Key approaches to interpersonal effectiveness and Relationship Management for effective Agricultural Extension

Relationship management becomes more important as we assume more professional responsibility. We need skills to build bonds, inspire, influence and develop others. We need to be open to change, manage conflict and establish teamwork. It is possible to build better relationships one step at a time. This is accomplished by focusing on six competencies in the Relationship Management domain of Emotional Intelligence:

1. Inspire

2. Influence

3. Develop

4. Initiate change

5. Manage conflict

6. Establish teams and collaboration

Let's look for some ideas about how to be successful in each of these domains.

1. Inspiration often begins with a time of quiet reflection about nagging questions. In the process of examining feelings which include anxiety, confusion and passion, often a vision becomes clear which helps to understand the larger purpose or mission. For inspiration to truly happen, the vision has to be spelled out to others in a compelling style. In this way, others hopefully will "buy into" the ideas and plan. Individuals who inspire others:

- Draw on the collective wisdom of others
- Involve others to look at the reality and the ideal vision
- Are able to connect with people's emotional centers as well as intellectually.

2**. Influence** is one of the three ingredients of a democratic leader. Teamwork and conflict management are the other two ingredients and will be discussed later. Influence also requires effectively handling others' emotions. You may have been in situations where you influenced someone's mood, or he/she influenced your mood. Individuals with a high level of influence:

- Skillfully win people over by listening, networking wit them, etc.
- Fine-tune what they are going to say to appeal to the listener
- Willingly use a variety of strategies to build consensus and support.

3. **Developing** others is a skill needed by managers who supervise others and are responsible for the growth of employees in their department or division. Individuals with a high level in developing others:

- Acknowledge and reward people's strengths and accomplishments

- Offer helpful feedback and accurately target needs for further growth
- Mentor, coach, and offer tasks that challenge and foster a person's skills.

4. Initiating change or being a change catalyst consistently models the behaviors you want to see in others. You begin by questioning the emotional reality and cultural norms underlying daily activities and behaviors. How others feel about the change process needs to be considered. Individuals who are easily able to initiate change:

- Recognize the need for change
- Challenge the status quo
- Make compelling arguments for change
- Find practical ways to overcome barriers to change.

5. Managing conflict requires being able to understand different perspectives and finding a common solution that everyone can endorse. It requires good listening skills and self-control. Individuals how have good conflict management skills:

- Handle difficult people and tense situations tactfully
- Spot potential conflict and help de-escalate the situation
- Encourage open discussion
- Work for win-win solutions.

6. Teamwork and collaboration model respect, helpfulness and cooperation. Both work and home are happier when these conditions are met. When teams work well, turnover and absenteeism decline and productivity increases. Individuals who have strong teamwork and collaboration skills:

- Draw all members into active participation
- Build a team identity and commitment
- Protect the group and share credit.

It is now known that emotions are contagious. In addition, every encounter with another person can be anywhere on a continuum from emotionally toxic to nourishing.

In summary, to improve our relationship management skills, we want people to be able to turn towards usrather than away or against us. To have good relationship management skills we need to use the following 5 tips:

i. Develop open, honest, trusting relationships.

ii. Have self-respect and show respect to others, especially if you are responsible for their development.

iii. Have good communication skills including listening, assertiveness and conflict management

iv. Understand what a change process entails, and be willing to lead people through it.

v. Be a good team member and encourage collaboration.

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Ego states and their implications in Agricultural Extension

"Ego" is a Latin word meaning "I", which derives from the Greek word "Εγώ (Ego)" meaning "I", often used in English to mean the "self", "identity" or other related concepts.

The ego is one of most self-destructive mechanisms of a person's character and his or her abilities.

Involvement of ego in Communication through Transactional Analysis:

Transactional Analysis (or TA) is a model of communication. It was developed during the 1960s by Eric Berne, a Canadian-born psychiatrist and is based on the premise that we always converse and communicate with others from one of three parts or "ego-states" of our personality. Knowing that we can choose which ego-state to communicate from means that we can make choices about how an exchange with someone is going to develop and whether we want it to succeed or not.

The Three Ego States:

It was Sigmund Freud who first coined the phrase "ego states" to describe that part of ourselves that operates in interactions with others. Eric Berne showed that the way we converse with, and respond to, others comes from any one of 3 of these ego states:

1. a Parent state: the "taught" state
2. an Adult state: the "thought" state
3. a Child state: the "felt" state

Berne went further by describing 2 parent states, the Nurturing Parent and Controlling (or Critical) Parent; 3 child states, the Natural Child, spontaneous and playful, the Little Professor, curious and exploring, and the Adaptive Child, fitting in or rebelling.

Analyzing Transactions

When two people communicate, one person initiates a transaction with the *transactional stimulus* (see the above Transactions Defined section for a definition of the transaction stimulus). The person at whom the stimulus is directed will respond with the *transactional response*. Simple Transactional Analysis involves identifying which ego state directed the stimulus and which ego state in the other person executed the response.

According to Dr. Berne, the **simplest transactions are between Adults ego states.**

Some transactions involve ego states other than the Adult. This leads us to Parent – Child transactions, which are almost as simple as Adult-Adult transactions. Quoting Dr. Berne in *Games*

People Play: "The fevered child asks for a glass of water, and the nurturing mother brings it."[8] In this, the Child of a small child directs an inquiry to the Parent of his/her mother. The Parent of the mother acknowledges this stimuli, and then gives the water to the child. In this example, the small child's request is the stimuli, and the parent providing the water is the response. This is nearly as simple as an Adult-Adult transaction.

One of the tools used by a Transactional Analysis practitioner is a ***structural diagram***. A structural diagram represents the complete personality of any individual. It includes the Parent, Adult, and Child ego states, all separate and distinct from each other.

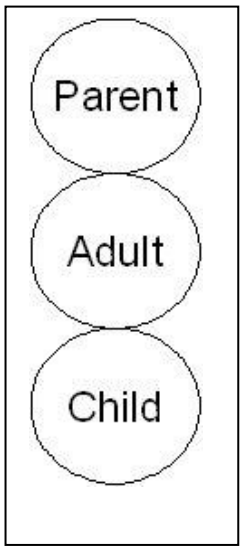

Fig 1: structural diagram

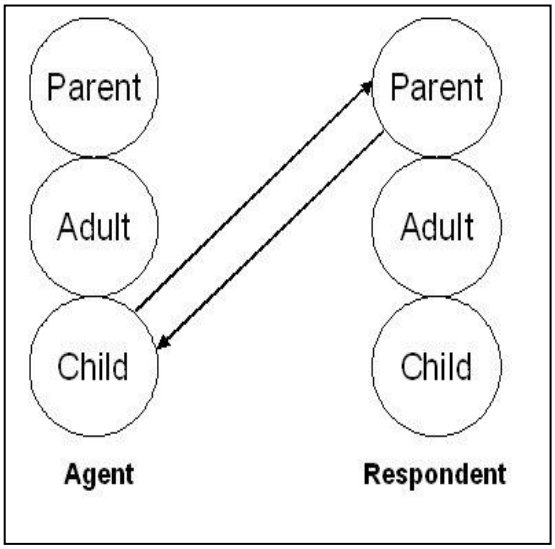

Fig 2: Child interacting with a Parent

Transactional Analysts will then construct a diagram showing the ego states involved in a particular transaction. The transaction above(Fig.2) shows a Parent – Child transaction, with the Child ego state providing the *transactional stimulus*, and the Adult responding with the *transactional response*.

This transaction matches the Parent – Child example listed above, with the fevered child asking his/her mother for a glass of water.

So far, the two transactions described can be considered **complementary transactions**. In a complementary transaction, the response must go back from the receiving ego state to the sending ego state. For example, a person may initiate a transaction directed towards one ego state of the respondent. The respondent's ego state detects the stimuli, and then that particular ego state (meaning the ego state to which the stimuli was directed) produces a response. According to Dr. Berne, these transactions are healthy and represent normal human interactions. As Berne says "communication will proceed as long as transactions are complementary."

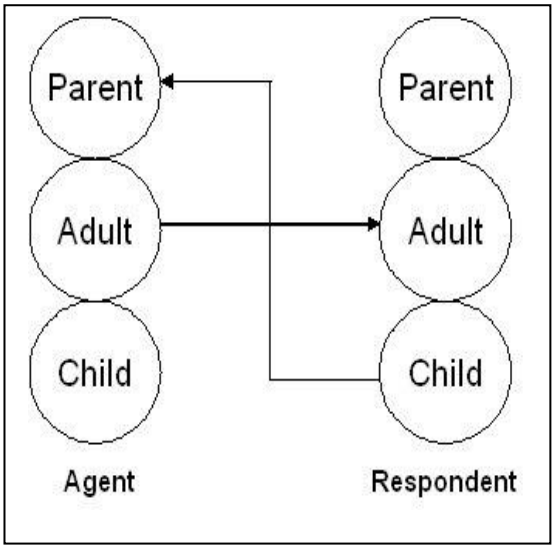

Fig 3: Crossed Transaction

However, not all transactions between humans are healthy or normal. In those cases, the transaction is classified as a **crossed transaction.** In a crossed transaction, an ego state different than the ego state which received the stimuli is the one that responds. The diagram (Fig 3) above shows a typical crossed transaction. An example is as follows:

Agent's Adult: "Do you know where my cuff links are?" (note that this stimuli is directed at the Respondents Adult).

Respondent's Child: "You always blame me for everything!"[10]

This is one the classic crossed transactions that occurs in marriage. Instead of the Respondent's Adult responding with "I think they're on the desk", it is the Respondent's Child that responds back.

It is important to note that when analyzing transactions, one must look beyond *what* is being said. According to Dr. Berne, one must look at *how* the words are being delivered (accents on particular words, changes in tone, volume, etc.) as the *non-verbal signs* accompanying those words (body language, facial expressions, etc.). Transactional Analysts will pay attention to all of these cues when analyzing a transaction and identifying which ego states are involved.

The importance of these non-verbal cues can be understood by considering the work of Dr. Albert Mehrabian. Mehrabian's work quantitatively proved the importance of non-verbal cues in communication. According to Dr. Mehrabian, when an individual is speaking, the listener focuses on the following three types of communication:

- Actual Words – 7%
- The Way words are delivered (tone, accents on certain words, etc.) – 38%
- Facial expressions – 55%

In the above statistics, the percentage figure indicates the degree of importance the listener places on that type of communication. One can see that facial expressions play a far more important role in communication (and thus, Transactional Analysis) than the actual words exchanged.

Once a reasonable understanding of ego states and Transactional Analysis has been achieved , we can achieve whole new meaning of one's own ego and how to manage it.

Signs that you are ego driven:

1. Concern with Approval of others

We should be independent of the good opinion of other people. It' s easier said than done, but comes with a sense of freedom and liberation that allows us to truly shine. Who we are, independent of the good opinion of other people is the most authentic person wewill ever be. This is the most attractive quality in anybody, in a world where people are overly concerned with looking good in front of others.

2. Fear of asking for help

If we are afraid to ask for help, or we don't want to ask for help because we want all the credit, then our ego is driving us.

3. Comparing and Competing

People who are driven by ego often fall victim to what is called the comparative and competitive disadvantage. Comparing ourself to others is the ego in one of its most vicious forms.

It's a perpetual losing battle because there will always be somebody better and always somebody worse than we are. Even if we are the best in the world at what we do somebody will always be right on your tail. If we keep seeing our life as a competition with those around us, then we will continually be dissatisfied and the ego will drive our life.

4. **The constant need for more**

Greed is also a function of the ego.

5. **Lack of presence**

Ego driven people continually live in the past and always plan for the future. They never live in the moment. They are always thinking of the next great phase of their life, even when this one is perfect. By forgetting to enjoy the present, we set ourselves up to live in an ego-driven limbo.

6. **The need to always be right**

This is another one of the ego's most destructive functions. People who have a need to continually be right are headed for the ultimate downfall. These kinds of people will often get far in life because of their persistence and aggressiveness. But, these are also the people that will fail when they are on the brink of MASSIVE success. Their need to be right will be their downfall and years of hard work can be destroyed in minutes when this portion of the ego takes over. Leaders with this attitude ultimately alienate all those work for them, and eventually stop receiving the kind of input that can propel them forward because they are so adamant about being right.

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Practices of mastering Non-Verbal Communication skills

"The human body is the best picture of the human soul". – Ludwig Wittgenstein

Non Verbal Communication describes the process of conveying meaning in the form of non-word messages. Research shows that the majority of our communication is non verbal, also known as body language. In fact, 63-93% of communication is non-verbal. Some of non verbal communication includes chronemics, haptics, gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols, infographics, and tone of voice as well as through an aggregate of the above. Speech also contains nonverbal elements known as paralanguage. These include voice lesson quality, emotion and speaking style as well as prosodic features such as rhythm, intonation and stress. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotional expressions in pictorial form.

Interpersonal communication not only involves the explicit meaning of words, that is the information or message conveyed, but also refers to *implicit* messages, whether intentional or not, which may be expressed through non-verbal behaviors. Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between communicators (proximics). These non-verbal signals can give clues and additional information and mean over and above spoken (verbal) communication.

Non-verbal messages allow individuals to:

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

Many popular books on non-verbal communication present the topic as if it were a language that can be learned, the implication being that if the meaning of every nod, eye movement, and gesture were known, the real feelings and intentions of a person would be understood.

Unfortunately interpreting non-verbal communication is not that simple. Communication is influenced by the *context* in which it occurs. For example, a nod of the head between colleagues in a committee meeting may mean something very different to when the same action is used to acknowledge someone across a crowded room.

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

Non-verbal communications include:

2. Body Movements (Kinesics)
3. Posture
4. Eye Contact
5. Paralanguage
6. Closeness or Personal Space (Proxemics)
7. Facial Expressions
8. Physiological Changes

When we communicate, non-verbal cues can have as great as an impact on the listener as the spoken word. There are many different aspects of non-verbal communication including:

1. Body Movements (Kinesics)

Body movements include gestures, posture, head and hand movements or whole body movements. Body movements can be used to reinforce or emphasise what a person is saying and also offer information about the emotions and attitudes of a person. However, it is also possible for body movements to conflict with what is said. A skilled observer may be able to detect such discrepancies in behaviour and use them as a clue to what someone is really feeling. Research work has identified the different categories of body movement that are detailed below with each category describing the purpose they commonly serve:

- **Emblems:** Gestures that serve the same function as a word are called emblems. For example, the signals that mean 'OK', 'Come here!', or the hand movement used when hitch-hiking. However, be aware that whilst some emblems are internationally recognized, others may need to be interpreted in their cultural context.
- **Illustrators:** Gestures which accompany words to illustrate a verbal message are known as illustrators. For example, the common circular hand movement which accompanies the phrase 'over and over again', or nodding the head in a particular direction when saying 'over there'.

- **Affect Displays:** These are facial expressions or gestures which show the emotions we feel. These are often unintentional and can conflict with what is being said. Such expressions give strong clues as to the true emotional state of a person.
- **Regulators:** Gestures used to give feedback when conversing are called regulators, for example head nods, short sounds such as 'uh-huh', 'mm-mm', and expressions of interest or boredom. Regulators allow the other person to adapt his or her speech to reflect the level of interest or agreement. Without receiving feedback, many people find it difficult to maintain a conversation.
- **Adaptors:** Non-verbal behaviors which either satisfy some physical need such as scratching or adjusting uncomfortable glasses, or represent a psychological need such as biting fingernails when nervous. Although normally subconscious, adaptors are more likely to be restrained in public places than in the private world of individuals where they are less likely to be noticed. Adaptive behaviors often accompany feelings of anxiety or hostility.

2. Posture

Posture can reflect people's emotions, attitudes and intentions. Research has identified a wide range of postural signals and their meanings, such as:

- **Open and Closed Posture:** Two forms of posture have been identified, ‘open’ and ‘closed’, which may reflect an individual's degree of confidence, status or receptivity to another person. Someone seated in a closed position might have his/her arms folded, legs crossed or be positioned at a slight angle from the person with whom they are interacting. In an open posture you might expect to see someone directly facing you with hands apart on the arms of the chair. An open posture can be used to communicate openness or interest in someone and a readiness to listen, whereas the closed posture might imply discomfort or disinterest.
- **Mirroring:** Notice the way a loving couple relate to each other. You might like to observe a close relationship in person or on television. You will see that the partners' postures will match, as if one partner is a mirror reflection of the other. For example, if one partner drapes an arm over the back of a chair this might be replicated in the other person's position. If one partner frowns, it could be reflected in the other partner's facial expression. This 'mirroring' indicates interest and approval between people and serves to reassure others of interest in them and what they are saying.

3. Eye Contact

Eye contact is an important aspect of non-verbal behaviour. In interpersonal interaction, it serves three main purposes:

- **To give and receive feedback**: Looking at someone lets them know that the receiver is concentrating on the content of their speech. Not maintaining eye contact can indicate disinterest. Communication may not be a smooth process if a listener averts their eyes too frequently.
- **To let a partner know when it is their 'turn' to speak**: This is related to the above point. Eye contact is more likely to be continuous when someone is listening, rather than speaking. When a person has finished what they have to say, they will look directly at the other person and this gives a signal that the arena is open. If someone does not want to be interrupted, eye contact may be avoided.
- **To communicate something about a relationship between people**: When you dislike someone, you tend to avoid eye contact and pupil size is often reduced. On the other hand, the maintenance of positive eye contact signals interest or attraction in a partner.

4. Paralanguage

Paralanguage relates to all aspects of the voice which are not strictly part of the verbal message, including the tone and pitch of the voice, the speed and volume, at which a message is delivered, and pauses and hesitations between words. These signals can serve to indicate feelings about what is being said. Emphasizing particular words can imply whether or not feedback is required.

5. Closeness and Personal Space

Every culture has different levels of physical closeness appropriate to different types of relationship, and individuals learn these distances from the society in which they grew up. In today's multicultural society, it is important to consider the range of non-verbal codes as expressed in different ethnic groups. When someone violates an 'appropriate' distance, people may feel uncomfortable or defensive. Their actions may well be open to misinterpretation.

In the Western society, four distances have been defined according to the relationship between the people involved; the study of personal space is termed as **proxemics**. This term was used by the anthropologist Edward Twitchell Hall:

- **Intimate Distance (touching to 45cm)**
- **Personal Distance (45cm to 1.2m)**
- **Social Distance (1.2m to 3.6m)**
- **Public Distance (3.7m to 4.5m)**

These four distances are associated with the four main types of relationship - *intimate, personal, social and public*. Each of the distances is divided into two, giving a close phase and a far

phase, thus making eight divisions in all. It is worth noting that these distances are considered the norm in Western Society:

Intimate Distance: Ranges from close contact (touching) to the 'far' phase of 15-45cm. In British society, it tends to be seen as an inappropriate distance for public behaviour and, as mentioned above, entering the intimate space of another person with whom you do not have a close relationship can be extremely disturbing.

Personal Distance: The 'far' phase of personal distance is considered to be the most appropriate for people holding a conversation. At this distance it is easy to see the other person's expressions and eye movements, as well as their overall body language. Handshaking can occur within the bounds of personal distance.

Social Distance: This is the normal distance for impersonal business, for example working together in the same room or during social gatherings. Seating is also important; communication is far more likely to be considered as a formal relationship if the interaction is carried out across a desk. In addition, if the seating arrangements are such that one person appears to look down on another, an effect of domination may be created. At a social distance, speech needs to be louder and eye contact remains essential to communication, otherwise feedback will be reduced and the interaction may end.

Public Distance: Teachers and public speakers address groups at a public distance. Exaggerated non-verbal communication is necessary if effective communication is to occur. Since subtle facial expressions are lost at this distance so clear hand gestures are often used as a substitute. Larger head movements are also typical of an experienced public speaker who is aware of changes in the way body language is perceived at longer distances. Understanding these distances allows individuals to approach others in non-threatening and appropriate ways. Individuals can begin to understand how other people feel about them, how they view the relationship and, if appropriate, adjust their behaviour accordingly.

Non-verbal communication is an extremely complex yet integral part of overall communication skills. People are often totally unaware of the non-verbal behaviour they use**.** A basic awareness of these aspects of communication strategies can help to improve interaction with others. Knowledge of these signs can be used to encourage individuals to talk about their concerns and can lead to a greater shared understanding.

Tips for mastering Non Verbal communication skills:

The following top ten tips for nonverbal communication can help us learn to read the nonverbal signals of other people and enhance our own ability to communicate effectively:

1. Pay Attention to Nonverbal Signals

People can communicate information in numerous ways; so pay attention to things like eye contact, gestures, posture, body movements, and tone of voice. All of these signals can convey important information that isn't put into words. By paying closer attention to other people's unspoken behaviors, you will improve your own ability to communicate nonverbally.

2. Look for Incongruent Behaviors

If someone's words do not match their nonverbal behaviors, you should pay careful attention. For example, someone might tell you they are happy while frowning and staring at the ground. Research has shown that when words fail to match up with nonverbal signals, people tend to ignore what has been said and focus instead on unspoken expressions of moods, thoughts, and emotions.

3. Concentrate on Your Tone of Voice When Speaking

Your tone of voice can convey a wealth of information, ranging from enthusiasm to disinterest to anger. Start noticing how your tone of voice affects how others respond to you and try using tone of voice to emphasize ideas that you want to communicate. For example, if you want to show genuine interest in something, express your enthusiasm by using an animated tone of voice.

4. Use Good Eye Contact

When people fail to look others in the eye, it can seem as if they are evading or trying to hide something. On the other hand, too much eye contact can seem confrontational or intimidating. While eye contact is an important part of communication, it's important to remember that good eye contact does not mean staring fixedly into someone's eyes. How can you tell how much eye contact is correct? Some communication experts recommend intervals of eye contact lasting four to five seconds.

5. Ask Questions about Nonverbal Signals

If you are confused about another person's nonverbal signals, don't be afraid to ask questions. A good idea is to repeat back your interpretation of what has been said and ask for clarification. An example of this might be, "So what you are saying is that..."

6. Use Signals to Make Communication More Effective and Meaningful

Remember that verbal and nonverbal communication work together to convey a message. You can improve your spoken communication by using body language that reinforces and supports what you are saying. This can be especially useful when making presentations or when speaking to a large group of people.

7. Look at Signals as a Group

A single gesture can mean any number of things, or maybe even nothing at all. The key to accurately reading nonverbal behavior is to look for groups of signals that reinforce a common point. If you place too much emphasis on just one signal out of many, you might come to an inaccurate conclusion about what a person is trying to communicate.

8. Consider Context

When you are communicating with others, always consider the situation and the context in which the communication occurs. Some situations require more formal behaviors that might be interpreted very differently in any other setting. Consider whether or not nonverbal behaviors are appropriate for the context. If you are trying to improve your own nonverbal communication, concentrate on ways to make your signals match the level of formality necessitated by the situation.

9. Be Aware That Signals Can be Misread

According to some, a firm handshake indicates a strong personality while a weak handshake is taken as a lack of fortitude. This example illustrates an important point about the possibility of misreading nonverbal signals. A limp handshake might actually indicate something else entirely, such as arthritis. Always remember to look for groups of behavior. A person's overall demeanor is far more telling than a single gesture viewed in isolation.

10. Practice, Practice, Practice

Some people just seem to have a knack for using nonverbal communication effectively and correctly interpreting signals from others. These people are often described as being able to "read people." In reality, you can build this skill by paying careful attention to nonverbal behavior and practicing different types of nonverbal communication with others. By noticing nonverbal behavior and practicing your own skills, you can dramatically improve your communication abilities.

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Mastering listening skills

"*The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.*" Rachel Naomi Remen

We may often think that, having good communication skills is all about the ability to speak well or all about "speaking". But only 50% right because Verbal Communication has another very important part…… **"LISTENING".**

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

Listening is so important that many top employers give regular listening skills training for their employees. This is not surprising when we consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Good listening skills also have benefits in our personal lives, including: a greater number of friends and social networks, improved self-esteem and confidence, higher grades in academic work and increased health and wellbeing. Studies have shown that, whereas speaking raises blood pressure, listening brings it down.

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

Reasons for poor listening:

1. Not focusing on the message.

As listeners, we can mentally handle more than 400 spoken words per minute, yet the average speaker produces between 125-175 words per minute. In the excess time, the listener begins to think of other things.

We often bring into the communication setting our past, our feelings, our values, our attitudes. Sometimes the speaker will present a thought or word which triggers a past experience. At that point we start to think about the experience and soon forget the message being presented.

2. Passive listeners.

Being passive is much easier than concentrating on the speaker's message, but, unfortunately, it leads to ineffective listening.

3. A physical communication setting that works against listening.

Just as our other thoughts can invade our internal perceptual field, so also can distractions outside our body invade our external perceptual field, drawing our attention away from the speech.

4. Listener's own needs that may compete with the speaker's ideas.

Perhaps we didn't sleep well, have a cold, or are hungry. All of these personal factors compete for our energy and focus. Again, our physical needs as an individual win out over our intellectual needs as a listener.

5. Unfamiliar language.

It takes mental and physical energy to deal with words or concepts that we don't know, it is easier to turn off the listening process when the speaker uses unfamiliar language. Unfamiliarity requires energy that listeners may not be willing to expend.

6. Preset ideas about the topic, the speaker, or the occasion

Many speakers are not given a fair hearing because the audience accepts conclusions about them or their topics beforehand.

10 Principles of Listening:

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.

Listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages. For example, if someone tells us that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict, they maybe don't mean what they say. Listening requires us to concentrate and use our other senses in addition to simply hearing the words spoken.

Listening is not the same as hearing and in order to listen effectively we need to use more than just your ears. Here are some principles of listening:

1. Stop Talking:

"If we were supposed to talk more than we listen, we would have two tongues and one ear." Mark Twain. Don't talk, listen. When somebody else is talking listen to what they are saying,

do not interrupt, talk over them or finish their sentences for them. When the other person has finished talking you may need to clarify to ensure we have received their message accurately.

2. Prepare Yourself to Listen:

Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other. Try to put other thoughts out of mind and concentrate on the messages that are being communicated.

3. Put the Speaker at Ease:

Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact and show that you are listening and understanding what is being said.

4. Remove Distractions:

Focus on what is being said: don't doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

5. Empathise:

Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. Be Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. Avoid Personal Prejudice:

Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.

8. Listen to the Tone:

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

9. Listen for Ideas – Not Just Words:

We have to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. Wait and Watch for Non-Verbal Communication:

Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

Do not jump to conclusions about what y*ou see and hear. You should always seek clarification to ensure that your understanding is correct.*

How to become a better listener:

1. Some questions to ask ourselves to be a better listener (Ehninger, Douglas, et al. *Principles and Types of Speech Communication*. 9th Ed. Glenview, IL: Scott, Forseman and Co., 1986.)

A. Listener Analysis of Self

i. What is my purpose in listening?

- gain information and understanding
- make a critical decision based on the speaker's presentation
- Think about your listening behavior when a teacher announces "This material will be on the next test."
- By recognizing why you are listening, you can better analyze the message. If the message has personal importance, you will be more likely to give it your attention.

ii. Am I impartial about the topic being presented?

- Set aside your prior feelings until the speaker has had a chance to develop a position.
- Suspend judgment until all of the ideas have been developed.

iii. How much do I know about the topic?

- Not a lot, you can better direct your attention to listening.
- A lot already, be prepared to compare the speaker's information to your knowledge.

iv. What do I expect from this message?

- Don't burden the speaker with expectations that the person is not prepared to fulfill.

v. What do I know about the speaking situation?

- Get set for the expecting length of the message, whether there will be Q&A, whether you'll have to give a response.

vi. What can I expect from the listening environment?

- Become aware of the physical environment: temperature and sounds of the room.
- Deal with them before the message, if possible
- If not, at least you can put them in perspective.

vii. What "trigger" words or ideas cause me to stray from the listening situation?

- Take note of special words that seem to pull you away from the speaker's message. Look them up in a dictionary afterward.

B. Listener Analysis of Speaker

i. What do I know about this speaker?

- If your previous experience with the speaker has been favorable, you will be more likely to be receptive to the message.
- If you have had a disagreement with the person or if the person is someone you do not respect, you may allow that prior knowledge to filter and color the way you understand the message.
- Without listening carefully, you may never consider worthwhile ideas which deserve your attention.

ii. How believable is the speaker?

- You need to listen for the main ideas presented; the detail will follow.
- If you know that the speaker has reported false information, you should weigh that when considering and evaluating the message after it has been fully presented.

iii. Has the speaker prepared for the occasion by conducting adequate research and by considering relationships among ideas?

- Is the evidence sound?
- Does he/she address critical issues?

iv. What is the speaker's attitude toward this presentation?

- Look for behaviors that give clues.

C. Listener Analysis of Message

i. What are the main ideas of the speech?

ii. How are the main ideas arranged?

iii. What sorts of supporting materials are used to develop the main ideas?

- If there is a discrepancy between your knowledge and the ideas presented by the speaker, find out why it exists. This should help you clarify the differences and reach a conclusion about the validity of the total message.
- Are they valid and appropriate?
- Are they used credibly?

D. Review, relate, and anticipate.

i. **Review** what the speaker has said.

Take a few seconds to summarize the content of the message, to think about the way the materials have been developed. Mentally add to the summary review each time the speaker initiates a new topic for consideration.

ii. **Relate** the message to what you already know.

Consider how important the message is to you and how you might use the information at some future time.

iii. **Anticipate** what the speaker might say next.

Given the development of the materials to that point, what is the speaker likely to say next? Use the anticipation stage as a way of continuing to focus on the content of the message. It's not important if you are right or wrong-the important element is that you have directed your attention to the message.

iv. By reviewing, relating, and anticipating you can use up the extra time generated by the speech-thought lag and keep your attention focused on the message.

2. Overall tips

a. Resist distractions

b. Don't be diverted by appearance or delivery

c. Suspend judgment

d. Focus your listening

i. Listen for main points

ii. Listen for evidence

iii. Listen for technique

iv. Develop note-taking skills

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Mastering observation skill and feedback skill

Observation Skills:

Observation skills are when we observe our own behavior and other's behavior, anticipate individual and multicultural differences in nonverbal and verbal behavior. It also means the ability to see beyond a limited scope. It is the ability to sense or gage the feelings of others when things are going good and when things are not so good.

Here are some key things to be alert to while communicating with others:

When you observe them ...	**It indicates ...**	**So you should ...**
Smiling, nodding affirmatively, leaning forward or making eye contact with you.	They are interested in what you're saying.	Stick with whatever you're doing, but keep observing to make sure this positive behaviour continues.
Yawning, staring vacantly, fidgeting, doodling, leaning back in the chair, looking at the clock or staring out the window.	They are bored, need a break, or have disengaged with what you are.	Try to re-engage
Frowning, scratching their head, pursing lips, staring back at you vacantly or avoiding your eye contact.	They are confused or feeling 'out of their depth'.	Stop and check for understanding and try a different delivery strategy if the one you've been using doesn't seem to be getting the message through.

Developing a keen sense of observation is a must. The technique lies in simply keeping our eyes and ears open at all times and never failing to register what we see or hear. Some great habits that can help us build our observation skills are:

- Trying to look at every day life in a clear manner.
- Trying to judge people and their perceptions.
- Always trying to ask questions to people or in your mind.
- Being open to new experiences.
- Being open to new ideas.
- Practicing good listening skills.

Andrew Cox's 10 behaviors and habits of thought critical for developing accurate observation skills:

1. Sizing up people – people watching
2. Clarity – seeing the world as it is
3. Curiosity – asking why
4. Listening skills
5. Willingness to set aside personal biases
6. Willingness to seek the inputs of others
7. Seeking out new experiences and possibilities
8. Being comfortable with ambiguity
9. Knowledge of the behaviors and attitudes of people
10. Self-knowledge – accurately knowing our own behaviors, attitudes and personal skills, and how they impact others

Feedback Skills:

Whenever we respond to another person, we are giving that person feedback. We may be reacting to any number of things:

- The way the person looks
- His/Her actions
- Something he/she said
- Or a combination of factors

Similarly, our feedback may take many forms. We may state our reactions verbally, through speaking or writing, or we may react non-verbally, letting our body language and facial expressions speak for us. Though there are many types of feedback, not all feedback is useful.

Feedback is communicating to others how their behavior has affected us or other people. Effective feedback can (1) be heard by the receiver; (2) keep the relationship intact, open and healthy; and (3) validate the feedback process in future interactions.

Effective feedback, both positive and negative, is helpful to others. When we give feedback we are offering valuable information that will be useful to another person making decisions about how to behave. Feedback is not criticism. Criticism is evaluative; feedback is descriptive. It also allows us to build and maintain communication with others. Feedback provides the individual with information that can be used in performing personal evaluation.

Characteristics of Effective Feedback:

1. **It is specific rather than general.**
2. **It is focused on behavior rather than on the person.** It is important that we refer to what a person does rather than to what we think or imagine he/she is.
3. **It takes into account the needs of the receiver of the feedback.** Feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. It is directed toward behavior which the receiver can do something about.
4. **It is solicited, rather than imposed.** Feedback is most useful when the receiver has formulated the kind of question which those observing can respond to.
5. **It involves sharing of information rather than giving advice**. By sharing information, we leave a person free to decide in accordance with goals, needs, etc. When we give advice we tell a person what to do and to some degree take away the person's freedom to decide for him/herself.
6. **It is well-timed.** In general, immediate feedback is most useful (depending of course, on the person's readiness to hear it, support available from others, etc.). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at an inappropriate time may do more harm than good.
7. **It involves the amount of information the receiver can use rather than the amount we would like to give**. Overloading on feedback reduces the person's ability to effectively use your comments. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.
8. **It concerns what is said or done, or how it is said or done, not why**. The "why" takes us from the observable to the inferred and involves assumptions regarding motive or intent. Telling a person what their motivations or intentions are more often than not tends to alienate the person and contributes to a climate of resentment, suspicion and distrust; it does not contribute to learning or development. It is dangerous to assume that we know why a person says or does something, or what they "really" mean, or what they are "really" trying to accomplish. If we are uncertain of the person's motives or intent, this uncertainty itself is feedback and should be revealed.
9. **It is clear communication**. One way of doing this is to have the receiver try to rephrase the feedback received to see if it corresponds to what the sender has in mind. No matter what

the intent, feedback is often threatening and thus subject to considerable distortion or misinterpretation.

10. **It allows time for the reviewer to ask more questions or to get better clarification**. Along with the appropriate time, make sure to give effective feedback in the appropriate condition. This also depends on whether or not the feedback is individual group, etc.

Tips for improving feedback skills:

1. **Ensure you keep the lines of** communication **open**. That way, your team member isn't fearful every time you speak to them.
2. **Don't wait too long**. The team member needs to see the link between the event and the feedback quickly. If not, the effect dissipates.
3. **Be specific**. "I want to discuss the project for client A with you" is much better than "Can we talk about the quality of your work?"
4. **Describe actual behaviours rather than labels**. Forget the "feedback sandwich", good-bad-good; it's seen as ineffective these days and dilutes the impact of good feedback.
5. **Why the feedback?** What was the result? Who was affected? The impact gives meaning to the feedback.
6. **Focus on positive items**. The more positive you are in your feedback, the more likely people are to repeat what you want.
7. **Don't make the feedback personal**. It should be to enhance and drive change in behaviour, not as a label of another person's character.
8. **Check on how it's been received**. Maintain the positive interaction, and the other person will see the value of the feedback you've offered.
9. By **maintaining good lines of communication**, your feedback will be seen as part of the ongoing dialogue rather than you specifically focusing on the negative, and ignoring the positive.
10. **Be aware of the results of your feedback on morale.**

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Empathy, Empathic listening and Factors affecting empathy

"I call him religious who understands the suffering of others." **-Mahatma Gandhi**

Source: Dr. Pradip Neog, Director, EEI(NE Region), AAU, Jorhat

Empathy originally comes from the Greek word "empatheia," which means having insight into another person's reactions. Empathy, literally "**in feeling**", is the capability to appreciate, understand, and accept another person's emotions. It is the ability to consider things from other's situation or point of view, and to understand and share another person's feelings, emotions, needs and concerns with open-mindedness, compassion and selflessness. Showing empathy genuinely is one of the most important interpersonal skills that anyone must master.

Dr. Robert Brooks, faculty of Harvard Medical School, and author of several worth reading self-help books stated the significance of empathy precisely in three catchy sentences: "A common characteristic of individuals who are successful as business leaders, teachers, parents, spouses, or healthcare professionals is their ability to be empathic. Empathic people are skilled in placing themselves inside the shoes of another person and seeing the world through that person's eyes. It is not surprising that Daniel Goleman listed empathy as one of the main components of emotional intelligence."

Empathy is sometimes confused with sympathy. Sympathy involves actually being affected by the other person's perceptions, opinions and feelings. For example, if an employee is frustrated and sad, the sympathetic leader would experience the same emotions, resulting in the leader many times struggling with the same issues as the employee. Thus, sympathy can actually get in the way of effective leading.

Empathy can be conceptualized as integration of two mutually interdependent abilities:

i) **Empathetic perspective attitude reflection/rumination:** the ability to sense and acknowledge others' feelings and emotions, and to look at world from the other's eyes with tolerance and compassion ; and

ii) **Empathic listening:** the ability to grasp what message, feelings and emotions the other person communicate through active listening, and then to response her or him with openness, tolerance and compassion. In another sense, empathic listening is active listening with especial focus on communicator's feelings and emotions by keeping up compassion and tolerance, and responding affectionately, optimistically and supportively. The key practices of cultivating both the domains of empathy are as hereunder:

1. Building empathetic perspective /frame of mind/mindset/ stance

ii. **Perspective talking:** Being able to see the world from the point of view of another, is one of the central elements of empathy. Usually, when we think of empathy, it evokes feelings of warmth and comfort, of being intrinsically an emotional phenomenon. But perhaps our very idea of empathy is flawed. The worth of empathy might lie as much in the 'value of imagination' as it does in the mere feeling of vicarious emotion. We can build up empathy as a personality trait by regular practice of putting yourself into other's shoe' through perspective talking. (Example: Sherlock Holmes)

iii. **Wide range exposure**: More exposed we are to varying facets, situations, conditions, issues, problems, challenges of human life more convenient would be 'to put ourself into others' shoes.' Here are three proven ways to widen this exposure:

- Extend your interaction with people of varying ages, positions, economic status, socio-cultural backgrounds, physical abilities. The more you observe and interact with people of varying status and conditions by maintaining mindfulness to 'put yourself in others' shoe' more skilful you will be day by day in sensing and acknowledging others' feelings and emotions with tolerance and compassion.
- Learn to mull over similarities between you and others. Reflection on similarity helps being tolerance and compassionate. More you stress difference between yourself and another person, more indifference and unconcern you are to her or him.
- Read good fictions and watch good films, dramas and TV serials. These help us to better understand people's internal states by exposing us to emotionally evocative aspects of human life. Selection of books, movies and serials is the critical aspects. You must explore mindfully what kind of fictions you like, and benefit you most. It's even more critical in deciding on the emotionally high pitched as well as horror genres. As studies indicate, watching scary movies causes hyper tension, anxiety, sleeplessness, phobia, high blood pressure, trauma in some people while can help develop smartness, socialisation, creativity, empathy, and can heighten the ability to deal with stress.

2. Empathic listening: Empathic listening can be conceptualized as active listening with especial focus on communicator's feelings and emotions by keeping up compassion and tolerance, and responding affectionately, optimistically and supportively. Here are the specific clues to practice this most vital and solid aspect of being empathetic:

i. **Listen enthusiastically and compassionately**, and let the speaker know that through non-verbal responses.

ii. **Off and on, express in your words what speaker has said**. It works wonderfully to keep up speaker's tempo to speak up full.

iii. **Put relevant open ended questions timely and intelligently**. This facilitates the speaker to speak up in details enthusiastically.

iv. **Allow for some quiet moments after the speaker has said one or a couple of points**, and thereby, facilitate him to speak up what else. Don't think that you must have an immediate reply or solutions.

v. **Be non-judgmental**. Don't trivialize the speaker's issue. Remember that providing solution or supporting is not the crux of empathetic listening but active listening with compassion.

vi. **Be attentive to grasp the emotions behind the words** as well as to sense the underlying feelings and emotions behind the expressed or obvious ones. Is the speaker angry, afraid, frustrated or resentful

vii. **Respond to the emotion as well as the words.**

viii. **Maintain your personal perspective** by disallowing other person's emotional behavior and reactions to determine your state of mind, behavior and action. You must not take things personally.

ix. **Don't counteract feelings**. When a person expresses his or her feelings, they really just want you to listen and empathize. Counteracting to any expressed feelings means destroying empathetic listen. Even, your advice, solution or conclusion should not straightly counteract other person's feelings.

x. **Be careful not to sympathize overly**.

xi. **Be attentive to non-verbal signals:** We can improve our ability of sensing other's feeling just by being attentive to non-verbal signals while interacting with somebody, and then by practicing to respond mindfully at the strength of your common sense and wisdom.

xii. **Don't interrupt - but encourage.**

xiii. **Ask open ended question Facilitate speaker to speak up fully**: to Just listen, without developing your case against what the other is saying.

xiv. **Keep the focus on the other's experience**, rather than on circumstances or beliefs or ideas

xv. **Be interested to sense the softer feelings** - hurt, fear, or shame - that are usually behind anger or a tough facade.

xvi. **Be non-judgemental**. Don't minimize or trivialize the speakers issue.

xvii. **Read the speaker**. Observe the emotions behind the words. Is the speaker angry, afraid, frustrated or resentful. Respond to the emotion as well as the words.

xviii. **Be Quiet**. Don't feel you must have an immediate reply. Often if you allow for some quiet after the speaker has vented, they themselves will break the silence and offer a solution.

xix. **Assure your understanding**. Ask clarifying questions and restate what you perceive the speaker to be saying

Emotional Intelligence: It's importance and key practices

Source: Dr. Pradip Neog, Director, EEI (NE Region), AAU, Jorhat

Emotional Intelligence (EQ): the ability of recognizing, managing and utilizing emotions plays the leading role in governing our thinking, behavior and actions. It is therefore fundamentally vital for all kinds of mental strengths and efficiencies of human being. Thus, success and happiness in life is largely dependent on emotional intelligence; more the EQ greater the flow of success and happiness. Researches revealed that EQ is more important than IQ for achieving success and happiness in life. *"EQ is twice more important than IQ" - Daniel Goleman.*

This very ability is god gifted; everybody possesses it to certain extent. More importantly, it can largely be strengthened through consistent cultivation. It encompasses mainly four domains: ***self-awareness, self-management, social awareness and relationship management.*** The first two domains together referred as **Intrapersonal intelligence** and the rest two as **Interpersonal intelligence**. Thus, enriching emotional intelligence represents augmenting of all these four dimensions through concerted cultivation. In other sense, enriching emotional intelligence means putting concerted effort towards developing, harnessing and utilizing all the psychological attributes as well as capabilities for achieving rewarding life. Most of the basic principles and practices of achieving rewarding life are obviously oriented upon emotional intelligence. Majority of the practices of self-development and interpersonal competence are primarily the function of emotional intelligence. However, the recent researches and analytical studies established emotional intelligence as a distinctive subject of study, and a classic set of capabilities essential for fundamental empowerment of achieving all round success and happiness in life. The specific benefits of cultivating this ability can briefly be stated under the following 7 headings:

a) EQ serves as hub to excel mental efficiency

Emotions invariably governs growth and utilization of all different mental strengths including enthusiasm, confidence, perseverance, empathy, brevity, patience, calmness, tolerance, justice and the like. Thus, higher the EQ higher is the mental efficiency to reap success and happiness in life.

b) EQ protects from injuries of negative emotions

Negative emotions such as anger, fear, jealousy, anxiety, worry, sadness, depression, frustration, tension are sarcastic by nature, and do harm intensely when raised vigorously, and manifested harmfully. EQ not only checks arousal and manifestation of these emotions but in certain cases, facilitates transformation of those to useful thoughts and actions. Low EQ people are rarely aware to check growth and manifestations of negative emotions rather illusively fuel those. Lack of

emotional intelligence is thus, the basic cause for which people suffer from negative emotions. Higher the EQ lesser is the damage from negative emotions in life.

c) EQ directly contributes happiness

Emotional intelligence facilitates to reorganize the mild strokes of pleasant emotions such as love, joy, delight, peace, kindness, and thus directly contributes towards perceiving happiness in life. People with poor EQ often fail to recognize emergence and growth of these emotions, and thus largely wastes the opportunities and avenues of reaping happiness in life.

d) EQ facilitates growth and utilization of positive emotions

Emotional intelligence facilitates growth, regulation and utilization of positive emotions including passion, urge, zest, courage, love, joy, delight, and thus, maximizes drawl of benefits from those. Although these emotions are remunerative by nature, require proper regulation and utilization for reaping benefits amply. Lack of regulation and utilization can even sometimes make a positive emotion harmful too. There are instances of getting heart-stroke from too much joy. Unmanaged love usually causes possessiveness, the critical illusion that makes life miserable. Those who are poor in emotional intelligence often do not care to put deliberate effort towards recognizing and utilizing their positive emotions, and thus gain much less benefits than otherwise possible.

e) EQ escapes pointless invitation of emotional impairment

Purposeless and impulsive involvement in emotional events is a common cause for which many people often get strokes negative emotions in life. Emotional intelligence guides a person to make conscious decision before involving in anything, and thus, escapes pointless invitation of emotional impairment.

f) *EQ provides basic protection against devilish attack of others*

EQ is the key constituent of virtues, self-control, self-esteem as well as worthy personality as a whole. These in turn help to repel and overpower others' enmity, aggression, cruelty, violence etc. Thus in a sense, EQ serves as a jacket that protects mind and soul from real harm of any devilish attempt of anybody. Higher the EQ higher the effectiveness of this jacket, and hence, people with higher EQ remain better protected from others' devilish attacks. The lives of the great souls like the Christ, Rama, Krishna, Mahatma Gandhi vividly demonstrated the tremendous power of emotional intelligence in overpowering the evils.

g) EQ keeps us healthy

Emotional turbulences are root cause of most of the diseases including the deadly ones like heart diseases, diabetics, hypertension and psychological disorders. On the other hand, pleasant

emotions and calmness soothe our body and mind to keep us healthy both mentally and physically. Thus, emotional intelligence is the prime factor for maintaining sound health.

h) EQ is the key ingredient of interpersonal competence

All sorts of interpersonal competencies including relationship management, teamwork efficiency, leadership efficacy, and interpersonal skills are primarily governs by emotions. Growth, transmission and application of emotions invariably take place in all sorts of interpersonal affairs. Emotional intelligence nourishes the growth, transmission and application of remunerative emotions while, inhibits growth and radiation of harmful emotions, and thus plays the most vital role in any interpersonal interaction. People with higher EQ therefore can communicate, motivate, influence and manage others much more effectively than the others. By being emotionally proper in interpersonal dealings, they readily receive commitment, confidence, sincerity, positive attitude, promptness, loyalty, respect, co-operation, support, obedience, responsibility, accountability etc. from others quite readily. Lack of EQ is the most fundamental cause of poor interpersonal competence.

Concept and functions of Leadership and its implications

There are leaders that people fear, there are leaders people admire, there are leaders that people trust, but the best leaders of all are those leaders that when they are gone the people say "we did it ourselves" - Chinese Proverb

Leadership has been described as "a process of social influence in which one person can enlist the aid and support the others in the accomplishment of a common task. Leadership is "organizing a group of people to achieve a common goal". The leader n may or may not have any formal authority. Students of leadership have produced theories involving traits,[2] situational interaction, function, behavior, power, vision and values,[3] charisma, and intelligence, among others. Somebody whom people follow: somebody who guides or directs others. Eg., contact farmers/adarsha raithu/model farmers/Extension worker.

To be an effective leader, we need to understand and develop skills for performing various roles in your group. Several of these skills are dealt with in detail in other chapters. This chapter explores various aspects of leadership- its theory, styles and functions.

Leadership defined:

- Process through which a person directs, guides and influences the thought, feeling and behaviour of other members
- Leadership is a quality which cannot be acquired by any person from the other but it can be acquired by self-determination of a person
- Leadership is Getting work done with and through others winning their love, care, respect, loyalty and cooperation

Main role of Leader

- Chief communicator
- Chief motivator
- Chief facilitator
- Chiefly responsible for group's performance

Characteristics of Leadership

1. Co-existence with fellowship
2. Responsibility
3. Understanding nature

4. Precedence
5. Situation

Principles of leadership

A leader must:

BE: what he/she is (beliefs and values)

KNOW: what he/she does (implement, motivate, and provide direction)

DO: What he/she knows (job, tasks, human nature)

Functions of leadership

Each member of a participative action group will be performing one or more leadership functions. These functions are elated to the three needs of any group and can be categorized under the headings shown below:

- **F**unctions of achieving task
- Functions for building and maintaining the team
- Functions for developing the individual and satisfying the individual needs

The functions that land care group leaders perform toward achieving the group task are:

- Inspiring the group and the community with a well-informed vision for a better future based on long-term sustainable use of land and water resources
- Setting an example in what they say and what they do to help make that vision a reality
- Scanning various information sources to form an idea of the threats and opportunities ahead for the group, and the strengths and weaknesses of the group in dealing with them.
- Developing a comprehensive database to assist the group in participative decision-making coordinating the contributions of the leadership roles of various government and non-government agencies
- Initiating action
- Keeping members' attention on goals clarifying issues
- Developing a procedural plan with the participation of the rest of the group
- Helping decide who does what, when, where and how through participative planning methods
- Motivating group and community members by both transactional methods (i.e. by exchanging benefits) and transformational methods (i.e., by making members aware of new priorities)
- Mobilizing the human and financial resources necessary for projects IJ monitoring progress

- Helping solve problems and seize opportunities as they emerge.

The functions that leaders in participative action groups perform for group maintenance and individual needs maintenance are:

- Maintaining good working relationships with the other group members, and with key individuals and organizations outside the group
- Keeping interpersonal relations pleasant
- Providing encouragement
- Giving minorities a chance to be heard
- Stimulating self-direction and self-development
- Increasing the interdependency among members
- Giving due recognition to people and agencies
- Managing conflicts of needs and values
- Following a definite program of developing leadership skills and qualities in other group members.

Qualities of good leader

A leader must possess or develop the following qualities in order to have effective leadership.

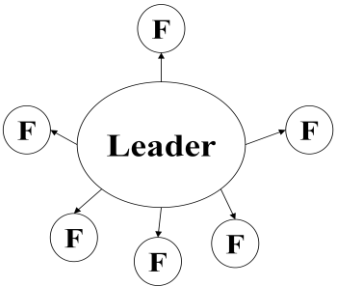
- Accomodability
- Achievement Drive
- Action Oriented
- Analytic hinking
- Attention to Detail
- Quick perception
- Communication Skills
- Composed / Self Control
- Conceptual Grasp
- Cooperativeness
- Creativity
- Decisiveness
- Dependability
- Directive / Controlling
- Energetic
- Enthusiastic
- Flexibility
- Influencing Skills
- Integrity Ethics
- Inter Personal skills
- Judgement
- Hearing Orientation
- Presence (Charisma)

- Responsiveness
- Risk Taking
- Self Control Courage
- Strategic Thinking
- Technical / Functional Knowledge
- Tenacity / Persistence

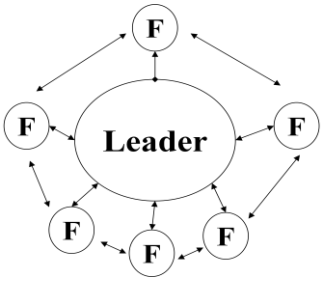
Leadership styles and their implications

Leadership Styles

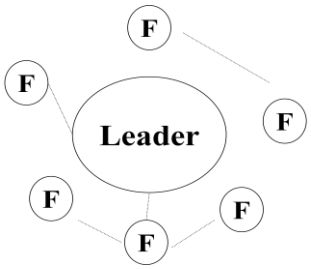
1. **Autocratic or Dictatorial**
   - Issues of orders to subordinates
   - Leader-decision maker
   - One way communication
   - Implicit obedience
   - Emphasis on –ve incentives : Fear, punishment
   - Strict supervision as control
   - 'I' style



2. **Participative or Democratic**
   - Interchange of ideas and two way communication.
   - Participation in decision making.
   - Emphasis on satisfaction of egoistic (psychic) wants.
   - Scope for use of human creativity or initiative
   - Recognition of human values
   - "We" values



3. **Laissez-faire**
   - Complete freedom for group or individual decision.
   - Leader furnishes leadership after asked.
   - Leader-information supplier after asked.
   - No appraisal, control, etc.
   - "You" style



Likert's Style of Leadership

1. Exploitative – Authoritative

- No trust or confidence in his subordinates.
- Formal communication.
- Production oriented
- Use subordinates as an instrument of production.
- Power and positional authority are basis of this style.

2. Benevolent - Authoritative

- Condescending confidence and trust in subordinates.

- Formal communication mostly.
- Some delegation of authority, but control skill resides in them.

3. Consultative

- Lot of confidence in subordinates, but still wishes to retain control in decision making.
- Less formal in communication.
- Motivation by reward and coercion.

4. Participative

- Complete trust and confidence in subordinates.
- Communication both formal and informal.
- Balanced concern for both people and production.
- Minimal emphasis on control.
- Participation is used to obtain results.

REDDINGS 3-D Leadership Style

A. Effective Styles

1. Excessive style :

- Gives a great-deal of concern for task (TO) and People (RO)
- Good motivator
- Sets high standard
- Recognizes individual differences
- Utilizes team management

2. Developer style:

- Maximum concern to people (RO) and minimum to risk (TO)

3. Benevolent autocrat style:

- Maximum concern to TO, minimum to PO

4. Bureaucrat style:

- Minimum concern to both TO & PO.
- Interested in rules

B. Ineffective Styles

1. Compromiser style:

- Gives much concern to both TO & RO
- Poor decision maker, the pressures affect him to much.

2. Missionary style:

- Maximum concern to (RO) and minimum to TO
- Values in harmony.

3. Autocrat style:

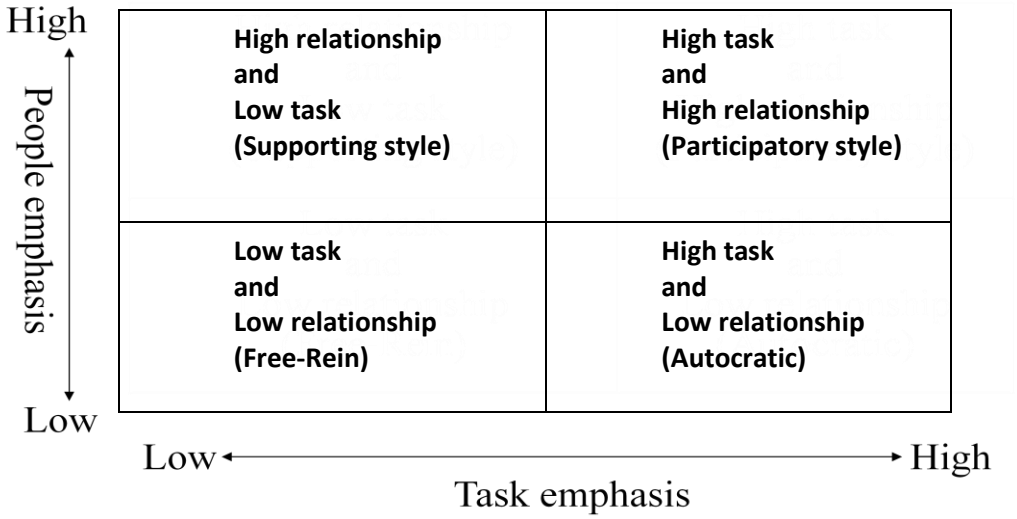
- Maximum concern to TO
- Has no confidence to others.
- Is unpleasant.

4. Deserter style:

- Minimum concern to TO & RO.
- Is uninvolved
- Positive

Key Leader Behaviour

Depending on task emphasis or People's emphasis



Leadership competencies

To be effective leader one must acquire leadership competencies – skills and qualities. Leadership competencies are by and large applicable in all situations/ conditions.

3 Dimensions of Leadership Competence

Interpersonal competencies

- Active listening
- Expression of ideas
- Feedback
- Questioning
- Emotional Intelligence (EQ)
- Preparation and use of communication aids
- Discipline
- Punctuality
- Proposing/Instructing
- Observation
- Synthesization
- Trust building
- Credibility
- Love and caring

Leadership spirit

- Adaptability
- Responsibility -Accountability
- Sincerity
- Empathy
- Achievement motivation
- Selflessness
- Nobleness /Honesty/Integrity

Principles and Practices of Delegation of work and factors affecting delegation

The first rule of management is delegation.
Don't try and do everything yourself because you can't.
- Anthea Turner

F.C. Moore defines Delegation as the means of assigning work to the others and giving them the authority to do so. Delegation does not mean surrender of authority by the higher level manager. It only means transfer of certain responsibilities to subordinates and giving them the necessary authority, which is necessary to discharge the responsibility properly.

In delegation, an attempt is being made to have meaningful participation and cooperation from the subordinates for achieving certain well-defined results. Due to delegation, the routine responsibilities of the superior are reduced. As a result, he concentrates on more urgent and important matters. Secondly, due to delegation, subordinate becomes responsible for certain functions transferred to him. Delegation is a tool, which a superior manager uses for sharing his work with the subordinates and thereby raising his efficiency.

Delegation is not a process of abdication. The person who delegates does not divorce himself from the responsibility and authority with which he is entrusted. He remains accountable for the overall performance and also for the performance of his subordinates. Delegation is needed when the volume of work to be done is in excess of an individual's physical and mental capacity.

Delegation involves the following three basic elements:

- Assignment of duties to subordinates,
- Granting of authority to enable the subordinates to perform the duties assigned, and
- Creation of obligation on the part of subordinate to perform duties in an orderly manner.

Objectives of Delegation

1. To reduce the excessive burden on the superiors i.e., executives and managers functioning at different levels
2. To provide opportunities of growth and self development to junior executives
3. To create a team of experienced and matured managers for the Organisation.
4. To improve individual as well as overall efficiency of the organization

Principles of Effective Delegation:

1. **Knowledge of Objectives**:

   Before delegating authority, the subordinates should be made to understand their duties and responsibilities. In addition, knowledge of objectives and policies of the enterprise should be provided to them. This will enable them to discharge their roles purposefully in the process of delegation.

2. **Parity of Authority and Responsibility**:

   This principle of delegation suggests that when authority is delegated, it should be commensurate with the responsibility of the subordinate. In fact, the authority and responsibility should be made clear to the subordinate so that he will know what he is expected to do within the powers assigned to them. There should be proper balance/parity or co-existence between the authority and responsibility. A subordinate will not function efficiently, if authority given to him is inadequate. On the other hand, if the excess authority is given, he may misuse the same. For avoiding this, the subordinates who are assigned duties should be given necessary/ adequate authority enables them to carry out their duties.

3. **Unity of Command** :

   This principle of delegation suggests that everyone should have only one boss. A subordinate should get orders and instructions from one superior and should be made accountable to one superior only. This means 'no subordinate should be held accountable to more than one superior'. When a subordinate is asked to report to more than one boss, it leads to confusion and conflict. Unity of command also removes overlapping and duplication of work. In the absence of unity of command, there will be confusion and difficulty in fixing accountability.

4. **The Scalar Principle** :

   The scalar principle of delegation maintains that there should be clear and direct lines of authority in the Organisation, running from the top to the bottom. The subordinate should know who delegates authority to him and to whom he should contact for matters beyond his authority. They (subordinates) should also know what is expected from them. This principle justifies establishment of the hierarchical structure within the Organisation.

5. **Clarity of Delegation** :

   The principle of clarity of delegation suggests that while delegating authority to subordinates, they should be made to understand the limits of authority so that they know the area of their operation and the extent of freedom of action available to them. Such clarity guides subordinates while performing their jobs.

6. **Absoluteness of Responsibility** :

This principle of delegation suggests that it is only the authority which is delegated and not the responsibility. The responsibility is absolute and remains with the superior. He cannot run away from the same even after delegation. Even when the manager delegates authority to his subordinate, he remains fully accountable to his superiors because responsibility cannot be divided between a superior and his subordinate. No superior can delegate responsibilities for the acts of his subordinates. He is responsible for the acts and omissions of his subordinates.

7. **Use of Exception Principle**:

This principle of delegation indicates that when authority is delegated, it is expected that the subordinate will exercise his own judgment and take decisions within the purview of his authority. He is to be given adequate freedom to operate within his authority even at the cost of mistakes. He should refer the problems to the top level management only when he is unable to take decisions. Unnecessary interference in the work of delegates should be avoided. This normal rule can be given up under exceptional circumstances. Here, the superior can interfere in the work of his subordinate and even withdraw the delegated duties and authority. The superior takes this decision under exceptional circumstances.

8. **Completeness of Delegation**:

This principle of delegation suggests that there should be completeness in the process of delegation. The process of delegation should be taken to its logical end. Otherwise, there will be confusion of authority and accountability.

9. **Effective Communication Support System**:

This principle suggests that there should be continuous flow of information between the superior and the subordinates with a view to furnishing relevant information to subordinate for decision-making. This helps him to take proper decisions and also to interpret properly the authority delegated to him. Delegation system may not work smoothly in the absence of effective communication between the superior and subordinates.

10. **Reward for Effective Delegation**:

This principle suggests that effective delegation and successful assumption of authority should be rewarded. This will facilitate fuller delegation and effective assumption of authority within the Organisation. Reward for effective delegation will provide favorable environmental climate for its fair introduction.

Why to Delegate?

1. To use skills and resources already within group/team/organization
2. To keep from burning out a few leaders
3. To develop new leaders and build new skills within the group
4. To get things done
5. To prevent the group from getting too dependent on one or two leaders
6. To become more powerful as a group
7. To allow everyone to feel a part of the effort and the success
8. Group members feel more committed if they have a role and feel needed

Process of Delegation:

Delegation process involves four distinct stages. The process of delegation moves through these stages. The following figure shows the stages in the process of delegation of authority.

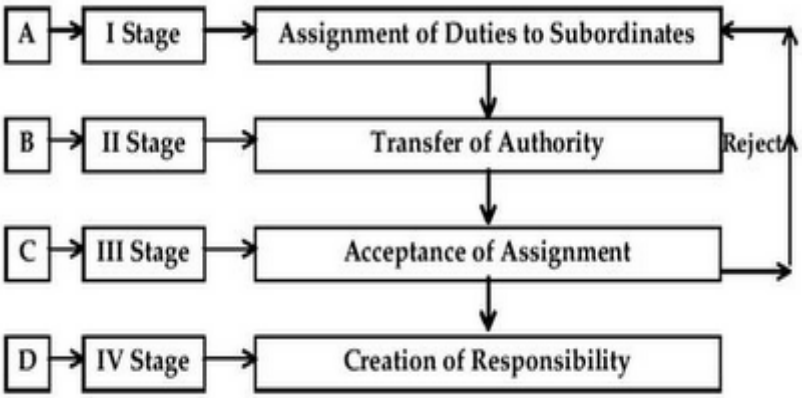


FIG: Four Stages In Process of Delegation of Authority

(A) Assignment of duties to subordinates

Before delegating, the delegator has to decide precisely the duties which are to be delegated to the subordinate or a group of subordinates. The authority is delegated accordingly and the subordinate is told what is expected from him. The usual practice is to list the functions to be performed by the subordinate. If necessary, targets to be achieved by the subordinate are also spelt out. Subordinates may be assigned tasks either in terms of activities or results. The manager (delegator) must communicate clearly his expectations. Competent and responsible employees may be given general guidelines about what needs to be accomplished. Their less competent and responsible counter-parts need more specific guidelines. In brief, in the first stage of delegation process, duties are assigned to the subordinate.

(B) Transfer of authority to perform the duty

In the second stage of delegation process, the authority is granted by the delegator to his subordinate (delegate). Authority must be delegated strictly to perform the assigned duty. The performance of duties suffers serious setback when required authority is not delegated along with the duty. In brief, the transfer of authority should be adequate considering the duties assigned to the subordinate.

(C) Acceptance of the assignment

In this third stage of delegation process, the subordinate/delegate has to accept or reject the task assigned to him in the first stage along with the authority given in the second stage. If the delegates refuse, the delegator has to make fresh plan of delegation or may consider some other subordinate who is capable and is willing to accept the assignment. On the other hand, the process of delegation will move to the fourth and the last stage, if the first delegates accept the assignment of work accompanying the authority.

(D) Creation of Obligation / Accountability / Responsibility

The fourth stage in the, delegation of authority is the creation of obligation on the part of the subordinate to perform duties assigned to him in a satisfactory manner by using the authority given. When subordinate accepts a task and the authority is given, an obligation is created. He has to perform the assigned task by using the authority granted to him. A subordinate is also responsible/ accountable for completing the assigned work. He is held answerable to a superior for the satisfactory performance of that work assigned. The delegator has to help his subordinate as and when necessary as he is responsible to his superior/organisation.

Steps in Delegation:

1. **Introduce the task:**
   - Determine task to be delegated
   - Determine tasks to retain
   - Select delegate
2. **Demonstrate Clearly**
   - Show examples of previous work
   - Explain objectives
   - Discuss timetable, set deadlines
3. **Ensuring Understanding**
   - Clear communication

- Ask for clarification
- Secure commitment
- Don't say no for them
- Collaboratively determine methods for follow-up

4. **Allocate authority, information, resources:**
   - Grant authority to determine process, not desired outcomes
   - Provide access to all information sources
   - Refer delegate to contact persons or specific resources that have assisted previously
   - Provide appropriate training to ensure success
5. **Let go**
   - Communicate delegate's authority
   - Step back, let them work
   - Use constrained access
   - Don't allow for reverse delegation
6. **Support and Monitor**
   - Schedule follow-up meetings
   - Review progress
   - Assist, when requested
   - Avoid interference
   - Publicly praise progress and completion
   - Encourage problem solving

Consequences of poor delegating

- Information and decision-making not shared by the group
- Leaders become tired out
- When leaders leave groups, no one has experience to carry on
- Group morale becomes low and people become frustrated and feel powerless
- The skills and knowledge of the group/organization are concentrated in a few people
- New members don't find any ways to contribute to the work of the group.

Advantages / Importance of Delegation

- Relieves manager for more challenging jobs

- Leads to motivation of subordinates
- Facilitates efficiency and quick actions
- Improves employee morale
- Develops team spirit
- Maintains cordial relationships
- Facilitates management development

Obstacles / Barriers to Effective DOA

A. Obstacles / Barriers on the Part of Manager / Superior / Delegator:

1. Unwillingness of the manager to delegate authority
2. Fear of competition
3. Lack of confidence in subordinates
4. Lack of ability to direct
5. Absence of controls that warn of coming troubles
6. Conservative and cautious temperament of the manager
7. Desire to dominate subordinates

B. Obstacles / Barriers on the Part of Subordinates

1. Too much dependence on the manager for decisions
2. Fear of criticism
3. Lack of information
4. Absence of positive incentives
5. Absence of self-confidence
6. Difficulty in decision-making
7. Poor superior-subordinate relations
8. Undue interference by superior
9. Fear of being exposed

Tips for effective delegation:

1. Select right person thoughtfully
2. Share purpose/ expectations regarding end-result/ success criteria
3. Be sensible to indicate performer's benefits
4. Interact or brief how aspect if at all necessary
5. Empower performer adequately

6. Carry out midterm review jointly with performer if necessary or feasible
7. Keep your communication behavior appropriate throughout.
8. Be sensible while receiving output/end-result

Tips on Receiving Delegation:

1. Receive with enough attention and tactfulness
2. Be sensible in agreeing to giver's expectations
3. Be keen to perceive your benefits
4. Be intelligent to obtain necessary support
5. Present outcome appealingly

REFERENCE:

1. Meaning of delegation of authority. Retrieved from http://kalyan-city.blogspot.in/2010/07/delegation-of-authority-principles-and.html
2. Delegation of authority, principles and importance of delegation. Retrieved from

Success Story writing techniques

Success Story

Success story is a simple description of a program's Progress, Achievements and Lessons learned. Success stories can be as short as a few paragraphs or as long as 10 pages.

The 4 "Knows" of Success Stories

1. Know what information you want to tell
2. Know your audience
3. Know to tailor your message to your audience
4. Know your story

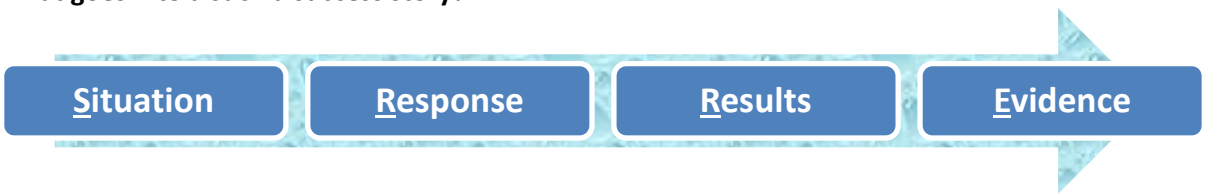
Tips for writing success story

- Find out achiever (s)
- Know about success broadly
- Set your purpose of writing the story :
  - Why to write
  - For whom to write
  - What for to write
- Decide where to publish or use
- Gather information with researcher's spirit
- Decide on headings and sub-headings
- Now-Before – After is a popular sequence to follow in writing
- Follow journalistic writing principles and practices

Writing success story on Extension/Development Programme

- Describes positive changes brought by the programme and shows how that change benefits the people
- The story may be about an entire program or part of a program

What goes into a such a success story?



Situation

- Tell what started the program
- What problem, issue or concern needed addressing?

Response: we have taken into consideration of the followings

Inputs: staff, funding, volunteers, research, expertise
Outputs: activities like teaching, facilitation and products and material outputs
People reached: number of people and demographics
Partnerships and funding sources
Extension's contribution

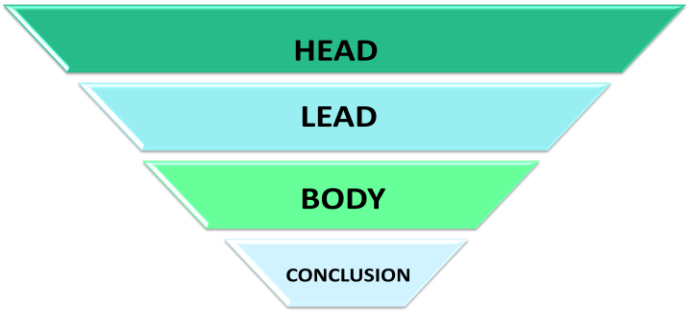
Results

- Use quantitative and qualitative data
- Describe outcomes in terms of both value or meaning
- Who benefited and how?
- What resulted?

Evidence

- What's the evidence?
- Briefly describe how you evaluated the program to attain the reported evidence.
- Include the data collection methods
- Create an emotional hook whether success story or feature article
- Good stories/article cuts through cutters and connects to people's heart opening their mind to writer's point of view

COMPONENTS OF SUCCESS STORY



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Lead

- The lead is the beginning, the most important structural element of a story
- It is ideally 20-25 words in length
- must be accurate, short and crisp
- should reflect the mood of the story

Body

- Mere description of the fact with figures and photographs
- Generally consist not less than 2/3rd of the success story
- must be descriptive, elaborate and informative
- should reflect the reality with data , figures and photographs

Conclusion

- Last part of the story
- Describe outcomes in terms of both value or meaning
- Must reflect the relevancy of the story in other's situation
- Should motivate for implications with necessary suggestions

Success story formatting features:

- Times New Roman, 12 point
- Single space within paragraphs, double space between paragraphs
- Left justify headers and text
- Bold headers
- 1.5-inch margins
- Short paragraphs and active tense
- Names, not like "this agent"
- Avoid bullets, special fonts or features since they may not transfer to the

Team building for enhancing interpersonal effectiveness

TEAM

- "A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and a common approach for which they hold themselves mutually accountable "
- A team's performance includes both individual results and what we call 'collective work-products'
- A 'collective work-products' is what two or more members must work on together …it reflects the joint, real contribution of team members.

The need for team building

The symptoms that signal a need for team building are:

- Decreased productivity
- Negative reactions to the manager or conflicts and hostility between staff members
- Confusion about assignments, missed signals and unclear relationships
- Decisions misunderstood or not carried out through properly
- Apathy and lack of involvement, initiation, imagination, and innovation
- Complaints of discrimination or favoritism
- Ineffective staff meetings, low participation, minimally effective decisions
- Complaints about quality service

Reasons for team building

- Improving communication
- Making the workplace more enjoyable
- Motivating a team or improve team productivity
- Getting everyone "onto the same page", including goal setting
- Teaching the team self-regulation strategies
- Helping participants to learn (more about) themselves
- Identifying and utilizing the strengths of team members
- Practicing effective collaboration with team members

Group s Team

GROUP

- Strong, clearly focused.
- Individual accountability.
- The group's purpose is the same as the broader organizational mission.
- Individual work products.
- Runs efficient meetings.
- Measures performance indirectly by its influence on others.
- Discusses, decides, and delegates.

TEAM

- Shared leadership roles.
- Individual and mutual accountability.
- Specific team purpose that the team delivers.
- Collective work products.
- Encourages open-ended discussions, active problem solving meetings.
- Measures its effectiveness direct by collective work products.
- Discusses, decides, & does real work together.

The ingredients of team building

- Selection of participants

- Establishing visions, goals, missions and/or objectives
- Distribution of workload
- Timetabling
- Balancing skill-set
- Metrics
- Harmonizing personality types
- Training on how to work together

Skills needed for teamwork

- Listening
- Questioning
- Persuading
- Respecting
- Helping
- Sharing
- Participating

VISION

- Vision means being able to excite the team with large, desired outcomes.
- First step is to project a goal that attracts missionaries. Such a goal can become a powerful vision.
- Next, team members position the goal by picturing success.
- When a large, missionary-friendly goal has been pictured and clearly communicated, the VISION is complete.

COMMITMENT

- Some may assume, that commitment means long hours, while to others it may mean productivity.
- If people cannot initially commit, it doesn't mean they don't care. More often its just that they are caught up in a process of doubt.
- The solution to this is twofold: establish an atmosphere of trust, and within that atmosphere encourage inclusion.

TRUST

- Trust is the antidote to the fears and risks attendant to meaningful commitment.
- "TRUST means confidence in team leadership and vision"
- Trust is more efficiently established when leadership commits to vision.
- All the members have to 'assess pre-commitment doubts ,questions ,unknowns and fears.

INCLUSION

- Inclusion means getting others to commit to the team effort ,helping them through their doubts to genuine commitment
- Leaders need to only communicate with the potential team members to complete inclusion
- It involves only three steps of communication:
    1. Non-assumptive questions
    2. Good listening
    3. Directed response

Key Characteristics of Teams

- A common goal and approach
- Mutual accountability
- Trust and collaboration
- Shared leadership
- Synergy

Team Effectiveness Criteria

- Team goals and objectives
- Participation

- Feedback
- Leadership
- Problem solving and decision making
- Trust and Conflict
- Team member resources
- Risk taking and creativity
- Interpersonal communication
- Experimentation and creativity
- Self evaluation
- Roles, responsibility and authority
- Control and procedures

Effective Team Leaders

- Demonstrate assertiveness
- Exhibit a willingness to change
- Treat team members with respect
- Make themselves available & accessible
- Want to take charge
- Accept ownership for team decisions
- Set guidelines for how team members are to treat one another
- Represent the team & fight a "good fight"when appropriate
- Show loyalty to the company and to the team members
- Create an atmosphere of growth
- Have wide visibility
- Give praise and recognition
- Criticize constructively and address problems
- Develop plans
- Share their mission and goals
- Display tolerance and flexibility

Building Effective Teams

- Building cohesion
- Building maturity
- Building composition
- Handling diversity
- Developing trust
- Setting clear goals
- Selecting team members
- Providing leadership
- Providing training
- Rewarding the team

Advantages of A Team

Team processes offer the following benefits to the organization:

- ✓ Synergistic process design or problem solving.
- ✓ Objective analysis of problems or opportunities.
- ✓ Promotion of cross-functional understanding.
- ✓ Improved quality and productivity.
- ✓ Greater innovation.
- ✓ Reduced operating costs.
- ✓ Increased commitment to organizational mission.
- ✓ More flexible response to change.
- ✓ Increased ownership and stewardship.
- ✓ Reduced turnover and absenteeism.

Individuals can gain the following benefits from teams:

- ✓ Enhanced problem-solving skills.
- ✓ Increased knowledge of interpersonal dynamics.
- ✓ Broader knowledge of business processes.
- ✓ New skills for future leadership roles.
- ✓ Increased quality of work life.
- ✓ Feelings of satisfaction and commitment.
- ✓ A sense of being part of something greater than what one could accomplish alone.

Characteristics of Good Team Building

- High level of interdependence among team members
- Team leader has good people skills and is committed to team approach
- Each team member is willing to contribute
- Team develops a relaxed climate for communication
- Team members develop a mutual trust
- Team and individuals are prepared to take risks
- Team is clear about goals and establishes targets
- Team member roles are defined
- Team members know how to examine team and individual errors without personal attacks
- Team has capacity to create new ideas
- Each team member knows he can influence the team agenda

TIPS FOR TEAM BUILDING -12 'C's

1. Clear expectations
2. Context
3. Commitment
4. Competence
5. Charter
6. Control
7. Collaboration
8. Communication
9. Creative Innovation
10. Consequences
11. Coordination
12. Cultural Change

Executive Summary of NMAET

Guidelines for the Centrally Sponsored Scheme "National Mission on Agricultural Extension and Technology (NMAET)" to be implemented during the XII Plan.

1. GENESIS:

1.1. Agricultural Technology, including the adoption/ promotion of critical inputs, and improved agronomic practices were being disseminated under 17 different schemes of the Department of Agriculture & Cooperation during the 11th Plan. The Modified Extension Reforms Scheme was introduced in 2010 with the objective of strengthening the extension machinery and utilizing it for synergizing the interventions under these schemes under the umbrella of Agriculture Technology Management Agency (ATMA). NMAET has been envisaged as the next step towards this objective through the amalgamation of these schemes. National Mission on Agricultural Extension and Technology (NMAET) consists of 4 Sub Missions:

(i) Sub Mission on Agricultural Extension (SMAE)

(ii) Sub-Mission on Seed and Planting Material (SMSP)

(iii)Sub Mission on Agricultural Mechanization (SMAM)

(iv)Sub Mission on Plant Protection and Plant Quarantine (SMPP)

1.2. While four separate Sub-Missions are included in NMAET for administrative convenience, on the ground these are inextricably linked to each other. The common threads running across all 4 Sub Missions are Extension & Technology. Seeds, pesticides and machinery are three important agricultural inputs whose technological and economic significance needs to be disseminated to all the farmers through efficacious extension machinery. However, besides the core component of ensuring easy availability of these key inputs (i.e. Seeds, Pesticides and Machinery) at reasonable prices, there will be a subject specific capacity building element built in the latter three Sub-Missions as well. Agricultural extension and technology have to go hand in hand and that is the genesis of the National Mission on Agricultural Extension and Technology.

2. The aim of the Mission is to restructure & strengthen agricultural extension to enable delivery of appropriate technology and improved agronomic practices to the farmers. This is envisaged to be achieved by a judicious mix of extensive physical outreach & interactive methods of information dissemination, use of ICT, popularisation of modern and appropriate technologies, capacity building and institution strengthening to promote mechanisation, availability of quality seeds, plant protection etc. and encourage the aggregation of farmers into Interest Groups (FIGs) to form Farmer Producer Organizations (FPOs).

2.1 **SMAE:** Sub-Mission on Agricultural Extension will focus on awareness creation and enhanced use of appropriate technologies in agriculture & allied sectors. Gains made in the past will be consolidated and strengthened through increased penetration of extension functionaries. Personnel trained under Agri-Clinics and Agri-Business Centres Scheme (ACABC) and Diploma in Agriculture Extension Services for Input Dealers (DAESI) will also provide extension services to the farmers. Use of interactive and innovative methods of information dissemination like pico projectors, low cost films, handheld devices, mobile based services, Kisan Call Centres (KCCs) etc. will be used and convergence brought among extension efforts under different programmes and schemes at village level through the institution of ATMA (Agriculture Technology Management Agency) and Block Technology Teams (BTTs).

2.2 SMSP: Adoption of quality seeds is the most cost effective means for increasing agricultural production and productivity. The interventions included in the Sub-Mission will cover the entire gamut of seed chain from nucleus seed to supply to farmers for sowing and also to the major stakeholders in the seed chain and also provide for support for infrastructure to create an enabling environment for development of the Sector. SMSP also envisages strengthening of Protection of Plant Varieties and Farmers' Rights Authority (PPV&FRA) in order to put in place an effective system for protection of plant varieties, rights of farmers and plant breeders and to encourage development of new varieties of plants.

2.3 SMAM: There is a strong co-relation between farm power availability and agricultural productivity. Therefore, Sub Mission on Agricultural Mechanization will focus on farm mechanization. The Sub-Mission will mainly cater to the needs of the small and marginal farmers through institutional arrangements such as custom hiring, mechanization of selected villages, subsidy for procurement of machines & equipments, etc.

2.4 SMPP: Sub-Mission on Plant Protection included in NMAET envisages increase in agricultural production by keeping the crop disease free using scientific and environment friendly techniques through promotion of Integrated Pest Management. Strengthening and Modernization of Pest Management Approach aims at this vital aspect of Plant Protection and also covers regulatory requirements of pesticides. The component on Strengthening & Modernization of Plant Quarantine facilities in India is regulatory in nature with the aim of preventing introduction and spread of exotic pests that are harmful to crops by regulating/restricting import of plant/plant products. Monitoring pesticide residues in food commodities and environmental samples is also included in this Sub-Mission. The component on National Institute of Plant Health Management (NIPHM) will promote environmentally sustainable Plant Health Management practices in diverse and changing agro-climatic conditions, pesticide management, and Bio through capacity building programmes.

Farmers' skill trainings and field extension as contained in all 4 Sub Missions of NMAET (Viz. SMSP, SMAE, SMAM and SMPP) will be converged with similar farmer-related activities going on through ATMA. Five-tiered modes of extension carried out in broadcast or interactive electronic modes will also cut across extension activities in all the four Sub Missions. Mutually synergetic linkages will be established among various activities instead of unilaterally mandating that all such farmer-centric activities will be carried out through ATMA.

3. LINKAGES BETWEEN DIFFERENT SUB-MISSIONS:

3.1 Farmers' skill trainings and field extension as contained in all 4 Sub Missions of NMAET (Viz. SMSP, SMAE, SMAM and SMPP) will be converged with similar farmer-related activities going on through ATMA. Five-tiered modes of extension carried out in broadcast or interactive electronic modes will also cut across extension activities in all the four Sub Missions. Mutually synergetic linkages will be established among various activities instead of unilaterally mandating that all such farmer-centric activities will be carried out through ATMA.

3.2 Process Flow for Action Plans encompassing capacity building programmes included in all the four Sub-Missions: Strategic Research and Extension Plan (SREP) is a comprehensive document prepared at the district level identifying research/ extension priorities for district, keeping in mind agro-ecological conditions and existing gaps in technology generation and dissemination in all agriculture and allied sector areas/ activities including in the area of Seeds, Mechanization, Plant Protection. The gaps in all farmer centric trainings and field extension in respect of other Sub-Missions of NMAET would also be included in the SREP. SREPs will be prepared in coordination with the line departments, Krishi Vigyan Kendras (KVKs), Panchayati Raj Institutions (PRIs), Private Sector, farmers and other stake-holders at the district level.

Illustrative list of Farmer Centric Trainings and Field Extension

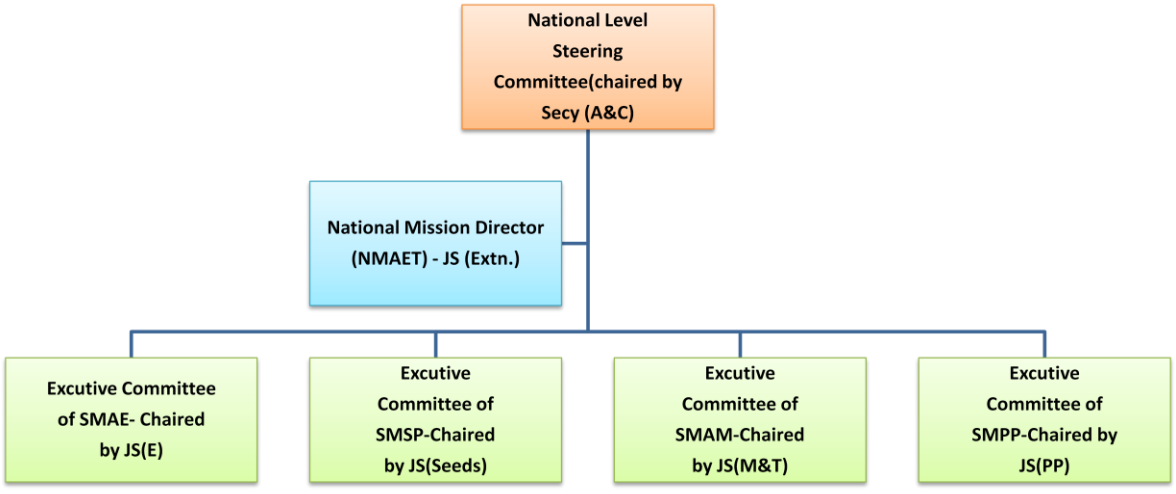
SMSP	SMAE	SMAM	SMPP
Seed Village Programme	Farm Schools, Demo Plots, Trainings, Exposure Visits	Capacity Building by Institutions identified by the State Government	Pest Monitoring (including Pest Scouts), FFSs, IPM Training to Farmers

Similar training & field extension related components in other programmes of DAC and State Governments will also be implemented through ATMA.

Funds earmarked for such activities under different Sub-Missions of NMAET, Missions & Schemes / Programmes will be utilized through ATMA. Similarly, ATMA funds also will be suitably used to cover training & field extension objectives / activities of other Sub-Missions, Missions and Schemes / Programmes. Manpower under ATMA will be effectively utilized for extension related activities under various Sub-Missions. Some other field activities (e.g. Pest Scouts) can also be performed by extension under workers under ATMA. State Extension Work Plan (SEWP) will contain proposals on farmer centric activities cutting across all Sub-Missions. Such convergence arrived at through SREP / SEWP will avoid duplication and ensure wider coverage in terms outreach to farmers and gamut of activities. Such convergence at the grassroots level will also provide correct focus on nature of activities to be covered under different extension activities. Five Tiered Modes of Awareness Campaign (TV, Newspapers, Booklets, KCC, Internet, SMS) will also be used for disseminating information or providing services under all schemes and programmes pertaining to agriculture and allied sectors (including various SubMissions of NMAET.

Technical, legal, administrative & regulatory functions and other components (not related to farmer centric extension) will continue to be discharged independently under the respective Sub-Missions. Detailed guidelines of each of the four Sub-Missions are included in subsequent chapters.

4. Structure of the mission



The respective Sub-Missions may also higher level monitoring and supervisory bodies.

The respective Sub-Missions may also higher level monitoring and supervisory bodies.

4.1 A National Level Steering Committee of the Mission chaired by Secretary (Agriculture).

4.1.1 For the effective implementation of the National Mission on Agricultural Extension & Technology (NMAET), a Steering Committee would be constituted and notified. The members of the Committee would:

Secretary (A&C), DAC	**Chairperson**
Addl. Secretary (Extn.), DAC	**Vice Chairperson**
Additional Secretary (Seeds), DAC	**Member**
Additional Secretary (M&T), DAC	**Member**
Additional Secretary (PP), DAC	**Member**
AS&FA, DAC	**Member**
Advisor, Planning Commission	**Member**
Joint Secretary (Extn.), DAC	**Member**
Joint Secretary (Seeds), DAC	**Member**
Joint Secretary (M&T), DAC	**Member**
Joint Secretary (PP), DAC	**Member**
DDG (Extn.), ICAR	**Member**
DDG (Crops), ICAR	**Member**
DDG (M&T), ICAR	**Member**
DDG (PP), ICAR	**Member**
Director (Extension)	**Member Secretary**

4.1.2 Terms of Reference:

- The Committee will be policy making body giving overall directions and guidance to the Mission.
- The Committee will act as an Empowered Committee and will decide inter-component changes among Sub-Missions.
- Review the performance of NMAET at least once a year.
- Chairperson will have the power to co-opt, invite other official members.

4.2. The Joint Secretary (Extension) would be the Mission Director for NMAET to ensure that it is implemented effectively and expeditiously and convergence among all Sub-Missions is achieved. The Mission Director, NMAET will coordinate with all the Sub-Mission Heads (respective Joint Secretaries) to look after all inter Sub-Mission issues including compilation

of reports, convergence at farmer level through SREP & SEWP etc., replies to integrated issues / matters / questions on NMAET.

4.3 Overall in-charge of each of the Sub-Mission will be the Joint Secretary concerned of the respective Sub-Mission. However, convergence of farmer centric extension related activities will be overseen by the Extension Division through the instrumentality of SEWP. Mission Director, NMAET also will help in bringing about synergies among various Sub Missions.

4.4 Executive Committee on different Sub-Missions will be headed by the respective Joint Secretaries to oversee the activities of the Sub Mission and to approve the State Work Plans.

4.5 An expanded IDWG headed by the APC or Principal secretary (Agriculture) at State level (after including all Sub-Missions related officers) and ATMA Governing Board at District level will monitor and will be accountable for the effective implementation of the Mission. There will be an Implementation Committee under the chairmanship of the Commissioner / Director (Agriculture) and consist of officials and non-officials pertaining to various Sub Missions.

4.6 Guidelines of each of the Sub-Mission will also enumerate the Coordination Committees and other Committees for effective implementation of the programmes at State Level.

Electronic Monitoring System

Source: http://extensionreforms.dacnet.nic.in/

This is a Web enabled online monitoring system for Monthly Progress Report (MPR) under ATMA Programme. All the components of SSEPR scheme would be monitored for Physical and Financial progress. The states have to login by choosing their State and Password for State level and for District level State and District and District password. For SAMETI, State and district as SAMETI for which targets and Performance are to be entered. State level can enter Targets and performance for all their districts by entering the State level password and choosing the district.

Introduction:

National Information Center (NIC has developed a website on Extension Reform (ATMA Scheme) Activity Monitoring System under the guidance of Ministry of Agriculture, Govt. of India. The system has now been uploaded on DAC's website. It would help Ministry of Agriculture to monitor the progress of implementation on the scheme activities at different levels, viz, Block, District, State and National.

DACNET is a Central Sector Scheme worth Rs.18.00 crores has been signed by DDG, NIC and Joint Secretary, DAC for strengthening informatics to bring E-governance in 40 directorates/. Attached/ subordinates office of Dept. of Agriculture & Cooperation.

Its' is an e-governance project of DAC executed by NIC to facilitate Agriculture-on-line as a principle "a powerful e-Governance infrastructure is the foundation of success, which enables the decision makers to make quick decisions reducing the cost and increasing the productivity"

About DACNET:

DACNET is designed to address the following issues:

1. Quantitative enhancement in work culture by introducing better transparency and work flow application.
2. Easy access to publishable information with minimum administrative intervention, with proper query and request features.
3. Faster and reliable information dissemination and exchange across the organizations.
4. Greater integration and use of data from variety of data sources.
5. Optimal utilization of available resources including office stationary and thereby helping to convert towards paperless office.

Govt. of India approach towards EMS

The DACNET is helping in the following aspects:

- Preparation of Monthly/Quarterly Reports, Budget Estimates and Revised Budget Estimates and Revised Estimates, Statements and official documents using MS Word and MS Excel
- Use of email and Messaging Services for faster, reliable, better communication and accessibility and dissemination of reports/information in the office, with Ministry and other Directorates/ Field Units.
- Paperless Office Work, Expenditure on Stationary will be reduced.
- Officers are encouraged to use computer in a position to build up data in computer

Different activities under extension reforms:

- Demonstration
- Training : District Level & Village Level
- Exposure Visit: Inter- State Exposure & Inter-District Exposure
- Field days/ Kisan Ghosthi
- Kisan Mela/ Fruits/ Vegetable Shows
- Farmers –Scientist Interaction (in Each Season)
- Printing of Leaflets/ Booklets
- Formation of FIG
- Seed Money
- I T Network (Compact Disk of Different Activities)

Parameters need to be considered under each activities:

- Cafeteria of Activities & its Sub Activities
- Implementation Agency
- Start date / End date
- Sector/ Sub Sector
- Nos. of Beneficiaries: SC/ST/ General/ OBC/ Handicapped.
- Total Approved Cost for the Activates (As approved by GOI)
    - Govt. of Contribution
    - Beneficiary Contribution
    - Others Contribution (if Any)
    - Physical Target
    - Physical Achievement.
- Total Amount Utilized (From the Above)
    - Govt. Contribution Utilized
    - Beneficiary Contribution Utilized
    - Other Contribution Utilized

Facilities available under EMS

- Change Password
- Edit Entered Data
- Query/ Feedback can be directly forwarded to EMS Administrator (rajeswari@nic.in/ sagni@nic.in)
- Display Enter Data in Pre-defined Format.
- Year wise / Quarter wise Physical / Financial Progress for institutional improvement.

Steps for using EMS on-line:

The website provides all kinds for detailed information regarding ATMA Guidelines, ITD components, Convergence with NMAET, Selection of beneficiaries and Reports.

Website: www.extensionreforms.dacnet.nic.in

Step 1: Open homepage by clicking on the link above

Step 2: Select State/District/non-ATMA as per your objective

Step 3: Enter your login details in the right site of the homepage

Step 4: Select Manpower Entries/Achievement Entry/Target Entry/ Report, etc

- The prescribed format is available for all entries
- Enter details carefully
- In case of wrong entry, editing can be done by resetting the data
- For achievement entry, forms are available for each component like, Training of Farmers, Demonstrations, Farmer Friend, Farm School, etc.

Step 4: After entries of all details, click on the Submit button.

Monthly Progress Report:

Step 1: Open homepage by clicking on the link above

Step 2: Select State/District/non-ATMA as per your objective

Step 3: Enter your login details in the right site of the homepage

Step 4: Select Reports

Step 5: From options of MPR Report, Manpower Reports, and Target Reports.

Step 6: Select MPR Report

Step 7: Enter the financial year and Click on the "Get Report" button to get the detailed report.

Forget password: In case you forget your password, click on the "FORGET PASSWORD" button on the right hand side of the homepage.