

Leadership and Strategic Management for TB Control Managers

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Leadership and Strategic Management for TB Control Managers

Module 4 | **Personal Effectiveness**





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Introduction

As a TB Control Programme Manager, you try to do your best to achieve desired programme results by managing a number of activities in an efficient and effective manner.

In addition to technical expertise, leadership and managerial skills, your personal effectiveness also contributes to the overall effectiveness of your own work and that of your team. Your personal effectiveness is dependent on understanding yourself and others. It is also dependent on how well you, as a manager, are able to mobilize your staff to change as may be needed, in a given situation. This module is designed to help you to understand the concept of personal effectiveness and determine how you can increase your own personal effectiveness, as well as that of your team.

Learning objectives

After the completion of this module you should be able to:

1. Describe the concept of personal effectiveness;
2. Identify your own personal effectiveness and category to which you belong, and
3. Identify ways to increase your personal effectiveness and help your staff to enhance their personal effectiveness.

Summary of exercises

This module has four exercises:

1. Individual written exercise: The personal effectiveness scale;
2. Individual written exercise followed by a group discussion: Analyse the dimensions of personal effectiveness;
3. Individual written exercise: Improve your personal effectiveness, and
4. Individual written exercise followed by group discussion: Improve the personal effectiveness of your staff.

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Personal effectiveness

What is meant by “personal effectiveness”? Look at the first parts of these two words:

Person Effect

Personal effectiveness is a measure of what effect you have on others as a person. Do you invite confidence? Do people like to share their views / experiences with you? Do you invite trust or are people reluctant to talk to you? Are people afraid of your reactions or do they close their minds to your suggestions because they do not like you as a person? Are you able to influence the attitudes and behavior of others in a positive way? Are you sensitive to other people’s feelings and needs and do you then act accordingly?

How you behave as a person can have a great impact on your role as a manager, leader, team builder, etc.

To be effective as a person, you need to:

- Be aware of yourself – self awareness, and
- Be aware of others – perceptiveness.

The extent to which one shares his/her ideas, feelings, experiences, impressions, perceptions and personal information with others shows the degree of one’s openness. Openness contributes considerably to one’s effectiveness as a person.

STOP

Now do Exercise 1, Part 1

When you have reached this point in the module, you are ready to do Part 1 of Exercise 1. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 1 beginning on the next page of this module.



Exercise 1, Part 1

Individual written exercise: The personal effectiveness scale

The purpose of this exercise is to assess your own personal effectiveness. You will respond to 15 statements. There are no right or wrong answers. You will learn more about yourself if you respond to each item as frankly as possible from the perspective of your current managerial position.

This exercise makes use of a tool called the “Personal Effectiveness Scale”. This tool has been designed to explore your behaviour and feelings when you react with people. The exercise is divided into two parts. In **Part 1** you are asked to respond to 15 statements.

In **Part 2** of the exercise you are asked to score the responses you made in Part 1 to determine your personal effectiveness.

Exercise 1: Part 1 - Respond to the 15 statements

- Read each statement given below.
- Use the key given below and grade your response to each statement on a scale from 0 to 4, depending upon how close it is to your behaviour. Indicate this grade in the right hand blank space that follows each statement in the answer sheet:

Key:

- Write 4 if it is most characteristic of you, or you always or almost always behave or feel this way.
- Write 3 if it is fairly true of you, or you quite often behave or feel this way
- Write 2 if it is somewhat true in your case.
- Write 1 if it is rarely true of you, or you only occasionally behave or feel this way.
- Write 0 if it is not at all characteristic of you, or you never behave or feel this way.

Statements	Answers
1. I find it difficult to be frank with people unless I know them very well.	
2. I listen carefully to others people's opinions about my behaviour.	
3. I tend to say things that turn out to be out of place.	
4. Generally, I hesitate to express my feelings to others.	
5. When someone directly tells me how s he feels about my behaviour, I tend to close up and stop listening.	
6. On hindsight, I regret why I said something tactlessly. (On looking back, I regret why I said something that was thoughtless).	
7. I am quite strong in expressing my opinions in a group or to a person, even if this may be unacceptable.	
8. I take steps to find out how my behaviour has been perceived by the person with whom I have been interacting.	
9. I deliberately observe how a person will take what I am going to tell him, and accordingly communicate to him. (I consciously observe how people feel about what I am going to tell them and accordingly adapt what I say).	
10. When someone discusses his problem, I do not spontaneously share my experiences and personal problems of a similar nature with him. (When people discuss their problems, I do not freely/ impulsively share my experiences and personal problems of a similar nature with them).	
11. If people criticize me, I hear them at that time, but do not bother myself about it later.	
12. I fail to pick up cues about the feelings and reactions of others when I am involved in an argument or a conversation. (I fail to pick up hints about other people's feelings and reactions when I am involved in an argument or a conversation).	
13. I enjoy talking with others about my personal concerns and matters.	
14. I value what people have to say about my style, behaviour, etc.	
15. I am often surprised to discover or be told that people were put off, bored or annoyed when I thought they were enjoying interacting with me. (I am often surprised to discover or be told that people were driven away, bored or annoyed, while I actually thought that they were enjoying interacting with me).	

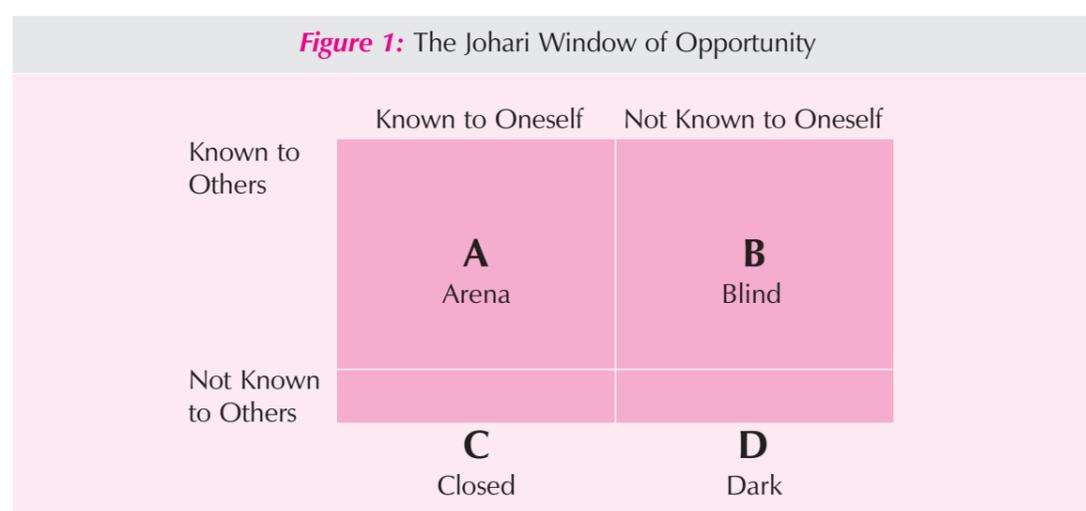
The dimensions of personal effectiveness

3.1 Self-awareness

An important dimension of personal effectiveness is self-awareness. Self-awareness is how well one understands oneself. It is usually high among persons concerned about themselves, their behaviour, feelings, attitudes and mannerisms. However most people do not give a second thought to self-awareness, because they feel that they know themselves perfectly – their assumption being “Who could know me better than I know myself?” However this is an assumption. If you really look at yourself, you will realize and understand more aspects about yourself. This is important because you cannot expect people to understand you and react in a way that you want them to, unless you first understand yourself.

Increased awareness of “self” will result in understanding your strengths and competencies, your weaknesses and faults. However, just by understanding your “self” you do not immediately become effective. You have to make use of this understanding. You should use your strengths and competencies to change a situation for the better. You should try to overcome your weaknesses and correct your faults. You should change your behaviour in such a way as to have a positive effect on people you interact with. Only by doing these can you become effective.

The “Johari Window of Opportunity” (Figure 1) is a concept that helps you to widen your understanding of yourself. According to this concept, there are two dimensions for understanding “the self”— those aspects of a person’s behaviour that are known or unknown to oneself and those aspects of behaviour that are known or unknown to others (those with whom one interacts). A combination of these two dimensions gives four areas about “the self”, as shown below:



“**A**”: The upper left-hand square is the **arena** or the public “self” – that part of one’s behaviour known both to oneself and to others with whom one interacts. The **arena** includes information such as name, age, physical appearance, location, contact address and familial or organizational affiliation. It is an area characterized by a free and open exchange of information between oneself and others. Arena increases when the blind, closed and dark areas decrease.

“**B**”: The **blind** area represents those aspects of one’s behaviour and style that others know but that we do not know or realize. We may not be aware of certain of our mannerisms, but others perceive them as funny, annoying, or pleasing. For example, someone might be surprised to hear that their method of asking questions annoys others because it is interpreted as cross-examination, rather than curiosity or a request for information.

“**C**”: The **closed or concealed** area represents things that we know about ourselves, but do not reveal to others. Things in this area are secret. For example, staff may be annoyed if their supervisor does not ask them to sit down during a meeting, but they will remain standing without letting the supervisor know that they are annoyed. The supervisor may think that the staff do not mind standing and accepts their behaviour as part of their official relationship. Most people have many such feelings in their **closed** areas that they are unwilling to reveal to the persons concerned.

“**D**”: The fourth area is the **dark** area, aspects of ourselves unknown to us and to others. The **dark** area cannot be consciously controlled or changed, and as such it will not be further considered in the discussion on increasing personal effectiveness.

3.2 Perceptiveness

Perceptiveness is being sensitive to and insightful about other people. It is the ability to pick up verbal and non-verbal cues from others. Some people by nature are more perceptive and sensitive to people and situations. Perceptive behaviour leads to being more aware and considerate of others.

When you are perceptive of the moods, feelings and attitudes of other people and show it, they feel understood. This makes them to trust and respect you. They will then be willing to receive any feedback that you give them in a positive way.

Perceptiveness can be learnt and should be learnt and practised if you want to be more effective as a person. You can improve your own perceptiveness by:

- Checking with others about their reactions to what has been said.
- Working on one’s listening skills.
- Being aware of language, tones, gestures and facial expressions.
- Realizing and taking into consideration that people have personal issues they cannot always leave outside the office.

Perceptiveness should be combined with openness and using feedback usefully to increase personal effectiveness.



3.3 Self-disclosure

Self-disclosure or openness is sharing one's ideas, feelings, experience, impressions, perceptions and other relevant personal information. Self-disclosure leads to mutual trust and thus enhances personal effectiveness. Self-disclosure is directly linked to the areas known as "Arena" and "Closed".

Self-disclosure is sometimes misunderstood as revealing everything about oneself with everyone. Self-disclosure can be characterized as effective, if what is being made known is relevant and appropriate. Inappropriate sharing does not contribute to effective openness.

Examples of appropriate disclosure are:

- Telling your superiors that you are worried and concerned about your inability to motivate your staff.
- Sharing your ideas and feelings with colleagues about how the new system for tracing defaulters is going.

An example of inappropriate disclosure is:

- Speaking about one's marital problems at work.

What makes people reluctant to share their feelings, emotions or relevant facts about themselves?

- A sense of privacy: This is understandable. There are certain things that are, and should be, one's own private business. However, if some of these are relevant to the relationship or the task at hand, they should be shared.
- Fear of exposing one's weaknesses: This is also understandable, because no one wants to be considered weak. However, if that weakness has a bearing on the efficiency of the task, it would be better to talk about it and may be get help. You will be surprised at how helpful and understanding people can be if they are approached in a proper way.
- Worry about being misunderstood: If your communication skills are good, you can make sure that you are not misunderstood.

Some people think that by being open or direct, they are being effective. In fact they may only be expressing their feelings with little regard to the effect that it may have on another person. For example, supervisors who express their anger to the staff, without considering the staff's ability to cope with it, will not be effective. The supervisors would be better advised to listen to the staff and share their concerns in a manner that will help them to use the information conveyed usefully.

Effective disclosure would be to:

- Offer your opinions, ideas and feelings about issues related to work instead of keeping these to yourself.
- Share appropriate personal information within your team.





3.4 Feedback

Feedback is a reaction or response that we receive from others regarding our attitudes, behaviour and performance. Feedback is also a reaction or response that we give to others regarding their attitudes, behaviour and performance.

The use or lack of feedback determines the size of our **blind** area. By being open to receiving feedback, we could reduce our **blind** area, thus opening up our **Arena**.

Receiving feedback

Receiving feedback is an important part of increasing personal effectiveness. Accepting feedback helps us to know how we are affecting others. Receiving feedback is a skill— remember to:

- Listen carefully to the person offering feedback
- Don't be defensive
- Get the most out of the feedback by asking for clarification, examples and suggestions. For example, "Can you describe what I do or say that makes me seem secretive?"
- Recognize valid points even if you don't agree with the other person's interpretations. For example, you may agree that you are late with handing in reports, but you may not agree that you are irresponsible.
- Take time to think about what you have heard and what you can do about it.

Giving feedback

Depending on how feedback is given, it can have productive or destructive results. Negative feedback creates hostility and tension, as it may be seen as an attack or threat to the person. Offering feedback to people about their behaviour should *always* be done in a way that shows it is being given to improve a situation and work out differences so that they can increase their personal effectiveness.

By giving effective feedback to others, we can reduce their blind areas, thus opening up their arena. Motivational feedback looks at the strengths of a person, such as what is being done well, and why. Developmental feedback considers those things that could be improved and suggests or asks how to do so.

Examples of giving effective feedback

Motivational

"I am impressed with the effective communications you have with the TB treatment supporters. You seem to have developed a trusting and open relationship with them over the past few months."

Developmental

"I have observed that some TB treatment supporters forget to send the patients for follow-up sputum examinations. It may be helpful to remind them to do so at your meetings with them."





Giving and receiving feedback is about developing effective communication skills. Further information may be found in the module on **Interpersonal Communication**.



STOP

Now do Exercise 1, Part 2

When you have reached this point in the module, you are ready to do Part 2 of Exercise 1. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 1 beginning on the next page of this module.





Exercise 1, Part 2

Individual written exercise: The personal effectiveness scale

Exercise 1, part 2: Determine your personal effectiveness by scoring your responses to the following 15 statements.

In **Part 2** of the exercise, you will score the responses you made in Part 1 to determine your personal effectiveness.

- Transfer your grades in the Answer Sheet used in Part 1 of the exercise to the Score Sheet below. Reverse your grades on those items marked with (*) as shown below:

Original grading:	0	1	2	3	4
Reversed grading:	4	3	2	1	0

For example, if your original grading to statement 10 was “3” mark it now as “1” in the space provided.

Score sheet

Statement	Grade	Statement	Grade	Statement	Grade
*1		2		*1	
*4		*5		*4	
7		8		7	
*10		*11		*10	
13		14		13	
Total	()	Total	()	Total	()
Self-disclosure		Use of feedback		Perceptiveness	

- Total the grades in each of the three columns. The total score will range between 0 and 20.
- Classify the total in each column as Low level (L) or High level (H) by writing L or H in the brackets against each of the three total scores; if the total is 11 or below write L; if the total is above 11 write H. You will now be able to identify the level of your personal effectiveness in the three different dimensions, namely self-disclosure, use of feedback, and perceptiveness.

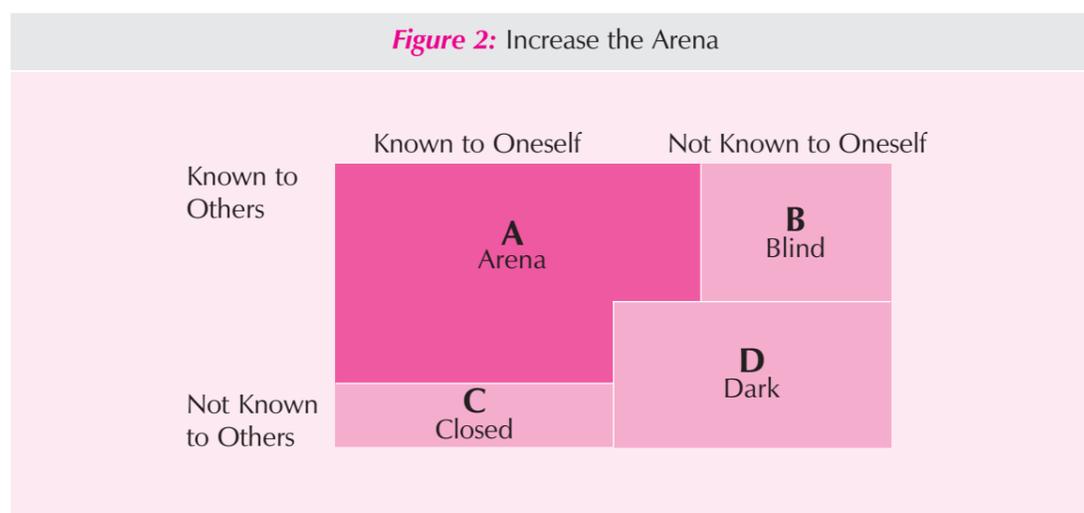
Let your facilitator know when you have finished this exercise.

Increase your personal effectiveness

A large **Arena** (A) indicates greater and more open exchange of information between yourself and others around you — this in turn contributes to increased personal effectiveness.

Increasing the **arena** can be done in two ways:

- Reduce the **closed** area (C)
- Reduce the **blind** area (B)



The **closed** area can be reduced by allowing others to know more about yourself, by being more open in sharing your views, feelings, reactions etc. (self-disclosure). The **blind** area can be reduced by encouraging and receiving feedback from others.

Reducing the **closed** area will automatically increase the **arena** as shown in Figure 2 above. Although increasing the arena by self-disclosure and use of feedback would be desirable, and would contribute to personal effectiveness, it may not be enough. A person with a large arena may still not be very effective. The third dimension — **perceptiveness**, also needs to be considered.

As a manager you need to focus on all three areas to increase your personal effectiveness by being more open, listening to others and being sensitive to persons and situations. Let us now examine how to address these three dimensions.

STOP

Now do Exercise 2

When you have reached this point in the module, you are ready to do Exercise 2. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 2 beginning on the next page of this module.



Exercise 2

Individual written exercise followed by a group discussion: Analyse the dimensions of personal effectiveness

The purpose of this exercise is to practise analysing the different dimensions of personal effectiveness. You will read through two scenarios and answer the questions listed at the end of each scenario. When all participants have finished the exercise there will be a group discussion.

Scenario 1

A TB Control Programme manager had five staff under him. One of them, Chacko, was an extremely cheerful, good, conscientious worker and always produced good results. The other four were not so efficient and motivated.

At staff meetings and other informal meetings, the manager took great pains to show the four workers where they had gone wrong and how they could improve. He would praise and encourage them whenever they did well. Chacko started getting moody and was usually silent or abrupt in his behaviour, but continued working well.

The manager started noticing Chacko's behaviour. One day, he called Chacko aside and asked him the reason for his recent behaviour. But Chacko did not say anything and changed the topic. As his behaviour continued, the manager called him again and said he was worried. He asked whether there was something upsetting Chacko. Was he unhappy? Then Chacko blurted out "You always praise others and keep encouraging them. But you have never praised me even though I work so hard and with such sincerity! I feel hurt and unrecognized".

The manager thought about this for some time and realized that what Chacko said was true. He apologized profusely and said that he had unconsciously refrained from doing so because he felt that it might upset and discourage the others, make them jealous, or make them feel that Chacko was his pet. He explained that this was the only reason, but realized that it was wrong and unfair. He said he had felt this way for some time, but did not have the courage to admit it. But he made it known to Chacko that he greatly valued Chacko's excellent work and contribution to the programme and would definitely not hesitate to express his appreciation of Chacko publicly from now on.

Chacko now understood his manager and went back to his cheerful self and worked with even greater enthusiasm. He even made sure that he helped his colleagues whenever they needed it.

Scenario 2

A goal-oriented TB Control Programme manager was assigned to a health facility. The community in this area was different from the ones he had worked in previously. The people here had a different cultural background, were mostly illiterate and lived under very poor conditions. The drop-out rate was high.

After a week, some of the staff members put forth a few ideas to improve the situation. One suggested interacting more with the community even on non-health issues. He suggested organizing some functions on festival days and inviting community members and community leaders. This would help establish rapport and give them more credibility. Another suggested having talks with the local women's organizations and youth groups. A third suggested involving the local NGOs involved in health education and providing DOTS.

At each suggestion the manager got angrier and angrier and kept shouting: "What do you know about TB control?" He listed all his previous achievements and told the staff to "just get on with their work!" The staff stopped giving suggestions. They were also so afraid of his temper that they were reluctant to ask for leave even when they really needed it. They became very discontented. They lost interest and went about their work mechanically. The programme suffered more and more, day by day.

One day, sitting over a cup of coffee with his very close friend, the manager poured his heart out. He said he was very depressed at the way things were going and could not understand the failures here whereas he had been so successful in his previous appointments. The friend assured him that he was still the same man – dedicated, focused and a good worker, but perhaps the circumstances were different here. May be he should listen to the staff and try out some of their ideas. He could still keep working with the same energy and efficiency, but change tactics a little.

The manager called a meeting of his staff the next day. He apologized for his previous behaviour. He admitted that he had felt threatened when his own staff offered suggestions. He told them that they knew the community better than he did and encouraged them to plan strategies. The staff were energized. They came up with excellent plans and started implementing them. At each stage they were encouraged and praised for their achievements. After a few months, the programme achieved even better results than expected!

Answer the following question:

- (1) Was the manager personally effective in the beginning?



(2) Did the manager finally achieve personal effectiveness?

(3) What were the progressive steps in the interaction between the manager and the staff?

(4) What took place at each step in terms of the three dimensions of personal effectiveness?

Let your facilitator know when you have finished this exercise.



5

Categories of personal effectiveness

Based on how good we are at appropriate self-disclosure, use of feedback and how perceptive we are, we fall into eight categories of personal effectiveness as shown in Table 1 below.

Table 1: *Three-dimensional model of personal effectiveness*

Self-disclosure	Use of Feedback	Perceptiveness	Category
High	High	High	Effective
High	High	Low	Insensitive
High	Low	Low	Egocentric
High	Low	High	Dogmatic
Low	High	High	Secretive
Low	High	Low	Task-obsessed
Low	Low	High	Lonely, empathetic
Low	Low	Low	Ineffective

The different categories based on these parameters, are further described below:

Effective

Effective people are high on all three aspects: self-disclosure (small closed area), use of feedback (small blind area) and perceptiveness. Such people share without hesitation their opinions, feelings, reactions etc. and are open to feedback, which they use to look at those aspects that need improvement. They are also sensitive to un-communicated messages, by picking up non-verbal cues.

Insensitive

People with high self-disclosure and use of feedback (small closed and blind areas), but low on perceptiveness are insensitive to the non-verbal cues that other people may be sending about their behaviour.

For example, a TB control programme manager was in the habit of prolonging meetings. He enjoyed talking about his work and accomplishments and gave some time to others to share and give their opinions. Most of the members who attended the meetings were his staff and felt ill at ease about telling him how boring it was to listen to him like this from one meeting to the next. They did send non-verbal cues like shifting in their chairs, talking among themselves, looking at their watches, etc. but the manager was simply insensitive to all this.



Egocentric

People with high self-disclosure (small closed area), low use of feedback (large blind area) and with low perceptiveness may tend to talk excessively about themselves, their achievements, talents, experiences, and even personal life. They do not listen to what others have to say. They may be so self-centered that they are not likely to pay attention to others and their needs. For example, some supervisors may talk about their own achievements and take credit for themselves for all the work. They may never say a word of appreciation about their staff nor give them an opportunity to express their feelings.

Dogmatic

People who have high self-disclosure (small closed area) and high perceptiveness but do not use feedback (large blind area) are termed dogmatic. Such people do not listen to others, hold on to their opinions and are often seen as being inflexible. They may be effective in being frank and open, as well as sensitive to non-verbal cues but are generally closed to others' communication.

Secretive

People with low self-disclosure (large closed area), but high use of feedback (small blind area) and high perceptiveness are likely to be secretive. Staff may wonder what criteria their supervisor uses to judge them. Such people generally do not share feelings with others.

Task-obsessed

People with a low self-disclosure (large closed area), high use of feedback regarding tasks at hand (small blind area), but with low perceptiveness, can be effective in a limited way. One model of an effective administrator is a person with a small arena and a high task orientation. Such people do not relate to others on a personal or a social level. They are mainly concerned with task performance and may restrict their communication and interaction with others only to the tasks involved. As they are so caught up in their work, their perceptiveness level is low, and they, therefore show little or no caring or sensitivity to their staff. They may be effective administrators, but are not effective as persons.

Lonely, empathetic

People who are low on both self-disclosure and use of feedback (large closed and blind areas) but sensitive to others' feelings (high perceptiveness) may be empathetic (able to understand others' feelings even without expressing them in words) as well as lonely. Such people may be shy.

Ineffective

People low on self-disclosure (large closed area), use of feedback (large blind area) and perceptiveness are ineffective. Such people do not listen to others, are not able to pick up non-verbal cues and do not share much with others.

To increase personal effectiveness, work on being more open, use feedback and be perceptive of others feelings.



Once you have understood the principle of the Johari window and expanded the Arena to increase personal effectiveness, you can use this knowledge to improve your own personal effectiveness and that of the people you work with. This will result in an overall increase in the effectiveness and success of the TB Control Programme.



Now do Exercises 3 and 4

When you have reached this point in the module, you are ready to do Exercise 3. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 3 beginning on the next page of this module.

When you have finished Exercise 3, you will continue on to do Exercise 4.



Exercise 3

Individual written exercise: Improve your personal effectiveness

The purpose of this exercise is to identify the category of effectiveness you fall into and explore ways to improve your own personal effectiveness.

- (1) Based on the totals of your scores from Exercise 1 and using Table 1 as your reference, identify your present category of personal effectiveness. For example, if you scored 12 on self-disclosure (H), 11 on use of feedback (L) and 13 on perceptiveness (H), you would be termed as “Dogmatic”.
- (2) Refer to your Score Sheet for Exercise 1 Part 2 and identify which dimension/s (Self-disclosure, use of feedback, perceptiveness) has/have less than 11 total score (low level). If your score for self-disclosure is low, the corresponding statements are 1, 4, 7, 10, and 13.

Of these, statements 7 and 13 have uncorrected scores. If your score in these statements is low, you need to behave this way more often – it will increase your effectiveness. e.g. you should express your opinions more often, you should share your personal concerns and matters more often.

Statements 1, 4 and 10 have reversed grading. For example: If your original graded response for statement 1 was 4 (most characteristic of you), your reversed score will be 0. This has brought down your total score for self-disclosure. So you need to decrease the original score in order to increase the reversed score. This means that you need to behave this way less often – it will increase your effectiveness. So, you will need to make it only rarely true of you, or not characteristic of you.

You need to see that you only rarely or never find it difficult to be frank with people unless you know them very well. Your response to statement 1 will now become 1 or 0 and the reversed score will be 4 or 3. So your effectiveness level for self-disclosure will increase.

- (3) Review your graded responses to the 15 statements to identify which behaviour you need to modify. List those behaviours below and identify concrete actions that you could take to improve, thereby improving your personal effectiveness.

Let your facilitator know when you have finished this exercise.



Exercise 4

Individual written exercise followed by group discussion: Improve the personal effectiveness of your staff

In this exercise you will identify how you can improve the personal effectiveness of various members of your staff (imaginary or real) who fall into the different categories of personal effectiveness.

- (1) Chose one of the eight categories of personal effectiveness and list the category in the table below: Insensitive, Egocentric, Dogmatic, Secretive Task-obsessed. Lonely, empathetic and Ineffective.
- (2) List some specific behaviors that would characterize a person in the category you have chosen
- (3) Identify various ways in which you can help this staff member improve his/her personal effectiveness

Category of personal effectiveness	List some specific behaviors that would characterize a person in the category you have chosen	Identify various ways in which you can help this staff member improve his/her personal effectiveness

Let your facilitator know when you have finished this exercise.

Summary of important points

- The success of a manager in a TB Control Programme depends not only on technical expertise, leadership and managerial skills, but also on personal effectiveness.
- An important element of personal effectiveness is self-awareness.
- Each one of us has the four areas of *area*, *blind*, *closed* and *dark* in varying proportions.
- To increase our self-awareness we have to try to enlarge the *arena* while decreasing the *blind* and *closed* areas.
- This can be done through self-disclosure/openness (reducing the closed area) and use of feedback (reducing the blind area).
- Feedback can be *received* and used to reduce the blind area.
- Feedback can be *given* and used to motivate and to develop the personal effectiveness of staff.
- Another important element of personal effectiveness is perceptiveness.
- We can assess and categorize ourselves on our personal effectiveness by seeing our level (high or low) in each of the three dimensions, namely self-disclosure, use of feedback and perceptiveness.
- Increasing personal effectiveness is an ongoing process and is not achieved overnight.
- We need to be constantly aware of ourselves and others.
- We can also assess and categorize the personal effectiveness of our staff and try to improve their personal effectiveness through appropriate feedback and perceptiveness.

