
Soft Skills-II

**© September, 2009. The Federation of Universities (Fedilni).
All rights reserved.**

No part of this publication may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means - electronic, mechanical, photocopying or otherwise - without prior permission in writing from The Federation of Universities.

Ref. No. SS-II-UG- 102009TB02

For any clarification regarding this book, the students may please write to FedUni. specifying the above reference number and the page number.

While every possible care has been taken in type-setting and printing this book, the FedUni welcomes suggestions from students for improvement in future editions.

Detailed Curriculum

Kinesics: Define Kinesics - Recognize the Importance of Kinesics - Identify the Types of Kinesics - Appreciate the Practical Aspects of Kinesics.

Dressing: Understand the Importance of Dress Code - Have the Awareness of Formal and Informal Dress - Understand Corporate Dress Code - Learn Interview Dress Code.

Etiquette: Understand the Meaning and Importance of Etiquette - Understand the Importance of Class room Etiquette - Understand the Importance of Corporate Etiquette - Appreciate the practical aspects of following etiquette.

Self-Discipline: Learn the Importance of Self-discipline - Know the Characteristics of Self-discipline - Learn Self-discipline at work - Know the Characteristics of Self-disciplined Millionaires.

Professionalism: Understand the Definition of Professionalism - Know the Importance of Professionalism - Know the Key Components of Professionalism - Know the Characteristics of Professionalism - Understand the Basic Principles of Professionalism.

Assertiveness: Learn the Definition of Assertiveness - Understand the Importance of Assertive Communication - Know the Characteristics of Assertiveness - Understand the Benefits of Assertiveness.

General Awareness: Understand the Importance of General Awareness - Develop Awareness of Current Affairs.

Interpersonal Skills: Know the Definition and Importance of Interpersonal Skills - Learn the Strategies for Improving Interpersonal Skills - Recognise the Role of Interpersonal Skills in a Team - Understand the Role of Interpersonal Skills in Work Ethics.

Team Building: Know the Definition of Team - Know the Importance of Team Work - Identify the Team Work involved in Mother Nature - Know the Benefits of Team Work - Know the Characteristics of Effective Team Work - Know the Stages of Team Growth - Know the Definition of Team Building - Identify the Focus of Team Building - Appreciate the Significance of Team Building.

Leadership: Know the Definition of Leadership - Understand the Importance of Leading - Know the Leadership Qualities - Understand Corporate Leadership.

Public Speaking: Know the Definition of Public Speaking - Understand the Purpose of Public Speaking - Know the Elements of Public Speaking - Understand the Basic Rules for Effective Public Speaking - Know the Attributes of an Effective Speaker- Understand the Factors Affecting Platform Behavior - Know the General Tips for Effective Speaking.

Group Discussion: Understand the Meaning and Importance of GD - Know the Types of GD - Understand the Methods to Prepare for a GD - Know the Skill sets necessary for a GD - Understand the Role of Non-Verbals in GD - Learn the Do's and Don'ts of GD.

Negotiation: Know the Art of Negotiation - Learn the Importance of Negotiation - Know the Basic Elements of Negotiation - Know the Stages of Negotiation - Learn the Types of Negotiation - Learn the Techniques of Negotiation.

Itinerary Writing and Diary Writing: Understand the meaning of Itinerary and Diary - Know the Benefits of Diary writing - Develop skills for Itinerary Writing - Develop skills for Diary Writing.

Contents

Chapter I	:	Kinesics	1
Chapter II	:	Dressing	7
Chapter III	:	Etiquette	13
Chapter IV	:	Self-Discipline	21
Chapter V	:	Professionalism	27
Chapter VI	:	Assertiveness	33
Chapter VII	:	General Awareness	39
Chapter VIII	:	Interpersonal Skills	42
Chapter IX	:	Team Building	46
Chapter X	:	Leadership	51
Chapter XI	:	Public Speaking	55
Chapter XII	:	Group Discussion	60
Chapter XIII	:	Negotiation	64
Chapter XIV	:	Itinerary Writing & Diary Writing	71
References			77
Suggested Readings			78

Chapter I

Kinesics

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

- Define Kinesics
- Recognize the Importance of Kinesics
- Identify the Types of Kinesics
- Appreciate the Practical Aspects of Kinesics

I don't let my mouth say nothin' my head can't stand.

- Louis Armstrong

INTRODUCTION

Kinesics, the term first used (in 1952) by Ray Birdwhistell, a ballet dancer turned anthropologist, is the interpretation of body language such as facial expressions and gestures.

Definition of Kinesics

Kinesics is the study of non-verbal behavior related to movement, either of any part of the body or the body as a whole. To be more succinct, all communicative body movements are generally classified as kinesics. Birdwhistell wished to study how different people communicate through postures, gestures, stances and movements. The study was joined by several anthropologists, including Margaret Mead and Gregory Bateson.

Based on the descriptive linguistics, Birdwhistell opined that all movements of the body transmit a meaning and to a more extent are not accidental. These non-verbal forms of language (or paralanguage) have a grammar and can be analysed in terms similar to spoken language. Thus, a 'kineme' is "similar to a 'phoneme' because it consists of a group of movements which are not identical, but which may be used interchangeably without affecting social meaning" (Knapp 1972:94-95). He also concluded that there are no universals in these kinesics displays.

Importance of Kinesics

The ability to read kinesics is helpful and valuable throughout one's life. One can understand and analyse the gestures and facial expressions of people when they tell a lie or when they are unsure of themselves. The knowledge of kinesics and its applicability to our life helps us in both our personal as well as professional lives. Being able to read kinesics can help us handle a job interview better. It can also help us to reach our goals successfully.

Types of Kinesics

Ekman and Friesen (1969), American psychologists, in their seminal work on kinesics, classified kinesics into five categories:

- Emblems
- Illustrators
- Affective Displays
- Regulators
- Adaptors

Emblems, which substitute the words and phrases, are non-verbal messages that have a verbal counterpart. For example, the British sign for Victory (forefinger and middle finger erect) symbolises the letter V, a sign for victory. However, the same movement may symbolise the number two in the US and may be seen as insulting in Australia. The emblem for 'ok' in the US is formed by a circle with the thumb and forefinger while the rest of the three fingers are stretched out. This connotes zero or even the number three in some other countries. However, the sign is considered obscene in Australia and even in some parts of India. The list of possible interpretations and different meanings is endless. Therefore, emblems carry a range of different meanings, very often, hugely divergent. Their interpretation may vary from culture to culture and group to group. However, as

they occur only sporadically and usually in a very specific context, a wrongly used emblematic kinesic movement may be identified quite easily as such. Because of their popularity, it is relatively easy, and usually simply understandable to the counterpart, that the movement was not intended in the way it might have been understood.

Illustrators, which accompany or reinforce verbal messages, are used more consistently to illustrate what is being said. Moreover, the illustrators are used in different cultures in very many different ways. For example, in Asian culture, the use of illustrators show lack of intelligence; the absence of illustrators indicates lack of interest in some parts of the Western world. Latin cultures make more use of illustrators than Anglo-Saxon cultures. And again, Anglo-Saxon cultures make more use of illustrators than many Asian cultures.

In terms of influence on business communication, the importance of illustrators' usage is quite significant as these are more continuous as well as more subconsciously interpreted than emblematic kinesic movements.

Affective Displays are certain body movements and more frequently, facial movements, which display certain emotions or affective displays. Affective Displays are often less conscious than illustrators, but also occur less frequently. The basic affective displays are often understood without much problem, as they convey universal emotional feelings. However, the degree and frequency with which affective displays are used across cultures is much less universal.

Different cultures may convey emotions through affective displays in different ways. Even while two people are affected by the same volume of anger, their expressions of anger tend to be very different. One may shout out while the other may resort to silence to show the same or similar volume of anger. The subconscious nature of affective displays and the varying degrees of their usage make the interpretation of affective displays frequently quite confusing across cultures.

Regulators are non-verbal signs that regulate, modulate and maintain the flow of speech during a conversation. These can be both kinesic, such as the nodding of a head, as well as nonkinesic, such as eye movements. James Poon Teng Fatt, a lecturer at a Business School, Nanyang, suggests that these are one of the most culturally determined kinesic signs.

Regulators are often employed as tools to elicit feedback whether the instructions given are clear or whether the audience is interested in a speech. Regulators are again culture-specific. For example, the white American students are used to sounds such as 'uh-huh' accompanied by a head nod to mean understanding. On the contrary, the black American students show understanding by means of silence. Regulators are speech-flow modulators. For example, when someone wants to make a polite intervention with a point, the hand is raised to draw attention.

As regulators control the flow and pace of communication and are vital to the flow of information, one should be very careful while using them. A misinterpreted regulatory non-verbal sign may be highly confusing in the international business communication, and may lead to serious problems.

Adaptors release physical or emotional tension and include postural changes and other movements at a low level of awareness, frequently made to feel more comfortable or to perform a specific physical function. Low spirits, fatigue or sense of inferiority, are represented by a slumped posture. An erect posture stands for high spirits and confidence. Leaning forward is an expression of openness and keen interest. On the contrary, leaning away obviously shows disinterest and, in some cases, defensiveness. A rigid posture reveals defensiveness, while a relaxed posture shows openness. Unwillingness to listen is sometimes revealed by crossed legs and arms whereas uncrossed arms and legs indicate approachability.

Because adaptors are usually carried out at a low level of awareness, they have been taken as the secret to understand the thoughts and emotions of the conversation partner. During the 1970's a number of books such as, *How to Read a Person Like a Book*, written by Nirenberg and Calero, popularised adaptors as the keys to 'unlocking others secret thoughts'. Even today, adaptors are frequently seen as the 'secret weapon' of the HR executive. The importance given to adaptors seems however overstated, as well as oversimplified. Many adaptor movements, such as moving in a chair, may be employed more frequently to resolve a specific physical situation, rather than being an indicator of 'secret thoughts'. Adaptors as such may not carry any significant meaning, neither in their own culture nor across cultural boundaries.

Kinesics, which is an important part of non-verbal communication behavior, conveys many specific meanings and the interpretations may be culture bound. As many movements are carried out at a subconscious or at least at a low-awareness level, kinesic movements carry a significant risk of being misinterpreted in an intercultural communications situation. Although, kinesic communication is one of the most talked about and most obvious non-verbal communication form, unfortunately, it is also one of the most confusing areas of non-verbal communication behaviour as the various meanings communicated through body movements seem endless across cultures. Often, body movements that are clearly understandable in one culture make no sense in another. Yet often enough, frequently used kinesic movements in one culture may be highly offensive in another culture. The sheer variety and complexity of kinesics makes it impossible to find an easy solution for this problem. Quaint "Do's and Don'ts" can never capture the variety of emblems, illustrators, affective displays and other kinesic movements. However, awareness may reduce the amount of misinterpretation arising from the usage of certain kinesics movements.

The exercises given below are designed to help students tune into the subtleties of body language and what they might mean about interpersonal behavior.

ACTIVITY

Activity I

Hand Gestures

- Observe the hand gestures displayed by your faculty members in different contexts and try a validation of the gestures.
- Observe, compare and contrast the hand gestures displayed by cricketers - Tendulkar and Dhoni.
- Discuss how facial expressions and other body movements influence the meaning of hand gestures.
- Explain how the same hand gestures mean different things in different cultures.

Activity II

Classroom Kinesics

- Observe and analyse the kinesics of your friends on the street versus classroom.
- What are the usually obvious and hidden traits of the intelligent, the lazy and the hardworking in your class, in terms of kinesics?

(Consider such factors as personal space, posture, eye contact, speed and angle of movement.)

Activity III **The Tell**

We have known for long that people reveal their inner thoughts through body language without even knowing it. For example, if you place a coin in one hand behind your back and then present your fists to a body-savvy person, that person may be able to detect where the coin is. Your "tell" will indicate which hand holds it. You may lean your body to one side, hold one hand higher than the other, point your nose, or unintentionally leak some other behavior that gives away your 'secret'.

Form pairs to try the coin experiment. Some people are cleverer at it than the others. If you are good at it yourself, demonstrate with a volunteer in front of the class. This exercise works best if the person with the coin is not told (initially) about the 'tell' concept.

Activity IV **Mirroring**

Form pairs either sitting or standing.

One person in each pair takes the lead and begins to move in any way he/she wishes (avoid talking, since it is distracting).

The task for the other student is to follow or mimic everything that the leader does. Encourage people to use both obvious and hidden behaviors.

Do this for a minute or two, then switch roles of who is leading and who is following. Finally, tell the pair to do the exercise one last time except that no one is the leader or the follower.

Both people in the pair should try to move in unison, as if they are mirroring each other simultaneously. This is somewhat hard to do and takes a bit of practice before a pair gets the hang of it, if they can do it at all. If the pair is successful, what usually happens is that there are rapid, minute shifts between leading and following.

Also have everyone switch partners several times and repeat the above steps.

Do this mirroring with body language alone, facial expressions alone, or body language with facial expressions. The last one is considerably more difficult to do than the first two.

This simple exercise sensitizes you to the details of body movement and expression. It also may say something about interpersonal styles. Some students prefer to 'lead' while others prefer to 'follow'. In particular, some people are in tune with the movements of the other, while some people cannot focus on this. Also, moving in unison is easy with some people, but not with others.

Observe each pair and note down your observations.

Activity IV **Role Plays**

- Discuss the same in the class.
- Divide the class into small groups.
- Create a role play that involves only body language and no talking.
- You can pick any scene and characters you want.
- Do not over-plan the role play.
- Instead, pick a scene; define the characters in the scene, and think of a few possibilities for events that might occur in the scene.

Soft Skills-II

- Then improvise within that general structure. This makes the role play spontaneous and interesting.
- Each group should have a card with a scene on it that they will role play - a scene that involves no talking. For example:
 - It's 11:30 on New Year's Eve. The bus is late.
 - It's the end of a party. You are the last lot left.
 - You are all friends at a marriage party.
 - You are family members on the way back from a vacation. A few minutes ago you had a big fight.

Each group takes its turn performing its role play in front of the whole class.

After each role play, the class discusses what they believe was happening in the scene based on what they saw in the body language - different personalities, relationships with each other, the issues affecting the group and so on.

Chapter II

Dressing

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

- Understand the Importance of Dress Code
- Have the Awareness of Formal and Informal Dress
- Understand Corporate Dress Code
- Learn Interview Dress Code

The finest clothing made is a person's skin, but, of course, society demands something more than this.

- Mark Twain.

INTRODUCTION

A dress code is a set of rules governing what garments may be worn to a given occasion. It illustrates the combination of clothing according to different situations.

Importance of Dress Code

Dressing style is an important aspect of physical appearance and carries immense social significance. Appearance portrays a person to a large extent. In recent years, for professional success, much emphasis has been laid on the importance of dress and personal appearance. Though often unwritten, organizations make an effort to manage dress and appearance so as to communicate to the client/customer in the most effective manner. Such controls have traditionally been manifested in policies called 'dress codes'.

Dress sense makes humans! Henry David Thoreau rightly expresses "how far men would retain their relative rank if they were divested of their clothes"? So it should be understood that professional dress code is an 'induced epidemic'. 'When you are in Rome, do as the Romans do'; so also, when you are about to enter a profession, do as the professionals do, in terms of dress code and sense.

Types of Dressing

FORMAL DRESSING

It is the type of dress which is in accordance with the established forms, conventions and requirements of the society in general and for the occasion in particular.

INFORMAL DRESSING

This type of dress is not used for formal or ceremonious occasions for it is not in accordance with the prescribed regulations or norms. Rather it is used:

- for a casual event like an informal gathering of friends and this indicates a relaxed and informal situation;
- for everyday wear or use.

DRESS UP

This term is particularly used when we put on special clothes to appear appealing and attractive. We can drive this point home when we read the following lines:

"She never dresses up, even when she goes to the opera".

First Impression

Generally speaking, the way one looks or in other words the clothes and personal grooming sets the tone for active interaction with him. Often, there is a tendency on the part of most of us to label and treat people differently based on their appearance, particularly dressing. Dressing is a key component like body language in creating the first impression. For example, a job interviewee's dress sense influences the interviewer's first impression to a considerable extent. Dress and grooming reflect an applicant's attitude.

First impressions do count. Whether you're preparing for a job interview or advancement in your present job, it's worth a few minutes of your time to think about your appearance. A survey done by the placement office of a leading university gave some interesting statistics on the impact of appearance:

- 95 per cent of prospective employers said a jobseeker's personal appearance affected the employer's opinion of that applicant's suitability for a job.

- 91 per cent said they believed dress and grooming reflected the applicant's attitude towards the company.
- 61 per cent said dress and grooming had an effect on subsequent promotions, as well.

Dressing for Success - Understanding the Corporate Dress Code

So, we should be aware of the kind of dress to wear for attaining success in life. Dressing for success does not mean donning the most fashionable outfits; it means choosing the appropriate look to suit the situation and occasion. Your dress should project the image you want the employer to see. For instance, if a position requires maturity, dressing like a college student will be silly. (The Hindu, Tuesday May 11, 2004).

Understanding the Dress Code for an Interview

Your appearance is judged as a reflection of your total personality, and also in relation to the type of work you will be doing. There are various standards of dress, each suitable for different kinds of jobs. Even though some job advertisements may refer to young men and women as "boys and girls," wearing jeans, baseball caps, gym shoes, sandals, shorts, T-shirts, sleeveless tops and the ubiquitous backpacks for the interviews is inappropriate.

Regarding the dress code, prior to your interview, while you learn about the companies, for which you hope to work, try and get an idea of corporate culture. If you dress as the other employees do, you will give the interviewer the impression that you are likely to "fit in." When dressing, especially for an interview, it is best to do so conservatively. You will not offend anyone or ruin your chances by looking formal, but an informal look can definitely strike you off the list. Because dark colours may not give a good impression about you, it is desirable to avoid wearing them. Let common sense and good taste be the best guide to picking your outfit.

While there are no hard-and-fast rules to guide you as to the most appropriate way to dress, consider the following points while appearing for an interview:

FORMAL DRESS CODE FOR MEN

- A well pressed shirt, preferably blue or white;
- Polished black shoes and black socks;
- A blue, black or grey jacket (optional, depending on situations);
- Conservative tie;
- Clean-shaven (except for culturally sensitive people);
- Light body deodorant;
- Clean hands and finger nails.

For women, it gets a bit more complicated. They could opt for the Indian, Indo-western or Western look. But, whatever the look they choose, they should remember to tone down contrasting colours and huge floral prints and make sure to show as little skin as possible. Universally, the more a woman exposes herself, the less credibility she enjoys as a professional!

FORMAL DRESS CODE FOR WOMEN

- Formal shirt, trousers, blazer and tie (neatly pressed);
- Minimal jewellery, no dangling earrings or jingling bracelets/anklets;
- Neatly combed and arranged hair;

Soft Skills-II

- Light make up;
- Light body deodorant;
- Polished shoes;
- Clean hands and finger nails.

ACTIVITY

Activity I

DRESS TO OFFICE

The scene is an office. Two executives, Suresh Kumar and Ajit Singh, enter the office and greet their Director. He is clearly annoyed with their dress sense.

ROLE PLAY

- Director** : Mr. Suresh, could you please come to my cabin?
- Suresh** : Yes, sir.
- Director** : What's your program for the day?
- Suresh** : I have three follow-up calls to make. I should be able to close a deal by evening.
- Director** : That's good. But, your attire looks rather strange.
- Suresh** : Sir, I am absolutely comfortable with it.
- Director** : Maybe, but that looks awful to me.
- Suresh** : Sir, I think my performance is more important than the dress I wear.
- Director** : Quite true. But, you are not attending a fancy dress competition.
- Suresh** : So, what should I do?
- Director** : You ought to know. I suggest that you come in formals with a tie.
- Suresh** : Fine sir. I will do as you say.
- Director** : I appreciate your attitude. And, what about you, Mr. Ajit?
- Ajit Singh** : I suppose I am properly dressed.
- Director** : Indeed, you are. But your trousers needs ironing.
- Ajit Singh** : Oh! That's because I traveled in a packed local bus.
- Director** : Make sure, you take a taxi in case you don't have a vehicle.
- Ajit Singh** : Yes sir. Thanks for the suggestion.

Activity II

ATTENDING AN INTERVIEW

ROLE PLAY

The scene is at a travel agency. Candidates are being interviewed for the post of front office executive. Amit Sharma is one of them. He appears bright and cheerful. However, his dress sense is weird. He comes in jeans and sleeveless T-shirt.

- HR Manager** : Please take your seat, Mr. Amit.
- Amit Sharma** : Thank you, sir.
- Manager** : Your CV is quite interesting. You have experience in this sector.
- Amit Sharma** : Yes, sir.
- Manager** : But, I'm afraid, you need to improve your dress sense.

- Amit** : I didn't quite get you.
- Manager** : Well, you should dress soberly.
- Amit** : I suppose everyone wears modern dress these days.
- Manager** : True. But that doesn't mean you can wear anything you like.
- Amit** : Could you be more specific?
- Manager** : You should come attired in trousers, full sleeve shirt, tie and a belt.
- Amit** : Sir, that appears rather old-fashioned.
- Manager** : Maybe. But that is how people dress to an office.
- Amit** : You mean everyone has to come in formals?
- Manager** : Precisely.
- Amit** : Well, if that is the case, I will follow the rest.
- Manager** : That's sounds a lot better.

Activity III

ADDRESSING THE GATHERING AT AN OFFICIAL FUNCTION

ROLE PLAY

Two senior management professionals have been invited to give a presentation on a topic of current interest. They are well-prepared. However, their dress sense leaves a lot to be desired.

- Manohar Rao** : So, how is your preparation?
- Biswajeet** : Well, it's going on well.
- Manohar Rao** : I have downloaded a lot of material from the Internet.
- Biswajeet** : I went to the public library the other day and got useful material.
- Manohar Rao** : How about your dress?
- Biswajeet** : Oh! I plan to take some T-shirts and corduroys. The weather is rather hot there. What is your plan, by the way?
- Manohar Rao** : I am the traditional sort. I prefer formal wear.
- Biswajeet** : You will look strange in such attire. Why don't you wear something jazzy?
- Manohar Rao** : Look. The participants are all senior executives. I will appear rather odd in their midst if I dress like that.
- Biswajeet** : So what? Most of them have a modern dress sense.
- Manohar Rao** : But that doesn't mean you should imitate them. As a presenter, you need to look professional.
- Biswajeet** : I have attended a few seminars in the recent past. Barring a few, I found presenters adopting a flexible attitude towards their dress.
- Manohar Rao** : We can argue endlessly. But I am very clear about my options.
- Biswajeet** : O.K. I wish you all the best.

Activity IV**ATTENDING A SOCIAL FUNCTION****ROLE PLAY**

Two friends, Mahesh and Vikram, are planning to attend a friend's marriage. They discuss the dress to be worn to the occasion

- Vikram** : Hi, Mahesh! You look great!
- Mahesh** : Thanks, Vikram. What about you?
- Vikram** : I am still not sure about the dress I should wear.
- Mahesh** : You could follow my style.
- Vikram** : Well, I doubt whether it will suit me.
- Mahesh** : Why don't you try it out once?
- Vikram** : Let me take a chance.
- Vikram tries out a new pair of clothes. He shows it to Mahesh.
- Mahesh** : Wow! You look fantastic! It appears as if the dress was designed exclusively for you.
- Vikram** : Thanks. I think it helps to have a good dress sense.
- Mahesh** : You are right. But it requires a fair amount of knowledge.
- Vikram** : Not really. You only need to keep in mind that you don't attract the attention of others for the wrong reasons!
- Mahesh** : Thanks for the advice.
- Vikram** : Finally, remember that flashy dresses convey a wrong impression about you.

Activity V**DRESSING UP FOR A MEDIA SHOOT**

You have been invited by a popular television channel to appear in a program. How will you dress for the occasion?

ROLE PLAY

You discuss the issue with a close friend of yours, Rajesh.

- Rajesh** : Hi! Is it true that you will be seen on the small screen soon?
- You** : Yes. I have been invited to participate in a television program.
- Rajesh** : Have you thought about the dress for the occasion?
- You** : Well, I have not yet decided.
- Rajesh** : I suggest that you wear a suit and tie. It is the ideal dress for a TV program.
- You** : I think that will look too formal.
- Rajesh** : Why do you say so?
- You** : I have seen quite a few interviews where suit and tie are not used.
- Rajesh** : Ok. Will you be comfortable in jeans and T-shirt?
- You** : I have no objections.
- Rajesh** : Then, what is the hitch?
- You** : I don't have any such clothes.
- Rajesh** : I can help you out.
- You** : Oh, that will be very nice of you!
- Rajesh** : Make sure that you spend some time on make-up. Facial appearance too makes a difference.
- You** : Of course it does.

Chapter III

Etiquette

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

- Understand the Meaning and Importance of Etiquette
- Understand the Importance of Classroom Etiquette
- Understand the Importance of Corporate Etiquette
- Appreciate the practical aspects of following etiquette

Good manners can replace morals. It may be years before anyone knows if what you are doing is right. But if what you are doing is nice, it will be immediately evident.

- P.J. O'Rourke

INTRODUCTION

Etiquette is a code of behaviour that helps you shape the relationship with others. Primarily, etiquette make your overall social life easier. If you learn a set of simple etiquette and consciously practice, it will be valuable throughout your life. Otherwise, lack of etiquette is going to be a barrier, however knowledgeable, skilled and passionate you may become. Greeting, introduction, posture of sitting, standing, walking, anger management, body language, hygiene and sanitation, hair style, make up (for ladies), dining etiquette, table manners are the foundation of etiquette. Today, etiquette, manners, and cross cultural, or intercultural communication have become critical elements required for all international and global business executives, managers, and employees. Good manners may give you the edge over other individuals. What you need is a combination of the basics of social etiquette, image enhancing and business etiquette.

Classroom Etiquette

Etiquette is a lubrication that keeps our interactions reasonably harmonious. It is "situation dependent." For example, behavior that is perfectly acceptable among friends might not be acceptable in a church. In the same way, students may be very relaxed and mischievous outside the class room but for the healthy running of a classroom, certain etiquette or set of customary rules of courtesy are important. A code of conduct on these lines is a dress rehearsal for professional discipline as well. A classroom is a formal setting, though not rigid. Both the facilitator and the students in a classroom have some rights and responsibilities, both should respect the other in order to help the classroom have an environment for learning. To prevent embarrassment in a class, the following are some of the expected behavioral norms in the classroom.

ENSURE PROMPTNESS

Entering the classroom late, once the class gets started can be distracting both to the instructor as well as to the other students, especially if the latecomer walks across the length of the classroom between the instructor and the assembled students. Just in case due to unavoidable circumstances you are late once, if the instructor permits, you should take a seat as close to the entrance as possible and avoid any sort of disruption.

DO NOT CHAT WITH YOUR NEIGHBOR WHILE IN CLASS

Most instructors don't mind if you whisper to your neighbor something like "Is this from section 2.2?" Or "Did he just make a factor of 2 mistake in that last step?" When the group is focused on a topic, individual conversations between students, even about that topic, are disruptive and rude.

DO NOT GET UP AND WALK OUT HALFWAY THROUGH CLASS

It disturbs people and gives the unmistakable impression that you don't respect the class, the other students and the instructor. Taking a cell phone call does not constitute emergencies. Exceptions will be made for documented disabilities.

DO NOT CUT THE INSTRUCTOR OFF AT THE END OF CLASS

The instructor has the right to finish his or her thought at the end of the class and conclude the session in an orderly manner without people standing up and walking out.

SHUN OTHER DISRUPTIONS

Do not start putting books away and zipping up book bags before the end of class. This can be disruptive and distracting to both the instructor and the classmates. You should not normally leave or re-enter the classroom during the class period. Do not indulge in chat with friends when the class is on as it is distracting and can give the impression that you do not respect the academic process taking place. iPods should not be used. Cell phone which is unfortunately a widespread menace too, should at least be turned to silent. No text messaging.

Corporate Etiquette

At the workplace, you have to be in constant touch with your internal customers and external customers. Particularly, if your work involves customer care via telephone or face-to-face, marketing, sales or public relation, business etiquette is of critical importance. (The Hindu, Wednesday, December 22, 2004).

Grooming Yourself

Before you embark on your first day at work, you would do well to find out all you can about the way everyone dresses for work in the organisation:

- Does everyone wear a tie?
- Are half sleeve shirts allowed with ties?
- Can you wear sandals to work?
- Are T-shirts allowed?
- Are there special days for casual wear?
- Do you have to wear a suit or a combination will do?
- Are slip-on shoes okay or do you need to wear lace-ups?

Once you have the answers to the above questions, you do need to take another look at your wardrobe and refurbish it with the required additions. The following are some of the guidelines to follow:

- If you have to wear a tie everyday, then you need to have at least two or three ties. Please don't express your enthusiasm by splurging on a Mickey Mouse tie! Buy a tie with your shirts in mind.
- You need to have two different light coloured shirts and at least two white shirts.
- One grey and one tan trouser, to begin with. A couple of months later, you could get yourself a black one and a brown one. White shirts can be worn with either of the trousers, while the coloured ones would have to be mixed and matched.
- If you are getting yourself a grey trouser first, then a pair of black formal shoes is a must. While with a tan or a brown shade of trousers you would need a pair of brown shoes.
- Then you also need socks to match. It is okay to wear patterned socks as long as they reflect the colour of the shirt and the trousers.
- Get yourself a reversible belt - value for money especially if it happens to be black on one side and brown on the other!
- Now that your wardrobe is in place, go for the kill. On the D-day, after your bath, use a deodorant, an aftershave (after you have shaved!), dress in your best and go conquer the world!

The Nice Beginner

It is important for a beginner to know the three little words that make for the smooth working of every day life - 'thank you', 'please' and 'I'm sorry', it is

important to thank people for even the smallest favour done to you - right from the peon to the boss. Say it with a smile and a genuine feeling!

Learn to Say Sorry

It is important to learn how to apologize without too much of a ceremony. If you know you have made a mistake, then do not hesitate to apologize. Learn to say 'sorry' even for the smallest mistake. If you use the word 'please' freely and with sincerity, you will find that very few people will be able to turn you down. Try it out. It works wonders!

It is important to be gracious and if you can make it a part of your persona, then you are bound to be noticed as 'Mr. Nice Guy'.

Speak Clearly

It is a basic courtesy that you speak in absolute clarity with the people you meet. It is annoying for any customer or manager to face difficulty in understanding what you are saying in spite of listening to you carefully. If you garble your words, you garble your stature and credibility. It is courteous to speak at a moderate pace with a well-modulated voice. Decorum demands the use of business language which is free from slang when speaking to customers and managers. If people cannot understand what you are saying, they will ignore you and your company. You need to be clear, polite and courteous at all times.

Be a Good Listener

When you are in discussion with a customer or the manager, discretely and subtly let the other person know that you are paying attention to what is being said. You can gently nod your head and occasionally say "I see" or "I understand" or use any other verbal cue that shows the other person that you are indeed listening attentively. Also, feel free to ask pertinent questions which acknowledge that you are listening. Avoid interrupting when the customer or the manager is speaking. Interruption is a sign of weak listening and it is different from intervening.

Put the Customer in Limelight

When you interact with customers, particularly in the beginning, put them in limelight or in other words they should be the centre of attention. Do not talk nonstop about yourself. You will create the image of a self-centered person full of yourself, rather than appearing as someone who could help others in their business. When you put the customer/s in limelight, you learn more about him/them. Pay attention to the conversation; the information may be useful to you in the days to come.

Extra Work - Reward of Hard work

It is important to appear interested in everything you do. If there are opportunities for further learning, never pass them up. If you are asked to stay back at office for some extra work, don't grumble.

The Culture Shock

In college, you were good at your studies, sports and other extracurricular activities, which is why you are in this coveted job. But, in college, things were far easier and relaxed. You never thought twice before you walked into someone's cabin/room. You never held the door open for anyone, you just walked out.

All those who find that joining an MNC is something of a culture shock need to work on a few pointers:

- Never enter anyone's cabin/cubicle without knocking.
- If you see anyone carrying an armload of files/folders, extend a helping hand, especially if it is a woman colleague or a junior.
- While getting into or out of a lift, always remember, it is 'ladies first'.

- Hold the door open for anyone following you, especially if it happens to be a lady. You always eat with your mouth shut. Request your fellow diners to pass the dishes to you; never lean over anyone.
- If you have the habit of backslapping your friends to express your joy/enthusiasm etc., you would have to overcome it. Very few people will be able to accept it on face value.
- Stop breaking into your mother tongue the moment you see a country cousin, especially if there is another person who does not speak the language.
- Catch the nuances of all that is being spoken and how it is being spoken. Language can be a big barrier especially if you are a little shaky with the language of the office.

ACTIVITY

Activity I

You are in the classroom waiting for the lecturer to start the session. What are the things you are supposed to do during the lecture?

Ask two students to enact a short role play. Rajiv is a student who constantly interrupts the class while Sameer is one who is disciplined and polite in his approach

ROLE PLAY

- Lecturer** : Rajiv, you seem to be distracted. What's the problem?
- Rajiv** : I don't get head or tail of what you are saying.
- Sameer** : Well, I have no problems in understanding the lecture.
- Rajiv** : I don't care what you feel. I am really fed up with this class.
- Lecturer** : Please tell me what you don't understand.
- Rajiv** : The whole problem is you. Your tone is terrible.
- Lecturer** : Sameer, is that so?
- Sameer** : I'm afraid, that's not true! However, I think you can speak a little louder.
- Rajiv** : Look at that! He says, "a little louder". It's not even a whisper.
- Lecturer** : Ok. Shall we proceed with the class?
- Sameer** : Yes sir.
- Rajiv** : No way! We can't allow you to go on like this. You better change your style.
- Sameer** : Have patience, Rajiv. I am sure you will understand the lesson.

Activity II

You are the group leader in a group discussion. How will you conduct yourself in the course of the discussion?

SKIT

Vivek is the group leader. The participants are Latha, Dilip, Aslam, and Manoj.

- Vivek** : So, shall we start?
- All** : Yes, sir.
- Vivek** : Let me explain the rules. Each one will speak for two minutes. No one will interrupt others. Is that clear?
- All** : Yes, sir.
- Vivek** : The topic is "Traffic problems in your city".

Soft Skills-II

- Latha** : I fully agree that we are facing a lot of problems every day on the roads.
- Aslam** : Something has to be done urgently.
- Manoj** : I suppose we could make some rules about the flow of traffic.
- Dilip** : Nonsense! The people in this city care two hoots for the rules.
- Manoj** : You are wrong. The rules are followed by most of the people here.
- Latha** : But the police always target the innocent ones, especially girls.
- Manoj** : What do you think the police need to do?
- Latha** : They must punish the guilty and leave the rest.
- Aslam** : I think we are not getting anywhere. There has to be a solution.
- Dilip** : We should introduce the lane system like it is in some metro cities.
- Manoj** : But that seems to have flopped completely in Mumbai.
- Dilip** : But, it has its own merit. We must try it out here.
- Latha** : Instead of the lane system, it would be better to have some more flyovers. That would ease the traffic congestion.
[The participants all agree with this suggestion]
- Vivek** : Thanks for your wonderful cooperation. We did have a meaningful debate on such a sensitive issue. Well done, everyone!

Activity III

You are given the role of moderator in the class. What steps will you take to do justice to the task assigned to you?

ROLE PLAY

Sajid is the class leader. The participants are Hemant, Bindu, and Reshma.

- Sajid** : Friends, we are going to have a discussion on the issue of "voter impersonation". Let us start the program.
- Hemant** : I think elections have lost their sanctity in the present times.
- Bindu** : It is partly due to malpractices committed by the participants.
- Reshma** : Yes, elections have become a joke these days.
- Bindu** : But, we must find a solution.
- Reshma** : I agree.
- Hemant** : To start with, we must have stronger laws.
- Bindu** : You don't appear to know the facts.
- Hemant** : What do you mean?
- Bindu** : The laws have enough teeth at present.
- Hemant** : Then, what is the hitch?
- Reshma** : The problem lies with the implementation.
- Hemant** : Are we unable to enforce the rules?
- Bindu** : In a way, yes.
- Reshma** : Voters take advantage of the rule that they can vote anywhere.
- Hemant** : But they have their identity cards, isn't it?

- Bindu** : Yes, of course.
- Hemant** : So, how can they indulge in impersonation?
[Sajid intervenes when he finds the discussion is straying from the main issue].
- Sajid** : Friends, I appreciate your enthusiasm. But I'm afraid you are skirting the issue. Please come to the point.
[The discussion continues..]

Activity IV

You are the HR manager of the organization. You find some of the executives not being punctual, wasting their time in idle chat.

SKIT

- Manager** : Gentlemen! I am constrained to say that there is of late a high incidence of latecoming. If this continues, we will be forced to take punitive action.
- Exec-1** : Sir, most of us have to rely on public transport. As you know, the RTC buses never come on time.
- Exec-2** : There are frequent traffic jams along the route to our office. These are causing unwanted delays in travel.
- Exec-3** : The city has become highly congested. There is virtually no moving space on the roads. We are really helpless.
- Manager** : You seem more interested in giving excuses. I am more concerned about work delays because of your late arrival.
- Exec-1** : Sir, I suggest that you give us a little grace time.
- Exec-2** : Sir, it would be better if the company can arrange transport for us.
- Exec-3** : Sir, my humble request to you is to change the office timings so that we all report on time.
- Manager** : Gentlemen, I appreciate your suggestions. However, I want to reiterate that it is practically not possible for the management to implement your suggestions. So, my advice to you is that all of you must make your own transport arrangements so that you report for duty on time hereafter.

Activity V

You are heading a project. What will be your approach towards the members of your team?

ROLE PLAY

Mr. Ajay Gupta is the team-head. The team members are (1) Suresh Kumar (2) Kapil Gupta (3) Rakesh Jain and (4) Manjeet Singh.

- Ajay Gupta** : Friends, I have taken charge as the leader of this project. I would like your suggestions before getting down to work.
- Suresh** : Sir, It is our pleasure to work with you. We welcome you on to this project.
- Kapil** : You can count on us at all times.
- Rakesh** : Our experience will come in handy during the execution of this project.
- Manjeet** : We will work as a team.
- Ajay Gupta** : I am delighted to hear your comments. I look forward to a fruitful association with you.

Soft Skills-II

- Rakesh** : Shall we have a brainstorming session today. That will set the tone for the project.
- Kapil** : Not a bad idea at all. But we should have some refreshments to go with it.
- Manjeet** : Don't worry. I will take care of that.
- Suresh** : We should inform the accounts department or we may face some inconvenient questions later.
- Ajay Gupta** : Please make a project proposal report which I will forward to the top management for final approval.

Chapter IV

Self-Discipline

By the end of this Chapter, the student will be able to:

- Learn the Importance of Self-discipline
- Know the Characteristics of Self-discipline
- Learn Self-discipline at work
- Know the Characteristics of Self-disciplined Millionaires

The best day of your life is the one on which you decide your life is your own. No apologies or excuses. No one to lean on, rely on, or blame. The gift is yours - it is an amazing journey - and you alone are responsible for the quality of it. This is the day your life really begins.
- Bob Moawad

INTRODUCTION

A lack of discipline in any individual, group, or society can lead to disaster. The abilities of an individual to self-manage his or her actions are proportional to the level of success and happiness he will experience in his lifetime. Self-discipline is not about punishment or even about a restrictive lifestyle. It is the training and control of one's own feelings, desires, behaviour, conduct, habit and action for personal improvement. It is the ability to force yourself to do something you know you should do. A lack of self-discipline is the main reason for the failures we experience in both our personal and professional lives. At the current stage of your life, academic development and career development are two integral areas where self-discipline is critically important. In order to learn self-discipline, you need to first know the characteristics of self-disciplined achievers.

Characteristics of a Self-disciplined Achiever

STRONG SENSE OF PURPOSE

There are several dominant characteristics that identify a self-disciplined achiever. These behaviors made it possible for high achievers to reach unbelievable goals in all areas of their lives. The first is a strong sense of purpose. These achievers know what their purpose is in life and will do everything to reach their goals. Here's a little exercise that you can do to find out your purpose in life. Pretend that you have been granted three wishes. You have to make these personal wishes of something you want (not world peace, for example). Think long and hard because you only have three. Now, out of those three wishes, what is the one you want the most? That is your purpose..

HAVING A MENTOR

The next characteristic of a self-disciplined achiever is that he has a mentor or someone he wishes to emulate. All top athletes talk about someone they watched and something they adapted from their style and sometimes made it even better. The most renowned people in the world had a mentor. General Patton studied Hannibal. We all have people that we learned from, perhaps a parent or a teacher. Anthony Robbins says that one of the greatest success strategies is to model upon what works. 'Look at someone who is successful and model what works!'

VISUALISATION

Another characteristic feature of a self-disciplined achiever is that he visualizes success and experiences it in the mind. Wayne Gretsky, the greatest hockey player of all time, recently said that every night before a game he planned the entire game in his mind. The French have a word that we are very familiar with, *deja vu*, meaning it has been seen before. The self-disciplined achiever has already visualized attaining his goal.

STRONG BELIEF IN SELF

The self-disciplined achievers have a strong belief in self. They know they can achieve their goals and nothing would stop them from doing so. It is possible for them to reach their goals irrespective of what happens in their life or how long it takes.

PATIENCE

The next characteristic feature is patience. The self-disciplined achievers have patience that it will happen. They know that they must keep going after their goal. They know that all people can walk 1000 miles but it merely takes one step at a time. You cannot do it if you are sitting down or turning around. So they are patient because they know the end result will be success

PERSEVERANCE

Another characteristic of self-disciplined achievers is perseverance. They will not give up. They look at failures as mere inconveniences in the path of ultimate success. They know that if they keep going in the right direction, the destination is within their reach.

PLANNING

Another characteristic feature of self-disciplined persons is that they believe in formulating pragmatic plans-and working out the details to implement them. They map out the activities that will get them where they want to go and plan how long it will take, how many calls they have to make, how much it will cost, and what they will need to say to accomplish their goals.

CONTINUOUS LEARNER

The self-disciplined achiever is a continuous learner. He learns from his own experiences as well as from the experiences of others. He adapts himself to the market place, learns new technologies, and enhances his knowledge avenues. He is always honing his skills to make his job easier and make sure they reach their goals.

PASSIONATE WORKERS

A self-disciplined person loves what he does, invests a lot of passion in and derives great pleasure from what he does. For him there is very little distinction between work and play.

ADAPTABILITY

The way to learn self-discipline is to study the above mentioned characteristics and adapt them to your daily life. Success demands continual awareness of one's own limitations. Learning from the mistakes and the ability to adopt and adapt oneself to winning ways in sync with his/her own strength. There is no lasting success without self-discipline.

Self-discipline at Work

If you have self-discipline in your work, and towards your goals, you will accomplish everything that you set out to achieve. Although self-disciplining oneself may seem to be a little difficult, it is only momentary. The rewards we get through it are very encouraging. There are many areas in your life where you can be self-disciplined.

Discipline with your thoughts

You can be disciplined with your thoughts. Do not let your fears carry you away. If you have thoughts of worry, it obstructs productive and solution-filled thoughts. Discipline yourself so that any time a thought of worry or fear comes in, you stop it immediately. If a negative thought curbs you from doing any productive work, discipline yourself in such a manner that you continue with your work and your goals until you have achieved what you want.

Discipline with Your Words

You need to practice self-discipline with your words. Stop negative words from flowing out of your mouth all the time. If you have the impulse to say something negative, close your mouth. Even if you did say something negative about yourself or another, cut yourself off in mid-sentence and don't say one more word. Change your words to positive. Correct yourself immediately. Be self-disciplined in your evaluation of yourself.

Discipline Your Self-defeating Patterns

Look deeply at yourself. If you don't like who you are, or the results you are getting, take steps to change your behavior, change self-defeating patterns, and discard what is not working. Be honest, and thorough with your self-evaluation. If you can't be honest with yourself or you really can't see yourself clearly, ask for help, and boldly take in others' evaluations. Listen carefully to at least three close people and then use the truth that all of them tell you. It is not easy to hear the truth and to acknowledge it fully. But if you want a change in you, it is always wise to pay heed to others' evaluation of yourself.

Discipline in Your Actions

Be self-disciplined in your actions. Do what is necessary now; don't put it off because it probably will never get done. Write down your goals, and check them off one by one. Don't be led off-track by an undisciplined person. Most people want to accomplish great things in this life but they procrastinate when it comes to doing things. Be disciplined to see all phases of a project before you begin; break down the phases into various steps or tasks; pursue each of them diligently. One big project can be broken down into several little steps.

Keeping Yourself Fired Up

Self discipline implies that you should keep yourself fired up in every step of your life. Putting yourself there day after day even though you are tired; keeping yourself fired up when there is no one there to encourage you; taking the time and energy to master something new. Make the steps to transform your life. And do them over and over again until you are where you want to be.

Change does not Happen Over Night

If you wish to make any substantial changes in your life, you need to be disciplined towards your new goals. Change does not happen overnight, especially if you are coming from a lower place to a higher place, emotionally, financially or spiritually. If you wish to have money for the down payment of your house you can't keep charging on your credit card all the time. You have to be disciplined with a savings program and a not-spending program until your dreams turn to reality.

Learn to be Creative

If you have dreams of being someone creative, like a painter or a writer, but you don't know the first thing about painting or writing, you must discipline yourself to the learning and the doing of your craft. Put yourself into a self-learning and mastery mode. Read everything that you can on your new craft. Buy appropriate tools towards that goal, and then use the tools.

Practice, Practice, Practice

A writer becomes good by writing and writing, and editing and editing. An artist becomes good at painting by observing and painting and working with colors, and painting as much as he/she can.

When you are learning a new trade, be disciplined also in the control of judgmental thoughts. Do not condemn your efforts. Keep practicing, keep improving. If you don't know how to improve or to work properly go to classes with a professional. But don't let the classes be your only work. Work on your own. Encourage yourself with your thoughts, Also visualize yourself further down the line, when you are making a good income with your new profession, working in your own space with joy and ease and comfort. That is very important in the transformation too. Know where you are going and what you want to achieve. But be disciplined towards your goal every day.

Commitment to Succeed

If you disciplined yourself and did something for only thirty minutes per day, but you did it every day for ten years, you would become very good at what you were focused on. Thirty minutes or an hour per day: that is not very much time when you think of the lifetime we live on this planet, but you could accomplish a lot with that thirty or forty minutes a day, doing the same thing year after year. Turn off the TV for one hour and suddenly you have an hour free. Let's say that with that hour, you meditated for thirty minutes per day and with the other thirty minutes you wrote every day. You would be a very calm and peaceful person, and you would have a lot of pages written on your story or your autobiography. It takes a commitment to change and a commitment to yourself and to the discipline.

Exercise

If you want your body to change, you must be disciplined in your exercise and your eating. It may sound obvious, but you have to practice discipline to achieve the results that you are seeking.

Consistency is Key to Success

Consistency is the key to sustained success. You can accomplish a lot if you learn to become a disciplined person, and follow through, and do things consistently.

CHARACTERISTICS OF SELF-MADE MILLIONAIRES

These principles are simple, effective, and easy to apply. Virtually, everyone starts with nothing. Success is not achieved by accident. When you begin to think and do the same things that self-made millionaires do, you will begin to get the same results and rewards that they do. Each one of these characteristics is indispensable. The absence of any one of these factors can all by itself undermine and even destroy your chances for health, happiness, and great prosperity.

To work, make each one of these factors the traits of self-made millionaires as natural to you as breathing in and breathing out.

- Dreams big dreams
- Develops a clear sense of direction
- Sees himself as self-employed
- Does what he loves to do
- Commits to excellence
- Develops a workaholic mentality
- Makes a habit to lifelong learning
- Believes in the life of love
- Pays himself first
- Learns each detail of his business
- Dedicates himself to serving others
- Is impeccably honest to himself and others
- Sets priorities on activities
- Walks in the way of honor
- Develops a reputation for speed and dependability
- Is prepared to climb from peak to peak
- Practices self discipline
- Unlocks his inborn creativity

Soft Skills-II

- Gets around the right people
- Takes excellent care of his health
- Is decisive and action-oriented
- Never considers the possibility of failure
- Persistence

These characteristics are adapted for this chapter from the book, *The 21 Success Secrets of Self-Made Millionaires*, written by Brian Tracy.

ACTIVITY

Activity I

Watch the movie 'Prahar' and observe how self-discipline plays an important part in the movie. Write down your comments and discuss it in class.

Activity II

Interview an NSS or NCC cadet and find out how self-discipline has helped him achieve his goals.

Activity III

Review the biographical sketch of a sports icon like Viswanathan Anand or Pankaj Adwani or Vijender and identify the various examples to highlight the role of self-discipline in success.

Activity IV

In small groups, the whole class to brainstorm and identify a suitable action plan to realise academic and career goals that demand self-discipline.

Chapter V

Professionalism

By the end of this Chapter, the student will be able to:

- Understand the Definition of Professionalism
- Know the Importance of Professionalism
- Know the Key Components of Professionalism
- Know the Characteristics of Professionalism
- Understand the Basic Principles of Professionalism

if you want something really important to be done, you must not merely satisfy reason, you must move the heart also.

- Mohandas K. Gandhi

INTRODUCTION

Professionalism is a systematic process of getting desired results while displaying pleasant behavior and conduct that is appropriate and expected in establishing mutually beneficial business relationships. In addition, it provides an inner scope that helps to positively influence one's actions.

Definition

Professionalism is not defined by the position held. It is defined by who you are (inner character), what you do (behavior exhibited) and how others perceive you (image projected).

Importance of Professionalism

Professionalism is an attitude towards our work rather than anything else and it has to be acquired over a period of time. It is also the only way to survive in today's world. Professionalism plays an important role in winning the positive perception by one's employer, team and the entire spectrum of his contacts. Professionalism is not just being good at what you do but it has a lot to do with how you do it. Within minutes of contact, a professional is able to evoke a profound impact. Similarly he is able to sustain the image all along.

Key Components of Professionalism

Professionalism is the sum total of one's hard and soft skills and attitude. Some of the key components of professionalism are:

- Job knowledge
- Interpersonal skills
- Behaviour
- Attitude
- Relationships
- Communication skills
- Time management
- Ability to work under pressure
- Prioritizing skills
- Accountability and ownership

Characteristics of Professionalism

All qualities of professionalism may not be visible in every professional; the same professional may not exhibit all his professional qualities all the time; professionalism is time-specific, environment-specific, resource-specific and constraint-specific. For example what is professionalism in an economic boom may not be the same during a slowdown. However, the following characteristics are valuable in respect of a student aiming to be a professional:

- **Planning:** Whether it is an operation conducted by a doctor or a project executed by an engineer, whatever it may be, a professional behaviour demands a certain amount of planning to enable the work to run smoothly.
- **Decision making:** The way we make our decisions also shows how professional we are. Usually, we go by our intuition and fail to analyse the situation. When we look around ourselves, we find the consequences of such

decisions. Companies which had diversified without taking into account ground realities have come to grief.

- **Communication:** How we communicate also shows how professional we are. Do we take care to explain something to our customers, subordinates or superiors? A doctor who explains a point to a worried patient is much better than one who simply writes out a prescription. The end result of both doctors is the same, but one reduces worry while the other causes unnecessary tension. To a sick person, that makes a lot of difference.
- **Doing our job:** Finally, our attitude gets reflected in the job that we do. A journalist can give a story full of mistakes and these will no doubt be corrected at the proofing stage. But professionalism demands that all mistakes are removed by the person himself, without depending on anyone else. It also means keeping an eye for details, however minute they may be.
- **Doing what is right:** A company which does not treat its workers well can hardly be called professional, no matter how many professionally qualified people it employs. Similarly, companies which do not pay taxes or fail to take note of their social responsibility are also unprofessional.

Academic Professionalism

Academic professionalism is the possessing of not only appropriate knowledge, skill and technical competence, but also those traits that promote adherence to ethics of learning and development. An academic professional is able to balance individual growth and the collective well-being of the whole team. He is competent and committed to lifelong learning and improvement of skills on a continual basis irrespective of the internal and external constraints. He creates and joins opportunities for growth and for promoting the highest standards in classroom and real time learning. He behaves with honour and decency. He engages in initiatives that promote the highest personal, academic, leadership, and professional standards.

Even while campus initiatives are central to academic progress, there are certain opportunities outside of the campus in order to develop academic professionalism. If you are willing to devote the time and take appropriate initiatives, wherever your campus may be, some of the useful steps are:

- Think of each professional you meet in formal or informal situations, as a member of your network of resources and as role models.
- Take responsibility for cultivating these relationships appropriately.
- Join professional associations in order to internalize professional norms and to improve overall skills.
- Use the Internet to develop virtual academic networking and relationship building.
- Take part in academic and talent competitions.
- Read and if possible, contribute to academic journals and magazines.
- Take learning ownership and initiative.

Career Professionalism

Professionals are:

- Open to different views and receptive of best practices, being able to place organisational interest above personal interest.
- Change agents and role models in their own circles.
- Balanced in outlook, consistent with everyone around.
- Free from the habit of throwing their frustration at the people around.

Soft Skills-II

- Fair, impartial and trustworthy.

The following are the frequently used tools to evaluate the professional virtues of an executive:

- Attitude
- Approaches
- Values
- Communication style
- Image
- Competence
- Demeanour
- Work-life balance

Basic Principles of Professionalism

GOAL SETTING - PERSONAL GROWTH

- Understand that it takes time to move up.
- Set your standards high - advancement and promotion.
- Work hard to achieve your goals.
- Continue your education-camps, ask questions and find a mentor.
- Self-evaluation like, "what better I could do?" is important.
- Become an active member of an official association.

FITNESS/HEALTH

- Being in top shape is critical.
- Year round training is required.
- You need to make a year round commitment to conditioning.
- Physical exam yearly for your own protection.
- If you are injured/ill, do not officiate.

APPEARANCE

- Look neat and clean with pressed dress and polished shoes.
- First impressions are vital.
- Wear proper uniform if there is a dress code.
- You need to feel good about yourself.

RULE KNOWLEDGE

- Know and study the rules frequently.
- Do not assume you know everything. Read the rule book and case book cover to cover.
- Quiz yourself and fellow officials about situations.
- Review all rule changes.
- Most officials review the rules regularly at scheduled meetings.

RESPONSIBILITIES AND DUTIES

- Understand your responsibilities as an official.
- Be honest with all parties (peers, superiors and subordinates).

- Admit when you made a mistake. But if the mistake keeps happening, something needs to change.
- Be fair to everyone.
- Do not try to attract attention. The best professionals are not noticed.
- Communicate with partners (peers, superiors and subordinates).
- Keep quiet if you cannot say anything nice - you can't quote silence.
- Be realistic about your own talents. Seek out officials to observe and critique your performance.
- Be a good role model.
- Know new strategies and skills being used.
- Be courteous, but detached.
- Maintain consistency in interpreting and enforcing rules.
- Work as a team with fellow officials. Your best friend is your partner(s).
- Always use appropriate language. Create a positive attitude.
- Be prompt.
- Do not ask for favours.
- Be organized. Run your officiating like a business.

The following extract from James B. Stenson, an educational consultant, provides an apt definition of Professionalism.

"Professionalism isn't just a set of appearances - neatness, good grooming, "shop talk" and the like. Nor is it just technical skill; many technically skilled people are not really professional. Professionalism is, rather, a set of internalized character strengths and values directed toward high-quality service to others through one's work. In their daily work, whatever it may be, real professionals show these inner strengths and attitudes - sound judgment, know-how, business savvy, mature responsibility, problem-solving, perseverance and ingenuity, along with what people call "class".... They show self-respect in their work. They are conscious that their work reflects their inner character. Their work is, among other things, a statement of their personal commitment to excellence of performance. They don't see work as just a job to be done or merely a source of "spending money;" they see work as service to others. They labor toward the betterment of other people, directly or indirectly; thus they're both task-oriented and people oriented... They tend to see problems as challenges and opportunities, not burdensome "hassles" to be avoided. They have a long-term habit of approaching problems confidently and optimistically. They don't let indecision or fear of failure lead to paralysis. They do the best they can with what they have... They have a high level of personal responsibility and respect for others' rights... They tend to have an intense dislike for gossip or otherwise uninformed criticism... Even off the job, professionals demonstrate admirable character... Their personalities show tasteful self-restraint combined with concern for others and love of life - in a word, 'class'.

ACTIVITY

Activity I

- Your father always criticizes you.
- You feel that he is being unfair.
- But you realize that it helped you pass the examinations with high marks.

Activity II

- Your friend always argues with your teacher, even on trivial things.
- Explain to him the importance of being professional when talking to others.

Chapter VI

Assertiveness

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

- Learn the Definition of Assertiveness
- Understand the Importance of Assertive Communication
- Know the Characteristics of Assertiveness
- Understand the Benefits of Assertiveness

The way we communicate with others and with ourselves ultimately determines the quality of our lives.

- Anthony Robbins

INTRODUCTION

Assertive communication is distinguished from both passive communication in which needs or wishes go unstated and aggressive communication in which needs or wishes are stated in a hostile or demanding manner. Being assertive is a core communication skill.

Definition

Assertiveness is the ability to say yes or no when you want to; to get what you want when you want it. It's the freedom/courage to be yourself in all circumstances and show the world who you really are by clearly and fearlessly expressing your likes and dislikes, thoughts and feelings, opinions, and beliefs in an open and honest manner without violating the rights of others.

Importance of Assertive Communication

Effective human relationship is one of the important attributes you have to have if you are to be a successful person. You need to know how to handle people and get your things done. For this, apart from having effective communication skills and knowledge of basic human psychology, you also need to be persuasive or assertive when the situation demands. Being assertive helps boost self confidence and helps you win respect from others, because assertive communication revolves around mutual respect - giving and getting respect. It means that you stand up for yourself and prevent others from taking advantage of you. Developing a healthy, assertive attitude can change every aspect of your life. Being able to express your feelings constructively and openly with others is good for you.

Academic Assertiveness

For students committed to and focused on achieving academic and professional success, academic assertiveness is critically important. Assertiveness has a bearing on the learning process and all-round student development, critical thinking and academic achievement. Academic assertiveness empowers a student to challenge ideas, learn from mistakes and confidently recover from them, to express his voice firmly and so on.

Personal Assertiveness

It is important that one needs to be assertive in order to be able to say the right thing at the right time in the right manner to the right person. In varying situations in everyday personal life, assertiveness enables you to:

- handle difficult and vexing situations,
- put forth your views firmly and confidently,
- be calm and in control of challenging situations where one may tend to falter,
- resist the temptation to be unnecessarily apologetic and guilty,
- improve everyday routine interpersonal relationships,
- command respect.

Professional Assertiveness

In a competitive work environment involving diverse work force and demanding situations, it is important that you start focusing on the basics of professional assertiveness, the advantages of which are:

- reduced anxiety and stress originating from misunderstandings and conflicts,
- clear and effective expression of views in a negotiation, briefing or discussion,
- improved self-esteem and self-confidence leading to healthy self-control in handling provoking and nerve-wracking situations,

- greater respect and acceptance for your ideas and opinions,
- improved vertical and horizontal organisational relationships based on rational and factual disagreement without being personally disagreeable or without feeling self-conscious,
- motivation of others to clearly state their own opinions and ideas,
- willingness to seek help wherever necessary, without being fearful or stressed.

Characteristics of Assertiveness

The following are the verbal and non-verbal characteristics of assertiveness which are complementary and interdependent.

Verbal characteristics of assertiveness:

- Relaxed but firm voice.
- Effectively fluent with only rare signs of hesitation.
- Even pace which is remarkably steady.
- Mid range well modulated tone, rich and warm.
- Neither over-loud nor submissively quiet voice, but loud according to the requirement of varying situations.
- "I" factor statements which are emphatic, for example 'I would like to', 'I would rather' which are precise and brief.
- Using phrases like, 'What do you think', 'How do you look at this', 'How about...', 'Would you like to...'
- Suggestions that avoid words like 'should', 'ought to'.
- Firm, constructive and productive criticism, yet free from the tone of blame, for example, 'I would prefer not to be irritated by your frequent interruption'.
- Openness and positive attitude towards exploring alternative and participative solutions without compromising own conviction, for example, 'Are there better ways of tackling this problem?'

Non-verbal characteristics of assertiveness:

- Active and receptive listening.
- Eye contact which is direct and showing interest and sincerity, yet avoiding the impression of staring.
- Smart, alert, erect, steady and open body and hand position and movement.
- Ability to express agreeing and disagreeing response with effective use of smile and frown according to the situations.
- Relaxed jaw and forehead.

Benefits of Assertiveness

- You can create healthy, meaningful relationships.
- There is less friction and conflict.
- There is increased self-respect as well as respect from others.
- Your self-esteem is enhanced, and you always feel in control.
- Your productivity at work and home increases.
- There's less stress, and an overall sense of well-being.
- In expressing yourself appropriately, you needn't hold grudges, or store pent-up emotions. Your emotional and physical health improves.

ACTIVITY

Activity I

Two friends are discussing a plan to watch a film. One of them is not interested. He conveys his feelings in no uncertain terms. Enact the situation based on the following hints:

- The first one says that it is an exciting, action-packed film with lots of breathtaking stunts.
- He speaks about the technical brilliance of the film.
- He mentions that the hero is trained in martial arts.
- But his friend is not interested.
- He makes it clear that he is least inclined to watch the film despite its technical brilliance.
- He appreciates his friend's gesture but politely turns down his invitation.
- At the moment, films are not on his agenda.
- He uses diplomacy and firmness to convey his feelings.
- He succeeds in driving home the message.

Activity II

A student wants to do a course in advertising as he is serious about a career in that field. His teacher tries to dissuade him by saying there is no future in advertising. Enact the situation based on the following hints:

- The teacher quotes statistics from a business magazine that points out the bleak prospects in advertising.
- The magazine also mentions the poor pay packet.
- It focuses on the absence of vertical growth.
- It talks about the high attrition rate in this sector.
- The student questions the validity of the data collected by the magazine.
- He is sure that respondents were not selected with care.
- He quotes from a website that speaks favorably about the issue.
- After listening to the interviews of top performers, he believes that his choice is correct.
- He talks about the increasing competition in the industry leading to a spurt in advertising.
- He convinces the teacher there is, indeed, a bright future in this field.

Activity III

A policeman stops a two-wheeler rider at a busy junction. He questions the rider for alleged violation of traffic rules. Enact the situation.

- The policeman points out that the rider was traveling at a speed in excess of the permissible limit.
- He drove on despite the signal turning red.
- He did not stick to his lane.
- He was not wearing helmet.
- The number plate was not painted properly.
- The scooter rider denies all the charges.
- He explains that he was driving within the prescribed limit.

- He did stop when the signal turned red. However, he crossed the line while doing so.
- A head injury sustained a couple of days earlier prevented him from wearing the helmet.
- Since the line separating the lanes were not visible, he could not stick to his lane.
- Due to heavy rain during the week, the paint on his scooter's number plate had come off.

Activity IV

A customer wants to buy a particular brand of television. The shop, however, does not have it. The salesman tries to convince him to buy a different one. Enact the scene.

- The salesman explains the unique features.
- He compares its cost with other brands.
- He talks about its warranty and after-sales service.
- He quotes sales figures pertaining to the brand of television.
- He gives an assurance that it is the best bargain.
- The customer nods his head in approval.
- However, he prefers the brand of his choice because he has used it in the past.
- He is fully satisfied with its performance.
- It has given him excellent value for money.
- Its robustness adds to its durability.
- Lastly, he has no complaints about the set.

Activity V

You receive a bill from your cell phone company which you do not agree to and you dispute. You respond to it in an appropriate manner. Enact.

- The company informs you that you have used in excess of the permitted number of calls.
- You have a couple of unpaid bills.
- A fine has been imposed for delay in payments.
- Your subscription will be cancelled if you do not respond immediately.
- You deny all the accusations.
- You have clear evidence of payment of bills.
- You are sure that you have not exceeded the limit with respect to the number of calls.
- You insist that you have not violated any law.
- You are prepared to face any action, legal or otherwise.

Activity VI

A student receives a notice from the college asking why he should not be detained for his performance in that academic year. The student responds to it. Enact.

- The Principal points to the student's failure in all the electives.
- He also refers to the student's non-performance in activities such as essay-writing and group discussion.

Soft Skills-II

- His attendance was below 50% in that academic year. There was a singular lack of desire to learn. He did not complete his assignments.
- The student accepts his inability to clear the electives. However, he refuses to take the blame.
- He attributes his failure to frequent faculty changes, non-availability of courseware, and frequent cancellation of classes.
- He still attained 80% attendance.
- Assignments in certain electives were not time-bound.
- He believes that there is no valid reason for detaining him.

Chapter VII

General Awareness

By the end of this Chapter, the student will be able to:

- Understand the Importance of General Awareness
- Develop Awareness of Current Affairs.

Knowledge is of no value unless you put it into practice.

- Anton Chekov

INTRODUCTION

You must have already studied aspects of 'General Awareness' in another textbook.

General awareness is widely useful in the written examination process and particularly valuable in the subsequent placement screening stages namely group discussion and interview. It is important to consistently update yourself of current developments since general knowledge demands systematic build-up and cannot be gained overnight just before the screening day. In a newspaper, the important sections are the front page, business column, editorial and lead articles. Additionally, there are informative channels like NDTV 24 x 7. Awareness of current affairs, particularly those relevant to the world of business enables analytical thinking, develops critical reasoning and widens perspectives.

ACTIVITY

Activity I

Organize yourself into different groups with strength of 6 to 8 members in each group. Conduct a quiz programme with one of you acting as the quiz master.

Plan the scoring pattern, number of rounds, answering options in such a manner as to simulate the original show. Prizes can be awarded at the end. Ensure that time limits are strictly followed.

Activity II

Collect clippings of headlines from popular English newspapers. Each student should express his views on a particular news item. The time limit is 5 minutes.

Activity III

Conduct a debate over the decision to do away with CBSE X exam and other select issues of current news value. Discuss your thoughts on your own exams.

Activity IV

You are the chief reporter of a reputed newspaper. Your task is to interview a renowned personality in your town/city. What kind of questions will you ask? Are there any guidelines for preparing a questionnaire?

Prepare a model questionnaire to be used by a journalist in such interviews.

Activity V

The Lions Club in your town/city organized a blood donation camp last week. You were assigned the task of covering the event which was presided over by the state health minister. Prepare a report on the event, highlighting the main aspects of the Minister's speech.

Activity VI

Cover the event of Nano car release for (1) a newspaper and (2) a news channel.

Activity VII

Traffic jams have become the rule, rather than the exception in your city. The woes of the traveling public are deepened by the indifference of the traffic department towards their problems.

You are the special correspondent of a leading English daily. Based on the interview of some road users at random, prepare a detailed report on the subject and suggest measures to reduce traffic congestion in your city.

Activity VIII

Shopping malls, multiplexes and cyber cafes have come to symbolize the modern urban life. Lifestyles of people too have undergone a dramatic transformation. However, it has had a negative impact on the environment, changing the landscape beyond recognition.

Your task as a reporter is to thoroughly investigate the matter and publish a report.

Activity IX

Elections were held to the local municipality in your area. Some of the candidates who contested for the chairman's post had links with anti-social elements.

As an investigative journalist, prepare a detailed report on the issue. Highlight the unsavory background of those contestants who, in your opinion, should not receive popular vote.

Activity X

The proliferation of TV news channels in recent years has led to a definite decline in the popularity and patronage of newspapers. What, according to you, are the reasons for people opting for television rather than newspapers?

Speak out your mind on the topic for at least five minutes. Focus on aspects such as credibility, accuracy, depth and relevance of news.

Activity XI

The advent of foreign newspapers into India has received mixed reactions in the national media. Some national dailies perceive the entry of foreign newspapers as a serious threat to their existence.

To what extent are their fears justified? Voice your opinion on the topic. Speak about the possible repercussions.

Chapter VIII

Interpersonal Skills

By the end of this Chapter, the student will be able to:

- Know the Definition and Importance of Interpersonal Skills
- Learn the Strategies for Improving Interpersonal Skills
- Recognise the Role of Interpersonal Skills in a Team
- Understand the Role of Interpersonal Skills in Work Ethics

Communication leads to community, that is, to understanding, intimacy and mutual valuing.
- Rollo May

INTRODUCTION

Interpersonal skill means the way people interact with other people. We all start doing it from the moment we're born. And as we grow up, we get more skilled at communicating our wants and needs, our feelings and thoughts. We all find that people with good interpersonal skills are easy to be around. They connect with other people effortlessly, they seem to know the right things to say and they make communication in general an easy process. Interpersonal skills include the habits, attitudes, manners, appearance, and behaviors we use around other people which affect how we get along with other people.

Interpersonal Skills

In business context interpersonal skill means the measure of a person's ability to operate within business organizations through social communication and interactions. People spend a considerable part of their working day relating with others. That is the reason why employers appreciate employees who get along with people at all levels; therefore, they seek employees who have good interpersonal skills, such as communication, problem solving, and teamwork. You may be accustomed to doing things on your own, but sometimes "two heads are better than one." Considering the ideas of co-workers, even if they are different from yours, leads to creative and effective approaches to solving problems and getting the work done.

Importance of Interpersonal Skills

We sometimes do not understand how important interpersonal skills really are. It's easy to laugh and make jokes about people who obviously lack interpersonal skills, but sometimes we need to examine our own impressions on others to better prepare for success in life as well as for a productive career. Interpersonal skills enable you to work with-others harmoniously and efficiently. Working well with others involves understanding and appreciating individual differences. No matter how hard you work or how many brilliant ideas you may have, if you can't connect with the people who work around you, your professional life will suffer. In today's working world, unless you improve your social skills and become closer to your colleagues, you cannot succeed in your workplace. The way you are perceived by your manager and coworkers plays a vital role in things as minor as your day-to-day happiness at the office and as major as the future of your career.

Strategies for Improving Interpersonal Skills

The development of interpersonal skills begins early in life and is influenced by family, friends, and our observations of the world around us. Television and movies also influence this area, but most of these characteristics are passed along to us by our parents or guardians. Some aspects of interpersonal skills are even inherited. Appearance and some personality traits are largely influenced by our genes.

Correcting the Habits

For us to improve our interpersonal skills, we must first be aware of what we are like from the perspective of other people who interact with us. Habits we are unaware of, actions we think go unnoticed, and other things about us that might affect other people are impossible for us to change if we are not aware of them. One of the things that teachers try to do, starting in the early grades, is to help students to correct their bad habits and to develop good interpersonal skills. As we become adults, it increasingly becomes our own responsibility to initiate any changes in interpersonal skills that might be needed. They are more important than ever and they greatly influence both opportunities and success.

Some effective steps in improving interpersonal skills are:

- Have a cheerful, positive attitude about work and life in general. Let smile be the hallmark of your face. The positive energy of cheerfulness and smile will attract others to you.
- Identify a positive thing about each and everyone in your group and let them hear it. Generous praise and kind words of encouragement are winning ways. Do not hesitate to say 'thank you' when someone helps you.
- Be warm and in a welcome mood when people come to you. When you appreciate others, they are likely to give you their best.
- Make eye contact and address people courteously.
- Ask others for their opinions.
- Actively listen in order to show that you are keen to hear and understand the speaker's views.
- Facilitate an environment that helps others work together.
- Avoid favouritism.
- Do not talk bad about others especially behind their back.
- Help resolve conflicts in your group by being an effective mediator.
- Give the best attention to how you say things. A clear and effective communicator ensures clear understanding in the whole group.
- Make use of your sense of humor as an effective tool to overcome barriers in communication.
- Be empathetic or in other words put yourself in someone else's position and understand how they feel. Try to view situations and responses from another person's perspective.
- Avoid the bad habit of complaining.

Role of Interpersonal Skills in a Team

The amount of work to be accomplished in today's work environments has increased about as fast as the technological advances have permitted. Since the work to be done is often complex, requiring the expertise of several individuals, teams are formed to meet deadlines, project requirements, and budgets.

Employers greatly value individuals who can work effectively in teams because they can

- contribute efficiently to the organization's goals,
- complete complex projects rapidly, and
- respect other team members' thoughts and opinions.

Working in a team involves a delicate balance of personality, expertise, and cooperation. For a team to function, everyone must keep the best interests of the project, the company, and the team in mind.

Role of Interpersonal Skills in Work Ethics

Work ethics denote expectations of behavior and performance within a given environment. Taking the right decision at the right time in the right manner is an important application area of interpersonal skills in the larger context of work ethics. The habits, attitudes, manners, appearance and behaviors are all different aspects of interpersonal skills which in turn form a key component of work ethics. Interpersonal skills foster productivity and positive working relationship.

Critical thinking: This is a process that will guide you through difficult and complex questions with more than one correct answer, will help you develop

interpersonal skills. The process of critical thinking helps to decide on the best answer in a given situation.

Positive work ethics: These demand team building which is another important application area of interpersonal skills. It means the ability to develop strong, focused, achievement-oriented happy working group.

Conflict Management and Negotiation: Yet another significant application field of interpersonal skills in strengthening work ethics is conflict management and negotiation. It is a challenge to understand, identify and resolve workplace conflicts constructively. It demands the application of effective interpersonal skills to spot conflicts, decide whether to intervene, uncover and deal with the true issues involved, and design and carry out a conflict resolution process.

Crisis management: This is one other important application area of interpersonal skills that add value to work ethics. A manager gifted with interpersonal skills has the great ability to work through the crisis and resolve it skillfully. We live in an age of complex and varied crises at personal premises, workplace, socio-cultural space and at the global financial arena. Crisis emerges from within or without.

ACTIVITY

Activity I

Form yourself into pairs. Respond to the following situations.

- The administrative clerk is very rude to you when you enquire about your scholarship. How do you get the information from him without being equally rude?
- Your classmate looks always sad and does not mix well with other people in class. How would you make her/him friendlier?
- Your neighbour has a very bad habit of playing loud music. You are having your end semester exams. How do you convince him to reduce the volume?
- Your teacher is unhappy with you as you have not performed well in your examination. Explain your problems to her.
- You see two of your friends fighting. Intervene and make them friends again.

Activity II

Visit a park and observe people talking to each other. Assess their interpersonal skills and make a note of it. Discuss them in the class.

Activity III

Watch the movie 'Munnabhai MBBS' and comment on the interpersonal skills of Munnabhai.

Activity IV

Observe the interpersonal skills of your faculty members and the colleagues in any professional organisation in your locality and make a comparative analysis.

Chapter IX

Team Building

By the end of this Chapter, the student will be able to:

- Know the Definition of Team
- Know the Importance of Team Work
- Identify the Team Work involved in Mother Nature
- Know the Benefits of Team Work
- Know the Characteristics of Effective Team Work
- Know the Stages of Team Growth
- Know the Definition of Team Building
- Identify the Focus of Team Building
- Appreciate the Significance of Team Building

*Coming together is a beginning.
 Keeping together is progress.
 Working together is success.*

- Henry Ford

INTRODUCTION

TEAM can be interpreted as 'Together Everyone Achieves More'. It's possible to achieve almost anything as long as you are not worried about who gets the credit.

Definition of Team

Teamwork can be defined as a joint action by a group of people, in which each person subordinates his or her individual interests and opinions and strives for the unity and efficiency of the group. This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal. It is people and people working together who constitute the deciding factors between successful and unsuccessful organisations and nations.

Importance of Teamwork

Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Most companies realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce, and/or a better product will result when a team approach is taken. Therefore, it is important that you learn to function in a team environment so that you are aware of the teamwork skill before you enter the workforce.

Lessons from Mother Nature

The importance of teamwork can be learnt not only through adventure, games and lectures, but also by observing Mother Nature.

Teamwork can be found everywhere in the world from flocks of birds, herds of grass-eating herbivores, teams of predators to colonies of ants and termites.

The motivation for teamwork could be:

- **For defense:** Flapping of wings by flocks of birds to confuse a predatory eagle.
- **For food:** The strange Damaraland mole rats drill through the soil as a team of up to 40 family members, looking for the roots and tubers that fill their empty stomachs.
- **For survival:** Some flowers can be pollinated only by a particular insect. The arrangements have led some scientists to ponder who is getting the better deal: Is it the birds and insects or the plant? The answer lies in their "symbiotic" relationship -- meaning both organisms benefit mutually from the other.

We cannot dare to imagine the damage that may happen to our ecology and these animals, birds and plants if there wasn't a perfect synergy amongst these teams and team members. If organisations relate their workplace to Mother Nature, a lot could be achieved. Team members work together with synergy to achieve the goals and the vision of an organisation.

Benefits of Team Work

The benefits of 'Teamwork' include that it:

- reduces costs;
- improves quality of service provided;
- increases employee involvement;
- reduces conflict;
- enhances creativity and innovation;
- creates better adaptability and flexibility.

Difference between Group and Team

People often mistake a 'group' for a 'team.' The essential difference between them is, in a group members work independently and they often are not working towards the same goal, whereas, in a team, members work interdependently and work towards both personal and team goals, and they understand that these goals are accomplished best by mutual support.

Characteristics of Effective Teams

The following are the eight characteristics of effective teams that were identified by Larson and LaFasto in their book titled, *Teamwork: What Must Go Right/What Can Go Wrong* (Sage Publications 1989).

- The team must have a clear goal. Avoid fuzzy, motherhood statements. Team goals should call for a specific performance objective, expressed so concisely that everyone knows when the objective has been met.
- The team must have a results-driven structure. The team should be allowed to operate in a manner that produces results. It is often best to allow the team to develop the structure.
- The team must have competent team members. In the education setting this can be understood that the problem given to the team should be one that the members can tackle given their level of knowledge.
- The team must have unified commitment. This doesn't mean that team members must agree on everything. It means that all individuals must be directing their efforts towards the goal. If an individual's effort is going purely towards personal goals, then the team will confront this and resolve the problem.
- The team must have a collaborative climate. It is a climate of trust produced by honest, open, consistent and respectful behavior. With this climate, teams perform well...without it, they fail.
- The team must have high standards that are understood by all. Team members must know what is expected of them individually and collectively. Vague statements such as "positive attitude" and "demonstrated effort" are not good enough.
- The team must receive external support and encouragement. Encouragement and praise works just as well in motivating teams as it does with individuals.
- The team must have principled leadership. Teams usually need someone to lead the effort. Team members must know that the team leader has the position because he have good leadership skills and is working for the good of the team. The team members will be less supportive if they feel that the team leader is putting him/her above the team, achieving personal recognition or otherwise benefiting from the position.

Stages of Team Growth

It is important for the team members to know that teams don't just form and immediately start working together to accomplish great things. There are actually stages of team growth and teams must be given time to work through the stages and become effective. Team growth can be separated into four stages.

Stage 1: Forming. When a team is forming, members cautiously explore the boundaries of acceptable group behavior. They search for their position within the group and test the leader's guidance. It is normal for little team progress to occur during this stage.

Stage 2: Storming. Storming is probably the most difficult stage for the group. Members often become impatient about the lack of progress, but are still inexperienced with working as a team. Members may argue about the actions they should take because they are faced with ideas that are unfamiliar to them and put them outside their comfort zones. Much of their energy is focused on each other instead of achieving the goal.

Stage 3: Norming. During this stage, team members accept the team and begin to reconcile differences. Emotional conflict is reduced as relationships become more cooperative. The team is able to concentrate more on their work and start to make significant progress.

Stage 4: Performing. By this stage the team members have discovered and accepted each other's strengths and weaknesses, and learned what their roles are. Members are open and trusting and many good ideas are produced because they are not afraid to offer ideas and suggestions. They are comfortable using decision making tools to evaluate the ideas, prioritize tasks and solve problems. Much is accomplished and team satisfaction and loyalty is high.

Definition of Team Building

Team building is aimed at developing a strong, focused, achievement-oriented happy working group. Today, in most of the workplace situations, performance depends on the strength and spirit of the team. For effective team building and sustenance, 'team storming' and discussions are important. The strength of a team depends on the degree of alignment between an individual's values, goals, style, perceptions, semantics, or agenda with that of the organisation.

Critical Factors in Building a High Performance Team

- **Diversity of skills and Personalities:** When people use their strengths in full, but can compensate for each other's weaknesses. When different personality types balance and complement each other.
- **Direction of the Goals:** The other critical element of team work success is that all the team efforts are directed towards the same clear goals, the team goals. This relies heavily on good communication in the team and the harmony in member relationships.

Focus of Team Building

- Task includes needs, skills, resource allocation, procedures and criteria of measurement, criteria of achievement, review and upgradation.
- Goals include objectives, purposes, values, vision and strategies, planning for a short term or long term or both.
- Relationship includes interpersonal skills, awareness in group context and feedback.

Significance of Team building

For a Team Member

- Get a chance to discover his identity.
- Takes pride in one's own achievement.
- Does not feel pressurised to change, but learns to adapt voluntarily.
- Develops feelings that "I am consulted before changes are made".
- Develops a sense of confidence and transparency.
- Brings in a sense of belongingness and ownership.
- Learns to pool his energies with the team's energy.
- Develops personal interest in each person's achievement.
- Takes pride in the achievement of the group.
- Helps group to work together to create conditions of excellence.
- Learns to give critical feedback on performance.
- Learns to sublimate personal needs and ambitions to team goals.

To an Organisation

- Creates a sense of belongingness to the organisation.

Soft Skills-II

- Effective management of complex change.
- Increased ability to respond to ever changing work demands and environment.
- Increased "Productivity" because of prevention and anticipation of problems.
- Achievement of high levels of motivation, task accomplishment and job satisfaction.
- Improved commitment.
- Synergism - multiplies energies of its members...

ACTIVITY

Activity I

Prepare a plan of action for the situations that follow, based on the steps enlisted:

Step 1: Identify the specific problem and create a one-sentence description.

Step 2: What are the possible causes?

Step 3: What are the possible solutions?

Step 4: What is the best possible solution?

Step 5: Make an implementation plan.

Situations

- Planning a fete at your college
- Organizing a tour
- Organizing a sports event
- Inviting a movie personality as a chief guest to the annual function
- Inviting friends for a birthday party

Activity II

Imagine yourself to be the leader of your class. Your trainer asks you to prepare for a drama competition. How will you build a winning team?

Activity III

Discuss the role of campus teamwork in identifying opportunities for all-round academic and career development programs on the campus.

Activity IV

Discuss the importance of teamwork in combating terrorism and Maoist threats in several states in India.

Chapter X

Leadership

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

- Know the Definition of Leadership
- Understand the Importance of Leading
- Know the Leadership Qualities
- Understand Corporate Leadership

It is a fine thing to have ability, but the ability to discover ability in others is the true test of leadership.

- Lon Holtz

INTRODUCTION

The position of a Manager in an organization gives authority to accomplish certain tasks and objectives but this power seldom makes him a leader. On the contrary, this power may develop him into a boss. Leadership differs in that it enables the followers to achieve high goals, rather than simply bossing people around. To inspire your workers into higher levels of teamwork, there are certain things you must know and do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills.

Definition of Leadership

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes such as beliefs, values, ethics, character, knowledge and skills. Good leaders are made, not born. They develop through a never ending process of self-study, education, training, and experience. With a strong desire and willpower, you can become an effective leader.

Importance of Leadership

Leaders help the followers see what lies ahead or in other words they help the whole group visualize what can be achieved and they encourage and inspire all the time. In the absence of leadership, human beings slip to argument and conflict, . chaos and degeneration. Leadership energizes people towards a goal.

Leadership Qualities

Every organization needs leaders at every level. Leaders can be found and nurtured if you look for the following character traits in them.

Clear Vision: A leader has a clear vision with a vivid picture of where to go and how to achieve success. But it's not enough to have a vision; leaders must also share it and act upon it. Jack Welch, former chairman and CEO of General Electric Co., said, "Good business leaders create a vision, articulate the vision, passionately own the vision and relentlessly drive it to completion."

Integrity: Leaders should have the ability to integrate outward actions and inner values. A person of integrity has no dubious nature. His mind is one and same from both outside and inside. Honest dealings, predictable reactions, well-controlled emotions, and an absence of tantrums and harsh outbursts are all signs of integrity. A leader who is centered in integrity will be more approachable by his followers. Such an individual can be trusted because he or she never veers from inner values, even when it might be expeditious to do so. A leader must have the trust of followers and therefore must display integrity.

Dedication: A leader inspires dedication by example, doing whatever it takes to complete the next step towards his vision and spending whatever time or energy is necessary to accomplish the task at hand. By setting an excellent example, leaders can show followers that there are no nine-to-five jobs on the team, only opportunities to achieve something great.

Magnanimity: It means giving credit to the things and deeds where it is due. A magnanimous leader ensures that credit for successes is given to everybody in the company. On the other hand, a good leader takes personal responsibility for failures. This sort of reverse magnanimity helps people to feel good about them and allows drawing the team closer. To spread the fame and take the blame is a hallmark of effective leadership.

Modesty: Leaders with humbleness recognize that they are no better or worse than other members of the team. They show their modesty by elevating everyone and are not self-effacing. Leaders with humility also understand that their status does not make them a god. Mahatma Gandhi is a role model for Indian leaders, and he pursued a "follower-centric" leadership role.

Openness: Leaders always welcome new ideas from others, even if they do not conform to the usual way of thinking. Openness builds mutual respect and trust between leaders and followers, and helps to further its vision by taking new ideas.

Creativity: The ability to think differently, to get outside of the box that constrains solutions is called creativity which a leader definitely possesses. Creativity gives leaders the ability to see things that others have not seen and thus lead followers in new directions.

Fairness: Dealing with others consistently and justly is what is meant by fairness. A leader must check all the facts and hear everyone out before passing a judgment. He or she must avoid leaping to conclusions based on incomplete evidence. When the followers feel that they are being treated fairly, they reward a leader with loyalty and dedication.

Assertiveness: Often aggressiveness is mistaken for assertiveness. The ability to clearly state what one expects without any misunderstandings is assertiveness. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader. According to the Journal of Personality and Social Psychology, February 2007 issue, published by the American Psychological Association, it seems that being under assertive or overassertive may be the most common weakness among the aspiring leaders and many leaders have difficulty in striking the right amount of assertiveness,.

Sense of Humor: Effective leaders use humor to energize their followers. It is vital to relieve tension and boredom, as well as to defuse hostility. Humor is a form of power that provides some control over the work environment. And simply put, humor fosters good companionship.

Intrinsic traits such as intelligence, good looks, height and so on are not necessary to become a leader. Anyone can cultivate the proper leadership traits.

Corporate Leadership

Corporate leadership is a process. It involves the dynamics of various factors that influence self, others and the organization as a whole. Corporate leadership is visible in terms of growth and change that an organisation undergoes in order to achieve results and to fulfill a vision or purpose. The components of corporate leadership are dealt with in detail below:

PROCESS

The process of corporate leadership is guided by continuity in improvement and involves inputs and outputs that contribute to and results in organisational growth. It is generally seen that too many of our so-called business leaders once they attain the position of power, move away from the notion of process, stop learning and improving, and resultantly lead themselves to their inevitable irrelevance and insignificance in today's dynamic environment.

INFLUENCE

Another key dimension of corporate leadership is influence of the leader which is often misunderstood. Influence is not just about the style of the leader but also about the style of those he wishes to lead. It is about the relationship and the whole array of influencing tools at the disposal of the leader. Influence by power

and status are becoming increasingly irrelevant. Influence by empowerment, facilitation and inspiration is assuming increasing acceptance in the modern day corporate environment of globalisation. Leaders have a responsibility and an opportunity to influence people to expand their world-view.

DEMONSTRATE QUALITY, SANE RESULTS

A leader has to 'walk the talk'. Effective leadership should be able to produce and show own results in managing the given challenges and in moving towards higher level of purpose. Anything else on the part of leadership lacks in credibility and appeal. Results denote quality results and relationship results. People do not accept organisational success that compromises the interest and support of the group. Quality of work-life and work-life balance are some of the factors that people expect of the leadership to ensure.

CATALYTIC VISION

Process, influence and results that define leadership are perceived in terms of the ability to balance the interests of today and the future; with care and concern for each individual in the group, while not losing focus on the whole group; by balancing stability and change; by not discarding the value of the past, yet shaping the future.

Corporate Leadership: the Jack Welch Way

Jack Welch, former Chairman and CEO of General Electric Co., has been with the Company since 1960. Having taken GE with a market capitalization of about \$12 billion, Jack Welch turned it into one of the largest and most admired companies in the world, with a market value of about \$500 billion, when he stepped down as its CEO 20 years later, in 2000. Although Jack Welch is 'the celebrated leader' of a global manufacturer often noted for its technological prowess, he has utilized a very human process to drive change through GE's vast organization. Having respect for the individual as a pivotal force in organizational change, Welch created a model of exceptional performance every corporate leader can learn from.

The Role of the Leader in the New Economy

As Jack Welch wrote in a letter to shareholders: "In the old culture, managers got their power from secret knowledge: profit margins, market share, and all that... In the new culture, the role of the leader is to express a vision, get buy-in, and implement it. That calls for open, caring relations with every employee, and face-to-face communication. People who can't convincingly articulate a vision won't be successful. But those who can will become even more open - because success breeds self-confidence."

ACTIVITY

Activity I

Identify an iconic corporate leader in India and evaluate the qualities and achievements that have elevated him to the leadership that he holds.

Activity II

Make an assessment of the leadership qualities of Dhoni as the captain of Indian cricket team.

Activity III

Interview a corporate leader in your locality in order to find out his journey to leadership.

Chapter XI

Public Speaking

By the end of this Chapter, the student will be able to:

- Know the Definition of Public Speaking
- Understand the Purpose of Public Speaking
- Know the Elements of Public Speaking
- Understand the Basic Rules for Effective Public Speaking
- Know the Attributes of an Effective Speaker
- Understand the Factors Affecting Platform Behavior
- Know the General Tips for Effective Speaking

A good orator is pointed and impassioned.

- Marcus T. Cicero

INTRODUCTION

Speaking is an important method for communicating knowledge and expressing ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as in your personal life. According to Wikipedia, public speaking is "the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners".

Purpose of Public Speaking

The purpose of public speaking can range from simply transmitting information, to motivating people to act and sometimes to simply tell a story. Good orators should be able to change the emotions of their listeners, not just inform them. Public speaking can be a powerful tool to use for purposes such as motivation, influence, persuasion, informing, translation, or simply entertaining.

Elements of Public Speaking

In public speaking, as in any form of communication, there are five basic elements.

I. Audience Awareness

The better you know your listeners the better your presentation will be. Many speakers, often, are self-centered. They design a message that sounds good to them. The audience centered speaker provides what the people need.

II. Positive Preparation

Fear syndrome should be far away from your preparation. Forget worrying about the possibilities of what can go wrong. Instead, think about the positives. Note that everything you know can't be shared. Pinpoint the most powerful aspects of the speech and look forward to releasing them.

III. Confident Content

Too often we draw our confidence from our delivery style. But that is overrated. Content is more important than your style of expression. The less confident you are with your delivery the more critical it is that you are confident with your content. Know exactly the benefit the audience will receive from the information you share.

IV. Test the Technology beforehand

Check the microphones, laptop, etc. before the event. Inspect it with enough time to repair it if needed.

V. Validate Value

This element ties the previous four points together.

Value the audience. Remember that you are talking to people with fears and also with dreams.

Value preparation. Don't try to wing-it and don't overprepare thinking it will make you perfect.

Value content. Have a clear message that cannot be missed. Also, make it practical so that it can be immediately applied.

Value technology. If PowerPoint strengthens your message only then use it; if it doesn't, then don't. Only use technology that will enhance the message. If you know those four areas, the fifth - validate value - will be guaranteed. You will know what you are going to say, who you are saying it to, and why you are sharing it.

Basic Rules for Effective Public Speaking

- Always have something important to speak on.
- Care about what you are talking about and do not lose focus.
- Keep it simple, but effective.

Attributes of an Effective Speaker

Integrity

The speaker should be honest and sincere.

Knowledge

The speaker must have sufficient knowledge of the subject to be presented.

Skill

Skill is a developed talent or ability. Skill is obtained through consistent practice. The more experience you have in speaking, the more skillful a speaker you become.

Self-Confidence

A good speaker should have a firm belief in his own abilities and traits.

Eloquence

A good speaker should have powerful and effective language and delivery skills.

Factors Affecting Platform Behavior

Preparation

Being prepared is the best thing that you can do to ease nervousness.

Poise

Try to have composure.

Mental Attitude

The way you feel can affect how you do.

Experience

The more you speak, the more confident you become.

Physical Control

Sixty-five percent of a communicated message is nonverbal.

Focus on Eye Contact, Body Actions and Gestures.

Verbal Delivery

Focus on Tone, Pitch, Rate, Force and Articulation.

Physical Control

Eye Contact

Make sure that you look at everyone while you are speaking. Eye contact helps the audience to listen more effectively. It makes each member of the audience feel special.

Body Actions

They help to ward off nervousness and to emphasize a point.

Natural Movement

You can monitor the effectiveness of your message by watching the body language of your audience.

Gestures

Facial expressions and hand gestures add life to a presentation. Gestures let your audience know the importance of the topic and how you feel about it. Try not to overdo the same gestures, as this can be distracting.

Verbal Delivery

Tone

Tone is the quality and manner of expression. It should be upbeat and friendly and yet concerned. Use a tone that exudes authority. Vary the tone according to the situations.

Pitch

Pitch is the variety of high and low sounds in your voice. Try to vary your pitch, depending on what point you are trying to make. Try not to raise the pitch at the end of sentences.

Rate

- Rate is the speed of what you say. Try to talk about 100 words per minute.
- Pause during main ideas to create time for your listeners to process the information and to organize your thoughts.

Force

Force is the loudness or softness of the words that you say. Speak to be heard, but not too loudly. Adjust the level of your voice in case of barriers (noises) and to emphasize key concepts.

Articulation

Articulation is the act of vocal expression, utterance or enunciation. Speak clearly and distinctively. Pronounce words correctly.

General Tips for Effective Speaking

Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations:

- **Know the room** - Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the microphone and any such visual aids.
- **Know the audience** - Greet some of the audience as they arrive because it becomes easier to speak to a group of friends than to a group of strangers.
- **Know your material** - If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
- **Relax** - Ease tension by doing exercises.
- **Visualize yourself giving your speech** - Imagine yourself speaking with your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
- **Realize that people want you to succeed** - Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
- **Don't apologize** - If you are nervous don't make the mistake of apologizing. You may be calling the audience's attention to something they hadn't noticed. Keep silent.
- **Concentrate on the message** - not the medium. Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will dissipate.

- **Turn nervousness into positive energy** - Harness your nervous energy and transform it into vitality and enthusiasm.
- **Gain experience** - Experience builds confidence, which is the key to effective speaking.
- **Focus on the message** - Your audience is there to hear your message. Relax and deliver that message, instead of focusing on yourself.
- **Have the Right Choice** - Make sure that your speech is right for your audience.
- **Take your time** - Don't read your speech word-for-word and don't rush through it. Be conversational. Talk with ease as if you were talking with a group of friends.
- **Be natural and animated** - Don't stand up there like a stick, clenching the podium at both sides. Use hand gestures, drink water, move around a little. But don't rock back and forth - that conveys nervousness.
- **Keep the speech short and simple** - Do not make elaborate speeches as they may be boring to your listeners.
- **Make eye contact with the audience** - Connect with them. Get them to nod their heads to acknowledge what you're saying. Make them pay attention to you.
- **Practice your speech ahead of time** - Take time to pause in the right places to make eye contact and catch your breath.
- **Don't get into a debate if someone disagrees** - Talk with him/her after your speech.
- End with a clear message.
- End on a positive note.
- Anticipate questions and prepare answers.
- Have fun and enjoy the experience!
- End with a clear message.
- End on a positive note.
- Anticipate questions and prepare answers.
- Have fun and enjoy the experience!
- **Remember the three E's:** In order to become an effective speaker, always Energize, Entertain and Educate.

ACTIVITY

Activity I

Face the whole class and do a 'just a minute' speaking exercise on any topic of common interest and value.

Activity II

Based on your impressions about the public speaking skills of Obama, discuss why millions of people all over the world admire him.

Activity III

Students, who are not confident enough about their speaking skills in public, can be asked to explain their difficulties in a few sentences each.

Chapter XII

Group Discussion

By the end of this Chapter, the student will be able to:

- Understand the Meaning and Importance of GD
- Know the Types of GD
- Understand the Methods to Prepare for a GD
- Know the Skill sets necessary for a GD
- Understand the Role of Non-Verbals in GD
- Learn the Do's and Don'ts of GD

Victory isn't simply walking across the goal line; it's struggling through opposition to reach the goal.
- **Prakashjha**

INTRODUCTION

You must be already familiar with the discussion. You will learn more about it in this chapter.

Definition of Group Discussion

A Group Discussion (GD) is a methodology used by an organization to guess whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the same among themselves for about 15-20 minutes. A good number of students mistake a GD for a debate. As a result, we find a turbulent situation in quite a few GDs. They think they have to score points over others as in a wrestling match. However, what is expected is student participation in a systematic discussion on a particular topic.

Importance of GD

- It helps to understand a subject more deeply.
- It improves the ability to think critically.
- It helps in solving a particular problem.
- It helps the group to make a particular decision.
- It gives a chance to hear other students' ideas.
- It improves the listening skills.
- It increases the confidence levels of the participants, especially in expressing themselves.
- It can change the attitude of the participants.

Types of GD

GDs can be **topic-based** or **case-based**.

TOPIC-BASED GDS

They can be classified into three types:

- (i). Factual Topics
- (ii). Controversial Topics
- (iii). Abstract Topics

Factual Topics

Factual topics are about practical things, which an ordinary person is aware of in his day-to-day life. Typically, these are about socio-economic topics. These can be current, i.e. they may have been in the news lately, or could be unbound by time. A factual topic for discussion gives the candidate a chance to prove that he is aware of and sensitive to his environment.

E.g. 'The education policy of India', 'Tourism in India', 'State of the aged in the nation', etc.

Controversial Topics

Controversial topics are the ones that are argumentative in nature. They are meant to generate controversy. In GDs where these topics are given for discussion, the noise level is usually high, there may be tempers flying. The idea behind giving a topic like this is to see how much maturity the candidate is displaying by keeping his temper in check, by rationally and logically arguing his point of view without getting personal and emotional.

E.g. 'Reservations should be removed', 'Women make better managers, etc'.

Abstract Topics

Abstract topics are about intangible things. These topics are not often given for discussion, but their possibility cannot be ruled out. These topics test the participant's lateral thinking and creativity.

E.g. 'A is an alphabet', 'Twinkle twinkle little star', 'The number 10'.

CASE-BASED CDS

Another variation is the use of a case instead of a topic. The case study tries to simulate a real-life situation. Information about the situation will be given and the participant would be asked as a group to resolve the situation. In the case study there are no incorrect answers or perfect solutions. The objective of the case-based GD is to enable the participant to think about the situation from various angles.

IIM A, JIM Indore and IIT Mumbai have a case-based discussion rather than topic-based discussion in their selection procedures.

Preparing for a GD

While GD reflects the inherent qualities of an individual, appearing for it unprepared may not augur well for you. The following tips would help you prepare for CDs:

Reading: This is the first and the most crucial step in preparation. This is a never ending process and the more you read, the better you are in your thoughts. While you may read anything to everything, you must ensure that you are in good touch with current affairs, the debates and hot topics of discussion and also with the latest in the IT and ITES industry. Chances are the topics would be around these. Read both for the thoughts as well as for data. Also read multiple view points on the same topic and then create your point of view with rationale. Also create answers for counter arguments for your point of view. The electronic media also will be of good use here.

Mocks: Create an informal GD group and meet regularly to discuss and exchange feedback. This is the best way to prepare. This would give you a good idea about your thoughts and how well can you convince. Remember, it is important for you to be able to express your thoughts well.

Skill sets necessary for a GD: Leadership Skills - Ability to take leadership roles and be able to lead, inspire and carry the team along to help them achieve the group's objectives.

Communication Skills: Candidates will be assessed in terms of clarity of thought, expression and aptness of language. One key aspect is listening. It indicates a willingness to accommodate others' views.

Interpersonal Skills: People skills are an important aspect of any job. They are reflected in the ability to interact with other members of the group in a brief situation. Emotional maturity and balance promotes good interpersonal relationships. The person has to be more people-centric and less self-centered.

Persuasive Skills: The ability to analyze and persuade others to see the problem from multiple perspectives.

Non-Verbals in GD

Non-verbal skills are important in a GD. Your body speaks a lot about you. Your mannerisms reflect your attitude. Emotions are all conveyed through body language. Some useful tips for the effective use of body language during GD:

- Keep eye contact with the speaker and gently nod your head to reveal that you are listening actively.

- When you speak, make sure that you make eye contact with everyone on the discussion panel (eye contact provides feedback on how the points that you have made are being received).
- Avoid negative / excessive gestures like finger pointing and table thumping
- Do not show lack of interest or dislike of the topic. Even if you do not like the topic, try to develop interest and show enthusiasm.

Do's and Don'ts of GD**DO'S OF GD**

- Think clearly before you speak.
- Start a discussion only if you are confident about making a good launch point.
- Use clear, short and sentences in simple (powerful) language.
- Be attentive and thereby ensure that others are motivated by your keen listening.
- Keep an objective stand and avoid illogical bias.
- Use natural positive body language, inspire others to join the discussion, without openly asking them to come forward.
- Maintain a positive attitude; sit straight and maintain eye contact with all the fellow participants.
- Make the discussion lively.
- Use vocabulary suitable to the topic.

DON'TS OF GD

- Do not shout and try to enforce your views on others.
- Avoid glaring body language not suitable to the nature and scope of the discussion.
- Do not wear shabby clothes; wear neat, comfortable formals.
- Do not use statistics which is not reliable.
- Do not send a message of treating other participants inferior.
- Avoid jargons and slang.
- Do not ask questions for the sake of asking (question is a clarification tool, not a weapon to expose others).
- Do not waste time by giving unnecessary elaboration on areas of limited relevance to the discussion; it kills the flow of the discussion.
- Do not use English language to parade language skill, (language is only a vehicle to convey ideas, not the core purpose of the discussion).
- Do not argue, just discuss.
- Do not be over-awed by yourself; be open to listening; be an active listener.

ACTIVITY

Divide the class into groups of five to six each. One of the group members acts as the moderator conducting the Group Discussion. The discussion should have participants expressing their opinions both in favour of and against the given topic. At the end, the moderator will sum up the discussion.

Topics

- Cricketers should be banned from advertising products.
- Cell phones should not be allowed on campus.
- Uniform brings equality among students.
- Laloo magic and the Railways.
- Computers are better teachers.
- Football is a better game than cricket.

Chapter XIII

Negotiation

By the end of this Chapter, the student will be able to:

- Know the Art of Negotiation
- Learn the Importance of Negotiation
- Know the Basic Elements of Negotiation
- Know the Stages of Negotiation
- Learn the Types of Negotiation
- Learn the Techniques of Negotiation

Never cut what you can untie.

- Joseph Joubert

INTRODUCTION

A dialogue either between two persons or two groups intended to resolve disputes, to produce an agreement upon courses of action, to bargain for individual or collective advantage, or to craft outcomes to satisfy various interests is called Negotiation. It is the primary method of alternative dispute resolution. Negotiation occurs in business, non-profit organizations, government branches, legal proceedings, among nations and in personal situations such as marriage, divorce, parenting, and everyday life. The study of the subject is called Negotiation Theory.

Importance of Negotiation

Negotiation is a skill important for executives, leaders, and managers for the reasons given below.

DYNAMIC BUSINESS WORLD

People have to negotiate and renegotiate their relevance and role in organizations throughout their career. Generally, modern day executives do not stay in the same job for a long time. The twin hallmarks of modern work environment are mobility and flexibility. Such a trend means that an executive must create possibilities, integrate his interests with that of others and recognize that there will be competition both within companies and between companies, all on a continual basis. Negotiating opportunities is a challenge that a manager has to address in frequent periodicity.

INTERDEPENDENCE

Executives are expected to develop the art of integrating their interests and work with the business units and functional areas. The increasing degree of specialization and expertise in the business world implies that people are increasingly dependent on others to supply the components for a complete service or product. Negotiation is required wherever managers need to know how to promote their own interests while simultaneously creating value for the other organizations involved in various current and upcoming business deal(s).

COMPETITION

Competition in business is on the rise. Naturally, managers need to function not just as promoters of their products and services, but they must also recognize inter-company competition and sometimes even inter-unit competition within the very same organisation. Negotiation skills are required to apply the understanding of the intricacies and dynamics of the competitive environment.

INFORMATION AGE

The opportunities and challenges for the manager as negotiator also arise from the legacy of the information age. Managers need to be able to negotiate at a quick pace and short notice thanks to the constant improvement in technology-driven business environment covering the whole world. The ability to identify and sort out relevant information from irrelevant information is critical for successful negotiation.

DIVERSITY

The importance of negotiation skills is critical in the face of the increasing diversity involving business contacts of different nationalities, backgrounds and styles of communication representing varied functional units, industries, and cultures. It is a huge challenge to have a blanket approach to cover all the different contexts, groups, and places.

Basic Elements of Negotiation

Negotiation comprises of 4 elements:

- (i). **Strategy:** It consists of top level goals.
- (ii). **Processes:** It typically includes relationship and the final outcome.
- (iii). **Tools:** These include the steps that will be followed and the roles taken in both preparing for and negotiating with the other parties.
- (iv). **Tactics:** These can be seen as more detailed statements and actions and responses to others' statements and actions.

Stages of Negotiation**Pre-Negotiation**

Before you decide to negotiate, prepare by setting your objectives. You have to take into account how it will benefit the other party. Know what your opposition is trying to achieve by their negotiation. This is useful information that could be used to your benefit and may well be used to reach a final agreement.

Negotiating

It is important that you approach the other party directly to make an appointment to negotiate should it be in person, writing or by phone (not through a phone operator, receptionist, assistant etc. as this will allow you to set the agenda in advance, and improve the prospects of the other party preparing sufficiently enough to make a decision on the day. Try to be fairly open about your reason for contact. You need two things while negotiating - Confidence and Power. Confidence comes from knowing your business, your product, what it's worth, and being able to communicate this well to the other party: Power will come from your ability to influence.

Coming to an Agreement

Once you have come to a final agreement, it is important that you have it down in writing along with both parties' signature.

Types of Negotiation

Depending upon the situation and time, the way the negotiations are to be conducted differs. The skills of negotiations depend and differ widely from one situation to the other. Basically the types can be divided into three broad categories.

Day-to-day Managerial Negotiations

Such types of negotiations are done within the organization and are related to the internal problems in the organization. It is with regard to the working relationship between the groups of employees. Usually, the manager needs to interact with the members at different levels in the organization structure. All this requires entering into negotiations with the parties internal to the organization.

Commercial Negotiations

Such types of negotiations are conducted with external parties. The driving forces behind such negotiations are usually financial gains. They are based on a give-and-take relationship. Commercial negotiations successfully end up into contracts. It relates to foregoing of one resource to get the other.

Legal Negotiations

These negotiations are usually formal and legally binding. Disputes over precedents can become as significant as the main issue. They are also contractual in nature and relate to gaining legal ground.

Negotiating Techniques

When they deal with negotiations, business schools emphasize on the quality of the relationship between the two parties. The negotiation is mainly described as a conversation between polite persons. The two parties explore their common interests and try to reach the win-win option. According to the balance of powers, we have two main strategies: Attack or Appease. In fact, during the negotiation the two can be mixed.

ATTACK

Since the balance of power is clearly in your favor, you need not hesitate to attack immediately once the negotiation is open. Of course, even when the balance of power is clearly on your side, things are not always so easy and we have to envisage all the types of situations.

Opening

As in chess game, the opening is very important in any negotiation. As the balance is for you, begin by stating your upper position and make clear that it is also your only possible solution. You have to opt for an aggressive opening but it's better for everybody to avoid making threats, menace, insult and so on.

Middle Course

Usually, during the middle course, each party tries to concentrate on the core of common interests. Negotiation then comprises of common thought and not of confrontation. Try as much as possible to change from being an opponent to advisor analyzing all the possible options to the other party.

In the event of deadlock, proceed as follows: Re-clarify the common aims. Reformulate the questions that have been badly posed. It is sometimes just necessary to call things otherwise to free the situation. Faced with an option, rather than refusing it, propose another option.

Remember that the negative consequences of failure for the other party are only a last resort. Always stay calm when your opponent becomes aggressive. Disassociate yourself to remain in control of your emotions.

However, most negotiators try to manage a crisis during the middle course. When they feel that things are not going in their way, they suddenly menace to leave the negotiation and so on. This crisis is a part of the negotiation and must be carefully prepared and managed. As the balance is on your side, you have interest to take the initiative of the crisis.

End of the Negotiation

Be very careful about the final minutes of the negotiation. You think that you have gotten your goals and you relax. What is more you want to be friendly with your opponent. It's at this time that an agile opponent can demand one-sided gains. You could agree because you have lowered your defense and sometimes you realize that these outside gains give to the opponent an advantage that you should have never conceded in the middle of the negotiation.

APPEASE**Opening**

It's not your interest to attack. Just start with your upper position but try to explain it as fairly as you can. Insist on the idea that your goal is to find a common agreement with a high value placed on the constant relationship between you and your opponent. Be courteous but nevertheless be firm to deter the aggressiveness of the other party.

Middle Course

Do not hesitate to make one sided concessions with the expectation that the opponent will reciprocate. Anyhow you don't lose anything because anyway you should have been quite obliged to make these concessions.

Consequently, go to the win-win position and try to defend it. Always say that you are seeking to solve a problem and not to gain a benefit. Explore and take in to account the problem of the other party. Let him complaint and try to place you above the fight just as if you were a mediator between the two parties!

If you are under a strong pressure, use the following tips: Say that you do not understand, come back in the previous discussions, make your best to keep the debate unclear and confuse. By the end your opponents can lose the follow of their arguments and concede a card just because they have been too much confused!

On the other hand, prepare to face a crisis. The opponents will say that they are losing their time, that you are incompetent and that they have never experienced a so stupid bargaining. No matter. Keep cool and play the outrageous dignity. Give a feeling of culprit to your opponents. Bored by this feeling, they can leave you more advantages than you expected!

End of the Negotiation

If you have survived, it is well and good. If the result is too bad, you always can ask for a delay. Anyway, when you have given your agreement, you have to respect it.

ACTIVITY

Activity I

Imagine the scene in a house. A brother and sister argue about the disturbance created by their divergent taste for music.

- Ask two students to play the roles of a brother and sister.
- They are listening to music.
- Each one justifies his/her kind of music.
- They argue spiritedly.
- When a compromise does not appear to be in sight, they realize the wisdom of settling their dispute through negotiation.
- They agree to reconcile their differences. They compromise in the end by allowing each one a convenient time slot to listen to the favourite music.

Activity II

The scene is an office. An employee seeks a transfer to the place where his family belongs to.

- Let the students write down points in support.
- Let the students explain the personal problems faced by the employee.
- Let them show how his work is affected.
- Let them discuss its impact on his mind.
- Let them explain how these points can be used effectively to convince the boss.
- Sum up the process.

Activity III

You want to buy a music system. The shopkeeper shows you an excellent model. You think, however, that it is too expensive. But you want it at any cost. Discuss your plan to convince the shopkeeper.

- Ask students to form pairs.
- Let each pair draw up a plan.
- List the bargaining points.

- Talk about their merits.
- Try to evolve a consensus.
- Show reasons why the plan is foolproof.
- Conclude the sale.

Activity IV

You are the captain of your team that has performed exceedingly well. All the team members demand a bonus. You have to talk to the management.

- Let the students elect a captain.
- He will speak on behalf of his mates.
- The management is reluctant to agree to his demand.
- The captain talks about his team's efforts, their commitment towards the goal of winning.
- He also mentions their level of motivation.
- He talks about their team-spirit.
- He underlines the contribution of each member.
- He mentions their 'never-say-die' attitude.
- He makes a perfect case for getting the bonus.
- Round off the presentation with the message that action always speak louder than words.

Activity V

Students discuss their plans for organizing a picnic. The focus is on evolving a consensus.

- Make a list of options available.
- Discuss those places which are most popular.
- Narrow down the choices to two.
- Examine the budget required for each of them.
- Find out the affordability.
- Talk about the mode of transport.
- Find out the cost of hiring a vehicle.
- Bargain with the travel agent.
- Settle for the best option without compromising on quality.
- Sum up the discussion with the message to appear interested but not desperate.

Activity VI

A patient requires a complex surgery but is unable to afford the cost. He tries to convince the hospital authorities to reduce the cost of treatment.

- The hospital is insistent and refuses to reduce the cost of surgery.
- It explains the logistics of the whole operation, the equipment, and the doctor's fees.
- It also turns down the request to reduce the scale of operation.
- The patient, however, thinks that he cannot mobilize resources for his treatment.
- He cites the example of a neighbour who got treated at one-third the cost.
- He wants a similar concession.

Activity VII

You are a tenant in a residential colony. Despite several reminders, the owner refuses to take action on your requests regarding an unresolved issue.

- You have a talk with other tenants.
- You all agree that some action needs to be taken.
- You give a joint application to the builder.
- You explain your problems and suggest possible solutions.
- You understand the builder's priorities.
- You make a proposal to contribute pail of the expenses.
- You suggest concrete measures to cut down costs like using MCBs (Mini Circuit Breakers) to save electricity.
- You suggest that it is mutually beneficial to talk across the table without any feeling of ill-will or rancor.
- In conclusion, show how a conciliatory approach always helps in resolving contentious issues.

Activity VIII

- Name the business leader whom you like the most.
- What are the qualities that you admire in him?
- Describe his style of working.
- What makes him different from others?
- How does he tackle a crisis?
- How does he develop strategies for growth?
- How does he influence others?
- What are his shortcomings?
- How good are his ethics?
- Does he tolerate non-performers?

Activity IX

- Name the political leader who has impressed you the most.
- How does he/she react to criticism?
- How will you categorize him/her?
- What are his/her strengths and weaknesses?
- Is he/she good at decision-making?
- Does he/she encourage sycophants?
- Is he/she vulnerable to praise?
- How good a diplomat is he/she?
- How does he/she motivate his/her cadres?
- What is his/her greatest achievement?

Chapter XIV

Itinerary Writing and Diary Writing

By the end of this Chapter, the student will be able to:

- Understand the meaning of Itinerary and Diary
- Know the Benefits of Diary writing
- Develop skills for Itinerary Writing
- Develop skills for Diary Writing

*Every man is a diary in which he writes one story while intending to -write another.
His humblest moment is when he compares the two.*

- Hugh B. Brown

INTRODUCTION

Travel literature is literature which records the people, events, sights and feelings of an author who is touring a foreign place for the pleasure of travel. An individual work is called a Travelogue or Itinerary. Itinerary is a plan of a journey that you are going to make, including information about when and where you will travel.

Literary travelogues generally exhibit an articulate narrative or visual beyond the logging of dates and events as found in travel journals. Travel literature is closely associated with outdoor literature and it is also called 'guide book'.

Writing an Itinerary

For writing an itinerary you should be familiar with reading maps and finding distances on maps. You should have some information about a tourist place. It may be a country, state or even a city.

	City	Days Activities	Miles Traveled	Kilometers Traveled
Day 1	Kashmir	Started from Delhi to Kashmir		
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				
Day 8				
Day 9				
Day 10				
Day 11				
Day 12				
Day 13				
Day 14	Srinagar	Returned to Delhi to travel back home.		

ACTIVITY

Activity I

- Refer the Internet and/or travel magazines and plan an itinerary for your trip to Kashmir or any other destination chosen by you, in groups.
- Use a map of Kashmir to find the distances from city to city in the trip.
- Write brief descriptions of what is to be done each day in Kashmir.
- Students will take on an assigned role and work cooperatively with their group members.

Materials

One day before the session, the students should have

- The map of Kashmir or any other destination chosen by the student,
- Pencils,
- A sheet of 'Suggested Sights to See',

- A sheet of "Itinerary Planner",
- Travel books about Kashmir or any other destination chosen by you.

GUIDELINES

- Form into groups that include one travel expert, one map expert, and one writing specialist. Explain to the groups that they are responsible for their individual parts and will also be graded on how well they can work together and help each other.
- Give time to the groups to work on their project. During this time, the teacher should be observing and taking notes on how the students are working in their groups.
- Have some of the groups share their itinerary with the rest of the class. Itinerary Planner Directions
- Use the planner to plan for each day of your trip. You do not have to travel to a new city everyday, but you should visit at least six cities, in all. You can also visit the same city more than once. The first day and the last day are filled out for you.

Activity II

Familiarize yourself with travel advertisements available on the Internet and in other sources and create your own ad on an itinerary. The advertisement should include some pictures of places that are in the itinerary, which you think would be most effective. Display the ad on the bulletin board.

Activity III

In small groups, spend some time as the official travel agent of Indian cricket team. You need to create a two-week itinerary for an overseas tour which includes: flight, hotel, food, local transportation, public relation events and entertainment.

DIARY

A diary stands for a record with personal entries on your thoughts, feelings, reactions, dreams, experiences and interests arranged date-wise based on what has happened over a day or any other specific and brief period of time. Sometimes you may want to include jokes you have heard, photographs, mementos or souvenirs in your diary. Your diary, if used in this way, can also be called a journal.

Benefits of Diary writing

Following are some of the benefits of diary writing:

Personal Development

- stimulates mental growth
- develops new insights
- fosters awareness of personal thoughts and feelings.

Intuition and Self-Expression

- Diary writing helps the process of self-discovery and fosters the ability to personally reflect on changes taking place in you.

Problem Solving

- Diary writing contributes to the ability to develop new perspectives in problem solving.

Stress Reduction and Health Benefits

- Diary writing releases pent-up emotions which in turn contributes to the overcoming or reduction in stress so rampant in the busy modern work world and lifestyle.

Reflection/Critical Thinking

- Diary writing fosters the ability to reflect critically on what is being learnt.

Overcoming Writing Blocks

- Diary writing is an effective technique to help you move beyond the mental blocks in initiating the process of writing your inner thoughts and self-reflections.

Steps to Start Writing a Diary

- **Put the Date:** You should put the date or some sequence information in the diary, maybe at the top of the page. (Example: 12-11-2007. Other ways might be 12:11:07, or you can put the year at the corner of the page to show that it all takes place in the year in question)
- **Personalization:** For a personalization, begin each entry with 'Dear Diary'.
- **Start writing:** Write about how you feel and why you feel that way. You can write about any celebration or disaster that happened that day. Or you can free write...put your pen to the page and write whatever is in your mind. Write cool facts, important information, advice, tips, ideas, crafts, recipes, anything you want to keep secret.
- **Show your Feelings:** Add some doodles like a smiley face or anything that shows how you feel. Another suggestion might be to draw your own portrait or picture.
- **Write some more about how your day went:** Was it generally positive or negative?
- **Write about how you wish your day went:** Say what you think would make it better.
- **Close with your name:** You can end your writing either with your name or your signature. This can be optional and you can end your entry with 'bye'.
- **Be Creative:** You can also stick photos, flower petals or anything associated with what happened that day to be more creative. If you have gone to an amusement park or concert, paste the ticket at the end of your entry.

Be Genuine

The benefits of expressing your feelings are only of value if you do so with a genuine and sincere attitude. 'Token' expressions may not bring you much relief.

Tips to Write a Diary

- **Keep it neat:** When you look back at the diary about twenty years from now, you at least should be able to read your own writing!
- **Try not to write in it more than once a day:** If something drastic happens that you must write about put 'Later' under the part that you already wrote.
- **Pick a cover design that you think is nice or suits your style:** For example if you are kind of an artist, just draw on the cover or sometimes it can be as

simple as a school notebook, which can be transformed with drawings and stickers.

- Have some fun, and give your diary a name: For example, instead of writing 'Dear Diary' for every entry. Write 'Dear Rose'. Pick a name that matches the colour/style of your diary.
- Make it good to read: When you look back you want to enjoy reading it. Try starting the entry with something catchy or exciting. Like 'Oh my God!' or 'You'd never guess what!' or even 'something awful happened today.'

Here are Some Excerpts from the Famous Anne Frank's Diary. Anne Frank was a German Jewish girl and the author of a diary of her family's two years in hiding during World War II, 1929-1945.

ON THE DEPORTATIONS

"Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews....If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed." - October 9, 1942.

ON HER OLD COUNTRY, GERMANY

"Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true; Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews." - October 9, 1942.

ON NAZI PUNISHMENT OF RESISTERS

"Have you ever heard the term 'hostages'? That's the latest punishment for saboteurs. It's the most horrible thing you can imagine. Leading citizens-innocent people-are taken prisoner to await their execution. If the Gestapo can't find the saboteur, they simply grab five hostages and line them up against the wall. You read the announcements of their death in the paper, where they're referred to as 'fatal accidents.'" - October 9, 1942.

"All college students are being asked to sign an official statement to the effect that they 'sympathize with the Germans and approve of the New Order.' Eighty percent have decided to obey the dictates of their conscience, but the penalty will be severe. Any student refusing to sign will be sent to a German labor camp." -May 18, 1943.

ON WRITING AND HER DIARY

"Mr. Bolkestein, the Cabinet Minister, speaking on the Dutch broadcast from London, said that after the war a collection would be made of diaries and letters dealing with the war. Of course, everyone pounced on my diary." - March 29, 1944.

"When I write, I can shake off all my cares." - April 5, 1944.

DESCRIBING HER DESPAIR

"I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll

just let matters take their course and concentrate on studying everything will be all right in the end." - February 3, 1944.

"...but the minute I was alone I knew I was going to cry my eyes out. I slid to the floor in my nightgown and began by saying my prayers, very fervently. Then I drew my knees to my chest, lay my head on my arms and cried, all huddled up on the bare floor. A loud sob brought me back down to earth..." - April 5, 1944.

ON HER BELIEFS

"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more" - July 15, 1944

ACTIVITY

Activity I

Write your diary covering a particular day.

Activity II

Understand and brainstorm the role of diary writing in self analysis and personal development.

Activity III

Try constructing the diary of a famous film star or sports star, based on a particular day.

References

- Knapp, M, Nonverbal Communication in Human Interaction. Reinhart and Winston Inc., New York, 1972.
- Fatt, James P Teng, "Nonverbal communication and business success," Management Research News, Volume 21, Issue 4/5, 1998, 1-10
- Nirenberg and Calero, How to Read a Person like a Book, Barnes and Noble, London, 1993.
- Thoreau, H David, Walden, Wilder Publications, New York, 2008.
- Brian, Tracy, The 21 Success Secrets of Self-Made Millionaires, Kindle Edition, New York, 2001.
- Bass, Bernard, "From transactional to Transformational Leadership: Learning to share the vision," Organisational Dynamics, Vol 18, Issue 3, Winter 1990, 19-31.
- Larson and LaFasto, Teamwork: What Must Go Right/What Can Go Wrong, Sage Publications, New Delhi, 1989.
- "Dress for SUCCESS", The Hindu, Tuesday May 11, 2004.
- "Corporate Etiquette", The Hindu, Wednesday, December 22, 2004.

Websites

1. <http://stephan.dahl.at/nonverbal/kinesics.html>
2. <http://scidiv.bellevuecollege.edu/SJ/seema/bio101.html>
3. <http://www.ired.com/buymyself/pbroth/000827.html>
4. <http://www.wisconsinjobcenter.org/publications/4814/4814.html>
5. www.ndt-ed.org/TeachingResources/.../Teamwork.html
6. <http://scidiv.bellevuecollege.edu/SJ/seema/envsc204.html>
7. <http://rachman1409.blogspot.com/2009/10/public-speaking.html>
8. <http://www.srikumar.com/aboutus.htm>
9. www.freeworldacademy.com/newbizzadviser/fw26.html
10. www.parentleadership.com/worksavvy.html

Suggested Readings

1. Mishra, K Rajiv, *Personality Development - Transform Yourself*, Rupa & Co, New Delhi, 2004.
2. Hindle, Tim, *Negotiating Skills*, Dorling Kindersley, London, 1998.
3. Dr. Pandya, S R and Dr. Shastri, Pratima Dave, *Personality Development and Communicative English*, Himalaya Publishing House, Mumbai, 2004.
4. Das, Biswajit and Satpathy, Ipseeta, *Business Communication and Personality Development - Lessons for Paradigm Change in Personality*, Excel Books, New Delhi, 2007.
5. Osborn, Michael and Osborn, Suzanne, *Public Speaking*, Biztantra, New Delhi, 2004.
6. Carnegie, Dale, *How to Develop Self Confidence and Influence People by Public Speaking*, Vermilion, London, 2002.
7. Carnegie, Dale, *How to Stop Worrying and Start Living*, Vermilion, London, 2002.
8. Robbins, Anthony, *Awaken the Giant Within*, Pocket Books, London, 2001.
9. Timm, R Paul, *How to Make Winning Presentations*, Jaico Publishing House, Mumbai, 2005.
10. Northouse, G Peter, *Leadership - Theory and Practice*, Sage Publications India Pvt. Ltd., New Delhi, 2007.
11. Dixon, J Robert, *Everyday Dialogues in English*, Prentice Hall of India Pvt.Ltd., New Delhi, 2002.
12. Hill, Napoleon, *Grow Rich with Peace of Mind*, India Book Distributors (Bombay) Ltd., Mumbai. 2000.
13. Sartwell, Matthew (ed), *Napoleon Hill's Keys to Success*, India Book Distributors (Bombay) Ltd., Mumbai, 2000.
14. Lesikar, Pettit and Flatley, *Lesikar's Basic Business Communication*, Tata McGraw-Hill, New Delhi, 2001.
15. Dubrin, J Andrew, *Leadership Research Findings, Practice and Skills-IV*, Tata McGraw-Hill, New Delhi, 2007.