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TRANSFORMATIVE INTERVENTIONS IN MANAGING EFFECTIVELY HUMAN RESOURCES

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ISS 1017
ABSTRACT

This research on Transformative Intervention in Managing Effectively (TIME) human resources contains the principles on how to PROCESS behavior in the workplace, needed in attaining the goals of any institution. It envisions the essentials of how to process behavior of the individual in the workplace in order that he becomes socially responsible, inter-dependent, functionally productive and GODLY. By GODLY, it means people-oriented, pro-life, and pro-nature. Specifically, it is love of one-self, love of others, love of all the things made by man, and the things that GOD can only create.

It is focused on the problems in managing people in the organizations and on the principles in understanding transformative interventions in managing effectively human resources.

It upholds the basic principles that, to change the unwholesome behavior of an individual in the workplace to wholesome behavior, PROCESS should take place. For a change within to happen, a fundamental process must first take place. An effective and vital tool to process people in the organization is through a well-organized training or seminar.

This study concludes that when an individual is processed to become a transformed person – he manifest the behavior in the workplace as socially responsible, interdependent, functionally productive and Godly employee.
MAIN CONTENT

OBJECTIVES

The True Agenda of TIME

TIME enables participants to interpret the “Why” of the wholesome and unwholesome behaviors of the individuals in the workplace. It also helps the participants to identify/determine the goal(s) of wholesome and unwholesome behaviors of the individuals in the workplace. TIME lets the participants to realize that faulty or unhealthy transaction to their co-employees is the driving factor of the unwholesome behaviors in the workplace. Participants should be processed in modifying/changing their unwholesome behaviors to wholesome (therapeutic) behaviors in the workplace. In addition, TIME allows the participants to apply and to select the appropriate psychologically based management intervention strategy in preventing and remedying unwholesome behavior and enhancing wholesome behavior of employees in the workplace.

OUTLINE

Principles In Understanding Behavior In The Workplace

Essentially, TIME starts by defining behavior and differentiating wholesome behavior from misbehavior. Behavior is any action, feeling and thought of the individual in the workplace being affected by any psychological stimulus in the environment. Wholesome behavior is the behavior of an individual in the workplace that promotes favorable response from the others. On the other hand, Misbehavior is the behavior of an individual in the workplace that disrupts the attainment of the goal of the managers or significant persons and co-workers.

TIME makes use of the following viewpoints in explaining why certain people act with wholesome and unwholesome behaviors. (1) Psychoanalytic view elucidates that the essential element in understanding behavior in the workplace is the identification of the individual or the employee with the significant persons - his parents and significant others while still young. (2) The Behaviorist view explicates that the most reinforced behavior of the individual in the workplace is the one that prevails most. (3) The Phenomenological view is one whose emphasis or vital concern is the experience of the individual in the environment. (4) The Educational view makes emphasis on the principle that the significant person in the workplace, like the manager, should possess and model wholesome behavior to employees in the workplace.

There are three basic human relations principles that explain why behaviors manifested are either wholesome or unwholesome (misbehavior) in the workplace. (1) The principle of social equality explains that each individual in the workplace regardless of age, wealth, position, sex, religion, mental ability, and the like is equal
in terms of human worth and dignity. (2) The principle of individual differences emphasizes that each and every individual in the workplace is unique and different from one another.

(3) The principle of the need to belong elucidates that each and every individual in the workplace as a social being wants to belong to people important in his life.

Depending on how the three basic human relationships are concretized, individuals may manifest either wholesome behaviors or misbehaviors in the workplace. Both subsets of behaviors have their own set of goals. The goals of misbehavior are: a) attention, b) power, c) revenge, and d) display of inadequacy.

(a) Attention is the first goal of misbehavior of the individual in the workplace which he wants to be noticed or serviced. (b) Power is the second goal of misbehavior of the individual in the workplace with his self-initiated behavior wherein he is proving that no one can direct or control him. (c) Revenge is the third goal of the individual in the workplace which he wants to hurt the manager or significant person and feels that he is not love by people important to his life. (d) Display of Inadequacy is the fourth goal of misbehavior of the individual in the workplace wherein his behavior is centered on the feeling that he is helpless and defeated. On the other hand, the goals of positive behavior are: a) attention, involvement and contribution; b) power, autonomy and responsibility; c) justice and fairness; and d) withdrawal from conflict, refusal to fight and acceptance of the opinions of others.

(a) Attention, involvement and contribution is the first set of the positive goals of the individual in the workplace characterized by helpfulness and volunteerism. (b) Power, autonomy and responsibility for own behavior is the second set of the positive goals of the individual in the workplace that is characterized by – personal decision or self-responsibility, self-discipline in doing one’s work, and resourcefulness. (c) Justice and fairness is the third set of the positive goals of the individual in the workplace that implements what is just and fair for everybody. (d) Withdrawal from conflict, refusal to fight and acceptance of other opinions is the fourth set of the positive goals of the individual in the workplace that is to withdraw from conflict, to ignore provocation and to withdraw from power contest.

In order to remedy misbehaviors and to enforce wholesome behavior, the manager or significant other should first understand the level of misbehavior an employee has. Transactional Analysis is the interaction which takes place when two or more people gather together (physically or in a remote communication as in telephone conversation). Its importance is used as a tool to understand the wholesome behavior and misbehavior of individuals in the workplace. Ego structures related to positive behavior and misbehavior are: a) the "parent" ego structure, b) the "adult" ego structure, and c) the "child" ego structure. The "parent" ego structure is of two types: the critical and the nurturing. The critical "parent" ego structure is authoritarian, prejudicial, and judgmental. The nurturing "parent" ego structure is helpful, sympathetic, protective, indulgent, and lenient. The "adult" ego structure of the individual in the workplace is calculative, objective, unemotional, calm, cool, collective and steady. The "child" ego structure is of four types: the natural, the little professor, the adapted and the happy-go-lucky. The natural
"child" ego structure of the individual in the workplace is impulsive, untrained, expressive, etc. The little professor "child" ego structure is intuitive, manipulative, reactive, etc. The adapted "child" ego structure is feeling guilty, compliant, indecisive, etc. And the happy-go-lucky "child" ego structure is carefree, cheerful, enchanted, delighted, etc. There are different types of transactions. Types of transactions related to wholesome behavior and misbehavior are: a) complementary transaction, b) crossed transaction, and c) ulterior transaction. Complementary transaction is the transaction of the individuals in the workplace involving a message that is sent and received by the same or different ego structure in parallel direction. Crossed transaction is the transaction involving a message being sent to one ego structure and responded to by another ego structure in a crossed or different direction. Ulterior transaction is the transaction involving more than two ego structures and there is an unspoken or hidden agenda that is generally communicated non-verbally.

The parent ego has the following unhealthy transactions: a) solution messages, b) down-grading and/or judgmental messages, c) denial/deflecting messages, and d) proving messages. The solution messages are: 1) ordering, commanding, directing; 2) warning, threatening; 3) moralizing, preaching, giving "should" and "ought"; 4) advising, offering solutions or suggestions; and 5) teaching, lecturing, giving logical arguments. The downgrading/judgmental messages are: 1) judging, criticizing, disagreeing, blaming; 2) name-calling, stereotyping, labeling; and 3) interpreting, analyzing, diagnosing. The denial/deflecting messages are: 1) praising, agreeing, giving positive evaluations; 2) reassuring, sympathizing, consoling, supporting; and 4) withdrawing, distracting, being sarcastic, humoring, diverting. The proving messages, grouped into one set, are: 1) questioning, probing, interrogating, cross-examining.

Determining the life scripts of the employee is also important in transforming misbehaviors. Life scripts related to healthy behavior and misbehavior are: a). "I'm O.K.; "You're not O.K."); b) "I'm not O.K.; "You're O.K."; c) "I'm not O.K.; "You're not O.K."); and d) "I'm O.K.; "You're O.K.". The "I'm not O.K.; You're O.K." life position of the individual in the workplace views himself as generally effective ("I'm O.K."), but sees the other as ineffective ("You're not O.K."). The "I'm not O.K.; You're O.K." life position of the individual in the workplace sees the other as being well adjusted and generally effective ("You're O.K."), but sees himself as maladjusted and ineffective ("I'm not O.K."). The "I'm not O.K.; You're not O.K." life position of the individual in the workplace thinks badly of himself ("I'm not O.K.") and regards others as ineffective ("I'm not O.K."). The "I'm O.K.; You're O.K." life position of the individual in the workplace sees each other as both effective ("I'm O.K.; You're O.K.")

**Principles In Changing Misbehavior To Wholesome Behavior In The Workplace**

The Parent Ego and Adult Ego have different set of beliefs. The first belief of the individual with the “parent” ego structure is, “I must control”, while that of the individual with the “adult” ego structure is, “I believe others can make decision”. The second belief of the individual with the “parent” ego structure is “I am
superior” while that of the individual with the “adult” ego structure is, “I am equal, not more or less worthwhile than others”. The third belief of the individual with the “parent” ego structure is, “I am entitled. You owe me”, while that of the individual with the “adult” ego structure is, “I believe in mutual respect”. The fourth belief of the individual with the “parent” ego structure is, “I must be perfect”, while that of the individual with the “adult” ego structure is “I’m human, I have the courage to be imperfect”. The fifth belief of the individual with the “parent” ego structure is “I do not count others as more important than myself”, while that of the individual with the “adult” ego structure is, “I believe all people are important including myself”.

In comparing the windows of life of an employee with a parent window and an employee with an adult ego, we can observe the following differences. The four windows of an individual in the workplace are the open self, the blind self, the hidden self, and the unknown self. The window of the individual with the “parent” ego structure is very big for the blind self and hidden self and it has very small window for the open self and unknown self. The window of the individual with an “adult” ego structure is very big for the open self and it has very small window for the blind self, hidden self and unknown self.

This window of the employee with a parent ego should be changed into that of an adult ego. Changing the individual self is changing the “parent” ego structure of the individual self to be more of an “adult”. Changing the other self is changing the “parent” ego structure of the other self to be more of an “adult”. Changing the environment is changing the “parent” ego structure of the environment to be more of an “adult”.

Principles In Understanding The “Adult” Behavior In The Workplace

The managers and significant others should first learn what are the different ingredient in establishing adult behavior in the workplace before transforming a parent ego employee into an adult ego employee. Mutual Respect is meant respecting others in the workplace as he respects himself. Taking time together for fun is the finding of time that all the individuals in the workplace can enjoy. Encouragement is the giving of the healthy messages to the individuals in the workplace to intrinsically reinforce their wholesome behavior. Communicating care means giving the necessary services that each and every individual in the workplace needs.

Based from the book of Stephen Covey, an employee with an adult ego has the following habits. (1) Be proactive (initiative) means that the individuals in the workplace are making them conscious “choose to choose”; being responsible for their own lives; taking the initiative; acting instead of being acted upon; and create circumstances. (2) Begin with the end in mind (creativity) means that all successful endeavors of the individuals in the workplace are created twice. There is a first mental or spiritual creation, and a second, physical creation to all things. (3) Put first things first (productivity) means that the individuals in the workplace spark the second, physical creation that fulfills habit 1 and 2. It entails the idea of management, or using
the individual’s four human endowments (self-awareness, imagination, conscience and will) to accomplish important things. (4) **Think win/win (interdependence)** means that the win/win thinking is a frame of mind that the individuals in the workplace constantly seek mutual benefit in all human interactions - agreements or solutions that are satisfying to all involved. (5) **Seek first to understand, than to be understood (empathy)** involves individuals in the workplace fostering the habit of empathetic listening — making deposits in the other person's emotional bank accounts by sincere validation and appreciation. (6) **Synergize (valuing differences)** implies that the whole is greater than the sum of its parts. (7) **Sharpen the saw (consistency)** entails preserving, renewing and enhancing the greatest asset an individual has — himself. It enables an individual to move on or to have an upward spiral of growth. An individual should formulate a personal program to keep in balance the four dimensions of the individual nature — physical, spiritual, mental and social/emotional.

The individual with an adult ego is a responsible and effective individual in the workplace who is guided consistently by the principles of social equality, individual differences and the need to belong. The individuals in the workplace should use most of the time their “adult” ego structures in relating to one another. The individuals in the workplace should relate most of the time by using their “adult” ego structure and avoid using the power and authority of their “parent” ego structure in resolving conflicts. And finally, they are going to relate to each other with mutual respect, love, and peace. The individuals in the workplace should act and behave most of the time an “adult”, moderately a “child” and least a “parent” to intrinsically influence others to be productive Godly individuals.

**Principles Of The Psychologically Based Management Approaches In Preventing And Solving Behavioral Problems In The Workplace**

There are different forms or approaches of psychologically-based management interventions that we can use in preventing and solving problems in the workplace. **Language of acceptance in the workplace** conveys that the individual feels that he is truly accepted by the significant others as he is. **Language of encouragement in the workplace** is focused on the individual’s assets and strengths in order to build his self-confidence and his feeling of worth. **I-language in the workplace** conveys a message to the individual on how his behavior interferes with the significant persons’ behavior and how the significant persons feel about this interference. **Open or reflective language in the workplace** hears the individual’s feelings and meanings as being understood. **Language in exploring alternatives or possibilities in the workplace** assists the individual in identifying and considering the options available to solve the problem. It is helping the individual to evaluate each course of action and then obtain a commitment to action. **Language on natural and logical consequences or effects in the workplace** permits the individual to learn from the natural order of the physical world. And it permits the individual to learn from the reality of social order.
Principles In The Selection And Application Of Psychologically-Based Management Approaches In The Workplace

Before choosing the right psychologically-based management approach, the managers and significant others should first undertake the following prerequisites.

**Identifying/Determining Problem Ownership of the Individuals in the Workplace:**
1. The employees own the problem when they are thwarted in satisfying their need by the managers and significant others.
2. The managers own the problem when in satisfying their needs they are thwarted by their employees and the others under their control.
3. The employees and the managers do not own the problem when their respected needs are not thwarted.

**Selecting the Appropriate Form or Approach in Solving Behavior and Problems in the Workplace:**
1. When the managers or the significant persons own the problem, the appropriate forms to use in the workplace are “I”-language and the natural or logical consequences or effects.
2. When the employees own the problem, the appropriate forms to use in the workplace are the open or reflective language and the language in exploring alternatives or possibilities.
3. For the prevention of the misbehavior or behavioral problem, the appropriate forms to use in the workplace are the language of acceptance and the language of encouragement.

**Steps to Follow in Solving Behavioral Problems in the Workplace:**
1. Determine the level of misbehavior.
2. Determine the source of misbehavior.
3. Change the “parent” ego structure of the managers or significant persons to that of an “adult” ego structure.
4. Determine the owner of the problem.
5. Select the appropriate form or approach in solving behavioral problem.
6. Apply the appropriate form or approach by using the guiding principle of the responsible and effective Godly individual.
7. Gradually and consistently apply, in the workplace, the language of acceptance and encouragement to intrinsically reinforce positive behavior initially taking place.

**A Model Of Transformative Intervention In Managing Effectively (TIME) Human Resource**

The TIME model is a management tool that could process managers and employees to become principle-centered individuals. What follows is the developed transformative intervention model in managing effectively (TIME) human resource.
Figure 1: A Model on the Flow of the Transformative Intervention for Managing Effectively Human Resources.
CONCLUSION

This study concludes that when an individual is processed to become a transformed person – he manifest the behavior in the workplace as socially responsible, interdependent, functionally productive and Godly employee.

REFERENCES

Books


**Published and Unpublished Articles**


