



Swami Vivekananda
Contributor Personality Program



An Adani Group Initiative

UNIT 10:

Think in Enlightened Self-interest



for students and faculty of
Gujarat Technological University

by

i-become University
Services

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UNIT 10:

Think in Enlightened Self-interest

Contributors think in Enlightened Self-Interest. In every situation they get into, they find a way to create good for self and good for all at the same time – including team mates, bosses, customers, their organization.

Contrast this with the mindset of a Non-Contributor. Such a person is only concerned with his / her own self-interest in a situation. He/she is not concerned about the impact (positive or negative) on the other person. This leads to unpleasant situations, broken relationships, unhappy team-mates, subordinates, and bosses, and lower trust in any situation.

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Concept Exploration

EXPLORATION 1:

Non-contributors are worried only about their narrow role in the total picture

Why should I do this?! This is not my work!

The other departments are always taking advantage of our department.

Contributors are focused on the big picture

If we can support each other, then the company can deliver a superior product in less cost and time.

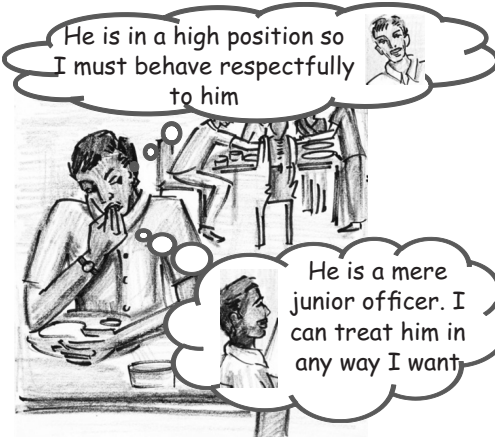
The goal is to satisfy the customer. I am quite happy to help / do what is needed to achieve that goal.

REFLECTIONS

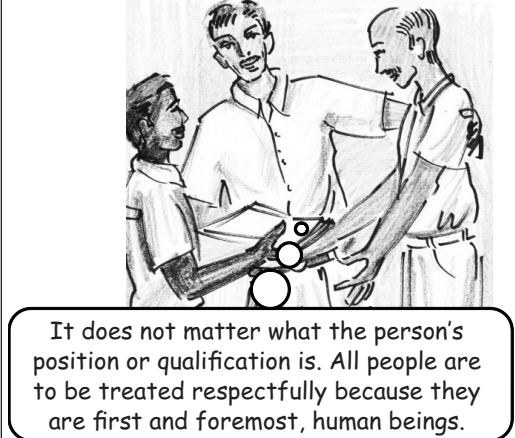
Q1. What are the consequences of missing the “big picture” and focusing on one’s own narrow role? Discuss this question with some working professional and share your understanding in the class.

EXPLORATION 2:

Non-contributors give respect to only a “select” few




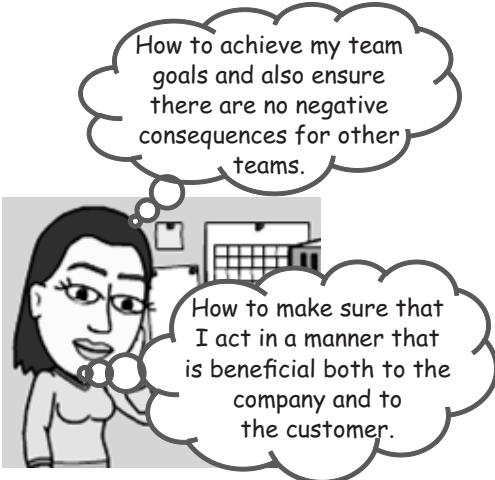
Contributors give respect to all team members



 **REFLECTIONS**

Q1. Share some experiences wherein you have seen both types of individuals (as shown in this exploration) in action. Write about this.

EXPLORATION 3:

| | |
|--|---|
| <p>Non-contributors think “win-lose”</p>  <p>My team goals have to be met. Why should I care about negative consequences for other teams and departments?</p> <p>Let me somehow sell this product, even if the customer does not need it and will be wasting money</p> | <p>Contributors think “win-win”</p>  <p>How to achieve my team goals and also ensure there are no negative consequences for other teams.</p> <p>How to make sure that I act in a manner that is beneficial both to the company and to the customer.</p> |
|--|---|

 **REFLECTIONS**

Q1. “The win-lose approach sometimes makes us look more successful in the short run, and lose out in the long run”. Do you agree with this observation? Explain with reasons.

EXPLORATION 4:

Non-contributors do not take into account the concerns of all stakeholders. They focus on their own interests alone.

Sir, by your project so many of us villagers will become homeless!

Sorry, I can't do anything about that!

Why should the company worry about the fate of the villagers who are going to be displaced by this project? Somebody has to lose in this world!

Contributors take into account the concerns of all stakeholders

How to make sure that the project takes into consideration the concerns¹ of all "stakeholders"²!

Let us work out a solution together

Sir, this project will displace many villagers. We need to see how to address their concerns.

REFLECTIONS

Q1. Can you think of a recent industrial project where the management had a choice of both behaviors (as shown in this exploration)? Share details of that project.

MEANINGS:




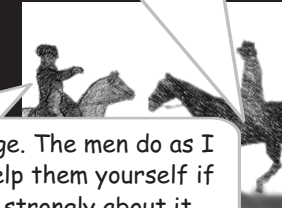


¹ Concerns: worries, problems, specific challenges.

² Stakeholders: all people/groups who are/maybe involved and affected

Concept Application

APPLICATION EXAMPLE 10.1:

STORY

| | | |
|--|--|--|
| <p>On a battlefield over 200 years ago, a small group of exhausted battle-weary soldiers were digging an obviously important defensive position.</p>  | <p>The Section Leader, made no effort to help.</p> <p>Faster! Finish within the hour or else...</p>  | <p>A stranger on horseback comes riding by.</p>  |
| <p>Why are you are not helping?</p>  <p>I am in charge. The men do as I tell them! Help them yourself if you feel so strongly about it.</p> | | <p>To the Section Leader's surprise, the stranger dismounted and helped the men until the job was finished. Before leaving, the stranger congratulated the men for their work.</p> |
| <p>The stranger approached the puzzled Section Leader.</p> <p>You should notify top command next time your rank prevents you from supporting your men.</p>  | <p>On going closer, the Section Leader recognized the stranger as General Washington.</p> <p>George Washington went on to become the 1st President of the United States of America.</p>  | |

 **REFLECTIONS**

Q1. George Washington showed human concern and treated his people with mutual respect. How do you think his way of dealing with his people would have impacted their confidence, motivation, and will to accomplish their goal?

Q2. George Washington led his people by working along with them. Can you think of a leader who has a leadership style similar to that displayed by George Washington? Write down about this person, with examples from his / her life showing this.

 **APPLICATION QUESTIONS**

Q3. In the workplace, as a team leader, what are some of strategies / tips you can follow so as to create a positive team environment (where team members respect and value each others' contribution)? *(For example: Considering the views of all team members when taking any decision)*. Brainstorm in groups to answer.

APPLICATION EXAMPLE 10.2

STORY

A corn farmer had been winning the contest for the best produce year after year. A reporter interviews him...



What is the secret of your bumper produce of such good quality corn year after year?

You wont believe it, but it is because I share my corn seeds with my neighbours.



Why do you do that? After all your neighbours also enter the same contest every year. They are your competitors!



Oh no... I stand to gain from this. The wind carries the pollen of the ripe corn, from one crop to the other. If my neighbors cultivate an inferior quality corn, then the quality of my yield will also go down. But if they have good corn in their fields, then through cross-pollination my corn grows well.

 **REFLECTIONS**

Q1. The farmer recognizes the importance of taking responsibility for good quality corn, not only in his own corn fields, but also that in the fields of other farmers in the locality. Why do you think, most farmers may not see things in the same way?

Q2. Narrate an incident when you consciously tried to think “win-win” for all the people involved and took responsibility for finding a solution beneficial to all.

[Hints: Write about –

- what responsibility did you take up?*
- why was taking up of this responsibility necessary?*
- what was the fulfillment that you got?]*

APPLICATION QUESTIONS

Q3. In the workplace, what are the short-term and long-term benefits of enabling the success of your peers and juniors?

[Hints: What is the power of a more capable team around you?]

APPLICATION EXAMPLE 10.3:

SCENARIO



Nilesh is a 25 year old from India. Till date he has never voted. He feels that his vote makes no difference and it does not matter who gets elected from his constituency. All the candidates are as bad as each other. Further, Nilesh believes that one vote of his, is not of enough consequence to make a difference to the nation.



In January 2011, President Ben Ali of Tunisia was ousted from power after a month and a half of non-violent demonstration by the Tunisian youth.

Abès, a young student, participating in the movement expressed, “I feel that I have a role to play in this nation building movement. We, the students, are an integral part of it. We will continue to demand change until our demands are all met.”



REFLECTIONS

Q1. What can we learn from the youth of Tunisia, about the influence each one of us can have on the destiny of our nation? Discuss to answer.



APPLICATION QUESTIONS





Q2. As contributors, we have a role to play in the destiny of our nation. How can you as an individual take up the responsibility and contribute in making the changes you want to see in your locality, your city / town, in the country? Write about this.

[Hints:

- What is the change you wish could take place around you?*
- What are some personal choices and efforts you can make to contribute towards this?]*

APPLICATION EXAMPLE 10.4:

SCENARIO

| | |
|---|---|
| <p>Rakhi was reading the newspaper at home. She saw an advertisement in the newspaper that touched her.</p> <p>She decided that she will save as much water as possible from today.</p> |  <p>The perfect gift for your Love...</p> <p>2010</p>  <p>Its Precious...</p> <p>2050</p>  <p>It's Really Precious...</p> |
|  | <p>Rakhi had a cook named Shilpa. Shilpa worked as a cook in several residential complexes around her slum in Mumbai. Rakhi noticed that Shilpa is in the habit of leaving the kitchen tap running while cooking and washing dishes. Rakhi explains to Shilpa that it is important to use water more carefully.</p> |
| <p>Shilpa did not understand why Rakhi is careful about wasting water, when all her neighbours are not.</p> | |

 **REFLECTIONS**

Q1. How can you help Shilpa see the consequences of her small action for the larger water problem? Discuss to answer –



If water is wasted by each citizen...



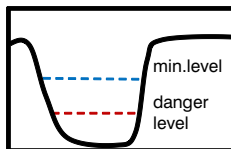
– *What will be the immediate short-term consequences of water wasted by one household?*



– *What will be the multiplied effect of water wasted by numerous households?*



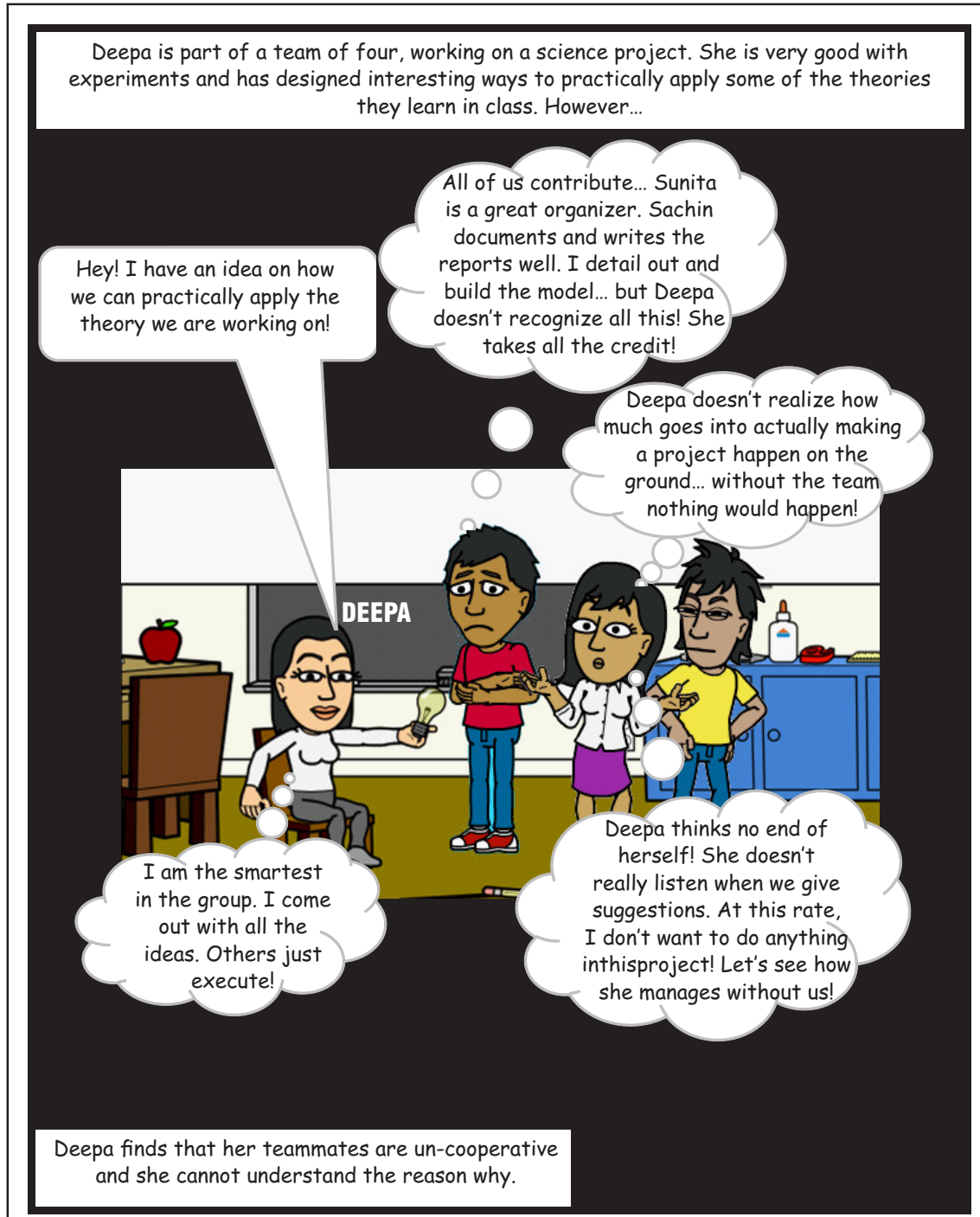
– *What will be the long-term consequences for water supply to entire city (including Shilpa's locality)?*



Resulting in reduced water level of the lakes that supply water to the city

APPLICATION EXAMPLE 10.5:

SCENARIO



 **REFLECTIONS**

Q1. Deepa is unable to recognize the value of the contributions of her team members in the project. As a result, her team members are un-cooperative. If you are Deepa's friend, how will you enable her to see the value of her team members?

 **APPLICATION QUESTIONS**

Q2. In the workplace, as a team member, what short-term and long-term benefits will you gain when you recognize and value everybody's contribution and give everybody due credit?

[Hints: Consider

- motivation of team members*
- cohesiveness and bonding of the team (What is the benefit of this?)*
- what happens when a well-bonded team is faced with high-pressure situations?]*

APPLICATION EXAMPLE 10.6:

CASE STORY

| | |
|--|---|
| | The 1963 film “The Great Escape” narrates the true story of a mass attempt by Allied prisoners of war to break out of the imposing Stalag Luft III Nazi Prisoner of War Camp near Berlin, in 1944. |
| | Within the camp was a core group of prisoners determined to escape. Their goal was to facilitate the escape of about 250 men in one night. An escape so difficult would require prisoners to work together in a coordinated manner. |
| | The core group plans the greatest escape, digging a tunnel to ex-filtrate 250 prisoners. Teams of men are organized. Jobs delegated include: Survey, dig, dispose the soil, keep records of soldiers movements, distract security guards, supplying fresh air in the tunnels, provide lighting in the tunnels, etc. |
| | The worst of the work, noise of digging, was covered by the men singing in chorus. The list of supplies needed for the job was unbelievable. It took an army of prisoners, just to find and steal all the material required. |
| | Each person had a job. There were tailors, blacksmiths, forgers, pickpockets & camouflage artists. They kept record of every movement of every guard. They used an elaborate yet inconspicuous set of signals to warn others. |
| | On March 24, 1944, after more than a year of work, 220 men prepared to creep through the tunnel into the woods outside the camp. The plan was to send out one man per minute until all had made their escape. |
| | In all, eighty six men escaped before the tunnel was discovered. The Nazis ordered a national alert to deal with it. Most of prisoners were recaptured, only three made it to freedom. |
| | Though the attempt failed in accomplishing its objective, it offered the world a historical example of collective endeavour. |

[Adapted from the Source: <http://kamyabology.com>]

 **REFLECTIONS**

Q1. What can we learn from this story about the “power” of coordinated collective action in achieving seemingly impossible goals?

Q2. Can you think of any big project you were a part of, where if “collective action” had happened, the result would have been far more successful?

[Hints:

- *what was the situation?*
- *what were the different abilities required?*
- *what were the challenges because of which people could not work together in a co-ordinated manner?*
- *what was the outcome / result?]*

APPLICATION QUESTIONS

Q3. If an organization is able to get its people to work together in a similar manner, what would be the benefits to –

- *the organization?*

- *the team?*

- *each individual participant? Discuss to answer.*

APPLICATION EXAMPLE 10.7:**CASE STORY**

Until 1946, milk producers of Kaira district had to travel a long distance to deliver milk to the only dairy, the Polson Dairy in Anand. Often milk went sour as they had to physically carry the milk in individual containers. The traders working with Polson arbitrarily decided the prices depending on the production and the season.

The milk producers were extremely angry with the unfair practices of the traders. Frustrated, under leadership of Tribhuvandas Patel (a local farmer leader), they approached Sardar Vallabhbhai Patel for a solution to their problem.

Vallabhbhai advised them to form Cooperatives, boycott Polson Dairy and start supplying their milk directly to Mumbai State Government instead of routing through Polson Dairy. The milk producers who till date worked as single individuals, now had to work together as a group, something completely untried and unthought of by them till then. Under the guidance of Morarji Desai, the producers in each of the villages in Kaira started forming their own village co-operatives to act as milk collection centres for the entire village. These co-operatives were owned and managed by the producers themselves. As they knew each others' problems, solutions started emerging through collective thinking.

At the district level Kaira District co-operative was formed to manage collection and processing of milk supplied by the village co-operatives.

The successful co-operative structure in Kaira, soon led to setting up of similar such co-operatives in other districts. To ensure that these co-operatives act as a united force, rather than compete against each other, the milk producers formed Gujarat Co-operative Milk Marketing Federation (now better known as Amul). GCMMF was to handle the marketing of the milk and milk products. It was to be professionally managed under the leadership of Dr. Verghese Kurien.

Research institutions like ICAR were roped in to find ways to increase milk production of cattle.

Today, nearly after 65 years from the day the idea of co-operative took root in a small district of Gujarat, Amul has grown to become the largest food producer in the country. It is today jointly owned by 2.8 million milk producers.



You can watch an interesting video on the Amul story at <http://www.youtube.com/watch?v=njMYhH9bE4Y>

10.8: FIELD WORK

PROJECT 1:

Project Goal: *To study how people (contributors) “think in enlightened self-interest”.*

STEP 1: Identify any project case that has been in the news or has happened in your area where many stakeholders (affected groups) were involved. You can study this case to find out how the people involved acted in “enlightened self-interest” or if not, then what was missing.

STEP 2: Decide how you are going to present your project. As a –

- Home-video project (recording a video of interviews etc. to make a short-film on the case), OR
- Slide presentation (with photographs, factual data, insights, sound / music, etc.), OR
- Poster presentation (with photographs, factual data, insights, etc.)

STEP 3: On the case, do a research study to collect data (video, photographs, data, etc.) for your project presentation. Your research can include -

- Primary research done by interviewing people belonging to the various stakeholder groups (affected parties such as - farmers, citizens, government officials, etc.)
- Secondary research done by using the internet, going through newspapers and magazines, talking to experienced people who know this case well.

In your research study, find out details of the project case and identify specific examples / incidents. Find out –

- Who were all the stakeholders involved?
- What were the concerns of each of the stakeholders involved?
- Who were the main active stakeholders (who were driving the project, taking decisions, etc.)?
- Were these people focused on the “big picture” of what needed to get achieved (or were they only worried about their own narrow role in the whole project)? What incidents show us this?
- How did these people interact / deal with the different stakeholders? Was there a sense of mutual respect or did they use/misuse power and position? What examples show us this?
- Did they think “win-win” for all stakeholders involved? What examples show us this?
- Were the concerns of all stakeholders taken into account? What examples show us this?

STEP 4: Make your final presentation by compiling the answers from your interviews / research and your observations on each of these answers, highlighting how “enlightened self-interest” was practiced in the thinking of the people involved.

STEP 5: Present in the class.



Swami Vivekananda speaks to you
Act with unselfish motives

Swami Vivekananda disliked small-minded and fearful selfishness. He wanted us to be large, unselfish, and therefore free and bold in all our dealings with the world.

“If you want to help others, your little self must go. Give up this little life of yours. What matters if you die of starvation – you and I and thousands like us – so long as this nation lives?”

“We will have to help each other, but we have to go one step farther: the first thing is to become unselfish in help. “If you do just what I tell you to do, I will help you; otherwise not.” Is that help? So help whenever you can, but mind what your motive is. If it is selfish, it will neither benefit those you help, nor yourself. If it is unselfish, it will bring blessings upon them to whom it is given, and infinite blessings upon you, sure as you are living. The Lord can never be hoodwinked.

“It is selfishness we must seek to eliminate! I find that whenever I have made a mistake in my life, it has always been because *self* entered into the calculation. Where self has not been involved, my judgement has gone straight to the mark.

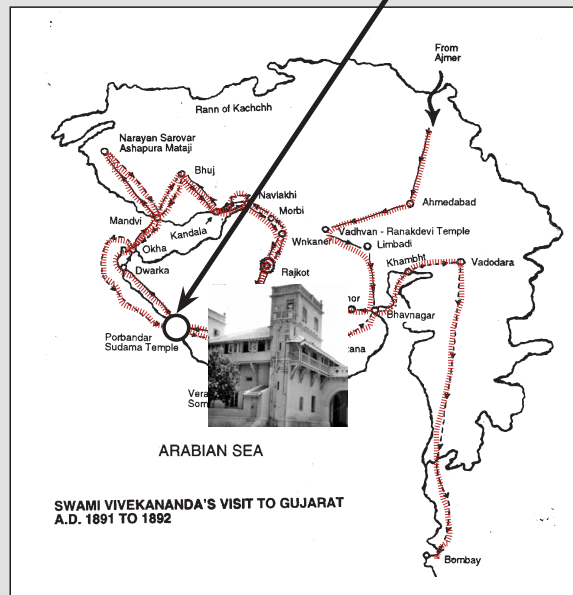
“Unselfishness is more paying, only people have not the patience to practice it. It is more paying from the point of view of health also. Love, truth and unselfishness are not merely moral figures of speech, but they form our highest ideal, because in them lies such a manifestation of power. Self-restraint is a manifestation of greater power than all outgoing action.

“Ask nothing; want nothing in return. Give what you have to give; it will come back to you – but do not think of that now, it will come back multiplied a thousandfold – but the attention must not be on that. Yet have the power to give: give, and there it ends. Learn that the whole of life is giving, that nature will force you to give. So, give willingly. You are a machine for taking and giving: you take, in order to give. Ask, therefore, nothing in return; but the more you give, the more will come to you.

“The man who works through freedom and love cares nothing for results. But the slave wants his whipping; the servant wants his pay. So with all life; take for instance the public life. The public speaker wants a little applause or a little hissing and hooting. If you keep him in a corner without it, you kill him, for he requires it. This is working through slavery. To expect something in return, under such conditions, becomes second nature. Next comes the work of the servant, who requires some pay; I give this, and you give me that. Nothing is easier to say, “I work for work’s sake”, but nothing is so difficult to attain. I would go twenty miles on my hands and knees to look on the face of the man who can work for work’s sake. There is a motive somewhere. If it is not money, it is power. If it is not power, it is gain. Somehow, somewhere, there is a motive power. You are my friend, and I want to work for you and with you. This is all very well, and every moment I may make protestation of my sincerity. But take care, you must be sure to agree with me! If you do not, I shall no longer take care of you or live for you! This kind of work for a motive brings misery. That work alone brings unattachment and bliss, wherein we work as masters of our own minds.

Source: The Complete Works of Swami Vivekananda
(Published by Advaita Ashrama, 5 Dehi Entally Road,
Kolkata 14, India)

Swami Vivekananda at Porbandar



In Porbandar Swami Vivekananda met Pandit Shankar Pandurang (1840-1894) of Konkan, Maharashtra, who was the administrator of the State at that time. Swami Vivekananda stayed as Panditji's guest at his Bhojeswar bungalow for about four months or so, probably attracted by his large library and his loving and scholarly nature. Swami Vivekananda also finished his reading of Panini's 'Mahabhasya' and also learnt French at the instance of Panditji. Panditji was not only a Sanskrit scholar of great eminence, but was proficient in nine languages and was earlier an Oriental Translator of Bombay State. Swami Vivekananda also helped him in editing the standard edition of the Atharva Veda, during his stay at Porbandar. It is likely that during his long stay at Porbandar Swami Vivekananda might have been introduced to many Gujarati scholars by Shankar Pandurang.

Apart from this, Shankar Pandurang was a great philanthropist. He arranged for irrigation facilities for farmers, started telegraph offices all over the State of Porbandar, started schools for girls as he was a staunch supporter of female education, opened hospitals in the villages and carried out various works for the benefit of the public.

Source: Shri Ramakrishna Ashrama, Rajkot, website (www.rkmrajkot.org)

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.

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