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# Soft Skills-I



**The ICFAI University**

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## Detailed Curriculum

**Discovering Planet Self:** Have a Snapshot of Yourself – Assess your Personal Traits – Discover Natural Potential – Learn Awareness Management.

**Personal Grooming:** Learn the Importance of Grooming – Practise Personal Hygiene – Adapt the Right Postures for Classroom Environment

**Attitude:** Understand the Importance of Attitude – Learn to Control your Emotions – Learn to be Resilient.

**Adaptability:** Define Adaptability – Adapt Yourself to New work Environment – Solve Problems Creatively – Deal with New work Situations Easily.

**Motivation:** Understand Motivation – Identify the Triggers that Motivate you – Work on Self-motivation.

**Habits:** Work on Your Good Habits – Overcome Bad Habits – Develop – Sustainable Positive Habits.

**Listening:** Improve Active Listening Skills – Listen with Concentration – Overcome Barriers to Listening.

**Speaking:** Overcome Shyness – Improve Speaking Skills.

**Voice Modulation:** Modulate Your Voice – Go for Choral Reading to Understand and Improve Voice Modulation.

**Language Proficiency:** Improve Vocabulary – Improve the Ability to Use Appropriate Sentences – Improve Fluency.

**Writing Office Circulars & Notices:** Write Proper Circulars & Notices.

**General Awareness:** Develop Awareness About the Happenings Around You – Get Ready for General Awareness Tests in Competitive Exams – Learn to Take a Stand on Major Issues.

**Group Discussion:** Understand the Importance of Group Discussion – Frame Strategies for Group Success – Become an Effective Participant in Class-room Discussions.

**Persuasive Skill: The Persuasive Speaker:** Create Right Impression – Adapt Persuasion as a Communicative Process.

**Focusing:** Develop Your Study Skills – Focus on Your Studies – Learn to Manage Time.

**Realizing Dreams:** Learn to Assess Your Achievements – Develop Strategies for Achieving Your Goals.

**Live Projects:** Implement a Live Project.

## **Initiator**

# **Discovering Planet Self**

**After reading this session, you will be able to:**

- have a snapshot of yourself
- assess your personal traits
- discover natural potential
- learn awareness management

## A SNAPSHOT OF YOURSELF

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Knowledge is potential power. The mother of all knowledge is knowledge of oneself. We live, move and have our being in a state of unconsciousness. We are not aware of our goals, dreams, aspirations, strengths, weaknesses. Once we gain access to our 'personal software' – our personalities we can use it to the benefit of ourselves and to those around us. For then knowledge becomes dynamic!

### Activity I

Rate the following skills each on a scale of 1 to 5 in the following way:

If you don't have the quality – 0

If it is 20 % - 1

If it is 40 % - 2

If it is 60 % - 3

If it is 80 % - 4

If it is 90 % - 5

If it is 100% - 0

1. I try to be with people.
2. I help others without judging them.
3. I am truthful to my parents.
4. I am kind to others always.
5. I am friendly with people.
6. I can be trusted with responsibility.
7. I am courageous in all situations.
8. I always think positively.
9. I am determined about getting what I want.
10. I have written my goals in life.
11. I know what I will be in five years from now.
12. I am happy when my friends succeed more than me.
13. I can handle stress effectively.
14. I write a diary.
15. I introspect everyday.
16. I am punctual in all my activities.
17. I am good at managing my time.
18. I have no fear of interacting with strangers.
19. I do not have stage fear.
20. I have no enemies.
21. I respond to criticism with a smile.
22. I can be alone and not be bored.
23. I acknowledge other's view points.
24. I discuss things with others, I don't argue.
25. I am willing to change and improve.

## DISCOVERING NATURAL POTENTIAL

### Activity II

A Five Point Plan to discover your hidden talents:

- List your good traits and less than good traits.
- List your accomplishments and your plan to accomplish.
- List the compliments received from relatives, friends, school/college.
- List the fields you excel in and would like to excel.
- A biography of yourself relating to various kinds of experiences you faced in life and the learning from such experiences.

## AWARENESS MANAGEMENT

Knowledge of one's **positive points (strengths)** gives confidence to move ahead. But in a strategic environment relying solely on Positive Points can become the greatest weakness. It is therefore important to become aware of one's **negative points (Weaknesses)**. This awareness is not meant to lead us to despair. It throws light on the soft spots in us so that we have to work on these imperfections and evolve into a better, brighter person.

While knowledge of strengths and weaknesses gets us ready for the battle of life, it is still not complete. With so much of competition around, there is always room for **challenges**. Unless we know what our threats are, we may be overtaken by one who is better prepared than we are. But then putting on the armour against threats is not enough. We need to know where the **opportunities** are in order to strike when the iron is hot.

Thus a comprehensive knowledge of our **positive points** and **negative points** makes us internally competent and aware of our **challenges** and **opportunities** and prepares us to face the wide wild world. This is called the **PNCO** analysis.

<b>Box: PNCO analysis of Brazil and Argentina which will battle for a semifinal spot in World Cup 2006</b>
<p><b>BRAZIL</b></p> <p><b>Positive Points:</b> Attack, attack, attack. If Brazil do go on to defend their title, they would owe little to their defence. The classic line, "If you score two, Brazil will score three," continues to apply to this team. Ronaldo and Kaka have been brilliant. Ronaldinho has adjusted well to a more subdued role and Adriano has found his scoring touch. More importantly, they have a bench that can emulate the first 11 choice. What more can a coach ask for.</p> <p><b>Negative Points:</b> Defence. The weakness of every Brazilian side. If Ghana were a little more composed in front of goal, Brazil would have been in trouble. Brazil's center backs are often exposed by their over adventurous wingbacks and the tendency of their midfield to relax the reins and fail to cover the loopholes, especially when the wingbacks press into attack mode. This could be their downfall.</p> <p><b>Challenge:</b> Zizou magic. He has done it to them in the past and still has what it takes to do it again.</p> <p><b>Opportunity:</b> Ronaldo's revenge. He might have received every award there is to offer, but he wouldn't have forgotten that night in Paris where he choked in front of the world. Brazil meet France in the quarters, expect a few tears from Ronaldo if he scores.</p> <p><b>ARGENTINA</b></p> <p><b>Positive Points:</b> Team Chemistry. It seems like the entire team has been playing together for years. All 23 players know each other's game inside out, a point well exemplified during a game. They don't need to look for their player when they</p>

pass. Coach Jose Pekerman hasn't chosen the best 11 players from Argentina but the best team.

**Negative Points:** They have shown none so far.

**Challenge:** Though many of their opponents might object to this, their biggest threat to Argentina's World Cup bid is themselves. If Argentina plays to their strengths, there are only a few who can hold a candle to them.

**Opportunity:** To come out of the shadow of Brazil. Since Maradona's retirement, Brazil has outdone their South American rivals. There is every possibility that the duo might meet in the final and Argentina is determined to outshine the defending champions.

*Source: The Times of India, Hyderabad, June 29, 2006.*

## **Study Project**

- Take a copy of the exhibit given above.
- Go through it carefully.
- Then form the students into random groups of 4 or 5.
- Assign a cricket team to each group.
- For example, Group A is assigned India; Group B is assigned South Africa; Group C is assigned Australia and so on.
- Ask the group to write a PNCO analysis of the assigned cricket team.
- The group is given a week to submit a project report.
- The group should do a PPT on the PNCO of the team.
- The best team can be given a prize/certificate of appreciation.



## **Chapter I**

# **Personal Grooming**

**By the end of this chapter, you will be able to:**

- learn the importance of grooming
- practise personal hygiene
- adapt the right postures for classroom environment.

## **LEARN THE IMPORTANCE OF GROOMING**

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Personal grooming is a prerequisite for a successful personality. No doubt the person inside is more important than the person on the outside but most of the time the outer appearance is a reflection of the inner personality. As such, we need to take proper care of our physical appearance, the words we speak the voice, the tone, the tenor and the mannerisms.

Of all these, clothing speaks first and the loudest. It has a wonderful trait: it allows us to reveal as much of our personality as we want others to perceive. It can be used to showcase our strong points and underplay our weak points. In addition, clothing has an effect on attitude. If your clothing is good and proper, then it will make you feel confident and it will in turn shine through your behaviour. On the other hand, if your clothing is shabby, it is sure to evoke a negative response from those with whom you come in contact. It should be borne in mind that 'dress makes the man'. The proverb holds good for a woman too!

Before we interact with people, they make judgments about us based on what they see. Your appearance is your image. By changing your appearance you can change the way others perceive you. In fact appearance is a powerful tool that can be used to control the kind of idea we want others to have of us.

There are parts of the body which are noticed in the first meeting. They are the face, the hands, the nails and the hair. The next thing that gets noticed is the breath and body odor. Due care should be taken to keep the body odor free, the face fresh, the nails cut, the hands neat and the hair trimmed and combed. He or she who does not take care of himself or herself cannot be entrusted the care of others. Take enough care of your body; give it its due and that is all.

Another important aspect of grooming is posture. Ideal dress coupled with an imperfect posture makes a poor impression. Correct posture has a positive influence on one's own mind and on the minds of others. It actually helps you to be calm, relaxed and physically and mentally stable. A straight spine sends positive signals while a slouching spine sends negative signals. Hence care should be taken to maintain correct posture.

Grooming and etiquette, above all, reflect our attitude, background and outlook.

### **ACTIVITY**

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#### **Activity I**

- Three students should go out of the class.
- Ask them to adjust their attire in such a way that one is well groomed, another ill groomed, the third normal.
- Leave them to enact their parts and go back to the class.
- Tell the class that three candidates will walk in and they have to select the one they think would be apt for an interview, for accompanying you to the shop, for going with you to a movie.

We understand that dress is based on the situation and occasion.

#### **Activity II**

- Form into groups of 4 or 5.
- Ask for a copy of the poem given below.
- Read and discuss the poem.
- After discussion, one student per group will present the summary of the discussion.

### Time Tested Beauty Tips

A poem by Sam Levenson (A favourite poem of Audrey Hepburn.)

For attractive lips,  
speak words of kindness.

For lovely eyes,  
seek out the good in people.

For a slim figure,  
share your food with the hungry.

For beautiful hair,  
let a child run his fingers through it once a day.

For poise,  
walk with the knowledge you'll never walk alone...

People, even more than things,  
have to be restored, renewed, revived,  
reclaimed and redeemed and redeemed ...

Never throw out anybody. Remember, if you ever need a  
helping hand, you'll find one at the end of your arm.

As you grow older you will discover that you have two hands.  
One for helping yourself, the other for helping others.

### Activity III

- Be still in whatever position you are sitting.
- Now you are statue-like. Check your posture.
- The teacher will point out the students who are not sitting straight.
- He will explain that a straight spine radiates interest and confidence.
- He'll tell you that posture is an essential part of personal grooming.

#### Box: The Correct Posture

**Standing:** Your personality depends more than just on your face. If you really want to look good, hold your shoulders back, tighten your bottom, and straighten your back. Now look straight ahead at eye level, so that your head is evenly poised above the spine and your chin is at right angles to your neck. Keep your shoulders straight by pushing your chest up and out, to avoid a hunched back. Tuck in your tummy, because a bulging stomach is a feature of an unattractive posture. Initially you might have to make a conscious effort to maintain this posture, but later on it will come naturally to you. All this will give you a graceful carriage and make you feel fitter.

**Sitting:** Your posture while you sit is also important. See that you sit in a suitable chair-the seat should be of such a height that the knee joint forms a right angle when the feet are resting on the floor. Once sitting, hold your back straight, keep your stomach in and your trunk pushed deep into the chair. Reaching upwards should also be a movement of the whole body, keeping your back straight and your weight evenly balanced on the balls of the feet. Remember to keep all movements relaxed and flowing, not jerky and stiff.

**Gait check:** To check your gait, walk exactly on a straight line. If you have a defective way of walking, your feet will not follow the line. Another way to

find the fault with your gait is to walk barefoot with wet feet - check the impressions left by your feet. For good carriage while walking, practice walking with a book on your head.

**A Good Posture Routine:**

Here are some excellent exercises for improving your posture:

**Exercise 1:**

- a. Thread a ruler behind your shoulders through the armholes of a sleeveless top. This will keep your shoulders well back.
- b. Keep the ruler in place for about 15-30 minutes daily.

**Exercise 2:**

- a. Stand with feet slightly apart and arms held straight out on the side, at right angles to your body.
- b. Swing both your arms backwards following a circle and then bring them back to position.
- c. Repeat 30 times.

*Source: <http://www.101lifestyle.com>*

**Activity IV**

- Four students act as volunteers taking care that two of them are well dressed and two who are improperly dressed.
- Send them out of the class.
- Each one of the two groups enters the class and stand in the correct posture.
- The other two come in and stand in an improper posture.
- The teacher asks the students for their impression on each of them.
- Discuss the reasons for their opinions.

## **Chapter II**

# **Attitude**

**By the end of this chapter, you will be able to:**

- understand the importance of attitude
- learn to control your emotions
- learn to be resilient.

## DEFINING ATTITUDE

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Attitude is the single factor which impacts the whole of our life. What then is attitude? The dictionary, perhaps, has the simplest definition of attitude. It says: Attitude is a way of thinking about somebody or something or behaving towards somebody or something. So you see, the source of attitude is the thought. That is where it all starts! If you change your thoughts, you can change your world.

### What you think is what you do.

Our thoughts thus determine our attitudes. And attitudes colour our vision of life. A positive attitude paints a positive picture whereas a negative attitude negates the bright aspects. Paraphrasing David Brinkley, we can say that the positive-minded man is one who can lay a firm foundation with the bricks others have thrown at him while the negative-minded man bemoans even the bouquets offered to him.

### What you Feel

Read this anecdote and reflect on the attitude of the girl.

Some children were discussing a picture of a family. One little boy in the picture had a different color skin than the other family members. One child suggested that he was adopted and a little girl said, "I know all about adoptions because I was adopted."

"What does it mean to be adopted?" asked another child.

"It means," said the girl, "that you grew in your mother's heart instead of her tummy."

### Controlling & Changing Emotions

A different way of thinking, isn't it? Well that is attitude! The girl had a warm, positive way of looking at things. Dennis Waitley puts it aptly, "The winner's edge is not in a gifted birth, a high IQ, or in talent. The winner's edge is all in the attitude, not aptitude. Attitude is the criterion for success."

### Resilience

One of the most important components of attitude is resilience. It is the ability to bounce back to its original shape, the quality of feeling better quickly after something unpleasant, such as shock, injury, etc. Men who are rigid like furniture usually end up in the junk yard; those who are resilient like wool are adorned. Don't let anything in life hold you down for long. Don't be like a ball of mud; be like a ball of rubber. Bounce back.

## ACTIVITY

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### Activity I

- Two students enact the role play given below and ask them to enact it in the class.

**Customer:** Hello. Can you help me? I bought this CD three days ago from your shop, but it doesn't play properly. I want to return it and take another one.

**Showroom Representative:** Do you have the receipt?

**Customer:** No. I don't have. I misplaced it.

**Showroom Representative:** Well, then, I can't help if you don't have the receipt. That's the policy of the company. [He turns around and shows the document on the wall behind him].

**Customer:** The CD was a sealed one when I bought and I expected it to play well. So I did not keep the receipt. And one of your men said there would be no problem.

**Showroom Representative:** Sorry. Goods once sold will not be taken back without a receipt.

**Customer:** Hey, that's not fair! I paid 199 rupees for it and it is not working. I played it only once.

**Showroom Representative:** That's not my problem.

**Customer:** But...

**Showroom Representative:** Get the receipt, get a replacement.

**Customer:** I'll not shop here again!

- Enact the role play. One of you can take the role of showroom representative and satisfy the customer without compromising on the company policy of a receipt for replacement of the goods. You should come out with a creative solution.

## Activity II

Read the story and answer the questions that follow.

During a momentous battle, the general decided to attack even though his army was greatly outnumbered. He was confident that they would win, but his men were filled with doubt.

On the way to the battle, they stopped at a religious shrine. After praying with the men, the general took out a coin and said, "I shall now toss this coin. If it is heads, we shall win. If it is tails, we shall lose. Destiny will now reveal itself."

He threw the coin into the air and all watched intently as it landed. It was heads. The soldiers were so overjoyed and filled with confidence. They vigorously attacked the enemy and emerged victorious.

After the battle a lieutenant remarked to the general, "No one can change destiny." "Quite right," the general replied as he showed the lieutenant the coin, which had head on both sides

- What do you think was the reason for their victory, coin or confidence?
- What changed their attitude towards the outcome of the war?
- What would have happened if they went to war, their minds filled with doubts?
- Do you agree that external factors can influence attitude?
- What do you understand from the story?

## Activity III

- Make groups of 4 or 5.
- Write the following equation.
- $A - A = A$
- $A + A = A$
- Come up with words that begin with the alphabet A and fill the equation.
- Example: Appreciation – Attention = Annoyance;
- Each group should come up with as many words as possible.
- Once all the groups have finished, each group should present their formula.
- The facilitator can select the best one out of those presented.

## Activity IV

- You teacher will write on the board the word ATTITUDE in this way
- A+T+T+I+T+U+D+E
- She will ask you to write the number of the letter in the alphabet.
- Total the numbers.
- Tell your teacher the total.
- List other words like 'Work', 'Luck', and 'Knowledge' total them in the same way.
- What do you understand by this.

## **Chapter III**

# **Adaptability**

**By the end of this chapter, you will be able to:**

- define adaptability
- adapt yourself to new work environment
- solve problems creatively
- deal with new work situations easily



## DEFINING ADAPTABILITY

Adaptability is the reason why you are reading this page. Ever since the species called man came into being, he has continued to adapt and evolve. The process of adaptation is an ongoing one. It happens at any given moment because change also happens at every given moment. If we don't adapt to the change, we become stressed and lose balance. It does not matter if it is Ice Age or Information Age or any other future Age, the key to survival was, is, and will always be adaptive evolution.

In today's dynamic world one cannot afford to be static. The key is to move at the same speed as the world so that the relative speed is zero. This is possible only through adaptability. In fact, adaptability is the most important tool in the survival kit of human beings: the greater the adaptability, the greater the success. This is because adaptability makes maximum utilization of strengths and even your weaknesses. As Charles Darwin put it, 'It is not the strongest of species that survive, but the one most responsive to change'. The response is adaptability. It is the skill at adjusting to changing situations and overcoming obstacles.

Take the case of the Dinosaur, the large animal that roamed the earth about 65 million years ago. It disappeared solely because it could not adapt to the radical change that occurred on earth. What is that we learn from the dinosaur: adapt or be extinct. It is no surprise that the dictionary also defines dinosaur as a person or thing that is old fashioned and cannot *adapt* to changing conditions.

## ADAPTIVE PERFORMANCE AT WORK PLACE

The modern manager, thus, cannot afford to be a dinosaur. He should work at strengthening his adaptability skill to the maximum. This he can do by learning as Jonathan Feldman says, neither to resist change nor to avoid it; to alter the course if necessary, even if it takes longer to reach the destination; not to grumble, to just sit back and enjoy the ride.

To be adaptable means that we must be persistent, focused, have an 'I can succeed' attitude, look at things from a new perspective, let go our inhibitions, fears, doubts and most importantly align our values to change.

## SOLVE PROBLEMS CREATIVELY

History is replete with men and women who rose to dizzy heights using the indispensable skill: adaptability. In his best selling book, *Over The Top*, Zig Zigler writes: "A study of three hundred world-class leaders, including Franklin D. Roosevelt, Sir Winston Churchill, Clara Barton, Helen Keller, Mahatma Gandhi, Mother Teresa, Dr. Albert Schweitzer and Martin Luther King, Jr., revealed that 25 percent of them had serious physical disabilities and an additional 50 percent had been abused as children or were raised in poverty. The world-class leaders responded (positive) instead of reacted (negative) to what happened to them".

## Interpersonal Adaptability

Adaptability is thus the response to internal and external stimuli. It does not matter what happens to us, what matters is how we handle what happens to us. In other words, adaptability is more than a skill; it is an attitude. We need to have a healthy attitude in adapting to new relationships.

## Demonstrating Cultural Adaptability

Box: Story of Spotted Tail Quoll
The Spotted Tail Quoll is a rare and very shy marsupial that hunts other animals like a cat. The incredible story of its survival is a story of incredible adaptability.
These animals inhabit an area in Australia which is notorious for its bush fires. These fires destroy the habitat in the area, especially, the quoll's favourite food the Brush Tailed Possum. With the trees burnt to a cinder, the Brush Tailed

Possoms disappear with them. If any quolls do survive the fire, their favourite food is gone. Starvation is a real possibility. But surprisingly the quolls survive.

How the quolls survive the aftermath of the devastating fires with nothing else alive for them to eat is a truly remarkable story of adaptability! Here is what they do: after the fires, a flourish of new grass growth creates a surge in rabbit numbers. So instead of feasting on tree-loving possums, the quolls switch to a banquet of bunnies.

The story of the Spotted Tail Quoll is just one example in the innumerable illustrations of survival, illustrations of adaptability.

*Source: <http://www.abc.net.au/catalyst/stories/s1251498.htm>*

## **Dealing with the Uncertain/Unpredictable work Situation**

Now if we end up on a very new place of work we know what to do. We have to become a Quoll. We will have to adapt ourselves not only to the demands of the work environment but also to physical needs like food, shelter and clothing. We have to be tolerant with people.

Learning new tasks, technologies and procedures; if we feel that our job demands learning new things, getting in touch with new technologies and procedures, then we need to do so. We can join short courses to build our competency or learn from our peers.

## **ACTIVITY**

### **Activity I**

- Think about someone you strongly dislike or don't want to be around.
- Write all the reasons why you don't like him/her.
- Write all the reasons.
- Once you have written the reasons ask yourself this question; "If I had to stay with the person for one week and if there is no escape and no room for violence or silence or indifference, what steps would I take to adapt to the person and situation?"
- Accept the situation mentally, be creative, flexible, imaginative and resourceful.
- Make a two minute presentation on how you would be adaptable.
- As a last word, understand that the world is an imperfect place where everything isn't the way we want it to be and that people are different. The only tool to succeed in such a world is the tool of adaptation.

### **Activity II**

- Think of a situation when you were hurt or unhappy.
- Ask them to mentally go through the situation but with one change: you have to remove the feeling of being hurt or unhappy in your situation by using the tool of adaptation.
- Do a two-minute presentation of the situation, ending with how you feel when you are adaptable.
- As a tail piece, understand that adaptability is the ability to let go one's stubbornness, limitations and even that which we consider our advantage.

### **Activity III**

- Nine of you should go forward.
- The teacher will blindfold three of you using handkerchiefs.
- Put some chairs in the middle of the room like in a maze.
- Place yourself in three different corners of the room.
- Assign two students to each blindfolded student.
- The task is to see that the blindfolded student reaches the other end of the room or an allotted spot of the room without touching any chair in between or any other blindfolded student.
- The two students assigned to him/her can give oral directions only. They should not call the name of the blindfolded student.
- The facilitator signals the start of the game. All three blindfolded students should reach the assigned end of the room or an assigned spot without touching anything or anyone in between.
- All three blindfolded students should start at the same time.
- The game is over the moment a blindfolded student reaches his/her assigned spot.
- The teacher repeats the activity and notes the difference.
- Tell your teacher what the difference was between the first and second attempt.
- “What did you learn from this exercise?”

## **Chapter IV**

# **Motivation**

**By the end of this chapter, you will be able to:**

- understand motivation
- identify the triggers that motivate you
- work on self-motivation.

## UNDERSTAND MOTIVATION

Dictionary.com defines motivation as, "The psychological feature that arouses an organism to action toward a desired goal; the reason for the action; that which gives purpose and direction to behavior".

Etymologically, motivation means 'to move'. It is energy. It has the power to move mountains, not to speak of moving men. It requires careful application by which is meant right time, right place, right quantity and the right quality. In addition, motivation needs to be regular for it is like bathing or brushing. If you don't do it daily, at least once, you tend to stink. People are turned off by your presence. They avoid coming near you. So it is with motivation. Everyday the mind is exposed to an array of pollutants: negativity, moods, rejection, failure and so on. These pollutants cover the mind like a film and corrode it. Hence the mind needs an invigorating shower of motivation that cleanses and recharges it for the day ahead.

Everybody needs encouragement. It is the food of the mind. It builds confidence. It inspires, activates, galvanizes, propels. In other words, it does what it is supposed to do: it moves you into action.

Motivation acts like a flashlight. It throws light on our thinking process. It triggers a change inside of you which in turn brings change around you. In Zig Zigler's words, 'Motivation is the key to using our abilities to reach worthwhile objectives.' Hence it is incumbent on the individual that he or she 'deliberately schedules regular motivational input just as surely as he or she will schedule putting food into his or her stomach.' Only then will he or she be able to achieve peak performance.

Motivation is not as many think a psychological response only. It is downright physical too. The body undergoes biochemical changes upon being motivated. It releases endorphins, the feel-good chemicals naturally manufactured in the brain and cortisol levels increase. Cortisol is a powerful steroid released in the body to "activate" it. You need cortisol to "pump you up" to meet all the daily challenges of life. Without it you'd have no motivation to even get out of bed in the morning! Motivation creates excitement which in turn floods the brain with positive chemicals. It thus makes the body function better.

So the next time you feel low or stressed or depressed or dejected read a motivational book or listen to an inspiring message or a song. But why wait till life beats you down? Beat life down by taking regular doses of motivation and be healthy and wealthy in every way!

And where do you get the daily dose of motivation? You get it from a friend, from an enemy, from a bleak situation, from a bright environment, from a book, well just about anywhere. You just need to be open to it.

### Box: Boos Motivate French Team

**Hanover:** French players reacted angrily to whistles from the crowd during the French national anthem before their second round match against Spain. After Spain's national anthem was played without incident, France's players – including Lilian Thuram – looked on angrily as La Marseillaise was jeered. "It's shameful to whistle during La Marseillaise," forward Thierry Henry said. "I have rarely heard people whistling a national anthem at a football match." Thuram, one of the most vocal singers on the French team during the anthem, turned toward the section of Spanish fans whistling and appeared to mutter angrily. Eric Abidal said the whistles and boos helped to motivate the French players. "This gave us even more desire," Abidal said. "The victory was deserved." France beat Spain 3-1 in the World Cup 2006 quarter finals.

*Source: The Times Of India, Hyderabad, June 29, 2006*

## **ACTIVITY**

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### **Activity I**

- Think of a comeback in your life, however small it may be.
- Take 5 to 10 minutes to jot down the comeback on a page of your notebook.
- Put your thoughts onto the paper before speaking them out.
- Think on these lines:
  - Incident
  - Nosedive of mood or attitude or feeling
  - Motivational input
  - Turn around
  - Back in action
- Once you have structured your presentation, come before the class and present it.

### **Activity II**

- Form groups of 4 or 5.
- Complete this sentence: People are motivated by...
- Once done each group can present the list to the class.
- Your teacher writes down all the lists on the board.
- The common points in all the lists are circulated and discussed in the class.
- The whys can be talked about.
- Divide the list into two parts: external and internal, thereby giving the class a new direction in understanding motivation.
- Do a recap of the session at the end.

### **Activity III**

- Write a list of things you want to do but “don’t” do, (not can’t do).
- Example: Want to get up at 6 a.m. in the morning...but don’t do.
- Write your ‘want to but don’t do’ things.
- Ask them to think what happens at the point of ‘doing’, what prevents them from doing what they want to do.
- Once you pin-point the ‘stoppers’ think of ‘motivators’ to overcome ‘stoppers’.
- Present your ‘plan of action’.
- Discuss the practicality of the action plan.
- Open the class for discussion.
- Follow through to see if the ‘plan’ worked or not.
- In the next class your teacher could ask for a feedback.

**Activity IV**

- This is an oft used activity to gauge the patterns of thought and social motives of the individual.
- Your teacher will give you a few pictures depicting various people in various situations.
- When each of you get a picture you have to jot down the outline of a story about the picture.
- Once the outline is written, the students can make a presentation to the class one at a time.
- The purpose of the activity is purely to help you discover yourself.
- Neither the story nor you are judged.
- The activity fosters awareness of self which can aid in understanding and improving oneself.

## **Chapter V**

# **Habits**

**By the end of this chapter, you will be able to:**

- work on your good habits
- overcome bad habits
- develop sustainable positive habits.



Begin this session with the following activity.

## ACTIVITY

### Activity I

- Look at the following poem.
- Read it and answer the question in the last line.
- Write your responses in your notebook.
- What made you think so?

I am your constant companion.  
 I am your greatest helper or your heaviest burden.  
 I will push you onward or drag you down to failure.  
 I am completely at your command.  
 Half the things you do, you might just as well turn over to me,  
 And I will be able to do them quickly and correctly.  
 I am easily managed; you must merely be firm with me.  
 Show me exactly how you want something done,  
 And after a few lessons I will do it automatically.  
 I am the servant of all great men.  
 And, alas, of all failures as well.  
 Those who are great, I have made great.  
 Those who are failures, I have made failures.  
 I am not a machine, though I work with all the precision of a machine.  
 Plus, the intelligence of a man.  
 You may run me for profit, or run me for ruin;  
 It makes no difference to me.  
 Take me, train me, be firm with me  
 And I will put the world at your feet.  
 Be easy with me, and I will destroy you.  
 Who am I?

Read the following quotations.

Watch your **thoughts**; they become words.

Watch your **words**; they become actions.

Watch your **actions**; they become **habits**.

Watch your habits; they become **character**.

Watch your **character**; it becomes your **destiny**. – Frank Outlaw

Education is for behavior, and **habits** are the stuff of which behavior consists. – William James

### Lecture Component

Habits are undeniably the single most important factor for our success or failure. Most of us don't realize it but this is true: we are the product of our habits. In fact as Frank Outlaw rightly pointed out, habits make or mar our destiny. So it is very important that we realize the importance of habit.

William James, the father of Modern Psychology, says that when we refer to the term habit we, in general, refer to bad habits like smoking or drinking or telling lies. We seldom refer to a good habit like the habit of speaking truth or the habit of courage. *Our virtues, he continues, are habits as much as our vices. All our life, so far as it has definite form, is but a mass of habits,—practical, emotional, and intellectual, and bearing us irresistibly toward our destiny, whatever the latter may be.* Go back and read that again for your destiny depends on it.

Why then when our dream destination depends on a factor as important as habit do we take so little care in cultivating and nurturing it? The answer lies in our *desire* for our goals. If the *desire* is red hot and burning we can and do forge our habits better. Else we waste this wonderful energy in useless pursuits.

Take a look at your daily actions, from the time you get up to the time you go to bed. What do you see? A string of habits! Ninety-nine percent of our activity is purely automatic and habitual.

Let us understand that every action of ours leaves an impression on the physiological brain like grooves in a gramophone record. The more the action is repeated, the deeper the groove of electrical pathways. The paradox is that you create these grooves but in time you become its puppet.

So take an honest-to-goodness look at yourself and decide if habit is your master or your slave.

## Activity II

- Write on a page of your book the word “Habits”
- Divide the page into two columns by drawing a line in the middle of the page.
- In one column write ‘Master’ and in the other ‘Slave’.
- Now divide your habits – good and not good – into one of these two categories.
- Division should be based on whether a habit controls you or whether you control the habit.
- Put in all your habits.
- Once you have written all your habits down, think of what ‘triggers’ the repetition of an unsavory habit.
- Label these ‘triggers’ as mental or physical.
- Find ways of outsmarting these triggers.
- Share your learning with the class.

### Box: It Takes 21 Days To Break A Bad Habit

To begin with, choose one unhealthy habit you wish to eliminate or change. Or, choose a healthy habit you want to adopt as part of your behavior. If it is a habit to eliminate, you may wish to go "cold turkey" or have a gradual tapering off. **Caution:** If it is a chemical habit you are planning on eliminating, be sure to obtain an expert's opinion as to whether you need to taper off usage as opposed to quitting cold turkey.

Now that you have decided which unhealthy habit to eliminate, or new habit to acquire, decide on the date you will begin your behavior change. Give this date a good deal of thought and then write it down. For example, "On February 15, 2001, I will get up at 5 a.m."

In order to ensure behavior change, experts agree that it takes a minimum of 21 days to change a behavior. Again, look at the date you are planning on changing your habit. Count ahead 21 days and mark that date down. Now, make a commitment that you will follow your plan for 21 days.

#### Helpful Suggestions

Your target date has arrived. It is the first day of your 21-day cycle. Here are some helpful suggestions for habit change:

Write down your goal. There is magic in the written word when it applies to you. Experts recommend stating your goal in positive terms, such as "I want to be lean

and physically fit," instead of "I've got to get this flabby body out there huffing and puffing." So, begin with writing down, as a positive goal, the habit you will change.

List your reasons for changing or eliminating your habit. Writing it down will force you to think out in specific terms what this habit represents in your life and the meaning you believe your life will hold for you upon changing the habit. This will also help with your commitment toward taking positive action.

Find substitute routines. For example, if you are changing eating habits and you have identified a particularly difficult time of the day when eating habits are poor, create an activity, a new routine for that time.

Talk to yourself. Tell yourself you're making progress. Remind yourself that you are moving closer to your goal. Talk to yourself throughout the day about how you are going to avoid triggers that can get you off track and make healthy substitutes.

Recruit helpers for support. Explain to them why you are making this change. Ask for their support. Their support may be needed for encouragement.

Be prepared for people who may sabotage your change. Be assertive and tell them what they are doing.

*Source: [www.fiu.edu/~oea/InsightsSpring2005/online\\_library/articles/daily%20activities%20to%20help%20change%20habits.htm](http://www.fiu.edu/~oea/InsightsSpring2005/online_library/articles/daily%20activities%20to%20help%20change%20habits.htm)*

## **Chapter VI**

# **Listening**

**By the end of this chapter, you will be able to:**

- improve active listening skills
- listen with concentration
- overcome barriers to listening.

## INTRODUCTION

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We all love the faint sound of an infant's chuckle. We love to listen to the cock-a-doodle-doo. We love to listen to birds chirping in the trees. We love to hear the sound of waves roaring in the sea or lapping the shores of a river.

Let's test how far we are able to enjoy the sound of Nature's music.

Close your eyes for a minute and try to listen to the sounds you could hear. After a minute write a list of those sounds. The faculty could ask how you felt on listening to these different sounds. They may ask you recall the faintest sound you heard and ask you to comment on it. In case there is no trace of nature's music, then let it be man-made!

## ACTIVITY

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### Activity I

**Objective:** To understand the importance of listening and know how useful listening skills are.

**Challenge:** To listen to a song and write it.

- Listen to the song played by your teacher.
- Follow the directions given by your teacher after you listen to the song.

## SPEAK THE SONG

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Narrate the exercises you have done in the earlier session.

Listen to a soothing light vocal/instrumental music played by your teacher for two minutes. Close your eyes and listen concentrating only on the music.

Let's test how far we are able to enjoy listening today.

- Listen to the track played by your teacher.
- Follow the directions given by your teacher after listening to the track.

### Converse I

Narrate the exercises you have done in the earlier sessions.

Listen to soothing light vocal/instrumental music for two minutes. Close your eyes and listen concentrating only on the music.

Let's test how far we are able to enjoy listening today and let us also test the reading ability.

- Read the paragraph/story given by your teacher.
- Follow the instructions given by your teacher.

### Converse II

Narrate the exercises you have done in sessions I, II & III.

Listen to soothing light vocal/instrumental music for two minutes. Close your eyes and listen concentrating only on the music.

Let's test how far we are able to enjoy listening to conversations.

- Listen to the movie track played by your teacher.
- Follow the instructions given by your teacher.

### **Converse III**

Narrate the exercises you have done in sessions I, II, III & IV.

Listen to soothing light vocal/ instrumental music for two minutes. Close your eyes and listen concentrating only on the music.

Let's test how far we are able to listen, understand and enjoy conversation between two foreigners.

- Listen to the movie track played by your teacher.
- Follow the instructions given by your teacher.

## **Chapter VII**

# **Speaking**

**By the end of this chapter, you will be able to:**

- overcome shyness
- ▲ improve speaking skills.

## INTRODUCTION

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### Directions

#### Importance

Humans are humans because they speak.

Can you imagine a world where nobody speaks?

What would happen to us if one day we wake up to know that we forgot to speak?

How would we feel if one day we wake up to know that people don't understand what we speak?

Ask the students who among them doesn't like speaking at all. Ask students if they would like to chat with friends always. Ask the students how they would look at people who speak in English. Ask them how they would consider (the image) people who speak good English with good pronunciation/ accent. Let them recall their encounters with such good speakers. Let them also share their experience when they failed to speak in English and how they felt at that moment.

#### Overcoming Shyness

Speaking is a boon given to man. There is one short cut to learn speaking. You want to know that?

It is a short cut similar to the one you are taught when you go to learn swimming.

It is ..... jump into the pool and swim!!

So.....

Just speak! speak! and speak!! And go on speaking!!!

It is the stage fear for some which stops them from speaking what little they can and are able to.

Ask the students to come forward, look into the eyes of their classmates and tell what they usually do every day from morning till evening.

Ask them to tell about their loved ones and why they love them. (Parents/best friends/ cousins/brothers/sisters)

Don't correct them as they do.

Write the structure on the Black Board: **Subject + V1** + .....

He plays chess.

I like coffee.

**Subject + am/is/are + .....**

She is beautiful.

[the faculty may briefly explain the Present (V1), past(V2), past participle(V3), present participle(V4) form of the verb if situation demands]

## ACTIVITY

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### Activity I

- Jot down your daily routine. (You should not write your name on the paper).
- Give your papers to your teacher. Shuffle the papers and give one to each of the students.
- Read out what is given in the paper.
- Try to identify whose paper it is.
- If you are able to give more names, you will be declared the winner.



## EXPERIENCES

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Come forward and speak what you had wrote in the assignment given to you the previous day.

Observe whether the speakers have strictly followed the structures. Correct them instantly.

Write a description of a fan/tube light/wrist watch etc in not more than 10 sentences in the structure given to you the previous day. Take 10-15 minutes to do so.

Come forward and speak out what you have written. Ask your friends to identify and correct the mistakes.

Narrate what you have done the previous day/ the works you have finished or a party you have attended.

Look at the structure written by your teacher on the Board:

**Subject + V2 + .....**

Santosh + met the president.

**Subject + was/were + .....**

She was tired yesterday.

### Activity II

- Jot down a funny experience in your life.
- Read out aloud what you have written.
- When your friend is reading his/her experience aloud, ask others to judge him/her on a scale of 1 – 5.
- The student who scores the highest marks is declared the winner.

## DILEMMAS

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Come forward and speak what you wrote in the assignment given to you the previous day.

Observe whether your friends have strictly followed the structures. Correct them instantly.

Narrate the story of a recent movie you have watched or a story you have read in **Subject + V1..... and Subject + am/is/are.....** structure.

Observe and correct your classmate.

Your teacher will focus a few pictures on the wall using the LCD and you have to speak on those pictures either narrating a cooked up story or describing the pictures and the situation in the picture.

Observe and correct your classmate.

### Activity III

Look at the structures of **If / unless clauses** on the board and make sentences of your own.

The usage of **since, because, else, otherwise, though, even then**, may also be used to reason.

**Eg:** If you study, you will pass.

If you studied, you would pass.

If you had studied, you would have passed.

Unless you study, you will not pass / fail.

Unless you studied, you would not pass / fail.

Since you studied, you passed.

Because you studied, you passed.

You studied, else you would have failed.

You studied, otherwise you would have failed.

- Make as many sentences as possible in 15 minutes.
- The one who makes the highest number without making mistakes is the winner.

## THE REASON

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Form groups of not more than four. Contrive a debate/argument using the **If/unless clauses, since, because, else, otherwise, though, even then**. Take 10-15 minutes to do so.

### Activity IV

The topics are, Sania Mirza: Rising or Failing, The Mittal –Arcelor case: An Issue of Racism, Rahul Dravid: waiting to retire etc.

- Group A prepares to argue in favour of the topic.
- Group B prepares to contradict group A.
- Sit in a circle.
- One Chair (Hot Seat) is put in the centre of the circle.
- Members of Group A sit in the hot seat one by one and start the argument followed by members of Group B who contradict.
- *The student who occupies the hot seat must argue in only 8 sentences using **If, unless, since, because, else, otherwise, though, even then**.*

One of you from each group should form a team of judges to evaluate the performance of the groups and announce prizes to the best two groups that debated/argued well.

The groups should come forward and share how you felt after the activity. Why do you think that you have done well and vice versa.

The team of judges should give a feedback on each team.

Participate in the debate competition announced by your teacher.

## LINKING GAME

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### Activity V

Do you have any doubts in the usage of the linking words taught the previous day? If not, let us go to the next step.

Try using **inspite of, not only.....but also, either –or, neither—nor, as well, as well as, however**.

Make sentences using these linking words.

Observe and correct your classmate.

Form into groups of not more than three. Think of a situation and contrive a conversation using the linking words.

Present your conversation.

*Each one of you from every group must converse with a minimum of 7 sentences using **inspite of, not only.....but also, either –or, neither—nor, as well, as well as, however.***

One student from each group should form a team of judges to evaluate the performance of the groups and announce prizes to the best two groups. (The judges however could be a part of the group and perform with it)

Come forward and share how you felt after the activity. Why do you think that you have done well and vice versa.

The team of judges should give a feedback on each group.

Participate in the role-play competition announced by your teacher.

## THE CHALLENGE

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### Activity VI

- a. Do you have any doubts in the usage of the linking words taught the previous day? Now read the following passage.
  - Aravind needed Rs.5/-. He tried desperately, but in vain. He went on a penance. God appeared before him and said “I am happy with your penance. What is your wish?” Aravind hurriedly replied “Thank God! you have appeared, give me five rupees immediately, I shall pay you back when you appear the next time”
  - Speak out your heart today. What would you do if God appeared before you and gave you the gift of rewinding your life to start afresh? Where would you like to start?
  - Talk about the things that make you happy/sad/angry/ surprised/feel delicate/how you felt when you felt cheated or deceived, how you felt when you felt guilty, how you felt when some of your friends teased you unbearably, why you felt embarrassed in some situations, how you felt on being appreciated, how you feel when you look at labourers /beggars/orphans/disabled etc of your age.
  - You must speak for at least two minutes. Express your feelings sincerely.
- b. Pick up a cross word puzzle from a newspaper, e.g. Times of India. Solve the puzzle.

Form a sentence with each of the words in the puzzle.

If you make all the right sentences, you are the winner.

## **Chapter VIII**

# **Voice Modulation**

**By the end of this chapter, you will be able to:**

- modulate your voice
- go for choral reading to understand and improve voice modulation.

## VOICE MODULATION

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### Instructions for Improving Your Voice

- i. Relax the throat and lower jaw muscles so that you can form full, round tones. Tight muscles produce unpleasant voices.
- ii. Use a variety of tones. The highness or lowness of the tone of your voice is called pitch.
- iii. Use a medium pitch, as a general rule.
- iv. Change the pitch of your voice to express your feelings about what you are saying.
- v. Use a high pitch for words that express light, happy ideas.
- vi. Use a low pitch for words that express serious or sad ideas.
- vii. Speak loudly enough and slowly enough for everyone in the audience to hear you. Aim your words at the people near the back of the room. Do not, however, shout at them.

Perhaps, many times you must have bitten your tongue thinking “Well, I did not wish to say it the way I said”. The voice is more important than the words.

Say each of the following sentences in the different ways indicated. Listeners will decide what mood is being illustrated in each case.

- Come here.(angrily, pleadingly, pleasantly, bored)
- I know you’re my friend. (seriously, sarcastically, impatiently)
- She makes me laugh.(earnestly, bitterly, sarcastically)
- Of course, I understand. (impatiently, smilingly, soothingly)
- Let me alone. (fearfully, crossly, bogglingly, stiffly)
- She is beautiful. (enquiringly, sarcastically, impatiently)
- Sorry. (not feeling sorry, shouting impatiently)

Simple tongue twisters like the following are understood only if you are properly modulated.

Try these:

Fish fishing fishermen fish fresh fish.

She sells sea shells on the sea shore.

## CHORAL READING TO UNDERSTAND AND IMPROVE OUR MODULATION

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### Instructions for Choral Reading

1. Examine a selection together; know what the author is saying. You can choose any story with pictures.
  - a. Decide how you think the author wants you to feel.
  - b. If the selection tells a story, find the climax.
  - c. Note good picture words and comparisons.
  - d. Tap on a line or more to get the basic rhythm.
  - e. Work out helps interpretation.
2. Decide how the selection shall be broken into group and solo parts. (You may want to have tryouts for solo parts.)
3. Practice, with your faculty or someone else as leader.

- a. Examine Rate, Tone, and Loudness of what you are reading.
- b. Enunciate clearly; do not be guilty of lazy lips or tongue, use the dictionary to check pronunciation.
- c. Make sure that each speaker or group comes on time.
- d. Feel what you read. Let voice and body show that feeling.
- e. Directions: With the help of the guides, practise and read the following poem, or choose the ones that you like best. Perhaps you can prepare one or more of them for an assembly or home-room program.

## Choral Reading-I

### Abraham Lincoln

*Rosemary and Stephen Vincent Benet*

#### *All*

Lincoln was a long man. [Draw out "long"]

#### *Girls*

He liked out of doors. [say the next five lines quickly]

He liked the wind blowing.

And the talk in country stores.

#### *Solo boy 1*

He liked telling stories,

#### *Solo boy 2*

He liked telling jokes.

#### *Boys*

"Abe's quite a character." [show that they like him.]

#### *All*

Said quite a lot of folks.

#### *Girls*

Knew that he was honest, [quickly]

Guessed that he was odd,

Knew he had a cross wife [regretfully]

Though she was a Todd.

#### *Boys*

Knew he had three little boys [smilingly]

Who liked to shout and play,

Knew he had a lot of debts [slowly and seriously.]

It took him years to pay.

#### *Girls*

#### *Boys*

Knew his clothes

and knew his house

#### *Solo boy 3*

"that's his office, here. [pause after "here"]

Blame good lawyer, on the whole, [emphatically]

Though he's sort of queer." [apologetically]

***Girls***

Lots of folks in Springfield [quickly]  
 Saw him every day,  
 Walking down the street  
 In his gaunt, long way. [draw out “gaunt” and ‘long’]  
 Shawl around his shoulders, [smilingly.]  
 Letters in his hat.

***Solo boy 4***

“That’s Abe Lincoln.” [casually]

***All***

They thought no more than that.

***Solo boy 5***

“Sure, he went to Congress once. [sound unimpressed.]  
 but he didn’t stay.  
 Can’t expect us all to be  
 Smart as Henry Clay.

***Solo boy 6***

“Need a man for troubled times?  
 Well, I guess we do. [draw it out.]  
 Wonder who we’ll ever find?  
 Yes—I wonder who.” [thoughtfully]

***All***

That is how they met and talked, [casually]  
 Knowing and unknowing.  
 Lincoln was the green pine. [softly but proudly]  
 Lincoln kept on growing. [seriously. Pause after “Lincoln”]  
 Form into groups. Each group should come up with a similar poetic narration of a story/a historical personality/a local ballad.

**Choral Reading-II**

Make a team of judges, one of you from each group, should judge the best modulated presentation. Give away prizes to the two best presentations.

Practice reading and acting the following picture words aloud in small groups. Try to indicate by the pitch of your voice the different feelings that the words give you. Keep your jaw flexible on the chief vowel sounds and draw them out. Talk over each person’s performance.

Bloom	golden	gloomy	burning	starry
warm	dusk	roaring	velvet	shiver
sighing	thunder	far	dark cool	stormy
weary	sunbeam	smooth	ripple	lonely
silvery	rosy	silken	tinkling	windy
moonlit	mournful	misty	moaning	roaring

The following quotations are from David Copperfield by Charles Dickens. Study them until you think that you know the mood or disposition of each speaker. Then take turns at reading the lines, saying only the parts inside the quotations marks. Forget yourself; be the character who is speaking. Afterwards, talk over the different readings.

- a. "Mr. Copperfield" returned my mother, "is dead, and if you dare to say one unkind word to me--"
- b. "For stubbornness won't do here." Said his sister. "What it wants is to be crushed. And crushed it must be--shall be, too!"
- c. "Emma, my angel!" cried Mr. Micawber, running into the room. "What is the matter?"
- d. "I 'm a determined character," said Mr.Creakle; "that's what I am. I do my duty, that's what I do"
- e. "Clara!" said Miss Murdstone, rising angrily. "You are a positive fool sometimes."
- f. "You give me my money back, if you please," said Mr. Creakle. I am very much frightened, and leave me alone."
- g. "Mercy on the man, what's he doing!" cried my aunt impatiently. "Can't he speak?"
- h. "I am all in a tremble," faltered my mother. "I don't know what's the matter. I shall die; I am sure!"
- i. "Yes," pursued my aunt; "and he has done a pretty piece of business. He has run away"

Form into groups. Each group should come up with a similar dramatic narration of a story from their local culture/fables etc.

## **LECTURE COMPONENT**

### **Effective Speaking**

Douglas Fairbanks wrote an article for an American Magazine in which he described a game of wits. He, Charlie Chaplin, and Mary Pickford played almost every evening for two years. It was more than a game. It was practice in that most difficult of all speaking arts--thinking on one's feet.

As Fairbanks wrote, "the game" went like this:

"Each of us would write a subject on a slip of paper. Then we folded the slips and shook them up in a box. One would draw. Immediately he would have to stand and talk for sixty seconds on that subject. We never used the same subject twice. One night I had to talk on 'lampshades'. Just try it if you think it is easy. I got through somehow. But the point is all three of us got sharpened up since we began the game. We are learning to assemble our knowledge and thoughts on any topic at a moment's notice. We are learning how to think on our feet"

Impromptu Speech proves that

- a. you can think on your feet.
- b. Makes you feel more secure and confident when you give a prepared speech.

Ask the student to repeat the "game" played by Fairbanks and his friends.

### **Organizing a longer speech**

- Prepare relevant notes on the theme.
- Arrange the points in a sequence.
- Check the time you need to speak all that you have prepared.



- Trim your speech according to the time you are allotted.
- Modulate your speech, only this can make the audience appreciate your speech.
- Keep the size and age/gender/political affiliation/sentiments etc in mind.
- Speak in a moderately loud voice.
- Speak with contagious enthusiasm.

Take a deep breath .....Smile

Greet the Audience

Get attention immediately

- a. Begin your talk with an incident/example/joke/question
- b. Arouse Suspense
- c. State an arresting fact
- d. Ask for a show of hands
- e. Promise to tell the audience how they can get something they want
- f. Use an Exhibit/visual

Support your main ideas with

- a. Statistics
- b. Testimony/quotes of experts
- c. Analogies

Summarize in not more than four-five sentences.

Conclude on a positive note.

**Leave Taking:** by appreciating the audience for their enthusiasm and encouragement to speak.

Say “it was a pleasure talking to/interacting with such a wonderful audience.”

## ACTIVITY

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### Activity I

Organize such speech as on any CNA topic and speak.

## **Chapter IX**

# **Language Proficiency**

**By the end of this chapter, you will be able to:**

- improve vocabulary
- Improve the ability to use appropriate sentences
- improve fluency.

## DREAMS

His father was neither highly educated nor very rich. His mother was very generous. His father never discriminated against anyone on the basis of their religion, wealth, age, caste or creed. Looking at the jets that were flying in the sky he dreamed of becoming a fighter jet pilot. He passed intermediate examination from St. Joseph's College, and his engineering degree in Aeronautics from Madras Institute of Technology. He went to Dehradun to attend an interview for the Air Force. His dream looked shattered. He was not selected. Yet he did not lose heart. He accepted his failure, yet carried on with his life. He later got appointed as a senior scientific assistant on a basic salary of Rs.250 per month. He received honorary degrees from 30 universities. He received the Padma Bhushan in 1981, Padma Vibhushan in 1990 and Bharat Ratna in 1990. He could play the tune of national pride on his Rudra Veena. Thus grew he, from being a newspaper boy to the Nation's First Citizen, the scientist President, Dr. Abul Pakir Jainulabdeen Abdul Kalam. He conceived a dream for his nation. A dream just like his life. A dream he called VISION-2020. Do you have one? Dream, Dream and Dream is the password to success. Dare to Dream, remember, a dream is a miracle that works only when you work.

## Role Play

Noel : Hi, I am Noel

Candy : Hi Noel, I'm Candy. Glad to meet you...

Noel : Glad to meet you too.

Candy : What are you doing?

Noel : I'm doing BBA from ICFAI National College. What about you?

Candy : Well, I am doing B. Com from Government Degree College.

Noel : Are you planning your career?

Candy : Yes, I want to go for M.B.A after B.Com. And you?

Noel : Well, I think I have a dream.

Candy : Hey, you seem to be a cool guy!

Noel : Well, I am a cool, yet responsible person.

Candy : You mean you desire to be a 'Wall'?

Noel : Yes, I want to be a 'wall' for, my family, my friends, and the organization I work for.

Candy : Wonderful, you seem very positive.

Noel : Yes, I enjoy thinking positively. I want to start my own enterprise after MBA.

Candy : What do you mean by that?

Noel : Well, it means that I want to start my own business.

Candy : Hey, interesting. What next?

Noel : I dream of becoming another Ambani or Mittal.

Candy : Are you joking?

Noel : If I don't work to realize my dream, I am joking.

Candy : Wow, let me also dream.

Noel : And work towards it.

Candy : Noel, I'm so glad that I've met you.

Noel : I feel glad too. Bye for now, Candy.

Candy : Bye Bye Noel, till we meet again.

Three/four pairs of students should study this conversation the previous day. Practice the conversation and role play in the class the next day. The pair that plays well with appropriate intonation/modulation wins a prize.

### Give your critique

Form into groups of not more than four and script one such role-play based on your dreams and enact in the class. Ask your friends to observe and give their critique on every role-play.

### Assignment

Ask the students to make an analysis of their positive and negative points, challenges and opportunities and ask them to make an action plan to make their dreams come true.

People you have met before		
Greetings	Beginning	Replying
Conversation Starters	Good Morning/Evening. How are you? How are Things?	Good Morning/Evening. Fine, Thank you. How are you? Fine, going on./very well.
	How's it going Lovely weather How's work? I haven't seen you for a while.	Not too bad. Yes, It is! Ok/fine/Not too bad No, I have been busy/away
Conversation Closers	See you soon/later I must be going I'll be in touch.	Goodbye/Bye See you soon Bye for now
People you haven't met before		
Intro Greetings	May/Can I introduce my self/my colleague..	Nice to meet you How do you do? No, this is my first visit, Yes marvelous, isn't it?
Conversation Starters	How do you do? Have you been here before? Lovely weather	How do you do. No/yes it seems to be a nice place. Yes, it is.
Conversation Closers	(I'm) glad/pleased to meet you. It's been very interesting talking to you.	Glad to meet you too. If you're ever in... you must get in touch.

## AT A PARTY

A party is a wonderful opportunity to meet people and make friends. It provides an opportunity to befriend people. It's a place to share and care, and come out in flying colours as a successful conversationalist. You could build yourself as a brand at such places. Closing the conversation is as important as opening it. Keep the chances of continuing the relationship alive, why don't you try then?

**Let's look at the conversation given below**

Sandy : Good Evening Mr. Pranit  
 Pranit : Oh! Sandy, good evening. How are you?  
 Sandy : Fine, thank you. How are you?  
 Pranit : I'm fine. It's been a long time since we last met.  
 Sandy : Yeah, It's been a busy schedule.  
 Pranit : Well, won't you introduce me to your friend?  
 Sandy : Oh, sorry Mr. Pranit.....  
 Pranit : Sandy, call me Pranit.  
 Sandy : Thank you Pranit. Meet my friend Pavitr?  
 Pranit : Hi Pavitr! I am Pranit. How do you do?  
 Pavitr : Great! How do you do?  
 Pranit : Come let us talk over a cup of coffee or tea.  
 Sandy : Shall we go for a burger first or any choice?  
 Pranit : Why not a pizza if you both like?  
 Sandy : Wow! It'd be better.  
 Pavitr : But then, I don't want to miss my burger.  
 Sandy : Mm, It's a nice party.  
 Pranit : And it's nice meeting you both.  
 Sandy &  
 Pavitr : Nice meeting you too.  
 Sandy : Pranit, when shall we meet again?  
 Pranit : Well, let's meet on the net. Sandy, you know my ID, don't you?  
 Sandy : Yes I do.  
 Pranit : Pass it on to Pavitr also. Pavitr, do mail me.  
 Sandy : Oh sure, Pranit, and good night.  
 Pranit : Good night, Pavitr and Sandy  
 Sandy &  
 Pavitr : Bye, bye, and good night Pranit.  
 Pranit : Bye! Keep in touch guys.

Form into groups and think of the conversations that would play spoil sport.

Two of the groups come up with such spoil-sport conversations and two groups to script down two good likely conversations. The students may be asked to think of different kinds of parties.

Observe and give a feedback.

**GIVING DIRECTIONS**

We all have watched cookery shows on TV. You might have heard of Sanjeev Kapoor. Cooks not only teach you how to cook mouth watering dishes but also how to speak English! Let's see what he has for us.

**Karela Andhra Style**

Veg | Spicy | South Indian



## Ingredients

Serves 4  
4-5 medium sized bitter gourd (karela)  
Salt to taste  
4 red chillies whole  
1 tbsp coriander seeds  
1 tsp cumin seeds  
1 tsp white sesame seeds (til)  
1½ tsps oil  
2 medium sized onions (chopped)  
2 tsps ginger paste  
2 tsps garlic paste  
1/4 cup tomato puree  
2 tbsps jaggery (grated)  
2 tbsps tamarind pulp

## Method

Scrape and cut karela in half, lengthwise. Remove seeds and thinly slice. Apply salt and leave aside for ten to fifteen minutes. Wash with plenty of water. Drain and squeeze out excess water. Roast whole red chillies, coriander seeds, cumin seeds and white sesame seeds on a medium hot tawa till light brown, stirring it continuously. Cool the mixture and then grind to a fine powder. Heat oil in a non-stick pan and add sliced karela and stir-fry for four to five minutes or till slightly brown. Add chopped onions and stir-fry for three to four minutes. Add ginger paste, garlic paste and again stir-fry for one or two minutes. Add tomato puree and cook further for a few minutes. Add ground powder, grated jaggery, tamarind pulp and salt. Stir well and add one cup of water and bring to a boil. Reduce to medium heat. Cover and simmer for five minutes. Serve hot.

What does Sanjeev Kapoor do while speaking to the audience? You are right. He gives directions. Look at the structure of sentences given in the method.

Scrape and cut karela in half...

V                      S

Remove seeds

V                      S

Apply salt

V                      S

Heat oil

V                      S

If we look at the sentence structure we find that whenever Sanjeev Kapoor gives a direction he starts with a verb. Does it happen every time we give a direction? Let's see.

Shyam was walking back from the gym. A stranger stopped him on his way. He asked Shyam for directions to his friend's house on Lake Street.

Stranger: Excuse me.

Shyam: Yes, Sir. How can I help you?

Stranger: Could you please show me the way to Lake Street

Shyam: Go straight and take left. You will find a temple.

Stranger: Is that where it is?

Shyam: No. Keep going straight. Then turn right. That's the Lake Street.

Stranger: Thank You.

Look at the structure of directions given by Shyam:

Go straight.

V     S

Take left.

V     S

Turn right.

V     S

## ACTIVITY

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### Activity I

Be a Chef

- Arrange a cookery show.
- Form into groups of five.
- Think of a dish you would like to prepare.
- List out the ingredients.
- Show how you prepare the dish.
- When you are performing, ask the others to list out the number of directions.
- The student who gives the right directions with proper structure and prepares the most innovative and tasty dish is rewarded.

### Activity II

#### Role Play

- Form Pairs.
- One of you should ask for the directions to a street.
- The other person should give him directions.
- The pair who speaks without a mistake in giving directions is rewarded.

The season of sports never ends. Today it is football, tomorrow it is cricket and yet another day it is tennis. The Television has many channels to broadcast these matches live. Though the visuals are delightful, there is something else that catches our ear. You are right: the voice of the commentators. Their style of speech is as fast as an ace in tennis, a goal in football and a drive in cricket. Whether it is Siddhu or Harsha Bogle, they all play with words. What makes them good commentators? Let's find out.

**Box: COMMENTARY**

Friday, June 17, 2005

Siddhu's Commentary...!!

If you have been hearing Siddhu's commentary for cricket matches... you are bound to be amused with his creativity in forming sentences. Here are some examples !!

- a. A girl born beautiful is half married.
- b. The Indians need to behave as if they are in a boat with a hole. There is no team co-operation.
- c. His slower ball was so slow that my mama can run faster than that.
- d. The world is all about mind and matter, I don't mind and you don't matter...
- e. In London they drive on the left, in India we drive on what is left!
- f. Still waters run deep. The Indians were so still in the 3rd test that they ran into deep oceans.
- g. Ganguly moves so slowly on the field like jack of jack n jill who goes to fetch pail of runs for the opposition...
- h. Umpires are like traffic police -the techniques they use to give a decision are outdated
- i. Flip the coin and there is no head or tail. (India plays the cricket without any aim)
- j. Harbhajan could be a windmill with a single blade during a hurricane, when batting
- k. Strutting around wicket as proud as peacock
- l. A barking dog better than a sleeping Lion So go on Indians Bark aloud and let everyone hear you louder!!!
- m. The dog that barks last, barks best
- n. SUCCESS HAS MANY FATHERS .... FAILURE IS AN ORPHAN!!!!
- o. S.Ramesh's running between the wickets is like a snail going slow!
- p. He is like an indian transistor which does not work until you give it two slaps.
- q. If u r trying to beat india in their home you are trying to get milk out of an ox.
- r. Indian team is just like indian monsoon.you just cant predict when there will be flood & when drought.

Source:[http://theworldznotenough.blogspot.com/2005/06/siddhus commentary.html](http://theworldznotenough.blogspot.com/2005/06/siddhus%20commentary.html)

Siddhu's sentences are filled with passion and emotion and fun. If you want to be another Siddhu on the field, try this out.

**Activity III**

- Form into pairs.
- Don the role of cricket commentators.
- One of you should give the commentary in Hindi or your mother tongue.
- The other should give the commentary in English.
- After 5 minutes, ask them to switch their roles.
- The team that performs the best is rewarded.

E.g. Haribhajan comes from the pavilion end, takes round the wicket and bowls to Richards...Richards drives...with no success

Dravid putting his right foot forward...trying to play the ball to the off side....



## Activity IV

### Drill the structures

Haribhajan comes from the pavilion end...

S            V + s

Dravid   putting   his right foot forward ...

S            V+ing

Form as many sentences as you can with the following structures.

The student who forms the maximum number of sentences without any mistake is rewarded.

## **Chapter X**

# **Writing Office Circulars & Notices**

**By the end of this chapter, you will be able to:**

- write proper circulars & notices.

Employers rate good communication skills among the highest qualities they value in their employees. Every workplace has its own style of communication and sometimes new workers have difficulty mastering the new language of work. We need to learn important skills such as speaking and writing clearly, listening actively, and solving problems through effective communication.

Exchanging information is the main purpose for communication in the workplace. Learning how to make your messages clear and complete is an important skill for every employee.

## **Written Communication**

Poorly written memos, incomplete messages, and hard-to-read reports can erode productivity and raise stress levels. Learn the process approach to writing and get an inside look at how a variety of workplaces use written communication.

Information in an office is supplied through directions, forms, and charts.

Forms and charts carry the important flow of information that keeps a business going. Filling out forms accurately and completely may seem like drudgery, but these skills are essential for a smoothly functioning workplace. Learn how typical businesses use forms and charts and understand the importance of accuracy and care in handling these workplace tools.

## **Writing Memos and Letters**

Writing effectively involves knowing when, how, and what to write. Many workers lack confidence in their writing skills and, as a result, often avoid writing. Learn about the writing process and know how to improve your own workplace writing.

Another important aspect of written communication is writing office orders and office circulars. Both are an important aspect of internal communication. It is important that we learn the right way of writing a circular and an order. Though both are written for giving information internally, there is a difference between the two.

## **Difference between Office Orders and Office Circulars**

Both office orders and office circulars are different forms of communication within an organization. An office order generally carries information and instructions for use within the office by a restricted number of employees. It is therefore for limited internal consumption. Office orders are meant to communicate matters relating to certain rights, withdrawing rights, imposing restrictions, making postings/transfers, promotions, retrenchment, granting annual increment, withholding increment, initiating disciplinary action, etc. Office orders are issued by superiors only; therefore it is an example of downward communication.

Office circulars seek to bring to the notice of generally a large audience, important matters of the organization. They are widely used to disseminate information like inviting applications from employees for promotion test/interview, change in working hours, inviting suggestions etc. Given below are examples of Office Order and Office Circular.

**Box 1: Example of Office Order**

J & K INDUSTRIES LIMITED

M.G. Road, Secunderabad

Ref: V K/15/201/2004

Date: 20.07.2006

**Office Order**

In recognition of the meritorious performance of Mr., Ajay Kumar, the management is pleased to grant him special increment of Rs. 1000 (Rupees Thousand only) w.e.f. 01.08. 2002.

(Kishore Kumar)

Personnel Manager

CC: Accounts Officer

**Box 1: Example of Office Circular**

Regal Institute of Management

NOIDA –201 302

Circular No. 11- 34 / 04

Date: 15. 07. 2006

Faculty members are requested to strictly adhere to the timings of the Institute.

Tendency of coming late and going early would be viewed seriously.

Cooperation of all faculty members is solicited in maintaining decorum and discipline

(Dr. N. Chary )

Dean

**ACTIVITY****Activity I**

- Write a circular and a memo on the following topics.
- Returning library books in time (circular)
- Presenting a cash award Rs.600/- to Ms. Anuradha for making the best presentation. (order)
- Asking the staff to participate in the New Year celebration party (circular)
- Transfer of Mr. Praveen Sharma from regional office to Headquarters (order).

**NOTICE**

A 'notice' is a short letter. A notice is prepared to notify important decisions and information. It forms an essential part of business correspondence. Just like the letter, the date, address and name of the addressee are included in the format. But the only difference is that all these are aligned to the left hand top corner of the letter. As in a letter, a notice also ends with a subscription like 'yours truly'. Here are some examples of

[Date]

[Addressee]

Dear [Name]:

We have received the part for your [appliance]. Several attempts have been made to contact you in order to complete your repairs. Please telephone us at [number]

so that arrangements can be made to come to your residence and complete this work. The total cost of the part is \$[amount] , including sales tax. This amount will be payable at the time of installation. Thank you.

Yours very truly,

### Parts Arrival Notification

S A M P L E

[Date]

[Addressee]

Dear [Name]:

We are happy to inform you that the parts you ordered are now in stock and available for picking up at the above address. Please accept our sincerest apologies for the delay in delivery and we thank you for your patience in this matter. As always, it is our full intent to provide you with dependable and quality service, and in keeping with this goal, we appreciate your understanding in waiting. If we may be of further assistance, please call upon us at any time.

Yours very truly

### Letter Canceling Unfilled Order

S A M P L E

[Date]

[Addressee]

Dear [Name]:

Our customer has informed us that she can wait no longer for the merchandise we ordered from you on [date]. We are therefore canceling our purchase order [#], which was contingent on delivery prior to [date]. Under the circumstances, we are certain that you will understand the necessity of our canceling this order.

Yours very truly,

### Notice of Inability to Ship

S A M P L E

[Date]

[Addressee]

Dear [Name]:

Due to [reason] we sustained on [date], we regret to inform you that we will be unable to ship the merchandise for your purchase order number [#] as scheduled. We do anticipate our production resuming on [date] and will be able to fill orders as of [date]. Thank you for your understanding.

Yours very truly

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### Activity II

- Visit a suitable business firm.
- Request the official/s concerned to give you information regarding the different situations for which they send a notice.
- Prepare notices for the same situations.
- The best draft to be rewarded.

## **Chapter XI**

# **General Awareness**

**By the end of this chapter, you will be able to:**

- develop awareness about the happenings around you.
- get ready for general awareness tests in competitive exams.
- learn to take a stand on major issues.

## GENERAL AWARENESS-I

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### Library Activity: Reading and Presentation

#### John Kenneth Galbraith; Popularized Modern Economics

John Kenneth Galbraith, an economist, author, professor, presidential counselor and U.S. ambassador to India, used caustic wit and an iconoclastic temperament to help set the foundation of modern economic thinking. Dr. Galbraith spent more than 25 years on the Harvard University faculty and advised Democratic presidents and candidates from Franklin D. Roosevelt to Bill Clinton. He was said to have been one of the few economists, if not the only, invited to Truman Capote's 1966 Black and White Ball in New York.

He was an unabashed popularizer of economics - credited with coining "countervailing power" and "conventional wisdom," among other phrases -- and many of his more than 40 books were international bestsellers. One of the most influential was "The Affluent Society" (1958), which argued that overproduction of consumer goods was harming the public sector and depriving Americans of such benefits as clean air, clean streets, good schools and support for the arts. In the book, he painted a picture of epic opulence.

Dr. Galbraith's observations on a variety of economic and political matters were circulated at the highest levels, although they were sometimes ignored. In the early 1960s, while serving as President John F. Kennedy's ambassador to India, Dr. Galbraith expressed grave doubts about increasing U.S. involvement in the cankerous conflict brewing in Southeast Asia that would erupt into the Vietnam War. Later that decade, he was chairman of the left-leaning Americans for Democratic Action, and he backed the unsuccessful antiwar presidential candidacy of Sen. Eugene J. McCarthy (D-Minn.) in 1968. Regarded by admirers such as Sen. Edward M. Kennedy (D-Mass.) as a "true Renaissance man," Dr. Galbraith also wrote about the art of India and penned several novels. One work of fiction, "The Triumph" (1968), was about the final days of a Central American dictatorship and its relationship to what the author called "an uncontrollably funny institution" -- the U.S. State Department. On national political commentary and journalistic punditry, Dr. Galbraith observed: "Nearly all of our political comment originates in Washington. Washington politicians, after talking things over with each other, relay misinformation to Washington journalists who, after further intramural discussion, print it where it is thoughtfully read by the same politicians. It is the only completely closed system for the recycling of garbage that has yet been devised."

## ACTIVITY

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### Activity I

- Read the above article and bring in the positive aspects of the great personality.
- Collect articles on famous and eminent personalities and industrialists.
- Read aloud the write up on each personality.
- Form into groups of five. Each group shall exchange information about various projects and the industry they were in and their contribution towards society.

## GENERAL AWARENESS -II

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### Activity II

- a. Look at the pictures given below and answer the following questions.



- Who is He?
- With which industry is he associated?
- Why is he in News?
- What is his Profile?

Make a profile of the personalities given above.

- b. Form into groups of five.

Give each group a current topic, which has been in news for a considerable time.

Each group shall make an 'inquiry' and collect as much information as possible on the topic.

Make questions on the topic based on the information collected.

Come up with a quiz programme based on these questions.

The best organized quiz to be rewarded.

## GENERAL AWARENESS-III

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### TV Newscast

Mr. Rao believes B-school is not just learning the syllabus in a class from teachers. It is all about being able to face the real life. It also is about staying focused at all times so that everything that you do should be aligned to your goal. An engineer and a management graduate, Rao works as a Project Manager in IT services and Solutions Company.

### On what B-school taught him and how much he is using now...

It imparted the basic concepts which help in understanding the organisation as a 'whole' and the contribution of various functions to the whole. To give us a well-rounded personality and not just a narrow functional specialisation, emphasis was laid on developing the team working, team management and people skills.

One aspect that really made a difference to our development was the importance attached to the institute-industry interface. Most subjects had industry related mini-projects to be performed by us apart from the mandatory on the job projects in companies of repute for more than 25 weeks during the two-year course.

### What B-school ought to have taught...

I believe entrepreneurial skills are not necessarily taught in classrooms, but what can be taught are the risk taking capabilities and ways to manage failures. These can be taught to students by creating such simulated environments. This would help in character building for the students who want to pursue their dreams of becoming entrepreneurs. Also of importance is to provide inputs to the students on global cultures. Ensuring that a minimum of one foreign language is learnt would widen their perspectives.



### Advice for B-school students...

As a student one should learn from many sources – it could be classroom, peers, group activities, live projects, interaction with industry, watching and listening to others.

### Activity III

- a. Give your opinion on the topic. Organize a debate on the headlines of the day.

- b. Read the above passage.

Form into groups of five.

Each group shall make a questionnaire.

With the help of this questionnaire you have to interview five of your seniors.

Make a report and present it to the class for discussion.

The best presentation shall be rewarded.

## GENERAL AWARENESS-IV

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### News Correspondent

### Lessons in Excellence: The Power of Impossible Thinking

#### An exclusive interview

**Anuradha Sengupta:** If you want to transform society, you need to take people along with you.

The power of impossible thinking necessarily involves some amount of R&D of the mind. That is on Lessons in Excellence today. Jerry Wind will tell us how it is done and Shiv Kumar will talk about the ambitious e-chaupal concept.

**Anuradha:** Can you elaborate, Jerry?

**Jerry Wind:** Well that is relatively simple. The idea is, because of the continuous changing environment, it is imperative for us to continuously experiment and we cannot just rest and continue what we have been doing in the past but continuously we have to experiment or we learn from natural experiments – what is happening around us. But it is critical due to the changing environment that we continuously engage in active experimentation.

**Anuradha Sengupta:** Do you agree?

**Shiv Kumar:** Yes absolutely. If you continue doing things the same old way, there can be a whole lot of deficiency in the way you do things.

**Anuradha Sengupta:** But how much of this has to do with looking at things differently. Is it because you are pre-empting or is it because you are reacting? Because we are going to get into the e-chaupal model and concept but that was a reaction to the fact that the market around you as an exporter of commodities and a buyer of agricultural commodities was changing, isn't it?

**Shiv Kumar:** Yes, the basic reason to start could be reaction; it could be many other things also. But the way you look at it differently means that it is not a reactive thinking. For example in e-chaupal, we were the buyer of commodities. If you have to reduce cost or improve quality, all that you could do if you were thinking in the old way

was appoint commission agents who are better skilled or cut the transaction cost a little bit by improving transportation costs.

But nobody really thought for decades altogether that transactions outside of this market ever existed. If a farmer was very small, he had to go to the market, he had to sell because that was the only economic way of doing things. That was the traditional way of thinking. When e-chaupal started, we said, "Think of it very differently."

**Anuradha Sengupta:** When you came up with this idea — you say that it could be a reaction. You are reacting to something but then you evolve a completely new mental model of doing something. But when you came up with something that seems to be pretty radical, not now but in 2000 when you started it, it must have been so. What was the reaction from the company, from the management, from people driving ITC?

**Shiv Kumar:** At one level, obviously when you say, "I want to put Internet in the village and the farmer will look at it and transact", Obviously the first reaction was, "Ok, can a farmer actually access internet?" and we remember in 2000, even in urban India that telecom had ~~did~~ not fully taken shape. But nonetheless after the model was fully explained. Mr. Deveshwar was the chairman...

**Anuradha Sengupta:** Did you look for a pilot?

**Shiv Kumar:** No. All that he initially asked for was to do a pilot. We said we would require about Rs50 lakh to do a pilot. But after looking at the whole idea he said, "I think it makes enormous sense. Why don't you take Rs10 crore and do a full-scale experiment? Let us give it a full try. You say because of problems like power and internet access, it is possible that six months later you will come back and say – It seems to be tough, why don't we give it up? But here take Rs10 crore, try it full blast and then possibly it will succeed because the inherent idea has some sort of sense."

So that was how the whole thing started. Yes, there was some amount of skepticism

**Anuradha Sengupta:** How do you compare this skepticism with the skepticism you met in the villages themselves or was there no skepticism? There must have been because here was a concept that was completely new and a technology that did not exist.

**Shiv Kumar:** When we went to the villagers saying that here is the computer, here you can access the price. If you like you can sell or you can go back to mandis and sell. Firstly people wanted to know, "Can this really happen? Everything for free? What do we need to pay for? Can computers actually give the prices that are actually prevailing in mandis?"

That level of skepticism did exist but as the people came in for training, for example when they understood that here is a value they can actually access, we kept aside two days of training for our sanchalaks and the computers as to how to actually access websites and all that – they learnt in two hours and said, "Ok, what next?"

**Anuradha Sengupta:** Ok, Jerry, any parallels to what Shiva has just outlined that they did?

**Jerry Wind:** I think what they have adopted is the right approach especially when you are grappling with a radical idea. When you want to educate the people and tell them what it is, there was no way they could implement this unless they educate the farmers. And the other one is some commitment to experiment with this but this is a perfect example of the importance of experimentation. Had he not experimented with this, he still would have been in the old trading business.

**Shiv Kumar:** Absolutely and experimentation also carried on further to "How do you buy commodities better?" But the same channel that is put in place, we figured out and realised eventually that education can get into growing better crops, you can increase yields, supply the quality inputs and therefore you get much better productivity and therefore it is not just a transaction cost reduction but a much larger productivity improvement which is also possible. That is an ongoing experimentation.

**Anuradha Sengupta:** Jerry, we have to close the Lessons in Excellence, the series that we did in the past few weeks where we talked about the power of mental models and the power of impossible thinking. I want you to leave us with some of your final thoughts; some key take-aways from the concept.

**Jerry Wind:** Well, let me suggest three things and let me give you two examples with them. One of them – mental models are hard to see, but they have an enormous influence on everything that we see, the opportunities that we can capture and addressing the threats that we can feel and let me give you an example.

There is the famous study where you show a group of people, a film where there are basketball players throwing the ball to each other. And they asked the audience the number of times the players in white shirts throw the ball to each other. They count. In the middle of the screen where the video progresses there is a man dressed in a black gorilla suit who walks through the stage, stands in the centre, pounds his chest and leaves the stage very slowly.

After they finished the video, we asked the people the number and typically people give us a fairly accurate number of how many times people threw the ball. We also asked them how many times have you seen – what else have you seen? And typically 50 per cent of the people never saw the gorilla. I repeated this video, which was designed by two researchers at the university among hundreds of top executives, including top executives of the world's largest global banks and others.

**Anuradha Sengupta:** Jerry Wind, I hope we managed to do a bit of that and if nothing else, recognize the fact that we have these mental models which we take for granted and don't isolate and manage to transform a little bit of our lives if not.

Ask the students to watch a live show and give a presentation of the same to the class, interviewing an eminent personality.

## **Activity IV**

Go through the above passage.

Form into pairs.

You are the news correspondents from different newspapers.

You have come for a press conference with Jimmy Wind.

Each pair to pose a question to Jimmy Wind.

The best question will be rewarded.

## **GENERAL AWARENESS-V**

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### **Rounds on TV**

#### **Round 1: Introduction**

Each participant introduces himself/herself.

The scoring is done by judges on criterion like confidence, attitude, brevity etc.

At the end of the round, no participant is dropped, instead they are rated on a scale of 100.

#### **Round 2: Knowledge**

Each participant is asked 5 questions each.

The questions are asked by the 3 judges.

Questions could be general knowledge, industry-specific, job-specific etc.

The participants are scored out of 100.

At the end of this round, 2 contenders are dropped.

#### **Round 3: JAM & Extempore**

Each participant is given a topic on the spot and he is expected to speak impromptu for 60 seconds.

The scoring is done by judges on criterion like confidence, clarity of thought & speech, attitude, presence, etc.

At the end of the round, 1 more participant is dropped, and we continue to the next round with 2 participants.

#### **Round 4: Stress test & Final Interview**

Stress Games

Case based- For example, survival on a boat

Each contender presents his case to the judges in semi-discussion format.

#### **Final Interview**

Each judge will ask each participant 1 question and will be allowed to ask 1 counter question, if necessary. Questions will be real life interview questions.

The participants are asked to present their closing argument in 30 seconds and will have to justify why they should be chosen for the job. Finally the judges will declare the winner.

They will explain the reasons for selecting a candidate. The winner will be handed the appointment letter by the HR head.

## **Activity V**

- a. Form into groups of five.
- b. Collect data from your classmates about such job shows.
- c. Make a questionnaire on the above topic.
- d. Conduct the programme you have chosen.
- e. The best performance to be rewarded.

## GENERAL AWARENESS-VII

### Activity VI

- Ask your friends to be ready and ask them to answer the questions within a given time frame.
- After the session, you must attempt to go through the questions at leisure and gather information and enhance general awareness.

## GENERAL AWARENESS

### Speak Out

#### Box: Debate

**Debate** or **debating** is a formal method of interactive and position representational **argument**. Rules governing debate allow groups and individuals to discuss and decide issues and differences. Debate is an aspect of argument which is distinct from **logical argument**, in that it encompasses aspects of human **persuasion** which **appeal to** emotional responses —often based on exaggerated or misrepresented statements or claims.

Debate is a common process in **deliberative bodies** such as parliaments, legislative assemblies, and meetings of all sorts. Outcomes of debates may be decided by voting, by judges, or by combination of both. Formal debates between candidates for elected office such as the **leaders debates** and the **U.S. presidential election debates** are common in democracies.

**Debate in education:** Competitive debate is a competition commonly engaged in at the high school and college level. It is a rule-governed contest with two sides, usually presided by a number of **judges**. Each side is attempting to win the approval of a designated audience, such as the judges. An important aspect of the study of debate (ie. as a method or **art**) is the development for the facility to debate from any position —similar to how a **lawyer** must argue forcefully on behalf of their **client**, even if the facts are against them.

Source: Wikipedia

### Activity VII

#### Topics given for debate

- India: A hot brand climate?
- Do espionage laws apply to journalists who publish classified info?
- The Pros and Cons of Collateral Branding
- Will countries like China and Vietnam pose challenge for Indian IT?
- Is India eligible to be a permanent member on the UN Security Council?

## GENERAL AWARENESS

### Wear Someone's Shoes

**Arcelor Mittal:** The dawn of a steel giant in a historic agreement that promised to reshape the global steel industry fundamentally, Luxembourg-based steel giant Arcelor SA agreed on Sunday to a merger with Rotterdam-based Mittal Steel, headed by Indian-born magnate Lakshmi Mittal, creating the world's largest steelmaker, three times as big as its nearest rival.

The merger, billed as a "merger of equals" in the two companies' joint June 26 press release, followed a marathon nine-hour meeting the previous day, during which Arcelor accepted Mittal's revised bid of 26.9 billion euros (US\$33.7 billion), or 40.40 euros a share. Mittal's original offer had been for 17.5 billion

euros; on May 19, this was increased to 24 billion euros, and Mittal had stressed he would not increase the bid further. In the end, he did - the final offer was almost double the original bid. Analysts such as Gavin Wendt, with Sydney-based Fat Prophets Ltd, described the offer as "generous". Neither was price the only concession Mittal had to make. His firm's stake in the merged company would be only 40%, far less than the controlling stake he had originally wanted, though this would still make Mittal by far the largest single shareholder in the combine. Significantly, too, the new firm will be named Arcelor Mittal, not Mittal Arcelor. (Kazuo Fujisawa of Japan's JFE Steel, writing in the Financial Times, waggishly suggested "M&A Steel" as a name for the newborn giant, reflecting both the initials of its two component firms and its manner of birth.) Despite the steep price, the merger was clearly an immense personal triumph for Mittal. The steel tycoon, born in Sadulpur in the Indian state of Rajasthan, rose from humble beginnings to become one of the world's wealthiest men, and must have regarded the Arcelor bid as the capstone in a career of bold expansionary moves. Apparently, one of Mittal's first acts after the conclusion of the agreement was to call US billionaire Wilbur Ross, who sold his International Steel Group to Mittal last year. Ross told Bloomberg: "[Mittal] just said, 'We got it, we got it,' about 20 times."

The Indian media treated Mittal as a national hero on Monday, with the CNBC-TV18 television station calling him "the Sultan of Steel", and The Times of India displaying a picture of him wearing a gladiator's helmet. Indeed, the intense opposition by some Europeans to the Mittal bid was perceived by many Indians to have racial overtones, to the extent that the Indian government even complained diplomatically to the European Union. The Arcelor Mittal press release on Monday also noted that Mittal executive - and Lakshmi Mittal's son - Aditya Mittal would sit on the management board of the combined firm. This was also a victory for Lakshmi Mittal, inasmuch as Arcelor chief executive officer Guy Dolle had singled out Aditya's inexperience as key justification for his claim that Mittal Steel was not professionally managed. Dolle was conspicuously absent from the roster of Arcelor executives commenting favorably on the deal; deputy CEO Michael Wurth told reporters Sunday night, "We are absolutely happy," but refused to comment regarding Dolle's role in the new firm.

### **Activity VIII**

- Read the passage given.
- One of the students will assume the role of Mittal and the other Guy Dolle.
- Prepare a script for a one act play and perform the same.
- The best performance is to be rewarded.

(Note: Activity IX-Live Project)

## **Chapter XII**

# **Group Discussion**

**By the end of this chapter, you will be able to:**

- frame strategies for group success
- understand the importance of group discussion
- become an effective participant in class-room discussions.

## **INTRODUCTION**

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**Group Discussion [GD]** is a formal discussion involving 10 to 12 participants in a group. They are given a topic and some time to ponder, during which they collect their thoughts. The group is then asked to discuss the topic for 20 to 25 minutes.

Like in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on team work, incorporating views of different team members to reach a common conclusion.

### **Strategies for Group Success**

- When you speak you must reflect willingness to lead and take responsibilities.
- Group interest should be given priority over self-interest.
- Use soft expressions such as “as you rightly said”. When you want to differ, open with expressions such as “While agreeing with you to some extent, I may add”, or “May I show another side of the picture so as to benefit all of us in arriving at the right conclusions?”
- Try to be yourself. Do not speak for the sake of speaking: what you speak should have substance. Never blow your own trumpet.
- One of the personality traits that is under careful scrutiny is: what kind of team player are you? You may assume that your behavior is in tune with good teamwork. But your words, expressions, and body language might send a different message. This flaw has to be corrected beforehand with the help of discerning friends.
- Dress neatly for the occasion and assume a pleasing body language.
- Focus on the precise aspects of the subject. There is no point in beating about the bush. If you have any doubt about the exact nature of the topic given, do not hesitate to get a clarification from the examiner.
- Seek permission from the examiner whether you can take notes [should you need to] during the discussion. Do not make exhaustive notes; instead you may note down the exact words of the topic and the points you intend to raise later in the discussion when you get a chance to do so. Practise the art of listing indicative words of thoughts to expand later rather than long sentences.
- However exhaustive the theoretical analysis may be, it cannot be a substitute for actual participation in a group discussion even if it is a mock one. Mock sessions will help you get feedback, and correct yourself wherever required.

## **GETTING STARTED**

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### **What does the examiner look for?**

- Content
- Communication - listening skills and succinct response
- Precision in conveying ideas, language and body language
- Your behavior in the group
- Leadership skills
- Whether you have the necessary qualities required for a specific job
- How you respond to a differing view
- How you encourage backbenchers



- How well would you find ways for solving problems
- How well would you resolve complex issues
- How well do you communicate your ideas
- How well would you take responsibilities
- Your push/initiative/drive/confidence

If you happen to emerge as a natural leader, do try to develop group synergy.

## QUALITIES TO BECOME AN EFFECTIVE PARTICIPANT IN CLASS DISCUSSION

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Some of the most important personality traits that a candidate should possess to do well at a GD:

### Team Player

At the beginning of his career, a manager works as a team member. Management students who lack team skills cannot become good managers.

### Reasoning Ability

Reasoning ability plays an important role while expressing your opinions or ideas at a GD.

[For example, an opinion like 'Reduction in fees will affect quality' can be better stated by demonstrating your reasoning ability and completing the missing links between fees and quality as:

'Reduction in fees will result in less funds being invested on study material, student exchange programs, research, student development activities, etc.

'Moreover, it costs money to attract good faculty, create good infrastructure and upgrade technology.

'With reduction in fees, less money will be available to perform these activities which will lead to deterioration in the quality of education]

### Leadership

A leader would have the following qualities

- Shows direction to the group whenever group moves away from the topic.
- Coordinates the effort of the different team members in the GD.
- Contributes to the GD at regular intervals with valuable insights.
- Also inspires and motivates team members to express their views.

Contribute to the GD with your ideas and opinions, but also try and steer the conversation towards a goal.

### Flexibility

Be open to others' ideas as well as to the evaluation of your ideas: That is what flexibility is all about. Never ever start your GD with a **stand** or a **conclusion**.

[Say the topic of a GD is, 'Should India go to war with Pakistan?'

Some participants tend to get emotionally attached to the topic and take a stand either in favour or against the topic, i.e. 'Yes, India should', or, 'No, India should not'.

By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.

Also, if you encounter an opposition with a very strong point at the 11th hour, you end up in a typical catch-22 situation:

## Soft Skills-I

- If you change your stand, you are seen as a fickle-minded or a whimsical person.
- If you do not change your stand, you are seen as an inflexible, stubborn and obstinate person.

### Assertiveness

You must put forth your point to the group in a very emphatic, positive and confident manner. Participants often confuse assertiveness with aggressiveness. Aggressiveness is all about forcing your point on the other person, and can be a threat to the group. An aggressive person can also demonstrate negative body language, whereas an assertive person displays positive body language.

### Initiative

A general trend amongst students is to start a GD and get the initial points earmarked for the initiator. But that is a high risk-high return strategy.

Initiate a GD only if you are well-versed with the topic. If you start and fail to contribute at regular intervals, it gives the impression that you started the GD just for the sake of the initial points. Also, if you fumble, stammer or misquote facts, it may work against you. **Remember:** You never ever get a second chance to create a first impression.

### Creativity

An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated.

When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive.

You will find yourself in the good books of the examiner.

### Inspiring Ability

A good group discussion should incorporate views of all the team members.

If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

If a participant is not willing to speak, you need not necessarily go out of the way to ask him to express his views. This may insult him and hamper the flow of the GD.

### Listening

Always try and strike a proper balance between expressing your ideas and imbibing ideas.

### Awareness

Your awareness about your environment helps a lot in your GD content, which carries maximum weightage. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

## GENERIC & INDICATIVE TOPICS FOR GROUP DISCUSSION

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- Effect of Cinema on Youth
- Education in India Compared to Foreign Nations
- Is It Necessary to Ban Coca Cola in India?
- Corruption is the Price We Pay for Democracy.
- Is Dependence on Computers a Good Thing?

- Does banning fashion shows and new year parties save our culture?
- The Impact of MTV on Our Psyche.
- Is an MBA Necessary to Succeed in Life?
- Managerial Skills Learnt in the Classroom Can Never Match Those Learnt from experience.
- Cricket as a National Obsession is a Detriment to Other Sports.
- Honesty is not the best policy for an ordinary citizen in India.
- Truth in Advertising.
- If you were the Prime Minister?
- Job reservation is not to be extended indefinitely.
- “Big dams are the temples of modern India,” said Jawaharlal Nehru. He was not right. Comment.
- Arranged marriages are a curse in India.
- Indecent advertising should be banned.
- Prohibition of child labour should be implemented throughout the country.
- India should encourage labour intensive rural industries and not high-tech industries.
- Law and order in our country should be made a Central subject, relieving the States of this responsibility.

## REFRAME DISAGREEMENTS IN CONSTRUCTIVE WAYS

### Advanced Strategies

Sometimes you may be in an unenviable position, since all your points have already been touched upon by the previous speakers, leaving little to you for original contribution. As a goal-oriented participant, you do not want to parrot what others have already discussed.

What then is your option? There are indeed fine strategies to tide over such a predicament. Let us illustrate three different strategies, in respect of the topic, “Too much of freedom of the people is the bane of Indian democracy”.

**Keyword approach:** Too much of freedom of the people is the bane of Indian democracy. You can start off by giving the definitions of the keywords: ‘too much’, ‘freedom’, ‘people’ and ‘democracy’. You could say that there is no uniformly accepted norm for defining ‘too much’.

What is too much for one person may be inadequate for another. You may then illustrate it by examples. So also, dwell upon the other marked words, ‘freedom’, ‘people’, and ‘democracy’, one by one. You would thereby present a lot of interesting views on the topic.

**Viewpoint of affected parties:** In this case, you may analyse the use and misuse of freedom by various segments of the people such as politicians, trade union leaders, students and unorganised citizens who bear the brunt of the blatant misuse of freedom by powerful vested interests.

**Analysis:** Analyse the proposition from different angles such as social, economic, political, cultural and legal. All the angles may not be relevant in every case.

## Types of discussions

Depending on the content and style, discussions can be classified as:

**Topic-based:** Knowledge-based (e.g. WTO, Article 356 of the Indian Constitution, inter-state disputes over river water); Abstract (e.g. Ethics form the foundation of the progress of any country) and Case-based.

In the group discussion that forms part of the Service Selection Board interview for the selection of defense service officers, a complex practical problem based on a difficult situation may be highlighted with the help of pictures or models, and the group asked to discuss the issue and arrive at a workable solution to the problem.

**Quality is a myth in India.** The following points could be discussed under this topic:

The Indian products and manufacturing techniques: Why are we unable to sustain against global competition? Our mindset towards quality, Indian attitude of “chalta hai” which leads to an undemanding customer which in turn lets people get away with substandard products and services. Today competition is forcing our industry to adhere to global standards so we are getting there in terms of quality. Examples: Our software industry which is recognised for its ability to meet global standards etc. Since the topic is general, we can extrapolate it to our quality of life-the air, the water, the facilities we have, the infrastructure we have, the services we get and put up with ....etc.....

- Cricket is a criminal waste of time.

## **OPENING OUR EYES TO DIFFERENCES AMONG GROUP MEMBERS**

Wise men learn from others' mistakes, while the less fortunate, from their own. Here's a list of the most common mistakes made at group discussions.

### **Emotional outburst**

Rashmi was offended when one of the male participants in a group discussion made a statement on women generally being submissive while explaining his point of view. When Rashmi finally got an opportunity to speak, instead of focusing on the topic, she vented her anger by accusing the other candidate for being a male chauvinist and went on to defend women in general. What Rashmi essentially did was to

- Deviate from the subject.
- Treat the discussion as a forum to air her personal views.
- Lose objectivity and make personal attacks.

Her behaviour may be perceived as immature and de-motivating to the rest of the team.

### **Quality Vs Quantity**

Gautam believed that the more he talked, the more likely he was to get through the GD. So, he interrupted other people at every opportunity. He did this so often that the other candidates got together to prevent him from participating in the rest of the discussion.

- Assessment is not only on your communication skills but also on your ability to be a team player.
- Evaluation is based on quality, and not on quantity. Your contribution must be relevant.
- The mantra is **“Contributing meaningfully to the team's success.”** Domination is frowned upon.

## Egotism - Showing off

Krishna was happy to have got a group discussion topic he had prepared for. So, he took pains to project his vast knowledge of the topic. Every other sentence of his contained statistical data - “20% of companies; 24.27% of parliamentarians felt that; I recently read in a Business Magazine that...” and so on so forth. Soon, the rest of the team either laughed at him or ignored his attempts to enlighten them as they perceived that he was cooking up the data.

- Exercise restraint in anything. You will end up being frowned upon if you attempt showing-off your knowledge.
- Facts and figures need not validate all your statements.
- It's your analysis and interpretation that are equally important - not just facts and figures.
- You might be appreciated for your in-depth knowledge. But you will fail miserably in your people skills.

Such a behavior indicates how self-centered you are and highlights your inability to work in an atmosphere where different opinions are expressed.

### Get noticed - But for the right reasons

Srikumar knew that everyone would compete to initiate the discussion. So as soon as the topic - “Discuss the negative effects of India joining the WTO” - was read out, he began talking. In his anxiety to be the first to start speaking, he did not hear the word “negative” in the topic. He began discussing the ways in which the country had benefited by joining WTO, only to be stopped by the evaluator, who then corrected his mistake.

- False starts are extremely expensive. They cost you your admission. It is very important to listen and understand the topic before you air your opinions.
- Spending a little time analyzing the topic may provide you with insights which others may not have thought about. Use a pen and paper to jot down your ideas.
- Listen! It gives you the time to conceptualize and present the information in a better manner.

Some mistakes are irreparable. Starting off the group discussion with a mistake is one such mistake, unless you have a great sense of humor.

### Managing one's insecurities

Sumati was very nervous. She thought that some of the other candidates were exceptionally good. Thanks to her insecurity, she contributed little to the discussion. Even when she was asked to comment on a particular point, she preferred to remain silent.

- Your personality is also being evaluated. Your verbal and non verbal cues are being read.
- Remember, you are the participant in the GD; not the evaluator. So, rather than evaluating others and your performance, participate in the discussion.
- Your confidence level is being evaluated. Decent communication skills with good confidence are a must to crack the GDs.

Focus on your strengths and do not spend too much time thinking about how others are superior or inferior to you. It is easy to pick up these cues from your body language.

An example of how to go about with the Group Discussion:

### Topic – Effect of Cinema on Youth: [Group of 5 Members]

The **first participant** comes out with a view that cinemas have an educative value and do give a message to the youth ....

The **second participant**, opines that in today's fast moving world and in the midst of hectic activities, watching cinema definitely has an entertainment value. Watching an entertaining movie helps in breaking the monotony of life and adds spice to life etc.....

The **third participant** feels that idolizing a positive character in a movie goes a long way in enhancing one's personality....

The **fourth student** though he agrees with the other participants with regard to educative/entertaining value, feels that cinema is a nuisance as the students are more conditioned towards the negative side and unnecessarily waste their precious time towards watching and later discussing the same .....

The **fifth participant** feels that there are both positive and negative aspects and we need to identify and take the best and block the negative aspect.....

**Finally one of the participants** takes the initiative and wraps up the whole discussion balancing the views of all the participants.

## **Chapter XIII**

# **Persuasive Skill: The Persuasive Speaker**

**By the end of this chapter, you will be able to:**

- create a right impression on others
- adopt persuasion as a communicative process

## INTRODUCTION

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The word 'persuasive' suggests a certain amount of force thrust upon the receiver. The word skill in relation to the word 'persuasive' refers to any of the following:

- Persuasive Speech – Speakers' talent
- Persuasive Writing – Writer's skill
- Persuasive communication – especially used in Advertising
- Persuasive Artistry – Used in dramatics and other artistic fields
- Persuasive Essay – Specialised kind of writing to a target audience
- Persuasive Letter writing – a different but specialised writing skill
- Persuasive Advertising
- Persuasive Message.

The list goes on but..

The underlying principle behind all these is the same - a power to change the attitude or behaviour of the targeted audience.

### Creating a Right Impression

The main purpose of persuasive speaking is to create a change in belief or persuade an action which implies an audience divided in opinion on a controversial topic.

### First about speaking

- Most people cannot speak for fear of making mistakes and they do not want to make a fool of themselves in front of their audience.
- Speaking is a talent that comes naturally to some and it is not very difficult to master.
- Certain professions like Teaching, Salesmanship, etc., require speaking skill especially that is persuasive. If not, you would lose the audience's interest.
- A topic of speech is only as good and as attractive as the ability of the speaker to make it attractive.

### Persuasive Speaking

Most talks are persuasive in some way; few are just for information. In every talk the speaker must at the very least persuade the audience to listen, to see the speaker's point of view, and try to understand the information the speaker is offering them. The speaker must ask for something that motivates people; gets things done, goad them to act, or to spend money. Getting something done, causing action requires movement; and to create movement, momentum must be generated. Persuasive speaking is the art of generating action in others, not just imparting knowledge.

Perhaps the first point to make about persuasive speaking is that; it is skill a persuasive speaker need not be ashamed of. Persuasion is a familiar, regular and important human activity.

Erwin Bettinghaus said in his book *Persuasive Communication*, 'In the largest percentage of all human interactions, the basic decision-making tool is not fighting, not biting, not roaring, not hissing, but persuading.'

It is strange, then, that this very basic and universal skill suggests to some a calculating, rather underhand, attitude to human nature. Of course, persuasion has a bad reputation as a skill because of its association with propaganda; but persuasion is not necessarily devious manipulation.



- Persuasion ought to be harmless; its job is to give other people an opportunity to understand, and if necessary resist, what is being proposed.
- As with any human tool or skill, persuasion can be misused. But responsibility for the misuse cannot be laid at the door of the skill itself. If the art of persuasion were never used in a good cause, people would be defenseless against the skills of persuasion used in a bad cause.
- When persuading an audience, be acutely sensitive to the way they perceive you. Bias, self-interest, even dishonesty, are such permanent features of human behaviour that an audience is always ready to suspect the speaker of lying for profit.
- Whenever a speaker appears to favour an idea, the first question that is in the audience's mind is whether the speaker is an objective advocate or speaking in his or her own interest. This is a major issue, and absolute clarity is essential.
- To seem to gloss over the issue will only increase suspicion.
- Tell the audience as soon as possible exactly what your relation to the proposal is, otherwise suspicion will interfere with their belief in everything you say.
- Such honesty is not always easy. It often takes some insight to be fully aware of your own self-interest. You may disguise it from yourself by wishful thinking, but the audience will have no such delusions.
- The average listener is acutely sensitive to a speaker's self-interest. It is very difficult for a speaker to disguise this from an audience, not least because non-verbal communication is a potent signaling mechanism, and the signals of insincerity are unmistakable.
- If, however, there is no self interest at stake, that is a great advantage. You can approach the topic as an objective advocate. You can deal with objections in an objective way, speaking as a representative of the audience, rather than a representative of the cause. They will be more inclined to believe you if they think you are on their side, helping them to arrive at a fair and rational decision.
- However, you have additional responsibilities if you want to appear as an objective advocate. You must be well informed and have done your homework. A mistaken fact will undermine your credibility and the audience may not believe what you say thereafter.
- But the responsibility for accuracy is balanced by the fact that, if the audience will accept you as objective, you can appear impartial, but at the same time committed and enthusiastic.
- Over-enthusiasm for something which is to your own advantage is not a desirable quality. But enthusiasm for something where we are independent is strongly persuasive.
- It has been said that "Repetition is the key to understanding." Make sure to emphasize your important points.

One should do considerable research on the given subject and remember that primary attention will be given to the logic of your discourse and your skill at using evidence to support your question of fact, value, or policy.

## **PERSUASION AS A COMMUNICATIVE PROCESS**

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Persuasive speaking can be differentiated from an informative speech as follows:

- i. Informative speaking reveals and clarifies options; persuasive speaking urges us to make a choice among options.

- ii. Informative speaking calls for little commitment from the audience; persuasive speaking asks for a great deal of commitment.
- iii. The ethical obligation for informative speakers is large; the ethical obligation for persuasive speakers is even larger.
- iv. The informative speaker acts as a teacher; the persuasive speaker acts as a leader or advocate. In an informative speech your language choices include “explaining,” “sharing,” and “teaching,” whereas your persuasive language choices should be “convincing,” “persuading,” “advocating,” and similar terminology.
- v. Informative speaking stresses understanding; persuasive speaking often depends on arousing emotions.
- vi. Informative speaking usually addresses listeners as individuals; persuasive speaking frequently appeals to groups.
- vii. The process of persuasive speaking involves reception, orientation, acceptance, and integration (Need, plan, and practicality!).

Add the type of persuasive speech it is (fact, value, policy) and the design used (topical, problem-solution).

Have you ever changed your mind about an issue after hearing someone else’s experiences on the subject? Or maybe you learned and formed an opinion about an issue you knew little about. If so, then you know the power of persuasion. When you give a persuasive speech, you want to change the attitudes or behaviors of the people in your audience.

Persuading people to respond in a particular way is the primary point of any speech.

While this may be obvious for talks such as motivational speeches, fundraisers, or sales presentations, it may be less obvious for project reports, budget presentations or technical reports. Yet, even for these seemingly more objective presentations, the presenter is still seeking acceptance of his or her credibility, skill, or simply time spent.

## **Walk the Talk**

We speak to influence our listeners! What techniques help us achieve this objective?

Fortunately, you have a huge range of persuasive approaches as given below:

**Structural Techniques, Formats or Outlines:** Set yourself above the ordinary. Choose an outline that ‘sells’ your premise or your product. Try telling a story, debate the pros and cons with yourself, do a series of affirmations. Be aware of what your audience will best relate to.

**Lead them with logic:** Develop your point step-by-step. Material can be organized in a variety of formats, from the traditional 1., 2., 3., approach to a time line, to a series of causes and effects. What is important is to regularly and clearly let the audience know where you are, and, where you are going.

### **Credibility Elements:**

**Authorities:** Quoting recognized authorities in your topic area verifies that you have both done your homework, and, also, know what you are talking about.

**Document your factual information and references:** Never leave an audience member questioning where you got your facts...which means he or she is questioning the fact itself.

**Experience:** When you speak, you need to be regarded as an authority. Your experience is one of the primary things that gives you a standing in the eyes of your listeners. Make certain it is listed in the introduction bio, but, also, subtly, repeat it in the presentation through such phrases as, “in my 15 years of working

experience in this field”, or, “each of the dozen times we have run this project”. Statements like these add more blocks to your foundation of credibility.

**Mandate:** For presentation listeners, this is an unspoken, but, vital part of your credibility. The question in their head is, “Who, after all, are you to be giving this particular presentation?”

You should address this in the opening of your speech. The mandate, itself, can come from a wide range of possibilities: you did the project you are reporting on (or, you oversaw it), you have related experience, you were invited by a respected person in their group, you have researched the topic at the boss’ request, and you are the chief ..... and don’t have to explain yourself. Whatever it is, spell it out at the beginning. It could be as simple as, ‘at the last meeting, you asked me to check out ....’

**Specificity:** Which has more impact for you:

“The world is going to end.”, or,

“The earth will be hit by an asteroid next July.”?

**Openings and Closings:**

**Openings:** Tell them why they should listen

**Closings:** Close: don’t just quit. Work the group to a conclusion and then ask them for some response, e.g. “Now you know the problem, can we count on you to help with the project?”

## Words, Phrases and Sentences

The basic rule of thumb for this very extensive topic is to keep your language concrete, descriptive and clear. Sticking to the active voice is also significant. Essentially, what all that means is that you should say, “We found a problem” rather than “it was brought to our attention that there was a problem”. Inclusiveness: Refer to our team, working with them, all of us, together, etc.

Win with words: Surveys show that people respond well to particular words such as “improved”, “natural”, “pure”, “tested” and “recommended”. Any word which expresses credibility ranks high with consumers and with audiences. Be sure to edit your material to include several.

**Sentences that convince rather than confuse**

**Mood Swings:** Match every facet of your presentation to the mood. A presenter’s credibility is suspect when he or she talks about a tragic situation while grinning broadly. The audience is also totally confused when we speak of undertaking a project with enthusiasm and vigor while we are drooping across the stage.

**Choreography:** Another broad topic. To get your audience members to react to your text, you will need a variety of dynamics, some physical, some psychological. Move around, raise and lower your voice, use pace and pause, involve the audience, use hand gestures, use props.

**WALK THE TALK [contd.]:**

## Preparation for a Persuasive Speech

- Think of an important topic that you feel strongly about. Generally in a given situation, there is no choice of topic. It is only how you present the case
- Make a list of your opinions on the subject. Then, underneath each item, include supporting facts or details for your assertions.

- Write and deliver a speech designed to influence thinking or motivate action on the issue.
- The steps mentioned above are more easily said than done.

We therefore need to do a lot of homework pre and post speech delivery.

When developing your topic, ask yourself these questions or points to ponder:

- To ask the members of the audience to visualise what would or could happen if they changed their thinking or behavior about your topic.
- Conclude with a specific instruction about what you'd like them to do as a result of hearing your speech.
- It can be easy or difficult to gauge the impact of your message. For example, a politician will know how persuasive his campaign was once the votes are counted. A lawyer knows how effective the closing argument was when the verdict is returned. How will you know whether your speech was convincing?
- Develop a method to get audience feedback. One way might be to develop a questionnaire that your audience members can complete and submit to you. Be creative in your methods.
- Evaluate the feedback you receive. Do you think your presentation was effective? How could you change it to be more persuasive?
- Does your topic have more than one "side"? There may be evidence to support both sides. Will you present both sides and ask the listener to make a choice, or do you discredit the evidence on one side to promote your side?
- Is your issue controversial? If you feel strongly about your topic, how will you use your emotion to your advantage? Will your emotions add value to your speech, or will they detract from your ability to concentrate?
- Do you have a vested interest in your topic? Does the issue have lasting value in the community? Are you trying to sell something, or are you trying to improve society? Decide who your audience is and how it might react to your topic.
- Choose a topic that is important to you and appropriate for your audience. Share what was different about giving a persuasive speech rather than an informational or entertaining one?
- How did you feel about trying to influence or convince an audience?
- How much did you know about your topic before writing your speech?
- What things worked well about your speech? What techniques could you use to make it more persuasive?

## **Process**

How did you decide on your topic?

How did you assess the effectiveness of your presentation?

How is a persuasive speech similar to propaganda?

How is it different?

## **Generalise**

What types of persuasive communication do people encounter on a daily basis?

How does persuasive communication make the world better?

How might it make society worse?

## Apply

How can you appear more authoritative in your presentations in the future?

How can you use persuasive communication techniques to do better in college?

At a job or in a career?

## ACTIVITY

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### Persuasive Skill: Respond to the situation given below

#### Activity I

You have been persuaded by your friends to contest for the post of the Student President in your college. There is a stiff competition for this post. Give a **persuasive speech** to enable you to get elected for this post.

#### Activity II

A company has launched a new brand of motor bike. Make a persuasive ad for the bike including a persuasive tag line in order to capture the mind of the youngsters.

#### Activity III

Persuasive Letter writing – You are working in the finance department of an organization. Over a period of time, you realize that you can contribute better in the field of marketing rather than finance. You are confident of climbing up the career ladder in marketing. Write a **persuasive letter** to the Head of the Department for the change.

#### Activity IV

After exams, you and your friend plan to go for a movie. You are keen to watch an English movie but your friend wants to watch only a Hindi movie. Use your persuasive skill so that your friend finally decides to watch the English movie.

## **Chapter XIV**

# **Focusing**

**By the end of this chapter, you will be able to:**

- develop your study skills
- focus on your studies
- learn to manage time.

Every student wishes to succeed and many achieve certain amount of success but very few scale phenomenal heights. What makes them special in reaching phenomenal heights? That is something, which a 'success' aspiring student should know. Success has no secret formula. It has a set formula.

Study is an art. The general principle applicable to all subjects that one should learn is to increase one's efficiency in study. Success not only depends on hard work but also on effective methods of study one adopts.

## DISCOVERING NATURAL BRILLIANCE

### Activity

Before we begin, let's formulate a Five Point Plan to discover our hidden talents:

- List your good traits and less than good traits
- List your accomplishments and your plans to accomplish
- List the compliments received from relatives, friends, school/college
- List the fields you excel in and would like to excel in
- A biography of yourself relating to various kinds of experiences you faced in life and the learnings from such experiences

### Developing Clarity

A successful student should have the following characteristics:

- Clear Educational Goal:

First requirement for success is setting up of a goal. Write down the goal. Be positive about your goal and tell yourself that you are going to achieve it. Your goal should be specific so that you can achieve it in a definite framework of time. Discuss your goals with successful people and they will try to steer you in the right direction.

**Activity:** Write a list of your short term/long term educational goals.

- Sacrifice other concerns:

successful student recognizes that the school/college years offer a unique opportunity for intellectual development and is willing to subordinate other concerns to take advantage of that opportunity.

[Avoid watching Television Shows/movies extensively and partying]

- Improve your study skills :

Study skills are efficient ways to use one's time and mind. To be a successful student study skills are as important as interest in the subject.

- Strong will power:

The will to succeed provides the impetus or power to get up in the morning, study assignments, re-write a paper etc. Regular class attendance is a must for study and for better results.

[Abraham Lincoln walked twenty miles to borrow a book and Booker T. Washington, born in slavery, walked 500 miles to go to a high school that would give him the education he craved for]

Small success in the beginning strengthens the will and the strengthened will provides us the additional power to work even harder. This in turn helps and ensures more success through upward spiral that begins and accelerates.

If the will has to keep on providing the power, it must be recharged from time to time by the source of all this energy. The source is 'success' itself. Will to succeed takes you to the steps of success. Success gives you a healthy image.

## Persistence

Develop the following traits as stepping stones for success:

- Motivation:

***Dream success mentally*** – by dreaming and feeling that success is yours mentally, your subconscious mind gets motivated and is ready to pursue and accomplish new ventures in life.

Think and act as a motivated individual – If you think you are a non-achiever, you will be depressed. On the other hand, if you think you have it in you to succeed, you will be motivated. No matter how motivated you are, you do need others' help to succeed. It is not enough for you alone be motivated; you have to motivate others as well to help you.

Associate with successful people - by associating with highly motivated people you will also develop this characteristic [example Henry Ford got most of his inspiration for success by associating with Thomas Edison. Another living example is Thomas Monaghan of Dominos pizza. His guru was Ray Kroc of Mc Donald Corporation]

**Activity:** Close your eyes for five minutes. Visualize in your mind's eye your dream objective and its manifestation [excellent marks in your weak subject, confidently addressing a large gathering etc.] This visualization needs to be practiced every morning while getting up from the bed and before going to sleep as the subconscious mind is alert during this time.

## Confidence

- Self-esteem/Self-confidence:

Self confidence is very important to feel motivated. Self confidence comes by way of self-analysis and constant effort to develop one's abilities to such an extent that one acquires complete confidence to do what one wants. Self confidence is not ego but it is an analysis that taps inner power and gives a person the courage to act. Self confidence helps a person to turn negative thoughts/attitudes into positive thoughts/attitudes. A person brimming with positive attitude is bound to succeed.

An important technique to develop self confidence is to repeatedly suggest to yourself "I can do it" [cultivating the sub-conscious mind]. It is commonly said that success begins in the mind. Once you decide to achieve great things in life always remember to hold the two important magic keys, namely

"Yes, I can" and

"It is possible"

These two keys will lead you to the royal roads of success. You must have a goal in your life and believe that you can achieve greatness. Love your work and do it with confidence and courage.

**Activity:** You will be given an extempore topic to speak about [speak for 5 minutes] which would enable you to come out with instant creative ideas and boost your self esteem/confidence level.

- **Positive Thinking:**

Think positively and you set in motion positive forces that bring positive results. Always auto suggest some positive thoughts such as "**I am capable**", "**I am confident and energetic**". These thoughts help to charge you and induce you to accomplish your goal.

- **Activity:**

Narrate an incident where you were in the midst of a very difficult situation and how you were able to overcome the challenges faced, with grit, determination and positive attitude.



## Decisive Action

Tips to change your mental attitude from negative to positive:

- Think hopefully and positively about every activity.
- Speak hopefully and positively about everything.
- Feed your mind with good wholesome thoughts.
- Self-motivation:

An important step in self-motivation is, in believing in oneself. Belief in oneself helps to develop positive attitude. There are three things that are basic to believing in one self.

- Making a list of goals in life and arranging them in the order of priority and setting a deadline to achieve them.
- Listing the qualities of personal behavior to reach these goals.
- Identifying the qualities you lack or negative qualities to overcome in order to achieve the goals.

## LIVING FOR A PURPOSE

### How to Manage Your Time

Every student aspiring for success should know how to manage time. Managing time effectively improves quality of life. Rule out the word '**No Time**' from your dictionary.

Activity: Analyze task in hand and come out with the following timetable.

<b>IMPORTANT &amp; URGENT</b> [ex. studying for an exam to be held tomorrow]	<b>EITHER IMPORTANT OR URGENT BUT NOT BOTH</b> [ex. Attending a birthday party of your friend an urgent work but not important}
<b>IMPORTANT BUT NOT URGENT</b> [Reading self help book – important but not urgent]	<b>NEITHER IMPORTANT NOR URGENT</b> [Watching a movie or a cricket match]

Identify the most important work you should do. Classify your works into urgent, important and least important. First finish the urgent and important study/works. You can also complete all small tasks first so that there is a sense of completing many tasks and then proceed further. Give yourself a little extra time for important and complicated tasks.

Overcome the following factors that kill your time:

- a. Laziness and success can't go together.

Laziness is the biggest enemy to a student aspiring for success. One may feel comfortable being lazy. Come out of the comfort zone to take up a challenging task and win it. Allot a minimum of 7 to 8 hours of sleep and the rest of the time has to be tabled for action.

Learn to love whatever you do. This is one of the best ways to maximize time utilization. One who likes the job one does accomplishes it faster and better.

- b. Unclean study desk.

Keep your bookshelf clean and tidy. Within seconds you should be able to locate any book from your shelf. Keep your desk clean. Allot a place of study so that the minute you sit in this place, your mind is automatically tuned in to study.

c. Routine Tasks.

If you analyze, most of your time is wasted on routine tasks and daily activities [taking bath, getting provisions, waiting for morning coffee etc.]. There is also a tendency to stretch routine tasks that contribute to colossal waste of time. Study should be allotted the major time and be considered a prominent task.

d. Gossip, Chat and watching Television.

Eliminate gossip which is nothing but waste of time. Avoid unnecessary discussions and keep away from heated arguments that kill your time as well as mood to study. Think before you interrupt anyone, because their time is as valuable as yours. Don't waste your time watching TV for hours. Find 'quality TV time' or in other words, time to watch quality programs on TV. Allocate some time to read professional magazines.

e. Bad or unwanted Habits.

Write down the bad habits that are taking your time. Maintaining a log book of how you spent a day; it will help you to find out your actions that are time wasters. [Old habits die hard so take two to three weeks to get rid of them].

f. Keep away from 2 Ts [Temptations & Temporary Pleasures]

Reading unwanted literature, watching movies for days and consuming alcohol can make you happy at the time of the act. All these can give temporary happiness but the success in reaching a goal will give ultimate happiness in life.

g. Friends and time management.

Cultivate good friends who can help you in your career and help you in reaching your goal. Try to cultivate friendship with successful people who are linked to your career. Friends in the same study group can be effective in group study. You should be on the look out for such friends.

Do not waste time by gossiping with friends. Friendship is only a part of the student life but not everything. Spend more time with yourself. No one can be a better friend than yourself.

h. Punctuality.

Be punctual and don't postpone any work/study since it will only pile up. Piled up work/study will de-motivate you from starting. You will reach a stage where you have very less time in your hands and many subjects to study. Do not drag on the study/work you planned to complete in a specific period of time. The only mantra is punctuality and promptness. Try to stick to the timetable without fail.

*Time management is not about doing things quickly but accomplishing tasks more effectively consuming least time for it.* It is about breaking down long term plans into weekly and daily action plans. Review your goals every day for about ten minutes. The best time is before you go to bed and when you get up in the morning. Think positively before going to bed. You would notice that having completed many tasks already puts you to sleep soundly with satisfaction instead of tossing about restlessly thinking of pending issues. Start your day on an optimistic note.

*Time Management is about breaking up of tasks into smaller units.* It is breaking down long term plans into weekly and daily action plans. Review

your goals every day for about ten minutes. The best time is before you go to bed and when you get up in the morning.

## Planning Your Time Table

Without a working timetable you are likely to waste your valuable time in indecision and in making up your mind when and what to study. Successful students use a well planned timetable, scheduling what to study and when to complete. However simple the work is, do it with a plan. Remember the slogan “DO IT NOW”. If possible paste it near your desk and read it every day consciously. You must have a daily plan where you allot time for every task you do in a day from the time you wake up and brush your teeth to the time you hop onto your bed.

**Daily Time table:** Wake up alarm is a must to get up at the same time everyday. You must quickly finish your routine tasks and sit immediately for a fresh and undisturbed study for at least 2 hours. Morning freshness has been confirmed by one and all to be the best time for study. Start with your favourite subject and move on to the complicated subjects so that you can concentrate and learn without any disturbance from anybody. Apart from 7-8 hours of sleep, routine and daily tasks like attending classes, you must have a minimum of 4 to 5 hours of study every day.

## ACTIVITY

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### Activity I

- Write a daily time table – “List of things I need to do today” and adhere to it.

### Weekly Time Table

This is different from the daily time table where you are allotting time for various tasks. Here you have to allot lessons of subjects that have to be completed by the end of the week. *While allotting lessons keep Sunday as buffer for catching up on unfinished tasks, so that the coming week starts with no backlog.*

### Activity II

Write a weekly time table with regard to the activities of that particular week and review the activities done at the end of the week.

### Monthly Time Table

This is more like a budget and achievement analysis. This is prepared by combining the four weekly time tables.

### Activity III

The last two days of every month must clearly be allotted for self analysis of your achievement vis-à-vis your planning. If need be, revise your Daily, Weekly and Monthly plans to be more accurate with your actual achievements.

Please work up a tight schedule and keep a day for unwinding. You just cannot fail if you follow this to even 80 % of your planning.

Time spent in drawing up a plan is never a waste. It will save your time in the long run.

## How to Concentrate on Studies

### Concentration Techniques

- Always study with a pencil/pen in hand. While studying a particular subject, after reading several paragraphs, write the key points very briefly. Read with determination and concentration and make sure that you learn the key points. Underline the key words that you feel are important with a pencil so that when you wish to revise the lessons, you can scan through these points in a jiffy and save time.

- Think about the subject only and definitely there will be no room for disturbing thoughts. Keep a paper on your desk while studying and when you catch yourself not concentrating, put a check mark on the sheet. The mere act of checking will remind you to get back to work.
- Anything that you like should be activated or consumed only on achieving the target. This makes your mind ever alert and motivates you to go on. This also breaks monotony. Promise yourself that you will gift your loved parents your 'successes' along with abundant affection. These are small and easy goals that can easily be achieved and serve as motivating factor.
- Break the monotony. This is the most important deterrent to your successful study. You must find ways and means of self-motivating and find interest to study. As mentioned above, you can treat yourself to nice things on achieving targets, do light physical exercise to beat lethargy, splash cold water on your face and eyes to beat sleep and tiredness. Do eye exercise to keep the eyes in good shape for many years to come.
- Physical regimen. Importance of this can never be understated. A fifteen to twenty minute physical exercise like running, walking in fresh early morning air would keep you fit and healthy. A healthy body is vital for effective working of your mind and intellect.

## **Study Principles**

- i. Be positive – Try to look at studying as an opportunity to learn, rather than an unpleasant task to complete.
- ii. Don't shift attention – It is quite natural to shift attention frequently as it is the nature of the mind to wander. Try to come back from the shift within minutes. Instead of the mind strolling, you can physically take short strolls to beat the monotony.
- iii. Use will power- Will power alone can't make you concentrate. Instead if you understand will power as a determination to study and achieve a target, it will go a long way to help in concentrating.
- iv. Don't fight hunger – Have a well balanced diet particularly protein-rich food. Avoid too much junk food. Consume plenty of clean water.
- v. Get enough sleep – 7 to 8 hours good sleep is suggested. Get into the habit of sleeping at the same time every night and the body will get used to and you feel relaxed on waking up and think of pleasant thoughts that will immediately relax your mind. During study, fight sleep. You will find it difficult only in the beginning but after a few days you will get used to it.
- vi. Stretch your muscles – keep the brain and the body in good shape for alert studying and thinking.
- vii. Mental fatigue – This can be overcome by having small group discussions, reading alternative books, listening to light music etc. keeping the eyes closed in meditation and recall what you have just studied.

Based on a classroom demo exercise, as a home assignment develop an analysis of the areas of improvement required for you to reach your goals. Select students to present the analysis in the class.

## **Chapter XV**

# **Realizing Dreams**

**By the end of this chapter, you will be able to:**

- learn to assess your achievements
- develop strategies for achieving your goals.

## Realizing Dreams

It is very important that we dream. Dreaming is a way to realize our goals. Wish to know something more about dreams, then go ahead and read this.

### Box: A dream

A **dream** is the experience of envisioned images, voices, or other sensations during **sleep**. Dreams often portray events which are impossible or unlikely in reality, and are usually outside the control of the dreamer, (although some people have reported **lucid dreaming**, realizing or recognizing a reoccurring dream while they are 'in it', and then altering its reality: flying, or other supernatural feats). Many people report experiencing strong emotions while dreaming, and frightening or upsetting dreams are referred to as **nightmares**. The scientific discipline of dream research is **oneirology**.

*Source: Wikipedia*

## ACTIVITY

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### Activity I

Make a list of great people who as children had a dream of achieving something big and were successful in doing so.

Write their story in your own words.

Present it to the whole class.

### Activity II

In the very first session, Initiator, if you remember, we made you assess yourself as an achiever; in other words, we made you dream to be an achiever. Have you achieved your dream? May be yes, may be no, maybe fifty-fifty. Let's see where you are. Go through the same exercise given in the 'Initiator' once again. Write down what your dream was, to what extent were you able to realize it and if you have not achieve it, what is your action plan to realize it. This is what you carry to the next semester: your dream.

## **Chapter XVI**

# **Live Projects**

**By the end of this chapter, you will be able to:**

- implement a Live Project.

Unless you try to do something beyond what you have already mastered, you will never grow.

*-Ronald E. Osborn*

Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.

*- Mark Twain*

We don't want you to be disappointed. So we are going to make you do things. We take you 'Beyond the Classroom', into the 'Real World'. We make you do Live Projects. A Live Project is an opportunity to apply your classroom learning to practical situations. There are six live projects in this semester for soft skills. Given below is a table mentioning the chapter, topic and the approach that has to be taken.

Topic for the live Project will be given to you one week before the Live Project Session commences.

Note: For the live project on listening, the SST should arrange a seminar where all the students can listen and analyze each other's listening skills.

Chapter	Topic	Approach
Attitude	TV Serial-based (Live Project) (Mythological)	Observation and Analysis Procedure <ul style="list-style-type: none"> <li>• Watch a mythological serial</li> <li>• List the characters and their names</li> <li>• Analyze their behavioral traits and make a report.</li> <li>• Make a presentation of the same in class.</li> <li>• The presentation should be of 5 minutes.</li> </ul>
Motivation	Interview an Achiever (Live Project)	Questionnaire & Analysis Procedure <ul style="list-style-type: none"> <li>• Choose a person in your locality who has achieved success through hard work and determination.</li> <li>• Take an appointment to meet him.</li> <li>• Prepare a Questionnaire for the interview</li> <li>• Go there at the appointed time and complete the interview.</li> <li>• Take notes while interviewing</li> <li>• Prepare a report of the interview</li> <li>• Make a presentation of the same in the class.</li> <li>• The presentation should be for 5 minutes.</li> </ul>



Chapter	Topic	Approach
Listening	Survey on the Importance of Listening Skills in Different Jobs (Live Project)	<p>Questionnaire &amp; Analysis</p> <p>Procedure</p> <ul style="list-style-type: none"> <li>Choose 5 different people from five different jobs.</li> <li>Fix an appointment with them.</li> <li>Prepare a Questionnaire for the interview.</li> <li>Go there at the appointed time and finish the interview.</li> <li>Take notes while interviewing.</li> <li>Prepare a report of the interview.</li> <li>Make a presentation of the same in the class.</li> <li>The presentation should be for 5 minutes.</li> </ul>
Speaking Up	Attend a Meeting or a Seminar (Live Project)	<p>Listening &amp; Analysis</p> <p>Procedure</p> <ul style="list-style-type: none"> <li>Attend a seminar.</li> <li>Listen to the speakers.</li> <li>Take down notes.</li> <li>Prepare a report of the interview.</li> <li>Make a presentation of the same in the class.</li> <li>The presentation should be for 5 minutes.</li> <li>Compare your points of presentation with others in the class.</li> <li>Check the variance.</li> </ul>
Group Discussion	Interaction with Recruitment Personnel (Live Project)	<p>Open-ended Questionnaire &amp; Analysis</p> <p>Procedure</p> <ul style="list-style-type: none"> <li>Select an organization.</li> <li>Visit the HR department and take an appointment from the recruitment personnel.</li> <li>Prepare a Questionnaire for the interview.</li> <li>Go there at the appointed time and finish the interview.</li> <li>Take notes while interviewing</li> </ul>

Chapter	Topic	Approach
		<ul style="list-style-type: none"> <li>• Prepare a report of the interview.</li> <li>• Make a presentation of the same in the class.</li> <li>• The presentation should be for 5 minutes.</li> </ul>
General Awareness	Acting the role of a Reporter (Live Project)	<p>Collecting First Hand Information and Analysis</p> <p>Procedure</p> <ul style="list-style-type: none"> <li>• Act as a reporter.</li> <li>• Look for an exciting incident that has happened in your locality.</li> <li>• Write a news story.</li> <li>• Share it with the class.</li> </ul>