.
- Ultimately, learners will establish a highly structured, disciplined approach to lifelong learning and career advancement. This growth-oriented personality will be grounded in strong ethical principles, deep humility, and a commitment to building and maintaining stakeholder trust over the course of their careers.

1.3 Cultivating Self-Awareness for Professional Growth

1.3.1 The Concept and Importance of Self-Awareness

Self-awareness is universally recognized as the foundational cornerstone upon which all other interpersonal, managerial, and leadership skills are built. It is not a static trait but rather a dynamic, continuous process of intentional reflection. It involves a deep examination of one's internal processes, emotional triggers, innate strengths, and areas requiring development, as well as an acute understanding of how one's behaviour directly impacts others in a shared environment. In rigorous academic programs and competitive professional settings, self-awareness functions as the critical bridge between what an individual intends to communicate and how that communication is actually perceived and interpreted by an audience.

When individuals operate without a cultivated sense of self-awareness, they essentially navigate their professional lives blindly. They are far more likely to react emotionally and defensively to everyday stressors and conflicts rather than responding strategically and calmly. Emotional intelligence, a highly sought-after professional trait that relies entirely on a baseline of self-awareness, is crucial for de-escalating conflicts, building mutual trust, and fostering a truly collaborative workplace atmosphere.

To actively develop this vital trait, individuals must practice daily mindfulness, deliberately seek out objective feedback from trusted peers, and engage in regular, honest self-evaluations.

Building self-awareness directly correlates with the development of genuine self-confidence. When a professional thoroughly understands their own capabilities and limitations, they are less likely to suffer from imposter syndrome or workplace anxiety. They can confidently volunteer for projects that align with their strengths and humbly seek assistance or further training in areas where they lack expertise, thereby presenting themselves as mature, reliable, and growth-oriented individuals.

(Explore the link:

<https://pressbooks.openeducationalberta.ca/communitysupportworker/chapter/self-awareness/>)

1.3.2 The Johari Window Framework

To systematize and facilitate the development of self-awareness, psychologists Joseph Luft and Harry Ingham developed a highly effective cognitive tool known as the Johari Window model in 1955. The Johari Window remains a standard visual and psychological framework utilized globally to improve

interpersonal communication, enhance team dynamics, and promote profound personal growth. The entire model operates on two foundational principles: *first*, that interpersonal trust can be successfully built by revealing appropriate information about oneself to others; and *second*, that personal growth and self-awareness are significantly accelerated by actively learning about oneself through the constructive feedback provided by others.

The framework conceptually divides an individual's personal attributes, knowledge, emotions, and behaviours into four distinct quadrants. These quadrants are categorized based on what is known to the individual themselves versus what is known to the other people surrounding them.

Quadrant Name	Knowledge Distribution	Description and Professional Implication
Open Area (Arena)	Known to Self, Known to Others	This quadrant represents traits, skills, motivations, and behaviours that the individual is consciously aware of and openly shares with their peers. A larger Open Area is highly desirable; it indicates transparent communication, high emotional intelligence, and a high level of trust within a team or organization.
Blind Area (Blind Spot)	Not Known to Self, Known to Others	This quadrant contains behaviours, habits, or coping mechanisms that others clearly observe, but the individual is entirely unaware of. For example, a person might unknowingly interrupt others frequently. Reducing this area requires the individual to actively seek, and graciously accept, constructive feedback from colleagues and mentors.
Hidden Area (Facade)	Known to Self, Not Known to Others	This area encompasses vulnerabilities, fears, past experiences, or even hidden talents that the individual intentionally conceals from others. While maintaining certain professional boundaries is absolutely necessary, excessive hiding prevents the formation of authentic, trusting relationships. Strategic self-disclosure is the mechanism used to reduce this quadrant.

Unknown Area	Not Known to Self, Not Known to Others	This quadrant represents undiscovered potential, latent abilities, or deeply repressed psychological traits. This area is typically explored and illuminated over time through entirely new experiences, engaging in specialized psychometric assessments, or undertaking periods of deep introspection and coaching.
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The primary, overarching goal of professional development using the Johari Window framework is to continuously expand the "Open Area". This necessary expansion occurs in two distinct directions.

First, it expands vertically by deliberately soliciting feedback from others, which subsequently reduces the Blind Area.

Second, it expands horizontally through the practice of appropriate, professional self-disclosure, which subsequently reduces the Hidden Area. By actively engaging in this dual process of asking and sharing, professionals can perfectly align their internal self-perception with the external reality of how colleagues actually view them. This alignment drastically diminishes the unknown variables and unspoken assumptions that frequently lead to workplace miscommunications and team friction.

1.4 Time and Self-Management Strategies

1.4.1 Redefining Time Management as Self-Management

The concept of time management is frequently, and incorrectly, misunderstood as the mere mechanical process of cramming an increasing number of tasks into a rigidly limited schedule. However, time itself is a strictly finite and uncontrollable resource; every single individual, regardless of their status or productivity level, possesses the exact same allocation of minutes and hours in a day. Therefore, what is commonly referred to as effective time management is far more accurately described as self-management and self-regulation. It is a holistic, comprehensive skill set based entirely on four core human competencies: the ability to plan effectively, the capacity to work smarter rather than just harder, the discipline of self-regulation, and the agility to maintain flexibility when circumstances inevitably change.

The successful synergy of these four competencies results in what external observers recognize as high productivity. To truly master self-management, individuals must first undertake an audit of their own biological and cognitive rhythms to identify their peak productivity hours. By cultivating the self-awareness to recognize exactly when their cognitive focus is at its highest—whether that happens to be in the early, uninterrupted morning hours or during a quiet late-afternoon stretch—professionals can utilize the technique of time blocking. This involves deliberately scheduling the most complex, high-stakes, and intellectually demanding work during these specific peak periods, while purposely reserving routine, mindless administrative tasks for lower-energy phases of the day. (Explore the link:

<https://www.europeanproceedings.com/article/10.15405/epsbs.2017.07.02.111>)

1.4.2 The Urgency Trap and the Mere-Urgency Effect

A highly significant psychological barrier to effective time management is a cognitive bias known in behavioural science as the "mere-urgency effect," often colloquially referred to as the "urgency trap". Human cognition has evolved to naturally, and sometimes irrationally, prioritize tasks that feature immediate, impending deadlines, entirely regardless of the actual long-term payoff or fundamental importance of those tasks. This psychological compulsion to direct immediate attention toward the urgent present, rather than focusing on the strategically important future, often results in professionals spending their entire workday frantically "putting out fires".

Continually reacting to urgent, high-stress demands exacts a heavy toll. It rapidly depletes mental energy reserves, leads directly to severe psychological burnout, and creates a persistent, overwhelming feeling of being "buried alive" by a never-ending barrage of information and trivial demands. More importantly, falling victim to the urgency trap actively prevents professionals from engaging in the type

of strategic planning, continuous skill development, or deep, focused work that is required to truly advance their careers and achieve meaningful, long-lasting success.

1.4.3 The Eisenhower Matrix

To effectively combat the mere-urgency effect and regain control over one's professional life, the Eisenhower Matrix (also widely known as the Urgent-Important Matrix) serves as an indispensable prioritization tool. Named after former United States President Dwight D. Eisenhower, who famously utilized the core concept during his highly productive career, the matrix requires individuals to strictly categorize their entire list of tasks based on two distinct criteria: Urgency (defined by time sensitivity and impending deadlines) and Importance (defined by alignment with core values and long-term consequences).

The esteemed author and leadership expert Stephen Covey deeply popularized this matrix as a primary method to force individuals to focus on outcomes that increase overall life effectiveness, rather than merely prioritizing the hollow metric of task completion.

The matrix structures task management into four distinct quadrants, each requiring a completely different behavioural approach:

Quadrant	Classification	Action Strategy	Characteristics and Outcomes
Quadrant 1	Urgent & Important	DO (Immediately)	These are tasks accompanied by impending deadlines, severe consequences for failure, or sudden crises. While functioning in this quadrant is sometimes unavoidable, spending too much continuous time here leads inevitably to acute stress, exhaustion, and total burnout.
Quadrant 2	Not Urgent & Important	SCHEDULE	Termed by Stephen Covey as the "Quadrant of Quality." This area focuses exclusively on strategic planning, relationship building, preventative maintenance, and personal growth. Time invested heavily in this quadrant directly prevents future crises from occurring.
Quadrant 3	Urgent & Not Important	DELEGATE	These tasks include sudden interruptions, unnecessary meetings, and minor issues that demand immediate attention but do not contribute in any meaningful way to long-term goals. These tasks should be ruthlessly minimized, automated, or reassigned to others.
Quadrant 4	Not Urgent & Not Important	DELETE	This quadrant consists entirely of distractions, mindless escapism, and general time-wasters (such as excessive social media scrolling). Engaging in these activities provides no value and actively robs individuals of the time and energy needed for meaningful work.

To utilize the Eisenhower Matrix effectively, professionals should implement the following highly actionable strategies to ensure continuous productivity:

- **Limit Task Volume:** It is crucial to maintain a strict maximum of roughly 10 tasks per quadrant at any given time. This self-imposed limitation prevents the matrix from becoming visually cluttered and psychologically overwhelming, forcing the user to make hard choices about what truly matters.
- **Colour Coding:** For individuals who process information visually, assigning specific priority colours to tasks (for example, Red for Q1 emergencies, Orange or Yellow for Q2 strategic planning, Blue for Q3 delegations, and No Colour for Q4 deletions) allows for rapid identification of high-priority items at a mere glance.
- **Separate Contexts:** Creating completely distinct matrices for personal responsibilities and professional duties is highly recommended. This helps compartmentalize complex lives, reduces cognitive friction, and ensures that personal well-being is not entirely overshadowed by corporate demands.
- **Embrace Unit asking:** Modern neuroscience has thoroughly debunked the myth of effective multitasking. Moving away from frantic task-switching and deliberately focusing on one single, high-value task at a time (unit asking) yields significantly better quality work in substantially less time.

1.5 Effective Communication in Academic and Professional Contexts

1.5.1 The Necessity of Soft Skills in Communication

In the initial stages of a career, technical knowledge, often referred to as hard skills, may secure an initial employment opportunity or academic admission. However, it is the mastery of soft skills that acts as the primary catalyst for long-term career success, leadership advancement, and professional sustainability. Communication lies at the absolute heart of all interpersonal interactions, effective decision-making processes, and broad organizational alignment. To excel in any chosen field, individuals must learn to navigate highly complex human dynamics with absolute clarity, genuine empathy, and unwavering professionalism. Effective communication is not simply about speaking or writing well; it is about ensuring that the transfer of information results in mutual understanding and collaborative action.

1.5.2 The 7 Cs of Effective Communication

To ensure that messages are delivered successfully and interpreted correctly across a wide variety of contexts—ranging from formal academic essays and dissertations to rapid corporate emails and high-stakes public presentations—professionals rely heavily on the established 7 Cs of Communication framework. This comprehensive checklist ensures that all shared information is persuasive, highly trustworthy, and easily comprehensible to the target audience.

Communication Principle	Definition and Rationale	Application Example
Clear	Ensuring the message is entirely free from ambiguity or confusing jargon. The core purpose of the communication must be instantly recognizable to the audience.	Instead of: "We need to optimize the operational deliverables to synergize the workflow." Use: "Please submit the finalized financial report by Friday afternoon."

Concise	Keeping the speech or text exceptionally brief by ruthlessly eliminating unnecessary details, redundancies, and filler words. This demonstrates profound respect for the recipient's valuable time.	Instead of: "Due to the fact that we are currently experiencing unexpected logistical delays at this moment in time..." Use: "Because of current delays..."
Concrete	Using highly specific facts, verifiable figures, and tangible details to support the core message. Ambiguity breeds anxiety, whereas specificity creates confidence and trust.	Instead of: "Our sales improved recently." Use: "Our third-quarter sales increased by exactly 15% compared to the same period last year."
Correct	Maintaining rigorous accuracy in factual data, grammatical structure, and selecting the appropriate language level for the specific audience. Correctness actively builds long-term credibility.	Meticulously verifying all statistical data points and thoroughly proofreading for typographical errors before sending a formal project proposal.
Coherent	Organizing information logically so that the narrative flows smoothly. Every point made should be directly connected and highly relevant to the main topic being discussed.	Structuring an academic essay or professional presentation with a clear introduction, deeply supporting body paragraphs, and a powerful, summarizing conclusion.
Complete	Providing absolutely all necessary information (answering who, what, where, when, why, and how) required for the recipient to fully understand the context and take the required action without needing to ask follow-up questions.	Including the detailed meeting agenda, the specific dial-in link, all required background documents, and the correct time zone in a calendar invitation.
Courteous		Instead of: "You failed to attach the necessary document to your last email." Use: "It appears the document was not attached. Could you please resend it at your earliest convenience?"

1.5.3 Active Listening and Empathy as Communication Tools

It is a common misconception that communication is solely about the transmission of information. In reality, communication is a bidirectional process, and listening is an active, not passive, team skill. Active listening ensures that the listener fully comprehends the speaker's perspective, emotional state, and underlying concerns without forming immediate, defensive responses or interrupting the flow of dialogue.

Techniques integral to active listening include verbally summarizing the speaker's points to confirm understanding, maintaining open and attentive body language, and demonstrating genuine empathy. These skills are absolutely vital for resolving workplace conflicts peacefully and building deep stakeholder trust. Through the diligent practice of deep listening and perspective-taking, professionals

can cultivate an environment of mutual respect, paving the way for highly collaborative problem-solving.

(Explore the link: <https://www.mdpi.com/2076-328X/16/1/27>)

1.6 Fostering a Growth-Oriented Personality

A growth-oriented personality is one that thrives on the concept of continuous learning, rigorous discipline, deep humility, and a proactive willingness to embrace difficult challenges. Theoretical knowledge, while necessary, must be tightly coupled with intentional behavioural conditioning to yield true excellence. Analyzing the lived experiences and daily habits of legendary figures provides profound, actionable insights into effective habit formation and values-based leadership.

1.6.1 Discipline, Practice, and Mental Endurance: The Sachin Tendulkar Analogy

Professional excellence is never an accident; it is always the direct byproduct of rigorous, unwavering discipline and relentless, meticulous preparation. Sachin Tendulkar, universally acknowledged as arguably one of the most gifted athletes in the history of cricket, never relied solely on his innate physical talent. His unprecedented, prolonged success on the international stage was rooted deeply in rigorous mental training and an unyielding daily routine.

A highly significant, yet lesser-known facet of Tendulkar's remarkable success was his strict, daily meditation practice. By deliberately dedicating 15 to 20 minutes every single day to mindfulness and deep-breathing exercises, he cultivated a famously calm demeanour and exceptional, laser-like concentration. In professional and academic terms, this practice translates directly to the concept of mental endurance. Just as a premier batsman requires intense, unbroken focus to sustain a massive innings without succumbing to external distractions or physical fatigue, a modern professional requires immense mental fortitude to execute long-term, complex projects and navigate intense corporate pressures without burning out. Furthermore, Tendulkar's renowned adaptability across entirely different formats of the game—from traditional Test matches to rapid One Day Internationals—perfectly exemplifies the absolute necessity for modern professionals to remain highly flexible and continuously improve their skill sets to survive in a rapidly shifting economic environment.

(Explore the link: <https://www.youtube.com/watch?v=31LZeMC5l3o>)

1.6.2 Humility, Ethics, and Stakeholder Trust: The JRD Tata Analogy

True leadership and sustainable professional growth must always be securely anchored in universal human values and unwavering ethical principles. JRD Tata, a highly visionary industrialist who fundamentally shaped modern Indian industry, perfectly exemplified thoughtful leadership that consistently prioritized long-term institutional strength, dedicated societal service, and profound, genuine humility. He operated on the fundamental belief that a leader's job is to bring out the absolute best in people, constantly aiming for absolute perfection rather than settling for mere excellence.

Tata's personal communication style was legendary in corporate circles; he frequently penned deeply personal, starkly honest, and unfailingly respectful letters to employees at all levels of his massive organization, demonstrating a genuine, heartfelt consideration for others. A deeply illustrative anecdote involves the author and philanthropist Sudha Murty. While departing from her engineering job at Telco to help found a new enterprise, she unexpectedly encountered JRD Tata on the steps of Bombay House. Despite his monumental, almost intimidating stature in the business world, he immediately paused, addressed her respectfully by her name, and kindly inquired about her future endeavours. This brief interaction showcased an unimpeachable level of personal integrity and deep empathy that left a lasting impact.

A truly growth-oriented professional understands implicitly that a lasting legacy is not merely built in corporate boardrooms or academic halls, but is constructed through the everyday people they uplift and

respect along the way. By actively integrating Tendulkar's disciplined, mindful preparation with Tata's humble, highly empathetic communication style, individuals can forge a resilient, highly respected, and deeply impactful professional identity.

1.7 Case Study

To further bridge the gap between theoretical frameworks and real-world application, the following case studies illustrate how self-awareness and self-management manifest in high-stakes professional environments.

1.7.1 Case Study 1: Transforming Leadership Through Self-Awareness

Subject: Alex, a highly seasoned and passionate entrepreneur operating within the competitive professional services sector.

Context: Despite dedicating immense energy to creating a fun, enthusiastic, and highly positive workplace culture, Alex struggled with severe, recurring disappointment regarding his new hires. Employees consistently failed to meet his exceptionally high expectations, leading to a frustrating, continuous cycle of enthusiastic recruitment followed swiftly by profound disappointment and employee turnover.

Intervention: Seeking to break this destructive cycle, Alex engaged in professional coaching. Through the use of objective psychometric assessments, hard data revealed a highly significant gap in Alex's personal self-awareness. His natural, overarching optimism was functioning as a massive psychological blind spot, causing him to systematically over-idealize candidates during the interview process. Furthermore, his deep-seated aversion to interpersonal conflict actively prevented him from setting clear, firm boundaries and holding team members accountable when their performance dropped.

Application: Armed with this powerful realization regarding his "Blind Area" (as defined by the Johari Window), Alex deliberately shifted his entire management approach. He moved his performance review metrics away from subjective idealism—basing reviews on what he wishfully believed employees could achieve—to strict, objective data based entirely on actual, measurable job performance.

Outcome: Alex successfully and permanently reframed his approach to workplace accountability, delineating crystal-clear expectations for all staff. Consequently, the organization rapidly transformed into a highly grounded, forward-moving environment. This case conclusively demonstrates that a leader's self-awareness directly and profoundly impacts operational efficiency, hiring success, and overall team dynamics.

1.7.2 Case Study 2: Emotional Intelligence in Crisis Management

Subject: Sophia Chen, a senior retail executive managing a complex global supply chain. **Context:** During the most critical sales period of the year, severe, unforeseen global supply chain disruptions threatened to decimate holiday inventory, creating a high-stress, potentially catastrophic corporate crisis.

Application: Instead of reacting impulsively out of sheer panic—which would constitute falling deeply into the psychological urgency trap—Sophia actively utilized the mindfulness and self-regulation techniques she had practiced for years to rapidly recognize and process her own emotional reactions. By forcing herself to pause and objectively assess her internal state of anxiety, she successfully prevented panic from clouding her logical decision-making process.

Outcome: This exceptionally high degree of applied emotional intelligence allowed her to communicate the severity of the crisis transparently, accurately, and calmly to all nervous stakeholders. Her composed demeanour facilitated the rapid development of a collaborative, highly effective strategy to mitigate the inventory shortfall. This scenario vividly highlights how high self-awareness regulates

destructive emotional responses under extreme pressure, transforming a potential disaster into a manageable problem.

1.8 Activity: Application and Self-Reflection

To truly internalize the advanced concepts discussed in this study material, learners are strongly encouraged to complete the following practical, deeply reflective activities. These exercises are specifically designed to bridge the gap between theoretical knowledge and actual behavioural change.

1.8.1 Activity 1: Johari Window Mapping and Feedback Integration

1. **Preparation:** Review a comprehensive list of 50 standard personality adjectives (e.g., confident, empathetic, highly organized, reactive, aggressive, calm).
2. **Self-Assessment:** Carefully select 5 to 6 adjectives that you genuinely believe best describe your current professional behaviours and attitudes.
3. **External Audit:** Distribute the exact same list of adjectives to three highly trusted colleagues, peers, or mentors. Ask them to anonymously select 5 to 6 adjectives that accurately describe their perception of you in a working environment.
4. **Mapping:** Once the data is collected, map the results onto a blank Johari Window grid. Adjectives you and others selected go into the "Open Area." Adjectives only others selected go into the "Blind Area." Adjectives only you selected go into the "Hidden Area."
5. **Deep Reflection:** Closely analyse the traits that fell into your "Blind Area." Formulate a highly specific, written action plan detailing exactly how you will consciously accept this new feedback and specifically alter your daily communication habits to gradually expand your "Open Area" and build deeper trust with your team.

1.8.2 Activity 2: The Eisenhower Matrix Comprehensive Time Audit

1. **Data Collection:** For three consecutive, typical working days, meticulously and honestly track absolutely all of your activities and the exact time spent on each, logging the data down to 15-minute increments. Do not alter your normal behaviour during this tracking phase.
2. **Categorization:** At the conclusion of the third day, analyse the collected data and brutally categorize every single logged task into one of the four quadrants of the Eisenhower Matrix based strictly on Urgency and Importance.
3. **Analytical Reflection:** Calculate the exact percentage of total time you spent functioning in Quadrant 1 (Urgent/Important crises) versus the time spent escaping in Quadrant 4 (Not Urgent/Not Important distractions).
4. **Actionable Change:** Identify three highly specific tasks currently residing in Quadrant 3 (Urgent but Not Important) that can be immediately delegated to someone else or completely automated. Furthermore, designate a specific, uninterrupted two-hour "time block" in your upcoming weekly schedule exclusively dedicated to a Quadrant 2 growth activity, such as strategic reading or long-term project planning.

1.9 MCQ Questions

The following multiple-choice questions correspond directly to the Quadrant-IV self-assessment standards mandated for interactive SWAYAM learning modules. They are designed to test comprehension and reinforce critical concepts.

1. According to the foundational principles of the Johari Window framework, which specific quadrant contains behaviours, habits, and traits that are clearly known to others but remain entirely unknown to the individual themselves?

A) Open Area B) Hidden Area C) Blind Area D) Unknown Area

Correct Answer: C.

The Blind Area represents the "blind spots" in our self-awareness. These are traits that peers can see clearly (e.g., a tendency to speak too loudly when stressed), but the individual is oblivious to. Actively seeking feedback is the only way to illuminate and reduce this specific quadrant, thereby improving interpersonal relations.

2. How does a professional effectively and safely reduce the "Hidden Area" within their personal Johari Window to build team trust?

A) By entirely avoiding non-essential interactions with colleagues B) By appropriately disclosing personal information, professional vulnerabilities, and hidden skills C) By aggressively seeking critical feedback from peers regarding their performance D) By taking independent psychometric tests in isolation

Correct Answer: B.

The Hidden Area contains information known to the self but kept hidden from others. While professional boundaries are necessary, sharing appropriate vulnerabilities, background experiences, or hidden talents humanizes the individual, significantly fostering authentic trust and expanding the Open Area.

3. In the context of advanced time management psychology, what exactly does the term "mere-urgency effect" refer to?

A) The unique biological ability to complete complex tasks significantly faster when placed under extreme pressure
B) The human cognitive tendency to irrationally prioritize tasks with immediate, impending deadlines over tasks that offer much larger long-term payoffs
C) The managerial process of rapidly delegating unimportant tasks to junior subordinates
D) The modern productivity strategy of unit asking to dramatically improve focus

Correct Answer: B.

The mere-urgency effect is a documented cognitive bias where the brain is hijacked by the anxiety of a deadline, causing the individual to abandon highly important, strategic work in favour of completing minor, urgent tasks that ultimately provide very little long-term value.

4. According to leadership expert Stephen Covey's application of the Eisenhower Matrix, which specific quadrant is famously known as the "Quadrant of Quality" because it directly fosters personal and professional growth?

A) Quadrant 1 (Urgent and Important) B) Quadrant 2 (Not Urgent and Important) C) Quadrant 3 (Urgent and Not Important) D) Quadrant 4 (Not Urgent and Not Important)

Correct Answer: B.

Quadrant 2 is the core of effective self-management. Because these tasks (like strategic planning, skill building, and relationship maintenance) lack immediate deadlines, they are often ignored. However, dedicating scheduled time to this quadrant actively prevents the crises that populate Quadrant 1.

5. Which of the following words is explicitly NOT recognized as one of the standard 7 Cs of effective professional communication?

A) Concrete B) Coherent C) Complex D) Courteous

Correct Answer: C.

Communication should strive to simplify the complex, not be complex itself. The 7 Cs are Clear, Concise, Concrete, Correct, Coherent, Complete, and Courteous. Complexity actively introduces ambiguity and confusion into messaging, which defeats the core purpose of effective communication.

6. Within the 7 Cs communication framework, what specific action does the principle of "Completeness" require from the sender?

- A) Utilizing highly specific statistical facts and figures to back up every claim
- B) Keeping the message as brief as possible by removing all filler words and pleasantries
- C) Providing absolutely all necessary background information (who, what, where, when, why, how) required for the recipient to fully understand the context and take immediate action
- D) Ensuring the grammatical structure of the document is utterly flawless before publishing

Correct Answer: C.

A complete message anticipates the needs of the receiver. If an email asking for a meeting lacks the time, location, or agenda, it is incomplete and will result in a frustrating chain of clarifying emails, thereby wasting valuable time.

7. Active listening, a highly critical component of effective communication, is best characterized by which of the following intentional behaviours?

- A) Politely interrupting the speaker to show enthusiastic engagement with their point
- B) Mentally formulating a counter-argument or response while the other person is still speaking C) Verbally summarizing the speaker's main points and demonstrating genuine empathy without passing immediate judgment
- D) Displaying dominant, assertive body language to control the direction of the conversation

Correct Answer: C.

Active listening requires the listener to fully absorb the speaker's message. By summarizing what was said, the listener proves they were paying attention and ensures no misunderstandings occurred, which is foundational for collaborative problem-solving.

8. Based on the detailed case study regarding Alex the entrepreneur, what was identified as the primary psychological cause of his repeated disappointment with his new hires?

- A) A severe lack of necessary technical skills in the available candidate pool
- B) A cognitive blind spot where his natural, extreme optimism led him to constantly over-idealize candidates' capabilities
- C) His tendency toward excessive micro-management and the implementation of strict disciplinary actions
- D) His complete failure to utilize the 7 Cs of communication when drafting internal emails

Correct Answer: B.

Alex's lack of self-awareness regarding his own hyper-optimism caused him to hire based on potential rather than reality. Once he utilized objective data rather than his idealized wishes, his hiring success and organizational stability improved dramatically.

9. What fundamental, daily practice did the legendary athlete Sachin Tendulkar utilize to significantly build his mental endurance and uniquely sustain his focus during long, grueling innings?

- A) Attempting to multitask extensively during his physical practice sessions
- B) Engaging in daily mindfulness and deep-breathing meditation for 15 to 20 minutes
- C) Relying entirely and solely on heavy physical weight training and dietary adjustments
- D) Engaging in intense, aggressive verbal debates with opposing team members to build adrenaline

Correct Answer: B.

Tendulkar credited his daily meditation practice with giving him the mental fortitude and emotional regulation necessary to block out immense external pressure and maintain laser-like focus over the course of extremely long, physically exhausting matches.

10. Which specific interpersonal trait was most heavily emphasized in the successful leadership style of visionary industrialist JRD Tata, as demonstrated by his daily interactions with employees at all levels of his organization?

- A) Highly authoritarian, centralized control over all decisions
- B) Highly aggressive, zero-sum negotiation tactics with competitors
- C) Profound humility, genuine empathy, and deep interpersonal respect
- D) Strict, unwavering adherence to the mere-urgency effect in his daily scheduling

Correct Answer: C.

JRD Tata was famous for his humility and respect for others, regardless of their rank within his massive company. His ability to connect with people on a human level built unparalleled stakeholder trust and loyalty, forming the bedrock of his legendary business empire.

1.10 Special Note

The profound integration of Life Skills (Jeevan Kaushal) into higher education and advanced professional training marks a critical, necessary paradigm shift away from purely technical, rote instruction toward truly holistic human development. As the global digital economy accelerates and artificial intelligence systems increasingly automate routine technical and administrative tasks, uniquely human capabilities will become paramount. Deep emotional intelligence, nuanced ethical decision-making, high adaptability, and complex, empathetic communication will serve as the primary, irreplaceable differentiators in the future workforce.

Learners navigating this intensive SWAYAM module must recognize that achieving self-awareness and mastering time management are not static destinations to be reached and forgotten. Rather, they are dynamic, lifelong behavioural practices that require constant vigilance. The psychological frameworks provided herein, particularly the Johari Window and the Eisenhower Matrix, require highly iterative application as individuals transition through different phases of their careers. True, lasting professional growth demands the profound vulnerability to seek out uncomfortable feedback, the rigid discipline to prioritize long-term strategic value over the deceptive allure of short-term urgency, and the deep humility to view absolutely every interpersonal interaction as a valuable

learning opportunity. The continuous, dedicated refinement of these highly critical soft skills will not only drastically enhance an individual's personal employability but will also contribute significantly to the creation of empathetic, resilient, and highly effective organizational cultures worldwide.

1.11 Pedagogical guidelines to prepare the units

As explicitly requested for the structural integrity of this study material, the following core theoretical frameworks, literature, and organizational guidelines inform the pedagogical approach of unit-1:

1. **University Grants Commission (UGC) Guidelines:** The foundational structure of integrating life skills is derived from the UGC's "Jeevan Kaushal" curriculum frameworks, which mandate the teaching of communication, professional skills, leadership, and universal human values to enhance graduate employability and self-esteem.
2. **SWAYAM e-Content Development:** The structural delivery of this material adheres strictly to the four-quadrant approach mandated for SWAYAM MOOCs, ensuring comprehensive e-tutorials, e-content, web resources, and self-assessment methodologies are utilized.
3. **The Johari Window Model:** Originally conceptualized in 1955 by psychologists Joseph Luft and Harry Ingham, this model serves as the primary psychological framework utilized in this module for analysing and improving interpersonal awareness and team dynamics.
4. **The Eisenhower Matrix and Time Management:** The principles of categorizing tasks by urgency and importance are based on the organizational strategies of Dwight D. Eisenhower, further popularized and expanded upon by leadership author Stephen R. Covey in his literature regarding highly effective people.
5. **Effective Communication (The 7 Cs):** The standard corporate and academic communication framework (Clear, Concise, Concrete, Correct, Coherent, Complete, Courteous) utilized herein is heavily referenced across professional development literature and project management methodologies as the gold standard for message clarity.
6. **Case Studies and Anecdotal References:** Principles of humility, continuous learning, and discipline are illustrated through the extensively documented biographies and operational philosophies of prominent figures such as JRD Tata and Sachin Tendulkar, reinforcing the necessity of value-based leadership.

1.12 Selected References

- Leana, C. R. (1986). Predictors and consequences of delegation. *Academy of Management Journal*, 29(4), 754–774.
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Unit 2: Team Management and Emotional Intelligence

Structure

- 2.0 Introduction**
- 2.1 Learning Objectives**
- 2.2 Significant outcomes**
- 2.3 Interpersonal and Teamwork Skills**
- 2.4 Communication in Team Management**
- 2.5 Team Roles and Responsibilities**
- 2.6 Case study**
- 2.7 Activity**
- 2.8 Special note**
- 2.9 MCQ Questions**
- 2.10 Pedagogical guidelines to prepare the unit**
- 2.11 Selected References**

2.0 Introduction

Interpersonal skills are the everyday Behaviours and tactics we use to interact, communicate, and work alongside others. In a professional setting, these skills form the critical foundation of teamwork. A group of highly talented individuals cannot succeed if they do not know how to share problem-solving duties, respect personal differences, and support the collective team effort. Effective communication is the practical tool used to share ideas, delegate tasks, and resolve differences. Without it, even the smartest teams will fail. A manager with low emotional intelligence may not recognize that different employees have entirely different communication styles and needs.

2.1 Learning objectives

- The primary purpose of this study material is to help learners understand emotional intelligence and its daily application to team management.
- The material will guide students in analysing personal habits to identify areas for self-improvement, disciplined time management, and focused productivity.
- Another major objective is to understand how social intelligence directly influences interpersonal connections and workplace leadership.
- Learners will study the practical mechanisms of open communication, effective feedback, and professional conflict resolution.
- Furthermore, the material aims to teach the fundamental frameworks of team structure, specifically the Belbin Team Roles and Bruce Tuckman's stages of group development.
- By studying these combined concepts, students will learn how to reduce personal worry and self-criticism while building resilience during challenging work experiences.

2.2 Significant outcomes

- Upon completing this study material, learners will be able to demonstrate measurable improvements in their interpersonal and teamwork skills.
- Students will gain the ability to handle complex workplace challenges with advanced emotional intelligence, resulting in better decision-making and a healthier, more productive work environment.

- They will successfully apply ethical principles and value-based reasoning to their professional lives, acting with integrity.
- Another key outcome is the ability to communicate ideas clearly in meetings and actively listen to colleagues, ensuring all team members feel valued and understood.
- Ultimately, professionals will be equipped to identify shifting team dynamics, resolve conflicts quickly without damaging relationships, and lead their groups to higher overall success.

2.3 Interpersonal and Teamwork Skills

The core mechanism behind strong interpersonal skills is emotional intelligence (EI). Emotional intelligence is the ability to recognize, understand, and manage your own emotions while successfully tuning into the feelings and perspectives of other people. It is a common misconception that emotional intelligence is a fixed, natural trait; rather, it is a highly learnable skill set that can be developed over time with conscious practice. When leaders have high emotional intelligence, they can objectively identify strengths and weaknesses in themselves and their team members, which is the key to managing talent.

To fully understand emotional intelligence, it is helpful to look at its four main domains.

Domain of Emotional Intelligence	Meaning and Application in Teamwork
Self-Awareness	The ability to recognize your own emotions and how they affect your decisions and actions. This helps managers achieve objectivity and fairness.
Self-Regulation	The power to control impulses and stay calm. This helps leaders stay focused on goals when work is stressful, preventing personal frustration from hurting the team.
Social Awareness (Empathy)	Understanding the feelings and perspectives of others. Empathy helps leaders support their team without placing unfair blame during difficult times.
Relationship Management	Using communication to build trust, resolve conflicts smoothly, and motivate the team to reach its full potential.

When these four domains are combined and practiced, they create a positive "ripple effect" in the workplace. Because teams are collections of individuals who naturally absorb the emotions of others, an emotionally intelligent leader can spread positive feelings, resilience, and motivation throughout the entire group.

2.4 Communication in Team Management

A vital communication skill for any professional team is active listening. Active listening means making a conscious, focused effort to fully understand the speaker instead of just waiting for your turn to talk. When practicing active listening, professionals use non-verbal cues like maintaining eye contact and nodding to show genuine interest in the speaker's message. They also ask open-ended clarifying

questions, such as asking a team member to explain their specific workflow challenges. This simple act turns a standard one-way monologue into a collaborative dialogue. When a professional practices active listening, they signal humility and show that they value collaboration over their own ego. This is essential because innovation often comes from the quietest team members; by creating a space where all voices are heard, the leader ensures no good idea is lost.

Giving feedback is another critical communication task in team management. Many managers avoid giving feedback because they worry about hurting a team member's feelings or ruining a friendship. However, withholding feedback allows small mistakes to turn into big, systemic problems. Emotionally intelligent feedback uses empathy and self-regulation to deliver honest, constructive criticism. A good leader grounds their feedback in observable facts rather than personal opinions, ensuring the employee does not feel attacked. By reading emotional cues—such as a shift in body language—the leader can adjust their tone to ensure the message remains helpful. This creates a feeling of psychological safety, a state where team members feel secure admitting mistakes and asking for help.

(Explore the link:

<https://ecampusontario.pressbooks.pub/careerguidehealthwellnessofficeadmin2e/chapter/teamwork-and-interpersonal-skills/>)

2.5 Team Roles and Responsibilities

Beyond communication, a successful team must have a balanced structure. People contribute to teamwork in vastly different ways. In the course of studying group dynamics, Dr. Meredith Belbin found that useful workplace contributions can be grouped into nine distinct "Team Roles". A Team Role is defined as a natural tendency to behave, contribute, and interrelate with others in a specific way. For a team to perform at its highest level, it needs a healthy mix of action-oriented, people-oriented, and thought-oriented roles. A team entirely made of leaders will argue, while a team of only creative thinkers will fail to execute plans. Every role provides great strengths, but also comes with an accepted "allowable weakness."

Category	Team Role	Key Contribution	Allowable Weakness
Action	Implementer	Turns ideas into practical actions and organizes the daily work.	Can be inflexible and slow to respond to new, unproven ideas.
Action	Completer Finisher	Ensures high quality output and always meets deadlines.	Worries too much and is highly reluctant to delegate tasks to others.
Action	Shaper	Challenging and dynamic; provides the strong drive to overcome obstacles.	Can sometimes hurt people's feelings in the intense pursuit of goals.
People	Coordinator	Confident and mature; clarifies goals, identifies talent, and delegates tasks.	Can sometimes be seen as manipulative by other team members.
People	Team worker	Diplomatic and perceptive; listens well, averts friction, and maintains harmony.	Can be highly indecisive during a crisis in order to avoid conflict.
People	Resource Investigator	Outgoing and enthusiastic; explores external opportunities and builds contacts.	Often loses interest quickly after the initial excitement passes.

Thought	Plant	Highly creative and imaginative; generates novel ideas and unique solutions.	Often ignores practical details and forgets to communicate with the team.
Thought	Monitor Evaluator	Analyses all options and makes sound, impartial, and strategic judgments.	Can be overly critical and very slow to make final decisions.
Thought	Specialist	Dedicated and single-minded; provides rare, in-depth technical expertise.	Focuses only on technicalities and contributes on a very narrow front.

Teams are not static; they change and grow over time. Developed in the mid-1960s, Bruce W. Tuckman created a famous framework showing the four main developmental stages a team experiences as they learn to work together. Leaders must recognize these stages to provide the right guidance at the right time.

Stage	Team Behaviour and Dynamics	Leadership Needs and Actions
Forming	The team is new. Members are polite, cautious, avoid controversy, and rely heavily on the leader for direction.	The leader must define a clear mission, establish specific objectives, and set ground rules.
Storming	Personal and stylistic differences appear. This leads to interpersonal conflict, tension, and challenging of authority.	The leader must use active listening and empathy to resolve conflicts safely and redirect focus to shared goals.
Norming	The team learns to cooperate. They share problem-solving duties, utilize all resources, and build deep trust.	The leader should evaluate progress, provide positive feedback, and encourage the team to take ownership.
Performing	The team works perfectly together to achieve goals with minimal friction and maximum efficiency.	The leader can step back, empowering the team to work autonomously without micromanaging.

2.6 Case study

To see how emotional intelligence and team frameworks operate in the real world, we can examine a corporate sales team that was consistently failing to meet its financial targets.

An internal review revealed that the team was stuck in the "Storming" stage of development. Their internal communication was far too blunt and vague, causing members to feel defensive and misunderstood. Because they lacked a "Team worker" role to maintain harmony, this poor communication led to deep interpersonal conflicts and a complete lack of psychological safety.

A new manager with high emotional intelligence took over the team. The manager immediately introduced a new conflict resolution framework based on empathy and active listening. Before team members could criticize one another's work, they were required to paraphrase what they heard to prove they understood the other person's perspective. They also had to ask clarifying questions. When a subset of the team strongly disagreed about taking on a new client due to political differences, the manager held private meetings. She actively listened to their worries, validated their feelings, and gently reminded them of the universal business benefits.

Because the manager modeled self-regulation and genuine empathy, the team slowly rebuilt its trust. The new communication habits successfully moved the team out of the Storming phase and into the "Norming" and "Performing" stages. As a direct result of these emotional intelligence practices, the team's sales performance improved by 37% within six months. This case proves that human-centric soft skills have a direct and powerful impact on hard business success metrics.

2.7 Activity

To build practical interpersonal and teamwork skills, learners will complete a guided active listening exercise.

1. Pair up with another professional learner. Decide who will be the "Speaker" and who will be the "Listener."
2. The Speaker will take exactly three minutes to talk about a recent challenge, disagreement, or frustration they faced at work.
3. During these three minutes, the Listener must practice pure active listening. The Listener is strictly forbidden from interrupting, giving advice, or sharing their own personal stories. They must only use non-verbal cues, such as nodding and making steady eye contact, to show they are engaged.
4. After the three minutes are over, the Listener must accurately summarize what the Speaker said. This proves they understood both the factual events and the emotions involved in the story.
5. Switch roles and repeat the process.

This activity helps professionals train their self-regulation and empathy, demonstrating how powerful it is for an employee to simply be heard without immediate judgment or forced solutions.

2.8 Special note

This study material has been carefully designed for the SWAYAM platform, serving as foundational e-Content for professional studies. In the SWAYAM framework, online learning is divided into a four-quadrant approach to ensure a high-quality educational experience. This document serves as Quadrant-II material, which officially includes self-instructional reading text, illustrations, and detailed case studies.

Learners should read this material thoroughly to prepare for the interactive portions of the course. Afterward, students are highly encouraged to engage with Quadrant-III, which functions as the discussion forum. The discussion forum allows learners to raise doubts and collaborate with course coordinators in near real-time. Finally, the knowledge gained from this Quadrant-II material will be formally tested in Quadrant-IV through assessments, quizzes, and multiple-choice questions to ensure all learning objectives have been met.

2.9 MCQ Questions

To test your understanding of the material, review the following multiple-choice questions.

Question 1: What is the main purpose of the "self-regulation" domain in emotional intelligence?

- A) To ignore the feelings of other people during a crisis.
- B) To control disruptive impulses and stay calm so you can make objective decisions.
- C) To explore external business opportunities for the team.
- D) To enforce strict rules during the Storming stage of development.

Correct Answer: B.

Self-regulation is the vital ability to manage your own emotions and stay focused on team development rather than letting personal frustration ruin a conversation.

Question 2: According to Belbin's Team Roles, what is the allowable weakness of the "Completer Finisher"?

- A) They can be too creative and forget practical details.
- B) They are overly optimistic and lose interest quickly.
- C) They tend to worry too much and are extremely reluctant to delegate work.
- D) They are indecisive during a crisis because they hate conflict.

Correct Answer: C.

Because Completer Finishers care so deeply about high quality and finding errors, they often worry unduly and struggle to trust others with important tasks.

Question 3: A team is very polite, members are cautious to avoid controversy, and everyone is asking the leader for basic directions. Which stage of Tuckman's model is this team currently in?

- A) Storming B) Performing C) Forming D) Norming

Correct Answer: C.

In the Forming stage, the team is brand new, so members avoid conflict and rely heavily on leadership for safety, guidance, and structure.

Question 4: Which of the following actions is a key component of active listening?

- A) Waiting impatiently for the other person to stop talking so you can give your own opinion.
- B) Checking your phone while the person speaks to multitask.
- C) Interrupting the speaker to offer a fast solution to their problem.
- D) Asking open-ended clarifying questions and summarizing what the speaker said.

Correct Answer: D.

Active listening requires full mental concentration, asking open-ended questions, and paraphrasing to ensure true, empathetic understanding.

Question 5: According to the case study on the failing sales team, how much did sales performance improve after the manager introduced emotional intelligence and active listening coaching?

- A) 10% B) 17% C) 24% D) 37%

Correct Answer: D.

The team's sales performance improved by a massive 37% within six months of utilizing the new empathy and active listening framework.

2.10 Pedagogical guidelines to prepare the unit

The following research materials and guidelines were utilized in the compilation of this study material of unit-2:

1. SWAYAM Course Information on Team Management and Emotional Intelligence.
2. Emotional Intelligence in the Workplace: Daniel Goleman's Frameworks.
3. Emotionally Intelligent Feedback and Active Listening.
4. Belbin Team Roles: Nine Clusters of Behaviour.
5. Bruce Tuckman's Stages of Group Development.
6. SWAYAM Guidelines for Quadrant-II E-Material and Self-Learning Material.
7. Case Studies on Workplace Conflict Resolution.

2.11 Selected References

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- OECD. (2017). PISA 2015 collaborative problem-solving framework. OECD Publishing.
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Module 2: Critical Thinking for Workplace

Unit 3 Logical Reasoning, Creative and Lateral Thinking

Structure

- 3.1** Introduction
- 3.2** Learning Objectives
- 3.3** Learning Outcomes
- 3.4** The Art of Argument
 - 3.4.1** How Logic Shapes Argument
 - 3.4.2** Modes of Reasoning
- 3.5** Ideas and innovation
 - 3.5.1** Turning imagination into reality
 - 3.5.2** Generating ideas beyond logic
- 3.6** The Creative Mindset
 - 3.6.1** Habits that spark originality
 - 3.6.2** Creativity through imagination
- 3.7** Lateral thinking in everyday life
 - 3.7.1** Practical tools for lateral thinking
- 3.8** Summary
- 3.9** Review Questions
- 3.10** Selected References
- 3.10 Reading List

3.1 Introduction

The unit introduces you to creativity and critical thinking. The discussion is based on their tolls and strategies with a variety of inbuilt tasks on the text material. The unit ends with a section on review questions to test your comprehension. You may consult the reading list for further information on the topics.

3.2 Learning Objectives

After going through the unit, you will be able to:

- a) Learn on the concepts on the art of argument
- b) Understand Deductive, Inductive, and Abductive reasoning
- c) Know how to generate new ideas for business and development.

3.3 Learning Outcomes

At the end of the unit you will

- a) Utilize analytical reasoning and lateral thinking techniques
- b) Generate innovative solutions for workplace challenges.

3.4. The Art of Argument

The art of Argument is the practice of using logic, and empathy to present ideas, persuade audience and arrive at a shared truth. Arguments are built on rules of logic. Everything we say is either valid or not valid. The purpose of an argument is to give reasons on one's thoughts and understanding with justification, and explanation. When we are beginners we observe and

talk to people to absorb information. In the process we experience mastery, gain confidence and work on humility. When we develop a learner's mind, we spend time with people with more mastery than us for learning new things.

At our workplace, school and other engagement contexts we face intense and demanding tasks which questions our abilities and values. We are clouded by what we perceive as our weakness. For example, when we fail to comprehend when the rest of the team comprehends easily, we find left out, and feel bad after a series of less than perfect performance. However, we find confidence when we focus on our positives contributions and with practice and patience.

Ordinarily arguments can be strong or weak, valid or invalid, persuasive or unpersuasive. When we argue we are unaware of what this terms mean. There are a few concepts which shape argument assessment. There are also certain techniques and strategies which reconstruct arguments.

3.4.1 How logic shapes argument

While arguing we transform our opinions into structured verifiable claims, and present our arguments logically. An argument is well-shaped if it has three components; the *premises*, the *warrants* and a *conclusion*. The premises are the foundations, the established evidences on which we form our opinions. The bridges, with which we explain why we have formed the opinions, are the warrants. The destination where we want to arrive and prove our claims is the conclusion. Logic can shape arguments into different patterns based on our goals and our data.

3.4.2 Modes of reasoning

a) Deductive Reasoning

Deduction moves from a general to a specific mode of reasoning. It is a universally accepted rule for a specific conclusion. For example,

General Premise: All numbers ending in Zero and Five are divisible by 5.

Specific Premise: 150 end with a zero

Conclusion: Therefore, 150 are divisible by 5.

Deductive reasoning is used for tracking decision making processes and making valid arguments. It is represented in 'if-then' format. It starts with what is already known and accepted and applies to specific situations. For example, *If* mammals are warm blooded (general premise) and dolphins are mammals (specific) *then* dolphins are warm blooded mammals (conclusion). The conclusion which follows from the general premise can be valid or invalid based on its assumptions.

Task 1: Write the specifics and conclusion for the following premises:

1. All birds have feathers.
2. It is raining outside.
3. All capitalist societies have class inequalities.

Your answer:

Task 2: Mention whether the following statements are true or false:

- a. If the premises are actually true, then the conclusion is also true.
- b. If the premises are actually false, then the conclusion is false.
- c. If the premises are actually false, then the conclusion is actually true.
- d. If some of the premises are true and some are false, then the conclusion is true.
- e. If some of the premises are true and some are false, then the conclusion is false.

Now let us examine the following illustrations. The following are examples of the tasks (a-e). The Ts and Fs in the parenthesis of the right of each premise and conclusion indicate the truth and falsity of the case.

- | | | | |
|----|-----|---|-----|
| 1. | GP) | Amita Dutta is a dancer | (T) |
| | SP) | All dancers are choreographers | (F) |
| | C) | Amita Dutta is a choreographer | (T) |
| 2. | GP) | Amita Dutta is a Bharatnatyam dancer | (F) |
| | SP) | All Bharatnatyam dancers are Indians | (F) |
| | C) | Amita Dutta is an Indian | (T) |
| 3. | GP) | Amita Dutta is a kathak dancer | (T) |
| | SP) | Kathak is a dance form from Uttar Pradesh | (F) |
| | C) | Amita Dutta is from Uttar Pradesh | (F) |

Now Illustrate for Task 2 ‘a’ and 2 ‘b’.

- 4. GP)
SP)
C)
- 5. GP)
SP)
C)

b) Inductive Reasoning

Inductive reasoning begins with observation of specific data and uses them to form a general conclusion. For example, for an observation; the first three numbers in a sequence are 12, 14 and 16. The general conclusion is the next number in the sequence is 18, as the number increases by 2 each time. Inductive reasoning is commonly used in everyday decisions, beliefs and expectations after observing a daily experiences. For example, predicting the weather. In Inductive reasoning several observations or premises provide a probable conclusion. Inductive

reasoning thus can result in strong or weak conclusions. A conclusion that ignores relevant information or contradicts observation may not be strong and logical.

Task 3: Write the conclusions for the following general observations:

4. Every dog in the street is friendly.
5. Every summer for the last five years has high record temperatures.
6. Every dairy product makes me sick.

Your answer:

Inductive reasoning may have false conclusions, which deductive reasoning doesn't. If the premise of an inductive reasoning is a generalization on a sample of the population, then it is deductively invalid. Let us work on the following task to understand this concept.

Task 4 The following arguments have a premise with a missing quantifier. Reconstruct the argument with a quantifier (probably/ almost all).

1. Children love Ray's detective characters. Therefore your child will love Ray's characters.
2. Old people have lots of memories. They are fond of retelling their stories from time to time. Anyone who has a lot of memory is an old person.
3. Research has shown that people who take proteins regularly are stronger than average. Therefore, you can take proteins for a strong physique.

Your Answer

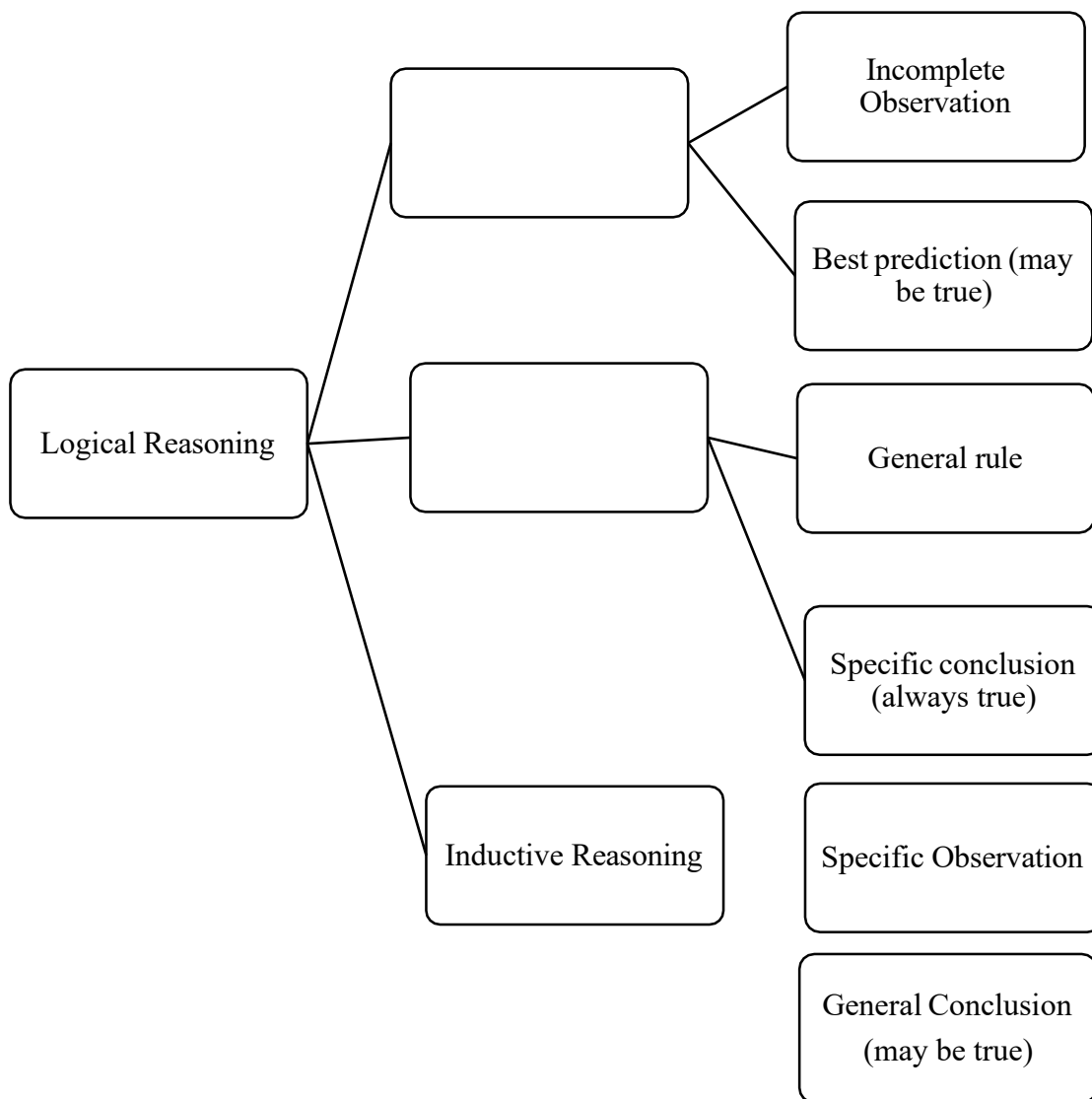
c) Abductive Reasoning

Abductive reasoning is the logical process of creating most likely or plausible conclusion from an incomplete set of observations. It helps us to make guesses from what we observe, and explain the mostlikely reason even if we do not have all the facts. We use Abductive reasoning everyday without realizing it.

Task 5: Which of the Following illustration is an example of Abductive reasoning?

- a. Jill knows that dogs can bite people. Her neighbour has a dog. She always avoids walking by his house so as to not get bitten.
- b. Mary found milk in her kitchen counter. She thought her maid has forgotten to keep it refrigerated. Then she found that it has got rotten and realized it is kept for throwing away.

Your Answer



Task 6: Complete the following flow diagram

Answer: Inductive Reasoning, Deductive Reasoning

3.5 Ideas and innovation

An *idea* is a thought or a collection of thoughts that is generated in the mind. Ideas can be generated with intent or unintentionally. For example, a writers' job is to translate ideas into a document. *Innovation* is creating something new as well as improving on something that already exists. It is making the happenings from ideas, starting with failures and reaching the outcome. Innovation creates values from ideas. Innovation is always accompanied by creativity. Creative ideas can innovate. Even if we fail to fulfil one idea we can expand our horizon and translate another idea into reality. Let us explore the four key elements of innovation: collaboration, ideation, implementation and value creation.

Collaboration is a group activity. It is bringing more minds to the table and connects isolated departments with an organization. It means working together, towards something in common. Collaboration is necessary to nurture creative thinking.

Task 7: Match the following Strategies and the ‘Wh’ questions

- | | |
|-----------------------|--------------------------------|
| 1. Listen and explore | a. What will we do together? |
| 2. Learn and adjust | b. What should we do together? |
| 3. Focus and align | c. How will we do together? |
| 4. Link and leverage | d. What can we do together? |

Answers Task 7: 1.d, 2. c, 3. b, 4.a

Ideation is the process of generating, exploring and refining ideas. The ideation process generates ideas through brainstorming, sketching, and prototyping (refining ideas). The aim of the ideation process is to generate better ideas for design and solution. It is used for solving real word problems. Ideation builds on visual, concrete concepts for exploring new opportunities. Application of resources for delivering results is *implementation*. Implementation works with accomplished plans. Intrinsic motivation and job knowledge are important for ideation and implementation. Intrinsic motivation comes from within the individual. Successful implementation requires individuals with experience on context and social skills. An innovation is implemented if it is accepted and used within an organization. *Value creation* is the process of producing experiences, goods or services to the user of a greater worth than the combined cost of inputs. It aims for increased customer satisfaction, and sustainable business growth.

Task 8: Reflect on the following and justify your answer.

- a) Implementation requires planning, time management and coordination skills.
- b) Intrinsic motivation increases responsibility, attitude and builds on personality traits.
- c) Individual with weak commitments are shows little inclination to promote and support implementation activities.

3.5.1 Turning imagination into reality

Imaginations turn into reality when thought and actions are bridged with the aim to see them as real and already accomplished. Imagination is a vital component of life. Every choice, seed of thought begins with imagination. Seeing shapes in the clouds for example as outlines of animals, faces is imagination. The human brain invents patterns and rules. It has the power to re-imagine a concept. Imagination ignites our passions. With an open mind, it has the power to create with a positive flow of energy.

3.5.2 Generating ideas beyond logic

Generating ideas is a skill for product design and innovation. Humans possess certain personality traits which contribute to generation of ideas. These are generally formed before joining a work place. *Conscientiousness* is a characteristic of achievement oriented individuals. The other important traits of these individuals are methodical, ordered and dutiful.

Introversion and *extraversion* are other two traits associated with idea implementation and idea generation. Introversion trait transforms an idea into workable solutions whereas extraversion trait never realizes the idea generated in the process.

Idea implementation is a complex and iterative process. Idea implementers are characterized by *risk tolerance*. It helps to cope with stress arising from uncertainty. The *self construal*

personality trait influences connections to individuals. They are more flexible and better socialisers. *Self efficacy* is an individual trait which believes in good performance in activities. Individuals with self efficacy are goal oriented and prone to take initiatives.

Task 9: Fill in the blanks

- a) _____ establishes autonomy and independence from other people.
- b) _____ is concerned with performance criteria.
- c) _____ individuals recognize innovation as a challenging task.

3.6 The Creative Mindset

Dealing with challenges at workplace and at home depends on our mindset. The creative mindset is growth oriented. The process of creation may become annoying and difficult at times. The solution to these problems depends on our attitude and willingness to be open to others (team members or individual feedback).

The core components of a creative mindset are embracing constraints, challenging assumptions and shifting from outcome to process. Our limitations are core factors for our frustrations. Embracing constraints as guidelines imposes the search for an innovative work. When we challenge assumptions with the questions why? and why not? This enables us to come out of a static mindset. If we fail we shift our focus from outcome to process. This helps us to explore and learn and shift from the ‘getting it right’ every time attitude.

Task 10: Do you agree with the following statements?

- a) Creative minded people find innovative solutions to challenges they encounter.
- b) Creative abilities can be developed and improved over time.
- c) Play is an integral part of the creative process.

3.6.1 Habits that spark originality

Creative people consistently cultivate their specific practices for overcoming mental blocks and nurture their imagination. Curiosity, seeking out diverse sources of information, reflection, playfulness and experimentation, are some of these practices. Now let us work on the following task. Curiosity can be developed over time. Seeking diverse sources of information, through art, books, nature or engaging with different cultures broadens our imaginative powers and innovative thinking.

Task 11: Match the two columns:

1. Reflection	a) Limitations as catalysts of innovation
2. Curiosity	b) Play is an integral part of the creative process
3. Experimentation	c) Ask questions and challenge assumptions
4. Embracing Constraints	d) creating mental spaces (journaling)
5. Seeking information	e) Viewing situations from different angles

3.6.2 Creativity through imagination

There are two sides of a human brain. One side thinks rationally and tries to find rational solutions. Rational or structured thinking involves logical and effective use of the brain to analyse a problem. The other side of the brain lives on imagination and tries to find solutions absurdly. Absurd and imaginary thinking encourages out of the box approaches to solve a problem.

Imagination is a conscious ability to form mental images, concepts and thought which are absent to the senses. Creativity puts that imagination to work, generating original, novel and valuable ideas and materializing them through mediums. Creativity is accompanied by exploration, evaluation and execution. That is exploration or generation of scenarios with divergent thinking, evaluation or selection of interesting and viable concepts and execution or organizing imagination into plans and actions.

3.7 Lateral thinking in everyday life

Lateral thinking is an indirect approach to solving problems. It reframes issues and challenges assumptions. For example, while saving money, people think of cutting on costs. A lateral approach would be creating a passive income stream from a hobby or bartering on services. A lateral thinker finds innovative solutions to problems. Crossword puzzles, Sudoku, brain teasers and Chess increase the lateral thinking ability. Lateral thinking places more importance on ideas and latter on dwell on the outcomes.

3.7.1 Practical tools for lateral thinking

Lateral think tools make us more skilled to solve unsolved problems. They offer fresh thoughts, and refine the wild thoughts generated from brain storming activities. Lateral thinkers question their thought processes to come out of biases that limits creativity. These tools build on new ways of thinking and come up with exciting solutions. The five practical tools for lateral thinking are:

1. Perceptual change: Reframing the problem
2. Random input: exploring unexpected connections
3. Provocation: challenging assumptions
4. Potential opening: asking what if? Why not?
5. Thinking hats: taking a different perspective

Let us learn in these concepts from the following task.

Task 12: Match the following

1. Reorganize information/ problem	a. Unexpected connections
2. Random entry	b. Perceptual Change
3. Provocation	c. Ask why
4. Potential Opening	d. considering all alternatives
5. Differing perspective	e. questioning thought processes

3.8 Summary

The art of argument has two factors. The first is argument reconstruction and the second, argument assessment. Assessment can be of two types. The first is logical assessment, which is discussed in detail in the unit. And the second is factual assessment. In factual assessment we ask the truth values of the premises. Inductive reasoning is partly factual and partly logical.

The concern of the logician is to find the relations between the premises and not with their truth values. Lateral thinking requires effort and experience for successful problem solving.

Answers Task 7: 1.d, 2. c, 3. b, 4.a

Answers Task 9: a) Conscientiousness, b) introversion, c) risk tolerance

Answers Task 11: 1.d, 2 c, 3. b, 4.a, 5. E

Answers Task 12: 1.b, 2. a, 3. e., 4. c., 5. d.

3.9 Review Questions

1. Analyse the following illustrations:

i. a college requirement catalogue mentions that all students must take a GK test. You are a first year student. So you must take the test.

ii. Karim has been warned that it is dangerous to venture in the sea during a storm. It is stormy since last night. Karim decided to stay indoors determining it is too dangerous to go fishing.

iii. At the beginning of his essay, Prasad said that increased screen exposure is harmful for children and adolescents. The rest of his essay provides examples and evidences to prove his statement.

2. Write in 250 words commenting on the statement “The purpose of argument is to defeat the opponent”.

3. Discuss on the following statement ‘Lateral thinking is a process of disrupting the existing patterns so that a new and original way of combining things can be revealed’. Justify your answer.

4. Discuss the tools for Lateral Thinking.

5. Discuss the role of imagination in creativity.

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Unit -4: Active Listening, Conflict Management and Negotiation

Structure

- 4.1** Introduction
- 4.2** Learning objectives
- 4.3** learning Outcomes
- 4.4** The Art of negotiation
 - 4.4.1** Balancing logic and emotion
 - 4.4.2** How to plan for successful negotiation
- 4.5** From hearing to understanding
 - 4.5.1** Listening beyond words
 - 4.5.2** Practical tools for active listening
- 4.6** Turning tensions into innovations
 - 4.6.1** Managing emotions in conflict
 - 4.6.2** The psychology of conflict
- 4.7** Summary
- 4.8** Review Questions
- 4.9** Selected References
- 4.10** Reading List

4.1 Introduction

The unit is based on three important aspects of our work place. These aspects are negotiation, active listening and conflict management. These are the practices are used to build, improve and maintain workplace relationships and make us efficient in our professional. The three aspects are focused on developing the skills of negotiation, deep listening and patience. These skills will help us to achieve important goals and get what we want for ourselves and our organizations. The unit has a review question section to test your comprehension and a reading list at the end.

4.2 Learning Objectives

From the unit, you will learn:

- a) Active Listening Techniques for deep listening and understanding non-verbal cues.
- b) Conflict Resolution Strategies for de-escalation and grievance readdressed.
- c) Principles of negotiation and reaching mutual agreement.

4.3 Learning Outcomes

After complete reading the unit you will be able to

- a) Demonstrate active listening skills to facilitate negotiation,
- b) Resolve professional conflicts effectively,
- c) Understand Empathy to understand rather than to reply and
- d) Show Patience and maintain composure during difficult negotiations.

4.4 The Art of negotiation

Negotiation is an interactive process of resolving differences, managing conflict and reaching a mutually beneficial agreement. It is a strategy involving give and take, persuasion and compromise to satisfy the interests of human nature. The art of negotiation has been used by civilizations in order to achieve political, economic and ideological goals. With negotiation strategies we find solutions to tough problems.

Task 1 Do you agree with the following statements? Justify your answer.

- a) Negotiation is a type discussion between two parties resulting in various forms of settlements.
- b) Negotiation is a dialogic exchange of opinions between two parties hoping to reach an acceptable agreement between all parties.

Negotiation is a means of communication that fosters positive interactions. It is a powerful tool for problem solving and persuasion across fields. It is crucial during crisis and has a role in settling disputes and making appropriate decisions. There are two distinct types of negotiations, **distributive negotiations** and **integrative negotiation**.

Distributive negotiations, also termed as positional or hard bargain negotiation is a win-lose assumption. The two parties adopt extreme positions knowing that it will not be accepted and employs a combination of guile, bluffing and brinkmanship while reaching a deal. The two sides involved never had a relationship before and will never interact in future, for example, the engagements in buying a house or a car. Integrative negotiations are called interest based or principled negotiation. It provides alternatives to distributive negotiation techniques. It involves trust and forming of friendship. It is known as a win-win situation where a fix value is shared by each side.

Task 2: Are the following statements true?

- a) Distributive negotiation provides alternative negotiation techniques.
- b) Integrative negotiation improves the quality of negotiated agreement.
- c) Integrative negotiation is a personalized battle.
- d) Distributive negotiation approaches negotiation as a shared problem.

4.4.1 Balancing logic and emotion

Negotiation is a skill. It is one of the key elements of success in professional life. An individual who has mastered negotiation skill can achieve the desired outcome. Failure in negotiation leads to loss and setbacks. Negotiation skill has five abilities.

- a) Effective communication is the ability to identify and understand non-verbal clues of others. It is the natural ability to logically comprehend dialogues and seek feedback.
- b) Persuasion is the negotiation ability which enables changes in behavior, belief and actions in other people.

Negotiation is not purely logical based on contracts and outcomes. It is based on emotions. Anger, frustration, anxiety and excitement can influence other people's choices and decisions at the negotiation table. Failure in controlling emotions during negotiation can make costly results. Reactive emotions are managed with calmness. Emotional triggers are common

strategies used by every negotiator. These triggers are moments that spark quick, unhelpful response. These are personal criticisms, ultimatums, and aggressive body language. The key is to not fall into the trap of reactive emotions and recognize triggers early.

Task 3: Are the following statements true?

- a. Emotions distract problem solving.
- b. Remaining calm during negotiation is a way of managing emotion and not eliminating it.
- c. Calming an agitated counterpart is powerful negotiation tactics.
- d. Emotional resilience is a part of negotiation preparation.

4.4.2 How to plan for successful negotiation

Preparing for negotiation strengthens bargaining power, prevents emotional reactions and secures favourable outcomes. The planning is the first of the five negotiation processes. The other four processes are agreement, negotiation, implementation and evaluation. Planning involves determining the objectives, setting the priorities and outlining tasks and schedules. The characteristics of a negotiator in dealing with others are: win at any cost, collaboration, avoid conflict, and compromise. Let us work on the following task to learn more about the characteristics.

Task 4: Match the following

- | | |
|--|-----------------------|
| a. Win at any cost | 1. Win-win |
| b. Collaboration | 2. Lose –win |
| c. Avoid Conflict | 3. Win- lose |
| d. Compromise | 4. Lose –win |
| e. Build or maintain a friendly relationship | 5. No winner-no loser |

Even after we have set our goals and prioritized them we need to remain flexible and anticipate possible reactions. It is also necessary to identify possible alternative solutions if the negotiations fail. Preparing negotiation tool is also a proper way of planning. Convincing arguments, supporting evidences for the negotiator' stances are negotiation tools.

Task 4: Which of the following can be problems due to lack of planning?

- a) Bargaining instead of negotiating
- b) Determine objects as a fixed point instead of a range
- c) Not planning for possible concessions.
- d) Not choosing team members wisely.

4.5 From hearing to understanding

Here are some reasons due to which negotiation can be a success. Allowing the negotiator to speak without interruption and avoiding an argumentative atmosphere is one of them. In a negotiation process, proposals and opinions are shared and most suitable options are reviewed and selected. Good listening helps the negotiator to avoid misunderstanding and reach a desired goal.

Hearing is a passive reception of speech sound. Understanding is an active process. Listening is a process from hearing to understanding. Listening is an important part of negotiation. It gives the negotiator information about the person whom they are talking. The information comes from hearing what is being said as well as listening to what is not being said. It is always better to listen first, get the information and tailor own responses.

4.5.1 Listening beyond words

In a fair negotiation, both parties listen and respond. The negotiator needs space to gather the thoughts before responding. Good negotiators listen and link. Connections between facts and reason determine informed judgment. The negotiator needs space to gather the thoughts before responding. Listening beyond words or deep listening is listening to non-verbal clues, underlying emotions and silent spaces. Deep listening builds strong relations, trusts and empathy. Negotiator's pace, pitch and tone reveal the true story and clues about their feelings. Hesitant speech or rapid speech, and excited tone are clues of the real story before it is explicitly stated. Reflecting back in what we listen ensures accuracy and validates speaker's experience. In turn it fosters connection and trust.

Task 5: Do you agree with the following statements?

- a) Deep listening requires emotional intelligence and mindfulness to fully understand the speaker's words, emotional state.
- b) A significant barrier to deep listening is distraction.
- c) Deep listening is being aware of our own responses and managing them effectively.

4.5.2 Practical tools for active listening

Active listening is rooted in empathy and understanding. When we practice active listening we are fully immersed in what the other person is saying and do not focus on what to say in response during conversation. The tools for active listening are: paraphrasing, mirroring non-verbal clues, and open ended questions. Paraphrasing is reiteration of the speaker's main points in one's own words. It enhances comprehension and validates the speaker's feelings. Open-ended questions like "tell more about the context" or, "how did you feel" encourages deeper self reflection. Non-verbal clues core elements are eye contact, head nodding, and indications that the message is being heard and paid attention. Providing feedback, deferring judgment and appropriate responses are other indicators of close attention. Lets us read the following example of active listening.

Scenario: A friend sharing a personal problem with another friend seeking support and understanding.

Friend: I am feeling too tired to go to work. I don't find motivation and struggling to make progress.

Another friend: I guess you are stuck somewhere. Can you share what is contributing to feelings? (Showing empathy and encouraging elaboration)

Friend: I don't have recognition for my work and I am unsure what to do to advance in my role.

Another friend: it seems like you are undervalued and uncertain on your career path. You are in a challenging situation (Reflecting feelings and summarizing the main points)

Friend: Yes. I am considering looking for a new job. I don't know if that's the right move.

Another friend: you are at cross roads. What are the pros and cons of looking for a new job? I will be happy to help you with your options. (Acknowledging uncertainty and offering support).

Task 6: Construct a conversation and mention 4 active listening tools.

- a) An employee voicing a complaint and a manager listening to understand the issue and find a solution.
- b) A customer voicing his needs and a sales man listening to understand the needs and offering a solution.

4.6 Turning tensions into innovations

One of the key elements in innovation is managing conflicts. Turning workplace tension into innovation requires constructive debate transforming creative discomfort into breakthrough solutions and exploring diverse perspectives are factors that add to constructive conflicts.

Workplace tensions are turned into innovations when creative solutions develop from opposing viewpoints. Tensions arise within an organization when there are defensive behaviours, emotional reaction and withdrawals. Open communication and resolutions provide opportunities for viewpoints and innovation solutions.

Task 7: Do you agree with the following statements?

- a) In conflict management, if we are able to manage negative emotions, we are better at resolving the conflict.
- b) Dealing with difficult emotions requires becoming aware of them and acknowledging them.
- c) Originality of an idea is often negatively correlated with its usefulness.

4.6.1 Managing emotions in conflict

Managing emotions in conflict requires self awareness. We have learnt on self awareness in Unit 1. It involves physical regulation to calm the nervous system and cognitive reframing to respond. In other words it is creating a pause between initial emotion and reaction. Difficult conversation at workplace can be mastered by intentional communication and evidence backed strategies. Let us read the following case studies.

Case study 1:

In a workplace context two sales representatives disagreed over deadlines for weekly reports. One employee felt accused when confronted and became defensive, showed resistance with accusatory language and anger. The leader of the team reframed the discussion as a neutral observer to lift the blaming exchanges. This encouraged active listening from both the sales representatives. The reframing reduced tension, opened dialogues and led to agreement on deadlines.

For case study 1 the team leader had used communication for de-escalation. Keeping a calm demeanour, the leader spoke in slow relaxed space to de-escalate tension. The leader had also

focused on his own concerns and feelings rather than making blaming accusations. This had encouraged the employee to speak without immediate judgement and listen to the other's perspective.

Case Study 2:

In a classroom context a teacher of a secondary school often faced disruptive behaviour and classroom tension. The pre-service teacher was unprepared to manage conflicts due to insufficient training. The classroom climate was influenced by the teacher's anxiety and frustration. The teacher was asked to practice emotional regulation for creating positive learning environments and reduced disruptive incidents.

For case study 2, the immediate in moment strategies for emotion regulation are take a time out (step away and walk around to calm your nervous system), focus on breathing (slow deep breaths to regulate stress and remove anxiety during a heated moment), and recognize physical reactions (racing heart, sweaty palms) and catching them early.

Task 8 Match the conflicts and the emotions

1. Pause before reacting	a. name the emotion (anger, frustration, disappointment)
2. identify your feelings	b. use I statement instead of blame
3. seek understanding	c. note what worked and what could improve
4. respond calmly	d. take a breath or a short break
5. reflect afterward	e. listen actively to the other persons perspective

4.6.2 The psychology of conflict

During a conflict there is physical and mental struggle which occurs with opposing needs, goals, external demands. It is broadly classified into interpersonal struggles and external conflicts involving individuals or groups.

Intrapersonal conflict

This tension arises when a person is pulled in multiple directions by competing motives. For example, choosing between two positive outcomes for example two excellent job offers. Similarly choosing between two negative outcomes is also an example of intrapersonal conflict. For example, facing a tooth ache and visiting a dentist.

Interpersonal or group conflict

These are conflicts which arise between people or groups. For example conflicts on limited financial and physical resources, the belief that there is unfair treatment for an individual and violation of group rights and fundamentally differing ideologies, outcomes and beliefs

Task 9: Mention the type of Conflict for the following.

- Eating a dessert and then worrying on calories.
- Choosing to do a boring assignment or facing a penalty.
- Accepting a promotion with a higher pay as well as relocation away from family.
- Partners clash over finances, parenting styles or household responsibilities.
- Conflicts between colleagues between leadership styles, recognition.

Task 10: Match the activity and the type of conflict.

intrapersonal	a) Marital disputes
	b) Doing job versus penalty
interpersonal	c) Choosing between colleges
	d) Two job offers

Answer Task 4: a. 3., b. 1., c.2, d.4, e. 5

Answer Task 8: 1. d, 2. a, 3. e, 4. b., 5. c.

Answer Task 9: intrapersonal: a-b-c, interpersonal d-e

Answer Task 10 intrapersonal b-c-d, interpersonal a

4.7 Summary

The unit discussed how we can manage individual and organisation conflicts and tension into creative and innovation efforts. In conflict resolution, we learnt on the everyday practical tips to regulate emotions and learn from experience. In the art of negotiation, we worked on negotiation as a critical skill for life and career and learnt how to be strong negotiators. We have also dwelt with an important aspect associated with conflict resolution and negotiation. This is deep listening. Deep listening builds strong relations, and reduces conflicts.

4.8 Review Questions

1. Discuss “improving on negotiation skill is an important aspect for professional life”.
2. Write on various negotiation processes with illustrations.
3. Negotiation helps to build strong and fruitful relations with others. Do you agree?
Elaborate.
4. What is the role of silence in a negotiation process?
5. Read the document from the following site and discuss on any 10 negotiation tactics.
<https://pdhonline.com/courses/p199/p199content.pdf>
6. Read the glossary from the site (Question 5) and define the terms: bluffing, brinkmanship, counteroffer, and creative concession.

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Module 3: Problem Solving Strategies

Unit 5: Problem Identification and Analysis

Structure

- 5.1** Introduction
- 5.2** Learning Objectives
- 5.3** Learning Outcomes
- 5.4** The Problem Solving cycle
- 5.5** Collaborative Problem Solving
- 5.6** Common Biases in Problem Identification
 - 5.6.1** How to remove bias from problem analysis.
- 5.7** Breaking down complexity: tools for problem solving
- 5.8** Summary
- 5.9** Review Questions
- 5.10** Selected References
- 5.11** Reading List

5.1 Introduction

Unit 5, our first unit of Module 3 is on Problem Identification and Analysis. In the previous unit we have discussed on three important dimensions of problems, namely conflict resolution, negotiation and active listening. In this unit we will learn about the problem-solving cycle. There are a variety of in-built tasks for self-learning and a few review questions at the end of the unit to check your comprehension.

5.2 Learning Objectives

After going through the unit, you will;

- a) Defining the scope and impact of workplace Problem Identification issues,
- b) Learn how to gather and verify facts before solving problems,
- c) Assess the validity of information sources, and
- d) Learn how to remove bias from problem analysis.

5.3 Learning Outcomes

At the end of reading and working on the unit you will;

- a) Apply analytical frameworks to identify root causes of workplace problems,
- b) Propose evidence-based solutions of workplace problems.

5.4 The Problem-solving cycle

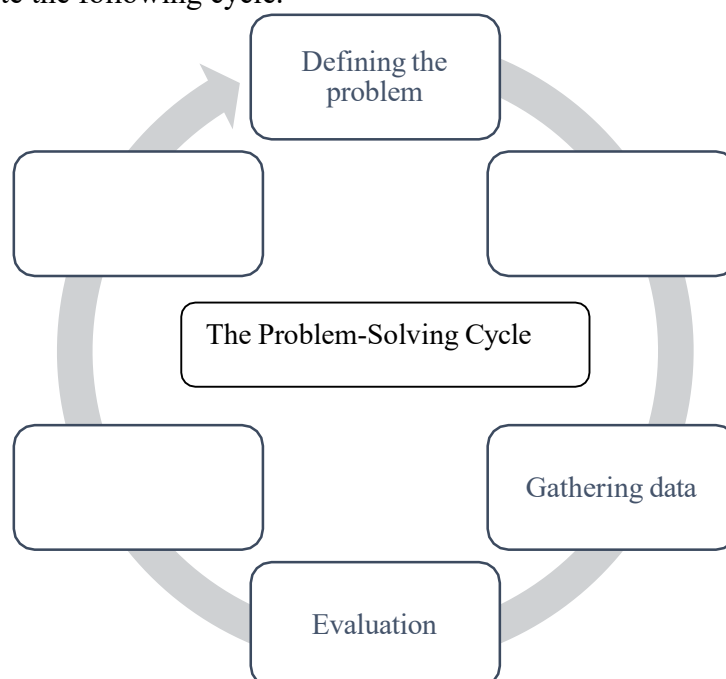
A problem is the distance between how things are and how things should be. In order to close the gap, individuals try to understand how things are (the problem) and how things should be (the solution). Problems can be classified into 'fix-it' and 'do-it' scenarios. The 'fix-it' category

is finding a solution to an existing problem. For example a particular product is falling short in the sales market. An immediate fix-it solution is increasing the market activity. The 'do-it' category is moving in the right direction for what we have planned to achieve. For example, introduction of a new product in the market for competing with rivals.

The problem-solving cycle is the iterative process of systemic overcome of challenges. It is structured and consists of seven core phases. These phases are defining the problem, gathering data, brainstorming potential solutions, evaluating those options, selection of options, and implementation of best option and review of results.

The first phase is defining the problem. Clear articulation of the problem is important for problem solving. It is the first stage of problem-solving cycle. Clear definition helps to understand the core of the problem and the scope of what we are going to solve. The second phase is gathering data. In this phase the problem is viewed from multiple angles along with the information which is already known and those which are missing are identified. The third phase is brain storming potential solutions. The list of potential solutions is prepared without judging them. Judging is done in the evaluation stage. The fourth phase is evaluating the options. The feasibility, effectiveness and consequences of each solution are evaluated in terms of time, costs and potential risks. The fifth phase is selection of options on their quality. The most effective and efficient option is select. The sixth phase is implementation of the best option. A planned approach is adopted for implementing the options. The seventh phase is review of result. Reviewing what worked and what did not work and the plan is modified accordingly.

Task 1 Complete the following cycle.



5.5 Collaborative Problem Solving

Collaborative problem solving is the process of jointly working of individuals. Individuals analyse complex challenges, pool diverse perspectives, and generate innovative solutions. The process requires a set of tasks which are realized as group decision making, group co-ordination and group production. In group decision making decisions are arrived at with argumentation, debate, negotiation and consensus. In group coordination, unique information gathered from hidden paradigms is shared. In group production new products are designed by the collaborative team.

Task 2: Are the following statements true?

- a) Collaborative problem solving requires the individuals to understand and respect each other's perspectives.
- b) The diversity of thought leads to creative and innovative solutions.
- c) Collaborative problem solving prepares learners for job interviews, internships and future employment opportunities.

5.6 Common Biases in Problem identification

A bias is a gap between what we perceive and what we should perceive. Common biases in collaborative problem identification are common knowledge effect, group think and confirmation biases. Information which is already known is discussed for the more time in the group. This results in overlooking of critical, specialized and minority perspectives. This is the bias of **common knowledge effect**. For example, a marketing team agrees that a recent high in sales is due to seasonal trends while entirely missing a team member's data showing poor performance of a recently launched competitor.

In **group think** bias, there is agreement to avoid conflict and hard discussion amongst the members. Also dissenting opinions are silenced due to team cohesion and consensus. For example, when junior members of a team notice a flaw in the proposal they stay quite because the idea is endorsed by the senior members.

In **confirmation** bias, there is selective search for data that validates a chosen theory or pre-existing beliefs while contradictory evidences are ignored. For example, a management assumes an employee's mistake is due to lack of effort and high lights the errors, while ignoring the fact that the company's outdated software is the cause of the problem.

Task 3: Do you agree with the following statements?

- a) An increased number of individuals in difficult decision making will decrease decision making quality.
- b) Virtual teams are more likely to overcome common knowledge effect than face to face teams.
- c) When team members evaluate what they know about a situation they are influenced by biases.

5.6.1 How to remove bias from problem analysis

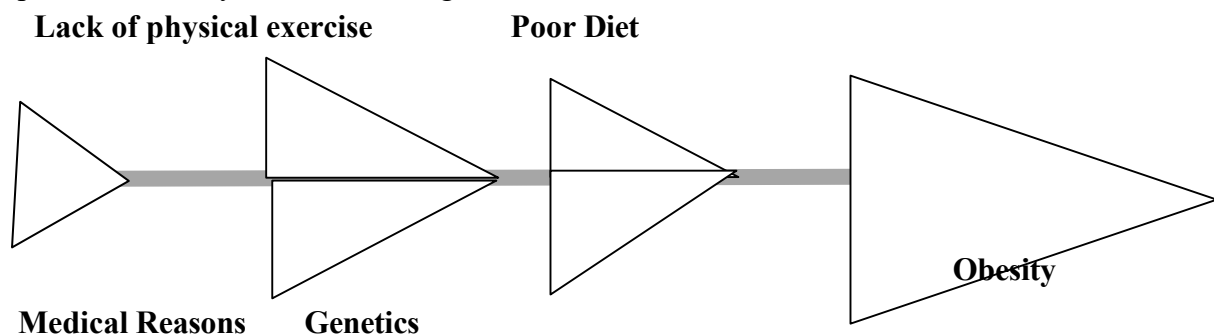
For removing bias from problem analysis, the experts follow a six step approach. The first step is *approaching the problem in a structured way*, that is, identifying, defining and understanding the cause of the problem before solving it. The second step is *starting with a fresh slate* or becoming aware of our personal background that can influence the analysis. The third step is *challenging the status quo*. Instead of hunting for data that supports the initial hypothesis, we search for data which contradicts it. This is also termed as being the devil's advocate. This is necessary when we assume that the primary conclusion is wrong and work to figure out where the data fails. The fourth step is *seeking multiple perspectives*. Independent team members are engaged to independently to analyse the same data with differing perspectives. The fifth step is *Search for information* using randomization. The information data should be a representation of the whole population. The sixth step is *Reflection on your own views and values*. For reducing group think, people from different backgrounds are involved as reviewers.

The common tools for problem analysis are the '5 whys', the fish bone diagram and SWOT analysis. By repeatedly asking the question 'Why?' (5 times), and then 'What does it lead to?'. We can peel the layers of a problem as the layers of an onion. It is a simple tool for problem analysis which is easy to learn and apply. This tool does not allow moving into the 'fix-in' scenario quickly. Rather it prefers to go with the drill method to reach at the root of the causes. The SWOT technique is a list of strengths, weaknesses, opportunities and constraints/ threats faced by an organisation or group. It is an organized way of listing potential solutions from many people. It is also a way for gathering information for problem analysis and evaluation.

Task 4: Match the following problem analysis tool and the illustrations.

a. Things that have worked, and we are proud of	1. Opportunities
b. Things that have not worked well and could have been better	2. Strengths
c. Ideas on overcoming weaknesses and build on strengths	3. Constraints
d. Things that reduce the range of opportunities	4. Weaknesses

The fishbone diagram, also known as cause effect diagram identifies the possible causes for a situation or problem. It is used to design a brainstorming session. It helps to visualize links, relationships and patterns for problem solving. For example, a fish bone diagram for the problem 'obesity' is the following:



Task 5: Draw a fish bone diagram on Low Exam Scores mentioning the following:

Study habits: lack of concepts and revision
Teaching: unclear instruction
Resources: limited access to online resources
Environment: lack of study space
Personal: stress, lack of sleep

Your answer

Task 6: Draw a fish bone diagram on high rate of finished products with the following main points.

Methods: high quality control, consistent testing
Machines: efficient machines, proper functioning
Materials: high quality raw materials, suppliers support
Manpower: adequate training, frequent supervision
Environment: work enabled and stress free

Your Answer

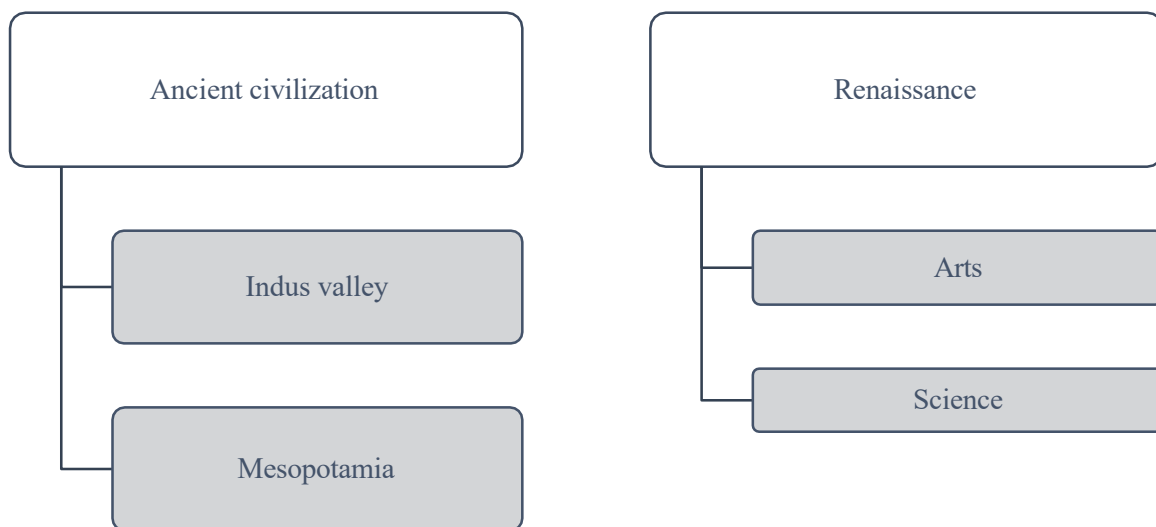
Your answer

Task 7 Write the parameters (fish bones) for draw a fish bone diagram to study the causes for a power shortage including failed management.

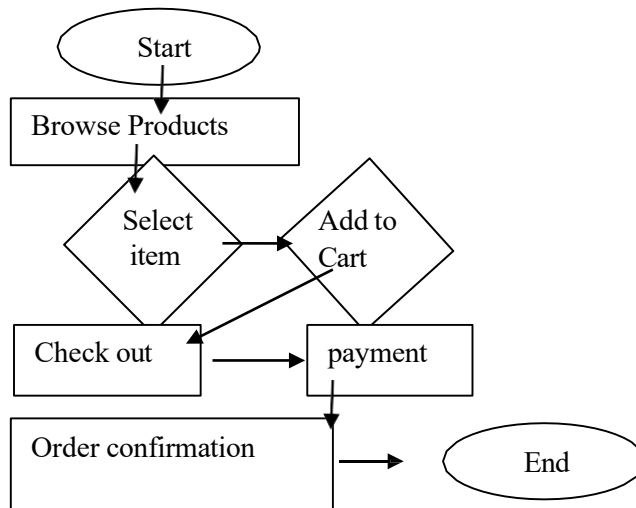
5.7 Breaking down complexity: tools for problem solving

When a problem is defined, the collaborative team looks into the key components or elements contributing to its complexity. Based on its distinct functions, processes or variable, the problem is broken into manageable parts. These decomposed parts are identified as they are linked together or are interdependent or are of the same pattern. With the goal of navigating complexity and achieving the desired result, collaborative team prepares a road map for systematically addressing each part of the problem. Each part is again defined with an objective, time line and milestone. The foundational skill of breaking down a problem in smaller parts empowers individual members with clarity, focus and precision.

In addition to the three tools discussed in section 5.6, other three tools for breaking down complexity for problem solving are mind mapping, flow charts and decision matrix. Mind mapping is a visual tool used for organising ideas of a problem. It is used for exploring multiple dimensions of a complex problem. For example, a mind map on world history would have branches on ancient civilization, middle ages, renaissance, modern era etc. as the following diagram:



Flow charts break a problem into several steps. It is also a visual diagram with shapes and arrows representing actions, decisions and outcomes. It is used to identify the weak points and understand work flow and is used to simplify a problem into easy-to-follow steps. It has a start and end in oval shapes, process or action in rectangles, decision points in diamonds and flow directions in arrows. For example, the flow chart for purchasing an item online is as follows: Start→ browse products→ select item →add to cart →check out → payment →order confirmation →End



Decision matrix maps options against criteria. It is used for making structured decisions. Firstly, it lists the options of different products, strategies and solutions. And then defines the evaluation criteria according to cost, quality, user friendliness and reliability. Then, it assigns weights to the criteria according to importance. Next each option is scored against each criteria, multiply the scores and their weights and finally, judge the options with the highest rank. For example while choosing a lap top, the customer weighs the criteria of price as 40%, performance as 30%, battery life as 20% and portability as 10%.

Task 8: Draw a mind map of self improvement with the following branches.

Health- exercise, nutrition, sleep

Skills- public speaking, languages

Mindset- positivity, mindfulness, resilience

Task 9: Draw a flow diagram on assembling a product with the following flow:

Start→ gather raw materials→ inspect quality →assemble parts →test product → package → ship → end.

Task 10: Do you agree with the following statements?

- a) Breaking down a complex problem is an iterative process.
- b) In an unstructured approach to problem solving, the solution addresses a symptom rather than the root cause.

Answer Task 4: a. 2, b. 4, c.1, d. 3

5.8 Summary

Collaborative problem solving has various dimensions. The first is cultivating collaborative relationship so that individuals can work well with each other. The second is working with diverse repertoire and thus imbibing cognitive diversity. The third is open mindedness so that each member is allowed to participate and get heard. The fourth is setting goals together in join coordination and in the process dividing tasks and selecting problem solving strategies. For removing bias from problem analysis we make the analysis fair, representative and driven by evidence.

5.9 Review Questions

1. Discuss on the statement “Problem solving is a critical cognitive process that engages individuals in personal, professional and academic situations regularly”.
2. Exemplify three problems of collaborative problem identification.
3. Elaborate each of the following statements in 100 words:
a) Biases damage employee morale, b) Biases are unsafe, c) Biases lead to stagnation
4. Draw a mind map on birthday party with four branches on detailed on venue, guests, food and entertainment.
5. Design the criteria and weights for a design matrix on choosing a new smart phone.

5.10 Selected References

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5.11 Reading List

- Davidson, Janet E., and Robert J. Sternberg. 2003. *The Psychology of Problem Solving*. Cambridge University Press.

Unit 6: Decision making and Collaborative tasks

Structure

6.0 Introduction

6.1 Learning objectives

6.2 Significant outcomes

6.4 The Tannenbaum and Schmidt Continuum

6.5 Case Study

6.6 Collaborative Problem Solving

6.7 The Osborn-Parnes Creative Problem-Solving Model

6.8 Activity

6.9 Special note

6.10 MCQ Questions

6.11 Pedagogical guidelines to prepare the units

6.12 Selected References

6.1 Introduction

Working together and making good choices are two of the most important skills in any modern workplace. When people work in a group, they face complex challenges that cannot be solved by one person alone. Managers and team members must share tasks, share power, and talk to each other to find the best answers. This study material explores how leaders can give their team members the power to make choices. It also explains how teams can work together to solve difficult problems. The language used here is simple, making it easy for professional learners to understand and use these ideas at work.

6.1 Learning objectives

- The main goal of this material is to help you understand how to share control and solve problems as a team.
- After reading this, you will learn the true meaning of delegation and how it is different from just giving someone a task to do.
- You will explore how to give your team real power, known as empowerment, so they can act on their own to help the business.
- You will also learn about the Tannenbaum and Schmidt Continuum, which is a tool that helps leaders decide how much freedom to give their workers.
- You will understand that sharing power can sometimes make employees feel burdened, and you will learn how to avoid this problem by giving the right amount of support.
- Finally, you will study different ways to solve problems together, from simple three-step methods to larger frameworks like the Osborn-Parnes Creative Problem-Solving model.

6.2 Significant outcomes

- By completing this study material, you will achieve several important practical skills.
- You will be able to look at your own work team and decide exactly how much power you should give them based on their skills and the type of problem they face.
- You will know how to use the DELEGATE model to hand over tasks in a clear and safe way, ensuring that the job gets done well without causing stress.
- Furthermore, you will be able to guide your team through a clear, step-by-step process for solving problems.
- Instead of just talking in circles, you will know how to create many new ideas and then pick the best one to use in the real world.
- Ultimately, you will become a better leader and team member who can build a workplace where everyone feels trusted, respected, and ready to help the organization succeed.

6.3 Delegation and Empowerment in Decision Processes

Delegation is the act of passing a task or a choice from a manager to a team member. However, it is not just about giving someone extra work. True delegation means giving the employee the right and the power to make decisions about that work. When a leader delegates well, it helps the employee learn new skills and feel more in control.

To make delegation work, managers can use the DELEGATE model. This model provides a step-by-step path to follow. The manager must first Define the task clearly. Next, they must Empower the worker by giving them the tools they need. Then, they Let them know why the task is important. After that, they Establish clear rules and Generate ideas together. Finally, the manager must Authorise the worker to start, Track their progress, and Evaluate the final result.

Empowerment takes delegation a step further. It means making people feel strong and capable. If a manager gives a team a task but then changes everything the team does, the team will stop trying hard. The team learns that their work does not matter. Good organizations distribute control to many people instead of keeping all the power at the top. This helps the company fix problems much faster. However, a manager must remember that they can delegate the work, but they cannot delegate the final accountability. If the team makes a big mistake, the manager is still responsible for the outcome.

6.4 The Tannenbaum and Schmidt Continuum

To understand how to share power, we look at the Tannenbaum and Schmidt Continuum. Created in 1958, this model shows the balance between a manager's control and a team's freedom. As the team gets more freedom, the manager must use less control. This model proves that leadership is not a strict set of rules. A leader must change their style based on the situation.

The model describes seven different levels of leadership Behaviour, moving from total control to total freedom.

Level of Delegation	Manager's Action	Team's Freedom
1. Tell	The manager makes the decision alone and simply tells the team what to do.	None
2. Sell	The manager decides but explains the reasons to the team to get them to agree.	Low
3. Consult	The manager shares the background of the problem and invites questions from the group.	Low to Moderate
4. Agree	The manager suggests an idea but allows the team to discuss it and make changes.	Moderate
5. Advice	The manager asks the team for suggestions first, and then the manager makes the final choice.	Moderate to High

6. Inquire	The manager sets the rules and limits, and then asks the team to make the decision.	High
7. Delegate	The manager gives the team complete freedom to solve the problem within company limits.	Maximum

A leader must think about a few things before choosing a level. They must look at the problem's difficulty and the time available. They must look at their own confidence in the team. Lastly, they must see if the team actually wants to make the decision and if they are ready for the responsibility. (Explore the link:

<https://ecampusontario.pressbooks.pub/conflictmanagement/chapter/5-3-collaboration-decision-making-and-problem-solving-in-groups/>)

Sometimes, employees do not want the power to make choices. Studies show that people often feel burdened and stressed when forced to make big decisions. This can hurt the relationship between the manager and the worker. How a worker reacts often depends on their culture, specifically a concept called "power distance." Power distance means how much people accept that bosses have more power than workers. Employees who accept high power distance will ask their manager for a lot of feedback and help when given a new task, because they take the manager's trust very seriously.

6.5 Case Study

To see empowerment in the real world, we can look at the Ritz-Carlton hotel company. The Ritz-Carlton has 82 luxury hotels in 27 countries, and they are famous for having very happy customers. They achieve this by giving incredible power to their daily workers.

The most famous example is their two-thousand-dollar rule. The hotel allows any worker to spend up to \$2,000 to fix a guest's problem immediately. The worker does not need to call a manager or ask for permission. The power belongs to whoever is standing in front of the unhappy guest.

In one famous story, a guest left their laptop in their room and flew to Hawaii. A housekeeper found the computer. Because she was empowered, she did not wait for a manager. She used the hotel's money to buy a plane ticket, flew to Hawaii, and handed the laptop to the guest. Instead of punishing her, the hotel praised her for taking care of the customer.

This type of empowerment solves a big problem for managers. It stops customers from waiting a long time to get their issues fixed. When employees know the hotel trusts them, they give much better service. However, the hotel must train workers carefully. Employees must know where the limits are so they do not spend money poorly. When mistakes happen, managers use them as teaching moments instead of punishing the staff.

6.6 Collaborative Problem Solving

When a team faces a big challenge, they need a plan to find the right answer. Collaborative Problem-Solving is a structured way for people with different ideas to work together and find a shared solution. For everyday work issues, there is a simple three-step road map. First, you must empathize with your coworker by understanding their feelings and concerns. Second, you share your own concerns calmly, without blaming anyone. Third, you invite your coworker to brainstorm solutions that fix both of your worries.

For larger business problems, teams can use the nine stages of the Collaborative Learning Network process. These stages are shown in the table below:

Stage	Action Required by the Team
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1. Clarify Intentions	The group agrees on exactly what they want to achieve together.
2. Perform Inquiry	The team looks at the background to understand the real problem.
3. Process Design	The team decides how they will work together and meet.
4. Launch the Group	The team officially starts the work with everyone agreeing to the plan.
5. Analyse Issues	The team breaks the problem down into smaller parts.
6. Generate Options	The team thinks of as many different ideas as possible.
7. Evaluate Options	The team picks the best ideas and creates a real plan.
8. Produce Documents	The team writes down the plan so everyone knows what to do.
9. Executive Review	The bosses review the plan to make sure it is safe and correct.

6.7 The Osborn-Parnes Creative Problem-Solving Model

Another very famous method is the Osborn-Parnes Creative Problem-Solving process. This model was created in the 1950s by Alex Osborn, the man who invented the word "brainstorming," and his partner Sidney Parnes. At first, it only had three steps: finding facts, finding ideas, and finding solutions. Later, they added more steps because they realized that having a great idea for the wrong problem is useless.

Today, experts use an updated version called the Thinking Skills Model. This new model groups the problem-solving steps into three main areas.

The first area is Clarification. The team must look at their big goal and gather data. They ask questions to figure out what the true challenge is.

The second area is Transformation. Here, the team tries to find answers. First, they use "divergent thinking" to create many wild and creative ideas. During divergent thinking, nobody is allowed to say "no" or criticize an idea. Instead, they say "yes, and..." to build on each other's thoughts. After getting many ideas, they use "convergent thinking" to review them. They test the ideas to see which ones will actually work and choose the best fit.

The third area is Implementation. A good idea is useless if no one uses it. In this final stage, the team makes a plan to bring the idea to life. They gather the money and tools they need and ensure the rest of the company accepts the new change. (Explore the link:

<https://ecampusontario.pressbooks.pub/conflictmanagement/chapter/5-3-collaboration-decision-making-and-problem-solving-in-groups/>)

6.8 Activity

Read the following story and complete the two tasks below.

Imagine you are the manager of a delivery company. A storm has blocked the main highway, and your delivery trucks are going to be very late. The customers are getting angry. Your team of drivers has been with the company for five years and knows the back roads very well.

Task 1: Look at the Tannenbaum and Schmidt Continuum table in this reading material. Decide which of the 7 levels of delegation you will use to solve the driving route problem. Write down your choice and explain why you gave the team that specific amount of freedom.

Task 2: You sit down with your lead driver to find a new route. Using the three-step Collaborative Problem-Solving roadmap, write down what you will say to the driver to show empathy, how you will share your concern about the angry customers, and how you will invite the driver to brainstorm a solution with you.

6.9 Special note

This study material is designed especially for the SWAYAM online learning platform. SWAYAM is a program created by the Government of India to bring high-quality education to everyone, anywhere, at any time, for free.

This reading document is part of the SWAYAM Four Quadrant approach for online courses. The four quadrants help students learn in different ways:

- **Quadrant I:** This is the e-Tutorial. It contains videos, audio, and animations of the teacher explaining the topic.
- **Quadrant II:** This is the e-Content. It includes study materials like this text, case studies, and web resources that you can download and read.
- **Quadrant III:** This is the Discussion Forum. Here, you can ask your course coordinator questions and talk with other students to clear your doubts.
- **Quadrant IV:** This is the Assessment part. It contains quizzes, assignments, and multiple-choice questions to test what you have learned.

Always make sure to watch the Quadrant I videos and participate in the Quadrant III discussions to get the best learning experience from this course.

6.10 MCQ Questions

Test your knowledge with these multiple-choice questions.

1. What does the "E" at the end of the DELEGATE model stand for?

A) Establish B) Empower C) Evaluate D) Execute

Answer: C.

The DELEGATE model ends with Evaluate, to check the final result.

2. According to the Tannenbaum and Schmidt Continuum, what happens as a manager gives more freedom to the team?

A) The manager uses more control. B) The manager uses less control. C) The manager gets fired. D) The team stops working.

Answer: B.

The model shows that as the team gets more freedom, the manager's use of authority and control decreases.

3. In the Ritz-Carlton case study, how much money can any employee spend to fix a guest's problem without asking a manager?

A) \$50 B) \$500 C) \$2,000 D) \$5,000

Answer: C.

Employees are empowered to spend up to \$2,000 per incident to make the guest's experience right.

4. When a team uses "divergent thinking" during problem solving, what rule should they follow?

A) They should criticize bad ideas immediately. B) They should only come up with one idea. C) They should avoid saying "no" and instead welcome all creative ideas. D) They should ask the manager for the final answer.

Answer: C.

Divergent thinking welcomes all ideas and avoids criticism, often using responses like "Yes, and..." to build on thoughts.

5. Which SWAYAM Quadrant contains self-learning reading materials like this document?

A) Quadrant I B) Quadrant II C) Quadrant III D) Quadrant IV

Answer: B.

Quadrant II is the e-Content, which contains self-instructional reading materials, case studies, and e-Books.

6.11 Pedagogical guidelines to prepare the units

The information, theories, and case studies presented in this material are carefully drawn from organizational management research and SWAYAM platform guidelines for unit-3.

The understanding of how delegation impacts employee relationships is based on research published in Organizational Behaviour and Human Decision Processes regarding the interpersonal costs of decision delegation, as well as studies on how cultural power distance affects feedback-seeking Behaviours during empowerment. The Tannenbaum and Schmidt Continuum concepts trace back to their fundamental theories on choosing a leadership pattern and balancing team freedom with managerial authority. The practical application of the DELEGATE model provides the framework for structured task handover.

The analysis of organizational empowerment is heavily supported by the operational frameworks of the Ritz-Carlton hotel chain, specifically their renowned customer service values and their unique two-thousand-dollar financial empowerment rule. Collaborative problem-solving methodologies incorporate the three-step interpersonal roadmap, the nine-stage Collaborative Learning Network public policy process, and the historical evolution of the Osborn-Parnes Creative Problem-Solving model into the modern Thinking Skills Model. Finally, the structural guidelines of this document comply with the University Grants Commission's four-quadrant approach for the SWAYAM e-learning platform.

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