UNIT 1:

Who is a Contributor?

...Values + Effectiveness

JULY 2012 EDITION

for students and faculty of
Gujarat Technological University

by

i-become University Services
Developing a Contributor Personality

UNIT 1:

Who is a Contributor?

Who are Contributors? How are they fundamentally different from Non-contributors in their overall approach to work, to other human beings, to society as a whole? Discover what this means for your career.

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1.2 The Contributor’s Checklist pg. 4-5
1.3 Workplace application 1 pg. 6-7
1.4 Workplace application 2 pg. 8-9
1.5 Workplace application 3 pg. 10-11
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Swami Vivekananda speaks to you:
What is personality? pg. 14-17
### 1.1 Exploring who is a Contributor

#### Some Examples

<table>
<thead>
<tr>
<th></th>
<th>The Contributor</th>
<th>The Non-contributor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Contributor Teacher</td>
<td>The Non-contributor Teacher</td>
</tr>
<tr>
<td></td>
<td>“Payal, do you feel confident to do the sums?”</td>
<td>$\sqrt[3]{27 + (4 \times 9)}^2 + (cos \theta)$</td>
</tr>
<tr>
<td></td>
<td>The Contributor Teacher is concerned about bringing out the best in each student. Such a teacher cares about the future of every student, and whether they have built confidence in the subject.</td>
<td>The Non-contributor Teacher is unconcerned whether students are paying attention or have understood what is being taught. Such teachers run through the syllabus, but are disengaged from their students. Result – students find these classes boring.</td>
</tr>
<tr>
<td></td>
<td>“Don’t worry sir, when your payments are released, I will send it to you.”</td>
<td>“I am very busy right now. Please check again in 2 weeks time.”</td>
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<tr>
<td></td>
<td>The Contributor Government Official ensures that a common citizen is able to get his work done. She goes all out to find a solution for the person and does everything within her power to accomplish it.</td>
<td>The Non-contributor Government Official is indifferent and does not bother to find a solution to the common citizen’s problem. Such officials may do their duty and follow rules, but they make a common citizen run around from pillar to post. They don’t care whether the work gets delayed and people find the interaction painful.</td>
</tr>
<tr>
<td>3.</td>
<td>The Contributor Sweeper</td>
<td>The Non-contributor Sweeper</td>
</tr>
<tr>
<td></td>
<td>Only if the area is kept clean the people will be able to lead a disease-free life …</td>
<td>My duty time is over… I’m off for the day! Let the other sweeper worry about the remaining “kachra.”</td>
</tr>
<tr>
<td></td>
<td>The Contributor Sweeper cares enough to ensure that the living environment is clean for people in the locality! She has a wider view of her work and doesn’t just see herself as “sweeping kachra” – she takes pride in her work of creating a clean and hygienic environment for the people who live there.</td>
<td>The Non-contributor Sweeper sees her work in a narrow way and does it only for her “Dal Roti”. She has no pride or interest in her job and works like a ‘robot’ without any feeling. Thus she becomes careless and “chalta hai” in her work.</td>
</tr>
</tbody>
</table>

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Continued...
Group Worksheet 1.1:

Similarly, imagine how the following contributors and non-contributors behave. Discuss to fill in.

5. **The Contributor Senior**
   - Let’s sit and see how to improve the presentation.

   **The Non-contributor Senior**
   - There are too many mistakes in the presentation. Make sure you correct them and send it to me by tonight.

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6. **The Contributor Salesperson**

   **The Non-contributor Salesperson**

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The Contributor Team Member always puts the team’s success before personal success. Such team members are committed to the larger purpose and don’t let personal egos come in the way.

The Non-contributor Team Member pursues personal goals even if it is at the cost of team goals. Such people may be talented as individual stars, but are unable to contribute in a team environment.
Contributors constantly strive to combine both effectiveness + human values in any situation.

The Contributor’s Checklist

- Accomplishes the goals
- Does the work well with a spirit of excellence
- Acts with integrity and in the best interests of those involved
- Demonstrates human concern

Group Worksheet 1.2:

Share the story of a person you have met / heard of, who you believe is a contributor in his / her own work.

PART A

Name of the person: .................................................................
Profession / work: .................................................................
Share 1-2 incidents from the person’s work life, where you believe he / she acted as a contributor:
PART B

For your story, answer the following –

How was the goal accomplished?

How did the person try to go about doing an excellent job?

How was integrity ensured? Were the best interests of all parties involved, considered? How?

How did he/she demonstrate human concern through his/her actions?

Were any of these 4 aspects missing? Why?

Explore more stories of contributors at work on the i-become® ActivGuide

[Log into your account on http://gtu.ibecome.in/ and select Unit 1: Who is a Contributor? → Foundation → Concept Applications]


AND MORE ...
Shylesh and Vikas are two team leaders who have successfully completed a project

Shylesh and Vikas are project leaders with the responsibility of completing two important assignments. After the successful completion of the projects, the following is how they think…

**SHYLESH’S TEAM**

I have done a great job here! I must ensure I get noticed by the management - it is a chance for a promotion.

What about all that we did...?!!

**VIKAS’ TEAM**

We have done a great job! Each person’s contribution was important - without that we wouldn’t have achieved success. In the next presentation to the management, I must mention how valuable each one’s contribution was.

Vikas
### Group Worksheet 1.3:

When you are part of any team, to be able to perform well and be highly productive, why is it important to focus on “we” not “I”? Discuss to answer.

**Compare the 2 teams –**

<table>
<thead>
<tr>
<th>TEAM 1</th>
<th>TEAM 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team members are focused only on “I” and don’t really care about the team’s goals <em>(Look at Shylesh’s team as an example)</em></td>
<td>Team members are focused on “we” not “I” <em>(Look at Vikas’ team as an example)</em></td>
</tr>
</tbody>
</table>

Which team’s members will be more willing to volunteer for responsibility in the team? Why?
How will this lead to higher team performance?

What will be the motivation levels in each team? How will this affect their ability to deliver results?

Which of the two teams will work more harmoniously together? Why will this make them more productive?
An urgent report is needed just when leaving office to go home

Sunil and Nalin work for a telecom company. Their office timing is 9.30 to 5.30. Late one day, their headquarters asks for an urgent report. Their team-mate Rupesh comes to tell them about it…

SUNIL

This report is needed urgently for a sudden strategy meeting that has been called in the headquarters…

NALIN

It is already 5.30! Why do they come up with work so late in the day? I am going home!

Let’s get down to it immediately! If we work together, we can accomplish this soon and send it off on time. The meeting must be important if they have called for it so suddenly.
Group Worksheet 1.4:

When taking up any task, why is it important to recognize its value and the larger purpose it is serving? Discuss to answer.

Compare the 2 approaches to any task –

<table>
<thead>
<tr>
<th></th>
<th>APPREACH 1</th>
<th>APPREACH 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“I care only about my own convenience (no thought of the company’s goals and purpose / value of the work)”</td>
<td>“I realize the value and purpose of this work – thus I am committed to the responsibility of getting the work done”</td>
</tr>
<tr>
<td></td>
<td>(Look at Sunil’s approach as an example)</td>
<td>(Look at Nalin’s approach as an example)</td>
</tr>
<tr>
<td>How would the quality of my work get affected? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would my capability development get affected? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which approach would make me more valued by my team members? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will it affect my career in the long run? Why?</td>
<td></td>
<td></td>
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</tbody>
</table>
While the boss is away

SOHAN IN COLLEGE
Sohan was bright but mischievous. When teachers were looking, he would pretend to be attentive. When they were not around, he played the fool, wasted time, and distracted others, making them laugh…

3 YEARS LATER
Sohan finds that he is lagging far behind his peers. His performance reviews were poor, and even his colleagues had begun avoiding him. Sohan doesn’t know what went wrong, after all he was just being “cool”…

WHEN SOHAN STARTED WORKING
Sohan continued in this way… when the boss was monitoring his work, he sat at his desk doing work; but when the boss was away, he chilled out, distracted others, went out for tea and snacks…

…this made him popular amongst his classmates. They thought he was “cool”.

…his organization thought he was wasteful and frivolous.
Group Worksheet 1.5:

There was a mismatch between what Sohan assumed was “cool” and what was really acceptable behavior in the workplace. Sohan did not realize that some behaviors may be acceptable in student-life, but are out of place in work-life. When you enter work-life, you are expected to “grow up” and act with a sense of responsibility towards your work.

What is the cost / damage of not “growing up” and acting with a sense of responsibility at work? How does it damage your future career prospects? Discuss to answer.

<table>
<thead>
<tr>
<th>Imagine – What if the following happens, then what will be the cost / damage to your future career?</th>
<th>Tick one option and explain why you selected it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your boss and senior management have the impression that you need to be constantly monitored, without which you can’t be trusted to get any work done properly</td>
<td>Not much damage done to my future career</td>
</tr>
<tr>
<td>Your colleagues don’t take you seriously. When they are fooling around they include you in their group. But when it comes to serious matters no one values your opinion.</td>
<td></td>
</tr>
<tr>
<td>Even after several years of working, your capability remains whatever you had trained for. You have not learnt anything new or developed any expertise in any area of work.</td>
<td></td>
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Explore more stories of contributors at work on the i-become ActivGuide

[Log into your account on http://gtu.ibecome.in/ and select Unit 1: Who is a Contributor? → Foundation → Concept Applications]
UNIT 1: WHO IS A CONTRIBUTOR?

1.6 Project Work

Field Work

Project 1:

**Project Goal:** To recognize “contributor qualities” in action, and understand why contributors are valued so much in the workplace.

**STEP 1:** Talk to 2-3 working professionals you know. Ask them for stories of people working in their office, who they feel are really valued by the people in the organization. (Identify at least 3 good stories).

**STEP 2:** For each story, find out why the person is valued so much. Ask them for concrete examples talking about these people “in action”.

**STEP 3:** Identify the key contributor qualities that are coming out of each of these stories.

**STEP 4:** Present each of these stories in the class. Also highlight what appealed most to you in these stories and what you learnt from them.

Project 2:

**Project Goal:** To recognize “contributor qualities” in action, and understand why contributors are wanted / sought after by all who work with them.

**STEP 1:** Interview someone you know in some leadership position (such as a Head of Department in your college, or Principal, or some business leader or person in a senior position who is known to you or your parents).

**STEP 2:** You can use the following questions as a guideline for conducting your interview –

- For any important project / assignment, what are the qualities you look for in the people you want on your team? Can you give concrete examples that demonstrate these qualities?
- If you had an important assignment to get done, is there any one person you would definitely want on the team?
- Why do you want this person on the team? What is the unique value you think this person would bring in?

**STEP 3:** Present the results of your interview to explain “What an employer / leader looks for in his/her people”.

Project 3:

**Project Goal:** To recognize “contributor qualities” in action, and understand why contributors are wanted / sought after by all who work with them.

**STEP 1:** Talk with your friends who have been involved in some team projects / organizing some events / initiatives (eg: college festival).

**STEP 2:** Discuss –

- What qualities would they look for in the different team members, so as to make the event / project / initiative a success. Ask for concrete examples that demonstrate these qualities.
- Why are these qualities important? What is the value of these in the success of the team?

**STEP 3:** Present the results of your discussion to explain “The qualities of a contributor team member and the value they bring to their team”.

You could do any of the above projects and present in the class

OR ask your faculty for the IN-CLASS PROJECT based on the guideline from i-become
What you can do next:

Attend the Contributor Classroom for Unit 1 (on Facebook)

- 2 online discussion sessions will be conducted for Unit 1, in the Contributor Classroom. One will be focused on clarifying concepts and doubts. The other will discuss workplace examples and career guides.
- Join students and faculty from across GTU as we discuss this topic.
- To participate –
  - Go to https://www.facebook.com/groups/CPP.July2012/
  - Log in with your own Facebook account (if you don’t have one already, create new)
  - Click on “join group” button to join the Contributor Classroom
  - Once the group moderator approves, you can attend these discussions
  - Make sure you register early enough so that you don’t miss these sessions
- To know the schedules for this, check your email / the i-become Facebook page https://www.facebook.com/ibecomelInitiative

Practice for Examinations on i-become

- Do the quizzes and practice tests to get an idea of what to expect in the examination.
- To access these –
  - Log into your ActivGuide account on http://gtu.ibecome.in/
  - Select Unit 1: Who is a Contributor? — Exam Revision
A man comes; you know he is very learned, his language is beautiful, and he speaks to you by the hour; but he does not make any impression. Another man comes, and he speaks a few words, not well arranged, ungrammatical perhaps; all the same, he makes an immense impression. Many of you have seen that. So it is evident that words alone cannot always produce an impression. Words, even thoughts contribute only one-third of the influence in making an impression, the man, two-thirds. What you call the personal magnetism of the man — that is what goes out and impresses you.

Narendranath, was known for his keen intellect and prodigious memory. He acquired a thorough grasp of various subjects during his school and college years, especially Western logic, philosophy and history. He questioned the validity of superstitious customs and discrimination based on caste and refused to accept anything without rational proof and pragmatic test.

In his college years, Narendra went about asking many religious leaders of the time whether they had a direct experience of God, but could not get answers which satisfied him. His quest brought him finally to Sri Ramakrishna. Thus began a guru-disciple relationship which is quite unique in the history of spiritual masters.
Coming to great leaders of mankind, we always find that it was the personality of the man that counted. Now, take all the great authors of the past, the great thinkers. Really speaking, how many thoughts have they thought? Take all the writings that have been left to us by the past leaders of mankind; take each one of their books and appraise them. The real thoughts, new and genuine, that have been thought in this world up to this time, amount to only a handful.

In 1891, the Swami embarked on a 2-year long journey of exploration and discovery of India. During these years, a mission grew in him. He said, “I have travelled all over India. But alas, it was agony to me, my brothers, to see with my own eyes the terrible poverty and misery of the masses, and I could not restrain my tears! It is now my firm conviction that it is futile to preach religion amongst them without first trying to remove their poverty and their suffering…”

Read in their books the thoughts they have left to us. The authors do not appear to be giants to us, and yet we know that they were great giants in their days. What made them so? Not simply the thoughts they thought, neither the books they wrote, nor the speeches they made, it was something else that is now gone, that is their personality. As I have already remarked, the personality of the man is two-thirds, and his intellect, his words, are but one-third. It is the real man, the personality of the man, that runs through us. Our actions are but effects. Actions must come when the man is there; the effect is bound to follow the cause.
The ideal of all education, all training, should be this man-making. But, instead of that, we are always trying to polish up the outside. What use in polishing up the outside when there is no inside? The end and aim of all training is to make the man grow. The man who influences, who throws his magic, as it were, upon his fellow-beings, is a dynamo of power, and when that man is ready, he can do anything and everything he likes; that personality put upon anything will make it work.

Now, we see that though this is a fact, no physical laws that we know of will explain this. How can we explain it by chemical and physical knowledge? How much of oxygen, hydrogen, carbon, how many molecules in different positions, and how many cells, etc., etc. can explain this mysterious personality? And we still see, it is a fact, and not only that, it is the real man; and it is that man that lives and moves and works, it is that man that influences, moves his fellow-beings, and passes out, and his intellect and books and works are but traces left behind ...
... Think of this. Compare the great teachers of religion with the great philosophers. The philosophers scarcely influenced anybody’s inner man, and yet they wrote most marvellous books. The religious teachers, on the other hand, moved countries in their lifetime. The difference was made by personality. In the philosopher it is a faint personality that influences; in the great prophets it is tremendous. In the former we touch the intellect, in the latter we touch life. In the one case, it is simply a chemical process, putting certain chemical ingredients together which may gradually combine and under proper circumstances bring out a flash of light or may fail. In the other, it is like a torch that goes round quickly, lighting others.

Impact on India’s Leaders

"I have gone through his works very thoroughly, and after having gone through them, the love that I had for my country became a thousand-fold.”
– Mahatma Gandhi

“Swami Vivekananda harmonized the East and the West, religion and science, past and present. And that is why he is great. Our countrymen have gained unprecedented self-respect, self-reliance and self-assertion from his teachings.”
– Subhash Chandra Bose

“Where can you find a man like him? Study what he wrote, and learn from his teachings, for if you do, you will gain immense strength. Take advantage of the fountain of wisdom, of Spirit, and of fire that flowed through Vivekananda!”
– Jawaharlal Nehru

“Each one can grow and strengthen his personality. This is one of the great practical things, and this is the secret of all education. This has a universal application. In the life of the householder, in the life of the poor, the rich, the man of business, the spiritual man, in every one’s life, it is a great thing, the strengthening of this personality...
The material in this booklet is meant to be studied along with the material available at gtu.ibecome.in
You will find videos, concept presentations, quizzes to improve your understanding of the topic.