

# Content Module 8

## A Primer on Developing Leadership and other Non-technical Competencies for HWC Mitigation

A Holistic Approach to Human-Wildlife Conflict (HWC) Mitigation in India



Imprint

**Training Resource Material: A Holistic Approach to Human-Wildlife Conflict (HWC) Mitigation in India**

Module HWC-01:	An Introduction to Human-Wildlife Conflict Mitigation: Taking a Holistic and Harmonious Coexistence Approach
Module HWC-02:	The Overall Context: Understanding HWC in a Development Context
Module HWC-03:	Legal, Policy, and Administrative Framework for HWC Mitigation in India
Module HWC-04:	Tools and techniques for effective and Efficient Human-Wildlife Conflict Mitigation
Module HWC-05:	Strengthening Community Engagement for Effective and Sustainable Mitigation of Human-Wildlife Conflict
Module HWC-06:	Operationalizing the Holistic and Harmonious coexistence Approach to Mitigate Human-Wildlife Conflict through Cross-sector Cooperation
Module HWC-07:	Holistic, Effective and Ethical communication on Human-Wildlife Conflict Mitigation: Taking a Harmonious Coexistence Approach
Module HWC-08:	A Primer on Developing Leadership and other Non-technical Competencies for HWC Mitigation
Module OH-01:	An introduction to the One Health Approach, Zoonotic and Other Emerging Diseases

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Development of Strategy and Action Plan at National Level and in selected states.

WP-11: National Strategy and Action Plan on HWC

National level situation analysis

Formation of An Expert group to Steer the Process

Development of draft National Strategy & Action Plan

Organising multi-stakeholder Workshops

Conducting Specific Studies to fill the information gaps

Incorporate feedback from pilot sites and forums

YES  
\* Integrated  
WP, / TCR, / MTR

- Dyaal Mehta
- Apay Desai
- Sangay Gulbi
- Surendra Varma
- Dr. Murali
- Dr. AIT Jha

- Effectiveness of
- Carrying Capacity
- Impact of NRE
- Studies on the impact
- Attack on socio-economic

WP-12: National database and GIS system on HWC

Selection of Service providers

Any idea on service providers

- NIC
- ICT Cell
- Davis
- WII

- + Skill base / Slepton
- + SOP - should binding on as
- + Protocol can be

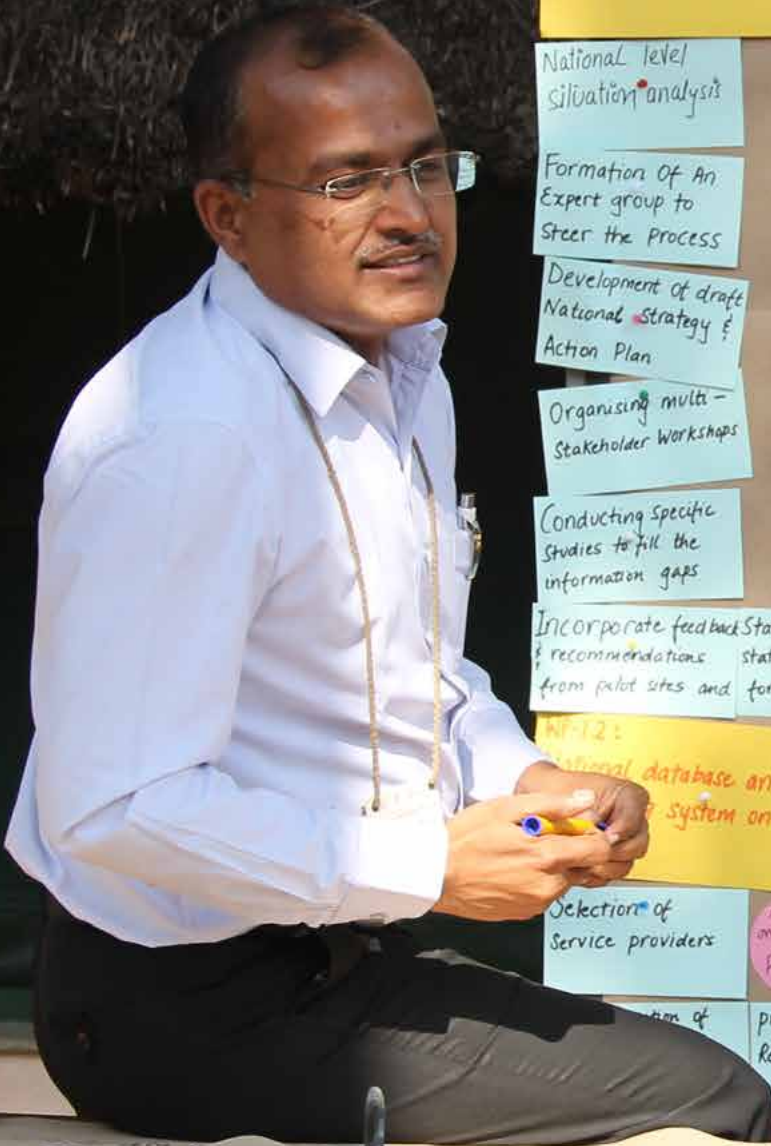
Implementation of preventive measures, Reduction of impact)

Establishment of a Centralized database on a GIS platform

Establishment of a Centralized database on a GIS platform

What should be the...?

- Apps



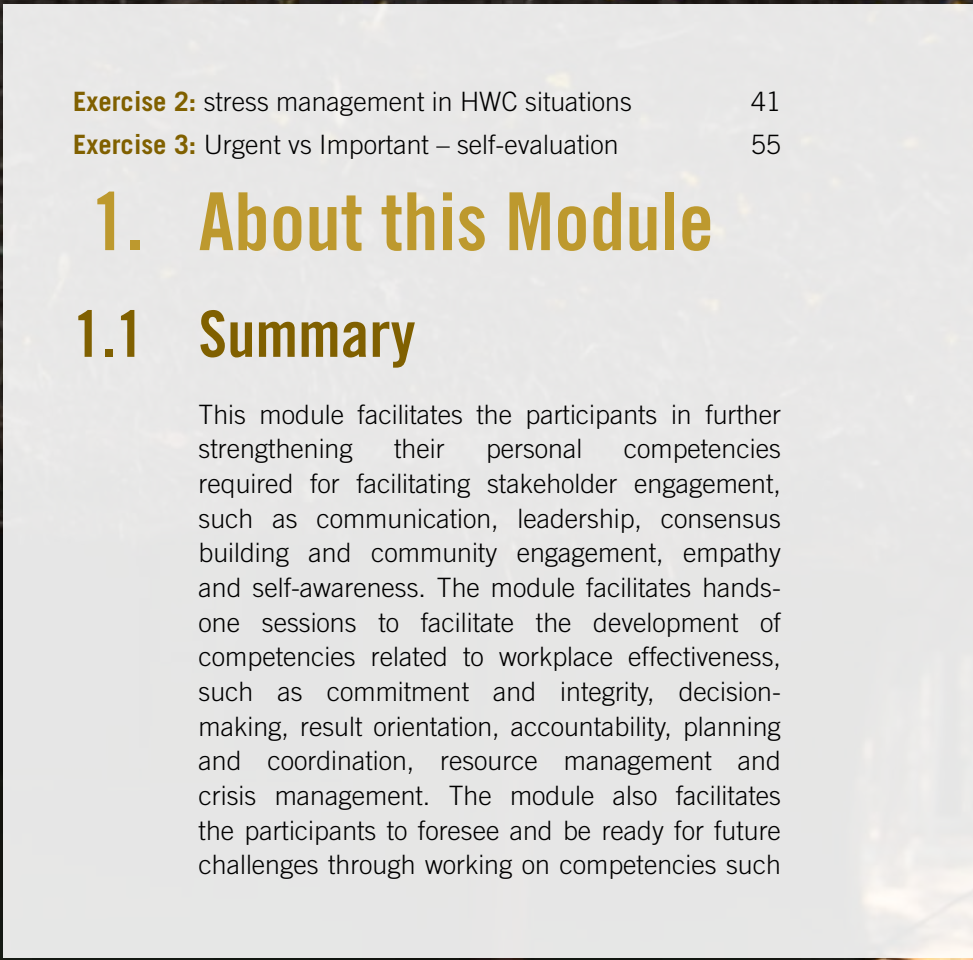
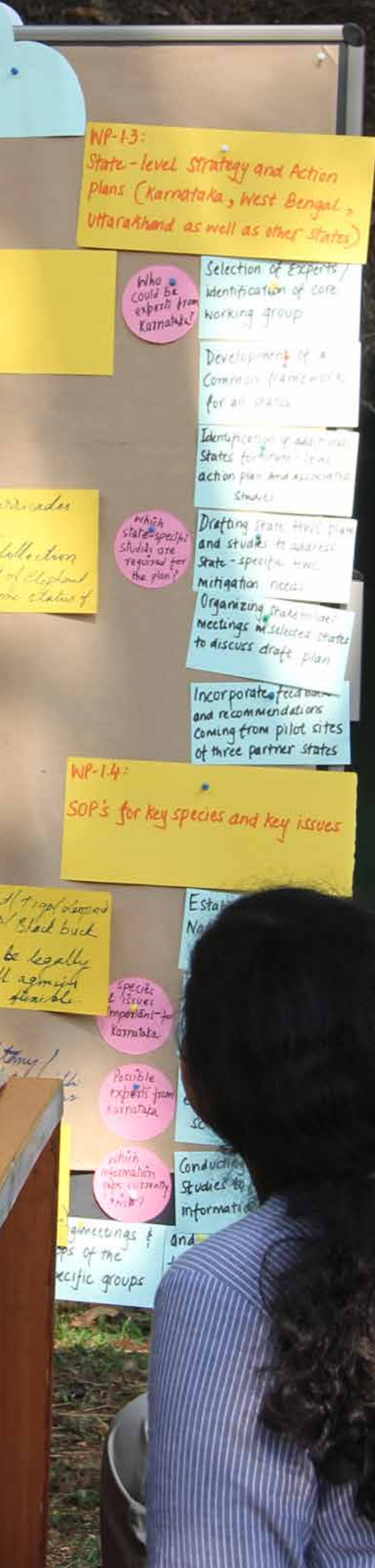


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# 1. About this Module

## 1.1 Summary

This module facilitates the participants in further strengthening their personal competencies required for facilitating stakeholder engagement, such as communication, leadership, consensus building and community engagement, empathy and self-awareness. The module facilitates hands-on sessions to facilitate the development of competencies related to workplace effectiveness, such as commitment and integrity, decision-making, result orientation, accountability, planning and coordination, resource management and crisis management. The module also facilitates the participants to foresee and be ready for future challenges through working on competencies such

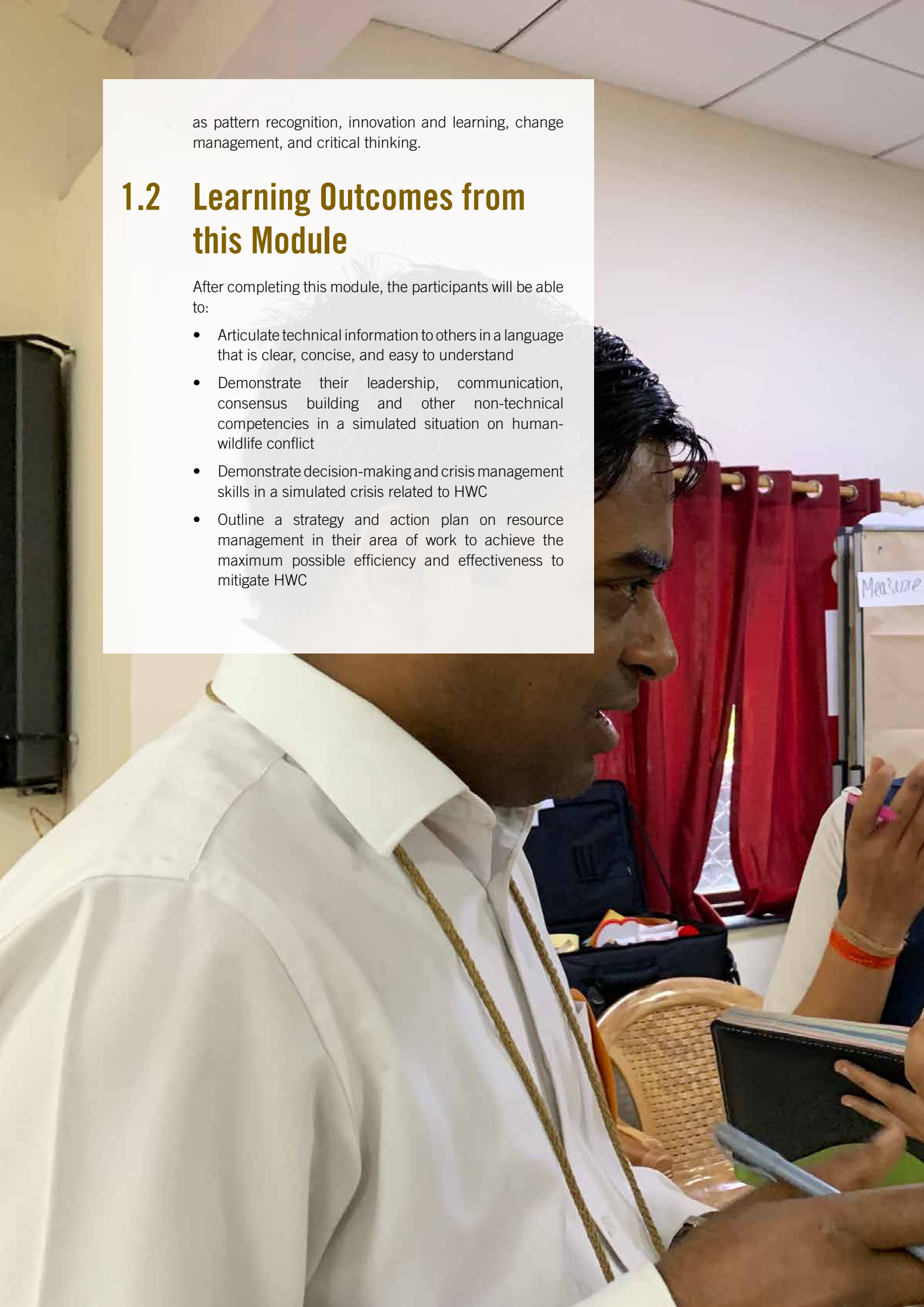


as pattern recognition, innovation and learning, change management, and critical thinking.

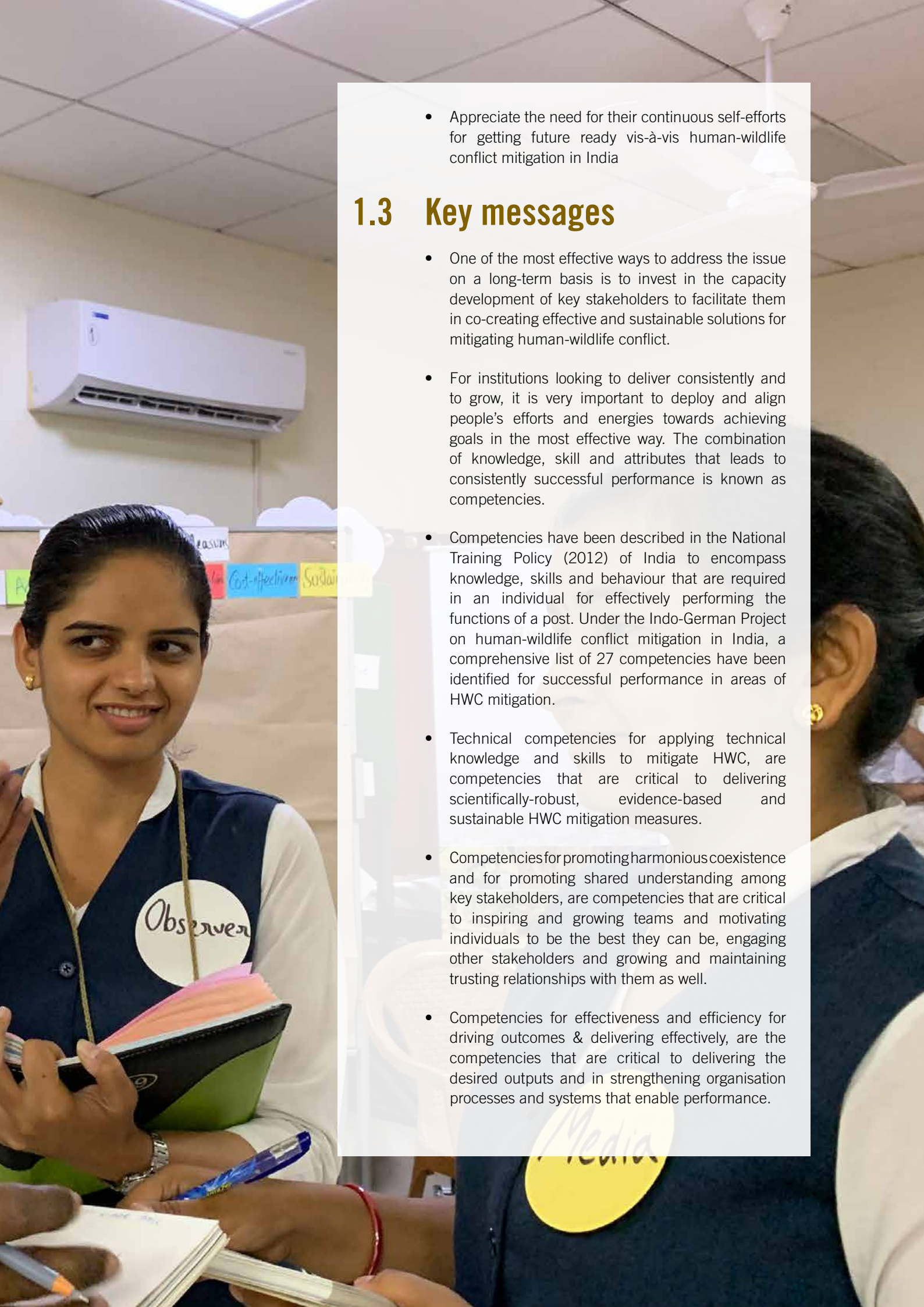
## 1.2 Learning Outcomes from this Module

After completing this module, the participants will be able to:

- Articulate technical information to others in a language that is clear, concise, and easy to understand
- Demonstrate their leadership, communication, consensus building and other non-technical competencies in a simulated situation on human-wildlife conflict
- Demonstrate decision-making and crisis management skills in a simulated crisis related to HWC
- Outline a strategy and action plan on resource management in their area of work to achieve the maximum possible efficiency and effectiveness to mitigate HWC







- Appreciate the need for their continuous self-efforts for getting future ready vis-à-vis human-wildlife conflict mitigation in India

## 1.3 Key messages

- One of the most effective ways to address the issue on a long-term basis is to invest in the capacity development of key stakeholders to facilitate them in co-creating effective and sustainable solutions for mitigating human-wildlife conflict.
- For institutions looking to deliver consistently and to grow, it is very important to deploy and align people's efforts and energies towards achieving goals in the most effective way. The combination of knowledge, skill and attributes that leads to consistently successful performance is known as competencies.
- Competencies have been described in the National Training Policy (2012) of India to encompass knowledge, skills and behaviour that are required in an individual for effectively performing the functions of a post. Under the Indo-German Project on human-wildlife conflict mitigation in India, a comprehensive list of 27 competencies have been identified for successful performance in areas of HWC mitigation.
- Technical competencies for applying technical knowledge and skills to mitigate HWC, are competencies that are critical to delivering scientifically-robust, evidence-based and sustainable HWC mitigation measures.
- Competencies for promoting harmonious coexistence and for promoting shared understanding among key stakeholders, are competencies that are critical to inspiring and growing teams and motivating individuals to be the best they can be, engaging other stakeholders and growing and maintaining trusting relationships with them as well.
- Competencies for effectiveness and efficiency for driving outcomes & delivering effectively, are the competencies that are critical to delivering the desired outputs and in strengthening organisation processes and systems that enable performance.



Measura

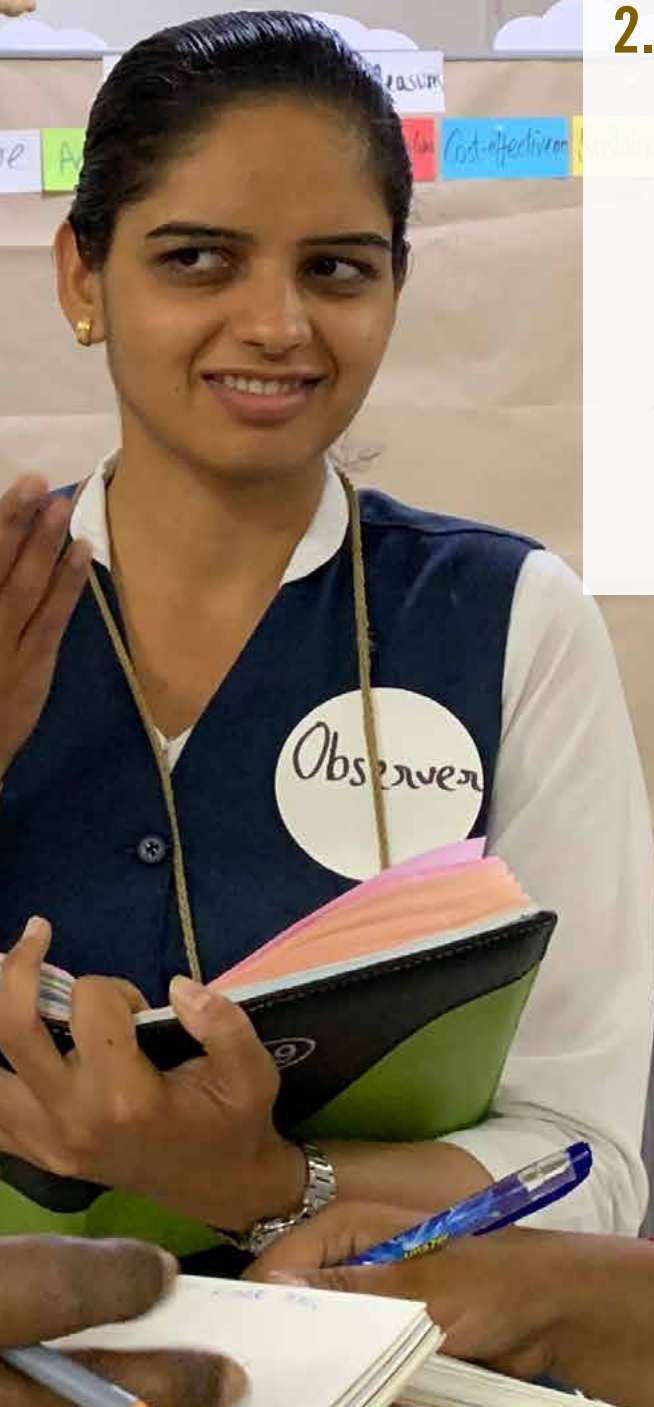


- Competencies for learning & innovation for getting future-ready are the competencies that are critical to creating a desired future and being alive to learning and change.

## 2. Introduction to non-technical competencies for effective HWC mitigation

### 2.1 Capacity development for effective and sustainable HWC mitigation in India

Mitigation of human-wildlife conflict is becoming a key area of concern for not only wildlife managers and local communities but also the district and state administration. There is a need to create an enabling environment to address human-wildlife conflict holistically, with participation from all key stakeholders and sectors.



One of the most effective ways to address the issue on a long-term basis is to invest in the capacity development of key stakeholders to facilitate them in co-creating effective and sustainable solutions for mitigating human-wildlife conflict.

*Capacity development is the process of developing the capacities of individuals and shaping joint learning processes such that the individuals are enabled to achieve sustainable results within their own systems of reference. Capacity development facilitates change among people in three dimensions: knowledge, skills and values/attitudes. A combination of traditional and innovative capacity development measures is required to achieve the objective.*

A holistic capacity development system is a key strategy under the National Human-Wildlife Conflict Mitigation Strategy and Action Plan (HWC-NAP) of India (2021-26).

*Human resources, infrastructure, and finance are the foundation for ensuring effective and efficient implementation of strategies and action plans sustainably. Strengthening human resources by investing in institutional capacities and creating a culture of competency-based training and capacity development in the country is the priority in this direction (HWC-NAP, 2021).*

Two directly relevant goals in HWC-NAP are:

**Strategic Goal 19:** Institutional capacities in forests and other key relevant sectors are strengthened for effective implementation of HWC mitigation in the country.

**Strategic Goal 20:** Individual competencies in forest and other key relevant sectors, including frontline staff, mahouts and daily wage workers are strengthened.







## 2.2 Human Resource Planning, Selection, and Career Development

For institutions looking to deliver consistently and to grow, it is very important to deploy and align people's efforts and energies towards achieving goals in the most effective way. Most organisations use traditional job descriptions with tasks, qualifications, skills and experience to manage job performance. However, job descriptions by themselves are often limiting in predicting successful work performance. For e.g., there can be two people having similar qualifications, skills and experience deployed on the same job or assignment who perform differently. This difference is because of personal attributes that individuals bring to the job, over and above the knowledge, skills and experience detailed in the job description. This combination of knowledge, skill and attributes that leads to consistently successful performance is known as competencies.

## 2.3 Competency framework for personnel engaged in Human-Wildlife Conflict Mitigation in India

Competencies pertain to the skill, knowledge and behaviour required to do a particular job and also form the basis of performance evaluation for the same.

Competencies point towards identifying those behaviours at the workplace which can predict greater success for the respective roles played by all key stakeholders.

Competencies can also be defined as a group of highly interrelated attributes, including **knowledge, skills, and abilities** (KSAs) that define the behaviours needed to effectively perform a given job.

Competencies have been described in the National Training Policy (2012) of India to encompass knowledge, skills and behaviour that are required in an individual for effectively performing the functions of a post. The policy categorises competencies into:

- A. Core skills** which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication.
- B. Professional or technical or specialised skills** which are relevant for specialised functions such as building roads, irrigation projects, taking flood control measures, civil aviation, medical care, forest management, etc. The Policy stipulates that each government department/ministry should classify each post with a clear job description and competencies required and carry out competency mapping of all employees working in the ministry/ department.

Under the Indo-German Project on human-wildlife conflict mitigation in India, an attempt has been made to define the professional competencies required for the personnel engaged in human-wildlife conflict mitigation. Based on the review of the goals of HWC mitigation, the work context and the roles and responsibilities for HWC mitigation within the state forest departments and externally and a study of the work done both at the field, operational and policy levels, a comprehensive list of 27 competencies have been identified for successful performance in areas of HWC mitigation. These competencies have been organised into four clusters as follows:

- Technical competencies: applying technical knowledge and skills to mitigate HWC
  - In this cluster are competencies that are critical to delivering scientifically-robust, evidence-based and sustainable HWC mitigation measures.
- Competencies for promoting harmonious coexistence: promoting shared understanding among key stakeholders.
  - In this cluster are competencies that are critical to inspiring and growing teams and motivating individuals to be the best they can be, engaging other stakeholders and growing and maintaining trusting relationships with them as well.
- Competencies for effectiveness and efficiency: driving outcomes & delivering effectively
  - In this cluster are competencies that are critical to delivering the desired outputs and in strengthening organisation processes and systems that enable performance.
- Competencies for learning & innovation: getting future-ready
  - In this cluster are competencies that are critical to creating a desired future and being alive to learning and change.

This competency framework is used to conduct Training Needs Assessment, subsequently guiding the way to develop a curriculum and elaborate training materials for training on human-wildlife conflict mitigation in India.



## 2.4 The Non-Technical Competencies required for effective HWC mitigation

Competency Cluster	Technical Competencies Applying technical knowledge & skills to mitigate HWC
Competencies under the cluster 'Technical Competencies'	Technical/ scientific credibility
	Socio-economic orientation
	Legal & policy orientation
	Fieldcraft
	Effective use of relevant equipment & new technology
	Research & monitoring
	Information management
Competency Cluster	Competencies For Promoting Harmonious Coexistence: Promoting Shared Understanding Among Key Stakeholders
Competencies under the cluster 'Competencies for promoting harmonious coexistence'	Communications
	Consultation & consensus building
	Community-engagement orientation
	Negotiation & conflict management
	Teamwork
	Facilitation & problem solving
	Leadership
	Self-awareness & self-control
Empathy	
Competency Cluster	Work Effectiveness Competencies: Works Towards Driving Outcomes Effectively
Competencies under the cluster 'Work effectiveness Competencies.'	Commitment & integrity
	Decision making
	Result orientation
	Accountability
	Planning & coordination
	Resources management
	Crisis management
Competency Cluster	Competencies For Innovation & Learning Getting Future Ready
Competencies under the cluster 'Competencies for Innovation & learning'	Pattern recognition
	Innovation
	Learning orientation
	Change orientation
	Critical thinking





A group of people, including children, are riding elephants in a natural setting. The elephants are being led by men in khaki uniforms. The scene is outdoors with green trees and a clear sky. The text is overlaid on the right side of the image.

## 3. Competencies for facilitating competency development

### 3.1 Four States of competencies-development:

The four stages of competence, also known as the four stages of learning, is a model based on the premise that prior to starting a learning process, individuals are unaware of what or how much they know (unconscious incompetence). As they progress, they move through four psychological states until they reach a stage of conscious competence.

By understanding the model, participants can better identify learning needs and develop learning objectives based on where they are with regard to the four stages related to a given issue/ given stakeholders/ community.



**Figure 1:** Four Stages of Learning (Version A)

**Unconscious Incompetence:**

In unconscious incompetence, the participant is not aware that a skill or knowledge gap exists. For example, if one has to learn to drive a car, to begin with, one doesn't know what one doesn't know. This essentially means that one does not have the knowledge to even understand what knowledge is required in order to learn how to drive a car. This is unconscious incompetence.

**Conscious Incompetence:**

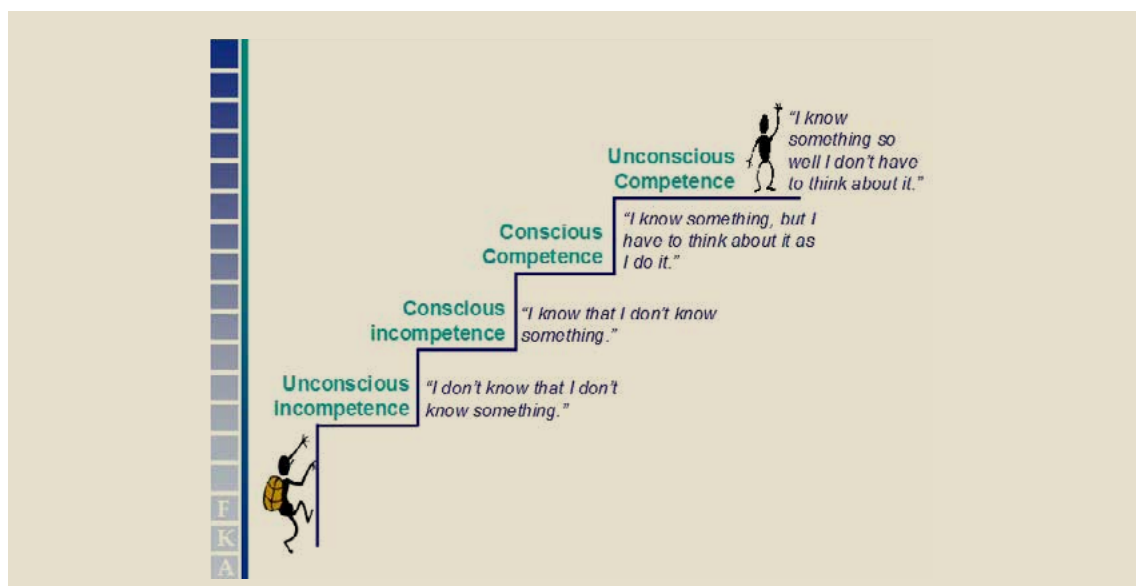
In conscious incompetence, the learner is aware of a skill or knowledge gap and understands the importance of acquiring the new skill. It is in this stage that learning can begin. For instance, if one has started to learn to drive a car, the person knows and understands what they don't know. This is conscious incompetence.

**Conscious Competence**

In conscious competence, the learner knows how to use the skill or perform the task, but doing so requires practice, conscious thought and hard work. Post 7-10 days of learning how to drive a car, one begins to understand the ins and outs of driving and develop a sense of confidence. After a period of practice, one understands what one needs to know. This is conscious competence.

**Unconscious Competence**

In unconscious competence, the individual has enough experience with the skill that he or she can perform it so easily that they actually do it unconsciously. The knowledge and know-how are ingrained and can be assumed to be second nature.



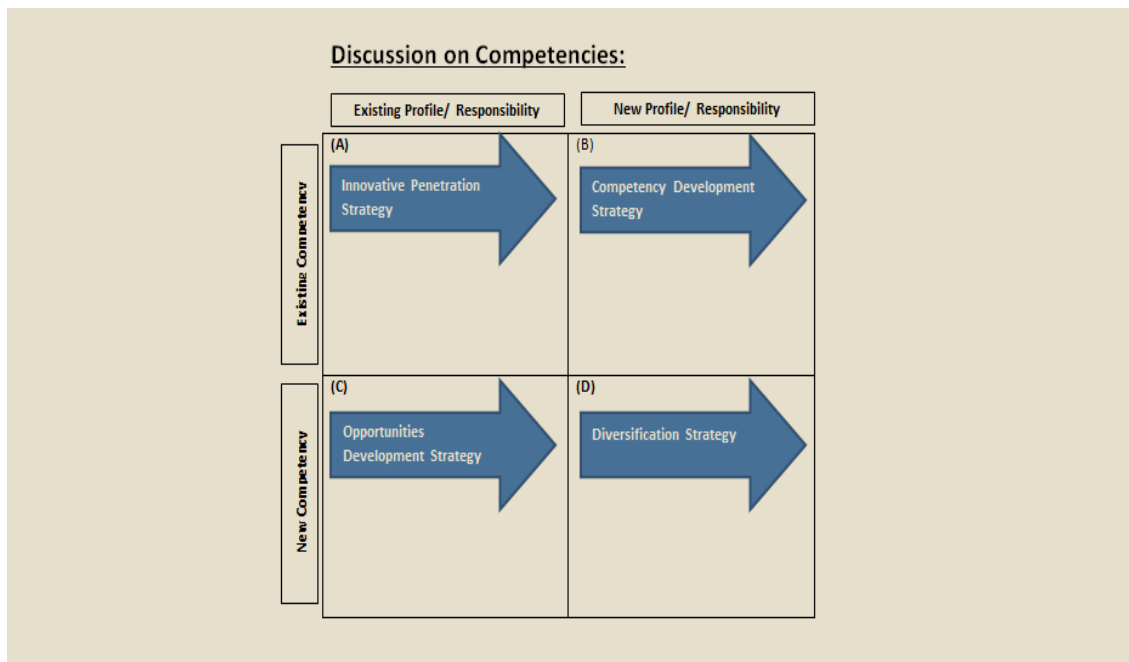
**Figure 2:** Four Stages of Learning (Version B) (Source: <https://fka.com/four-stages-learning-retention-factors/>)



## 3.2 Application of ANSOFF<sup>1</sup> Model for competencies-development:

The Ansoff Matrix, developed by applied mathematician and business manager H. Igor Ansoff and published in the Harvard Business Review in 1957, is a fundamental framework taught by business schools worldwide as a simple and intuitive way to visualise the levers a management team can pull when considering growth opportunities.

The application of the ANSOFF model can also be effective in the context of the human capital, i.e., what can leaders do to identify the capabilities, capacities, abilities and attitudes of the staff members in specific situations where more work and responsibilities are envisaged due to HWC situation or for effective implementation of HWC mitigation plans.



**Figure 3:** ANSOFF model as applied to the context of competencies-development for HWC Mitigation

### **Innovative penetration strategy:**

To build a staff member, a leader may look at possibilities to add extra responsibilities within the same profile and set of competencies. This will strengthen the staff member to take up additional responsibilities and practice resilience under pressure. This innovatively penetrates into the skill and will of the member and helps to test and stretch them.

### **Competency development strategy:**

To enhance the exposure of the staff member, a leader may give a new profile to the staff member while continuing to utilise the existing competencies of the staff member. This will make the staff member step out of their comfort one without ruffling their current competencies. It allows them to use their existing competencies in a different environment and put them to good use in a new environment. This develops the competencies of the high-potential (Hi-Pot) staff members.

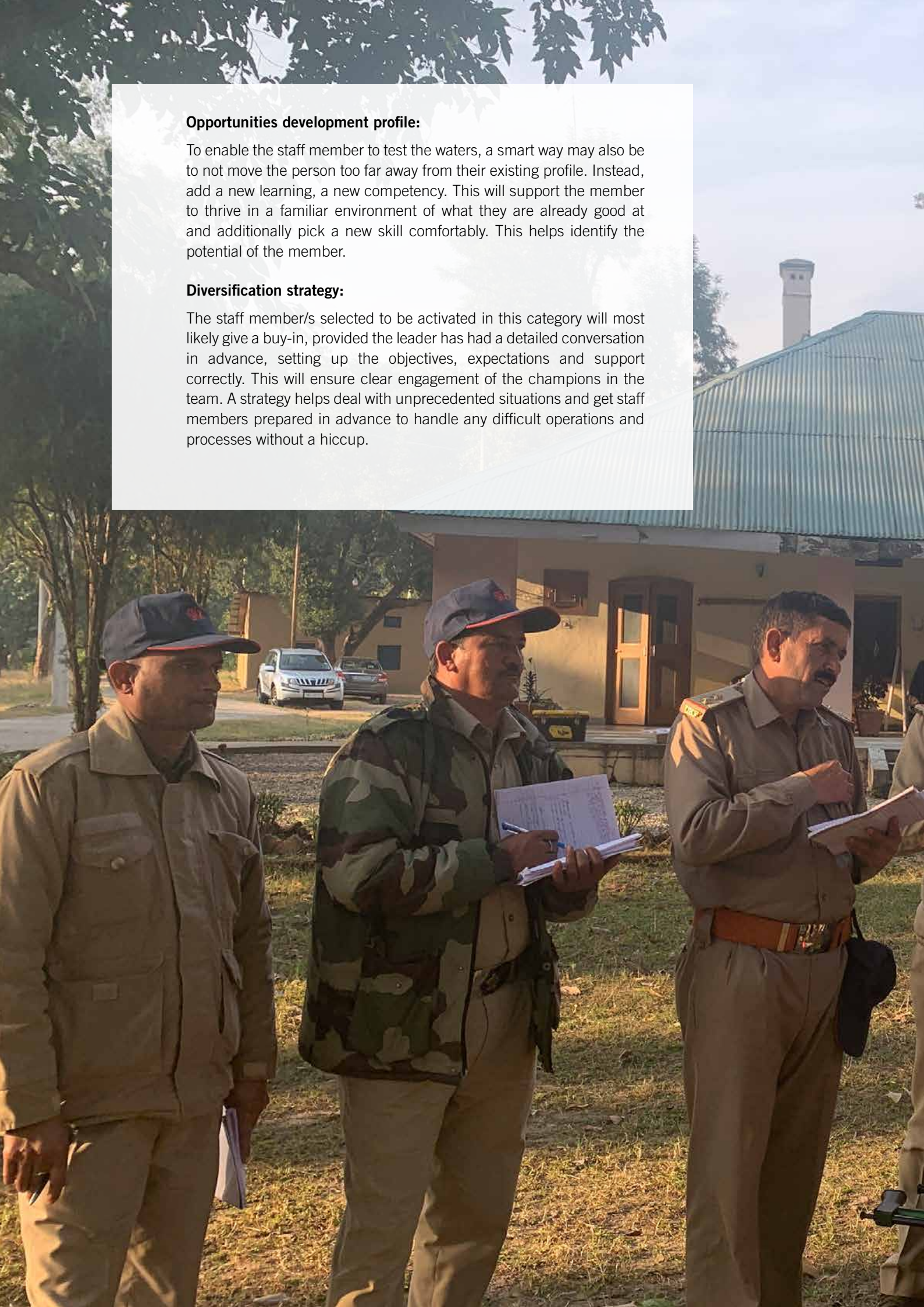
1 Ansoff (1958)

**Opportunities development profile:**

To enable the staff member to test the waters, a smart way may also be to not move the person too far away from their existing profile. Instead, add a new learning, a new competency. This will support the member to thrive in a familiar environment of what they are already good at and additionally pick a new skill comfortably. This helps identify the potential of the member.

**Diversification strategy:**

The staff member/s selected to be activated in this category will most likely give a buy-in, provided the leader has had a detailed conversation in advance, setting up the objectives, expectations and support correctly. This will ensure clear engagement of the champions in the team. A strategy helps deal with unprecedented situations and get staff members prepared in advance to handle any difficult operations and processes without a hiccup.

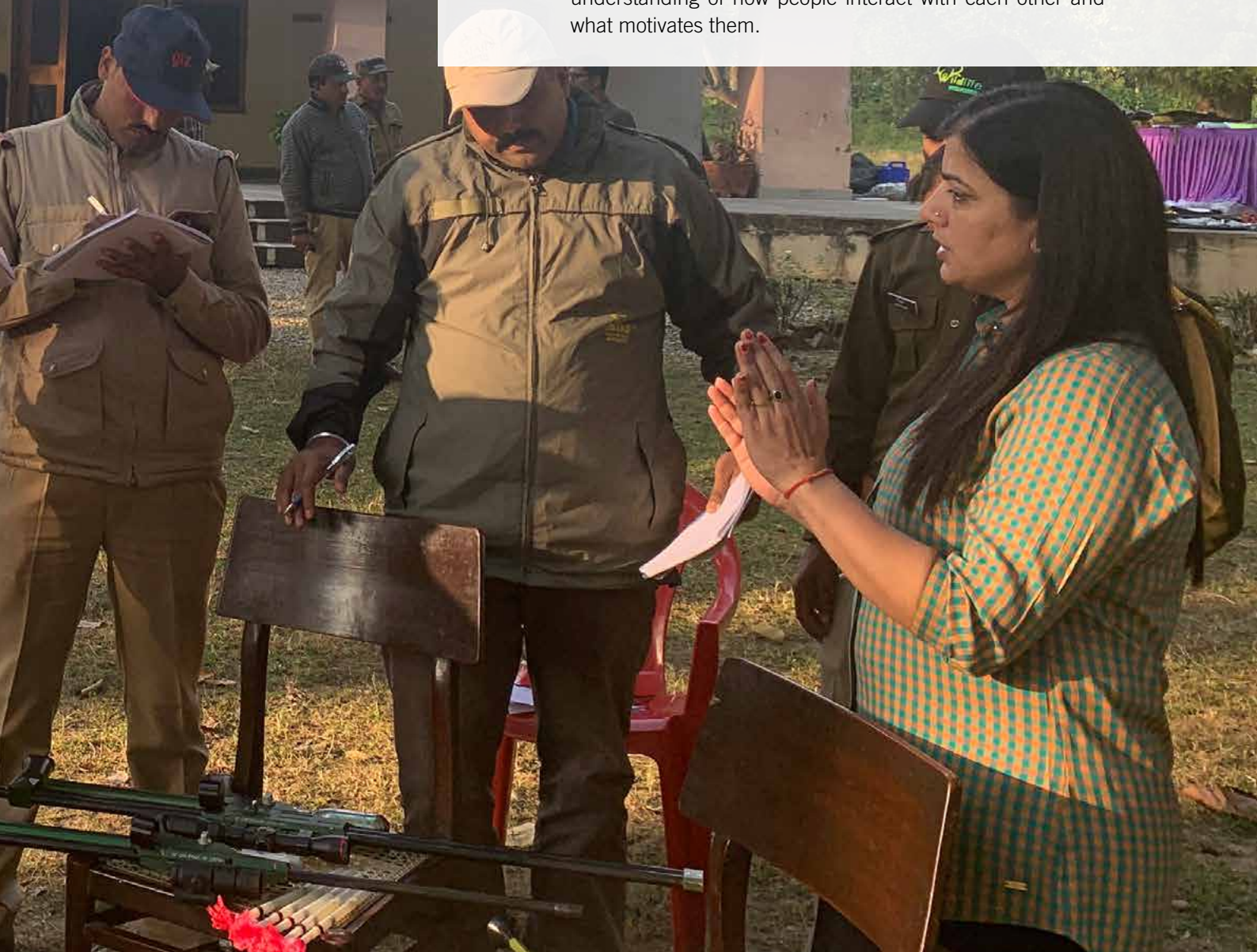




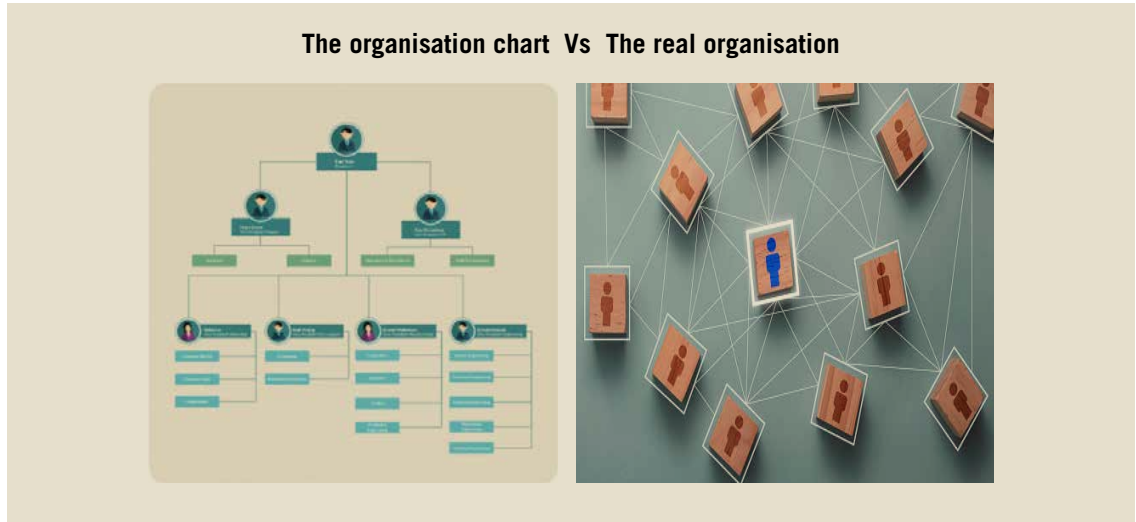
## 4. Competencies for promoting Harmonious Coexistence:

### 4.1 Organisational Behaviour

Organisational behaviour describes the behavioural dynamics that occur between groups and individuals in an organisational setting. It is the analysis of the effect of social and environmental factors that, in turn, impact the way individuals or teams work. The way people interact, communicate and collaborate is key to an organisation's success. Organisational behaviour describes the behavioural dynamics that occur between groups and individuals in an organisational setting. The most successful leaders are ones that continuously look for ways and strategies to drive performance, not only by improving people's productivity, but also their workplace experience and job satisfaction. To achieve success in management, it is important to have an understanding of how people interact with each other and what motivates them.



While the formal organisation structure looks very precise and indicates linear working relationships, in the real world, there can be an overlap of dependencies and influence, as you can see in the figure below. The picture on the left represents the ideal organisation chart, depicting the hierarchy of relationship, in a pre-defined structure. However, in teal working relationships, individuals tend to align themselves with those whom they can identify with and get along better. This is crucial to understand since the way people interact, communicate, and collaborate is key to an organisation's success. Hierarchies may be maintained in the institutional set-up. At the same time, connections, relationships and influences may be cross-connected as well.



**Figure 4:** The organisation chart versus the real organisation

*Every organisation has two organisational structures: The formal one is written on charts; the other is the everyday relationship of the men and women in the organisation. – Harold S. Geneen*



## 4.2 The Johari Window as a tool for competencies-development

Much of an individual's behaviour in an organisation is determined by how they perceive the world around and, therefore, their actions are also governed by that perception. By extension, the same is true of how the key stakeholders perceive the forest department personnel in charge of HWC mitigation. It is believed that the application of the tool known as Johari Window to our situation of HWC mitigation would be extensively useful.

*American psychologists Joseph Luft and Harry Ingham developed this model in 1955. The idea was derived as the upshot of the group dynamics at the University of California and was later improved by Joseph Luft. The name 'Johari' came from joining their first two names. This model is also denoted as the feedback/disclosure model of self-awareness.*

Individual personnel respond differently to various methods of communication and behave in certain ways due to the structure of the workplace and the organisational culture, values and goals. They tend to align better with personnel from their own institutions, sectors and networks who mirror their behavioural strengths.

The Johari window model (Luft and Ingham, 1955) is used to enhance the individual's perception of others. This model is based on two ideas:

- trust can be acquired by revealing information about oneself to others.
- we learn about ourselves from others' feedback.

Each person is represented by the Johari model through four quadrants or window panes.

### How do others perceive me?

- Positive perceptions
- Negative perceptions

The perceptions and misperceptions between the forest department personnel and other stakeholders can create understandings or misunderstandings in the relationships. This, as a result, can actually create complexities in the implementation of plans, guidelines and measures on HWC mitigation. Hence, it becomes important for participants to become aware of how the nuances of the Johari work.



## The Johari Window:

The combinations of the Johari window are the following:

**? I know, and others know:** This is an **open/ common ground** or a space of mutual understanding where both parties have access to shared knowledge and awareness of one another. The range of information commonly known can range from values and beliefs to their logistical environment, cultural background and expectations.

! Connecting with others and sharing information is key to achieving success.

**? I know, but others don't:** This is what we know as the **façade/ hidden** information. We may project and demonstrate this information in the form of a *mask on the face*. This may be something we are consciously choosing to exhibit, whatever may be the reasons behind it. We may attempt to hide a piece of information from others due to certain constraints. Voluntary disclosures help in such scenarios. It builds interpersonal relationships.

! Demonstrating abilities and acceptance will make this window strong.

**? Others know, but I don't:** These are called **blind spots** – This pertains to what others perceive about us, but we may not be conscious of it. To understand this in the form of an analogy – Sometimes, we are not able to see upcoming traffic at a certain angle while driving a car, which is restricted by the right border of the windscreen. To enable better sight and view of the oncoming cars, we may have to stretch out our hand just a bit. The key word here is 'stretch'.

! We may need to stretch ourselves, proactively reach out and openly take feedback. This will help gain access to the other side and get more information. The key to success in this quadrant is to solicit feedback, and after getting that the feedback, we should neither justify nor be defensive.

**? I don't know, and others don't know:** In this case, factors may be **unknown/ unconscious** to both parties. That which is unknown in this quadrant may include behaviours, motives, intent, ignorance and an uncertain and unpredictable environment.

! Taking risks and encouraging others too will build this window.

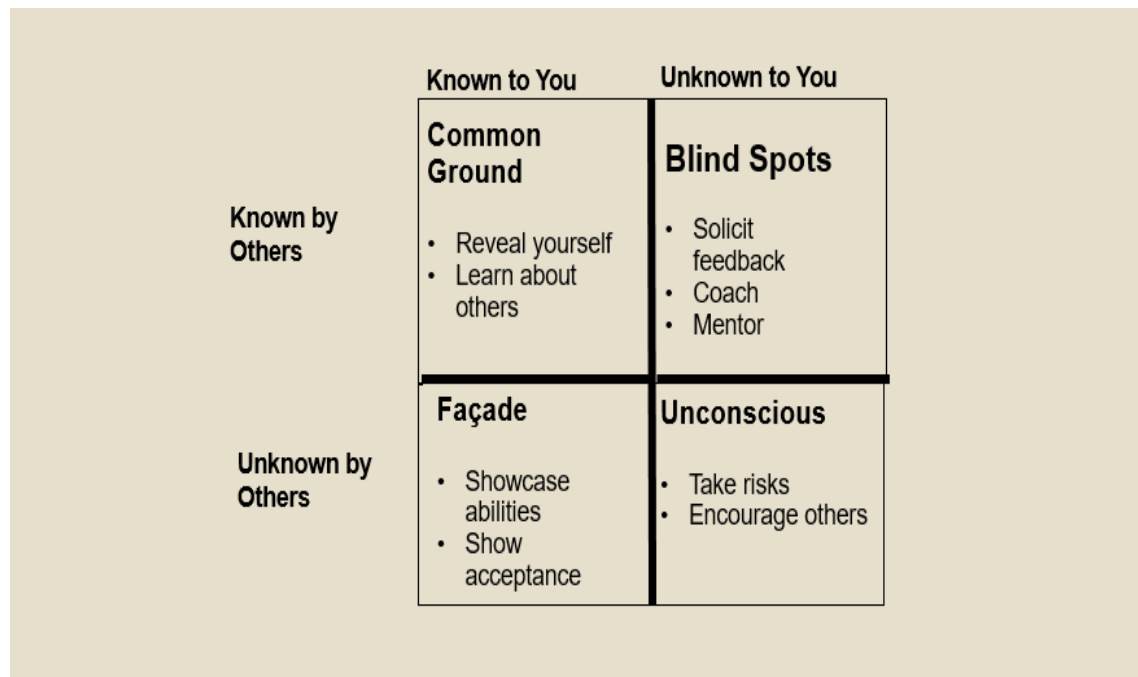
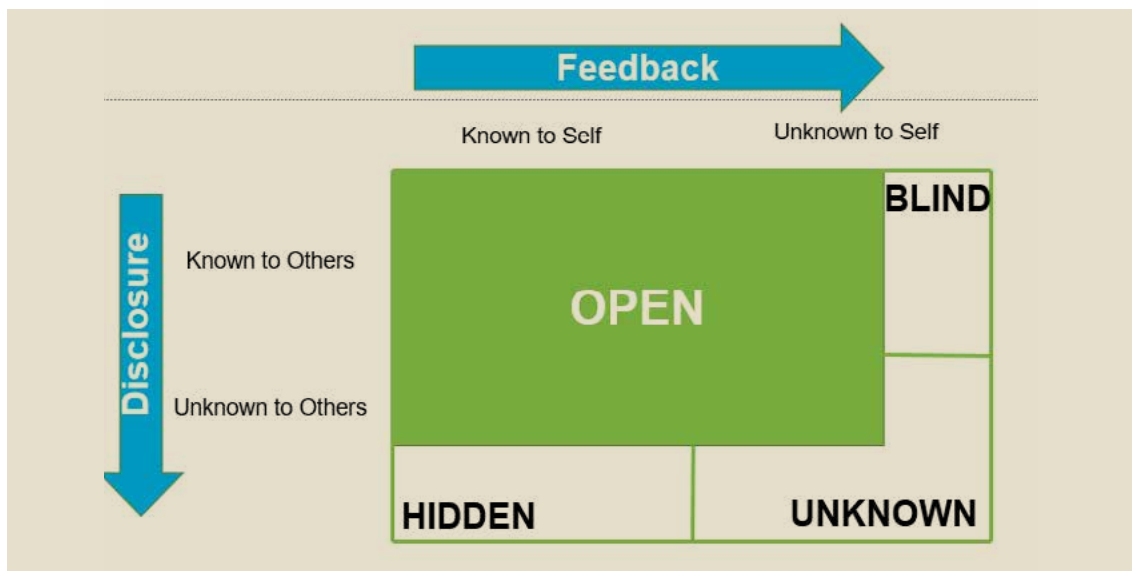


Figure 5: Johari Window



## Application of the concept of the Johari Window in strengthening our competencies

- The Johari window is a success when the open area, as seen above, expands and eats into the other three windows:
  - Seek feedback. Be receptive.
  - Disclose more. Communicate more.
- The hidden window can shrink with disclosures. Voluntary disclosures may result in enhanced interpersonal relationships.
- The blind window can be cleared by taking open feedback.
- Discovery and constant efforts diminish the impact of the unknown
- The point of the Johari window fundamentally is to:
  - Increase awareness
  - Develop relationships
  - Build trust, credibility and respect
  - Enhance collaboration



**Figure 6:** Application of the concept of the Johari Window in strengthening our competencies

## 4.3 Motivation

### Hierarchy of needs

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The theory states that humans are motivated to fulfil their needs in a hierarchical order. This order begins with the most basic needs before moving on to more advanced needs.

Motivation for doing something or abstaining from something is driven by the question "What's in it for me" (WIIFM) OR "Why should I do it?"

Abraham Maslow developed a holistic view of human needs called the hierarchy of needs. He believed that people had fundamental needs that had to be met to answer the question of WIIFM before a person could advance to the next stage. From the bottom of the hierarchy upwards, the needs are:

- Physiological (food and clothing),
- Safety (job security),
- Love and belonging needs (friendship),
- Esteem and self-actualisation.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. The same thinking can be applied to organisational needs. Let's take a look at these five levels in the context of our own lives first:

As we grow in life, the basic fundamental needs take priority. This covers basic income, food, clothing, and shelter. Once these primary needs are taken care of, we then look for safety and security. One may possibly start thinking of moving from a rented accommodation to an owned one, however small. Or move from a two-wheeler to a car once the family expands. Investing in savings and insurance are some other examples of this secondary fulfilment. Once one gets confident with the security around self, a sense of belongingness becomes truly relevant to the environment we thrive in. The next progressions may be around stepping into more responsible roles at a personal level. For some, it may be getting married, or creating an extended family. Once belongingness is taken care of, we then want to move to our next levels of seeking importance on the larger map. This may range from promotions in the workplace to having a relevant say in society's debates and discussions to becoming a credible, trustworthy, go-to person for family and friends.

The fifth level – Self-actualisation, can mean different things to different people. For Bill Gates, it may mean working for their foundation and making the world a better place. For Ratan Tata – It is believed that 60%-65% of the wealth created by his companies goes back to society and is utilised for their well-being. For some, it may mean the yearly charity on birthdays, funding the helper's child's education, etc. There is no right, small or big measure to this. To each his own.

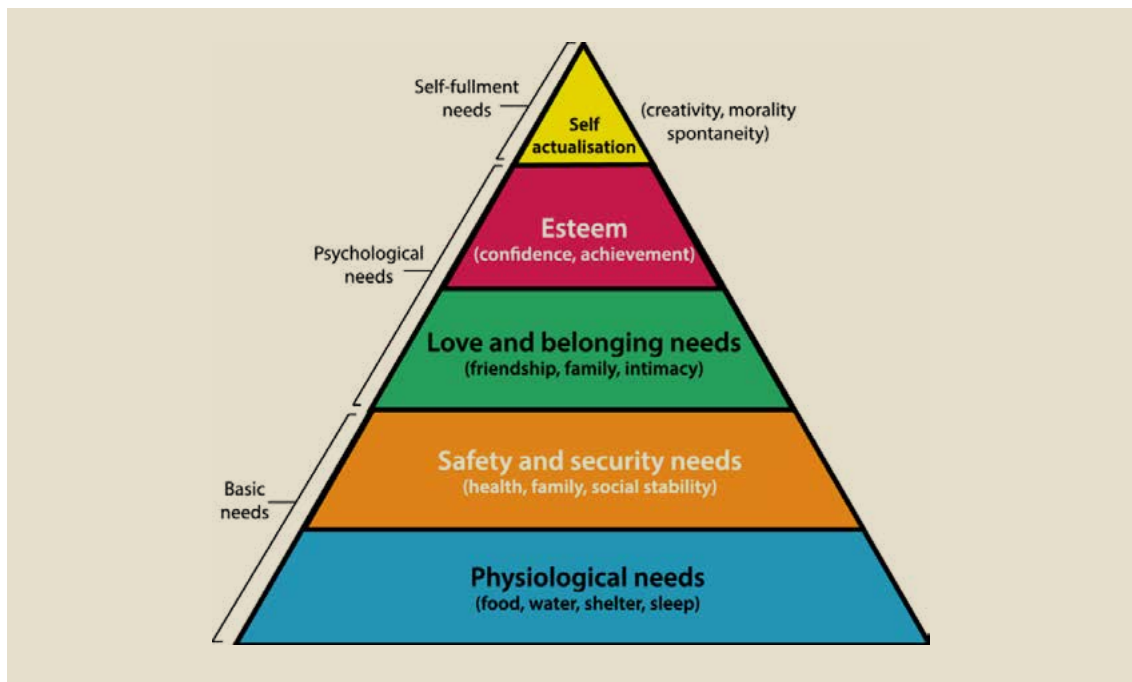
Typically, self-actualisation is guided by three core characteristics:

- Significance
- Fulfillment
- Spirituality

It is the top growth need for human beings and represents the full realisation of human potential. Examples of self-actualization include realising your dreams, being true to yourself, and achieving inner peace.

Abraham Maslow described self-actualization as the process of becoming "everything you are capable of becoming." Kim Egel, a San Diego therapist, similarly explains it as the "ability to become the best version of yourself."





**Figure 7:** Graphic representation of Maslow's Hierarchy of Needs

### Applying Maslow's Hierarchy of Needs model:

Apply this information to develop a plan to enter into agreements with key stakeholders in your area of operation for implementing your HWC mitigation plan or any other plan. Prepare your argument before any such meeting with the stakeholder, using Maslow's hierarchy of needs model and adapting it to make it 'WIIFT- What is in it for **them**?' This will help you in getting better prepared by anticipating the concerns and questions from stakeholders, as well as your own proposals, to ensure that you reach an agreement with them.

Benefit: Applying this model also facilitates you in addressing your competency area 'persuasion skills'

## 4.4 Leadership

### Overview:

Leadership is a process by which an officer or expert can direct, guide and influence the behaviour and work of others towards the accomplishment of specific goals in a given situation. Leadership is the potential to influence the behaviour of others. It is also defined as the capacity to influence a group towards the realisation of a goal.

One example of leadership can be the ability of an officer or expert to induce the subordinates, co-workers, staff of other key departments, local communities, volunteers, etc., to work towards a common HWC mitigation strategy and plan.

According to Keith Davis, 'Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.'

Leadership is a competency which is significant for all functional levels in an organisation. For instance, in the context of HWC mitigation, it is important for the top level to get co-operation in the formulation of cross-sectoral plans and policies and integration of HWC mitigation concerns into plans and programs of other key relevant sectors and achieving a national/state level coordinating mechanism; at the middle level, it is required for effective implementation of plans and programs; at a landscape/division/district level bringing, it plays a crucial role in the required cooperation, resources and support from other agencies, organisations and experts; while at the field-level, leadership competencies enable the staff to be able to guide the local community and bring them on board to work jointly towards HWC mitigation and to help them comply with the ethical, legal and administrative requirements.

#### **Box 1: Difference between a leader and a manager**

Leaders are generally viewed as visionaries and strategists, whereas managers monitor and control performance.

Leadership is about creating an environment that influences others to achieve group goals and taking the buy-in from people and hence gaining their support.

Management is about creating, implementing, and monitoring processes and getting compliance with the processes.

### Four leadership styles:

#### **Visionary: In the Orbit**

This leader shows enthusiasm and willingness to lead by example. They keep the long-term effects in mind when conducting their day-to-day operations. You may observe warm body language being exhibited by such a leader. Key traits of such a leader is:

- Enthusiastic
- Creative with precedents
- Involves others
- Credible
- Has a bigger picture in mind



**Visionary: out of the orbit**

The visionary leader is agile and fast-paced. You may see this person walking with thoughtful and long steps. Since there is so much on their plate, they may not appreciate getting into too much detail or being too serious as this type of leader thinks large and fast. Having constrained conversation or an indifferent attitude may not be appreciated. Key traits of this leader are:

- Too many details
- Too serious
- Boring
- Limited focus
- Indifferent

**Achiever: In the Orbit**

The achiever is passionate and fast-paced in thinking, approach and execution. With such a leader, avoid wasting time and quickly get to the point of the main discussion, without unnecessary small talk. This person will appreciate a formal approach and behaviour blended with pointed goals in discussions. Key traits of this leader are:

- Get on the point
- Time management
- Precise in approach
- Goal oriented
- Professional behaviour

**Achiever: Out of the Orbit**

The achiever leader works with a target-driven approach and may be fairly aggressive in their approach. They will not be happy if one wastes time or gets distracted during conversations with them. Key traits of this leader are:

- Too direct
- Lacking focus
- Apprehensive

**Facilitator: In the Orbit**

A facilitator leader is a people-driven person. They tend to take everybody with them and work towards amiable discussions and amicable solutions. Key traits of this leader are:

- Patience
- Helpful
- Reliable
- Conducive environment
- Seeker

**Facilitator: out of the orbit**

A facilitative leader does not like to get into arguments or take sudden decisions or arrive at a temporary solution without thinking through cautiously. They thrive on trust and loyalty and are always happy to accommodate. Key traits of this leader are:

- Arguments
- Hasty decisions
- Strict
- Lack of enthusiasm
- Lack of loyalty

**Analyser: In the Orbit**

The analyser leader prefers to be equipped with information and data when making decisions. Hence, if we are to approach such a leader, going to them for approval without end-to-end information will not help. You will find such leaders to be patient and calm during difficult circumstances. Key traits of this leader are:

- Logical decision-making
- Relaxed under pressure
- Practical
- Precise
- Fact-based

**Analyser: Out of the Orbit**

The analyser leader does not respond well to aggression and careless behaviour. They prefer to be organised. You will observe they operate neatly. In fact, even their desk will be clean and organised. Key traits of this leader are:

- Aggression
- Recklessness
- Unpredictable behaviour and performance
- Non-streamlined work habits

## Exercise 1: Leadership style self-analysis

The following self-assessment will enable you to understand your own leadership style before assessing others. This will help synchronise better and quickly align with the leadership style of the other person.

### Instructions:

#### Step 1: Select your tendency

- Each of the lettered rows (boxes) below contains a word or phrase
- Identify yourself with one such box containing a letter or phrase – This should closely describe you
- Select one box from each row (across Rows: A to J)

A	A person who reports as-is precisely	Looks to the future, pioneer	Practical	Liaisons and is a coordinator
B	People Focused	Gets into a lot of detail	Invests in values	Forward-thinking
C	Dreams large	Pushes, drives things	Executor	Keeps peace and balance
D	Sharp and decisive	Motivates, persuades, influences, inspires	Trust-worthy	Kind and accommodating
E	Maintains deadlines	Amiable, get people together	Maintains course for activity/ies and related timeliness and outcomes	Driven by a mission
F	Dramatic, conspicuous	Inquisitive	Creates light atmosphere	Attentive
G	Recognises the 'How' of things that need to be done	Knows the 'What' of that which needs to be done	Knows the 'Where' of the direction in which the person or purpose has to go	Knows what questions to ask and asks the right questions
H	Reviews processes and methods undertaken	Pre-empts problems	Problem solver	Manages conflict, troubleshoot soots and finds resolutions
I	Achieve results	Takes responsibility for getting the correct results	Ensure the right thing is done	Pays attention to the intent, purpose and outcome of the project
J	Charming, captivating	Well-prepared with pre-work	Easy and relaxed	Is aware of the environment and perspectives

#### Step 2: Apply your tendency

- Copy-paste the selected options from Step 1 into the boxes in the table in Step 2
- This application may change the placement of the boxes being selected here

	Visionary	Achiever	Facilitator	Analyser
A	Looks to the future, pioneer	Practical	Liaisons and is a coordinator	A person who reports as-is precisely
B	Forward-thinking	Gets into a lot of detail	People focussed	Invests in values
C	Dreams large	Executor	Keeps peace and balance	Pushes, drives things
D	Motivates, persuades, influences, inspires	Sharp and decisive	Trust-worthy	Kind and accommodating
E	Driven by a mission	Maintains deadlines	Amiable, get people together	Maintains course for activities and related timeliness and outcomes
F	Dramatic, conspicuous	Attentive	Creates light atmosphere	Inquisitive
G	Knows the 'Where' of the direction in which the person or purpose has to go	Knows the 'What' of that which needs to be done	Recognises the 'How' of things that need to be done	Knows what questions to ask and asks the right questions



	Visionary	Achiever	Facilitator	Analyser
H	Pre-empt problems	Problem solver	Manages conflict, troubleshoot soots and finds resolutions	Reviews processes and methods undertaken
I	Pays attention to the intent, purpose and outcome of the project	Achieves results	Ensures the right thing is done	Takes responsibility for getting the correct results
J	Charming, captivating	Well-prepared with pre-work	Easy and relaxed	Is aware of the environment and perspectives

### Step 3: Prioritise your tendency

- Count the number of selections per column and place the sum total at the bottom of the column
- You will observe each column is now labelled –
  - Visionary
  - Achiever
  - Facilitator
  - Analyser
- Post the sum-total under each category, prioritise from the highest to the lowest
- The highest sum total is your possible natural tendency of leadership
- The sum totals may be marked from 1 to 4, (1) being the highest and (4) being the lowest
- There are no right or wrong answers –
  - All styles may be used
  - Depending on the circumstances, a leadership style may be consciously changed or chosen
- In some cases, you may observe equi-sum totals – This may mean that you are using the concerned styles with equal ease and acceptance

### Leadership style overview and its application:

#### Visionary:

Individuals with visionary leadership styles are comfortable with creative thinking, brainstorming and asking open-ended questions. They are intuitive in their decision-making, preferring to base action plans on people, creative ideas and opinions rather than on facts and analysis. They enjoy fast-paced environments, emotional discussions and energetic people. They do not respond well to being bogged down with details, statistics and minutiae. Such an individual demonstrates the following attributes:

- Focuses primarily on the big picture
- Looks at long-term, desired outcomes and the general direction of the team and its processes
- Provides a much-needed sense of mission, direction and leadership that others cannot
- May often ignore the details and fails to do what is necessary to get things done

#### Achiever:

Individuals with the achiever leadership style are results-driven and are most comfortable in taking a direct, no-nonsense approach to decision-making and interpersonal relationships. They view situations as challenges to be resolved and want to get things done as quickly and directly as possible. They are demanding of themselves and have high expectations of others. They do not respond well to speculation, wasting time or getting ‘too personal.’ Such an individual demonstrates the following attributes:

- Can be most counted on to accomplish tasks
- Is often a diligent worker with an outstanding level of technical expertise
- Can be counted on to complete any task assigned to
- May overlook the contributions of others and may be seen as 'difficult to work with'

#### **Facilitator:**

Individuals with the facilitator leadership style value relationships, dedication and loyalty. A cooperative and supportive work environment that values teamwork motivates them. They thrive on encouragement and assistance, preferring a person-centred style rather than a strictly fact-based, 'get down to business' approach. They do not respond well to being rushed or threatened. Such an individual demonstrates the following attributes:

- Prefers to work with people
- Ensures that processes are established and upheld
- Can be counted on to step in, in case of conflicts
- Will make things right by getting all the parties to appropriately discuss their differences
- Sometimes, in the effort to get it all right, time and attention are wasted, and hence may neglect to complete tasks on time

#### **Analyser:**

Individuals with the Analyser leadership style value systematic, formal approaches to problem-solving and decision-making. They are more at ease with facts and figures than with opinions and emotions, and they are likely to be reserved and business-like rather than warm and expressive. They do not respond well to aggressiveness or carelessness.

- This leader is the conscience of the team
- Reviews the team's decisions and approaches and compare them to the common purpose to make sure the team stays on track
- Can often provide the ethical and procedural compass that teams require
- May sometimes go into a reactive mode and possibly not be seen as a self-starter or as someone who can perform a task alone

When we interact with someone whose leadership styles and tendencies are similar to our own, communication is relatively easy. However, when we work with people whose leadership style is different from our own, communication and cooperation can be challenging. Dale Carnegie said the most important element of working with different leadership styles is flexibility—our willingness and ability to see things from another person's point of view.

Having the competence to analyse our own leadership style and to be able to assess the leadership style of a stakeholder will facilitate us and enable us to develop a stronger and more positive relationship with that stakeholder.



## 4.5 Group dynamics

Keeping clarity on group dynamics is crucial to ensure success in achieving results of any strategy and action plan or for implementing any specific measure in the field where a large group of personnel and stakeholders need to be involved. The dynamics of the personnel from within the department or with the personnel from other departments/agencies/institutions is a critical factor for success.

### Types of Power:

As a leader, we have several powers, and we can use different powers in different situations, e.g.,

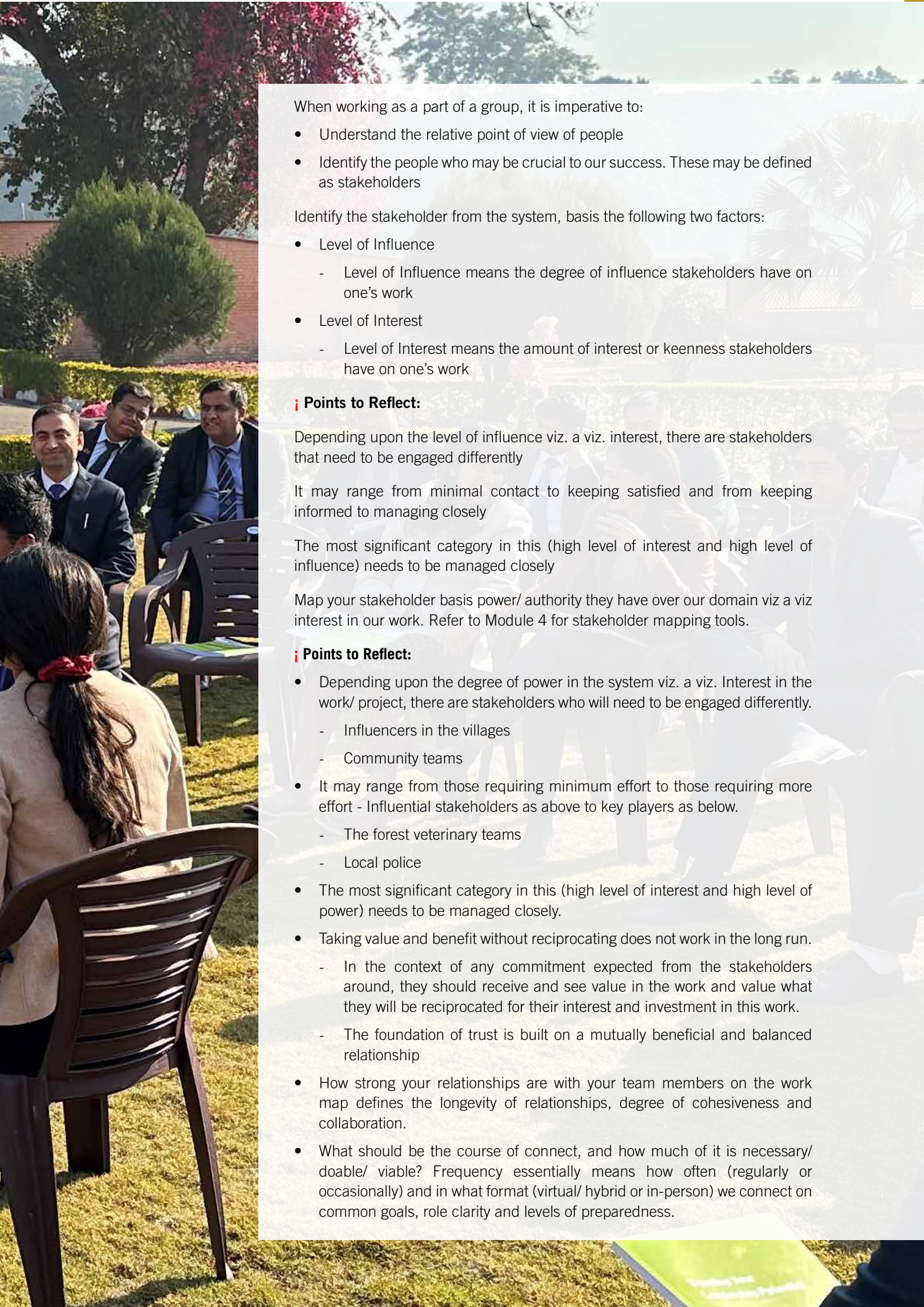
- **Authority Power** can be utilised in cases where the application of the wildlife protection act of advisories or guidelines is inevitable.
- **Coercive Power** can be used when there is a need for people/institutions to follow a specific protocol/measure, e.g., prevention from accidental encounters with wildlife, prevention from zoonotic diseases, etc.
- **Expert Power** can be used when a new technology or method is to be introduced in a landscape, and the forest personnel, as well as community members are to be convinced of the importance and expected positive impacts of this measure.
- **Reward Power** can be used to felicitate the primary response teams members, members of panchayat, farmers and all those who have supported the forest department in the implementation of HWC mitigation measures effectively.
- **Role-Model Power** can be used when specific negotiation on facilitation skills needs to be implemented by the field teams. A senior officer can implement effective facilitation of a meeting or a negotiation as a demonstration for the field teams to be taken forward as an example.

### Significance of understanding Group Dynamics for an effective stakeholder engagement

A group can be defined as several individuals who come together to accomplish a particular task or goal. 'Group dynamics' refers to the attitudinal and behavioural characteristics of a group. Group dynamics concern the forming of the group, their structure and process, and how they function. Group dynamics are relevant in both formal and informal groups of all types.







When working as a part of a group, it is imperative to:

- Understand the relative point of view of people
- Identify the people who may be crucial to our success. These may be defined as stakeholders

Identify the stakeholder from the system, basis the following two factors:

- Level of Influence
  - Level of Influence means the degree of influence stakeholders have on one's work
- Level of Interest
  - Level of Interest means the amount of interest or keenness stakeholders have on one's work

**i Points to Reflect:**

Depending upon the level of influence viz. a viz. interest, there are stakeholders that need to be engaged differently

It may range from minimal contact to keeping satisfied and from keeping informed to managing closely

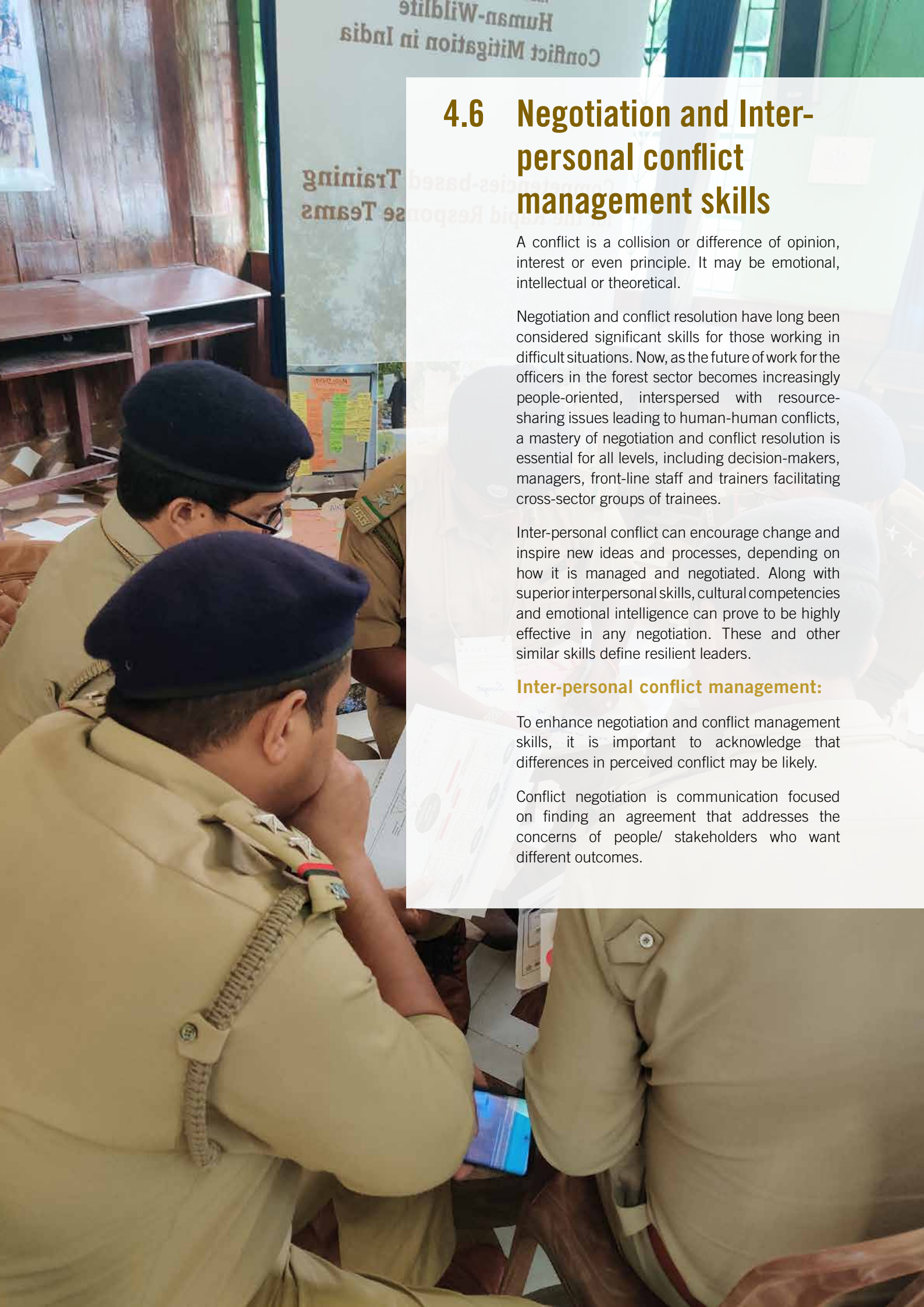
The most significant category in this (high level of interest and high level of influence) needs to be managed closely

Map your stakeholder basis power/ authority they have over our domain viz a viz interest in our work. Refer to Module 4 for stakeholder mapping tools.

**i Points to Reflect:**

- Depending upon the degree of power in the system viz. a viz. Interest in the work/ project, there are stakeholders who will need to be engaged differently.
  - Influencers in the villages
  - Community teams
- It may range from those requiring minimum effort to those requiring more effort - Influential stakeholders as above to key players as below.
  - The forest veterinary teams
  - Local police
- The most significant category in this (high level of interest and high level of power) needs to be managed closely.
- Taking value and benefit without reciprocating does not work in the long run.
  - In the context of any commitment expected from the stakeholders around, they should receive and see value in the work and value what they will be reciprocated for their interest and investment in this work.
  - The foundation of trust is built on a mutually beneficial and balanced relationship
- How strong your relationships are with your team members on the work map defines the longevity of relationships, degree of cohesiveness and collaboration.
- What should be the course of connect, and how much of it is necessary/ doable/ viable? Frequency essentially means how often (regularly or occasionally) and in what format (virtual/ hybrid or in-person) we connect on common goals, role clarity and levels of preparedness.





## 4.6 Negotiation and Inter-personal conflict management skills

A conflict is a collision or difference of opinion, interest or even principle. It may be emotional, intellectual or theoretical.

Negotiation and conflict resolution have long been considered significant skills for those working in difficult situations. Now, as the future of work for the officers in the forest sector becomes increasingly people-oriented, interspersed with resource-sharing issues leading to human-human conflicts, a mastery of negotiation and conflict resolution is essential for all levels, including decision-makers, managers, front-line staff and trainers facilitating cross-sector groups of trainees.

Inter-personal conflict can encourage change and inspire new ideas and processes, depending on how it is managed and negotiated. Along with superior interpersonal skills, cultural competencies and emotional intelligence can prove to be highly effective in any negotiation. These and other similar skills define resilient leaders.

### **Inter-personal conflict management:**

To enhance negotiation and conflict management skills, it is important to acknowledge that differences in perceived conflict may be likely.

Conflict negotiation is communication focused on finding an agreement that addresses the concerns of people/ stakeholders who want different outcomes.

## **Box 2: Preparing for negotiations: here are six things that forest personnel should think about when preparing for a negotiation**

*(Adapted from 6 Tips for Effective Negotiations - Dale Carnegie Training of Central & Southern New Jersey (dalecarnegiewaynj.com)).*

- **Know what you want** — As a forest personnel, It is crucial to approach negotiations with a clear understanding of your desired outcome. Take ample time to carefully consider what you want and the reasons behind your objectives. Remember that it is important for you to consider what is in it for you financially, emotionally, intellectually and physically. Look at the legal and administrative framework for the specific issues.
- **Know what your counterpart wants** — Your counterpart will also have an agenda when he or she enters the negotiation. Make it a point to understand beforehand what he or she wants the conclusion of this negotiation to be. Understand the financial, emotional, intellectual or physical resolution that he or she is looking to walk away with.
- **Anticipate objections** — The negotiation process is not always easy. As forest personnel, you must be aware that you will meet some objections from the stakeholders along the way. You need to prepare yourself for this by doing your due diligence prior to the negotiation.
- **Identify concessions** — Determine your absolute non-negotiable items and what you are willing to give and take. You are certainly not going to walk away from every negotiation with all of your needs satisfied. Negotiations are all about give and take, and as forest personnel, you need to be prepared to meet your stakeholders at an appropriate point on the way.
- **Determine your 'walk-away'** — Prior to the start of negotiations, define the point at which there is no need to proceed with the negotiation, i.e., legal provisions under the Wildlife Protection Act or any other aspect. This will be your single most important source of negotiating power, so once your 'walk-away' point is met, you need to make sure you take action.
- **Practice with a partner** — Just like any significant presentation you have ever given, it's always crucial to practice beforehand. You could be faced with a difficult discussion, and it is always best to make sure you rehearse possible outcomes. By practising with someone else, you will build your confidence in the situation, and it will ultimately help the negotiation run as smoothly as possible.

*Conflict negotiation is a discussion aimed at reaching an agreement.*

*A negotiation is a strategic discussion that resolves an issue in a way that both parties find acceptable. Negotiation holds the key to getting ahead with the stakeholders, resolving conflicts and creating value in agreements.*

### **Traits of negotiators:**

#### **The key traits of a negotiator:**

- Finds value and creates it
- Understands emotional intelligence

#### **Traits of a smart negotiator:**

- Be the initiator
- Be specific
- Speak limited and as necessary
- Don't oversell



### Traits of a creative negotiator:

The basis of a good negotiation is having a genuine interest in the other party and their priorities and coming up with new issues to negotiate.

- Look out for hidden opportunities
- Find the differences



**Figure 8** Five Styles of Interpersonal Conflict Management. Adapted from M. Afzalur Rahim, "A Measure of Styles of Handling Interpersonal Conflict," *Academy of Management Journal* 26, no. 2 (1983): 368–76

### Five styles of interpersonal conflict management:

Adapted from Thomas Kilmann's conflict styles, and tend to correlate well in the negotiation, especially given that there is sometimes tension when two or more parties are trying to meet their differing or conflicting needs.

#### Competing:

- Assertive and non-cooperative
- Addresses only one's own concerns at the cost of the concerns of the other
- Power-oriented mode – when in power-oriented mode, one uses whatever power dynamic seems appropriate to get a favourable outcome for oneself
- Is defensive
- Standing up for one's own individual beliefs and simply trying to win

#### Avoiding:

- Accepting and cooperative
- Individual neglects their own problems or beliefs to address the problems of the other party
- Element of self-sacrifice is high
- Involves selfless understanding, generosity and charity
- May require following other person's orders even when one doesn't want to

#### Accommodating:

- Unassertive and cooperative
- Neither addresses one's own problems nor others' problems
- May avoid engaging in conflict
- May be viewed as a diplomatic move involving bypassing or ignoring the issue

- May mean putting off or postponing the issue until the time is favourable or simply stepping back from an uncomfortable or hazardous situation

#### **Compromising:**

- Assertive and cooperative
- Voluntary effort to work alongside the opposition to find a perfect solution that wholly addresses the collective problem
- Involved in deep-diving into an issue to locate the critical demands of the concerned individuals or parties
- Can take the form of a quest to understand the 'why' of the disagreement
- Involves striving to look for creative answers to interpersonal issues and enriching oneself from the other person's insights

#### **Collaborating:**

- Assertive and cooperative
- Find a mutually acceptable and robust solution which creates win-win outcomes
- Addresses issues directly but is not equipped for investigative tasks
- Endeavour is to remain collaborative
- Seeks middle-ground solutions and provides concessions
- Can sometimes be a quick alternative solution which provides a way forward from an impasse.

### **Differential styles of managing conflict in different situations and with different stakeholders**

*(Adapted from: 'Five Methods for Managing Conflict', South Hampton University, UK)*

#### **1. Accommodation: This is a lose/win situation.**

The accommodation approach is generally used when one party is willing to forfeit their position. It is best used in situations where the issue or problem is more important to the other party concerned, or it is more important to safeguard the relationship rather than argue about the issue.

#### **2. Compromise: This is a win/lose – win/lose situation**

Everyone involved gains and losses through negotiation and flexibility. Each will win some degree of what they desire while at the same time giving something up. The main goal of this approach is to find common ground and maintain the relationship.

Compromise is best used to achieve an agreement when all parties have equal power. To reach a temporary resolution in more complicated matters. To achieve a settlement when time or other circumstances are constrained.

#### **3. Avoidance: This is a lose/lose situation.**

Neither party takes action to address the issues involved in the conflict—meaning that it will remain unresolved.

This approach is best used if all concerned feel that the issue is a minor one and will be resolved in time without any fuss when the parties need a chance to cool down and spend time apart. Suppose other people are able to resolve the conflict more effectively than the parties concerned. When more time is needed before thinking about dealing with the issues, suppose the impact of dealing with the situation may be damaging to all parties involved.

#### **4. Competition: This is a win/lose situation.**

One party attempts to win the conflict through dominance and power.

This approach is best used:

- when all other methods have been tried (and failed);
- in emergency situations when quick, immediate and decisive action is called for; and
- in situations where unpopular changes need to be applied, and discussion is not appropriate.

#### **5. Collaboration: This is a win/win situation.**

It is the most effective but most difficult way of managing differences. It requires trust and commitment on all sides to reach a resolution by getting to the heart of the problem. All parties need to be willing to empathise and try to understand each other's situation.

Collaboration is most appropriate:

- when all parties are willing to investigate alternative solutions together that they may not necessarily have thought of on their own;
- when trying to get to the source of problems that have continued for a long time;
- when upholding objectives that cannot be compromised on any side while still preserving the relationship; and
- when parties from different backgrounds and experiences are involved.

## **12 Important Negotiation Skills<sup>2</sup>:**

### **1. Build rapport.**

Although it's not always feasible to engage in small talk at the start of a negotiation, research shows that doing so can bring real benefits. You and your counterpart may be more collaborative and likely to reach an agreement if you spend even just a few minutes trying to get to know each other. This is one of the most valuable negotiation skills to master.

### **2. Communication**

Essential communication skills include identifying nonverbal cues and verbal skills to express yourself in an engaging way. It is important to change your communication styles to meet the listener's needs. By establishing clear communication, you can avoid misunderstandings that could prevent you from reaching a compromise.

### **3. Active listening**

Active listening skills are also crucial for understanding another's opinion in negotiation. Unlike passive listening, which is the act of hearing a speaker without retaining their message, active listening ensures you're able to engage and later recall specific details without needing information repeated. Once you start discussing substance, resist the common urge to think about what you're going to say next while your counterpart is talking. Instead, listen carefully to the arguments and then, to check your understanding, paraphrase what you believe the other person said. Acknowledge any difficult feelings, like frustration, behind the message. Not only are you likely to acquire valuable information, but the other party may mimic your exemplary listening skills.

### **4. Ask good questions.**

You can gain more in integrative negotiation by asking lots of questions—ones that are likely to get helpful answers. Avoid asking 'yes or no' questions and leading questions, such as "Don't you think that's a great idea?" Instead, craft neutral questions that encourage detailed responses, such as "Can you tell me about the challenges you're facing this quarter?"

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<sup>2</sup> Adapted from Shonk, K (2023)



## 5. Emotional intelligence

Emotional intelligence is the ability to control your own emotions and recognise others' feelings. Being conscious of the emotional dynamics during negotiation can allow you to remain calm and focused on the core issues.

## 6. Patience

Some negotiations can take a long time to complete, occasionally involving renegotiation and counteroffers. Rather than seeking a quick conclusion, negotiators often practice patience to properly assess a situation and reach the best conclusion for their clients.

## 7. Persuasion

The ability to influence others is an important skill of negotiation. It can help you define why your proposed solution is beneficial to all parties and encourage others to support your point of view. In addition to being persuasive, negotiators should be assertive when necessary. Assertiveness allows you to express your opinions while respecting the other side's perspectives.

## 8. Planning

Negotiation requires planning to help you determine what you want. You should consider the best possible outcome, your least acceptable offer and what you will do if an agreement isn't reached. The ability to prepare, plan and think ahead is crucial to a successful negotiation. Planning skills are necessary not only for the negotiation process but also for deciding how the terms will be carried out.

*Enter a discussion with at least one backup plan or maybe more. Consider all possible outcomes and be prepared for each of these scenarios. This is known as the "best alternative to a negotiated agreement" (BATNA).*

-----  
*Present Multiple Equivalent Simultaneous Offers (MESOs). Rather than making one offer at a time, consider presenting several offers at once.*

If your counterpart rejects all of them, ask him to tell you which one he liked the best and why. Then, work on your own to improve the offer or try to brainstorm with the other party an option that pleases you both. This strategy of presenting multiple offers simultaneously decreases the odds of impasse and can promote more creative solutions.

## 9. Integrity

Integrity, or having strong ethical and moral principles, is an essential skill for negotiations. Being thoughtful, respectful and honest allows the other side to trust what you say. You should be able to follow through on commitments. To demonstrate trustworthiness, avoid over-promising.

## 10. Problem-solving

Negotiation requires the ability to see the problem and find a solution. If a price is too high, how can it be lowered? If a resource is in short supply, what can be done to increase it? Being able to find unique solutions to problems may be the determining factor in compromise.

## 11. Decision making

Act decisively during a negotiation. It may be necessary to agree to a compromise during a bargaining arrangement. You need to be able to react decisively. Keep in mind that your decisions may have lasting effects on yourself or your company. It is important to think through your options carefully without overthinking your decision. Going back and forth between your options without a clear answer might bring unnecessary stress.

## 12. Plan for the implementation stage.

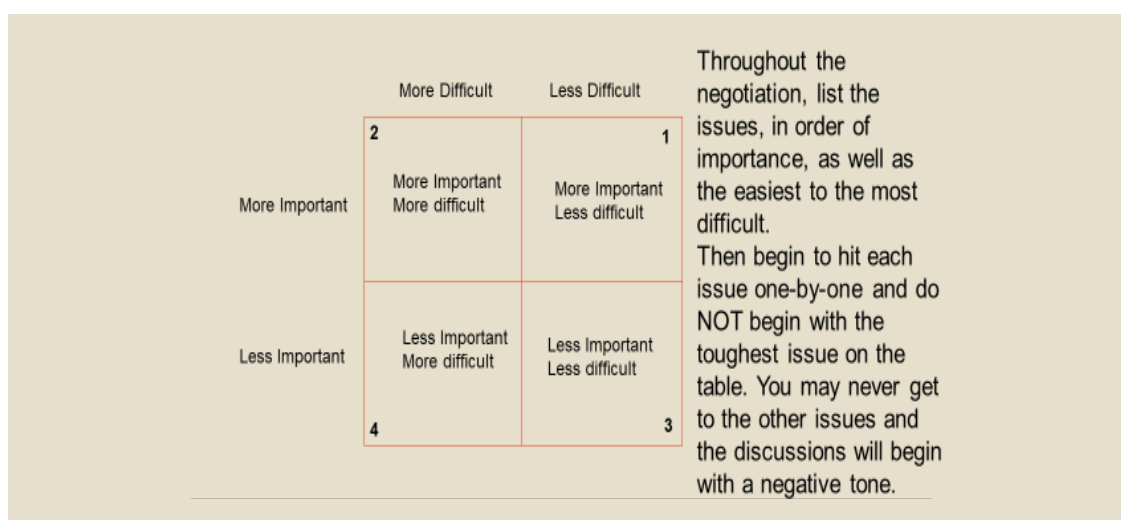
Another way to improve the long-term relationship with the stakeholders with whom you negotiate is to place milestones and deadlines in your agreement to ensure that commitments are being met.

### Golden Rules for a negotiation:

- Hold your ground
  - Once you lower your price point, that number will become the new standard for your prospect moving forward.
- Projection
  - Be confident. If not, exhibit confidence.
  - Nobody wants to buy from someone who isn't sure!
- Don't lie
  - Be truthful without giving away too much, which could dilute your negotiating power.
- Don't be overconfident
  - Don't ask for the impossible!
- Don't show overconfidence
  - Likeability sells and enhances the trust factor.
- Be cautious
  - Don't spill everything (there can be exceptions, though).
  - Let the other side give you their expectations.
- Politeness pays
  - Don't let a bad reputation precede you.
- Look beyond
  - Benefits other than the obvious can actually make way for bigger success.
- Be alert
  - Know when to stop,
  - Look for signs of acceptance or rejection,
  - This can only happen when you are aware and mindful of the following:
    - \* what's going on,
    - \* what is being said, and
    - \* what is not being said?
- Plan and research:
  - What is your walk-away?
  - How long and how much do you want to be invested in this process?
  - Do you have enough time on your side?
  - Who are you speaking with?
  - If the individual in question is neither a decision-maker nor an influencer, could you be making a mistake?

*"The battle won or lost before the first shot is fired." - The Art of War, by Sun Tzu.*

- 5 Ws and 1 H
  - Know your stakeholder (Who)
  - Know your buyer's deadlock (What)
  - Know their deadline (When)
  - Know their pain area (Where)
  - Know why it stops them from breaking that deadlock (Why)
  - It gives you control to speak the How.
- Why you?
  - Identify your strength and expertise that caters to the other party's criteria.
- Sooner, the better
  - Get your required information as early as possible.
  - The other side is more willing to give information during the initial stages of the discussion when stakes are not very high.
  - This is the non-threatening stage of the process. You will get more information now than later. Make the most of it.
- Prioritise discussion items
  - Throughout the negotiation, list the issues in order of importance—from the easiest to the most difficult.
  - Then begin to hit each issue one by one, and do NOT begin with the toughest issue on the table. You may never get to the other issues, and the discussions will begin with a negative tone.



**Figure 9:** Prioritisation of discussion items during a negotiation

- Concessions
  - Why the concession?
  - Do they see value in your concession?
  - Have you shown them value in your concession?
  - Even a small value is a big deal.
  - Chop the concessions into small pieces
  - Don't dole it all out in one go!
    - \* While the sale/ decision should be fast, negotiation should be slow.



- Muhurat
  - When negotiating, time and place make a difference.
  - Taking care of this could make your conversation successful, and not being conscious of this can break it too.
- No stopping
  - Negotiation doesn't stop once you have your offer letter in hand.
  - Stay alert and keep looking out for opportunities within the system.
  - This increases your knowledge and conveys your openness to learning and taking up challenges
- First mover
  - Always start the negotiations.
  - Initiate the process because who controls the beginning tends to control where the negotiation ends.
  - Regaining control can be challenging once conditions are called out by others.
- A written promise is better than just a word.
- Don't lose it. Always stay calm and composed.
- Spread
  - Never let a negotiation boil down to just one issue.
  - While there can only be one winner and one loser, negotiations can be integrative in nature.
  - Multi-layering enables us to create a win-win situation.
- Silence is ok
  - Silence can be a strategy by the other party. Don't worry about it.
  - Don't be in a hurry to respond to silence with nervous, undue, additional concessions.
  - One of the biggest mistakes is interpreting silence and rejection as a sign of withdrawal.
  - Perhaps the other party is strategically using silence as a tactic to make you feel nervous and uncomfortable and succumb to their demands. Avoid falling into the trap set by the opposing party.
- Responsible reciprocation
  - If you reciprocate the other party's concession, make it obvious and make it valuable. Else, they will undervalue or ignore.
  - Make your concession important, expensive and difficult to part with.
- Conditional concessions
  - Giving a concession should be made conditional on creating value.
  - This can secure commitments.
  - Also, add an array of issues for discussion. More conversations usually mean continued interest.
- Game of patience
  - Who will blink first? Avoid unilateral concessions.
  - Once an initial offer is made. Wait. Let them reciprocate next.
  - If it doesn't match. Step over from Negotiation to BATNA

## Mental models of negotiation

1. Haggling – get the bigger size in the pie
2. Expand potential value – logical collaboration leading to decision making
3. Game-play – outsmart the other side
4. Partner – Based on the relationship. will let go and even sacrifice for each other at times
5. Accommodative – seeks to resolve conflict, is collaborative in nature

### Know your BATNA:

#### Best Alternative to a Negotiated Agreement

Negotiators should determine their best alternative to a negotiated agreement, or

*BATNA—what they'll do if they do not achieve their goals in the current negotiation*

#### ZOPA: Zone of Possible Agreement

When you understand the BATNA and reservation point of both sides, it becomes easier to estimate the ZOPA – Zone of Possible Agreement. This is the range between which both parties are willing to accept, settle and close.

## Be aware of possible negotiation blockers

- Own natural tendency becomes our stance. Don't let it!
- My needs come first. I don't care about yours.
- Not listening. Listening helps you see what they are willing to negotiate and what is non-negotiable for them.
- These get the better of you: Pride | Anger | Embarrassment | Jealousy | Fear
  - Anger does not always stem from a loss; it may also be a result of low confidence and fear
  - Manage emotions
  - Respond without getting defensive
- Don't be an order-taker:
  - Explore beyond the obvious
  - Look to validate the need of other stakeholders
- Misinterpreting the position. Not probing enough!
- Not enough homework
- Not knowing when to walk away and when not to. The game of patience and experience
- Not having enough courage to reach out and connect to the decision maker, influencer
- Know when and where to leverage
- Observe enough to mirror their style, mannerism
- Not being specific. Not being clear diminishes the credibility

## 4.7 Management of Stress

### What is stress?

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry or nervous. Stress is your body's reaction to a challenge or demand. In short, stress can be positive such as when it helps you avoid danger or meet a deadline. But when stress lasts for a long time, it may harm your health.

### Identification of the cause of stress

Stress can be triggered by the following factors:

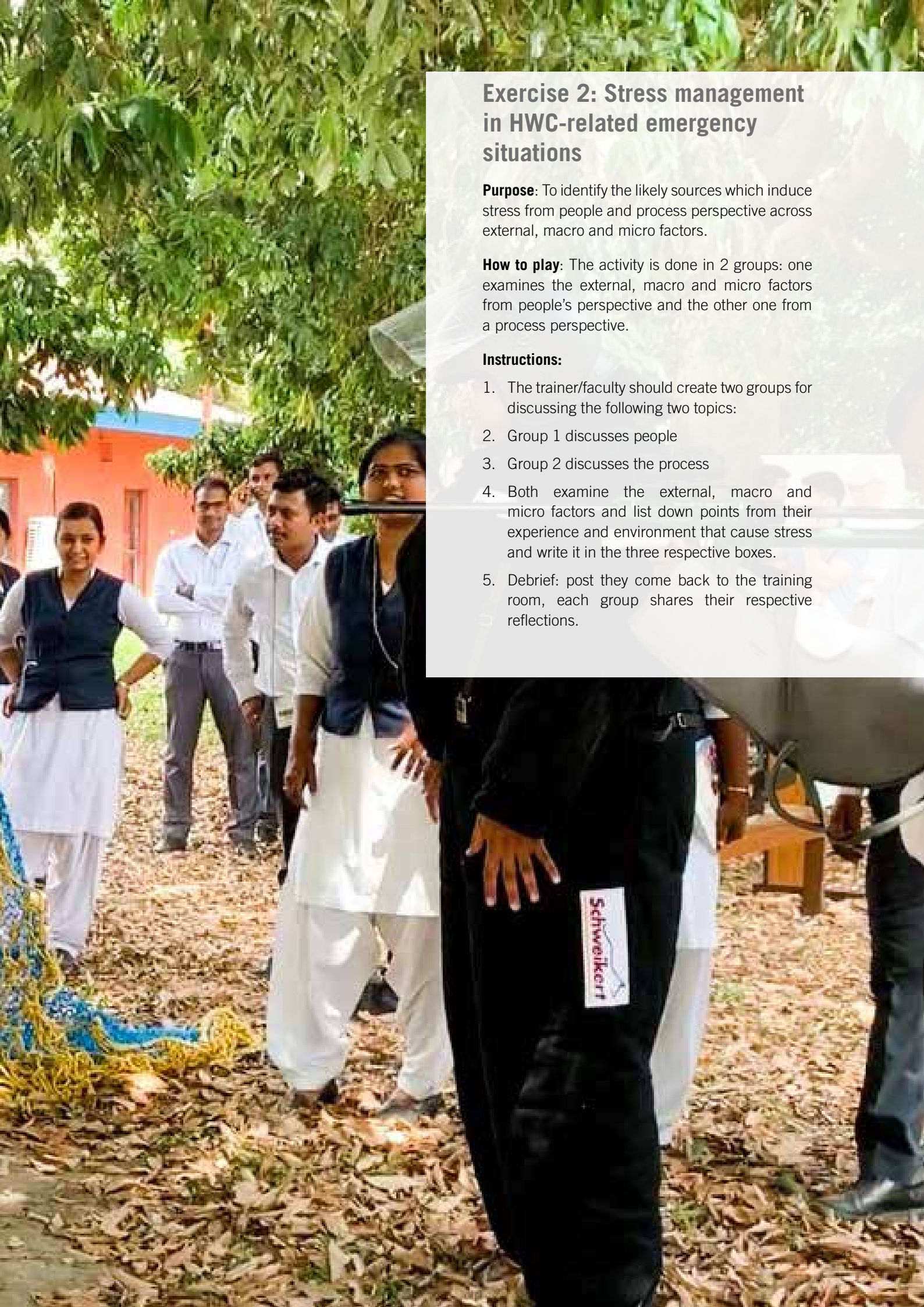
- **External:** Those factors which are external to one's ecosystem and beyond control. Example: people such as vendors, suppliers and external agencies.
- **Processes:** External processes, which are unknown and beyond control, yet the internal systems may have a dependency upon them. Example: transportation system of the external supplier, which may affect the delivery timeline and an equipment urgently needed.
- **Micro/ Internal:** Those factors which are intrinsic, often not noticeable and may form a part of one's value system. Individual personality, confidence and style of responding to a situation. The process may include internal SOP, practices and timelines.
- **Macro:** The factors which either impede or accelerate the larger goal of the cause of an organisation. The availability or scarcity of resources may induce competition or collaboration among various parties affected by them.

The shared vision, priorities, goal alignment or the lack of it may affect the people and processes to respond in a certain way, which may either cause conflicts or create opportunities for collaboration.

	External	Macro	Micro
People	Vendors/supplies Contractors	Shared vision Communicate vision Conflicting agendas	Personalities Skills Confidence
	Process	Unknown Competitors	Money Resources Time

Figure 10: Problem matrix: possible sources of stress





## Exercise 2: Stress management in HWC-related emergency situations

**Purpose:** To identify the likely sources which induce stress from people and process perspective across external, macro and micro factors.

**How to play:** The activity is done in 2 groups: one examines the external, macro and micro factors from people's perspective and the other one from a process perspective.

### Instructions:

1. The trainer/faculty should create two groups for discussing the following two topics:
2. Group 1 discusses people
3. Group 2 discusses the process
4. Both examine the external, macro and micro factors and list down points from their experience and environment that cause stress and write it in the three respective boxes.
5. Debrief: post they come back to the training room, each group shares their respective reflections.

## 4.8 Forecasting

VUCA is an acronym that stands for **volatility, uncertainty, complexity and ambiguity**—qualities that make a situation or condition difficult to analyse, respond to or plan for. Understanding how to mitigate these qualities can greatly improve the strategic abilities of a leader and lead to better outcomes.

### Leading change in the VUCA world



When situations are **volatile**, the speed at which the dynamics change can be challenging. Maintaining an overall vision is essential in such a scenario.

In times of uncertainty, where the territory being trodden is unfamiliar, or the outcomes cannot be anticipated, a deeper understanding of the *why* carries more weight.

One may have observed spite in complexities with fast-changing times and the unknowns becoming more frequent. There are a larger number of collaborations and, accordingly, a larger number of interdependencies in the current situations. These inter-dependencies can be a blessing but can also become a constraint in conducting operations. The clarity to understand the contributions and their dynamics on the Institution's vision and the larger cause and outcome becomes a healthy tool to manage such complexities.

Ambiguity may not necessarily only be in processes. It can reflect in people and human relations as well. There are more greys than just black and white. In the same given situation and its understanding, there may be as many perspectives as the number of stakeholders involved in resolving the situation. Each person's interpretation may be different from the other. Agility involves hearing all but quickly moving from one box to the other, not losing momentum. Procrastination can be an enemy here.

One might question that when in ambiguity, one needs to understand and bring clarity - why agile?

the following factors for  
Village - Land use

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
...	...	...	...	...	...	...

Handwritten notes on a white sheet of paper, likely a list of factors or a checklist, with several bullet points and sub-sections.





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ON CLOSE ENCOUNTER  
DO's & D



## 5. Work effectiveness competencies and competencies for learning & innovation: getting future-ready

### 5.1 Innovation

Innovation is the process of identifying different ways to do things that have not been done before. It leads to the finding of new ideas, devices or methods.

Innovation is not solely represented by new devices, ideas or methods. Innovation is the practical implementation of ideas that result in the introduction of new processes, practices or services or improvement in the actual or perceived HWC situation in an area. Innovation may occur due to effort from a range of different agents, by chance or as a result of a major system failure.

According to Peter F. Drucker, the general sources of innovations are changes in industry structure, market structure, in local and global demographics, in a perception, the amount of available scientific knowledge, etc.

Continuous improvement and breakthrough innovation:

- **Continuous improvement** is about many small incremental improvements.
- **Breakthrough** involves major improvements in key focus areas.

**Continuous Improvement** is about marginal improvements to make a service, product or process better. It strives to strengthen an existing value proposition to make processes efficient.

- Critical for growth
- Personal & business
- Based on the past
- More...
- Less...
- Faster...
- Better of the same

**Example:**

The improvement in technology of radio collars, becoming lighter, more battery-time, affordability choices over a period of time

**Breakthrough** is an innovation which does not have a **precedent**. It's usually new products or processes which are unveiled for the first time.

- Often not a priority
- Harder to visualise
- Not based on past methods of thinking
- Based on the future and starts by asking, "What's possible?"

**Innovation in context:**

- How can innovation in your role impact the overall strategy for HWC mitigation?
- Where do you see immediate scope for innovation in your area of work?
- What would be the result if there is no effort made in this area?

**Why do we, as leaders, need an innovation strategy?**

- To sustain and grow over the long term.
- Without a well-defined innovation strategy, institutions may not be able to make critical decisions and marshal resources required for executing innovation projects.
- Innovation strategy gives a sense of clarity & purpose to every stakeholder involved, without which different parts of an organisation can end up in conflicting situations.
- Innovation strategy gives certainty to the organisation about where it wants to be and how to get there.
- What is the importance of innovation culture for the strategy to materialise
- What can you do in your role to build an agile innovation culture in your organisation?



## The 9-step innovation process

SR.NO	STAGE	WHAT IT IMPLIES
1	Visualisation	Visualisation is about being able to visualise how the ideal future may look like. The ideal future means how one would like to see the position of an accomplished goal. This is the desired or target state post-completion of the stages of innovation.
2	Current reality	As-is situation: The as-is situation is to define the current reality as to where one stands right now, at the beginning of the journey. This is the current situation, which needs to be changed.
3	Evaluation	Looking at challenges or support: looking at the facilitating or hindering factors in the process. Identifying what may accelerate the evolution of a process or what may possibly hinder the acceleration. Identifying both is equally important to complete the loop
4	Answer finding	Green channel thinking: This is where the answers are invited from the team or participants—without judgement. This step involves unconditional thinking, irrespective of whether the idea is doable or not.
5	Answer selection	Red channel thinking: This is where the answers gathered are sorted, sifted and filtered. This step involves judicial thinking. Criteria, such as time, cost, quality regulations, legal, government processes and laws, institution binding, environment culture and values, may be taken into account.
6	Answer acceptance	Seeking support and approval: at this stage, the selected answer or solution is checked for approval by the decision-making authorities and acceptance by potential users at the ground level.
7	Answer implementation	Execution of final solution: This is where the final solution is implemented. The steps so far would take up more than 50% of the time. Here is where the innovative idea is set up for action and actual implementation.
8	Implementation tracking	Tracking execution: This is where, post-implementation, the work is tracked and monitored under defined time frames.
9	Implementation review	Evaluation of final results: Here, the solution implemented and tracked is checked for effectiveness and compared with the vision stage. “If you can't measure it, you can't manage it.” – Peter F. Drucker.

## 5.2 Critical thinking and decision making

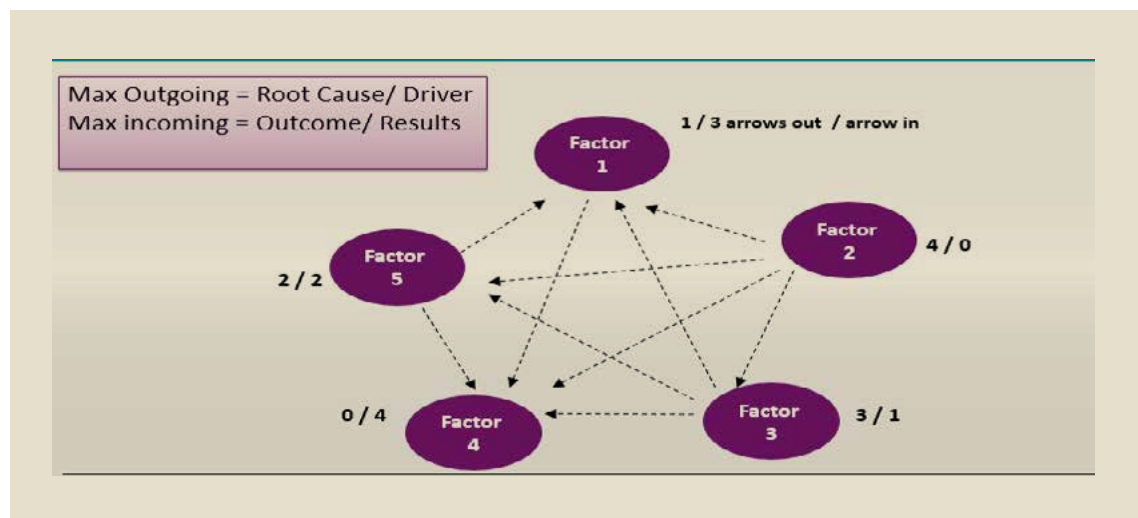
Divergent thinking expands outward by generating multiple ideas and possible solutions in order to generate creative ideas. Often thinking like a hacker and using materials in original ways. It's a straightforward process that focuses on figuring out the most effective answer to a problem. Convergent thinking narrows down multiple ideas into a single, concrete solution.

### Critical Thinking

Critical thinking refers to the objective analysis and evaluation of an issue in order to form a judgement. Instead of getting into overthinking and analysis loop, it encourages restricting conversation to only facts and addressing them as black and white. Also confront the facts of reality.

Identifying Root Causes of Problems - Interrelationship Digraph:

Conditions:



**Figure 11:** Identifying Root Causes of Problems - Interrelationship Digraph

#### Steps to follow in order to operate the inter-relationship digraph tool:

1. Post the header cards from the Affinity Diagram on a flip chart page or whiteboard
2. Compare each element or factor to all others. Use an 'influence' arrow to connect related elements
3. The arrows should be drawn from the element or factor that influences the one being influenced
4. If two elements influence each other, the arrow should be drawn to reflect the stronger influence
5. Count the arrows and label the factors with the number out/number in
6. The elements with the most outgoing arrows are root causes or drivers
7. The ones with the most incoming arrows are key outcomes or results

#### Focus mapping:

- Designed to facilitate brainstorming when issues span a wide scope
- Broad topic is brain-stormed, and the themes are prioritised
- The highest priority is brainstorming
- Then, these themes are again prioritised
- This is repeated until concrete and practical ideas are generated

**Once a process is identified, answer the following questions in order to create a gap-free execution plan:**

- Why is this unnecessary or important?
- Where is it to be done? (Organisation-wide or in some specific area?)
- When is it to be done? (On a continuing basis, periodically, or once only?)
- Who is required to do it?
  - Use the RASCI
    - \* Responsible: Who is primarily responsible for the outcomes being created?
    - \* Accountable: Who is primarily responsible for accomplishing the tasks?
    - \* Support: Who or which are the support functions that need to be reached out to and/ or remain involved?
    - \* Consult: Who may be an identified subject matter expert who shall be consulted at all times?
    - \* Inform: Who in the hierarchy that needs to remain informed and be marked/ looped in all related correspondence?
- How is it supposed to be done? (Be specific - set forth formulas, techniques, and details.)
- What could be done to make the process more productive?
- What could be done to make it less expensive?
- What could be done to make it easier?
- What can be rearranged? Combined? Reversed?
- What should be done on five levels?



## 5.3 Analytical Thinking and Decision Making

### Challenges of problem-Solving and decision-making:

- Lack of clarity
- Complexity of the situation
- Time constraints
- Maintaining focus
- Sustaining forward momentum
- Gaining consensus making

### Challenges of logical thinking:

- Situation Complexity
- Close-mindedness
- Short-term thinking
- Relying on emotion
- Relying on intuition
- Wishful thinking

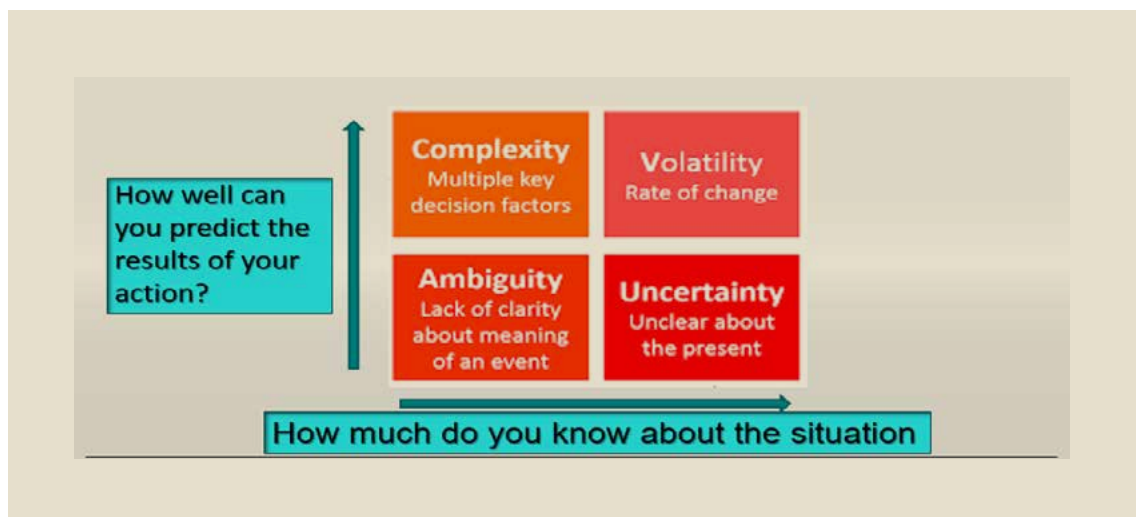


Figure 12: Tool for analytical thinking and decision-making

## 5.4 Planning and coordination

### Planning:

Steps to follow –

#### 1. Desired outcome:

- What needs to happen?
- What will it look like?
- What will be the ideal picture of how the outcome should look if correctly and completely executed?

#### 2. Current situation:

- Where are you now?
- This is necessary to understand the gap and the path to follow

#### 3. Goals: SMART

**S**pecific in resources and action

**M**easurable by objective and outcome

**A**ttainable, can be met, should be practically achievable

**R**elevant to the vision, realistic

**T**ime specific with a deadline, time-bound

#### 4. Action steps:

- Requirement of the job
- Who will work on the task (also refer to RASCI)
- Methods to be used
- In savings, the smaller steps to create the bigger picture
- Who will be informed of when and how

#### 5. Time frames:

- Clearly communicated with set accountability
- Understand and define immediate, intermediate, and long-range targets
- Keep the goals realistic
- Work backwards to determine when each phase will be completed
- Put the schedule in writing and keep all relevant stakeholders in the loop

#### 6. Resources:

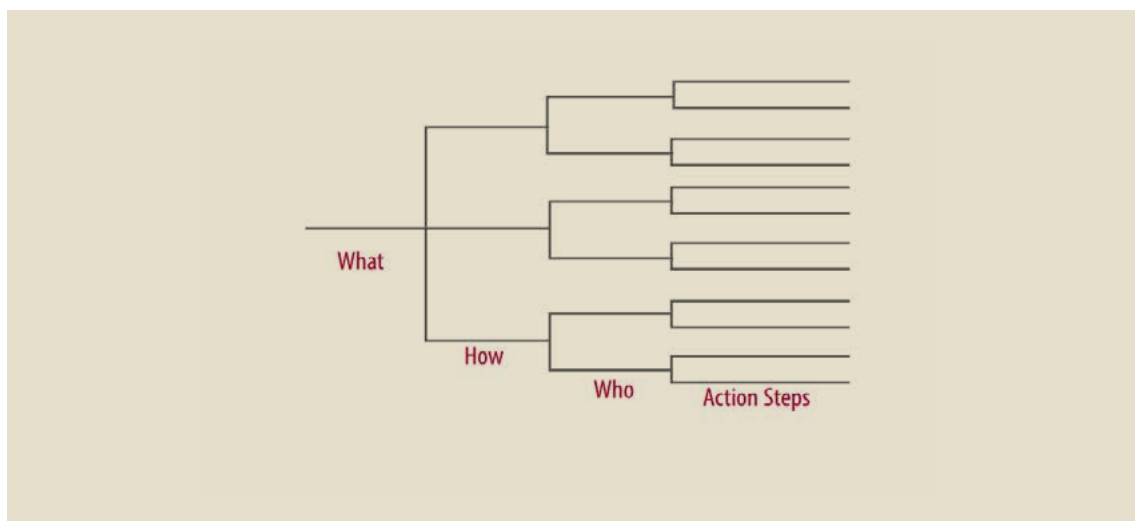
- Material, subject matter expertise
- Time allocation
- Personnel, human capital

## 7. Obstacles and Contingencies:

- Allow for a buffer in case of emergencies
- Plan for possible changes in costs or resources
- Prepare for challenges and unprecedented situations, and keep a Plan B ready

## 8. Tracking / Measurement:

- Keep accurate records
- Analyse the root cause for the occurrence of deviations
- Take timely and corrective steps
- Be aware of factors influencing and/ or impacting the outcome
- Celebrate success regularly
- Ensure acknowledgement and visibility





# 5.5 Change Management

## What is change management?

Change management is **a systematic approach to dealing with the transition or transformation of an organisation's goals, processes or technologies**. The purpose of change management is to implement strategies for effecting change, controlling change and helping people to adapt to change.

A leader's responsibility: Leader's role is to be the agent of change and facilitate the journey of a team member navigating through tough times.

The Change Curve, or Kübler-Ross' Change Curve Min savings created by the Swiss-American psychiatrist Elisabeth Kübler-Ross in 1969. It **depicts shock, denial, anger, bargaining, depression, testing, and acceptance**.

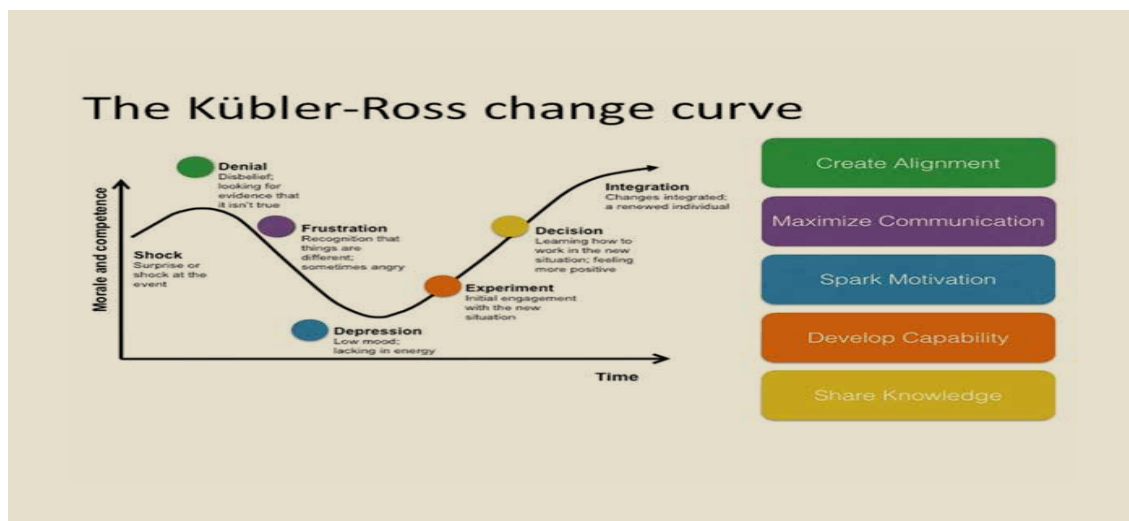


Figure 13: The Kuebler-Ross change curve

The five important factors here are:

- When the staff is in **denial** mode, the leader should create intentional **alignment**
- When the staff appears **frustrated**, this is a great opportunity for the leader to **maximise their communication** with the staff members
- When **depression** is observed in the environment, the leader should remain enthusiastic, consciously positive and be in a continual mode of giving **motivation**.
- If the behaviour read from the staff actions and discussions is that of being open to learning, change and **experimenting**, then the leader must identify people on the basis of capability and capacity and accordingly **develop the capabilities** of the staff.
- Once the staff members appear to be taking **decisions** towards robust **integration** with the overall system and processes, this then becomes the right time for the leader to **start sharing knowledge**.



## 5.6 Time Management

Components of time management are:

- Attitude and stress
- Planning
- Prioritising
- Organising
- Decision-making

**Time management** is the process of planning and exercising conscious control of time spent on tasks and activities to enhance effectiveness, efficiency and productivity.

### ABCD analysis

Categorise large data into groups, marked A, B, C and D:

- A** – Tasks/ activities that are perceived as urgent & important
- B** – Tasks/ activities that are considered as important but not urgent
- C** – Tasks/ activities that may be unimportant but are urgent
- D** – Tasks/ activities that may be unimportant and not urgent

This will also be explained via 'The tyranny of the urgent' concept.

In the 1960s, Charles Hummel published a book, *Tyranny of the Urgent*, in which he explains that there is a regular tension between things that are urgent and things that are important - and far too often, the urgent wins.

All that we do on any given day can be plotted and evaluated on a 2x2 grid, from an urgent and important perspective, with Importance being the X axis and Urgency being the Y axis.

It creates the following four quadrants:

1. Urgent and Important
2. Not urgent, but important
3. Urgent but not important
4. Not Important and not urgent

Next is plotting all my daily tasks/activities on the above four quadrants to find out in what ways my time is consumed.

### The tyranny of the urgent: understanding from urgency and importance perspective

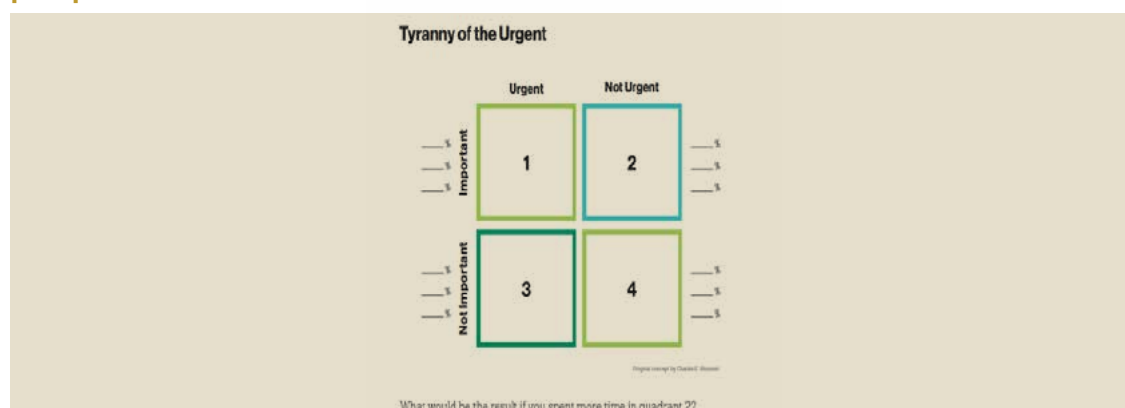


Figure 14: The tyranny of the urgent

## Exercise 3: Urgent vs Important – Self Evaluation

Plot all your tasks and activities in the four boxes as explored above,

### Questions for self-evaluation:

1. In which of the quadrants do you spend most of your time?
2. Which quadrant requires the most focus and concentration for you?
3. If I could spend more time in this quadrant, it would make a positive difference for me.
4. Which quadrant activities do you postpone most frequently?

Some examples for trainer reference during facilitation:

### Q1: Urgent and Important –

- Managing crisis; meeting deadlines; meeting schedules
- Responding to critical emails, letters, notices
- Risk-laden legal and regulatory correspondence

### Q2: Important but not Urgent –

- Building relationships; process improvement
- Planning for the day, week, and month; Complete the reports and reporting
- Focus on what changes are here to stay; How do we adopt and/ or adjust to the VUCA environment
- Organising and prioritising work
- Connect with team members twice a week on a non-transaction basis, only to know them better
- Self-professional development

### Q3: Urgent but not Important –

- Emails; Reports – some out-of-turn urgent requests
- Clear up the conflicts on a day-to-day basis before it multiplies and blows out of proportion

### Q4: Neither Urgent nor Important –

- Attending ALL meetings, even where one is not needed or expected to. Just acting like a fly on the wall! What if I miss out on some secret sauce?
- Call a team member/ colleague for an update even when the submission is not due yet.
- Wonder, worry, procrastinate that the team is not working. - 'Why is he not taking my call?'

The ABC analysis is frequently combined with the Pareto analysis.

## Pareto principle

The Pareto principle helps us understand how possibly 80% of consequences come from 20% of causes. Applied to productivity, it means that 80% of results can be achieved by doing 20% of tasks.

In order to ensure productivity while managing time, these tasks may be prioritised higher. Other names for this principle are the **80/20 rule**, the **law of the vital few**, or the **principle of factor sparsity**.

### Observe:

- In what situations has the 80/20 rule applied to you personally?
- What 20% of activities or processes cause 80% of your challenges?
- What 20% of activities or processes produce 80% of your results?
- Which 20% of the people cause 80% of the challenges?
- Which 20% of the staff members create 80% of the quality results?

## The Eisenhower decision matrix

This explains the principles of importance and urgency to organise priorities and workload. Dwight D. Eisenhower said, "I have two kinds of problems, the urgent and the important. The urgent are not important, and the important are never urgent."

Tasks are evaluated using the criteria important/ unimportant and urgent/ not urgent, and then placed according to quadrants in an Eisenhower Matrix (also known as an 'Eisenhower Box' or 'Eisenhower Decision Matrix'):

- Important/ Urgent quadrant:
  - Tasks are done immediately, e.g., crises, deadlines, problems
  - Do it immediately
- Important/ Not Urgent quadrant:
  - Conscious of managing dates for the activities, e.g., relationships, planning, recreation
  - Decide when you will do it
- Unimportant/ Urgent quadrant:
  - Tasks are delegated, e.g., interruptions, meetings, activities
  - Delegate to someone else
- Unimportant/ Not Urgent quadrant:
  - Tasks which may be dropped, e.g., time wasters, pleasant activities, trivia
  - Do it later

## POSEC method

POSEC is an acronym for 'Prioritise by Organising, Streamlining, Economising and Contributing'.

This method addresses an individual's immediate sense of emotional and monetary security. It explains that by prioritising one's personal responsibilities, one may be better positioned to shoulder collective and external responsibilities. It is a hierarchy of self-realisation, which mirrors Abraham Maslow's hierarchy of needs.

- **Prioritise** your time and define your life by goals
- **Organise** things you have to accomplish regularly to be successful (family and finances)
- **Streamline** things you may not like to do but must do (work and chores)
- **Economise** things you should do or may even like to do, but they're not pressingly urgent (pastimes and socialising)
- **Contribute** by paying attention to the few remaining things that make a difference (social obligations)

division?

Change in Land Use

What

HABITAT FRAGMENTATION

ALCOHOLISM & LACK OF SAFETY PRECAUTIONS

Habitat Degradation

Biotic pressure on Forest  
Kunming

Fragmentation of Forest

HABITAT LOSS

(Cropping Patterns)

Vehicles & Staff

Populations increase

Communication

HABITUAL CROP RAIDING





### **How may prioritisation work?**

Jordan Grafman of the National Institute of Neurological Disorders & Stroke in Bethesda, Maryland, devised an interesting experiment about **prioritisation**.

In a driving simulation, the driver must avoid errant cars and other distractions (dogs, etc.) while reciting a sequence of numbers. Typically, the driver's driving skills grew more erratic as they paid attention to the numbers, even though the driver was not necessarily aware of this.

When a virtual pedestrian darts into the street, the typical person abandons the recitation of the numbers because avoiding killing people is the one challenge that outranks all the others. It is the number 1 priority.

### **Chaos Vs Organisation**

- Which tendency do I lean towards in my workspace - chaos or organisation?
- What would change in my personal and professional life if I moved further from chaos and closer to the organisation?
- Do my staff members operate in chaos or organisation?
  - Does this match my style, or is there a mismatch?
  - What happens as a result?
- Has it become the norm in my team or institution to work in constant chaos?
  - What are some of the observed behaviours and actions which depict this?
- In what ways do we create more chaos than we intend?
- What evidence shows that it may be more difficult than necessary for stakeholders or other members to work with my team or department?

### **Common causes for procrastination**

- Being overwhelmed by unrealistic goals
- Not aligned with the larger vision of the Institution
- Fear of failure
- Being too critical of oneself
- Being a perfectionist
- Inability to focus, concentrate, maintain discipline
- Not feeling valued or appreciated, lack of motivation





## Tips for managing time

- Identify your Pareto – 80/20
- Prioritise
- Apply the ABCD analysis, the tyranny of the urgent
- Use time management tools and techniques, such as:
  - Clear and organise your desk and work, and keep paperwork in the order of:
    - \* Frequency of use
    - \* Order of importance
  - To-do lists
  - Time blocks for accomplishing focussed tasks
  - Batch similar tasks to accelerate the momentum. Consciously look nowhere else in that allocated time.
  - Keep time logs
  - Detail out project lists
  - Marks calendars for future tasks so that the ball is not dropped
- Set realistic goals. Break the process into smaller pieces. And just begin.
- Multi-task–multi-tasking is not about doing multiple things at the same time. It is about prioritising, using the time to complete something yourself, while the other gets done in the meantime by someone else to whom you may have assigned the work. For example: when leaving for lunch, you could ask someone to run a quick errand and get you the thing, which may have taken 30-45 mins. By the time you come back from lunch, the information/ report is ready on your table, allowing you to start working immediately. This saves time.
- Learn to say 'No' (of course, one should have reasonable justification for the same). Promise a pastry and deliver a cake. But don't over-commit by promising a cake and delivering a pastry.
- Push to clear the difficult and important but break them into smaller pieces so that it does not overwhelm them.
- If there are a number of shorter, quicker, fairly important tasks that can be done faster, just move and get them over with. This moves the things-to-do list, releases mental bandwidth and allows for psychological satisfaction
- If you find yourself with extra energy on a particular day, make the most of it by pushing yourself to move faster and accomplish more. Reward yourself on task completion when you cross out items from your to-do list



- Check how your internal clock works. Are you a morning person or a night person? When are you most focused and productive at your work?
- How would you be in a rush to complete activities when you are about to go on a long vacation the next day? Keep that spirit of rush and urgency intact while accomplishing tasks every day.
- Live in day-tight-compartments. Mentally disconnect from distractions and interruptions.
- If you find yourself procrastinating, quickly move to convert that time into a break and use that time to re-energise yourself. It may be in the form of taking a walk, connecting with people, having a cup of tea with a senior, etc.
- Everything does not have to be done by you. Delegate and monitor.
- Convert procrastination thoughts to productive thoughts.
- Profit from mistakes by identifying, introspecting, and openly discussing how to avoid the mistake the next time, take suggestions, apply, create accountability and benefit.



## 6. Further Readings and Reference

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### Web Resources:

Leadership: [https://www.managementstudyguide.com/leadership\\_basics.htm](https://www.managementstudyguide.com/leadership_basics.htm)

Organisation Behavior: <https://humanyze.com/blog-what-is-organisational-behavior-and-why-is-it-important/>

Maslow's Hierarchy of Needs <https://www.simplypsychology.org/maslow.html>.

VUCA <https://hbr.org/2014/01/what-vuca-really-means-for-you>

Performance and Productivity-Dr Tommy Weir <https://www.forbes.com/sites/forbescoachescouncil/2020/09/16/14-ways-to-build-a-solid-crisis-management-strategy/?sh=5571299f5a89>











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