



MANAGERIAL SKILL



DIRECTORATE OF FORESTS
GOVERNMENT OF WEST BENGAL



This edition is published by
Development Circle,
Directorate of Forests,
Government of West Bengal,
2016

Aranya Bhavan
LA – 10A Block, Sector III
Salt Lake City, Kolkata,
West Bengal, 700098

Copyright © 2016 in text
Copyright © 2016 in design and graphics

All rights reserved. No part of this publication may be reproduced, stored in any retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.



Preface

The evolving role of the forest official has undergone a sea-change; from a traditional manager of a defined field to that of a facilitator and catalyst of environmental conservation, rural development and social change. This demands effective Managerial Skills. Training on ‘Managerial and Soft skills’ is crucial for organizational development and success. The Ministry of Environment and Forest has emphasized the need of soft skills training for the Foresters and the Forest Guards because they are at the cutting edge of the forestry hierarchy and they are always in constant touch with the people catering to their forestry related needs.

As part of the JICA project on ‘Capacity Development for Forest Management and Training Personnel’ being implemented by the Forest Department, Govt. of West Bengal, these course materials on Managerial skill have been prepared for induction training of the Foresters and Forest Guards. This material on Managerial Skill emphasizes on human resource development aspects at all levels especially of the front line staff, of the Forest Department. The details of the various aspects of Managerial skill elucidated in this course material can be suitably adapted by the front line forest personnel whose exposure on soft skills would improve client orientation as well as quality of service delivery to the citizens.

The subject covered in these training materials broadly conform to syllabus laid down in the guidelines issued by the Ministry of Environment of Forests, Govt. of India, vide the Ministry’s No 3-17/1999-RT dated 05.03.13.

The contents of the course materials have been prepared and compiled by Professor S.B.Roy, Training & Communication Expert & Chairman, IBRAD. While developing this course material, a number of books, guidelines, literature available in the internet have been consulted.

The efforts that have gone into making this course material will be best rewarded if the frontline staff of the forest department finds it useful in their day-to-day work.

Kolkata, September 2015

S. B. Roy

Training & Communication Expert
& Chairman, IBRAD

N K Pandey, IFS

Chairman, SPMU, Forest Department,
Govt of West Bengal



Syllabus (Revised) Managerial Skill

Managerial Skill (19* hours) including management games and exercises		
1	Individual Behaviour	1 hour
2	Organizational Behaviour	1 hour*
3	Communication Skill	4 hours
4	Interpersonal Skill	2 hours*
5	Team Building	2 hours
6	Motivation	1 hour*
7	Managing Boss	1 hour
8	Leadership	2 hours*
9	Public Dealing	2 hours
10	Dealing with Media	1 hour*
11	Stress Management	1 hour*
12	Time Management	1 hour

* These are modifications with reference to the syllabus prescribed by MoEF, indicating revision of lesson hours.



Lesson No.	Content	Page No.
1	<ul style="list-style-type: none"> • Lesson Plan • Individual Behaviour <ul style="list-style-type: none"> ➤ Introduction to initiate the session and Brainstorming ➤ Understanding the importance of difference among every individual ➤ Factors determining development of personality ➤ Determinants of Personality ➤ Group Exercise & Feedback session 	1-5
2	<ul style="list-style-type: none"> • Lesson Plan • Forest Department: Organizational Behaviour <ul style="list-style-type: none"> ➤ Introduction ➤ Common behaviour among forest staff ➤ Behaviour Model for organizational efficiency ➤ Group Behaviour ➤ Group discussion & Feedback session 	6-13
3	<ul style="list-style-type: none"> • Lesson Plan • Communication Skills <ul style="list-style-type: none"> ➤ Introduction ➤ Definition of Communication process ➤ Patterns of Communication ➤ Effective Communication ➤ Listening skills ➤ Written Communication ➤ Group Exercise ➤ Discussion & Feedback 	14-26
4	<ul style="list-style-type: none"> • Lesson Plan • Interpersonal Skills <ul style="list-style-type: none"> ➤ Introduction ➤ Verbal Communication ➤ Non-Verbal Communication ➤ Listening skills ➤ Negotiation ➤ Problem Solving ➤ Decision Making ➤ Assertiveness ➤ Group discussion & Feedback session 	27-40
5	<ul style="list-style-type: none"> • Lesson Plan • Team Building <ul style="list-style-type: none"> ➤ Introduction ➤ Importance of Team building at workplace ➤ Exercises for team building 	41-48



	<ul style="list-style-type: none"> ➤ Dynamics of team building ➤ Characteristics of High-Performance teams ➤ Common Barriers for effective teamwork ➤ Group Exercise ➤ Group discussion & Feedback 	
6	<ul style="list-style-type: none"> • Lesson Plan • Motivation <ul style="list-style-type: none"> ➤ Introduction ➤ Importance of Motivation ➤ Glimpse of Motivational Theories ➤ Application of Motivation theory at workplace ➤ Game on motivation ➤ Group Exercise ➤ Group discussion & Feedback 	49-56
7	<ul style="list-style-type: none"> • Lesson Plan • Leadership <ul style="list-style-type: none"> ➤ Definition of Leader ➤ Leadership for frontline staff of Forest Department ➤ Characteristics of good leader ➤ Leadership skills ➤ Different types of leadership styles ➤ Group Exercise with Leadership games ➤ Feedback Session 	57-66
8	<ul style="list-style-type: none"> • Lesson Plan • Managing Boss <ul style="list-style-type: none"> ➤ Objective & Importance of Managing Boss ➤ Factors causing conflict between boss and subordinate ➤ Tips to manage a difficult or Bad boss ➤ Group Exercise ➤ Feedback 	67-72
9	<ul style="list-style-type: none"> • Lesson Plan • Public Dealing <ul style="list-style-type: none"> ➤ Overview on Public relation ➤ Importance of good public relation among forest frontline staff ➤ How to deal with Public ➤ Basic tips for public dealing ➤ Different types of Anger ➤ Strategies for dealing with Angry people ➤ Sharing real life examples through Case studies ➤ Group Exercises 	73-81



10	<ul style="list-style-type: none"> • Lesson Plan • Dealing with media <ul style="list-style-type: none"> ➤ Introduction ➤ Media Relations ➤ Ways to manage media inquiries ➤ Resources needed for dealing with media ➤ Group Exercise ➤ Feedback Session 	82-87
11	<ul style="list-style-type: none"> • Lesson Plan • Time Management <ul style="list-style-type: none"> ➤ Overview ➤ Recognition of Time as the critical Resource ➤ Timewaster Analysis-how to escape the trap ➤ Time Saving Action Plan ➤ Smart work is better than hard work ➤ Ten common Time management Mistakes ➤ Ten Tips to effective Time Management 	88-99
12	<ul style="list-style-type: none"> • Lesson Plan • Stress Management <ul style="list-style-type: none"> ➤ Introduction ➤ Causes and Management of Stress at work ➤ Exercises for Stress Management ➤ Learning how to manage Job Stress ➤ Focus areas to be changed ➤ Game on Stress Management ➤ Group discussion & Feedback 	100-107





Lesson 1

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of Individual Behaviour at Workplace
- ii) To explain the importance of Individual difference and its influence on work culture

Lesson Topic	Expected Outcome
Individual Behaviour	At the end of the session the participants will gain detailed idea about the role of individual behavior on department or organization as a whole and they will learn the ways to develop personality and control their individual behavior at workplace.

Session plan:

Session 1:

- Introduction

Session 2:

- Understanding the importance of difference among every individual

Session 3:

- Factors determining development of Personality

Session 4:

- Determinants of Personality

Session 5:

- Group Exercise & Feedback session

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.



Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	5mts
• Introduction	
Session 2:	10 mts
• Understanding the importance of difference among every individual	
Session 3:	15 mts
• Factors determining development of Personality	
Session 4:	15 mts
• Determinants of Personality	
Session 5:	15 mts
• Group Exercise & Feedback session	



Individual Behaviour

1.1 Introduction to initiate the session and Brainstorming

Forest Department as an organization selects people who they think are compatible for the job related to sustainable management of forest. The organization selects people who share many common personal attributes and common competencies. But the individuals are differentially attracted to careers as a function of their own interests, personality and behavior.

Some of the desirable competencies to work in the forestry sectors are: keen interest in all aspects of nature, willingness to work both indoors and outdoors for extensive hard field work, enjoy the company of forestry professionals, capable of multi tasking and oversee multiple projects and manage crisis. The person of such attitude is particularly important in the organizational context of the forest department.

1.2 Objectives:

Understanding why individual differences are important

- Knowing Individual differences influencing work culture and influence behavior of other staff.
- Why Individual differences are Important? It is important for seniors or the supervisor to know the individual differences among the front line staff as the Individual differences have a direct effect on organizational behavior
- Understand how the Individual with different attitudes respond differently to directives
- Understand how the individual with different personalities interact differently with bosses, coworkers, subordinates,
- Understand why some staff will be productive only if they are closely supervised, while others will be productive if they are not.

The Individuals selected in an organization is one part of the whole body. Personality of the individual is the relatively stable set of psychological and behavioral attributes that distinguish one person from another. Therefore, the individual behavior is very important aspect to determine the image and functioning of the organization as a whole.

Individual behavior and the personality is the overall profile or combination of characteristics that capture the unique nature of a person at the work place as that person reacts and interacts with others. It combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels.

A thorough training in the forest department is imparted during the induction training program, but the desired change in behavior is not the same in all of them. In some cases, it is a relatively stable set of feelings and behaviors that have been significantly formed during training in many but not in all.. Heredity sets the limits on the development of personality characteristics. The training determines development within these limits. Key environmental factors and training of



the forest department in personality development are Foresters' organizational, cultural values and norms and situational factors.

When people do not fit an environment they tend to leave it. Understanding individuals in organizations such as in Forest Department is an important consideration for all the officials. A basic framework that can be used to facilitate this understanding is the psychological contract-the set of expectations held by his or her colleagues, with respect to what they will contribute to the organization and what they expect to get in return.

Some of the individual traits like Adaptability, Independence, Integrity, Stress Tolerance, Resilience, Detail Consciousness, Self-Management, Change-Oriented matters a lot for cohesive functioning of the organization.

The traits are organized or arranged into a meaningful pattern.

The core or centre of gravity of the personality pattern is the individual's concept of himself as related to the world in which he lives.

(Reference: Personality Development, Elizabeth B. Hurlock, TMH edition).

1.3 Three major factors determining development of Personality pattern are:

- (1) Individual's hereditary endowment
- (2) Early experiences within the family
- (3) Important events later in life outside the home environment.

1.3.1 Accordingly, the determinants of Personality are:

- (1) Physical determinants
- (2) Intellectual determinants
- (3) Emotional determinants
- (4) Social determinants

Physical determinants

(1) The body has direct influence on the quantity and quality of a person's behaviour and indirect influence through the way person perceives his body as a source of self evaluation.

(2) The body builds directly influences personality by determining what the person can or cannot do what his energy level will be and what his reaction will be to those with superior or inferior body build compared to him. Indirectly body builds influences personality by body cathexes or the degree of satisfaction person experiences due to body.

(3) Attractiveness indirectly affects personality due to the attitude of others to the attractiveness of the person

(4) Homeostasis directly influences quality of person's behaviour and indirectly through the way others judge his behavior.



(5) Body control affects what a person can or cannot do and judgments others make of him.

Intellectual determinant

Intelligence provides a person with the capacity to meet and solve the problems that adjustment to life requires. Intellectual capacity influences personality directly through the kind of life adjustments individual makes and indirectly through the the judgments others make of him on the basis of his intellectual achievements Intelligence affects adjustment in (1) values (2) morality and (3) humor

Emotional determinant

Emotions are important personality determinants because they affect personal and social adjustments. They do so directly by colouring interests, attitudes, likes and dislikes and by upsetting homeostasis. Indirect effect comes from social judgments based on how the person handles his emotions and from his ability to establish emotional relationship with others. Emotional balance, deprivation, expression, catharsis, stress affects personality- directly and indirectly.

Social determinant

The social group judges a person in terms of his conformity to group expectations regarding proper performance behaviour and role playing. Social judgments then influence self evaluation and hence self concept. Social deprivation, social acceptance, social status and social mobility affect personality

Aspiration and achievement determinant.

Aspirations are ego-involved goals person sets for himself. Aspiration is influenced by intelligence, sex, personal interests and values, family pressures, group expectations, cultural traditions, competition with others, past experience, mass media, personal characteristics. Level of aspiration affects personality. Achievement can be judged objectively by comparing a person's achievement with those of peers and subjectively by comparing his achievement with his level of aspiration





Lesson 2

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of Organization Behaviour and its importance in forest department
- ii) To explain the importance of appropriate Organization Behaviour at work place specially in forest department
- iii) To explain the factors effecting the common behavior of forest officials at workplace and thus disturbing the organization behavior with examples from real situations.

Lesson Topic	Expected Outcome
Organizational Behaviour	At the end of the session the participants will gain a detailed idea about the importance of Organizational behavior and their role in its development.

Session plan:

Session 1:

- Introduction

Session 2:

- Common behavior among forest staff

Session 3:

- Behaviour Model for Organizational Efficiency

Session 4:

- Group Behaviour

Session 5:

- Group discussion & feedback session

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction



Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	10 mts
• Introduction	
Session 2:	15 mts
• Common behavior among forest staff	
Session 3:	10 mts
• Behaviour Model for Organizational Efficiency	
Session 4:	15 mts
• Group Behaviour	
Session 5:	10mts
• Group discussion & feedback session	



Forest Department: Organisational Behavior

2.1 Introduction to initiate the session and brainstorming exercise.

Forest department as an organization work for a common purpose of forest conservation based on the principles of sustainable forest management. The Department, like any other organization, works and get the work done through the staff. Performance of individual staff depends on many factors but their individual attitude , behavior in the framework of the organization behavior and culture play important role. **“Organizational behaviour as a systematic study of the actions and attitudes that people exhibit within organizations.”**

The organization allocates the resources, direct the activities , and take decisions to attain organisational goals. Since no two individuals are likely to behave in the same manner in a particular work situation so some common behavior is needed in any organization to achieve the common goal. For example the common goal for all the staff of forest department is Forest Conservation , protection in particular. The attitude and behavior of the forest staff has to be compatible to the nature of job which demands the protection and improvement of the forests, propagation of trees and production of forest produce as well as its utilization, manage forest nursery, plant trees , conserve wild animals and birds, follow forest related acts and laws and have good knowledge of office procedure and accounting in Forest Department.

Any staff who has liking for similar work and aspire to build a career to work for the nature of job needed in forestry sector will have job satisfaction and perform efficiently. The organization plans for the common behavior tailored through orientation and induction programme to achieve the organizational goal. Thus organizational behaviour is a comprehensive field of study in which individual, group and organizational structure is studied in relation to organizational goal and organizational culture, in an environment where impact of modern technology is great.

Organizations are composed of number of individuals working independently or collectively in teams, and number of such teams makes a department and number of such departments make an organization. It is a formal structure and all departments have to function in a coordinated manner to achieve the organizational objective. All the staff will have to have a common behavior to achieve the goal of forest department.

Organisation is a group of people who work together to achieve some purpose. The people working together expect each other to complete certain tasks in an organised way. An employee’s perception about things and his functioning is influenced by the culture of his organisation. Now it becomes imperative to understand the individuals and the Organisational Behaviour to focus on how to improve productivity, reduce absenteeism, turnover and deviant workplace behavior.



Let us examine what kind of challenges are faced by the forest department in view of the task of forest protection, conservation, enhance productivity and equitable sharing of benefits and that too through community participation.

Declining of forest cover due to pressure from population increase and other land use changes like mining and development of infrastructure and farming.

There are now JFMC institutional frameworks, where both local people have a say in forest management.

2.2 Some of the responsibility of front line may be summarised as follows to examine what kind of common behavior is expected to perform the following job with satisfaction and it can be a matter of pride to him/her and department as a whole:

- Understanding and marking of the boundaries of the Beat thoroughly and prevent encroachment, and protect his/her Beat against injury from fire or other causes.
- Need to patrol the forests constantly in the Beat to prevent offences, and where the offences are detected must record the offence promptly & report to Range Officer.
- Should maintain the boundary lines and boundary marks in forest blocks in proper order and repair.
- Should cut creepers and climbers during his perambulation in the Forests.
- Should keep the sign boards and name boards of forests, plantation in good condition and repair.
- Should check forest produce in transit and see that the forest produce is not removed except in accordance with the transit rules.
- Should control and supervise over such of the works as ordered by Section Officer and Range Officer.
- Should carry out Silvicultural works such as sowing, plantings, nursery works, collection of seeds, creeper cutting, pruning, thinning and other cultural operations as ordered by Section Officer and Range Officer.
- Should wear his/her uniform whenever on duty and carry the Forms A.B.C. books, diary book, bill book, beat map etc.,

- Should affix on illicitly cut stumps of trees in the forest, a hammer mark prescribed for the purpose, make a note of the exact locality, description and number of such stumps in his diary book and report about them to the Range Officer. Where such hammer marks are not found and when to reference to the report made can be produced, it will be presumed that the Forest Guard has failed to patrol and perform his functions properly.
- Should submit all his reports to the Section Officer and the Range Officer promptly and submit his weekly diaries promptly.

It is therefore important for all employees to possess a positive attitude towards work. They need to function in congenial atmosphere and accomplish assigned goals. It is also important for managers to develop an appropriate work culture. Use of authority, delegation of certain powers to subordinates, division of labour, efficient communication, benchmarking, re-engineering, job re-design and empowerment are some of the important factors so that an organization can function as well-oiled machine.

Supervisor under whom front line staff is working should be able to explain, predict, evaluate and modify human behaviour that will largely depend upon knowledge, skill and experience of the staff in handling large group of people in diverse situations.

Preemptive actions need to be taken for human behaviour forecasting. The value system, emotional intelligence, organizational culture, job design and the work environment are important causal agents in determining human behaviour.

Cause and effect relationship plays an important role in how an individual is likely to behave in a particular situation and its impact on productivity.

Supervisors, under whom the front line staff are working should be able to explain, predict, evaluate and modify human behaviour that require not only the knowledge and skill but must instill a sense of pride and develop a culture of working together for the cause of conservation. Preemptive actions need to be taken for human behaviour forecasting and crisis management. The value system of protection of nature, emotional intelligence, organizational culture, cause and effect relationship plays an important role in how an individual is likely to behave in a particular situation and its impact on forest protection and productivity.

The attitude, bahavionr and for day to day action related to the threats from poaching and habitat loss are pressing concerns. So the organisanal behavior and culture should be designed to meet immediate action and also looking after the well being of forest guards and keeping them motivated.



Wild life conservation pose both challenges and opportunities for understanding the attitude and behaviour of staff and the Organisational Behaviour of forest department as a whole. It is the predictability of a manager about the expected behaviour of an individual in dealing with the crisis. Understanding individual behavior in the framework of the Organisational Behaviour has become very important for managers today. There are no absolutes in human behaviour. It is the human factor that is contributory to the productivity hence the study of human behaviour is important.

Various changes such as increase in the number of women employees, organisation downsizing, increase in number of temporary and staff on contract are taking place in the organisations. It is important to know what people do in an organisation and how their behaviour affects the organisations performance. -According to Stephen P Robins, “Organisational Behaviour as a systematic study of the actions and attitudes that people exhibit within the organisations.”

Organizations are bound by its culture that is formed by human beings.

2.3 BEHAVIOUR MODEL FOR ORGANIZATIONAL EFFICIENCY

Organizational behaviour is a study and application of managerial skills and knowledge to people in the organization to investigate individual and group behaviour. Various concepts and models in the field of organizational behaviour attempt to identify, not only the human behaviour but also modify their attitude and promote skills so that they can act more effectively. This is done scientifically; therefore, organizational behaviour field is a scientific discipline. The knowledge and models are practically applied to workers, groups and organizational structure that provide tools for improved behaviour and dynamics of relationship.

The field of organizational behaviour also provides various systems and models for international relationship that are applied to organizations.

Leaders must look for indicators (effects) of individual behaviour and of groups in any organization. Indicators have a root cause beneath. As a leader, it is that symptom, which must be evaluated, and cause of human behaviour established so that if the behaviour is good, the managers can establish the norms of behaviour.

2.4 GROUP BEHAVIOUR

In an organizational context, group behavior is important as it influences the cohesiveness and coherence of the organizational culture and organizational communication. Group behavior needs to be inculcated in organizations to make sure that employees conform to the rules and



regulations that govern the organization like Forest Department. It helps in achieving bonding among the staff with their peers and colleagues.

What are Groups?

When two or more individuals, who are interdependent on each other are interacting and have come together to achieve particular objectives are said to form a group.

Group Behaviour

"Group behavior" refers to the ways people behave in large- or small-group situations. The need of existence of Group behaviour arises from the causes that contribute to the group's effectiveness.

- The more the group will possess well structure, well defined role, status hierarchy, able leadership, well developed norms and strong cohesiveness, the greater will be the groupthink.
- Groupthink is defined as "the deterioration of mental efficiency, reality testing, and moral judgment in the interest of group solidarity."

As groups function and interact with other groups, it may develop its own unique set of characteristics including structure, cohesiveness, roles, norms and processes. This result in either cooperation or competition among the groups, and intergroup competition sometimes lead to conflict.

2.4.1 WHY DO PEOPLE WORK IN GROUPS?

Security

- People join a group, to reduce the feel of insecurity of "standing alone." They feel stronger, their self-doubts are reduced, and they become more resistant to threats when they are part of a group.

Status

- Being included in a group which is viewed as important by others would provide a recognition and status to the group members.

Self-Esteem

- Groups provide a feeling of self-worth among the individual members. That is, in addition to conveying status to those outside the group, membership can also give increased feelings of worth to the group members themselves.

Power

- A group action often makes things to be easily achievable, while it seems to almost impossible by any individual action. There is power in numbers.

Goal Achievement



- There are times when it takes more than one person to accomplish a particular task; there is a need to pool talents, knowledge, or power in order to complete a job.

2.4.2 GROUP MEMBER RESOURCES

The potential level of performance of any group is, to a large extent, dependent on the resources that are brought to the group by its members individually.

Abilities

Set the parameters for what members can do and how effectively they will perform in a group

Personality Characteristics

The magnitude of the effect of any single Characteristic is small, but taking personality characteristics together, the consequences for group behaviour are of major significance.

2.4.3 ROLES

A role is a set of expected behaviour patterns attributed to someone occupying a given position in a social unit.

- **Role Identity:** Certain attitudes and behaviours consistent with a role
- **Role Perception:** An individual's view of how he or she is supposed to act in a given situation
- **Role Expectations:** How others believe a person should act in a given situation
- **Role Conflict:** A situation in which an individual is confronted by divergent role expectations

ROLES IN GROUPS

• Task-oriented roles

To accomplish the task of the group as a whole, roles performed by individual group member is very important to be ensured.

• Maintenance roles

Every individual member plays important roles to maintain good relations within the group

• Individual roles

All group members perform significant roles to check what is not productive for keeping the group on task



Lesson 3

4 Hours

Lesson Plan:

Objective:

- i) To discuss the concept of Communication
- ii) To develop the communication skills of forest official for effective internal and external communication in Forest Department
- iii) To explain the concept of miscommunication with examples from real situations and procedure to overcome them

Lesson Topic	Expected Outcome
Communication Skills	At the end of the session the participants will become skilled in effective communication and frequency of miscommunication at workplace will be reduced.

Session plan:

Session 1:

- Introduction

Session 2:

- Definition of Communication process

Session 3:

- Patterns of Communication

Session 4:

- Effective Communication

Session 5:

- Listening Skills

Session 6:

- Written Communication

Session 7:

- Group Exercise

Session 8:

- Discussion & feedback

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies



Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	10 mts
• Introduction	
Session 2:	15 mts
• Definition of Communication process	
Session 3:	15 mts
• Patterns of Communication	
Session 4:	20 mts
• Effective Communication	
Session 5:	30 mts
• Listening Skills	
Session 6:	30 mts
• Written communication	
Session 5:	60 mts
• Group Exercise	
Session 5:	60 mts
• Discussion & feedback	

Communication Skills

3.1 Introduction to initiate the session and Brainstorming

Forest Officials and staff, like any human beings, can not function without communication. Communication is fundamental to every human interaction. Talking, listening, reading, writing and physical gestures are all forms of communication. Conflicts may arise or escalate as a result of poor communication and differences in communication styles.

Communication within organisation helps individuals to fulfill the need of effective functioning of FD as an organization, and safety as well. It helps the need for development, the expression of staff members and a sense of identity and establishing and maintaining relationships with other department and Public at large to achieve their goals. Better communication help to develop knowledge and transfer it to new inducted members, and to structure their relationships with other groups

This section aims to:

- Explain the importance of communication skills
- Practical aspects of communication
- Effective communication and negotiations.
- Implication of Miscommunications

Discuss on the following communication skills:

- How to help make participants aware that they are *in charge* of the negotiation in the meeting
- How to assist communication among participants
- How to facilitate and assist the group in finding common ground and identifying
- How to continue and find positive solutions
- How to be patient and develop the listening power
- How to appreciate the different roles of gender, culture and power in the group
- How to monitor the flow and pace of questioning and information
- How to summarize and link connections between sessions and stay on track

Communication is fundamental to every forest staff at any level. Each staff has to talk and listen within their own peer group and with the community in the village. Reading, writing and physical gestures are all forms of communication used by the front line. They also communicate with staff of other line department and with the PRI.

3.2 “The **communication is a process** and is the guide toward realizing effective sharing of a common meaning between the sender and the receiver takes place”.

Communication has many forms. Everyone who communicates through a picture, verbal design or with a landscape has its three meanings:

(1) **Intended meanings**, the meanings which one wants to convey to the audience.



(2) The second meaning is **dictionary meaning** e.g. communication materials, words one uses.

(3) Most important is "**perceived meaning**" implying that one is getting his meanings and that will be based on meanings that others are getting from the other person's speech.

Let me illustrate a case study of how the intended meaning of the sender of the message is not perceived by the receiver during a need assessment exercise for preparation of the microplan of a forest village. Here the sender of the message is a forester and the receivers are the villagers of a forest village. The sender intends to identify the genuine needy people of the village who may be provided some benefit from the forest department against their time given for protection of the forest. Just examine how the questions were asked and the replies were recorded in the exercise. The questions were asked in the following manner :
'How many of you need employment ?'
'Do you need fuel ?',
'What kind of benefit do you need ?',
'Do you need TV from the government ?'
, 'Do you need roads to be constructed by the government?'
The villagers had experienced in the past that the government officials often carry out such surveys, but they hardly deliver the materials. So they replied in a casual manner, in the way they perceived, based on their past experience.. Just see what were the answers. , So, they replied very casually
.Here, the villagers answered :
(1) Employment for all (2) Fuel for all (3) A lozenge factory to be established for employment for all (4) TV centres to be established (5) Good roads to be constructed (6) Drinking water facilities are provided (7) Special schemes for employment.
Now, the question to the readers in the class room is, "Was the exercise successful ? what went wrong ? what could be the right approach ?", if you were to conduct this exercise .
So perceived meanings are critically important, e.g. during a lecture or dialogue .

Simply "informing" people does not incite communication for participation, people must be actively involved in planning and managing, as well as, having a stake in the benefits if they are to be encouraged to participate. Here the bottom-up approach of communication should be followed. Extension programs must be developed through a process of planned communication. Planning for communication process can ensure that the program is conducted in appropriate manner and meets peoples' needs.



Effective communication is needed in forestry sector for different level of communication, such as, among their own staff and for communication with the general public. The Joint Forest Management (JFM) program demands effective communication for participatory planning process where community members FPC are encouraged to share the ground realities and take part in decision-making.

The planning process provides a framework of communication, within which an extension staff involved in JFM, can translate decisions into action and assess what has and has not been accomplished.

Planning for effective communication within office or with community is a pre-requisite for any kind of forestry program to:

- Ensure what is to be communicated and why?
- Identify actions to be taken,
- Distinguish desired/intended and undesired/unintended goals of communication and objectives,
- Allocate resources to achieve goals,
- Ensure continuity of the project activities in case of staff change, and
- Accomplish communication in cost-effective and time-effective manner

Conflicts may arise or escalate as a result of poor communication and differences in communication styles. Therefore communication and negotiating with multiple interests in forest management requires some training - related appropriate Communication Skills among groups.

The goal of communication is to convey information-and the understanding of that information-from one person or group to another person or group.

This communication process is divided into five basic components: A *sender* transmits a message through a *channel* to the *receiver*. The sender (1) first develops an idea, which is (2) composed into a message and then (3) transmitted to the other party, (4) who interprets the message and (5) receives meaning and the sender gets feedback. Information theorists have added somewhat more complicated language. Developing a message is known as *encoding*. Interpreting the message is referred to as *decoding*.

The critical factor of the effectiveness of communication is common understanding among the group. Understanding exists when all front line staff and those involved in communication have a mutual agreement and understanding of symbolic language as to not only the information, but also the meaning of the information. Effective communication, therefore, occurs when the intended message of the sender and the interpreted message of the receiver are one and the same. Although this should be the goal in any communication, it is not always achieved.

When meetings and negotiations involve people from different cultures, caste and community backgrounds, social rankings or geographic areas, it is important to consider the likely impact of these factors on communication and negotiation processes.

An effective meeting process will acknowledge and respect these differences.



- The forest staff has his/her own values, behaviour, attitudes and customs that can lead to misunderstandings while talking to the villagers.. It is important that front line staff becomes aware of his own background and acknowledges the affects of their own cultures within a process and should respect the culture of the community in the meeting of the members of the Forest Protection Committee (FPC) when necessary.

While conducting the FPC meeting in the village or in the office, the staff has to be aware of sensitive issues related to causes of the conflict in FPC . The staff has also to be sensitive to social norms of the people in dispute, taking into account of cultural and socio-economic-political differences.

The following specific aspects of cultural and socio-economic diversity may affect negotiation sessions

- age;
- gender;
- socio-economic status;
- education;
- culture;
- language.

Each group also has rules and norms concerning the appropriate use of space. Most cultures have a certain preferred distance between individuals when they are talking or sitting.

3.3 Patterns of communication:

- ! language;
- ! gestures;
- ! eye contact;
- ! vocal inflections;
- ! familiarity;
- ! reliance on written or oral formats;
- ! normal protocol for who speaks and in what order.

Views on time:

Groups may treat time differently. For some, time lines may be a significant factor and there is constant pressure to carry out tasks according to schedule. In other cultural or geographic settings, attitudes to time may be more relaxed, the pace slower and other features of life Take priority over meeting set deadlines.

Use of space.

Each group also has rules and norms concerning the appropriate use of space. Most cultures have a certain preferred distance between individuals when they are talking or sitting.

3.4 Points For Effective Communication :

"Consider a person's response to a situation from his or her own point of view rather than your own.

"Learn to deal with ambiguity, including approaches that are very different from your own.

"Understand that biases and stereotypes get in the way of other interactions. In discussing cultural or socio-economic differences, emphasize the need to help people get beyond stereotypes, rather than reinforcing them. Be prepared to point them out when they occur.
"Carefully observe the behaviour of others before reaching conclusions.

3.4.1 Listen.. Listen.. Listening is important aspect of effective communication

"Be silent when silence is appropriate.

"Be fully attentive to what you are hearing.

"Listen completely, until the speaker has finished speaking.

"Do not interrupt.

"Do not prepare a counter statement until the speaker has completely finished.

"Do not assume that, once you have heard the first part of a speaker's message, you have fully understood the complete message.

" Pursue or expand points of substance.

Lack of communication in the workplace can occur on a large scale, such as between the senior forest officials or other forest subordinates , as well as with community members. The importance of improving the forest sector's communication with society, relates to the need for policy to be legitimated and accepted by society. Failure to communicate effectively often leads to conflict, which can harm an organization. Poor communication can create conflict in a number of ways.

Miscommunication and non-communication can contribute to inner-office conflict. When FD official or any staff work with different sets of information and have problem due to attitudinal or problem related to personalities, it can create problem of communication and tension and lead to misunderstanding and anger. Improving communication techniques, and ensuring that colleagues follow shared communication protocols, can help alleviate the problem.

3.4.2 Misunderstanding

A lack of communication can lead to misunderstanding, which in turn can lead to mistakes, missed deadlines and altered project directions. Misunderstanding often arises when instructions are not clearly communicated, updates and status reports are not shared right away or there is no lead person responsible for a project or task.

3.4.3 Miscommunication

Miscommunication happens when individuals exchange information without clearly understanding one another. This can result in misinterpreted facts and details that prompt one team member to work from one set of perceived facts and information, while another is working in an entirely different direction.

3.4.4 Non-responsiveness

Another source of conflict is non-responsiveness from colleagues or managers to a request for information, clarification or opinion. The FD officer, or even subordinate awaiting a response,



may feel the other party is being intentionally ignoring. This will lead to conflict and a non-collaborative environment at work place.

3.4.5 Different Communication Styles

People communicate differently, and when no defined communication strategies are in place, those different styles can clash and create conflict. For example, one officer may prefer face-to-face conversations, while another officer prefers to communicate via electronic means, like email. Each party can come to feel the other is being difficult, and this can cause a communication breakdown. So, it is better to appreciate the style of each one, discuss and develop a mutually agreed way of communication.

3.4.6 Technology Glitches

While email, text messaging and other forms of electronic communication have made communicating faster and more effective on many levels, they have limits. Emails can be lost or routed to spam, and texts don't always reach their destination. Direct follow-ups by phone or personal conversation can help overcome technology glitches.

3.5 Listening Skills

Listening is an integral part of Effective communication. It is the ability to receive and interpret a communicated message accurately. It is considered that good listening skills always lead to better productivity, increased sharing of information with reduced amount of mistakes.

3.5.1 Listening is Not the Same as Hearing

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and the body language. The word Listening means being aware of both verbal and non-verbal messages. The ability of an individual to listen effectively depends on his or her degree to which you perceive and understand these messages.

3.5.2 Types of Listening

1. Discriminative Listening

This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean.

When discriminative listening skills are combined with visual stimuli, the resulting ability to 'listen' to body-language enables us to begin to understand the speaker more fully – for example recognising somebody is sad despite what they are saying or how they are saying it.

2. Comprehensive Listening

Comprehensive listening involves understanding the message or messages that are being communicated.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension

Common Barriers to Listening

- **When a listener tries to listen to more than one conversation at a time the communication is becomes ineffective.**
- **If the listener finds the speaker or communicator to be attractive/unattractive** he or she will automatically pay more attention to how they feel about the communicator and their physical appearance than to what they are saying.
- **If the listener is not interested** in the topic/issue being discussed and become bored he will not listen with full concentration.
- **If the listener is not focusing** and being easily distracted by surroundings etc. the communication will be hampered.
- **If the listener is feeling unwell or tired**, hungry, thirsty or needing to use the toilet he/ she may not be able to pay attention towards the conversation.
- If the listener is understanding what he/she is hearing but not putting himself /herself in the shoes of the speaker he/she may not understand what is being told.



- **If a listener is prejudiced or biased** by race, gender, age, religion, accent, and/or past experiences he/she will have the highest chance to misunderstand the communicated thought.
- We are all influenced by previous experiences in life. If the listener is a stereotype person he will become less objective and therefore less likely to listen effectively.
- When the listener has a lot on their minds they can fail to listen to what is being said as they are too busy concentrating on what they are thinking about.

3.5.3. 10 tips to develop effective listening skills.

Step 1: Face the speaker and maintain eye contact.

Step 2: Be attentive, but relaxed.

Step 3: Keep an open mind.

Step 4: Listen to the words and try to picture what the speaker is saying.

Step 5: Don't interrupt and don't impose your "solutions."

Step 6: Wait for the speaker to pause to ask clarifying questions.

Step 7: Ask questions only to ensure understanding.

Step 8: Try to feel what the speaker is feeling.

Step 9: Give the speaker regular feedback.

Step 10: Pay attention to what *isn't* said—to nonverbal cues.

3.6 Written communication:

Writing skills are an important part of communication. Good writing skills allows the individuals to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

In various official procedures one might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or may fancy communicating their ideas online via a blog.

Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake.

3.6.1 Key factors to be focused in development of writing skill

- **Grammar, Spelling and Punctuation**

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of the writer, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

Checking for poor writing and spelling mistakes should be seen as a courtesy to the readers since it can take them much longer to understand the messages in the writing if they have to think and re-read text to understand the message.

If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

Even if you know spelling and grammar rules, you should still double-check your work or, even better, have it proof-read by somebody else. Our brains work faster than our fingers can type and accidental typographical errors (typos) inevitably creep in.

- **Reading**

Another way to improve your writing skills is to read - as you read you pick up new vocabulary and engage with different writing styles. Further while reading the text aloud after writing the same, forces the writer to slow down and they may pick up problems with the flow that their eye would otherwise skip over.

- **Audience Factor**

As well as grammar, spelling and punctuation, it's important to remember who the audience is. Always writing should be done with the audience in mind, and it can also help to bear in mind the medium in which one plans to publish. This knowledge will help one to decide whether he/she need to write in a formal style or a more informal one, and will also help to decide on a suitable structure.

3.6.2 Role of writing skill in:

1. Profession

Every profession requires good writing skills in addition to those which are traditionally associated with writing. Any time a profession requires written communication, writing skills become important.

2. Communication

With emails, notes, letters, texts and Tweets, most people spend a fair amount of time at work communicating via the written word. Whether one is messaging a colleague, writing to the manager, or crafting the company newsletter, your writing skills can boost or hinder his career easily, even if he do not have a "writing" profession.

3. Credibility

People with good writing skills are generally seen as more credible. Think to how one would interpret an email from a colleague that was filled with typos and grammatical errors. At best, he was negligent in that he didn't proofread his message or use spell check; at worst, he



comes across as less intelligent and less capable. Better writers tend to get higher grades and be perceived as more competent and more intelligent than their less literary counterparts.

4. Considerations

In the workplace, one needs to make sure that he proofread everything he writes, from an email to a company memo. However, just because good writing skills are a plus, one still need to pick his battles. Correcting others can work against any individual. Further, context and tone are just as important as grammar.

3.7 Games to develop Communication Skill

Game 1: Draw what you hear

Pair people up and ask your couples to sit back to back. One person in each pair should have a piece of paper and a pen or pencil. Once everyone has settled, give the other person in the pair an abstract drawing (different shapes maybe joined up together) to describe to the other person in the pair. Give them two minutes to describe and draw without asking or answering any questions. Then you allow another minute for the drawer to ask questions.

- **Debrief:** When the time is up, ask them to compare the drawing to the original. Discuss why there were differences (there always are!). Was it the describing or was it the listening? Was it because they couldn't ask questions to clarify what was being described and what about not being able to see the person to get the visual clues of looking for understanding of what one is saying e.g. nodding or frowning etc What about the noise in the room – is it a distraction when you want to listen to someone properly? What should you do to create a good environment for listening; how should you behave to show you are listening?
- **Variation:** Conduct the exercise in a series of rounds. In every round the communicator will describe a picture we give them of assorted geometrical shapes. In the first round the listener/drawer can't ask any questions, just listen and draw based on what they hear. The second round a different picture of geometric shapes is described and the listener/drawer can only asked closed-ended questions. The third round a different picture of geometric shapes is given and the listener/drawer can use his/her active listening skills. We discuss how accurate were the pictures? How well the communicator describes the picture will determine how successful they want to be with a customer.

Game 2: Happy & Sad Behaviors

Split the entire team into two groups. Send one group outside the classroom.

Tell the group (Group 1) inside that classroom that, people from the group outside the classroom will come in and share a happy incident/experience with them. They must not listen to what is being said. Give participants hints about not listening – no eye contact, talking with someone else, fiddling the mobile, writing something in their pad, asking irrelevant questions, etc.

Now instruct the group outside the classroom to think of a happy incident in their life and share it with anyone whom they are comfortable with inside the classroom.

Let the participants interact. Give them about 5 minutes.

Now ask Group 1 to go out of the classroom. Tell the group (Group 2) inside that classroom that, people from the group outside the classroom will come in and share a sad incident/experience with them. Give participants hints about listening carefully – Eye contact, Body Posture, Rephrasing, Relevant Questions, Empathizing, etc.

Now instruct the group outside the classroom (Group 1) to think of a sad incident in their life and share it with anyone whom they are comfortable with inside the classroom. They can choose a different partner.

Let the participants interact. Give them about 5 minutes.

Now divide the whiteboard into two. On the left side, write Group 2 and right side Group 1.

Ask Group 2, if they felt their partners listened to them. When they say “NO”, ask them how they found out that their partners did not listen to them. List them down in Group 2 side of the white board.

Ask Group 1, if they felt their partners listened to them. When they say “YES” ask them how they found out that their partners listened to them. List them down in Group 1 side of the white board.

Then take real life scenarios from their work place and identify potential situations when they may not be listening actively and its impact on their work. (Example, when working on an urgent report that has to be submitted and a colleague interrupts them. Ask them do you stop working on the report or do you keep working on the report while asking the colleague to continue talking?)





Lesson 4

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of Interpersonal Communication and Relationship at Workplace
- ii) To explain the importance of Interpersonal Communication and Relationship among officials in forest department
- iii) To explain the real situations and the factors of stress at workplace specially in forest department
- iv) To explain the procedure of effective communication among various hierarchical positions in forest department.
- v) To explain the barriers of effective communication.

Lesson Topic	Expected Outcome
Interpersonal Skill	At the end of the session the interpersonal communication and relation among the participants and also with their co-workers, superiors and subordinate will improve.

Session plan:

Session 1:

- Introduction

Session 2:

- Verbal Communication

Session 3:

- Non verbal Communication

Session 4:

- Listening Skills

Session 5:

- Negotiation

Session 6:

- Problem Solving

Session 7:

- Decision Making

Session 8:

- Assertiveness

Session 9:

- Group Exercise & Feedback session

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies



Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	5mts
• Introduction	
Session 2:	5 mts
• Verbal Communication	
Session 3:	6 mts
• Non verbal Communication	
Session 4:	9 mts
• Listening Skills	
Session 5:	8 mts
• Negotiation	
Session 6:	7mts
• Problem Solving	
Session 7:	7 mts
• Decision Making	
Session 8:	7 mts
• Assertiveness	
Session 9:	6 mts
• Group Exercise & Feedback session	

Interpersonal Skills

4.1 What are interpersonal Skills

We use interpersonal skills in our day to day life to communicate and interact with other people, both individually and in groups. People with effective interpersonal skills are usually more successful in both their professional and personal lives.

We not only can improve our relations in work place but our personal and social lives are also improved from better interpersonal skills. People with good interpersonal skills are usually perceived as optimistic, calm, confident and **charismatic**.

It can be improved by becoming self aware and practice.

4.2 Core Interpersonal Skills

The core **Interpersonal Skills Includes:**

- Verbal Communication - What we say and how we say it.
- Non-Verbal Communication - What we communicate without words, body language is an example.
- Listening Skills - How we interpret both the verbal and non-verbal messages sent by others.
- Negotiation - Working with others to find a mutually agreeable outcome.
- Problem Solving - Working with others to identify, define and solve problems.
- Decision Making – Exploring and analysing options to make sound decisions.
- Assertiveness – Communicating our values, ideas, beliefs, opinions, needs and wants freely.

4.2.1 Verbal Communication

Clarity of speech, remaining calm and focused, being polite and following some basic rules of etiquette will all aid the process of verbal communication.

- Opening Communication

In interpersonal communication, the first few minutes are extremely important as first impressions have a significant impact on the success of further communication.

Everyone has expectations and norms as to how conversations/meetings should proceed and people tend to behave according to these expectations. If these expectations are mismatched, communication will not be effective or run smoothly. At a first meeting, formalities and appropriate greetings are usually expected that could include greetings by folded hands (namaskar), a handshake (be careful about gender specifications), an introduction to yourself, eye contact and discussion around a neutral subject such as the weather or your journey may be



useful. A friendly disposition and smiling face are much more likely to encourage communication than a blank face, inattention or disinterested reception.

- Reinforcement

The use of encouraging words alongside non-verbal gestures such as head nods, a warm facial expression and maintaining eye contact, are more likely to reinforce openness in others.

The use of encouragement and positive reinforcement can:

- Encourage others to participate in discussion (particularly in group work)
- Signify interest in what other people have to say
- Pave the way for development and/or maintenance of a relationship
- Allay fears and give reassurance
- Show warmth and openness.
- Reduce shyness or nervousness in ourselves and others.

4.2.2 Non Verbal Communication

Interpreting non-verbal communication is not very simple. Non-verbal communication is not a language with a fixed meaning. It is influenced and driven by the context in which it occurs. This includes both the place and the people concerned, as well as the culture.

For example, a nod of the head between colleagues in a committee meeting may mean something very different from when the same action is used to acknowledge someone across a crowded room, and again when two people are having a social conversation.

Non-verbal communication consists of a complete package of expressions, hand and eye movements, postures, and gestures which should be interpreted along with speech, verbal communication.

The Cultural Context

We learn to interpret non-verbal communication as we grow up and develop. It is a normal part of how we communicate with other people, and most of us both use it and interpret it quite unconsciously.

The Importance of Non-verbal Communication

When we communicate, non-verbal cues can be as important, or in some cases *even more important*, than what we say. Non-verbal communication can have a great impact on the listener and the outcome of the communication.

As non verbal communication is much more emotional and instinctive in nature people tend to have less conscious control over it. If there is a mismatch between the spoken words and non verbal gestures, one should trust the non verbal messages more.

Types of Non-Verbal Communication

The types of interpersonal communication that are not expressed verbally (with speech) are called non-verbal communications.

There are many different types of non-verbal communication.

They include:

- **Body Movements (*Kinesics*)**, for example, hand gestures or nodding or shaking the head;
- **Posture**, or how you stand or sit, whether your arms are crossed, and so on;
- **Eye Contact**, where the amount of eye contact often determines the level of trust and trustworthiness;
- **Para-language**, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking;
- **Closeness or Personal Space (*Proxemics*)**, which determines the level of intimacy;
- **Facial Expressions**, including smiling, frowning and even blinking; and
- **Physiological Changes**, for example, sweating or blinking more when nervous.

Non-verbal communication is an extremely complex yet integral part of overall communication skills. Interpersonal communication is much more than the *explicit* meaning of words, the information or message conveyed. It also includes *implicit* messages, whether intentional or not, which are expressed through non-verbal behaviours.

However, people are often totally unaware of their non-verbal behaviour.

When you are speaking in public you may be representing your organisation or just yourself, but it is still *you* in the front line. It is *you* that the other person, group or audience sees and before you have time to open your mouth and give an account of yourself, certain assumptions, both consciously and subconsciously, have been made. **First impressions are very important.** Visual impact is at least as important as verbal impact, people will very quickly make assumptions based on your facial expressions, the clothes you wear, how well groomed you are and your body language.

A basic awareness of non-verbal communication strategies, over and above what is actually said, can help to improve interaction with others.

Non-verbal Messages Allow People To:

- Reinforce or modify what is said in words. For example, people may nod their heads vigorously when saying "Yes" to emphasise that they agree with the other person, but a shrug of the shoulders and a sad expression when saying "I'm fine thanks," may imply that things are not really fine at all!
- Convey information about their emotional state.
- Define or reinforce the relationship between people.
- Provide feedback to the other person.
- Regulate the flow of communication, for example by signalling to others that they have finished speaking or wish to say something.



- Facial Expressions

Little can be done to alter your face but a lot can be done about the expression that is on it. However the day started and whatever minor crisis has occurred along the way, people have not come to meet you with a dark expression on your face. It is your duty - to yourself as well as to the organisation that you represent - to convey a calm, friendly and professional exterior, despite how you may feel inside. Smile and appear optimistic.

- Personal Image

It is human nature to make compromises. All individuals change their approach depending on the people they meet and what they feel is expected from them. Your 'on-duty' self, the one who functions in public, is different from your 'off-duty' self, the one concerned with home, family and friends. Everyone has many and varied roles in life. You can be one person and be a parent, son/daughter, brother/sister, friend, adviser, patient, client and consumer all in one day. These differing roles all require their own particular qualities and skills in personal communication and can also call upon different requirements of attitude and appearance, i.e., of visual image. Your external image (appearance) is how you are seen by the world, whereas the real you (not a role model or the person you would like to be) is someone who is honest with themselves.

4.2.3 Effective Listening

Active listening is an important skill and yet, as communicators, people tend to spend far more energy considering what they are going to say rather than listening to what the other person is trying to say.

Active listening involves listening with all senses and giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Although active listening is a skill in itself, covered in depth on our listening pages, it is also vital for effective verbal communication.

The following points are essential for effective and active listening:

- Arrange a comfortable environment conducive to the purpose of the communication
- Be prepared to listen.
- Keep an open mind and concentrate on the main direction of the speaker's message.
- Avoid distractions if at all possible.
- Delay judgment until you have heard everything.

- Be objective.
- Do not be trying to think of your next question while the other person is giving information.
- Do not dwell on one or two points at the expense of others.
- The speaker should not be stereotyped. Try not to let prejudices associated with, for example, gender, ethnicity, social class, appearance or dress interfere with what is being said.

Learning the Language

Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

If there is one communication skill you should aim to master then listening is it.

Good listening skills also have benefits in our personal lives, including:

A greater number of friends and social networks, improved self-esteem and confidence.

Studies have shown that, whereas speaking raises blood pressure, attentive listening can bring it down.

Listening is not the same as Hearing

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Adults spend an average 70% of their time engaged in some sort of communication. In this an average 45% time is spent for listening compared 30% for speaking (Adler R et al 2001). Effective listening requires concentration and use of other senses.

The 10 principles of Listening

- Listen not only to what is being said but what is left unsaid or partially said.
- Observing body language and noticing inconsistencies between verbal and non verbal messages. If someone says that he is happy with tears filling his eyes, there appears some conflict between the verbal and non verbal messages.
- When somebody else is talking just listen to them without interrupting.
- Focus on the speaker and put other things out of mind. Concentrate on the messages that are being communicated.



- Help the speaker to feel free to speak. Use gestures or words to encourage them to share their thoughts.
- Maintain eye contact but do not stare. Show you are listening and understanding what is being said.
- Remove distractions. Do not shuffle papers, look out the window etc. Avoid unnecessary distractions.
- Try to understand other person's point of view with empathy. Look at issues by putting yourself in their positions.
- Be patient. A pause, even a long pause does not necessarily mean that the speaker has finished. Let the speaker continue. Never interrupt or finish the sentence for someone.
- Try to be impartial. Do not become irritated and do not let the persons habits or mannerisms distract you from what the speaker is really saying.
- Listen to the tone of the speaker. Try to understand the emphasis of what is being said.
- Listen for ideas and not just the words.
- Wait and watch for non verbal communication – gestures, facial expressions and eye movements. Watch and pick up the additional information being transmitted via non verbal communication.

Non-Verbal Signs of Attentive or Active Listening

This is a generic list of non-verbal signs of listening, in other words people who are listening are more likely to display at least some of these signs. However these signs may not be appropriate in all situations and across all cultures.

Smile

Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

Eye Contact

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.

Posture

Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.



Mirroring

Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention.

Distraction

The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

Verbal Signs of Attentive or Active Listening

- Positive reinforcement: Use some positive words of encouragement
- Remembering a few key points, name of the speakers help to reinforce that the messages sent have been received and understood.
- The listener may ask some relevant questions that help to clarify what the speaker has said. It also reinforces that the listener has an interest in what the speaker has been saying.
- Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in words.

4.2.4 Negotiation

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute.

In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

Why Negotiate?

It is inevitable that, from time-to-time, conflict and disagreement will arise as the differing needs, wants, aims and beliefs of people are brought together. Without negotiation, such conflicts may lead to argument and resentment resulting in one or all of the parties feeling dissatisfied. The point of negotiation is to try to reach agreements without causing future barriers to communications.

Stages of negotiation

It is useful to follow a structured approach for negotiation to achieve desirable outcome.

Stages

a. Preparation: Decide when and where the meeting would take place and who will attend. Make sure that all the pertinent facts of the situation are known to make sure of your position including the rules, policies etc. Preparation before meeting helps in avoiding further disagreement and conflict and wasting time in meeting.



b. Discussion: Key skills in this stage include questioning, listening and clarifying.

c. Clarification of goals: From the discussion the goals, interests and viewpoints of both the sides of the disagreement need to be clarified. Through the clarification it is often possible to identify or establish some common ground. Without clarifications misunderstandings are likely to occur that may cause barrier to reaching amicable outcomes.

d. Negotiate towards a win - win outcome: This stage focuses where both the sides feel they have gained something positive through the process of negotiation and feel that their point of view has been taken into consideration. Although it may not always be possible but reaching a win win situation is the ultimate goal of negotiation. Suggestions of alternative strategies and compromises need to be considered at this point.

e. Agreement: It can be achieved once understanding of both sides viewpoints and interests have been considered. It is essential to keep an open mind in order to achieve an acceptable solution. Any agreement needs to be made clear so that both the parties know what has been decided.

d. Implementation of a course of action: A clearly defined plan of action has to be made for implementation of the agreement

4.2.5 Problem solving

Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis; some of these problems are obviously more severe or complex than others.

Interpersonal relationships fail and businesses fail because of poor problem solving. This is often due to either problems not being recognised or being recognised but not being dealt with appropriately.

What is a Problem?

The Concise Oxford Dictionary (1995) defines a problem as:

“A doubtful or difficult matter requiring a solution”

and

“Something hard to understand or accomplish or deal with.”

Stages of problem solving

a. Problem identification: It involves detecting and recognizing that there is a problem, identifying the nature of problem, defining the problem.

b. Structuring the problem: It involves a period of observation, careful inspection, fact finding and developing a clear picture of the problem. It helps in gaining more information about the problem and increasing understanding, building a more comprehensive picture of the problem.

c. Looking for possible solutions: based on the information gathered from the first two stages, at this stage the possible solutions for the identified problem are discussed.



d. Making a decision: It involves analysis of different possible solutions, measure the consequences and select the best options.

e. Implementation: This stage involves accepting and carrying out the chosen course of action.

f. Monitoring and seeking feedback: It helps to assess the success of the outcomes of the chosen solution.

4.2.6 Decision making

We all have to make decisions all the time, ranging from trivial issues like what to have for lunch, right up to life-changing decisions like where and what to study, and who to marry.

What is Decision Making?

In its simplest sense, decision-making is the act of choosing between two or more courses of action.

In the wider process of **problem-solving**, decision-making involves choosing between possible solutions to a problem. Decisions can be made through either an **intuitive** or **reasoned** process, or a **combination of the two**.

Intuition

Intuition is using your ‘gut feeling’ about possible courses of action. Intuition is actually a combination of past experience and your personal values. It is, however, not always based on reality, only your perceptions, many of which may have started in childhood and may not be very mature as a result.

It is therefore worth examining your gut feeling closely, especially if you have a very strong feeling against a particular course of action, to see if you can work out *why*, and whether the feeling is justified.

Reasoning

Reasoning is using the facts and figures in front of you to make decisions. Reasoning has its roots in the here-and-now, and in facts. It can, however, ignore emotional aspects to the decision, and in particular, issues from the past that may affect the way that the decision is implemented.

Intuition is a perfectly acceptable means of making a decision, although it is generally more appropriate when the decision is of a simple nature or needs to be made quickly.

More complicated decisions tend to require a more formal, structured approach, usually involving both intuition and reasoning. It is important to be wary of impulsive reactions to a situation.



Effective Decision-Making

There are number of reasons that prevent us to take effective decisions. These include:

- a. Not enough information: Take time to gather the necessary data to influence your decision.
- b. Too much information: Having so much conflicting information causes “analysis paralysis”. It is important to identify what information is important and why.
- c. Too many people: Making decisions by committee is often difficult. Everyone has their own views. It may be essential for one person to take responsibility for making a decision. Sometimes any decision is better than no decision.
- d. Emotional Attachments: People are often very attached to the status quo. Decisions tend to involve the prospect of change which many people find difficult.

However, these can be overcome by using a structured decision making process as follows:

4.2.7 Assertiveness

The Concise Oxford Dictionary defines assertiveness as:

“Forthright, positive, insistence on the recognition of one's rights”

In other words:

Assertiveness means standing up for your personal rights - expressing thoughts, feelings and beliefs in direct, honest and appropriate ways.

Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

Although everyone acts in passive and aggressive ways from time to time, such ways of responding often result from a lack of self-confidence and are, therefore, inappropriate ways of interacting with others.

It is important to note also that:

Those who behave assertively always respect the thoughts, feelings and beliefs of other people as well as their own.

Assertiveness helps us to express ourselves in a clear, open and reasonable way, without undermining our own or others' rights.

Assertiveness enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to express personal rights without denying the rights of others. Being assertive also means encouraging others to be open and honest about their views, wishes and feelings, so that both parties act appropriately.

Assertive persons accept responsibilities of their own actions and are able to delegate to others.

Assertiveness also includes accepting own mistakes and have self control.

Sometimes the way we react and respond to others can make us feel inadequate, guilty or regretful. These may be signs of passive behaviour. We may also feel angry and critical of others during conversations - this may be a sign of more aggressive behaviour.

Two key techniques that can aid assertiveness are known as "Fogging" and the "Stuck Record" technique.

Fogging

Fogging is a useful technique if people are behaving in a manipulative or aggressive way. Rather than arguing back, fogging aims to give a minimal, calm response using terms that are placating but not defensive, while at the same time not agreeing to meet demands.

Fogging involves agreeing with any truth that may be contained within statements, even if critical. By not responding in the expected way, in other words by being defensive or argumentative, the other person will cease confrontation as the desired effect is not being achieved. When the atmosphere is less heated, it will be possible to discuss the issues more reasonably.

Fogging is so termed because the individual acts like a 'wall of fog' into which arguments are thrown, but not returned.

Example Situation

"What time do you call this? You're nearly half an hour late, I'm fed up with you letting me down all the time."

Fogging response:

"Yes, I am later than I hoped to be and I can see this has annoyed you."

"Annoyed? Of course I'm annoyed, I've been waiting for ages. You really should try to think about other people a bit more."

Fogging response:

"Yes, I was concerned that you would be left waiting for almost half an hour."

"Well... why were you late?"

The Stuck Record Technique

The Stuck Record technique employs the key assertive skill of 'calm persistence'.

It involves repeating what you want, time and time again, without raising the tone of your voice, becoming angry, irritated, or involved in side issues.



Continually repeating a request will ensure the discussion does not become side-tracked and involved in irrelevant argument. The key is to stay calm, be very clear in what you want, stick to the point and not give up. Accept a compromise only if you are happy with the outcome.

References

<http://www.skillsyouneed.com/ps/self-motivation.html#ixzz3l3h4Icqm>

<http://www.skillsyouneed.com/ips/nonverbal-communication.html#ixzz3l3fxzNT1>

<http://www.skillsyouneed.com/ps/personal-appearance.html#ixzz3l3fQ6fbc>

<http://www.skillsyouneed.com/ips/verbal-communication.html#ixzz3l3eIMLpZ>

<http://www.skillsyouneed.com/interpersonal-skills.html#ixzz3l3eIkwKOI>

<http://www.skillsyouneed.com/ps/assertiveness-techniques.html#ixzz3l3i1b5Ld>

<http://www.skillsyouneed.com/ips/active-listening.html#ixzz3l3hiJq9w>



Lesson 5

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of Team building
- ii) To explain the necessity of team building in accomplishment of assignments at workplace specially in forest department
- iii) To explain the advantage of team work with examples from real situations
- iv) To explain the barriers of effective Team work.

Lesson Topic	Expected Outcome
Team Building	At the end of the session the participants will understand the importance of team building at workplace and will be able to apply the same in real life situation at their work place

Session plan:

Session 1:

- Introduction

Session 2:

- Importance of Team Building at workplace

Session 3:

- Exercises for team building

Session 4:

- Dynamics of team building

Session 5:

- Characteristics of High-performance teams

Session 6:

- Common Barriers for effective teamwork

Session 7:

- Group Exercise

Session 8:

- Group discussion and feedback

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.



Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	5mts
• Introduction	
Session 2:	5mts
• Importance of Team Building at workplace	
Session 3:	10 mts
• Exercises for team building	
Session 4:	5mts
• Dynamics of team building	
Session 5:	10 mts
• Characteristics of High-performance teams	
Session 6:	5 mts
• Common Barriers for effective teamwork	
Session 7:	10 mts
• Group Exercise with game	
Session 8:	10 mts
• Group discussion and feedback	



Team Building

5.1 Team building in an organisation like forest department helps to foster better and open communication between the staff themselves, as well as between the seniors and the higher management. It goes a long way in improving professional relations, understanding and co-operation, and this is very much reflected in the quality of work being done. Team building in the workplace significantly contributes towards staff motivation and building trust among them.

5.2 Successful team building in the workplace often translates into success for everyone. It is not difficult and does not require you to go out of your way or do anything extraordinary as a common man. As the popular saying goes, "Teamwork is the fuel that allows common people to attain uncommon results."

Simple Team Building Exercises may be conducted at Forest Range office or at the forest Section Officer level. These are some common team building exercises for communication, success and improved team performance.

- **Conduct staff Feedback Activities:** The front line staff say, the forest guard surveys and feedback activities are a great way of breaking the ice and encouraging the guards to speak freely. It makes the forest guard feel good and get a message of an assurance of the fact that their opinions are valued.

- **Promote Informal Addressing:** Step out of the traditional formal way of Range Officer/ Beat Officer as boss and talk freely by asking some non official where about. This gives the guards a reassurance that the boss are one among them and not a corporate Hitler. This will work to your advantage as it will encourage open workplace communication, sharing of ideas, and will help to maintain healthy work relations.

- **Organize a Day Trip:** The Range officer reward the beat officer and guards for the good work that they have done in the past by organizing a day trip. The reward may be a toffee but that encourage staff .

Welcome spouses and children : Staff may be asked to bring along their spouses and children. It can be a welcome break from the daily work-related pressures and can help fellow employees and their bosses to interact, bond, and get to know each other better. This can, in many ways, translate into better returns at the workplace.

- **Celebrate Each Other's Success:** Learn to appreciate and acknowledge each other's efforts. Also, celebrate the success of a job well done or a project delivered well ahead of the deadline. This helps in wiping out any negativity and keeps the team united.



• **Initiate Group Discussion Sessions:** If you have a major project-related decision to make, which you are not very sure about, try asking your field staff for their views on the subject. Have a group discussion on the matter and seek their suggestions and opinions. In any case, it will be the boss like Range officer who has the last word, but this particular gesture will promote teamwork, boost confidence of the front line staff and, once again, make them feel valued and wanted.

Team Building Slogans: Team building projects and activities are seldom complete without the use of some inspirational team building slogans. Here are some popular inspirational quotes and slogans that you can use when working towards team building for success:

- **"There is no 'I' in TEAM"** ~ Anonymous
- "A single arrow is easily broken, but not ten in a bundle" ~ Japanese proverb
- "A boat doesn't go forward if each one is rowing their own way" ~ Swahili proverb
- "Coming together is a beginning. Keeping together is progress. Working together is success" ~ Henry Ford
- "One man can be a crucial ingredient on a team, but one man cannot make a team" ~ Kareem Abdul Jabbar
- "A group becomes a team when each member is sure enough of himself and his contribution to praise the skill of the others" ~ Norman Hidle
- "You don't get harmony when everybody sings the same note" ~ Doug Floyd Remember, team leadership and team building go hand in hand.

It may be appropriate to **define** some terms, to be referred frequently, for the sake of a clear understanding:

- A **team** is a group of individuals who cooperate and work together to achieve a common objective or accomplish a common task.
- **Teamwork** is a close cooperation between a group of cross-trained /skilled employees who are familiar with a wide range of jobs performed in an organisation.
- **Team Building** is developing high and productive interaction among group members to enhance trust and synergy while managing effectively conflicts that may arise occasionally in the team.

5.3 Dynamics of Team Building

- Effective teams have common characteristics such as;
- optimum size/range,
- commonality of purpose,
- cohesiveness,
- distinctive identity
- diversity,
- Cooperation
- and undisputed leadership.

- Traditional research suggests that teams develop through five-stage process viz. *forming, storming, norming, performing and adjourning*. Modern approach indicates that team growth occurs at task transition points.
- Team development can be facilitated through training, personality attributes, social styles profiles and reward systems.
- Team Leaders can utilise people handling strategies from motivation theorists such as Maslow, Herzberg, McClelland, McGregor and Covey.
- Other aspects of importance include recruitment, maintenance and conflict management of the team.

5.4 Individual reasons for joining teams

Characteristics of high-performing teams

- Goals are clearly defined and matched with measurable outcomes.
- Accurate, effective, timely two-way communication.
- Effective cooperation, decision making, problem solving and conflict resolution.
- Sharing a common identity and objective.
- Diverse profiles of skills, experience and behavioural traits.
- Leadership is inspirational and encourage participative style.

Here are 12 ways to build an effective and cohesive team:

1. Clarify the common goals and purposes

Make the team's purposes clear. Take the time to articulate team's performance goals and how the team contributes to the organization's success. Even a work group that has existed for some time, may never have done this! In any case, the purpose and conditions change over time and call for reiteration. If you are a new boss, you will be putting your own stamp over the group's common goal.

Observe that goal setting creates commitment and a feeling of involvement. The inter-personal approach develops mutual trust and confidence among group members, and creates an environment where decision making involves group consensus, problems being solved efficiently, and conflicts resolved easily. The managerial grid approach aims at productive and cohesive team-work. The role model considers 'team' as a series of overlapping roles.

2. Clarify each person's role in achieving the common purpose

3. Put team members in touch with the people who use what they do

4. Pay attention to conflicts when they arise

It is natural for conflicts to arise occasionally when people work in groups. Conflicts, handled well can actually produce constructive ideas.

5. Work out ways to resolve team conflicts

- have to mediate in all conflicts among team members. However, if they can not resolve them, it is important that they count on the leadership to coach them through a problem-solving framework that allows them to build conflict resolution skills for the future.



- Ensure that there is no spill-over of conflict in future working relationship.

6. Remember your leadership role in managing the team

While you need to encourage your team members to feel a healthy “ownership” of the team’s work, you need to consciously avoid trying to be “just one of them”. You – and not your team – are the one accountable to your own boss for the team’s results.

, goal-setting, understanding, creativity, ownership, motivation, respect, and most of all communication, "peeking" out from between the lines.

7. Make sure team members interact at their meetings

Do team members often address their problems or suggestions to you in the meetings or do they directly interact with each other in the meeting? Encourage each member to ask each other for help and to offer each other, without channelizing it all through the leader. Synergy on teams is achieved when team members feel comfortable speaking up with suggestions that build on creativity of other team members. This requires collaboration not competition..

8. Allow each member to have own input into their jobs

9. Make sure there is room for minority or dissenting views

10. Appraise or reward the team as a whole

As with an individual’s performance review, compare the team’s performance to what was expected of it. Plan celebrations of the team achieving important milestones. Acknowledgement of incremental successes can be more motivating than end-of- project rewards. Celebrations can range from a *biryani* at lunch, to dinner at a restaurant, to a bonus or to a congratulatory letter from a senior executive that goes into each employee’s personal file. Keep in mind that team review can never take the place of individual performance reviews.

11. Appraise and reward each employee individually, including his or her teamwork

As members of a team, the expectations and criteria for performance include showing a spirit of cooperation, developing conflict resolution skills, engaging in fruitful communication with others and being willing to help others solve problems or get through crunch situations. If feasible, encourage all members to give meaningful feedback to one another. Be sure to give each team member specific feedback about his or her strengths and any unique role the person served on the team rather than just focusing on problems or performance gaps. Such feedbacks provide impetus for contributing to the team and strengthens team bonding.

12. Communicate team successes and achievements

If possible, let the whole company (including external stakeholders) know what your team has accomplished. Include a specific description of what you did, why it is important for the company, and what challenges had to be overcome. Name people who made significant contributions, including those outside your team. Be sure to include those back-end people who are usually left out of such acknowledgements, such as the receptionist who handled a flood of calls after a successful public relations initiative or the Information Technology people who installed the software you used.



5.5 Common barriers to effective teamwork

- Unclear or unproductive communication affecting cohesive team efforts.
- Different approaches resulting in lack of trust among members.
- Team can not take consensus decision when required.
- The team is not sensitive to the roles/behaviours of deviant team members.
- The team goal is not clearly defined and uniformly understood by team members.

CONCLUSION

It is worth remembering that a work group begins to become a gelled team when employees see their jobs not merely as the duties they are supposed to do individually but as contributions to group's overall success. It is hoped that by sincerely following the tips provided in this write-up, the managers can ensure that their work team develops the synergy needed to move a work group to a new level of cohesive and conflict-free cooperation and productivity.

5.6 Games on Team Building

A. Game 1: Human Knot

This brain teaser is funny and really works on teambuilding, problem solving and communication. It will take around 15-30 minutes depending on how well everyone works together. No materials are needed. Recommended group size ranges from 8-20 people.

1. Instruct the participants to stand in a circle, shoulder to shoulder.
2. Tell everyone to put their right hand in the air and grab the hand of someone standing across the circle from them.
3. Now tell everyone to put their left hand in the air and grab the hand of a different person.
4. Someone needs to check that everyone is holding the hands of two different people and that no one is holding the hand of someone who's standing directly next to them.
5. The objective of the game is to untangle everyone without breaking the circle.
6. If the chain is broken, participants will have to start over.

TIP: Announce that this game requires casual clothing. Also remind others to be mindful of colleagues, especially those with certain physical limitations.

This exercise will prove to be extremely challenging and will heavily rely on teamwork and communication, without which, participants will find it extremely difficult to successfully complete the task.

Now that you're equipped with a variety of choices, don't be afraid to incorporate these activities in the office. Not only will you enjoy it and benefit greatly, but so will your colleagues and employees. Don't forget to post back and let us know which exercises you used and what you learned from them!



B. Game 2: Beach Ball Toss

Whether you're adding on new team members, merging departments or trying to strengthen the bond between existing employees, the following exercise is great as a get-to-know-one-another activity and doesn't require much time. Recommended group size is 5-25 people.

All you need for this activity is a beach ball that's been divided with random questions written on it. (Only you, as the manager should know what questions are on the ball). Questions can be simple or more complex, i.e. what's your favorite dessert? what are your weekly goals? if conflict were to arise within your department, how would you go about handling that?

1. Have the participants stand in a circle and begin tossing the ball around. Whoever catches the ball needs to introduce themselves and answer the question closest to their pinky finger. (Another option would be to allow them to choose which question they'd like to answer).

Tip: When coming up with the questions, you may ask the participants to submit three questions each and pick which questions you'd like to write on the ball.

This exercise will help the participants learn more about their colleagues. Unlike a regular meeting, this is a more exciting way to give everyone an opportunity to stay current with each other's goals and activities.



Lesson 6

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of motivation and shift from negative approach to positive approach during pre and post motivation situations
- ii) To explain how people's attitude changes when one gets motivated
- iii) To explain the real situations and the factors of motivation in workplace specially in forest department
- iv) To give an idea of the opinions based on various theories of motivation mooted by behavioural scientists.

Lesson Topic	Expected Outcome
Motivation	At the end of the session the participants will gain a positive attitude and their approach towards the roles and responsibilities at workplace will change which will help in developing their work performance.

Session plan:

Session 1:

- Introduction

Session 2:

- Importance of Motivation

Session 3:

- Glimpse of Motivational Theories

Session 4:

- Application of Motivation Theory at Workplace

Session 5:

- Game on Motivation

Session 6:

- Group Exercise

Session 7:

- Group discussion and Feedback session

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies



Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	5mts
• Introduction	
Session 2:	5mts
• Importance of Motivation	
Session 3:	15 mts
• Glimpse of Motivational Theories	
Session 4:	15 mts
• Application of Motivation theory at Work Place	
Session 5:	10 mts
• Game on Motivation	
Session 8:	5 mts
• Group Exercise	
Session 9:	5 mts
• Group discussion and feedback	



6.1 Motivation

6.1.1. Why is it important to motivate people

The job of a Manager in the workplace is to get things done through employees. To do this, the manager should be able to motivate the employees. The subject of Motivation is not often clearly understood and poorly practiced. To understand Motivation, one must understand human nature itself. Human nature can be very simple, yet very complex too. An understanding and appreciation of this, is a prerequisite to effective employee motivation at the workplace and therefore effective management and leadership. Notable researches on human nature in general and motivation in particular have been undertaken by Douglas McGregor (theory Y), Frederick Herzberg (two factor motivation- hygiene theory), Abraham Maslow (hierarchy of needs), Elton Mayo (Hawthorne Experiments), Chris Argyris and David McClelland (achievement motivation).

6.1.2 Why study and apply employee motivation principles?

Quite apart from the benefit and moral value of a sensitive approach to treating colleagues as human beings and respecting human dignity in all its forms, observations show that well – motivated employees are more productive and creative. The inverse also holds true.

6.1.3 Motivation – the key to performance improvement

There is an old saying that you can take a horse to water, but you can not force it to drink. It will drink only if it is thirsty – so with people. They will do what they want to do or otherwise motivated to do. Whether it is to excel on the workshop or for any other work, they must be motivated or driven to it- either by themselves or through external stimulus.

Motivation is a skill which can be learnt. This is essential for any enterprise to survive and succeed. Job performance is a function of ability and motivation, thus:

Job performance = f (ability)(motivation)

Ability, in turn, depends on education, experience and training and its involvement is a slow and long process. On the other hand, motivation can be improved quickly. There are several options and an uninitiated Manager may not even know where to start. As a guideline, there are broadly seven strategies of Motivation:

- Positive reinforcement/ High expectations.
- Effective discipline and punishment.
- Treating people fairly.
- Satisfying employees' needs.
- Setting work-related realistic goals.
- Restructuring jobs.
- Link rewards/incentives to job performance.

These are basic strategies, though the mix in the final 'recipe' will vary from workplace situation to situation. Essentially, there is a gap between an individual's actual state and some desired state, and the manager needs to bridge the gap.



6.1.4 Importance of Motivation in the context of functions of front line staff of forest department
The frontline staffs of forest department have to deal with the villagers on day to day basis and involve them to conserve the forest resources. To do so they have to motivate people on continuous basis. They also have to engage people to implement various forestry operations on a time bound manner. The front line staffs have to understand and use various approaches on how to motivate such people who are not their staff and are not answerable to them. It is also not easy to take action against them if they do not perform nor is it easier to reward them for their good work. Under the circumstances, to motivate and keep the level of motivation of the people is a challenge.

6.1.5 A Glimpse of Motivational Theories

i. Traditional theory 'X' of Sigmund Freud

Theory X assumes that people are basically lazy; they hate work to the extent that they avoid it. They have no ambition, take no initiative and avoid taking responsibility. All they want is security and to get them do any work, they must be rewarded, coerced, intimidated or punished. This is so-called 'stick and control' philosophy of management. If this theory were without exception, managers will have to constantly police their staff, which they cannot trust and who will refuse to cooperate. In such an oppressive and frustrating atmosphere, there is no possibility of any achievement or creative work. But fortunately, as we know, the case is not as pessimistic as this!

ii. Theory 'Y' of Douglas McGregor

This is in sharp contrast to theory 'X'. McGregor believed that people want to learn and the work is their natural activity to the extent they acquire self-discipline and self-development. They see their reward not so much in cash payments as in the freedom to do difficult and challenging work by themselves. The Leader's job is to 'dovetail' the human wish for self-development into the organisation's goals, say conservation of forest in case of forest department. The basic objective of both are, therefore, met and with innovation and sincerity, the enormous potential can be harnessed for the benefit of the individual and the organisation.

iii. Theory 'Z' by Abraham Maslow

This is a refreshing change from the theory X of Freud, by a fellow psychologist Abraham Maslow. Maslow's theory of human motivation, is in fact the basis of McGregor's theory 'Y' briefly described earlier.

According to Maslow, human needs are hierarchically ordered as follows:

- Physiological Needs (the most fundamental or Lowest needs e.g food and shelter)
- Safety Needs(e.g security, protection)
- Social Needs(e.g Love, Belongingness)
- Esteem Needs(e.g Self-esteem, recognition, status)
- Self-actualisation Needs(Highest needs e.g self-development, realisation)

Man's behaviour is dominated by his unsatisfied needs and he is a 'perpetually wanting animal'. When one need is satisfied, he aspires for the next higher one. This is, therefore, seen as an ongoing activity, in which the man is absorbed to attain perfection through self-development.

The highest state of self-development is characterised by integrity, responsibility, magnanimity, simplicity and naturalness. The self-actualisers focus on problems external to themselves.

iv. Hygiene/Motivation Theory of Frederick Herzberg

The theory is based on the analysis of interviews of 200 engineers and accountants employed in the Pittsburg area, USA. According to this theory needs of people are of two types:

Animal Needs (Hygiene Factors): These include:

- Supervision
- Interpersonal Relations.
- Working Conditions.
- Salary.

Human Needs (Motivators) : These include

- Recognition.
- Work.
- Responsibility.
- Advancement.

Unsatisfactory hygiene factors can act as de-motivators, but if satisfactory, their motivational effect is limited. The psychology of motivation is quite complex and Herzberg has exploded several myths about motivators such as:

- Shorter working week.
- Increasing wages.
- Fringe Benefits'
- Sensitivity/ Human Relations Training

As typical example, saying "please" to workers does not motivate them to work hard, and telling them about the performance of them may even antagonise them more. Herzberg regards these also as hygiene factors, which, if satisfactory, may satisfy animal needs but not human needs.

v. Organisation/Work Redesign Theory of Chris Argyris

According to Argyris, organisation needs to be redesigned for a fuller utilisation of the most precious resource, the workers, in particular their psychological energy. The pyramidal structure will be relegated to the background and the decisions will be taken by small groups rather than the single boss at the helm of the pyramidal structure. Satisfaction at work will be more valued than material rewards. Work should be suitably structured to enable individuals develop to the fullest extent. At the same time, the work will become meaningful and challenging through self-motivation.

vi. Management Styles Theory of Rensis Likert

Likert identified four different styles of management, in descending order of control:

- Exploitative-Authoritative



- Benevolent-Authoritative.
- Consultative.
- Participative.

The participative system was reckoned to be the most effective in that it satisfies the whole range of human needs. Major decisions are taken by working groups themselves and this results in achieving high targets and enhanced productivity. There is complete trust within the group and the sense of participation leads to high degree of motivation.

In some of the theories presented, however, one can see some ‘glimpses’ of the person and how he or she could be motivated. This is rewarding in itself. But practice has been ahead of the theory in this field, so now let us move to the practical side of management of human behaviour and motivation in the workplace.

6.1.6 Application of Motivation Theory to Workplace

Management literature is replete with actual case histories of what does or what does not motivate people. Presented here is a broad selection of the various practices to draw lessons:

‘Stick’ or ‘Carrot’ approach?

The traditional style of strict discipline and punishment has not only failed to deliver goods, but it also left a mood of discontent amongst the “working class”.

Punishment appears to have produced negative rather than positive results and increased the hostility between the management and the workers. In contrast to this, the ‘carrot’ approach, involving approval, praise and recognition of effort has markedly improved the work atmosphere, leading to more productive work places and giving workers greater job satisfaction.

It requires a mix of using stick and carrot to motivate people.

Manager’s motivation ‘toolkit’

The main tools in the manager’s kitbag in motivating a team are:

- Approval, praise and recognition.
- Trust, respect and high expectation.
- Loyalty, given that it may be received.
- Removing organisational barriers that stand in the way of individual or group performance.
- Job enrichment.
- Good communications.
- Financial incentives.

Don’t coerce – persuade

Persuasion is far more powerful than coercion. The former builds morale, initiative and motivation, while the latter quite effectively kills such qualities. The three basic components in

persuasion are i) suggest ii) play on the person's sentiments and iii) appeal to logic. Once convinced, the person is so motivated to deliver the 'goods'.

In a study conducted among 157 Joint Forest Management Committees covering South Bengal, North Bengal and Sundarbans¹ it is found that across the regions JFMC members consider the improved relationship with the forest department coupled with improved forest as the most important benefit of JFM program. Improved relationship has brought self confidence, self respect and autonomy within them. As was expressed by many of them they can talk to the officers, Minister or any outsiders with confidence that is considered as the greatest benefit of JFM. The approach of the front line staff of the forest department to listen to the people, deal with their problems with empathy is considered as one of the greatest motivators.

The regression analysis result shows that Institutional Arrangement for protection of forest by the JFMC by taking Forest Department in confidence turns out to be the most important contributor influencing the performance of the JFMCs.

This is also been reiterated by the front line staff members who have also shared that how with improved relationship they have increased their authority. It is not in terms of "Gun Power" rather by improving the "Personal Power" of trust and confidence that they can take action against the offenders with collective support from JFMC.

Individualise motivation policies

It is well-known that individual behaviour is intensely personal and unique. Yet companies seek to use the same policies to motivate everyone. Fairness, decisiveness, giving praise and constructive criticism can be more effective than money in the matter of motivation.

6.1.7 Conclusion

There is no simple answer to the question of how to motivate people. Can money motivate/ Yes, but money alone is not enough, though it does help. We have selectively discussed some of the pertinent theories bearing on human motivation and this is balanced by some of the practical attributes that can lead to excellence. Human Resource remains the focal point with leadership the critical component, and motivation has to be 'tailored' to each individual in order to be effective.

¹Mukhopadhyay Raktima, S.B. Roy and S.C. Mukhopadhyay (2011): Role of Human Interventions in Shaping Joint Forest Management Program in South West Bengal; Indian Journal of Landscape System and Ecological Studies, Kolkata, Vol:34, No.2



Games on Motivation

Game 1: Grab Bag Skits

This acting exercise is another great way to refresh and energize your team. It doesn't require much time but does need some props. Depending on the number of groups you have, each group will need a goodie bag filled with five to six random objects. Recommended group size can range from 10-50 people.

Form groups composed of three to eight people. (The more groups, the more time this activity requires).

Give each group a goodie bag.

Each group needs to create a three minute skit using all the objects in their goodie bag. Creativity is encouraged, example: a pen can be a magic wand; a stapler can be a microphone, etc.

As the manager, you can either allow your groups to make-up their own skits, or assign them general topics. Topics should be work related, maybe acting out a meeting, process or event.

Give the groups about five minutes to come up with their skits.

Each group performs.

Optional step: groups can vote for which group they thought had the best performance. The winning group can be awarded anything from a casual dress day to lunch.

Tip: It's important that all group members are present for the other group performances.

This exercise is a great way to encourage people to step out of their comfort zones. It encourages teamwork, collaboration, and helps people feel more comfortable with their colleagues.



Lesson 7

2 Hours

Lesson Plan:

Objective:

- i) To discuss the concept of Leadership
- ii) To develop leadership qualities among officials of forest department
- iii) To explain the Challenges of a leader
- iv) To explain the role of a leader in forest department

Lesson Topic	Expected Outcome
Leadership	At the end of the session the leadership qualities will grow among participants which will help in developing group performance among the forest staff.

Session plan:

Session 1:

- Definition of Leader

Session 2:

- Leadership for frontline staff of Forest Department

Session 3:

- Characteristics of Good Leader

Session 4:

- Leadership Skills

Session 5:

- Different types of Leadership styles

Session 6:

- Group Exercise with leadership games

Session 7:

- Feedback session

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work



Allocation of Time:

Session 1:	5 mts
• Definition of Leader	
Session 2:	10 mts
• Leadership for frontline staff of Forest Department	
Session 3:	15 mts
• Characteristics of Good Leader	
Session 4:	20 mts
• Leadership Skills	
Session 5:	20 mts
• Different types of Leadership styles	
Session 6:	30 mts
• Group Exercise with leadership games	
Session 7:	20 mts
• Feedback session	



LEADERSHIP

7.1. Definition of Leader

A leader is someone who influences a group of people towards the achievement of a goal. A leader leads his/her team by example, so that others are motivated to follow him/her. The leader has a vision to set a goal, possesses deep-rooted commitment to the goal and has the ability to achieve the goal. A leader understands that to be a leader one must have followers and the goal of the leader can only be achieved with the help of his/her followers. A good leader has the ability to integrate the organization's goal with his/her followers' or subordinates' personal goals and engage the team to set it as a common goal.

7.2. Leadership for the front line staff of the forest department

Forest frontline staff, be it the Forester and Forest Guard has to assume leadership role in their day to day activities. During discharging their duties in terms of protection and management of the forest they have to tackle various critical situations like controlling forest fire, checking illegal encroachment, timber theft, poaching of wild animal, managing man animal conflict in the villages to name among the many. Such situations demand quick response, effective decision making and leading the team, both in the department and the community in the form of Joint Forest Management Committee (JFMC) from the front.

The front line staff, both the Foresters and Forest Guards, has to motivate the forest fringe villagers towards conservation of the forest resources even by compromising their short term benefits and gains from the forest and build a team like JFMC for achieving the goal of conservation of forest. The front line staff also has to lead the JFMCs in terms of developing their abilities and skills for planning and sustainable management of forest and other natural resources of their area.

7.3. Characteristics of a good leader

A good leader must be able to develop skills in others so that they can solve their own problems. The leader must empower his/her followers to take decisions.

A good leader creates such an environment so that his/her followers get the opportunity for accomplishment.



An effective leader is able

- to set and achieve challenging goals
- can take swift and decisive action even in difficult situations
- can take calculated risks and
- can persevere in the face of failure.

The forest field staff of West Bengal has expressed the following as quality of a good leader¹:

- ***Knowledgeable***
- ***Determined***
- ***Good Communication Skill***
- ***Logical thinking***
- ***Patient even in the time of crisis***
- ***Disciplined***
- ***Good Crisis Manager***
- ***Take Accountability of his/her work***
- ***Punctual***
- ***Honest***
- ***Good Motivator***
- ***Humorous***
- ***Courageous***
- ***Generous***

7.4. Leadership Skills

The core Leadership skills include strong communication skills, self-confidence, the ability to manage others and a willingness to embrace change.

The frontline staff of forest department needs to develop the following leadership skills:

- **Communication Skills**

The front line staff needs to communicate with different stakeholders in every day. They have to resolve conflicts, motivate people to conserve forest, conduct training for the villagers and negotiate with the village leaders and panchayat functionaries on regular basis. All these require strong communication skills. They also have to have the skill to communicate with the poor and marginalized people with empathy as the forest fringe dwellers are in general belong to the most

¹ Workshop held on 22nd and 23rd May 2015 at IBRAD, Kolkata

down trodden section of our society. The communication skill includes active listening to the problems shared by others and giving timely feedback.

- **Good Planner and Manager**

The frontline staff needs to plan for various forestry and even village development related works. They have to develop the plan in advance and communicate clear instructions and deadline of each task to his/her team members and JFMC members

- **Effective decision making**

The front line staff has to face and manage many adverse situations like illegal felling of trees, poaching, encroachment in forest land, mass looting of forest resources etc. Under such circumstances he/she has to maintain cool, use logical thinking, take calculated risks and take decision by measuring consequences as a crisis manager. He/she has to guide the team members accordingly. They should have the ability to manage time and emergency situation.

- **Team-building**

The frontline staff must have the ability to build his/her own team who would be committed to work towards achieving the goals and tasks set by the frontline staff.

- **Ability to inspire**

The frontline staffs need to have the ability to inspire his/her team including the villagers. As forest is an open access resource it is quite challenging to conserve with voluntary participation of people. It would not be possible to conserve forest with a handful of staff. Thus inspiring and motivating people to get united for the cause of forest conservation are an essential skill for the frontline staff.

- **Image building and branding capacity**

The frontline staffs are the BRAND AMBASSADOR of the forest department. People do interact with them in the day to day life and build the image of the forest department, both positive and negative, based on the activities and actions of the field staff. Therefore, the front line staff needs to have the skills to develop a good image and branding of the department.

- **Maintaining Transparency**

Maintaining transparency with the staff and with other stakeholders helps in winning trust and gaining confidence of others.

7.5. Different Types of Leadership Styles

There are five major types of leadership. All have their own advantages and disadvantages.

a. Laissez-Faire

In the laissez-faire style a leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision. Highly experienced and trained employees requiring little supervision can work effectively under this type of leadership style.



This type of leadership will not yield effective result in the context of forest department as the forestry activities are time bound and requires close supervision and monitoring to ensure quality of work and productivity.

b. Autocratic

The autocratic leadership style allows people to make decisions alone without the input of others. The leaders possess total authority and impose their will on employees. No one challenges the decisions of autocratic leaders.

Sometimes this style of leadership becomes essential in the context of crisis management of any situation within short time like controlling fire, catching any timber mafia where the boss takes the decisions and give command to tackle the situation. However, this kind of leadership style may not yield positive result to develop team and keep them motivated to work under the leader especially when the leader does not have control over taking action or rewarding as in case of JFMC or other government staff. Another disadvantage of this type of leadership is that the team members do not become accountable for their actions as they only follow the direction of the leader.

c. Participative

Often called the democratic leadership style, participative leadership values the input of team members and peers, but the responsibility of making the final decision rests with the participative leader. This type of leadership boosts morale of the followers as they make contributions to the decision-making process. It causes them to feel important and confident. It also helps to implement any change within the organization or way of work.

This type of leadership may yield effective result especially when the front line staff deals with the JFMC members. It would help in gaining support and confidence. It would also help in building team within the organization where the team members would share responsibility and accountability with the leaders. However, this style meets challenges when companies need to make a decision in a short period.

d. Transactional

Leaders using the transactional leadership style receive certain tasks to perform and provide rewards or punishments to team members based on performance results. Leaders and team members set predetermined goals together, and team members agree to follow the direction of leaders to accomplish those goals. In this style of leadership the leader possesses power to review results and train or correct team members when they fail to meet goals.

This type of leadership yields good result as the leader can take action against the non-performers and reward those who perform well. It motivates the performers.

Transformational

The transformational leadership style depends on high levels of communication from the top to meet goals. Leaders motivate employees and enhance productivity and efficiency through communication and high visibility. This style of leadership requires the involvement of boss to meet goals. Leaders focus on the big picture within an organization and delegate smaller tasks to the team to accomplish goals.

7.6 Leadership Games

Game 1: 7 up with a twist

Key Leadership Understanding

Leaders listen actively and are disciplined in their approach.

Math/Science Concepts Applicable

Multiplication

Equipment/Logistics

Two game masters to monitor each group

Time Required

15 minutes

Game Objective

Be the first group to finish counting the multiples of 7 right up to 98 (either in ascending or descending order).



Group Size

Five to Six

Procedure

Two groups of players will compete. Each player in the group will take turns to count in multiples of 7 within 0 to 100 (7, 14, ..., 98), in ascending or descending order. The respective group's game master will require the group to start all over again for any mistakes or hesitation that the group members make.

Steps:

1. Numbers have to be said in ascending order when going clockwise.



2. Numbers to be said in descending order when going anticlockwise.



3. Skip any number that either (a) has a 7 as one of its digits or (b) is a multiple of 7.



(Note that they skipped nos. 14, 17 and 21)

If you say the wrong number, you get to do a for feit!

Game 2: In step with the times

Key Leadership Understanding

Leaders are lifelong learners. They stay current in the news. They look for trends and are open to new approaches.

Math/Science Concepts Applicable

Distance

Equipment/Logistics

Newspapers (preferably with pictures)

Time Required

10 minutes

Game Objective

Be the first group to cross the finishing line

Group Size

Six to eight

Procedure

The goal of this game is to get from point A to point B, stepping on newspaper. Divide the group into two teams. Each player is given two pieces of newspaper to move from a starting point A to the finishing line B. To move from A to B, the player has to use the two pieces of newspaper. He or she places one piece on the ground, steps on it, places the other piece before he or she makes the next step. Basically all movements have to be made on the pieces of newspaper. The process continues until the player reaches point B after which the next player from the team will repeat the whole process.

Steps:

1. Each person is given 2 pieces of newspaper
2. As a group, try to get from point A to point B by stepping on them.





3. The group moves forward by passing newspaper from the back to the front



4. When the group reaches point B, do the same things back to Point A!

References

<http://www.vtaide.com/gleanings/leader.htm>

https://www.mindtools.com/pages/article/newLDR_84.htm

https://www.mindtools.com/pages/article/newLDR_41.htm

<https://volunteer.ca/content/fon-leadership-basics-guide-leading-groups-volunteers>

<https://www.mindtools.com/pages/article/leadership-theories.htm>

Lesson 8

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of boss and what managing boss means
- ii) To explain how attitude of boss changes with the performance of the subordinate
- iii) To explain the real situations and the factors of employee – boss relation in workplace specially in forest department
- iv) To give an idea of how the opinions of boss largely twists the career of the subordinate employees based on to what extent the boss is pleased with the employees.
- v) To explain how the doctrine “ the boss is always right ” works in real situation

Lesson Topic	Expected Outcome
Managing Boss	At the end of the session the participants will gain a detailed idea about importance of managing the boss, which will help in improving the relations with their superiors at workplace.

Session plan:

Session 1:

- Objective & Importance of Managing Boss

Session 2:

- Factors causing conflict between Boss and Subordinates

Session 3:

- Tips to Manage a difficult or Bad Boss

Session 4:

- Group Exercise

Session 5:

- Feedback

Methodology/Approach:

Brainstorming with few questions

Lectures

Discussions, debates and interactions

Small group discussions

Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.



Training Materials required:

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	5 mts
• Objective & Importance of Managing Boss	
Session 2:	20 mts
• Factors causing conflict between Boss and Subordinates	
Session 3:	15 mts
• Tips to Manage a difficult or Bad Boss	
Session 4:	10 mts
• Group Exercise	
Session 5:	10 mts
• Feedback	



Managing Boss

8.1. Why is it important to manage boss

The pragmatic belief says “the boss is always right”! The reality is though you be selective about your employer, you have little say in the choice of your boss who is your immediate supervisor at the workplace. It is he who delegates tasks/assignments, supervises, directs and controls your job. He also evaluates your job performance, identifies your training and skill development needs and facilitates your career progression. Thus, it pays to be in the right books of your boss. One can not take it for granted but has to devote time and effort to manage not only the relationship with your co-workers and subordinates but also those with one’s boss at workplace.

8.1.2 Why is it important to manage boss in the context of Forest Department

Forest department follows a strong hierarchical system. Right from the induction training the departmental staffs are oriented to maintain the protocol and work under the direct control of the immediate boss. The works of the department are very much time bound and often requires different types of crisis management. These works are very challenging and cannot be achieved without concerted effort as a team under the leadership of a boss, like Range Officer and Divisional Forest Officer for the front line staff.

“It is important to work under boss who acts as a Team Leader to effectively plan and implement departmental works. The boss guides as a guardian, supervises and monitors the works for taking corrective actions” shared by the participants of the workshop including DFO, ADFO, Range Officer, Beat Officer and Forest Guards held at IBRAD, Kolkata on 22nd and 23rd May 2015.

8.1.3 Why the conflict arises between the boss and the subordinates

Quite often, you get into power struggle and control issues with your boss, resent his authority to direct your activities, hesitant to freely sharing your ideas with your boss without getting apprehensions about expressing disagreements. Under the circumstances, you need to reflect on how to do a better job of managing boss by considering the following suggestions:

* **Accept that your boss has the authority to direct your activities**

This is true even if you are much smarter than he is, even if he is the most obvious loudmouth and fussy faultfinder or a hard taskmaster. You are stuck with the boss, whom you can not change in the immediate future, so defiance will only make the situation worse for you! Accept the reality and expect to influence his attitude through your focused and efficient performance on the job.



*** Do not expect perfection**

Unmixed perfection is a myth! Bosses are human beings; so they may have a variety of quirks and eccentricities and odd little habits. If you have a wonderful boss who is a pleasure to work with, celebrate. Be grateful every day as long as it lasts. Do not lower your expectations.

*** Study and emulate your boss' work style**

When there are no specific directives, look for cues that will tell how the boss wants the work to be done or how he prefers the information. If you are not sure what your boss expects from you, in terms of results, work habits, communication style or anything else, then do not try to guess – ask politely. You need to find these preferred styles quickly. Any reasonable boss will gladly answer the questions and, in fact, will be pleasantly surprised by your candid interest!

*** Try to make your boss look good**

Produce quality performance/results, meet deadlines, stay within your allocated budget, respond to people quickly and courteously. Find problems that need solving and address them forthwith. Contribute new ideas and suggestions to improve productivity. Share useful information with your boss and, in the process, your value grows in the eyes of your boss as a constructive team member.

*** Never complain to others about your boss**

Specially to people outside your department or to your staff. Being vocal about your unhappiness, far and wide, will only get you into trouble.

*** Give the boss a sincere compliment from time to time**

People hear lots of complaints at work, but few employees ever bother to give their boss a kind word! Your boss surely has some quality worth praising. Mention it at an appropriate point. But let us be clear, paying a sincere compliment is not the same as grovelling or flattering.

*** Value your boss's time**

Try to schedule, at least, a weekly meeting during which you are prepared with a list of questions concerning guidance/intervention of your boss. This allows him to accomplish his work without avoidable interruptions while ensuring that the job assigned to the subordinate progresses according to his instructions.

*** Ask your boss for feedback and learn from your boss**

Enable your boss to offer recognition for a good job or feedback on how it could have been done better. Also appreciate that the boss occupies his position because your organisation considered him worthy of it in terms of capability, work commitment and management style.

So, ask questions to learn and listen more than you speak to develop a value-added relationship with your boss.

What are the common points to keep your boss happy¹

- Maintaining time and deadlines, be punctual
- Do the works as per the instruction of the boss, give due importance to the decisions of the boss
- Keep it in mind that “Boss is always right”
- Try to implement the orders of the boss with honesty and commitment
- We can manage the boss easily if we are technically competent and honest
- Maintain discipline
- Show respect to boss, maintain protocol
- Share responsibility of the boss and take responsibility of your work
- Maintain transparency with the boss and share all the information
- Try to meet up the expectation of the boss
- Take care of the likings and dis likings of the boss
- Always take permission from boss before carrying out any work
- Do not argue with the boss unnecessarily
- Do not try to flatter the boss
- Do not mislead boss with wrong information or by suppressing information

8.1.4 Tips to manage a difficult or Bad Boss

You are weary. You are exasperated. You are unhappy and demotivated. Your interaction with your boss leaves you cold and clueless. He is an autocrat, intrusive, controlling, picky or petty! He grabs credit for your hard work, never provides positive feedback and bypasses most meetings he schedules with you. Or he buckles under pressure and fails to support you when you need it most.

He is a difficult and bad boss. Dealing with a bad boss is a challenge employees has, unfortunately, face sometimes. Given below are some tips to manage a bad boss.

First you have to manage your own negative emotions regarding his/her behavior so that you do not engage in self-defeating behavior (e.g., stonewalling or counter-attacking your boss). Once you understand and manage your own negative reactions, you may work to communicate your

¹Shared by the participants through group exercise sessions during the workshop held on 22nd and 23rd May 2015



issues/concerns — framed in a helpful, positive manner — creating an atmosphere for problem resolution.

If you have been criticised unfairly by your bad boss, you should discuss your concerns – not confront your boss. There is a difference. You need to carry out the discussion in a non-adversarial way. You should handle your complaints in a manner that does not do further damage to your relationship. You should see yourself as a partner with your boss, rather than sulking over his tantrum.

The best way to respond to criticism from your boss is to view it as information on how to do better – not as a personal attack. Try to separate your personal ego from your work place. Try hard to control your impulses to react emotionally or defensively. Try to see the criticism as an opportunity to work together your boss on a development plan. You should see yourself as a partner with your boss, rather than sulking over his tantrum.

Talk to him. Tell him what you expect from him in terms of direction, feedback and support. Be polite, without any trace of grudge, and focus on your needs.

Ask the boss how you can help him to reach his goals without undue stress. Listen well and provide the needed assistance.



Lesson 9

2 Hours

Lesson Plan:

Objective:

- i) To discuss the concept of Public relation and Public dealing
- ii) To explain the strategies to deal with angry public
- iii) To explain the importance of good public relation in a workplace
- iv) To give an idea of different types of anger resulting in chaos at workplace

Lesson Topic	Expected Outcome
Public Dealing	At the end of the session the efficiency among the participants in public dealing will improve and the professional relationship among the forest official also will develop.

Session plan:

Session 1:

- Overview on Public relation

Session 2:

- Importance of good Public relation among forest frontline staff

Session 3:

- How to deal with Public

Session 4:

- Basic tips for public dealing

Session 5:

- Different types of Anger

Session 6:

- Strategies for dealing with Angry people

Session 7:

- Sharing real life examples through Case studies

Session 8:

- Group Exercises

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions, debates and interactions
- Small group discussions
- Case studies



Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required: Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time

Session 1:	5mts
• Overview on Public relation	
Session 2:	20 mts
• Importance of good Public relation among forest frontline staff	
Session 3:	5 mts
• How to deal with Public	
Session 4:	16 mts
• Basic tips for public dealing	
Session 5:	12 mts
• Different types of Anger	
Session 6:	17 mts
• Strategies for dealing with Angry people	
Session 7:	15 mts
• Sharing real life examples through Case studies	
Session 8:	30 mts
• Group Exercises	

Public dealing

9.1. What is public relation

It is a communication process that creates mutually beneficial relationships between a person and the external world and also between organizations and various stakeholders. The process is ongoing and is critical in creating a positive organizational/ departmental image and handling various crises at workplace. To develop and improve public relation at workplace one must be skilled in efficient public dealing.

9.2. Why it is important for the forest front line staff

Confronting with challenging situation

Forest front line staff are to deal with various stakeholders right from the villagers, panchayat functionaries, traders, timber merchants, police, different line departments, community based organisations etc. Often these stakeholders have conflicting interests towards forest. They also have different perceptions about forest department as an organization that is represented by its staff. The negative stereotype about the forest department as well as the interest to gain short term benefits through destructive use of forest produces often creates a conflicting situation. The man animal conflict in the forest fringe villages causing destruction of crops, houses even death of person adds fuel to make the situation worse. In a situation of death by wild animal or crop damage people want instant compensation that may not be possible all the time causing tension between the staff and the villagers. Also the delay for payment of timber share under JFM creates mistrust. In most of the cases the front line staff members have to handle public in mass to confront such critical situations.

Some of the negative stereotypes that people have towards the department and front line staff ¹

- *The staffs are insensitive; harass people and book case against them even for petty issues*
- *The front line staff considers themselves as “Landlords”*
- *Staffs do not perform their duty properly to manage the stray elephants and do not take action to protect people from wild animals*
- *The staffs are corrupt*
- *Staffs do not listen even to the suggestions for improvement of the forest*
- *Forest department do not pay the dues to the people on time*
- *Forest department is against “development”*

¹ Shared by the front line staff members of the department representing both north and south Bengal in a workshop held at IBRAD, Kolkata on 22nd and 23rd May 2015



- *The staff are not transparent and do not disclose about the schemes*
- *The staffs are partial and biased towards a handful of people*

The front line staff would have to confront with such negative stereotypes and tackle these kinds of sensitive situations with skill of public dealing and confidence.

Maintaining and improving positive image of the organization

On the other hand the frontline staffs also have to make efforts for building a positive image of the organization and of themselves as an individual as well to gain trust and confidence of the people with whom they have to deal. Without developing a positive brand and image it becomes impossible to work in the day to day life. Such positive brand helps in getting mass support to isolate the persons from the community who are not conforming to the laws or destroying the forest resources.

Some of the positive image of forest department as shared by the front line staff in a workshop held at IBRAD, Kolkata on 22nd and 23rd May 2015.

- *The quality of work done by the Forest department is better than any other departments*
- *They complete the works on time*
- *They take the help of villagers to protect the forest*
- *They are the only government officials who are always available and accessible*
- *They listen to the problems of the people and solve it*
- *They are responsible, punctual and hard working*
- *They can mix with people*

Any staff who joins a fresh or take charge of a new beat or section has to take conscious effort to maintain such positive image with continuous dealing with the public.

9.3. How to deal with public

- Know the public

You have to understand who the public with whom you are dealing with are. What are their background and interests?

There could be difficult people who are

- Argumentative
- Stubborn

- Rigid
- Disrespectful to ideas of others
- Authoritarian
- Critical
- Close minded

On the other hand there would also be some people in the group who are

- Good listener
- Non Judgmental
- Thoughtful
- Patient
- Calm
- Understanding
- Approachable

While dealing with public you may have to interact with a mix of both.

9.4 The basic tips for dealing with such public

- Maintain cool and do not over react

Keep your cool. Do not loose your temper even if you are pushed.

Do not try to change a difficult person then and there.

Do not enter into avoidable confrontation.

- Actively listen to the public

Listen to the public sincerely and actively and do not try to stop them in between. Listening to the problems help in ventilating the anger.

- Do not criticize

Criticism is futile because it puts a person on the defensive and usually makes him/her to become defensive and justify his/her point of view.

- Be empathetic

Appreciate the problems of others with empathy by putting yourself in that person's position.

- Do not Advice and be judgemental

Do not advice or put your opinions.



- Ask solutions from them

Instead of providing solutions, ask options to the problems from them only

- Body language

You should look pleasant, enthusiastic and confident. Use of your hands and postures should be appropriate as per the tradition, norms and culture of the society. Like greeting the public with folded hand, consoling somebody in distress by putting your hand on his back, maintaining eye contact while talking.

- Speak with conviction

Speak in a way that expresses that you really believe in what you are saying. Persuade your audience effectively.

- Maintain sincere eye contact

Look straight into the eyes of a person in the audience for about 3 seconds at a time. Have direct eye contact with as many persons in the audience as you can. Through eye contact you can make everyone in the audience feel involved.

- Make it personal

People like to hear about other people's experiences—the triumphs, tragedies, and everyday humorous anecdotes that make up their lives. Try to infuse your past personal experiences while dealing with a situation.

- Inspire

Do Not focus on yourself but shift it to your audience. The objective of dealing with the public is not to benefit the speaker but to benefit the audience. Focus on your audience and try to inspire them through your interactions.

9.5. How to deal with angry public

It's easy to get flustered or upset when you're confronted with angry public but if you cannot respond properly the situation may get worsen. However, if the situation is dealt calmly and with empathy, one can stay in control, and can defuse the situation in a professional, courteous way.

9.5.1 The Importance of Dealing with Angry People

It's important to know how to deal with angry people for a number of reasons.

Firstly, you can calm them down, so that they don't take any action that harms you or others in your organization either physically or emotionally. In doing this, you can break the emotional "spirals of escalation" that can cause so much harm, and you can solve the underlying problems that have caused the anger.

Secondly, if you respond angrily to someone else's anger, you can easily end up being seen as the aggressor yourself. This is disastrous when you are dealing with different stakeholders with various demands, many a times may be irrational and illegal like request to scot free the timber smuggler or to allow illegal trade of forest produces.

Thirdly, by responding well to angry people, you can build positive relationships with them, and you'll experience less stress and unhappiness as a result of dealing with them.

Finally, when you respond calmly to angry episodes, you set a good example for others. Your behavior can inspire the people around you, which can transform a team's ability to deal with anger.

9.5.2 Types of Anger

We all know what normal anger looks like.

However, people can sometimes suppress the visible signs of anger but seethe with fury under the surface. In these cases, anger can be expressed in quite subtle, "passive aggressive" ways.

Signs of Passive-aggressive anger include the following:

- Pretending not to hear or understand requests.
- Avoiding involvement, or acting "distantly."
- Spreading gossip or rumors or telling hurtful jokes to retaliate.
- Obsessing.
- Sulking or withdrawing.
- Engaging in self-defeating behaviors, or setting others up for failure.
- Behaving secretly.
- Ignoring others.
- Demonstrating an "angry smile."

9.5.3 Strategies for Dealing with Angry People

It's useful to know how to calm angry people down. When you can defuse someone's anger, it can enhance your professional reputation, and it can help you deal with people who struggle to manage their emotions.

Use the strategies below to deal with angry people.

i. Stay Safe, and Involve Others

If you feel threatened by an angry person, trust your judgment. Ask your boss or a trusted colleague to work with you to resolve the situation. It might also be appropriate to report the incident, if the person is completely out of control.



ii. Don't Respond With Anger

It's very natural to get upset when angry people confront you, regardless of whether their anger is justified. You feel under attack, and your body floods with "fight or flight" hormones, which can lead you to become angry yourself.

Do your best to respond calmly and intelligently when you face angry people. Learn how to manage your emotions, and practice deep-breathing, so that you stay relaxed during tense interactions. If you feel yourself getting upset, politely take a break from the conversation and go for a walk to calm down.

iii. Distance Yourself Emotionally

Sometimes, another person's anger has nothing to do with you. When you recognize this, it can have a major influence on how you cope with the situation. A 2012 study found that when people understood that they didn't cause another person's anger, they weren't upset by the situation.

iv. Identify the Cause

Next, you need to determine why the person you're dealing with feels angry.

Use effective questioning techniques or method to get to the root cause of his/her anger. Encourage him/her to explain why she feels angry, don't interrupt him/her while he/she speaks, and keep on asking questions until he's/she's fully explained himself/herself.

Try to see things from their perspective as they express their feelings. Use active listening, so that you really listen to what they say.

When it's your turn to talk, speak slowly and calmly, lower your vocal tone, and use non-threatening body language. This will often encourage others to calm down.

Try not to use generic statements, such as, "I understand how you feel," or, "That sounds really frustrating." Instead, use specific, clear statements that rephrase what the other person has said (don't overdo this, or do it in a thoughtless, formulaic way). It's also important to communicate with empathy.

Demonstrate an interest in resolving the situation, and try not to judge the other person's behavior – this shows respect. Think about the last time you felt angry, and remember how you wanted to be treated in that situation.



v. Pursue a Solution, and apologize if you are wrong

Once you have understood the situation, try to avoid making excuses or defending your actions (or those of your team or organization). Defensiveness can make others feel even angrier than they are already.

Instead, ask what you can do to resolve the situation and make things right.

References:

<http://www.slideshare.net/hsiddiqui/effective-public-dealing>

<http://www.aresearchguide.com/3tips.html>

<http://www.amanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx>



Lesson 10

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of media relation
- ii) To explain the proper procedure to deal with media inquiries
- iii) To provide an idea about resources involved in dealing with media.

Lesson Topic	Expected Outcome
Dealing with media	At the end of the session the participants will learn the skill of dealing with media when they are at workplace.

Session plan:

Session 1:

- Introduction

Session 2:

- Media Relations

Session 3:

- Ways to manage media inquiries

Session 4:

- Resources needed for dealing with media

Session 5:

- Group Exercise

Session 6:

- Feedback session

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session 1:	5 mts
• Introduction	
Session 2:	5 mts
• Media Relations	
Session 3:	15 mts
• Ways to manage media inquiries	
Session 4:	10 mts
• Resources needed for dealing with media	
Session 5:	15 mts
• Group Exercise	
Session 6:	10 mts
• Feedback session	



10.1. Dealing with media

Introduction to initiate the session and brainstorming.

Dealing with Media may be broadly defined as an organization's planned use of information and communication shared with the Media to improve image of the organization like Forest department.

10.2 Media relations involve working for the purpose of informing the public of an organization's mission, policies and practices in a positive, consistent and credible manner. Therefore, the staff of the forest department should be aware of the overall Forest Department's mission, policies and practices. And more importantly the staff should be aware of the main features of his forest division and uniqueness of his working place in the context of current forest practices,

It is possible for communication between the media and the organization to be initiated by either side, however dealing with the media presents unique challenges in that the news media cannot be controlled — they have ultimate control over whether stories pitched to them are of interest to their audiences.^[2] Because of this fact, ongoing relationships between an organization and the news media are vital.

Forestry Extension wing and Mass Communication cell may perform dealing with media and for the development activities of the forestry sector.

Working with the media on behalf of an organization allows for awareness of the entity to be raised as well as the ability to create an impact with a chosen audience.

A hand out from the copy of the news paper given here to be given to the participants for discussion.

A villager was trampled to death by an elephant in Bankura district when he was returning home after attending 'Gajan' festivities last night.

50-year-old Swapan Bauri was cycling back home in Baguli village after attending 'Gajan' or 'Charak Puja' festivities in Kandashole village when he was chased by two male elephants.

One of the pachyderms lifted him by his trunk and then trampled him to death at Kadashole, Borjora Forest Ranger, Mohan Chandra Shit said today.



The villagers sat on a protest today demanding adequate compensation to the victim's family following which the Forest Ranger was asked to be present at a meeting between the residents and the police at the local police station, he said..

The Ranger said as per official norms, Rs 1.25 lakh was paid as compensation to Bauri's family and another Rs 1.25 lakh would be paid to them after his postmortem.

Man-elephant conflict is a problem in Purulia, Bankura and West Midnapur districts of the state as elephant herds from Dalma Wildlife Sanctuary of neighbouring Jharkhand migrate to the areas resulting in degradation of crops and property as well as injury and loss of human lives.

Question to the participants may be asked as to how would they deal when media will ask to comment when any unpleasant event like forest fire, theft, felling or attack by wild animal attacks.

It allows access to both large and small group and helps in building public support and mobilizing opinion for an organization.

The main objective of a Media program is to communicate the local, state and national level efforts or programs/projects like forestry program, social/community forestry for making positive image of the forest department without stating controversial and false facts and figure..

It's a tricky situation: These days, the classic "no comment" is often seen as an admission of guilt. On the other hand, anything you say can, and might, be used against you.

10.3 Some five musts for managing media inquiries:

1. Stay Calm, Professional & Factual

Talking to a reporter should be like dealing with a cop. Keep it light, but don't try to be funny. While humor often helps to relax a tense situation, joking with a reporter is not always a good idea. That great quip of yours might not seem as clever when quoted out of context.

Remember, the reporter is looking for you to "make news"—which could mean losing your temper or saying something controversial.

2. Don't Say Anything You Don't Want Published

Everything you say could be on the record, even if the reporter says otherwise; terms like "on background" and "off-the-record" are not legally binding.

The reporter does not need your permission to write or print anything you say, so don't share anything you wouldn't want to see on the news .



3. Assume You're Being Recorded

Be alert. Please remember each of your statement is being recorded. So you can not deny your statement. Think before you speak anything before media. No gossip please.

4. Gather Data, keep data ready

The reporter isn't the only one who can ask questions. Get as much information as you can about the complaint or issue the reporter is calling about. Listen and take notes, but don't try to argue the merits of the case right away. Let the reporter ask her/his questions.

Then: Answer what you can, but don't feel the need to respond to everything right away. It is not unreasonable to request a day or two to look into the situation or gather information. That gap between conversation and deadline also gives you an opportunity to deal with, say, a customer complaint. By the time you get back with the reporter, the problem may no longer exist.

5. Remain relax, maintain cool and there is no harm, if you say I do not know and can share later

Resources needed for dealing with media

- Manpower trained in communication
- Communication facilities and equipments
- Communication materials
- communication budget
- Mass media
- Dealing with Media should be based upon careful analysis of factual situations;
- Topic or issue selected for Media will meet felt needs;
- Information to Media has to meet long-time situation, short-time changes, and special emergencies;
- Participations of all Media should be ensured;
- Media Program should short and simple and non controversial
- Program should be educational and directed toward enabling people/villagers to solve their own problems individually and collectively;
- The media program should be attainable considering such factors as personnel, finances, time and facilities.

How to...handle media enquiries Always remember the following as some more tips ...

Take some time out: In the event that you do receive a call from a journalist, do not feel pressured.

- Before answering the journalist’s questions immediately. You may want to ask the journalist to call you back in about 20 minutes. This should give you time to collect your thoughts. First things first: Find out exactly what the interview is for before giving away any information and

- Find out the reporter’s deadline. Prepare in advance: Prior to the interview, write in bullet points two or three key messages and

- Answers you would like to get across. Ensure that you don’t give away any identifiable details. Focus on your key messages: When speaking on the phone, smile as you speak, but do not get excited.

- Develop ability to make you feel relaxed and chatty. No jargon: When writing or speaking to journalists, avoid using jargon.





Lesson 11

1 Hour

Lesson Plan:

Objective:

- i) To discuss the concept of time, official time and what time management means
- ii) To explain how waste of time destroys the performance of the employees
- iii) To explain the real situations and the factors of time management in workplace specially in forest department having seasonal works
- iv) To give an idea of how effectively time can be managed to complete jobs in given period of time
- v) To explain the factors that lead to time management mistakes and their remedies

Lesson Topic	Expected Outcome
Time Management	At the end of the session the efficiency among the participants in time management and optimum utilization of time will develop.

Session plan:

Session 1:

- Overview

Session 2:

- Recognition of Time as the critical Resource

Session 3:

- Timewaster Analysis-how to escape the trap

Session 4:

- Time Saving Action Plan

Session 5:

- Hard work is better than smart work

Session 5:

- Ten common Time management Mistakes

Session 6:

- Ten Tips to effective Time Management



Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions, debates and interactions
- Small group discussions
- Case studies

Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required: Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time

Session 1:	5mts
• Overview	
Session 2:	5 mts
• Recognition of Time as the critical Resource	
Session 3:	10 mts
• Timewaster Analysis-how to escape the trap	
Session 4:	10 mts
• Time Saving Action Plan	
Session 5:	10 mts
• Hard work is better than smart work	
Session 5:	10 mts
• Ten common Time management Mistakes	
Session 6:	10 mts
• Ten Tips to effective Time Management	



Time Management

11.1 ‘A stitch in time, saves nine’- the saying aptly underscores the wisdom of Time Management. The Objectives of Time Management can be enumerated as follows:

11.2 Objectives in Time Management

1. Analyze the issues that affect your use of time.
2. Identify the significant time problems that impact your work.
3. Develop practical strategies for solving these problems.
4. Use selected time management principles to improve your effectiveness.
5. Establish goals that reflect personal and/or organizational decisions about the benefits to be derived from future action.
6. Set priorities more effectively.

11.3 How to spend time + How should I spend time = Successful Time Management

A **time use strategy** springs from the insights you can gain by answering three important questions:

1. Where does my time go?

It may seem like there aren't enough hours in the week or a day to get complete an assignment or get the day's work done. That may be true or it may be that you are not using your time as efficiently as possible. To assess where your time goes, you may calculate our productive hour by completing the inventory below. Be as honest with yourself as you can. Some of the items are done every day so those will need to be multiplied by 7 to arrive at a weekly total. One item may be done any number of times a week so you'll need to multiply that one by the number of times each week you do it. After you have responded to all the questions, you'll have an opportunity to see how many hours remain during the week for utilizing



Sl No.	Number of Hours per Day	Number of Hours per day	Number of days repeated in week	Total hours in a week
1	On the average, how many hours a day in office do you engage in Miscellaneous activities apart from your core job role?			
2	On the average, how many hours a day in office do you spend on meals, including preparation and clean-up time?			
3	How much time do you spend commuting to and from campus and how many times do you do this during a week?			
4	On the average, how many hours a day in office do you spend doing errands?			
5	How many hours a day in office do you spend in helping your co-workers?			
6	On the average, how many hours do you spend each week doing co-curricular activities? (Celebrating colleagues' birthday/ anniversary, cultural program at office)			
7	On the average, how many hours a week do you attend any meetings/ seminars?			
8	Now Add the total number of hours to compute the number of total working hours spend by you each week on activities which do not come under your core job role but are necessary as part of Organizational Behaviour.	TOTAL =		



2. Where should my time go?

From the previous time calculation you can easily analyse where your time actually goes and at the end of the how much time is actually used for productive activities. To actual number of working hours used by you for productive activities can be calculated from the below given inventory. So now it becomes easier to manage time as per necessity and priority of job.

Calculation of Unproductive hours	Number of working hours per week	Number of hours utilised in additional activities	Number of hours remaining for productive work
You have to calculate the total working hours in a week. Now you have to subtract the hours already used by you in the above calculated additional activities to find out how many hours remain for doing your core work, since this is not one of the activities included above.			







The first two questions and the data those questions are designed to elicit serve as the basis for ultimately answering the third question:

3. “How can I use my time better?”

By systematically answering each of these questions and identifying some of the problems you have in responding to them, you will be able to manage your time and work more effectively.



Key points to consider for better utilization of time are as follows:

-  **List Goals and Set Priorities**
-  **Make a Daily "To Do" List**
-  **Ask: What is the Best Use of Time Right now?**
-  **Handle Each Paper Only Once**
-  **Start with Most Urgent or the Most Important Tasks**
-  **Do It Now !**



11.4 Smart work is better than hard work:

A common problem faced by majority of staff in an organization is the shortage of working hours to complete any assignment within the date lines. The only solution to this problem lies in efficient utilization of time, more broadly it is defined as time management. All we need is to do smart work rather than hard work. Smart work reduces work stress, makes you feel more **controlled**, more **productive** and more **secured** in your job. You get greater **satisfaction** from what you do. You give yourself more **time to relax and enjoy life**.

1. Plan Regularly

Every night, make a to-do list of all your unfinished business and projects. Review the list, prioritize and decide how much time you need to get each activity done. Use a planner that shows you a full week at a time.

2. Prioritize

You need to priority your assignment as per their deadlines and importance. Learn to say no to nonessential demands. And don't waste time perfecting every interoffice memo when you could spend the time more profitably on something else.

3. Delegate

Pass projects on to subordinates at work; your work load will be reduced with lesser number of mistakes.

4. Set Deadlines for Major Projects

Set your own deadlines against each assignment. It is to be noted here that the deadlines must be realistic and manageable. .

5. Schedule Concentration Time

Block out some time **every day** when you can't be disturbed except in an emergency. Use that time to get the most important tasks of the day done. If someone stops by your desk and asks for a moment of your time, you can honestly and politely reply, "No, I'm in the middle of something right now, and I can't give you my full attention." Close the door to your office if you can.

6. Organize Throughout the Day

Catagorize your assignments under relevant catagories such as a) important b) pending c) trash etc. and you need to do this segregation of work within the possible minimum time after giving one glance to each issue.



7. Schedule Phone Time

Make and return most phone calls at a **set time**. Set aside a portion of your day, perhaps a half hour in the late afternoon, as telephone time. Let people know that this is the best time to reach you by phone and that it's when you're most likely to return calls. People will come to expect to hear from you at certain times and won't bother you as much during the rest of the day.

8. Be Social at Work

Schedule a coffee break with office colleagues, Chitchat with them at a particular hour of day because it is also very important to builds relationships and helps you stay plugged in to the office grapevine.

9. Stay Flexible

All your careful planning will be of little use if you assume that you can't veer from the schedule you set. You may have to spend some time handling crises and putting out fires. You should always keep the provision of being flexible. Because it is important during any crisis or emergent period.

11.5 Ten common time management mistakes

Many of us know that we could be managing our time more effectively, but it can be difficult to identify the concerned mistakes readily. When we manage our time well, we are productive at work and our stress levels drop. Given below are ten common time management mistakes:

Mistake No.1: Failure to keep a 'to do' list

The trick with 'to do' lists effectively lies in prioritising the tasks. If you have large project in your list, then unless you are careful, the 'to do' check list can be vague. For instance, you may have noted down 'start on budget proposal'. But what does this entail? The lack of specifics here might cause you to procrastinate, or miss key components. So make sure that you break large tasks or projects into specific actionable stages.

Mistake No.2: Not setting personal goals

It is time to set some time-specific personal goals, if not already done! Personal goal setting is essential to managing your time well' because the goals give you a destination or vision to work forward. When you know where you want to go, you can set you can set your priorities, time and resources to get there. Goals also help you decide what is worth spending time on, and what could be just a distraction!

Mistake No.3: Not prioritising tasks



Sometimes, it is hard to know how to prioritise, especially when you are facing a food of seemingly urgent tasks demanding your intervention. However, it is essential to prioritise tasks effectively if you want to manage your time and workplace stress better.

One tool to help you prioritise effectively is the Action Priority Matrix which distinguishes if a task is ‘high yield, high priority’ or ‘ low-value, fill-in’ work.If you know the difference, you will manage your time much better.

Mistake No.4: Failure to manage Distractions

Distractions prevent us from maintaining a steady pace, which is the productive work we do in a planned schedule. If you want to get control of your time and perform unperturbed, it is vital to minimise distractions and manage interruptions effectively. For instance, turn off your IM chat or curtail your client calls when you need to focus, and let people know if they are distracting you. You may also learn to improve your concentration in the face of distraction.

Mistake No.5: Procrastination

Procrastination is the thief of time. Procrastination occurs when you put off tasks that you should be focusing on right now. When you procrastinate, you dread taking up the task and eventually you fail to complete the work on time.

Often procrastinators feel that they have to complete a task from start to finish, and the high expectation makes them feel overwhelmed and anxious. Instead, break large projects down into manageable steps/components , so that it is easy to see everything that you need to get done and complete small chunks at a time.

Mistake No.6: thriving on ‘busy’

Some people seem to get a kick or from being busy. The crash deadlines, the endless e-mails, the piles of files on the desk. awaiting attention, the frantic race to the meeting...What an adrenaline buzz!

The problem is that an ‘addiction to business’ rarely means that you are effective, as you deem to believe, and it could lead to stress.

Instead, try to slow down to normal pace, and learn to manage your time better.

Mistake No.7: Taking on too much

Are you a person who has a hard time saying ‘No’ to people. If so, you probably have far too many commitments on your plate. This can lead to poor performance in trying to satisfy everyone, low morale and stress.

Or you may be someone who insists on doing all the work themselves, without delegating, because they can not rely on anyone else to do it correctly.

Either way, taking on too much is a poor use of time and it can get into a habit of rushed, sloppy performance!



To stop this undesirable fall out, learn the subtle art to say ‘No’ to the task without offending the person asking for it.

Mistake No.8: Multitasking

The best thing is to avoid Multitasking, and, instead, focus on one task at a time. That way, you will produce work of higher quality rather than higher quantity! The approach will help you how you can manage simultaneous projects more effectively when require.

Mistake No.9: Not taking Breaks

Do not dismiss breaks as ‘interruptions’ or ‘wasting time’. They provide much-needed downtime , which will enable you to feel recharged. Think afresh and work efficiently..Go for a stroll, grab a cup of tea or coffee or just sit and unwind on your desk. Unless there is an emergency, try to take a short break every hour or two and give yourself ample time for a quiet lunch break.

Mistake No. 10: Ineffectively Scheduling Tasks

Human beings do not perform at the same stable level of efficiency throughout a working day - there are inevitable ‘peaks’ and ‘down’ periods. You have to take these phases into reckoning while scheduling tasks.

You can make best use of your time by scheduling high-value work during your ‘peak’ time and low-energy tasks (like making phone calls or checking e-mails) during your ‘down’ time. This simple guideline will enable you to work out a more effective scheduling of daily tasks.

Having identified the above ten common time management mistakes through a diligent analysis of your schedule, you are better placed to appreciate the ten tips for effective Time Management recommended in the following section.

11.6 Ten tips for effective time management

1. Consolidate your similar tasks

Group or consolidate similar tasks. This step will not only minimize interruptions but also will economize on the utilization of resources and efforts. For example, instead of making calls throughout the day, group and make out-going calls at specific times each day. Frequent callers can also be told that the best time to reach you is during certain hours. You can thus sensitize callers and help them to develop a habit of calling you when you can be most effective for them.



2. Tackle Tough Jobs First

A tendency exists to work on petty chores first with the idea of working up to Bigger projects. What often happens, however, is that the tough jobs simply don't get done because too much time is spent doing the unimportant tasks. By the time you get to the tough jobs, you are too tired to work on them. The solution is to reverse the process. Start your day with the important work when your energy level is high and work your way down your list of priorities. If time is available at the end of the day, the low level priority items can be completed.

3. Delegate and Develop Others

If you think that the only way to get something done right is to do it yourself, then You are probably overwhelmed with work while your staff enjoys less harried work schedules. Try to break the “do-it-myself” habit. Delegate work whenever possible. Delegation does not mean “dumping” a task on someone else but rather carries with it the responsibility of making sure that the individual has the requisite skills and knowledge to do the job. The time devoted to training and motivating people to do tasks which you usually perform will reduce your time burdens in the future and enrich the jobs of others.

4. Don't Be a Perfectionist

There is a difference between striving for excellence and striving for perfection. The first is attainable, gratifying, and healthy. Striving for perfection that is unattainable is frustrating. Constant revision of letters and papers for trivial reasons not only wastes time but also takes its toll on relationships as well.

Some might profit from a new look at the original Declaration of Independence. The writer made several errors and omissions. Letters and works were inserted between the lines. Perfection is not the standard of excellence for a document or letter to be glanced at briefly en-route to another person, file cabinet, or wastebasket.

5. Take Breaks

To work for long periods of time without taking a break is not effective time use. Energy decreases, boredom sets in, stress and tension accumulate, and Attention wavers. Switching for a few minutes from a mental task to something physical (stand up or walk around the office—or change positions) can provide needed stimulation and relief. Rest is not a waste of time. It improves health and efficiency.

6. Avoid the Cluttered Desk Syndrome



If your desk is piled with paper and you waste time looking for buried items, clear your desk of everything except the work you intend to do during the day and keep it visible. The chances are that you will get that work done.

7. Get Started Immediately on Important Tasks

Putting things off until tomorrow is easy. In fact, people generally do the things they enjoy first and procrastinate on the tasks they dislike. Self-discipline is needed to overcome procrastination. Avoid not doing a job because it seems overwhelming. Try breaking the task into bite-sized pieces that are more palatable to digest. By following this “Swiss cheese” technique, you will soon find that poking holes in the project makes it less overwhelming. Unfinished work is more of a motivator than unstarted work. By having started a job, you have made an investment of your time and are more likely to complete the task

8. Reduce Meeting Time

Many meetings should not take place. Sometimes the only reason for a weekly Staff meeting is because a week has passed since the last one. Such meetings Disrupt your work. Reduce the number of meetings—and follow an agenda on Those you do have, saving time. If needed meetings are too long, schedule the Next meeting to bump up against the lunch hour or quitting time. Most people will want to leave. Also, a stand up meeting helps to guarantee a short meeting.

9. Take Time to Plan

Have you ever heard someone say, “I just don’t have time to plan”? If you have, then you probably observed that these individuals were very busy but not very effective. A paradox of time is that by taking time to plan, you end up saving time. Instead of spending the day “fire fighting”, develop a schedule for doing the things that must be done in the available time.

10. Learn to Say “NO”

Someone is always asking for a piece of your time. Instead of being honest and saying “no” to the request, the tendency is to hedge and end up accepting a responsibility you neither want nor have time to perform. Saying “no” requires some courage and tact, but you will be proud of yourself when you learn to say “no.” Of all the time-saving techniques ever developed, the most effective is the frequent use of the word NO. Decline, tactfully, firmly, logically to demands that do not contribute to your effectiveness. Remember that many people who worry too much about offending others wind up working according to others’ priorities.



Lesson 12

1 Hour

Lesson Plan:

Objective:

- i) To give front line staff a broad understanding of Stress and Mental Health issues in the workplace
- ii) To identify the key factors that contribute to a mentally healthy workplace
- iii) To recognise stress and mental health challenges in team members and colleagues
- iv) To increase awareness of stress and mental health issues in the workplace and extent of problems related to it.
- v) To improve skills and confidence in dealing with stress/mental health and wellbeing in the workplace
- vi) To ensure that staff are aware of their responsibilities in relations to health and well-being
- vii) To clarify the causes and effects of stress in the workplace

Lesson Topic	Expected Outcome
Stress Management	At the end of the session the participants will be able to handle with all types of work stress and their work performance will improve

Session plan:

Session1:

- Introduction

Session 2:

- Causes and Management of Stress at Work

Session 3:

- Exercise for Stress Management

Session 4:

- Learning how to Manage job stress

Session 5:

- Focus areas to be changed

Session 6:

- Game on Stress Management

Session 7:

- Group discussion & feedback

Methodology/Approach:

- Brainstorming with few questions
- Lectures
- Discussions , debates and interactions
- Small group discussions
- Case studies



Backward linkage: The participants may be given pre training assignment relevant to the topic for their understanding and interaction

Forward Linkage: Post training assignment is to be given on the issues discussed; it will help assimilate the topics better.

Training Materials required

Handouts, Power point presentation, Chart Paper & Sketch pen for group work

Allocation of Time:

Session1:	5 mts
• Introduction	
Session 2:	5mts
• Causes and Management of Stress at Work	
Session 3:	5 mts
• Exercise for Stress Management	
Session 4:	15 mts
• Learning how to Manage job stress	
Session 5:	10 mts
• Focus areas to be changed	
Session 6:	10 mts
• Game on Stress Management	
Session 7:	10 mts
• Group discussion & feedback	



Stress Management

12.1 Introduction to initiate the session and brainstorming exercise

Stress is any uncomfortable "emotional experience accompanied by predictable biochemical, physiological and behavioral changes." It is simply a reaction to a stimulus that disturbs our physical or mental equilibrium. Human beings feel stressed out in respect to struggle at school, to excel in examination, get employment, creating self-recognition among peers and subordinates etc. Stress can be emotional, psychological and physical. But the most Challenging place to cope with Stress is workplace.

The stress at work place of a forester varies depending on the nature and responsibilities of the forest staff in relation to the concerned area. The primary causes of stress among an individual are crisis due to non compliance of task on time. Poaching and illegal trade in wildlife, forest fire, mass felling of trees, theft, shortage of staff, conflict with the community and firing from the boss often cause stress among the front line staff. The concern is how it relates to the forest officials at various levels who are bestowed with the work of conservation and sustainable preservation of the forest area in different district or forest range. The staff must be aware of its own state of mind and evaluate if there is any negative feeling or anxiety for long time. It can cause more harm in future. It is believed that negative feelings of anxiety and depression could influence the pathogenesis of physical disease. Sometimes stress has direct effects on biological process that could result in increased risk of disease.

Stress is a highly personalized phenomenon and can vary widely even in identical situations for different reasons. One survey showed that having to complete paper work was more stressful for many forest officers than the field work associated with their job, while others feel that forest field work is more stressful compared to desk work. The severity of job stress depends on the magnitude of the demands that are being made and the individual's sense of control or decision-making latitude he or she has in dealing with them

12.2 CAUSES AND MANAGEMENT OF STRESS AT WORK

Stress has been defined in different ways over the years. Originally, it was conceived of as pressure from the environment, then as strain within the person. The generally accepted definition today is one of interaction between the situation and the individual. It is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, stress is more likely in some situations than others and in some individuals than others. Stress can undermine the achievement of goals, both for individuals and for organisations

What causes stress at work Place:

- the organisation provides staff with some job which are not achievable and demands more duty hours in relation to the agreed hours of work;
- Lot of interference in the work.
- The attitude and skills of the staff and abilities are not matched to the job demands;
- The jobs are not designed to be within the capabilities of the staff ; and
- Concerns about the work environment of the staff are not addressed



Signs of stress can be seen in people's behaviour, especially in changes in behaviour.

Acute responses to stress may be in the areas of

- Feelings :for example, anxiety,
- Depression : for example , irritability, fatigue,
- Behaviour : for example, being withdrawn, aggressive, tearful, unmotivated,
- Thinking : for example difficulties of concentration and problem solving
- Physical symptom :for example, palpitations, nausea, headaches.

If stress persists, there are changes in neuroendocrine, cardiovascular, autonomic and immunological functioning, leading to mental and physical ill health for example anxiety, depression, heart disease

These techniques relax stressed individuals by helping to rebalance body and mind. They focus on proper breathing, an essential tool in de-stressing. Once learned they can be applied in any type of work environment, or even on the train going to work!

12.3 The Exercise for stress management may be tried in the following manner

While some workplace stress is normal and unavoidable, too much stress can interfere with productivity and impact your physical and emotional well-being. Whether you ably deal with or buckle under the stress, will make the difference between success or failure! Premature ‘breakdown’ or ‘burn-out’ are the terms being heard more and more in recent times, arising out of workplace stress of meeting the demands of high performance standard, zero defect operation, stringent quality norms and tight schedules.

You cannot possibly control everything in your work environment, but that does not mean you are powerless - even when you are faced with seemingly difficult situation. Finding ways to cope with workplace stress may not be about making major changes or redefining career ambitions, but rather about learning to consciously focus on self-control.

12.4 Learning how to manage job stress

At the outset, there are a number of basic options before you to take to reduce both your overall stress on the job and in the workplace. These simple defence philosophies include:

- Taking Responsibility: for improving your physical and emotional well-being.
- Avoiding Pitfalls: by identifying knee-jerk habits and negative attitudes that have the potential to add to your workplace stress.
- Honing better communication skills: to ease and improve your interaction with seniors, juniors and co-workers in the workplace.

Hereafter, some specific tips are suggested to reduce and manage stress at work.

Tip-1:

Recognise warning signs of excessive stress at work

When you feel overwhelmed at work, you are prone to lose confidence and may become irritable or withdrawn. This can affect your productivity or effectiveness in your job and make the work seem less satisfying. If you are not alive to the symptom, then can snowball into bigger problems. Besides impacting your job performance and job satisfaction, chronic and intense stress can lead to varied physical and emotional health problems.



Signs and Symptoms of excessive job and workplace stress

- Feeling anxious, irritable or depressed.
- Apathy; loss of interest in work.
- Sleeping problems.
- Fatigue; trouble to focus and concentrate.
- Headaches, muscle tension or stomach problems.
- Social withdrawal; loss of sex drive.
- Consuming alcohols or drugs to cope..

Common causes of Excessive Workplace Stress

- Insecurity of being laid off.
- More overtime work.
- Pressure to perform harder but no enhancement in job satisfaction.
- Pressure to perform at optimum levels – all the time!

Tip-2:

Reduce job stress by better care of yourself through self-discipline

Taking care of yourself does not demand a total lifestyle overhaul. Even small things can lift your mood, energise and invigorate you making you feel like you are in the driver's seat. Relax, set your own pace and take things one step at a time. As you make more positive lifestyle choices, you will soon realise a reduction of stress levels- both at home and at work.

Get Moving with regular exercises

Regular exercises are a powerful stress reliever- even though it may be the last thing you feel like doing .Aerobic exercise-- the activity that raises your heart beat and makes you sweat- is a highly effective way to lift your mood, increase energy, sharpen focus and relax both the mind and the body. For deriving maximum stress relief, get at least 30 minutes of heart-pounding activity on most days. If it is more convenient to fit into your schedule, break-up the session into 2 or 3 shorter spells.

Make Food Choices that keep you healthy

Low blood sugar may make you feel anxious and irritable, while eating too much may make you lethargic. Healthy eating, with prescribed calorie addition, can help you get through the stressful days. By eating small but frequent healthy meals, you can help your body maintain a stable level of blood sugar, keep your energy up, stay focused and avoid mood swings.

Cut down or drink in moderation and avoid nicotine

Alcohol temporarily reduces anxiety or worry when drunk in moderation. Request or excessive drinking to relieve job stress may eventually lead to alcohol abuse and dependence. Similarly, smoking when you are feeling stressed and overwhelmed may seem calming, but nicotine is a powerful stimulant- leading to higher, not lower level of anxiety.

Get enough sleep

Not many work stress and worry can cause insomnia, but a lack of sleep can leave you vulnerable to even more stress. When you are well-rested, it is much easier to keep your



emotional balance, a key factor in coping with job and workplace stress. Try to improve your quality of unperturbed sleep by keeping a sleep schedule and aiming for 8 hours a night.

Get support back-up

Back-up of close relationships are vital to helping you through times of stress. So, reach out to family and friends you love and trust. Simply sharing your feelings with another person can help relieve some of the stress. The other person does not have to “fix” your problem but has to just a good listener and empathiser. Accepting back-up support, is not a sign of weakness and it does not mean you are a burden to others. In fact, most of the sought-out friends will feel pleased that you trust them enough to confide in them, and it will only strengthen your bonding.

Tip-3:

Reduce Job Stress by Prioritising and Organising.

When job and workplace stress threatens to overwhelm you, there are simple steps you can take to regain control over yourself and the situation. Your new-found ability to maintain a sense of self-control in stressful situation would often be well received by your co-workers, managers and subordinates alike, which can lead to a better relationship at work. Some suggestions for reducing job stress by prioritising and organising your responsibilities:

- Create a balanced schedule: Analyse your schedule, responsibilities and daily tasks. 'All work and no play' is a recipe for burn-out. Try to find a balance between work and family life, social activities and solitary pursuits, daily tasks and downtime.
- Do not over commit yourself: Avoid trying to fit too much into one day. All too often, we underestimate how long things will take. If you have too much on your plate, distinguish between “should” and the “musts”. Relegate tasks that are not truly necessary to the bottom of the list.
- Try to start earlier in the morning: Even 10-15 minutes can make the difference between frantically rushing to your desk and having time to ease into your day. Do not add to your stress level by being late.
- Prioritise tasks: Make a list of the tasks you have to do and tackle them in order of importance. Do the high priority tasks first.
- Break projects into small steps: If a large project seems overwhelming, make a step-by-step plan. Focus on one manageable step at a time.
- Delegate Responsibility: Let go the desire to control every little step. If other people can take care of the task, why not let them? You will be rid of unnecessary stress in the process.
- Be flexible to compromise: When you ask someone to do a task differently, revise a deadline or change of their behaviour at work- being flexible and finding a happy middle ground can reduce the stress levels for everyone.

Tip-4:

Reduce job stress by improving Emotional Intelligence

Even in a job where the environment has grown increasingly stressful, you can retain a large measure of self-control and self-recognise your confidence by understanding and practicing Emotional Intelligence (EI). EI is the ability to manage and use your emotions in positive and constructive ways. When it comes to satisfaction and success at work, EI is about communication with others in ways that draw people to you, overcome differences, repair hurt feelings and defuse tension/stress. There are five key skills that you need to master in order to raise your EI and manage stress at work:



- 1) Realise when you are stressed: Recognise your particular stress response and sensual cues. The best way to reduce stress quickly is through senses- through sight, sound, smell, taste and touch. You need to find things that are soothing to you.
- 2) Stay connected with your internal emotional experience: Your moment to moment emotions influence your thoughts and actions; so pay attention to your feelings and factor them into your decision making at work.
- 3) Recognise and effectively use non-verbal cues and body language: Your non-verbal messages/signals can either produce a sense of interest, trust and desire for connection- or they can generate confusion, distrust and stress. You also need to be able to accurately read and respond to the non-verbal cues that other people send to you at work.
- 4) Resolve conflict positively: Resolving conflict in healthy ,constructive ways can strengthen trust between the people and relieve workplace stress and tension.

Tip-5:

Reduce job stress by breaking undesirable habits: Several ways to turn around self-defeating habits are:

- Resist perfectionism: The reality is no project, situation or decision is ever perfect; so trying to attain perfection to everything will simply add unnecessary stress. Aim to do your best, no one can ask more than that!
- Clean up your act: If your desk is in a mess, file and throw away the clutter, just knowing where everything is saves time and cuts stress. Make 'to do' lists and cross-off items as you accomplish them. Plan your day and stick to the schedule.
- Flip your negative thinking: Try to think positively about your work; avoid negative-thinking co-workers, and pat yourself in the back about small accomplishments, even if no one else does!
- Do not try to control uncontrollable: Many things at work are beyond your control- particularly the behavioural aspects of other people. Rather than stressing over them, focus on the things you can control.

Tip-6:

Learn how to reduce job stress: It is your interest to keep stress levels in the workplace to a minimum. You can act as positive role models, especially at times of high stress, by following the tips outlined earlier.

12.5 Focus areas of change may include:

- 1) Improve Communication: This covers all spheres, with particular reference to:
 - Share information with others.
 - Clearly define your juniors' roles, responsibilities and conduct disciplines.
 - Make communication free, friendly and sensitive.
- 2) Consult your colleagues: Inculcate an open and participative management by:
 - Giving opportunities to participate in decisions affecting their job.
 - Consult team members in scheduling and work rules.
 - Assign equitable workload and resources; avoid setting unrealistic targets.
 - Recognise individual endeavours with deserving rewards and incentives in non monetary forms



- 3) Build up a conducive and social work climate
 - Provide opportunities for social interaction among staff.

Apart from the six specific tips provided already, some general behavioural guidelines may prove useful to manage workplace stress:

- Take time away: Free physical movement like a stroll outside the workplace or finding a quiet place to regain your composure can help reduce stress and refocus with a fresh mind.
- Talk it over someone: Find someone to share your predicament. Talking over a burning problem with someone, who is both supportive and empathetic, can be a great way to let off steam and relieve stress.
- Connect with others at work: Developing informal with some of your trusted co-workers can help buffer you from the negative effects of stress.
- Look for the lighter side or humour in the situation: Although a volatile situation may not permit this, when used appropriately, humour is a great way to relieve stress at the workplace.

12.6 Game on Stress Management

Game 1: Concentration

If your team is feeling drained and stressed, this fun exercise is a great way to refresh and energize them. It doesn't require much time and the recommended group size is 10-20 people.

- 1) Participants will need to form two equal lines facing each other.
- 2) The game starts when one line turns around, giving the second line 40 seconds to change 10 things about themselves. This can include anything from jewelry or clothing being swapped with other people, untied shoelaces, a different hair do, or a switched watch or ring to the other hand. All changes must be something the other group can see.
- 3) After 40 seconds, the first group turns around and tries to find all the changes the other group made.
- 4) Once the changes have been recognized, the groups switch, giving each team a chance to make changes.

This game will stimulate the participants' minds and challenge their memory. Incorporate this activity when a lack of energy is apparent.





