

LIFE SKILL DEVELOPMENT

**B.A SOCIOLOGY
IV SEMESTER
CORE COURSE**

(2011 Admission Onwards)



**UNIVERSITY OF CALICUT
SCHOOL OF DISTANCE EDUCATION**

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UNIVERSITY OF CALICUT SCHOOL OF DISTANCE EDUCATION

STUDY MATERIAL

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CORE COURSE

LIFE SKILL DEVELOPMENT

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MODULE I

INTRODUCTION TO LIFE SKILL EDUCATION

INTRODUCTION

Basically our educational approaches give importance to develop skills like reading, writing and arithmetic. The subject matter or themes of such traditional educational system help to develop language and arithmetic skills. But today changes and challenges of fast growing society demands more contextual approach in education to meet actual use in real life situations.

Another aspect of traditional approaches is that it has concentrated too much on the instrumental and vocational skills. It is concentrated on the cognitive dimension rather than on other dimensions such as the reflective and psychological dimensions. On the other hand researchers have shown that life skills can be systematically acquired and reinforced through non formal and informal learning settings. Such learning occurs in families, communities, organization and association, the work place and through the media. They focus attention on people's empowerment and on values and attitudes such promoting a better understanding between individuals, active participation and the capacity to negotiate, to live together and to develop critical thinking. So the life skills learning need to be included in curricula.

The dramatic changes and challenges facing today related to growing unemployment, poverty, inequality, violence and environmental destruction demands more skills, abilities and creative problem solving potential. The importance of skills development of personal potential became significant when the future is uncertain. According to Delors Commission (1336) human beings future progress depends less upon continued economic growth than upon in broader personal development and empowerment that people need to steer overall development in a sensible way.

Life skills are a category of soft skills that are needed to successfully navigate the challenges of daily life, both personal and professional. They include the ability to set and achieve goals, make decisions, solve problems, and effectively manage one's time.

Life skills are those soft skills that largely rest in the individual. Once mastered, life skills help a person in every aspect of his life. For example, a person who is assertive will be a better and effective communicator and enjoy better inter-personal relationships in his workplace, his family, and with his friends.

The fifth international conference on Adult Education explained that the basic education for all means that people whatever their age, have an opportunity individually and collectively, to realize their potential. It is not only a right, it is also a duty and responsibility both to others and society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right.

The declaration mentioned following objectives of youth and adult education.

- a) To develop the autonomy and the sense of responsibility of people and communities.
- b) To reinforce the capacity to deal with the transformations taking place in the economy in culture and society as a whole.

- c) To promote co-existence, tolerance and the creative participation of citizen in their communities.

In short to enable people and communities to take control of their destiny and society in order to face challenges ahead.

I. 1 DEFINITION OF LIFE SKILLS

There are many different understanding of life skills but no universally accepted definition. Different organizations focus different meanings to the term. The International Bureau of Education focused on four pillars of learning-learning to know, learning to do, learning to be and learning to live together-and defines life skills as personal management and social skills which are necessary for adequate functioning of an individual.

UNICEF has defined life skills as psycho social and interpersonal skills that are generally considered important. The choice of an emphasis on different skills varies according to the topic. According to UNICEF it is ultimately the interrelations between the skills that produce powerful behavior outcomes, especially where this approach is supported by other strategies such as media, policies and health service.

World Health Organization's Department of mental health defined life skills education is designed to facilitate the practice and reinforcement of psycho social skills in a culturally and developmentally appropriate way. It contributes to the promotion of personal and social development. (WHO 1999).

In addition to practical and vocational skills, other types of skills such as social, individual and reflective skills are also needed. These new development in the field of education and health care is beneficial for marginalized and disadvantaged group of youths and adults. In many part of the world, life skills form a significant and regular part of the school and adult curriculum.

In a Life Skills in the Context of Adolescent Education two day Life Skill Workshop organized by Remedia Trust which was supported by UNESCO, the participants accepted the following two definitions for life skills:

- 1) Life skills are abilities for adoptive and positive behaviour.
- 2) Life skills refers to the ability to maintain the state of mental and Physical well-being while interacting with others within the local Culture and environment.

Much like the definition, there is also no definite list of the life skills. This means that life skills will vary according to the conditions and situations of a person.

COMPONENTS OF LIFE SKILLS

UNICEF, UNESCO, and WHO list the following core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self awareness building skills, empathy and coping with stress and emotions.

Self-awareness, self-esteem and self-confidence are essential tools for understanding one's strengths and weakness. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This lead to the development of a social awareness of the concerns of one's family and society.

With life skills, one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others.

Life skills enable effective communication, for example, being able to differentiate between hearing and listening and ensuring that messages are transmitted accurately to avoid miscommunication and misinterpretations.

Depending on the socio-cultural context, age group etc, and the specific life skills needed for an individual at certain moment and context. Therefore it is not possible to draw a definitive list of essential life skills. The International Bureau of Education focused on four pillars of learning (a) learning to know, (b) learning to do, (c) learning to be and (d) learning to live together-and the following are some cognitive personal and interpersonal life skills that are generally considered particularly important.

LEARNING TO KNOW - Cognitive abilities

- Decision making/problem solving skills
 - Information gathering skills
 - Evaluating future consequences of present actions for self and others
 - Determining alternative solutions to problems
 - Analysis skills regarding the influence of values and attitudes of self and others on motivation
- Critical thinking skills
 - Analyzing peer and media influences
 - Analyzing attitudes, values, social norms and beliefs and factors affecting these
 - Identifying relevant information and information sources

LEARNING TO BE - Personal abilities

- Skills for increasing internal locus of control
 - Self esteem/confidence building skills
 - Self awareness skills including awareness of rights, influences, values, attitudes, strengths and weaknesses
 - Goal setting skills
 - Self evaluation/self assessment/self-monitoring skills
- Skills for managing feelings
 - Anger management
 - Dealing with grief and anxiety
 - Coping skills for dealing with loss, abuse, trauma
- Skills for managing stress
 - Time management
 - Positive thinking

- Relaxation technique

LEARNING TO LIVE TOGETHER - interpersonal abilities

- Interpersonal communication skills
 - Verbal/Non verbal communication
 - Active listening
 - Expressing feelings; give feedback (without blaming) and receiving feedback
- Negotiation/refusal skills
 - Negotiation and conflict management
 - Assertiveness skills
 - Refusal skills
- Empathy
 - Ability to listen and understand another's needs and circumstances and express that understanding of
- Cooperation and team work
 - Expressing respect for others contribution.
 - Assessing one's own abilities and contributions to the group
- Advocacy skills
 - Influencing skills and persuasion Net working and motivation skills.

NEED FOR LIFE SKILL TRAINING

Life skills play a vital role for professional success; they help one to excel in the workplace and their importance cannot be denied in this age of information and knowledge.

Good life skills in the highly competitive corporate world will help you stand out among hundreds of routine job seekers with mediocre skills and talent. Once you have joined a company too, life skills will be significant for both you and your company. The more life skills that you exhibit in your workplace, the greater and faster will be your career growth. This is especially true in the BPO, ITES and related industries. When a fresh batch is recruited by a company, the entire batch is on a level playing ground. All of them are equally qualified. How then does the differentiation happen in terms of promotions? It happens one, based on the work deliverables but it also is dependent upon the intangible 'life skills' that the person exhibits.

In today's competitive world, academic knowledge is not the only ingredient to excel in life. For an individual to be a part of the working community or the world academic circle, it is essential to have an attractive personality; a personality that doesn't need words to make its presence known. A well-rounded personality is one that has a confident countenance, an assertive yet likable way of speaking and a nature that attracts people naturally.

Why do you need Training in Life Skills? Suppose you are a college Student? You know your curriculum well, you have the knowledge and you know your syllabus? Good! But is that all you need to get where you want to be? Getting a job might not be a problem for you; getting a great

job in a great company is where the difference lies. And great companies are always looking out for 'Groomed' individuals along with Technical Expertise.

Being in the industry is easy. Surviving is the problem here. With neck breaking competition if you're not ahead of the race you might rather not be part of it. Being intelligent alone doesn't get you anywhere. Where do you stand when you are put together with all students from all the colleges in the city? Have you been one of the top 10 students in your class? How many competitions have you participated in? How many have you won? How many certificates have you received? Are you a leader and a trendsetter or a mere follower? How good are you at what you do? Life skills help you to find out answers.

1.3. LIFE SKILL A LIFE COURSE APPROACH

The world Health Organization (WHO) categorizes life skills into the following three components:

CRITICAL THINKING SKILLS/DECISION MAKING SKILLS-

- a) **Critical thinking** allows an individual to analyse events and situations that takes place in and around him/her and he/she is able to evaluate for him/her self the influences that affect his/her thoughts and actions. The individual is also able to analyze for him/her self the information received by him/her and the authenticity of their sources.

Decision-making can be defined as the ability of a person to be able to decide what he/she wants in life. This skill enables the individual to gather information about issues and decide for him/her self what is right for him/her as he/she will be able to evaluate the future consequences of his/her own action. This skill helps the individual to find out alternate solution to several related problems.

The individual must also be skilled at evaluating the future consequences of their present action and the actions of others. They need to be able to determine alternative solutions and to analyse the influence of their own values and the values of those around them.

INTERPERSONAL/COMMUNICATION SKILLS

- a) Interpersonal communication will enhance the verbal and non-verbal communication skill of the individual whereby furthering his/her ability to listen to others as well as to express his/her feelings. This skill will also lead to a more face-to-face interaction between individuals. One acquires communication skills from birth. However, due to variations in personality traits, much of the skills are to be learned in which some people will have to put in extra effort. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others needs, is also a key interpersonal skill. Team work and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behavior.
- b) **Coping and self-management skills** refer to skills to increase the internal focus of control. So that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope loss or trauma. Stress and time management are key, as are positive thinking and relaxation techniques.

UNICEF promotes the understanding that the life skills approach can be successful, if the following are undertaken together:

- a) **The skills-** This involves a group of psychosocial and interpersonal skills which are interlinked with each other. For example, decision making is likely to involve creative and critical thinking components and values analysis.
- b) **Content-** to effectively influence behavior, skills must be utilized in a particular content area. “What are we making decision about?” Learning about decision making will be more meaningful if the content is relevant and remains constant. Such content areas as described could be drug use, HIV/AIDS/STI prevention, suicide prevention or sexual abuse. Whatever the content area, a balance of three elements needs to be considered: knowledge, attitudes and skills.
- c) **Methods-** Skill based education cannot occur when there is no interaction among participants. It relies on groups of people to be effective. Interpersonal and psychological skills cannot be learned from sitting alone and reading a book. If this approach is to be successful, all three components, life skills, content and method should be in place. This effectively means that life skills can be learnt through the use of certain methods and tools.

CRITERIA FOR USING LIFE SKILLS

UNICEF identifies the following criteria to ensure a successful life skills based education:

- ❖ It should not only address knowledge and attitude change, but more importantly behavior change.
- ❖ Traditional ‘information based’ approaches are generally not sufficient to yield changes in attitudes and behaviours. For example, a lecture on ‘safe behavior will not necessarily lead to the practice of safe behavior. Therefore, the lecture should be substantiated with exercise and situations where participants can practice safe behavior and experience its effects. The adult learning theory emphasizes the adults learn that which they can associate with their experience and practice.
- ❖ It will work best when augmented or reinforced. If a message is given once, the brain remembers only 10% of it one day later and when the same message is given six times a day, the brain remembers 90% of it. Hence the needs to repeat, recap, reinforce and review.
- ❖ It will work best if combined with policy development, access to appropriate health service, community development and media.

MODULE II

COMMUNICATION SKILLS

COMMUNICATION

Communication has existed since the beginning of human beings, but it was not until the 20th century that people began to study the process. As communication technologies developed so did the serious study of communication. All living entities, beings and creatures communicate. All of the living communicates through movements, sounds, reactions, physical changes, gestures, languages, breath etc; Communication is a means of survival.

DEFINITION

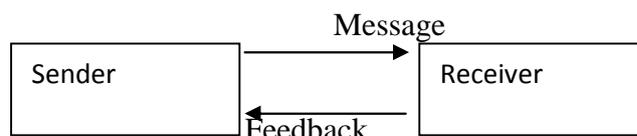
Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message and an intended recipient. However the receiver need not be present or aware of the senders' intent to communicate at the time of communication in order for act of communication to occur. Communication requires that all parties have an area of communicative commonality. There are verbal means using language and there are nonverbal means such as body language, sign language, eye contact and writing. Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. This process requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures and evaluating. It is through communication that collaboration and cooperation occur.

COMPONENTS

In a simple model, often referred to as the transmission model or standard view of communication, information or content (e.g. a message in natural language) is sent in some form (as spoken language) from an emisor/sender/encoder to a destination/receiver/decoder. This common conception of communication simply views communication as a means of sending and receiving information. This model is based on the following elements.

1. An information source, which produces a message.
2. A transmitter, which encodes the message in to signals.
3. A channel to which signals are adapted for transmission.
4. A receiver which decodes (reconstruct) the message from the signal.
5. A destination where the message arrives.

The process of communication could be clearly understood as the sender-message-receiver model. The SMCR model is described pictorially below,



The major components of communication are discussed below,

I: THE SENDER

The sender has to be aware of six variables when communicating with another person,

Sender's Communication skills

Sender's Attitudes

Sender's Knowledge Level

Sender's Social Position

Sender's Culture

Feedback Received by Sender

Each variable affects how we transmit our message and how the message will be received.

The sender's communication skills involve listening, speaking, writing, reading, nonverbal communication, thinking and reasoning.

The sender's attitudes are defined as one's generalized tendency to feel one way or another about something. A typical unconscious internal process that an individual might use when communicating is (1) I ask if the person is judging me. (2) Is the person judging my issue, belief, idea, goal etc., That I am trying to communicate? (3) Is the person worth listening to from my life perspective (biases)? (4) I decide to listen to the person from his/her perspective. What is important to understand about attitudes toward the receiver is that there is an internal unconscious dialogue occurring that often impedes the ability to send or receive. If this unconscious dialogue is not brought to the cognitive level, then it may impede effective communication.

Sender's knowledge level: if we are knowledgeable and confident in our knowledge, then we convey our message far differently than if we do not know the content or are not confident in knowing the content.

Sender's social position: what is the hierarchy of the team? Do people value what I have to communicate? If the team views the sender as a valuable team member, then the team will listen more earnestly.

Sender's culture: different culture foster different communication styles, e.g. linear communicator (sequential order from start to finish) communicator, a circular communicator (context is within broader dialogue/story), or a spiral communicator (start from a broad perspective and narrow down to the point). There is no wrong communication style, but people who communicate must learn that different cultures communicate differently. Without this realization, it may be assumed that a member is not an effective communicator when the person just communicates differently than expected.

The sender must be aware of feedback throughout the process of sending the message. Feedback allows us to determine the effectiveness of the communication.

I: THE MESSAGE

The message has three components:

- a) Content

Content is simply communicating what you desire to communicate.

b) Context

Context involves adapting your presentation of the content to your audience.

c) Treatment

Treatment is the arrangement or ordering of the content by the speaker.

The treatment directly supports the context and context of the message.

III: THE RECEIVER

The receiver of the information has to use the same skill set as the sender. Communication skills, attitudes, knowledge level, social positions, culture and feedback are all important. Furthermore, the receiver has an additional variable: credibility of the speaker.

If the receiver perceives the sender as credible, objective and having expertise in the topic being discussed, then the receiver is more likely to accept the message being sent. Therefore, the sender must have the expertise or find someone with the topical expertise to communicate the message. The goal of communication is for the receiver to accept an accurate message from the sender. This does not mean the receiver will agree with the message, rather that the receiver accurately understands the message.

The receiver accepts a message through attention and comprehension. Attention is tuning in to the message being sent, and comprehension involves understanding the message and accepting or rejecting it. Accepting a message involves both a cognitive acceptance of the message and an affective acceptance of the message.

Effective communication is a complex process, rather than just listening and speaking. Therefore each of us should think about the effectiveness of our current communication patterns-whether as the sender or the receiver.

IV: CHANNELS

There are two types of channels for communication

- a) Sensory channels are based on the five senses of sight, sound, touch, smell and taste. Social scientists have found the sender is more likely to gain the receiver's attention if the sender uses two or more sensory channels to send information.
- b) Institutional channels are the chosen methods of disseminating information-face to face communication, printed materials and electronic media. Each institutional medium requires one or more of the sensory channels to carry the message from the sender to the receiver. For example, when we have a face to face conversation (an institutional medium), we use sight (gestures, expressions), sound (voice) and possibly touch smell and taste.

V: FEEDBACK

The purpose of feedback is to alter message so the intention of the original communicator is understood by the second communicator. It includes verbal and nonverbal responses to another person's message. Providing feedback is accomplished by paraphrasing the words of the sender. Restate the sender's feeling or ideas in your own words, rather than repeating their words. It not only includes verbal responses but also nonverbal ones. Nodding your head or squeezing their hand to show agreement, dipping your eyebrows shows you don't quite understand the meaning of their last phrase, or sucking air in deeply and blowing it hard are all different types of feedback.

Carl Roger listed five main categories of feedback. They are listed in the order in which they occur most frequently in daily conversations.

- ❖ **Evaluative:** making a judgment about the worth, goodness or appropriateness of the other person's statement.
- ❖ **Interpretive:** paraphrasing-attempting to explain what the other person's statement means.
- ❖ **Supportive:** attempting to assist or bolster the other communicator.
- ❖ **Probing:** attempting to gain additional information, continue the discussion or clarify a point.
- ❖ **Understanding:** attempting to discover completely what the other communicator means by her statements.

TYPES OF COMMUNICATION

People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. So there are varieties of types of communication.

Types of communication based on the communication channels used are:

1. Verbal Communication
2. Nonverbal Communication

1: VERBAL COMMUNICATION

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case usually people bring their own attitude, perception, emotions and thought about the topic and hence creates barrier in delivering the right meaning. So in order to deliver the right message, you must think from your receiver's point of view.

Verbal communication is further divided in to

- Oral communication
- Written Communication

Oral Communication

In oral communication spoken words are used. It includes face to face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking.

Advantages of Oral Communication are

It brings quick feedback: in a face to face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Disadvantages of Oral Communication

In face to face discussion, user is unable to deeply think about what he is delivering.

Written communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. message in written communication is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used. Written communication is most common form of communication being used in business. So it is considered core among business skills.

Memos, reports, bulletins, job descriptions, employee manuals and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, internet websites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures and news release are used.

Advantages of written communication include

- Messages can be edited and revised many time before it is actually sent.
- Written communication provides record for every message sent and can be saved for later study.
- A written message enables receiver to fully understand it and send appropriate feedback.

Disadvantages of written communication include

- Unlike oral communication, written communication doesn't bring instant feedback.
- It takes more time in composing a written message as compared to word-of-mouth and number of people struggles for writing ability.

2: NONVERBAL COMMUNICATION

Nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral written, such as gestures, body language, posture, tone of voice or facial expressions, is called nonverbal communication. Nonverbal communication is all about the body language of speaker.

Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal response contradicts verbal communication and hence affects the effectiveness of message.

Nonverbal communication has the following three elements;

- Appearance
Speaker: clothing, hairstyle, neatness, use of cosmetics
Surrounding: room size, lightening, decorations, furnishings
- Body Language
Facial expressions, gestures, postures
- Sounds
Voice tone, volume, speech rate

Based on purpose and style; there are two main categories of communication and they both bears their own characteristics. Communication types based on style and purpose are;

1. Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergone in formal pattern. In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

2. Informal Communication

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face to face discussions. It happens among friends and family. In informal communication use of slang words, foul language is not restricted. Usually informal communication is done orally and using gestures.

Informal communication unlike formal communication doesn't follow authority lines. In an organization, it helps in finding out staff grievances as people express more when talking informally. Informal communication helps in building relationship.

EFFECTIVE INTERPERSONAL COMMUNICATION

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmission an idea, information, or feeling to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are either the direct result of the people failing to communicate and/or processes, which leads to confusion and can cause good plans to fail.

BARRIERS TO COMMUNICATION

Anything that prevents understanding of message is a barrier to communication. Many physical and psychological barriers exist.

- ❖ **Culture, background and bias:** - we allow our past experience to change the meaning of the message. Our culture, background and bias can be good as they allow us to use our past experience to understand something new, it is when they change the meaning of the message that they interfere with the communication process.
- ❖ **Noise:** - equipment or environment noise impedes clear communication. The sender and the receiver must both be able to concentrate on the messages being sent to each other.
- ❖ **Ourselves:** - focusing on ourselves, rather than the other person can lead to confusion and conflict. The 'Me Generation' is not when it comes to effective communication. Some of the factors that cause this are defensiveness (we feel someone is attacking us), superiority (we feel we know more than the other), and ego (we feel we are the center of the activity).
- ❖ **Perception:** - if we feel the person is talking too fast, not fluently, does not articulate clearly etc, we may dismiss the person. Also our preconceived attitudes affect our ability to listen. We listen uncritically to person of high status and dismiss those of low status.
- ❖ **Message:** - Distractions happen when we focus on the facts rather than the idea. Our educational institutions reinforce this with tests and questions. Semantic distractions occur

when a word is used differently than you prefer. For example, the word chairman instead of chairperson may cause you to focus on the word and not the message.

- ❖ **Environmental:** - Bright light an attractive person, unusual sights, or any other stimulus provides a potential distraction.
- ❖ **Smothering:** - we take it for granted that the impulse to send useful information is automatic. Not true! Too often we believe that certain information has no value to others or they are already aware of the facts.
- ❖ **Stress:** - people do not see things the same way when under stress. What we see and believe at a given moment is influenced by our psychological frames of reference-our beliefs, values, knowledge, experiences and goals.

There are also many common barrier to successful communication, two of which are message overload when a person receives too many messages at the same time and message complexity when the message is too complicated to be understood.

COMMUNICATION NOISE

In any communication model, noise is interference with the decoding of messages sent over a channel by an encoder. There are many examples of noise

- ❖ **Environmental Noise:** - Noise that physically disrupts communication, such as standing next to loud speakers at a party, or the noise from a construction site next to a classroom making it difficult to hear the professor.
- ❖ **Physiological-Impairment Noise:** - Physical maladies that prevent effective communication, such as actual deafness preventing messages from being received as they were intended.
- ❖ **Semantic Noise:** - Different interpretations of the meanings of certain words. For example, the word 'weed' can be interpreted as an undesirable plant in your yard, or as a euphemism for marijuana.
- ❖ **Syntactical Noise:** - Mistakes in grammar can disrupt communication, such as abrupt changes in verb tense during a sentence.
- ❖ **Organizational Noise:** - Poorly structured communication can prevent the receiver from accurate interpretation. For example, unclear and badly stated directions can make the receiver even more lost.
- ❖ **Cultural Noise:** - stereotypical assumptions can cause misunderstandings, such as unintentionally offending a non-Christian person by wishing them a 'Merry Christmas'.
- ❖ **Psychological Noise:** - Certain attitudes can also make communication difficult. For instance, great anger or sadness may cause someone to lose focus on the present moment.
- ❖ Disorders such as autism may also severely hamper effective communication.

LISTENING

Hearing and listening is not the same thing. Hearing is the act of perceiving sound. It is involuntary and simply refers to the reception of aural stimuli. Listening is a selective activity which involves the reception and the interpretation of aural stimuli. It involves decoding the sound in to meaning.

Listening is divided into two main categories: passive and active. Passive listening is little more than hearing. It occurs when the receiver of the message has little motivation to listen carefully, such as when listening to music, storytelling, television or when being polite.

People speak at 100 to 175 words per minutes (WPM), but they can listen intelligently at 600 to 800 WPM. Since only a part of our mind is paying attention, it is easy to go into mind drift-thinking about other things while listening to someone. The cure for this is active listening-which involves listening with a purpose. It may be to gain information, obtain directions, understand others, solve problems, share interest, see how another person feels, show support etc,. It requires that the listener attends to the words and the feelings of the sender for understanding. It takes the same amount or more energy than speaking. It requires the receiver to hear the various messages, understand the meaning and then verify the meaning by offering feedback. The following are a few traits of active listeners;

- Spend more time listening than talking.
- Do not finish the sentences of others.
- Do not answer questions with questions.
- Be aware of biases. We all have them. We need to control them.
- Never daydream or become preoccupied with own thoughts when others talk.
- Let the other speakers talk. Do not dominate the conversations.
- Plan responses after the others have finished speaking, not while they are speaking.
- Provide feedback, but do not interrupt incessantly.
- Analyze by looking at all the relevant factors and asking open-ended questions. Walk others through by summarizing.
- Keep conversations on what others say, not on what interest them.
- Take brief notes. This forces them to concentrate on what is being said.

WAYS TO IMPROVE INTERPERSONAL COMMUNICATION

To deliver the full impact of a message, use nonverbal behaviors to improve interpersonal communication;

- ❖ **Eye contact:** This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. People who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.
- ❖ **Facial Expressions:** Smiling is a powerful cue that transmits happiness, friendliness, warmth and liking. So if you smile frequently you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and people will react favorably. They will be more comfortable around you and will want to listen more.
- ❖ **Gestures:** if you fail to gesture, while speaking you may be perceived as boring and stiff. A lively speaking style capture the listener's attention makes the conversation more interesting and facilitates understanding.
- ❖ **Postures and Body Orientation:** You communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates to listeners that you are

approachable, receptive and friendly. Interpersonal closeness results when you and the listeners face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

- ❖ **Proximity:** Cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused by invading the other person's space. Some of these are; rocking, leg swinging, tapping and gaze aversion.
- ❖ **Vocal:** Speaking can signal nonverbal communication when you include such vocal elements as, tone, pitch, rhythm, timbre, loudness and inflection. For maximum teaching effectiveness, learn to vary these six elements of your voice. One of the major criticisms of many speakers is that they speak in a monotone voice. Listeners perceive this type of speakers as boring and dull.

SPEAKING HINTS

- When speaking or trying to explain something, ask the listeners if they are following you.
- Ensure the receiver has a chance to comment or ask questions.
- Try to put yourself in the other person's shoes-consider the feelings of the receiver.
- Be clear about what you say.
- Look at the receiver.
- Make sure your words match your tone and body language (nonverbal behaviors)
- Vary your tone and pace.
- Do not be vague, but on the other hand, do not complicate what you are saying with too much detail.
- Do not ignore signs of confusion.

PUBLIC SPEAKING

Public speaking is the process of speaking to group of people in a structured, deliberate manner intended to inform, influence or entertain the listeners. It is closely allied to 'presenting' although the latter has more of a commercial connotation. In public speaking, as in any form of communication, there are five basic elements, often expressed as 'who is saying what to whom using what medium with what effects?' The purpose of public speaking can range from simply transmitting information, to motivating people to act to simply telling a story. Good orators should be able to change the emotions of their listeners, not just inform them. Public speaking can also be considered a discourse community. Interpersonal communication and public speaking have several components that embrace such things as motivational speaking, leadership/personal development, business, customer service, large group communication and mass communication. Public speaking can be a powerful tool to use for purposes such as motivation, influence, persuasion, informing, translation or simply entertaining.

TIPS FOR EFFECTIVE PUBLIC SPEAKING

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental. Here are some proven tips on how to control your butterflies and give better presentations.

1. **Know your material:** Pick a topic you are interested in. know more about it than you include in your speech. Use humor, personal stories and conversational language-that way you won't easily forget what to say.
2. **Practice:** Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; practice, pause and breathe. Practice with a timer and allow time for the unexpected.
3. **Know the audience:** Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers.
4. **Know the room:** arrive early, walk around the speaking area and practice using the microphone and any visual aids.
5. **Relax:** begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. transform nervous energy into enthusiasm.
6. **Visualize yourself giving your speech:** Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping-it will boost your confidence.
7. **Realize that people want you to succeed:** Audiences want you to be interesting, stimulating, informative and entertaining. They are rooting for you.
8. **Don't apologize:** Don't apologize for any nervousness or problem-the audience probably never noticed it.
9. **Concentrate on the message-not the medium:** Focus your attention away from your own anxieties and concentrate on your message and your audience
10. **Gain experience:** Mainly, your speech should represent you-as an authority and as a person. Experience builds confidence, which is the key to effective speaking.

Know the needs of your audience and match your contents to their needs. Know your material thoroughly. Put what you have to say in a logical sequence. Ensure your speech will be captivating to your audience as well as worth their time and attention. Practice and rehearse your speech at home or where you can be at ease and comfortable, in front of a mirror, your family, friends or colleagues. Use a tape-recorder and listen to yourself. Videotape your presentation and analyze it. Know what your strong and weak points are. Emphasize your strong points during your presentation.

When you are presenting in front of an audience, you are performing as an actor is on stage. How you are being perceived is very important. Dress appropriately for the occasion. Be solemn if your topic is serious. Present the desired image to your audience. Look pleasant, enthusiastic, confident, proud, but not arrogant. Remain calm. Appear relaxed, even if you feel nervous. Speak slowly, enunciate clearly and show appropriate emotion and feeling relating to your topic. Establish rapport with your audience. Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room. Vary the tone of your voice and dramatize if necessary. If a microphone is available, adjust and adapt your voice accordingly.

Body language is important. Standing, walking or moving about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech. Use audio-visual aids or props for enhancement if appropriate and necessary. Master the use of presentation software such as power point well before your presentation. Do not over-dazzle your audience with excessive use of animation, sound clips, or

gaudy colors which are inappropriate for your topic. Do not torture your audience by putting a lengthy document in tiny print on an overhead and reading it out to them.

Speak with conviction as if you really believe in what you are saying. Persuade your audience effectively. The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION (Thesis statement) to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION (restate thesis and logical conclusion).

Do not read from notes for any extended length of time although it is quite acceptable to glance at your notes infrequently. Speak loudly and clearly. Sound confident. Do not mumble. If you made an error, correct it, and continue. No need to make excuses or apologize profusely.

Maintain sincere eye contact with your audience. Use the 3-second method, e.g. look straight into the eyes of a person in the audience for 3 seconds at a time. Have direct eye contact with a number of people in the audience, and every now and then glance at the whole audience while speaking. Use your eye contact to make everyone in your audience feel involved.

Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt. If what you have prepared is obviously not getting across to your audience change your strategy mid-stream if you are well prepared to do so. Remember that communication is the key to a successful presentation. If you are short of time, know what can be safely left out. If you have extra time, know what could be effectively added. Always be prepared for the unexpected.

Pause, allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.

Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

When using audio-visual aids to enhance your presentation, be sure all necessary equipment is set up and in good working order prior to the presentation. If possible, have an emergency backup system readily available. Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, lighting, location of projection screen, sound system, etc are suitable for your presentation.

Have handouts ready and give them out at the appropriate time. Tell audience ahead of time that you will be giving out an outline of your presentation so that they will not waste time taking unnecessary notes during your presentation.

Know when to STOP talking. Use a timer to time your presentation when preparing it at home. Just as you don't use unnecessary words in our written paper, you don't bore your audience with repetitious or unnecessary words in your oral presentation. To end your presentation, summarize your main points in the same way as you normally do in the CONCLUSION of a written paper. Remember, however that there is a difference between spoken words appropriate for the ear and formally written words intended for reading. Terminate your presentation with an interesting remark or an appropriate punch line. Leave your listeners with a positive impression and a sense of completion. Do not belabor your closing remarks. Thank you audience and sit down.

INTERVIEW FACING

An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. A job

interview is a process in which a potential employee is evaluated by an employer for prospective employment in their company, organization, or firm. During this process, the employer hopes to determine whether or not the applicant is suitable for the job. A job interview typically precedes the hiring decision and is used to evaluate the candidate. The interview is usually preceded by the evaluation of submitted resumes from interested candidates, then selecting a small number of candidates for interviews. Potential job interview opportunities also include networking events and career fairs. The job interview is considered one of the most useful tools for evaluating potential employees.

A typical job interview has a single candidate meeting with between one and three persons representing the employer; the potential supervisor of the employee is usually involved in the interview process. A larger interview panel will often have a specialized human resources worker. While the meeting can be over in as little as 15 minutes, job interviews usually last less than two hours.

The bulk of the job interview will entail the interviewers asking the candidates questions about his or her job history, personality, work style and other factors relevant to the job. For instance, a common interview question is ‘what are your strengths and weakness?’. The candidate will usually be given a chance to ask any questions at the end of the interview. These questions are strongly encouraged since they allow the interviewee to acquire more information about the job and the company, but they can also demonstrate the candidate’s strong interest in them.

Candidates for lower paid and lower skilled positions tend to have much simpler job interviews than do candidates for more senior positions. For instance, a lawyer’s job interview will be much more demanding than that of a retail cashier. Most job interviews are formal; the larger the firm, the more formal and structured the interview will tend to be. Candidates generally dress slightly better than they would for work. Additionally, some professions have specific types of job interviews; for performing artists, this is an audition in which the emphasis is placed on the performance ability of the candidate.

In many companies, assessment days are increasingly being used, particularly for graduate positions, which may include analysis tasks, group activities, presentation exercises and psychometric testing. In recent years it has become increasingly common for employers to request job applicants who are successfully shortlisted to deliver one or more presentations at their interview. The purpose of the presentation in this setting may be to either demonstrate candidate’s skills and abilities in presenting or to highlight their knowledge of a given subject likely to relate closely to the job role for which they have applied. It is common for the applicant to be notified of the request for them to deliver a presentation along with their invitation to attend the interview. Usually applicants are only provided with a title for the presentation and a time limit which the presentation should not exceed.

TIPS FOR SUCCESSFUL INTERVIEW

1. Be on time.
2. Know the company and why you want to work there: learn as much as you can about the company’s mission, objectives, goals and future plans.
3. Bring resumes: Your interviewer(s) will likely have a copy of your resume but bring spares. It shows you are prepared and serious about getting the job.

4. Dress in a clean conservative manner: Make sure you go into a job interview having showered and wearing clean clothes. If you like wearing cologne or perfume, don't wear any on the day of interview. What is subtle smelling to you may be overwhelming to your interviewer.
5. Don't make jokes: Too many people think they are funny when in reality they are not. A job interview isn't the place to test your material. Be friendly and outgoing, save the jokes.
6. Don't babble: When answering a question, answer the question. Don't start out answering a question and then veer off to talk about something else. Make sure your answer directly reflects the question being asked.
7. Don't badmouth a boss: Bad mouthing a previous boss in a job interview is a huge negative. They may have been the worst boss in the world but expressing that in a job interview is a huge mistake.
8. Don't play with your face/hair: Interviews can be a nervous experience but rubbing your chin, twirling your hair, or anything else along those lines makes you look like you are lying or lacking confidence, both not good.
9. Less is more: Sometimes certain details of your life are better left unsaid.
10. Have good eye contact: Staring at the floor, ceiling or wall when speaking or listening makes you appear disinterested. Again, simple and obvious but happens way more then you had thought.
11. Have goals: May be you don't have any idea where you want to be in a few years professionally but figure out something to say. If you don't and you're asked, you appear unambitious, which leads an interviewer to think you'd be a lazy employee.
12. Have accomplishment: Be prepared to talk about something that you're proud of accomplishing, whether professionally or personally (or a failure and what you learned from it).
13. Have passion: be able to express why you want to work in that field/industry and what you do to further your knowledge. The more intelligent or informed you are the more impressive you will look.
14. Ask questions: At the end of the job interview make sure you have some questions to ask. If the interviewer doesn't offer you chance, ask to ask. Again, it reinforces your strong interest in the job.
15. Send a thank you note: it's easy to send an email but take the extra effort to mail your interviewer a hand written thank you note. It reinforces your interest in the job. It doesn't need to belong, just make it sincere.

GROUP DISCUSSION

The term suggests a discussion among a group of persons. The group will have 8 and 12 members who will express their views freely, frankly in a friendly manner, on a topic of current issue. Within a time limit of 20 to 30 minutes, the abilities of the members of the group are measured. Group discussion is a very important round in any selection process, be it for an MBA course, campus recruitment or for any graduate/post graduate degree. The selection committee conducts GD to gauge whether the candidate has certain personality traits and/or skills that it desires in its members, say for example.

- Ability to work in a team.
- Communication skills.
- Leadership skills.
- Reasoning ability.
- Initiativeness.
- Assertiveness.
- Creativity.
- Flexibility.
- Ability to think and act independently.

Prerequisites of a group discussion

- Topic given by panelists.
- Planning and preparation.
- Knowledge with self-confidence.
- Communication skills/power of speech.
- Presentation.
- Body language and personal appearance.
- Being calm and cool.
- Extensive knowledge base related to state, country and globe.
- Areas are politics, sports, science and trade commerce, industry and technology, MNC etc.,
- Analyze the social& economical issues logistically.
- Listening skills.
- Co-operation.

Benefits of group discussion

- Stimulation of thinking in a new way.
- Expansion of knowledge.
- Understanding of your strength and weakness.
- Your true personality is revealed and qualities of leadership crystallize.
- Provides chance to expose language skills, academic knowledge, leadership skills, team work and general knowledge.

Tips for effective participation in group discussion

- 1) The first thing is that the panel should notice you. Merely making a meaningful contribution and helping the group arrive at a consensus is not enough. You must ensure that the group hears you. If the group hears you, so will the evaluator. You need to be assertive. It depends on you how you steer the group in the right direction, once it gets stuck to something. This

gives you the chance to showcase your leadership skills. Most importantly, you have to make your chances. Many group discussion participants often complain that they did not get a chance to speak. The fact is that in no group discussion will you get a chance to speak. There is nothing more unacceptable in a GD than keeping one's mouth shut or just murmuring things which are inaudible.

- 2) The second most essential thing is that your contribution to the group should be meaningful. For that you need to have a good knowledge base. You should be able to think logically and hence put forth your ideas cohesively. The quality of what you said is more valuable than the quantity. It doesn't help if you shout at the top of your voice and speak at great length, what matters most is what you speak and how it creates an impact on the group as well as the evaluators.
- 3) The last most important thing is that you must be clearly seen to be attempting to build a consensus. This shows your ability to work in a team, your ability to adjust yourself in new surroundings and help others in your team to reach a definite conclusion amidst difference of opinions. After all this is what all group discussions aim at: to be able to discuss and arrive at a consensus.

To be able to meet the above requirements during a group discussion, one should keep in mind the following things:

- a) Be Yourself: be as natural as possible and don't try to be someone you are not.
- b) Take time to organize your thought. Don't suddenly jump to any conclusion. Think before you speak so that you don't speak anything irrelevant to the topic being discussed.
- c) Don't make the mistake of looking at the panel while you are speaking. You are in a group discussion and you are expected to discuss among group members, so always look at your group members while you are speaking.
- d) Seek clarification if you have any doubts regarding the subject, before the discussion commences.
- e) Your body language says a lot about you-your gestures and mannerisms are more likely to reflect your attitude than what you say.
- f) Never try to show your dominance. Be assertive, speak yourself and let others speak as well.
- g) Don't lose your cool if anyone says anything you object to. The key is to stay objective: Don't take the discussion personally.
- h) Show your leadership skill. Motivate the other members of the team to speak. Be receptive to other's opinions and do not be abrasive or aggressive.
- i) Remember, opening the discussion is not the only way of gaining attention and recognition. If you do not give valuable insights during the discussion, all your efforts of initiating the discussion will be in vain.

Do's in group discussion

- Make original points and support them by substantial reasoning.
- Listen to the other participants actively and carefully.

- Whatever you say must be with a logical flow and validate it with an example as far as possible.
- Make only accurate statements.
- Modulate the volume, pitch and tone.
- Be considerate to the feelings of the others.
- Try to get your turn.
- Be an active and dynamic participant by listening.
- Talk with confidence and self-assurance.

Don'ts in group discussion

- Don't be shy/nervous/keep isolated from GD
- Don't interrupt another participant before his argument is over.
- Don't speak in favour; example, establish your position and stand by it stubbornly.
- Don't change opinions.
- Don't make fun of any participant even if his arguments are funny.
- Don't engage yourself in sub-group conversation.
- Don't repeat and use irrelevant materials.

MODULE III

CAREER PLANNING

Career Planning is the systematic process by which one selects career goals and the path to these goals. From the organization's viewpoint, it means helping the employees to plan their career in terms of their capacities within the context of organization's needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. Career planning is the process of matching career goals and individual capabilities with opportunities for their fulfilment.

Career Planning is one of the broader aspects of learning in our existence. We all have some intentions and we all think to have stability in our future lives and for that purpose, Career Planning serves as a key to success. Career Planning makes a person to think suitably about their positive and negative aspects. All about their interest, about their creativity becomes possible through proper analyzing ourselves. It basically starts, when a person finishes Secondary/ Higher Secondary level of education. After that level, a person could opt for that educational degree, which would help them out to have a good job opportunity according to their skills at the right time.

It also helps us to design and formulate our future smoothly. Like, If a person wants to be a banker, then he or she would choose to go for ACCA or CA or MBA in finance after completing Intermediate in commerce and Graduation in commerce/ business administration.. Else he/ she would go for CAT course or Masters in Commerce or even up to doctorate level. This pre-planning would be effective and would give him/her benefits after achieving educational targets effectively. It also helps us to evaluate our own personality, which helps us to know that which kind of job would suit us according to our need and capabilities. In short, Career Planning is like mapping our future. Without proper planning, no one could think of getting a desired job in future.

CAREER PLANNING STEPS

1. Assess Yourself

- Interests
- Values
- Skills
- Accomplishments
- Personal Preferences and Needs

2. Research Careers and Occupations that Match Your Personal Profile

3. Understand the Job Market

- Occupations
- Industries
- Employment Outlook
- Local Economy and Employers

3. Identify Your Goal and Make a Plan for Achieving It

CAREER - CHOOSING A CAREER

Career is defined by the Oxford English Dictionary as a person's "course or progress through life (or a distinct portion of life)". It can also pertain to an occupation or a profession that usually involves special training or formal education, and is considered to be a person's lifework.

The etymology of the term comes from the French word *carriere* which, in turn, comes from the Latin word "(via) *cararia*" (track for wheeled vehicles) which originated from the Latin word *carrus* "which means *wagon*".

By the late 20th century, a wide range of choices (especially in the range of potential professions) and more widespread education had allowed it to become possible to plan (or design) a career: in this respect the careers of the career counsellor and of the career advisor have grown up. It is also not uncommon for adults in the late 20th/early 21st centuries to have dual or multiple careers, either sequentially or concurrently. Thus, professional identities have become hyphenated or hybridized to reflect this shift in work ethic.

Career is an artefact that has emerged within the broader framework of the human activity called work. Work is as old as the history of mankind. Career, on the other hand, is a relatively newer concept whose emergence coincides with changes that characterise the evolution of work. These changes throw up new work roles that require specialisation in a particular skill-set and the commitment to meet the demands of these specialised work roles for a duration of time sometimes for the entire duration of one's availability to the workforce.

It is the relatively modern concepts of specialisation and the focused development of specific work roles that define the term 'career'. All careers are forms of work, but the reverse may not be always true. As an area of human activity work is border, ubiquitous and wider in what it encompasses. Career therefore is work imbued with certain characteristics.

1. VOLITION AND CHOICE

Career brings with it the question of choice, decision-making and the exercise of volition. Presented with numerous opportunities, the career aspirant is required to discriminate between various possibilities and identify the career that he or she wishes to follow.

2. SUITABILITY

A career implies specialisation in a clear circumscribed area of skills. And specialisation brings with it the implication of the individual's suitability for a specific set of work skills. Discovering personal suitability for a career requires identifying personal interests, talents and inclinations.

3. PREPARATION

Preparation for entry is an essential characteristic of the modern career. This implies developing knowledge about and skills for the career one has chosen. Career preparation presents two points for consideration. At one level preparation comprises study, training and skill development to meet the demands of the chosen career.

4. ONGOING DEVELOPMENT

A career usually spans a period of time-it has a beginning (entry into a career) and an end (retirement). We could perhaps link the term career to *carriere*, which is French for rare course. In many ways, a career is a course that one follows.

5. SOCIAL-PERSONAL DIMENSIONS

Running the course of career is essentially the result of an intricate psycho-social process. A group of people (society at large) presents a wide variety of needs that demand attention. The dynamics of career development motives from within this larger group, to develop the expertise to meet one of these needs or specific components of a need in a professional manner.

A career is characterised by the volitional direction of energy and specialised effort, for a required duration of time, toward meeting societal needs through a specific area of work, for which one gains the means not only for a livelihood but also for the realisation of personal potentials.

CAREER DEVELOPMENT

Career development is the process of managing your life, learning and work. Career development involves managing your career either within or between organizations. It also includes learning new skills, and making improvements to help you in your career. Career development is an ongoing, lifelong process to help you learn and achieve more in your career.

It represents the entire sequence of activities and events related to an individual's career or the on-going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization, moving to a different organization or starting one's own business. Career development is directly linked to the goals and objectives set by an individual. It starts with self-actualization and self-assessment of one's interests and capabilities. The interests are then matched with the available options. The individual needs to train himself to acquire the skills needed for the option or career path chosen by him. Finally, after acquiring the desired competency, he has to perform to achieve the goals and targets set by him.

Peter Tatham, Executive Director, Career Industry Council of Australia says the quality of the career development process significantly determines the nature and quality of individuals' lives: the kind of people they become, the sense of purpose they have, the income at their disposal. It also determines the social and economic contribution they make to the communities and societies of which they are part.

Career development in the current economy is more important than ever before, "as an ongoing process of review, discovery, deciding and action. In a tighter job market, *creativity* (identifying career combinations where the applicant can offer a unique selling proposition) and *flexibility* will likely become more important." (Dr Peter Carey, President, Career Development Association of Australia, a CICA member organisation).

The career development process starts with you getting to know yourself and then matching your interests, aspirations and skills with options for study and work. So career development is about more than just your first job, it's about the whole of your life and for many its about getting a life that you love.

You can develop your skills and discover career opportunities through:

- paid work
- unpaid work experience or volunteering
- education
- caring for family members

- hobbies
- cultural activities.

Career development applies to people of all ages:

- **Children** learn about different jobs in society. They develop interests and abilities that may eventually influence their career paths.
- **Teenagers** choose subjects and courses that may lead them to their career paths. They participate in school, part-time work, family activities and hobbies.
- **Adults** work in the home, in paid employment and as volunteers. They may change jobs several times and experience periods of unemployment, over employment and under employment. As well as work, adults participate in formal and informal education, family activities, and hobbies.
- **Retirees** often have the financial and personal freedom to choose to study, start a business, travel, work part time, volunteer, enjoy hobbies or care for family members. Some retirees do all of these things!

CAREER DEVELOPMENT



Career development is directly linked to an individual's growth and satisfaction and hence should be managed by the individual and not left to the employer.

CAREER GUIDANCE AND CAREER GUIDANCE CENTRE

Advice and information about careers that helps individuals, especially young people, decide on a career and also teaches them how to pursue their chosen career.

Need and Importance of Career Guidance

- High quality career guidance is crucial for a well-functioning labour market.
- It helps individuals into learning and work and assists them to sustain and progress in employment.
- As well as improving individual decision-making, it can raise aspirations and increase self-confidence and resilience.
- career guidance aims to help people not simply to enter work, but to sustain employment and ultimately to move on to a better job

Career Guidance Centre and Sources of Career Information The college career services office or the career centres play an important role in helping students pursue the right careers. Almost every college remains equipped with a career guidance center that offers important job and career information. These centers offer students a variety of services. To use these services effectively, you need to know how to use them. What's important is that you know what you can guidance and help you can expect from your college's career placement office.

Given below are some of the most useful services that college career centers offer to help students pursue their dream careers and achieve success.

Making a Career Decision One of the most important career services offered by colleges is guiding students on making a well informed decision about their careers. The career counselor at the placement office will help you choose the right career path. In addition, they will recommend you useful assessment tools so that you can evaluate your talents, values, personalities, abilities and interests. With the help of the counselor, you can also decide to choose the right major.

Exploring Careers The career guidance center also provides students useful information on various occupations. They can suggest multiple resources where students can find important career related information.

Writing Resume & Cover Letter Writing The career services office at the college also provides students expert counselling on resume and cover letter writing. These placement offices also organize workshops to assist students. There are critiques who can guide students on drafting the perfect resume and cover letter.

Preparing for Job Interviews Guidance centres in colleges also assist students for interviewing. Counsellors at placement offices guide students on different aspects of the interviewing process. These offices also conduct workshops from time to time to help students efficiently prepare for job interviews.

Placement for Jobs Another useful service that college career centres offer for students is getting them placed in jobs. The career guidance office can also help you land part time jobs. In addition, they inform college students of internship opportunities. Many career placement offices also organize job fairs where students can meet with potential employers.

Credential Management College career centres also maintain recommendation files for students. The office sends these letters of recommendation to employers to help students land jobs. These letters can be sent to employers as well graduate schools depending on the requirements.

Students should also have a look at the services a college career centres before choosing a college to get enrolled in a program. Placement office services serve as a wonderful resource for

jobs and career related information. Know these services in advance and prepare yourself to maximize the benefits by using them to pursue your career goals.

Sources of Career Information

Career information provides information about jobs and workplace with links to topics including looking for a job, checking your pay rates, nature of the work and Information for employers.

Sources of job information

1. The Internet
2. Local News Papers
3. Television and Radio Advertisement
4. Posters
5. Brochures
6. Face-to-face Communication with peers

Personal Contacts

Families and friends can be extremely helpful in providing career information. While they may not always have the information needed, they may know other knowledgeable people and be able to put the job seeker in touch with them. These contacts can lead to an "information interview," which usually means talking to someone who can provide information about a company or career.

Libraries and Career Centres

Libraries offer a great deal of information about careers and job training. Begin by searching the catalog under "vocations" or "careers" and then look under specific fields of work that match areas of interest.

Counsellors

Counsellors are professionals trained to help clients assess their own strengths and weaknesses, evaluate their goals and values, and determine what they want in a career. Counsellors can be found in:

- High school guidance offices
- Placement offices in private vocational or technical schools
- College career planning and placement offices
- Vocational rehabilitation agencies
- Counseling service offices offered by community organizations
- Private counseling agencies
- State employment service offices

The Internet

The Internet provides much of the same job information that is available through libraries, career centres, and guidance offices. However, no single network or resource will contain all the desired information. As in a library search, one must look through various lists by field or discipline or by using keyword searches.

Organizations

Professional societies, trade associations, labor unions, business firms, and educational institutions offer a variety of free or inexpensive career materials. Trade organizations are particularly useful sources of information if one already has a job and is seeking another or fears being "downsized" by one's present employer.

Education and Training Information

All jobs require some kind of training, even those that primarily utilize simple, everyday skills. Many people acquire these most basic job skills during the process of growing up and through compulsory education. Additional on-the-job training is often sufficient for success in a first part-time job. Free career training for some fields may be available through vocational courses in public schools, local branches of state employment offices, or apprenticeship programs.

Colleges, schools, and training institutes readily reply to requests for information about their programs. Professional and trade associations have lists of schools that offer career preparation in their fields. Information on financial aid for study or training is available from a variety of sources—high school guidance counselors, college financial aid officers, banks and credit unions, the Internet, and state and federal governments. Directories and guides to sources of student financial aid can be found in guidance offices and public libraries. Among federal government Web sources are:

Job Search Methods

Successfully finding a job starts with knowing where and how to look for one. Most job seekers are familiar with the image of a prospective employee poring over the "Help Wanted" advertisements in the local newspaper. However, while hundreds of jobs may be listed in the classified ads, this is not necessarily the most effective resource for job-hunting. Table 7.1 provides a list of sources of job listings; some of these are discussed in more detail below.

Where to learn about job openings

- Personal contacts
- School career planning and placement offices
- Classified ads
 - National and local newspapers
 - Professional journals
 - Trade magazines
- Internet networks and resources
- State employment service offices
- Federal government
- Professional associations
- Labor unions
- Private employment agencies and career consultants
- Community agencies

Personal Contacts—Networking

A good place to start collecting information is from family, friends, and acquaintances. One should not be afraid to ask friends or relatives if they know of an available job. Many people get jobs through personal contacts. Often, a friend or family member will not personally know of available jobs, but will be able to provide an introduction to someone else who does. This kind of networking is useful to job-hunters at any stage of career building. A young person's first job often results from a peer connection or a referral from a teacher or parent. Later on, word-of-mouth recommendations from professional peers may open doors to interviews, although they generally do not have significant influence on actual hiring decisions.

Classified Ads

"Help Wanted" advertisements may provide leads to prospective jobs. The listings do not contain all of the job openings available in a particular area, however, and they usually do not provide very much pertinent information about the available positions. Ads generally offer little or no description of the jobs, working conditions, or pay. Some advertisements do not identify the employer. They may instead offer only a post office box to which a resume should be sent, which makes follow-up inquiries very difficult. It also makes it difficult for the job-hunter to learn anything useful about the company. Furthermore, some advertisements refer job seekers to employment agencies rather than to actual employers. Here are some helpful reminders about using classified advertisements in a job search:

- Classified ads can be useful resources, but they should not be the only source of prospective job information.
- Ads should be answered promptly; openings may be filled even before the ad stops appearing in the paper.
- The Sunday edition of a newspaper usually includes the most listings, but some jobs appear only in weekday editions; read the classified ads daily for the best exposure.
- Ads that emphasize "no experience necessary" are often for jobs characterized by low wages, poor working conditions, or commission work.
- It is useful to keep track of ads responded to; good records should include both the date of the ad and the date of response to it, and the specific skills, educational background, and personal qualifications required for each advertised position.

Other Sources of Job Information and Services

- Public Employment Services
- Private Employment Agencies
- College Career Planning and Placement Offices
- Community Agencies
- Employers

Job Search Journal/ Career Magazines

Job Search Journal is the Division of Career Services' comprehensive tool which help to get a job quickly.

Job Search journals with its immense information help one to find the right and appropriate job.

It provides details like:

- organizing your job search
- identifying and learning to talk about your skills
- learning to write effective resumes and job applications
- Discovering tips to good cover letters that will help you get job interviews
- finding new sources of job leads
- getting prepared for job interviews
- deciding if a job is right for you

Advantages of Job Search Journals:

- Thousands of worldwide job listings.
- Access the Internet for job listings and job search information.
- It provides various resources like fax machines, telephones, photocopiers are available for copying and faxing your resume and calling employers.
- It provides transportation information, job search reference materials, and computer software to help you develop and format your resume.
- It also organises workshops and training ranging from interview techniques to resume writing, career exploration to networking skills. Meet with other job seekers who share your concerns and hear their job search ideas and experiences.
- It also provide advices and suggestions from experienced job specialists regarding techniques to resume writing, career exploration to networking skills.
- Meet with other job seekers who share your concerns and hear their job search ideas and experiences.

Computerised Job Search

Use a job search engine to expedite your search for a job online, by searching all the top job sites, company sites, and niche job sites for job listings.

Job Search Do's

- First of all, make sure everything you send out, whether by paper or email, is perfect. Capitalization, grammar and content all need to be perfect. One typo is one typo too many. If you're like me and it's hard to proof your own work, have someone else read it over for you.
- Apply for positions that you are qualified for. Focus your job search. Carefully review the criteria mentioned in the job posting. If it's a stretch, make sure you mention why you are qualified in your cover letter. If it's not even close, save your time and the employer's time and don't apply.
- Use the time you might have spent sending random inquiries to network. I know two people who were hired within the last couple of weeks because of the networking they did. They approached contacts at companies they were interested in working for and asked for assistance.

Job Search Don'ts

- Sending random inquiries isn't going to help anyone find a job. It really isn't. Nobody is going to say "great!" another resume to review. Instead, the email will probably be trashed.
- It simply isn't effective to apply for positions that don't exist, to randomly apply for positions where your qualifications don't meet the criteria the employer is looking for, or to send job search correspondence that is any less than perfectly proof-read. There are too many candidates who are following the directions and targeting their job search. They will be the people who get the interviews.

Follow Instructions

Finally, and most importantly, if there are specific instructions in the job posting, in the newspaper ad or on the company web site, please do yourself, and everyone else a favour, and follow them.

Apply for a Job

In order to get a job you have to know how to navigate the application process. To apply for a job follow these instructions.

- Write a resume
- Call the employer
- Write a cover letter (if necessary only)
- Get a second opinion
- Follow up
 - Always be honest while filling out a job application online
 - If you get an interview, follow up with a thank you letter
 - Always thank the employer for the time and consideration

PREPARING A RESUME

A **resume** is a formal presentation of a job applicant's education, skills, and work experiences. It is a brief written summary of an individual's education, work experience, and accomplishments.

A simple resume is a summary typically limited to one or two pages of size A4 or Letter-size, highlighting only those experiences and credentials that the author considers most relevant to the desired position.

Resumes may be organized in different ways. The following are some of the more common formats:

- **Reverse chronological resume:** A reverse chronological resume lists a candidate's job experiences in reverse chronological order. Positions are listed with starting and ending dates. Current positions on a resume typically list the starting date to the present or to the current year. Both are considered acceptable. The reverse chronological resume format is most commonly used by those who are not professional resume writers. The reverse chronological resume works to build credibility through experience gained.
- **Functional resume:** The functional resume is used to focus on skills that are specific to the type of position being sought. This format directly emphasizes specific professional capabilities and utilizes experience summaries as its primary means of communicating

professional competency.. The functional resume works well for those making a career change, having a varied work history or with little work experience. A functional resume is also preferred for applications to jobs that require very specific skills or clearly defined personality traits. A functional resume is a good method for highlighting particular skills or experiences

- **Hybrid resume:** The hybrid resume balances the functional and chronological approaches. A resume organized this way typically leads with a functional list of job skills, followed by a chronological list of employers. The hybrid resume has a tendency to repeat itself and is, therefore, less widely used than the other two.
- **Online resumes** The Internet has brought about a new age for the resume. As the search for employment has become more electronic, resumes have followed suit. It is common for employers only to accept resumes electronically, either out of practicality or preference. This electronic boom has changed much about the way resumes are written, read, and processed.

Job seekers must choose a file format in which to maintain their resumes. Many employers, and recruitment agencies working on their behalf, insist on receiving resumes as Microsoft Word documents. The old Word (.doc 1997–2003) version is the preferred version. Others will only accept resumes formatted in HTML, PDF, or plain ASCII text.

Many potential employers now find candidates' resumes through search engines, which makes it more important for candidates to use appropriate keywords when writing a resume.

Many large employers use electronic resume processing systems to handle large volumes of resumes. Job ads may direct applicants to email a resume to a company or visit its Website and submit a resume in an electronic format.

Resume Preparation Tips

In preparing our Resume we should follow some important steps which should be placed in. The sections which have been put in our Resume should contain the perfect information regarding those particular categories. By looking at that Resume one should know approximately every thing about that person whom that Resume belongs to. The Resume must be clean and Original one. Don't use photo copies. It will put bad impression at interviewing time. Here are the sections which have to be put in the Resume.

- Contact section: Who are you and how can you be reached?
- Objective statement: What do you want to do?
- Education section: What have you learned?
- Experience/Employment section: What can you do? What have you done?
- Professional activities and accomplishments: How have you been recognized?
- Miscellaneous: What else do they want to know about you?

These above mentioned categories are main things in Resume. Under these every sections you must keep proper information regarding that particular one. And sequence these sections according to what is important to the employer. Here are some tips which should be included in particular section.

1. Contact Information

In this section you should include your name, Address including street and house number and your contact number.

2. Career/Job Objective

This is recommended only for recent graduates or entry level personnel. Experience and professional job seekers rarely include it. This component of the resume can be very challenging to write. The purpose of the objective statement is to inform the reader of your career goals and qualifications.

3. Educational Qualifications

This section is most effective when you have experiences from your education that are impressive and/or directly relate to your objective. Adding this section is useful when you have developed skills and specific knowledge through your education rather than work experience. This section can be used to highlight coursework, research, or special knowledge that complements your objective.

4. Employment or Experience Summary

A brief summary of qualifications can condense an extensive background by emphasizing experiences and accomplishments in brief phrases. The qualifications summary is accomplishment-oriented and provides an overview of your work experience.

5. Professional Activities and Accomplishments

This part of your resume offers you the opportunity to provide insight into your career development. You should be selective and complete, listing such items as memberships in professional associations and offices held, professional registrations, honors received, and major articles or publications you have written.

6. Miscellaneous

This section covers the remaining things like hobbies, interests , strengths and goals etc. These are the main tips which we must concentrate on.

Follow –Up Communication

Consistent and prompt follow-up habits are an essential part of good verbal communication skills. It will help you maintain positive rapport, confidence and trust with your peers, clients and employer. You can think of several occasions when someone promised to get back with you within a certain time frame, but failed to do so-- if at all. I'm sure this had a negative impact on your professional interpretation of that individual or business. No matter what size business or position held within an organization there is always room for improvement of communication skills in areas such as follow-up.

Instructions

- Use a reminder service to help you stay on top of any follow-up appointments or calls that need to be made
- Take the time to thank your customers for their business. This can be done by sending a simple thank-you card.
- Don't commit to a specific time when making promises of following up. Give a vague time frame but within reason.

- Call or send an email if you're running behind and become unable to commit to your original agreement. Don't ever not follow through on your follow-up promise and not call to explain the circumstances. It is unprofessional.

If you send a cover letter and a resume by mail, call a week later to confirm their receipt. If you send them by e-mail call the day after.

Consider these five tips to help set you on the right interview follow-up course:

1. Request a business card from the interviewer(s). This ensures you have their most basic contact information, which should include their full name, title, email, phone number, and possibly even business address. When following up, you want to show your attention to detail and respect by addressing the interviewer with their correct title and name.

2. Inquire about next steps. Depending upon the interview tenor and whether it seems appropriate, you may also ask specifically when a decision will be made about the position. Or, if it is clear that the interviewing cycle is complex, and that no decision will be made until further follow-up interviews are conducted, then you may ask when the next interviews will be scheduled and/or when would be a good time for you to follow up.

You get the drift. There is no cut-and-dried script for inquiring about next steps. But the point is, if the interviewer doesn't tie up loose ends neatly at the wrap of the interview, take the reins to inquire respectfully about next steps. With this information in hand, it will help you to gauge how to handle your follow-up communications.

3. Determine a follow-up method. If you are a technologist or in a technology-related or technology-savvy career (which envelops most careers in today's modern world), then you most certainly will want to follow up electronically, by email or with some other technological means.

4. Determine the content to include in your follow-up letter. An initial "Thank you for the opportunity to interview" is necessary to show basic thoughtfulness and appreciation for the interviewer's time and energy. Beyond that, and in a brief, pithy format (no longer than approximately three to five paragraphs), you'll want to address any overarching points that were made in the interview. For example, if a specific question or discussion point stumped you or left you feeling a little less than articulate, then use the follow-up letter to smooth it over.

Show, through word clarity, that you are qualified by pointing to a story, result, or skill set that will help overcome the objection you may have left as residue at the close of the interview. As such, consider the follow-up letter an opportunity not only for professional courtesy, but also for clean-up, if you will, as well as to reinforce your value for the specific role.

MODULE IV

SELF MANAGEMENT

SELF ESTEEM

The term self-esteem comes from Greek word meaning “reverence for self.” The ‘self’ part of self –esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The esteem part of self-esteem describes the values and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives.

Self-esteem means pride in oneself self respect. Self-esteem can be defined as our basic sense of self-worth that comes from all the thoughts, feelings and experiences we have accumulated about ourselves in life, These impressions and evaluations add up to our feeling good about ourselves or feeling inadequate.

Webster’s Dictionary defined self-esteem as “ A confidence and satisfaction in oneself.” High self –esteem is the most positive phrase in the English language. In the simple sense self esteem means a confidence and satisfaction in oneself.

Self-esteem is a state of mind or One’s positive image of self. Self-esteem is self –confidence, self-worth and self-respect. It involves respecting others, as well as feeling a sense of harmony and peace with in oneself. Self-esteem is not a fixed or static. It changes self-esteem does not happen overnight or by chance. It can be learned.

In Psychology, The term self esteem is used to describe a person’s overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one’s own appearance, beliefs, emotions and behaviour.

Definitions

- Self esteem is a confidence in our ability to think, to cope with the basic challenges of life and confidence in our right to be successful and happy. ~Nathaniel Branden
- Self esteem is an evaluation of the emotional, intellectual, and behavioral aspects of the self-concept. ~Diane Frey & Jesse Carlock
- Self esteem is a state of mind. It is the way you feel and think about yourself and others, and is measured by the way you act. ~Connie Paladino

PRACTICE SELF ACCEPTANCE:

Self –esteem is directly linked to self acceptance. Self –esteem is possible only through self acceptance and self responsibility. The practice of self assertiveness is possible through living purposefully, personal integrity.

People with low self esteem tend to have “lower quality relationships than people with healthy self esteem. Then relationships have less love and trust and more conflict and ambivalence.

CHARACTERISTICS OF PEOPLE WITH HIGH SELF-ESTEEM

People with high self-esteem exhibit the following characteristics:

- They feel they are important, that they matter.
- They are responsible to themselves and to others.

- They have a strong sense of self; they act independently and are not easily influenced by others.
- They acknowledge their abilities and talents and are proud of what they do.
- They believe in themselves; they are able to risk and to face challenges.
- They express many types of emotions and feelings.
- They have a high tolerance for frustration.
- They exhibit emotional self-control.
- They feel connected to others, have good communication skills, and know how to make friends.
- They care about their appearance and take care of their bodies.

LOW SELF ESTEEM

Self-esteem is your opinion of yourself. Everyone lacks confidence sometimes but people with low self-esteem are unhappy or unsatisfied with themselves most of the time. Low self-esteem can cause problems including depression and anxiety. A low self-esteem can reduce the quality of a person's life in many different ways, including: Having negative feelings such as sadness, depression, anxiety, anger, shame or guilt, fear. People who have low self-esteem often feel inferiority complex and fear of judgement and often lack courage to face challenges.

Characteristics of low self-esteem

Typically, a person with low self-esteem:

- Is extremely critical of themselves
- Downplays or ignores their positive qualities
- Judges themselves to be inferior to their peers
- Uses negative words to describe themselves and often they have negative self talk.
- self talk- that are always negative, critical and self blaming

Causes of low self-esteem

- Unhappy childhood where parents (or other significant people such as teachers) were extremely critical
- Poor academic performance in school resulting in a lack of confidence
- Ongoing stressful life event such as relationship breakdown or financial trouble
- Poor treatment from a partner, parent or caregiver, for example, being in an abusive relationship
- Ongoing medical problem such as chronic pain, serious illness or physical disability
- Mental illness such as an anxiety disorder or depression.

Self-esteem building

Self-esteem is strongly related to how you view and react to the things that happen in your life. Suggestions for building self-esteem include:

- Develop positive self talk
- Challenge negative 'self-talk'
- Accept everyone is different and each one has its own unique character
- Identify your strength and weaknesses
- Appreciate and enrich your strength and talents
- Be focused on present
- Do self assessment

- self evaluation
- Be happy and seek out new opportunities
- Check you have trust worthy interpersonal relationship.
- Practice yoga and meditation
- Be assertive and goal oriented
- Be bold enough to express your correct views and at the same time listen others
- Attend a course on life skill education and personality development
- Develop good reading habit and choose books on self development..

Self-esteem is your opinion of yourself. People with healthy self-esteem like themselves and value their achievements. Self esteem is control to our survival. It is the basis of our wellbeing.

SELF AWARENESS

If Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

Self awareness means ‘a state of consciousness in which we focus our attention inward, upon ourselves. . Self-awareness is a cognitive process requiring integration of information from both external reality and inner experience. This is reflected in the definition of self-awareness as "the capacity to perceive the self in relatively objective terms whilst maintaining a sense of subjectivity" (Prigatano and Schacter 1991, 13). Therefore, self-awareness involves an interaction between thoughts and feelings. It is this subjective or affective component that distinguishes self-awareness from self-knowledge. In addition to an appreciation of one's present state (and how it differs from the pre-morbid state), self-awareness involves the ability to determine one's future state, or set realistic goals for the future.

The ability to observe one's behaviour, to be aware of one's own actions, and to appreciate one's thoughts, feelings and emotions, is now understood to be essential as a foundation for exceptional leadership. Leaders, who are self-aware, understand how their environment affects them and how they affect their environments. They know what affects them positively and negatively and how that impacts on their job performance (Shay, J. M., 2003).

What is self awareness?

Self-knowledge – the accuracy of self assessment – is closely related to self-awareness; it is the long-term correlate of self-awareness in the moment, i.e. becoming aware of one's thoughts and emotions (Knight, A. and Sparrow, T., 2006).

Self awareness is a way for us to explore our individual personalities, value systems, beliefs, natural inclinations, and tendencies.

Later on Daniel Goleman reviewed the term, self-awareness, as: “having a deep understanding of one's emotions, as well as one's strengths and limitations and one's values and motives.”

According to Daniel Goleman the competencies associated with self-awareness are:

- **Emotional self awareness:** recognising your emotions and the impact they have on your life.
- **Accurate self-assessment:** identifying your strengths and limitations.
- **Self-confidence:** knowing yourself worth and capabilities.

Impact of self awareness on one's life

As you develop self awareness you are able to make changes in the thoughts and interpretations you make in your mind. Changing the interpretations in your mind allows you to change your emotions. Self awareness is one of the attributes of Emotional Intelligence and an important factor in achieving success.

Self awareness is the first step in creating what you want and mastering your. Where you focus your attention, your emotions, reactions, personality and behaviour determine where you go in life.

Having self awareness allows you to see where your thoughts and emotions are taking you. It also allows you to see the controls of your emotions, behaviour, and personality so you can make changes you want. Until you are aware in the moment of the controls to your thoughts, emotions, words, and behaviour, you will have difficulty making changes in the direction of your life.

Having a clear understanding of your thought and, behaviour patterns helps you understand other people. This ability to empathize facilitates better personal and professional relationships.

Develop Self Awareness

Self awareness is developed through practices in focusing your attention on the details of your personality and behaviour. It isn't learned from reading a book. When you read a book you are focusing your attention on the conceptual ideas in the book. With your attention in a book you are practicing not paying attention to your own behaviour, emotions and personality.

When you become more self aware you instinctively begin to see aspects of your personality and behaviour that you didn't notice before.

If you have an emotional reaction of anger or frustration, you notice many of the thoughts and small triggers that build up towards those emotions. You also notice moments when you can change the interpretations in your mind, or not believe what we are thinking. In this heightened awareness you instinctively make better choices in your thought process long before an emotional reaction or destructive behaviour.

Making changes in your behaviour is much easier to do when you catch them early in the dynamic, before the momentum of thought and emotion has gathered steam. The changes in your mind and behaviour become simple and easy steps when you *develop self awareness*. The entire personal development process is dependent on your awareness of your strengths and weaknesses, and how to go forward to improve your skills. Your own self-awareness will be supported by the feedback that you receive from others. You need to know how to make the most of feedback - an important part of your degree but also a crucial life skill.

Why is self awareness important?

“A man is but the product of his thoughts; what he thinks, he becomes.” – Gandhi

Self awareness is important because when we have a better understanding of ourselves, we are empowered to make changes and to build on our areas of strength as well as identify areas where we would like to make improvements. Self-awareness is often a first step to goal setting.

The scope of personal development and growth is a broad one. It is through the powerful impact of personal development and growth that we can grow and improve our relationships, our careers, our wealth, our health, and our happiness. To discover new truths about ourselves is to expand our self awareness. . Self awareness is the very beginning of personal development. It may

very well be the ultimate end.. It is impossible for us to develop and grow ourselves if we lack awareness of ourselves.

How To Cultivate Self Awareness

“A person who is aware of himself is in a better position to predict and control his own behavior.” – B. F. Skinner

If we are not aware of ourselves, than it is hard to improve and change ourselves. Being aware is the first step to change and in turn lead us to success.

Self-awareness is a way for us to explore our individual personalities, value systems, beliefs, natural inclinations, and tendencies. Self-awareness is important because when we have a better understanding of who we truly are and with this knowledge we are empowered to make changes and to build on our areas of strength as well as identify areas where we would like to make improvements. Self-awareness is the first step towards setting goals for ourselves.

Self-awareness will give you the ability to be open, thoughtful and aware of how your actions impact others. Self-awareness is one of the most valuable qualities that you can possess as a human being.

Self-awareness is self-understanding and self-knowledge. It's getting to know your true, genuine self. It enables you to identify and understand factors of which you were NOT aware until now that control your reactions and behaviors and harm your relationships.

Self-awareness means understanding and acknowledging the fears, deprivations and needs that rule you; the beliefs, opinions and values that affect. The Self-Awareness process requires that you have motivation and courage to observe and gather information about your thoughts, feelings, attitude, reactions and behaviors and see the connection between them.

You can then know and understand yourself better; realize how you interpret things, and how you react and behave in ways that harm your relationship or drive you to stay single.

With this awareness you can choose new ways of behaving and expressing yourself, vital to develop and maintain a successful,. healthy and intimate relationship.

SELF CONTROL

Self-control is the ability to control impulses and reactions, and is another name for self-discipline. It is not some kind of negative and limiting behavior, as some people might think. When self-control is used wisely and with common sense, it becomes one of the most important tools for self improvement and for achieving success.

In what way does self-control help you?

- It keeps in check self-destructive, addictive, obsessive and compulsive behavior.
- Gives you a sense of personal mastery over your life, and brings balance into your life.
- Self-control helps to keep over-emotional responses in check or moderation.
- Self-control eliminates the feeling helplessness and being too dependent on others.
- It helps to manifest mental and emotional detachment, which contributes to peace of mind.
- It enables to control moods and reject negative feelings and thoughts.
- Self-control strengthens self-esteem, confidence, inner strength, self-mastery and willpower.

- It enables you to take charge of your life.
- It makes you a responsible and trustworthy human being.

There are various obstacles to self-control, such as:

- Lack of knowledge and understanding what self-control really is.
- Strong and uncontrolled emotional responses.
- Reacting to outside stimuli, without thinking first.
- Lack of discipline and willpower.
- Lack of the desire to change and improve.
- Considering self-control as a limiting and unpleasant activity.
- The belief that self control eliminates fun.
- Lack of faith in oneself and in one's abilities.

Developing self control

- 1) Asses your day to day life and identify in what areas of your life you need to gain more self-control. Where do you find yourself lacking in self-control?
- 2) Try identifying the emotions that lack control, such as anger, dissatisfaction, unhappiness, resentment, pleasure or fear.
- 3) Identify the thoughts and beliefs that push you to behave in uncontrolled manner.
- 4) Several times a day, especially when you need to display self control, repeat for a minute or two one of the following affirmations:
 - I have the power to choose my emotions and thoughts.
 - Self-control brings me inner strength and leads me to success.
 - Iam confident about my abilities and strengths
 - I am aware of my limitations
 - I am in charge of my behavior.
 - I am gaining control of my emotions and reactions
- 5) Visualize yourself acting with self-control and self-restraint. Take one of the instances where you usually act with lack of control, and visualize that you are acting calmly and with self-mastery.
- 6) Your self control will improve considerably, if you work on developing and strengthening your willpower and self-discipline through appropriate exercises. This is actually the most important step for developing self control.

Self control is vital for controlling and overcoming obsessions, fears, addictions and any kind of unsuitable behavior. It puts you in control of your life, your behavior and your reactions. It improves your relationships, develops patience and tolerance and is an important tool for attaining success and happiness.

EMOTIONAL INTELLIGENCE OR EMOTIONAL QUOTIENT

Etymologically the word emotion is derived from the Latin word 'emovere' which means 'to stir up', 'to agitate' or 'to exist'.

Crow and Crow convey that an emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour.

According to Charles G. Morris a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristics behaviour patterns.

Emotions as some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or other types of behavioural acts.

Basic characteristics of emotions:

1. Emotions are universal because it is prevalent in every living organism at all stages of development from infancy to old age.
2. Emotions have the quality of displacement.
3. An emotion can give birth to a number of other similar emotions.
4. Emotional upsurge adversely affects the process of reasoning ability and thinking power.
5. Emotional experiences are always associated with various biological drives.
6. Every emotional experience involves many physiological changes.

Generally emotions can be classified into two:

- a. Positive emotions
- b. Negative emotions.

Negative emotions: Emotions like fear, anger and jealousy which is harmful to the overall wellbeing (physical and mental) of an individual is termed as negative emotions.

Positive emotions: Emotion like happiness, joy, love, amusement, like pleasant emotions which are helpful and significant to the overall development of a person are termed as positive emotions.

Emotional intelligence, Daniel Goleman says 'children who are aware of emotions- their own and others'- and who are able to manage their emotions, motivate themselves, and handle relationships well have a higher degree of emotional intelligence.

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies.

(EQ - Emotional Quotient)

Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'

EQ entered popular psychology in 1995 when Daniel Goleman published "Emotional Intelligence: Why It Can Matter More Than IQ". Soon after this Time Magazine published an article on the subject as well. These two events brought EQ firmly into the public arena.

In his book Goleman draws on decades of research which gives EQ a solid foundation. The history of EI research goes back to the 1970's and includes the work of Howard Gardner, Peter Salovey, John Mayer, Reuven Bar-On, and others. Research has produced useful theory and concepts on which the practice of EQ is built. These include:

- Multiple intelligences
- Interpersonal communication
- Emotional quotient
- Emotional development
- Social intelligence, and
- Emotional resilience.

The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey (Yale) and John 'Jack' Mayer (New Hampshire). Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

Emotional Intelligence links strongly with concepts of love and spirituality: bringing compassion and humanity to work, and also to 'Multiple Intelligence' theory which illustrates and measures the range of capabilities people possess, and the fact that everybody has a value.

The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We've all met people who are academically brilliant and yet are socially and inter-personally inept. And we know that despite possessing a high IQ rating, success does not automatically follow.

TWO ASPECTS OF EMOTIONAL INTELLIGENCE

This is the essential premise of EQ: to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence:

- **Understanding yourself, your goals, intentions, responses, behaviour and all.**
- **Understanding others, and their feelings.**

FIVE DOMAINS OF EMOTIONAL EQ OR EI

Goleman identified the five 'domains' of EQ or EI as:

1. Knowing your emotions.
2. Managing your own emotions.
3. Motivating yourself.
4. Recognising and understanding other people's emotions.
5. Managing relationships, i.e., managing the emotions of others.

EQ gives you the ability to start distinguishing between the event that happens, and the way you respond to it. Simply being aware of your response means you can make changes that benefit you.

Emotional Intelligence “EI” and Emotional Quotient "EQ"

"EQ" refers more specifically to the term "Emotional Quotient", but both EQ and EI are used interchangeably to refer to Emotional Intelligence. Your **Emotional Quotient**, or EQ, is a measure of your *emotional* intelligence, just as IQ, or **Intelligence Quotient**, is a measure of your intellectual intelligence

Emotional Intelligence: The term EI was popularised by Daniel Goleman in 1995 the theory emphasises the importance of awareness, control and management of our emotions, and the emotions of other people. These skills are recognised as central to success in leadership and to your ability to manage life's curve balls - often defined as change.

The Components of EQ

Emotional intelligence is measured using 5-major components and 15-subcomponents:

1. Intrapersonal Skills (ability to understand and apply personal emotions)

- **Self Regard** (ability to accept oneself as basically good)
- **Emotional Self Awareness** (ability to recognize one's own feelings, which allows us to manage them and make better decisions. It is important to be positive even when challenged because it results in more focused thinking)
- **Assertiveness** (ability to express feelings, beliefs, and thoughts *without* becoming antagonistic and uncooperative towards others)
- **Independence** (ability to be self-directed and self-controlled in ones thinking and actions and to be free of emotional dependency)
- **Self Actualization** (ability to realizes one's potential)

2. Interpersonal Skills (people skills)

- **Empathy** (understanding the feelings of others, which enables us to respond appropriately to changes in the emotional climate of others; *Significant others, take note*)
- **Social Responsibility** (being a cooperative, contributing, and constructive member of various social groups)
- **Interpersonal Relationships** (ability to establish and maintain mutually beneficial relationships noted for their intimacy and by the giving & receiving of affection, whether it be as a lover, friend, family member, or loyal employee)

3. Stress Management (ability to handle challenges)

- **Stress Tolerance** (Ability to handle difficult situations without ‘falling apart’)
- **Impulse Control** (ability to resist or delay an impulse, drive, or temptation to act; controlling the need for "instant gratification")

4. Adaptability (Ability to react quickly, appropriately, and efficiently to change)

- **Reality Testing** (ability to assess the correspondence between what is experienced and what objectively exists; knowing what you want to do vs. what you actually *can* do)

- **Flexibility** (ability to adjust one's emotions, thoughts, and behaviours to changing situations and conditions)
- **Problem Solving** (ability to identify and define problems as well as to generate and implement potentially effective solutions)

5. General Mood

- **Optimism** (Hopeful about the future and have positive attitude towards life)
- **Happiness** (Have feeling of pleasure and satisfaction towards life.)

Social Quotient/Social intelligence

Social intelligence describes the exclusively human capacity to effectively navigate and negotiate complex social relationships and environments.^[1] Psychologist and professor at the London School of Economics Nicholas Humphrey believes it is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence, that truly makes humans what they are. Social scientist Ross Honeywill believes social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. A person with a high social intelligence quotient (SQ) is no better or worse than someone with a low SQ, they just have different attitudes, hopes, interests and desires.

Social intelligence according to the original definition of Edward Thorndike, is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". It is equivalent to interpersonal intelligence, one of the types of intelligences identified in Howard Gardner's Theory of multiple intelligences, and closely related to theory of mind.¹ Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics. According to Sean Foleno, Social intelligence is a person's competence to comprehend his or her environment optimally and react appropriately for socially successful conduct.

Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behaviour of (groups of) people. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioural clues in other people that can indicate their emotions and Soc intentions.

Social Quotient includes the following abilities:

- a) the ability to observe and interpret very subtle facial expressions that signal particular emotions or intentions in other people;
- b) the ability to detect and understand hidden meanings in verbal expressions of other people - such as when people say one thing, but actually mean the opposite
- c) the ability to interact with other people verbally and through gestures in such a way that these partners feel comfortable, relaxed and understood.
- d) the ability to intentionally provoke other people through cynicism, mockery or insults;
- e) the ability to tell and understand jokes;
- f) the ability to motivate other people to actions by providing verbal encouragement;
- g) the ability to incite rage, fanaticism, or (religious) ecstasy in other people;

h) the ability to coordinate one's actions with the behaviour of other people;

Social Quotient/Social intelligence is one of the most fundamental components of human intelligence. It has enabled the human species to develop various kinds of social relations - from the intimate bonds between lovers and spouses to the caring relation between parents and their children; from the fanatic following of a religious sect of to the formal status in a large-scale organization.

Social intelligence should not be misunderstood as a particular political or social conviction, such as humanitarianism. People with social intelligence may have noble sentiment and care for the poor.

When social intelligence is used for benign purposes it can lead to some of the most uplifting and noble human experiences. The nurses and doctors who take care of the poor in the slums of Calcutta, or the rich philanthropists who use their money to fight malaria or AIDS, all display social intelligence. They understand the suffering of other people and how it could affect all of human society. Without developing benign forms of social intelligence the human species would probably have died out long ago.

What is Social Intelligence/Social Quotient

As originally coined by E.L. Thorndike (1920), the term referred the person's ability to understand and manage other people, and to engage in adaptive social interactions. "By social intelligence is meant the ability to understand and manage men and women, boys and girls - to act wisely in human relations". Similarly, Moss and Hunt (1927) defined social intelligence as the "ability to get along with others". Vernon (1933), provided the most wide-ranging definition of social intelligence as the person's "ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers".

What are the outcomes of SQ

Sternberg, Conway, Ketron, & Bernstein (1981) suggested that the socially intelligent person

- Accepts others for what they are;
- Admits mistakes;
- Displays interest in the world at large;
- Is on time for appointments;
- Has social conscience;
- Thinks before speaking and doing;
- Displays curiosity;
- Does not make snap judgments and makes fair judgments;
- Assesses well the relevance of information to a problem at hand;
- Is sensitive to other people's needs and desires;
- Is frank and honest with self and others.

Furthermore, Kosmitzki and John (1993) add the following skills to this list:

- Understanding people's thoughts, feelings, and intentions well;

- Being good at dealing with people;
- Having extensive knowledge of rules and norms in human relations;
- Being good at taking the perspective of other people;
- Adapting well in social situations;
- Being warm and caring; and
- Being open to new experiences, ideas, and values

SOCIAL INTELLIGENCE :

Research shows that our interactions and relationships with others actually have the power to shape our brains! In short, healthy relationships nourish and support our overall health and well-being, while toxic or unhealthy relationships can threaten to poison us emotionally, spiritually and physically. The capacity to develop healthy relationships is particularly important in today's world where many people are increasingly isolated and anonymous due to online social networking, video games and other media use – as well as larger societal and community factors.

Thorndike, in 1920, divided intelligence into three facets; understanding and managing ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his words: "By social intelligence is meant the ability to understand and manage men and women, boys and girls -- to act wisely in human relations".

In 2007, Shaun Killian, an Australian educational psychologist provided a useful model identifying five characteristics of socially intelligent leaders:

1. They are confident in social situations.
2. They both have and demonstrate a genuine interest in others.
3. Whether dealing with people they know or strangers, they are adept at reading and responding to others.
4. They are able to express their emotions and feelings in a clear and appropriately assertive fashion.
5. Their understanding of social environments and the dynamics within them is well developed.

It is frequently remarked that relationships and social skills are often the difference between success and failure, be that in business, on the playground or in any other social environment. It is said that an estimated 67% of success in the workplace depends on work relationships. Social Quient/ Social Intelligence has therefore become key to meaningful and successful living.

Coping With Emotions

It involves recognising emotions in ourselves and others and how emotions influence behaviour. Being able to respond to emotions appropriately is important because intense emotions (like anger or sorrow) can have negative effects on our health if we do not react appropriately.

Being emotionally intelligent includes the following abilities:

- The ability to recognise and understand feelings and emotions (self awareness);
- The ability to understand your responses to situations and other people's actions (self awareness);

- The ability to choose how we think, how we feel, and the actions we take (self-regulation or self-management);
- The ability to recognise and understand the feelings and emotions of others (social awareness);
- The ability to express your emotions and to communicate effectively (relationship management).

These skills can be learned - and used well can help you manage change and achieve success in life. Take an EQ test to discover your strengths and areas requiring development.

The development of leadership in all areas of life, but particularly in business, is an important benefit of EQ. The ability to manage personal responses to change and to build resilience to change is vital in ensuring leader and manager effectiveness. In the workplace and in our personal lives being emotionally intelligent is an essential component to building resilience for mental health and successfully managing change. Emotionally intelligent leaders and managers are also able to help *others* manage difficult change.

EQ contributes to effective change management:

- by developing emotional maturity
- by increasing social intelligence
- as a tool to avoid or manage relationship problems
- by improving interpersonal communication
- by helping to manage emotions
- as a method of coping with stress
- by influencing leadership styles
- by helping leaders make business decisions about change
- by supporting managers, supervisors and staff in the workplace
- by effectively managing resistance to change.

To be successful and survive in today's society, individuals need to have the necessary communication and organizational skills to make sound decisions and interact with each other. Goleman argues that an individual's success at work is 80 percent dependent on emotional quotient and only 20 percent dependent on intelligence quotient. This is because EQ components are useful in assisting employees with decision-making in areas like teamwork, inclusion, productivity, and communication. Furthermore, good listening habits, communication skills leadership skills, effective time management, ability to organise team work. are integral components of EQ, and carry the elements of self-awareness and control, empathy and social expertness., high IQ was not the deciding factor, but instead how the person performed regarding the answering of e-mails, how good they were at collaborating and networking with colleagues, and their popularity with others in order to achieve the cooperation required to attain the goals.

STRESS AND STRAIN

STRESS

To a scientist, stress is any action or situation that places special physical or psychological demands upon a person, anything that can unbalance his individual equilibrium. And while the physiological response to such demand is surprisingly uniform, the forms of stress are innumerable. Stress may be even but unconscious like the noise of a city or the daily chore of driving the car. Perhaps the one incontestable statement that can be made about stress is that it belongs to everyone - to businessmen and professors, to mother and their children, to factory workers. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. The latest evidence suggested (Ogden Tanner,1979): - - Some stress is necessary to the well being and a lack can be harmful. - Stress definitely causes some serious ailments. -Severe stress makes people accident-prone.

CONCEPT OF STRESS

The concept of stress was first introduced in the life science by Hans Selye in 1936. It is a concept borrowed from the natural sciences. Derived from the Latin word 'Sringere', stress was popularly used in the seventeenth century to mean hardship, strain, adversity or affliction. It was used in the eighteenth and nineteenth centuries to denote force, pressure, strain or strong effort with reference to an object or person.

Stress is a complex phenomenon. It is very subjective experience. What may be challenge for one will be a stressor for another. It depends largely on background experiences, temperament and environmental conditions. Stress is a part of life and is generated by constantly changing situations that a person must face. The term stress refers to an internal state, which results from frustrating or unsatisfying conditions. A certain level of stress is unavoidable. Because of its complex nature stress has been studied for many years by researchers in psychology, sociology and medicine.

MEANING AND DEFINITION OF STRESS

Defining stress is a very complex matter, which is the subject of different analyses and continuous debate among experts. Beyond the details of this debate, a general consensus can be reached about a definition of stress, which is centered around the idea of a perceived imbalance in the interface between an individual, the environment and other individuals. When people are faced with demands from others or demands from the physical or psycho-social environment to which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements, including the extent of the demand, the personal characteristics and coping resources of the person, the constraints on the person in trying to cope and the support received from others.

Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it. (Mc Grath, 1976)

Stress is the term often used to describe distress, fatigue and feelings of not being able to cope. The term stress has been derived from the Latin word 'stringer' which means to draw tight.

The term was used to refer the hardship, strain, adversity or affliction. Stress is an integral part of natural fabric of life. It refers both to the circumstances that place physical or psychological demands on an individual and to the emotional reactions experiences in these situations (Hazards,199, the adverse effects of stress on physical health and emotional well being are increasingly recognised, there is little agreement among experts on the definition of stress: - According to Selye (1976), stress is caused by physiological, psychological and environmental demands. When confronted with stressors, the body creates extra energy and stress occurs because our bodies do not use up all of the extra energy that has been created. Selye first described this reaction in 1936 and coined it the General Adaptation Syndrome (GAS). The GAS includes three distinct stages: a) alarm reaction, b) stage of resistance c) stage of exhaustion According to Lazarus, (1976): stress occurs when there are demands on the person, which taxes or exceeds his adjustive resources.

According to Spielberger, (1979): the term stress is used to refer to a complex psycho-biological process that consists of three major elements. This process is initiated by a situation or stimulus that is potentially harmful or dangerous stressor. If a stressor is interpreted as dangerous or threatening, an anxiety reaction will be elicited.

According to Steinberg and Ritzmann, (1990): Stress can be defined as “an under load or overload of matter, energy or information input to, or output from, a living system.” According to Levine and Ursin, (1991): “Stress is a part of an adaptive biological system, where a state is created when a central processor registers an informational discrepancy.” According to Humphrey, (1992): In essence, stress can be considered as “any factor, acting internally or externally, that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment.” According to Levi, (1996): “Stress is cost by a multitude of demands (Stressors) such an inadequate fit between what we need and what we capable of, and what our environment offers and what it demands of us.” According to Bernik, (1997): “Stress designates the aggression itself leading to discomfort, or the consequences of it. It is our organism’s response to a challenge, be it right or wrong.” According to Bowman, (1998): “Stress is the body’s automatic response to any physical or mental demand placed upon it. When pressures are threatening, the body rushes to supply protection by turning on ‘the juices’ and preparing to defend itself. It’s the ‘flight or fight’ response in action.”

Exploring the Types of Stress

There are two main types of stress The main thing to learn about these two types of stress are how to recognize each of them in yourself, and react accordingly.

Good Stress or "eustress"

Usually when people discuss stress, they are talking about bad stress. And of these two types, this site also mainly focuses on management of the bad kind, but itâ€™s also important to understand that some stress is good for you.

Good stress is quite useful and necessary.

Good stress (also called "eustress") can get your blood flowing and help you through situations when you need an extra push. An example of this is the extra strength and anxiety you may feel before a big presentation or meeting. The anxiety and excitement of it can be beneficial to help you accomplish the things you need to accomplish in work and in many other parts of your life.

Good stress is generally under-discussed because many of us are too focused on the bad stress in our lives to remember and fully experience the good. This is why it is so important to recognize these two very different types of stress, and figure out how to distinguish between the two, and utilize the good to motivate you.

Good stress is generally under-discussed because many of us are too focused on the bad stress in our lives to remember and fully experience the good. This is why it is so important to recognize these two very different types of stress, and figure out how to distinguish between the two, and utilize the good to motivate you.

Bad stress is bad.

We all experience both types. For obvious reasons, we wouldn't want to eliminate the good, and it's nearly impossible to completely eliminate the bad (also known as "dis-stress"). But it is more than possible to get a handle on the bad stress and live a very happy, less-stressful life.

Like good stress, bad stress is also a physical and emotional feeling and reaction caused by many different events or changes (real or imagined) in our lives. However, gone untreated, or unmanaged, this type can lead to very serious mental and physical problems

Different types of stress.

1. **PHYSICAL:** intense exertion, manual labour, lack of sleep, travel
2. **CHEMICAL:** drugs, alcohol, caffeine, nicotine and environmental pollutants such as cleaning chemicals or pesticides
3. **MENTAL:** perfectionism, worry, anxiety, long work hours
4. **EMOTIONAL:** anger, guilt, loneliness, sadness, fear
5. **NUTRITIONAL:** food allergies, vitamin and mineral deficiency
6. **TRAUMATIC:** injuries or burns, surgery, illness, infections, extreme temperatures
7. **PSYCHO-SPIRITUAL:** troubled relationships, financial or career pressures, challenges with life goals, spiritual alignment and general state of happiness

The Four Common Types of Stress

Dr Karl Albrecht, a management consultant and conference speaker based in California, is a pioneer in the development of stress-reduction training for businesspeople. He defined four common types of stress in his 1979 book, "**Stress and the Manager.**"

Albrecht's four common types of stress are:

1. Time stress.
2. Anticipatory stress.
3. Situational stress.
4. Encounter stress.

1. Time Stress

You experience time stress when you worry about time, or the lack thereof. You worry about the number of things that you have to do, and you fear that you'll fail to achieve something important. You might feel trapped, unhappy, or even hopeless.

Common examples of time stress include worrying about deadlines or rushing to avoid being late for a meeting.

Managing Time Stress

Time stress is one of the most common types of stress that we experience today. It is essential to learn how to manage this type of stress if you're going to work productively in a busy organization.

Also use your peak working time to concentrate on your most important tasks – because you're working more efficiently, this helps you do more with the time you have.

2. Anticipatory Stress

Anticipatory stress describes stress that you experience concerning the future. Sometimes this stress can be focused on a specific event, such as an upcoming presentation that you're going to give. However, anticipatory stress can also be vague and undefined, such as an overall sense of dread about the future, or a worry that "something will go wrong."

3. Situational Stress

You experience situational stress when you're in a scary situation that you have no control over. This could be an emergency. More commonly, however, it's a situation that involves conflict, or a loss of status or acceptance in the eyes of your group. For instance, getting laid off or making a major mistake in front of your team are examples of events that can cause situational stress.

4. Encounter Stress

Encounter stress revolves around people. You experience encounter stress when you worry about interacting with a certain person or group of people – you may not like them, or you might think that they're unpredictable.

Encounter stress can also occur if your role involves a lot of personal interactions with customers or clients, especially if those groups are in distress. For instance, physicians and social workers have high rates of encounter stress, because the people they work with routinely don't feel well, or are deeply upset.

This type of stress also occurs from "contact overload": when you feel overwhelmed or drained from interacting with too many people.

Most people experience some degree of stress in their jobs. But if you understand the most common types of stress and know how to spot them, you can manage your stress much better. This, in turn, helps you to work productively, build better relationships, and live a healthier life

MAJOR SYMPTOMS OF STRESS

When we face a stressful event, our bodies respond by activating the nervous system and releasing hormones such as adrenalin and cortisol. These hormones cause physical changes in the body which help us to react quickly and effectively to get through the stressful situation. This is sometimes called the 'fight or flight' response. The hormones increase our heart rate, breathing, blood pressure, metabolism and muscle tension. Our pupils dilate and our perspiration rate increases. While these physical changes help us try to meet the challenges of the stressful situation, they can cause other physical or psychological symptoms if the stress is ongoing and the physical changes don't settle down.

These symptoms can include:

- Headaches, other aches and pains
- Sleep disturbance, insomnia
- Upset stomach, indigestion, diarrhoea
- Anxiety
- Anger, irritability
- Depression
- Fatigue
- Feeling overwhelmed and out of control
- Feeling moody, tearful
- Difficulty concentrating
- Low self-esteem, lack of confidence
- High blood pressure
- Weakened immune system
- Heart disease

TIPS ON HOW TO MANAGE EVERYDAY STRESS

- Identify warning signs and triggers of stress.
- Establish effective and meaningful routines.
- Find time with people who care and love.
- Practice relaxation and find time for meditation, yoga and exercises to improve concentration.
- Notice self talk- avoid negative self talk and develop positive self talk.
- Improve self control.
- Do self assessment
- Be assertive to express your views, feelings and thoughts whenever necessary.
- Learn effective conflict resolution skills
- Manage your emotions and develop EQ.
- Set effective time management.
- Prepare work schedule and give priority to most urgent/important work.
- Select/choose work according to your capacity and ability.
- Practice good health habits and maintain good health.
- Develop effective communication and maintain healthy inter personal relationship.
- Develop empathetic attitudes.
- Identify your strength and limitations.

Stress is just an unavoidable part of today's fast-paced, competitive world. Stress is the body's instinctive response to external environmental cues, as well as to one's inner thoughts and feelings. It is how you react to perceived danger. But you do have some control over how stress operates in your life. Stress is an unavoidable part of life for everyone. It can be caused by external or internal factors. Left unchecked, chronic stress can be extremely damaging to your health, exacerbating illnesses and causing physical imbalances. When stress remains at high levels for extended periods of time that the situation can become more problematic. Increased stress levels can strain your body and harm your health, leading to serious physical and emotional issues, including depression, insomnia, ulcers and heart disease. No matter what the cause, stress can always be managed by taking control of how you respond to it and making time for exercise and relaxation.

STRAIN

Mental strain - (psychology) nervousness resulting from mental stress; a state of mental or emotional strain or suspense; suffering from fatigue and emotional tension";

Mental strain is the culprit of all vision problems and ailments. If you can learn how to dispose of all mental strain in your life, your eyesight will definitely improve. Unfortunately, that is no easy task due to all the outside forces that are always working against you that cause the strain and stress in your life. Some of these events are within your power to change and some are not.

Because there are so many outside interferences that can cause mental strain in our lives, it's difficult to control. Anything from financial problems and debt, family issues, pressure from work, major health problems, breakups, problems at school, medications, low self-esteem, death of a relative or friend, illness, negative thinking patterns, divorce, genetic problems, the weather, just to name a few. Some of these we can control and work on to alleviate from our lives but others is totally out of our control.

The number one thing that we have total control over is our thoughts. Although it's no easy task to change the way you think about things, it's definitely 100% possible. Just by dealing with our negative thoughts can change the problems we thought were out of our control. Having a positive outlook on life can actually help you feel better.

It is human nature to find fault outside of ourselves for the way we feel and the way we act at times. We tend to find some other reason or someone else to blame for our negative behaviour. Our own thoughts are our biggest enemy. No one is responsible for our feelings. No one can make us feel a certain way. Ultimately, we are responsible for how we feel and how we choose to react to situations. Because of our negative feelings, mental strain and stress will remain in our lives which will continue to cause excess strain on our eyes.

Little things that may set us off are an underlying deeper problem. Take the time to understand the following:

- Why negative feelings are a common occurrence in your life?
- Why you are always frustrated or upset?
- What steps can you take to solve these problems?

Once you understand what the root of your negative thoughts is, you can then learn how to deal with them. It's time to take charge of your own life including your thoughts, feeling and emotions.

By learning how to eliminate mental strain and stress from your life, you can improve your personal, social life (mental ,physical, social wellbeing).Strain and stress is the main cause of eye ailments.

Causes of Strain

- Unhealthy life style.
- Various daily hassles-
 - misplacing files, keys etc
 - traffic Jam
 - Various pollution
 - Examination fear
 - Stage fear
- Economic problems
- Poor interpersonal relationships and lack of social support
- Occupational/work related stress
- Major health problems
- Annoyances and irritations
- Role Conflict (balancing work and family life)
- Self abuse
- Increasing responsibility
- Death of intimates
- Sudden change-including wether
- Lack of leisure and work place

There are many causes of mind strain and [many] people suffer from its effects without realizing it. People who have difficult problems to solve are subject to mind strain. Business and financial worries also cause mind strain, which is usually accompanied by eyestrain. If these people are taught the proper way to relax, mind and eyestrain can soon be relieved.

Tips for reducing Mental Strain:

- Be honest with yourself and your co-workers.
- Get advice and support.
- Develop healthy interpersonal relationship and better communication.
- Be bold and courage.
- Maintain time schedule.
- Find time for relaxation.
- Right food at right time

- Develop self confidence
- Do self assessment.
- Read good books.
- Practice yoga and meditation
- Develop problem solving skill.
- Develop positive self talk and positive attitude

Mental strain is the main cause of eyesight problems and ailments. If strain can be eliminated from the eyes, eye sight will improve naturally. There are a number of things each day that can cause us strain and stress. Some are within our power to chance, but most are not. Financial problems, heartache, family problems, death, illness, or weather are some of the stressful factors we face in our lives.

One thing you always have control of is thought patterns. If negative thoughts are keeping your down, you are the only one who can change that pattern of thought. Dealing with your negative thoughts can actually solve many of the problems we once though were out of our control. Thinking more positive will cause less strain in the family and eliminate those problems. Positive outlook on life can make you feel better and leave you less susceptible to disease and illness. Strain and stress is the main cause of eye ailments. Concentrate on positive thinking to increase health and reduce eye strain.

CONFLICT RESOLUTION

Conflict is a necessary part of daily life, and we all have to deal with it. The skill lies in HOW we deal with it. Conflict is not necessarily bad. It is a chance to create an understanding between individuals or groups with differing opinions. Conflict occurs when issues appear to be incompatible. Conflict is a normal part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Learning how to deal with conflict – rather than avoiding it – is crucial. When conflict is mismanaged, it harms the relationship, but when handled in a respectful, positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning these skills for conflict resolution, you can keep your personal and professional relationships strong and growing.

There are two types of conflict:

- Internal conflict which is a disturbance that rages within a single individual and
- Interpersonal conflict which is a disturbance that exists between 2 or more individuals or groups.

Understanding conflict in relationships

Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the core of the problem, such as a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

Conflicts arise from differing needs

Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships.

Think about the conflicting need for safety and continuity versus the need to explore and take risks. You frequently see this conflict between toddlers and their parents. The child's need is to explore, so the street or the cliff meets a need. But the parents' need is to protect the child's safety, so limiting exploration becomes a bone of contention between them.

It is important to acknowledge that both parties' needs play important roles in the long-term success of most relationships, and each deserves respect and consideration. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes. When you can recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem solving, team building, and improved relationships.

Conflict

- A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
- Conflicts continue to fester when ignored. Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- We respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- Conflicts trigger strong emotions. If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- Conflicts are an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.
- Causes of conflict

There are eight key causes of conflict;

1. Unmet Needs and wants
2. Difference in values
3. Different Perceptions
4. Knowledge or information is never equally known or shared.
5. Assumptions- If assumptions are not discussed or checked for accuracy, it will cause conflict.
6. Expectations-When people do not know each other's expectations.
7. Growing up differently-People grew up differently based on –race, ethnicity, gender and even age.
8. Willingness and ability to deal with conflicts- Lack of ability or skill or unwilling to do so.

Successful conflict resolution depends on your ability to regulate stress and your emotions. Once you realize there is a conflict, you should work to resolve the issue. Always remember that conflict is normal. It may not be easy to deal with, but in the end, dealing with it is much better than ignoring it. Do not start off angry; be sure you cool off before you confront others. All parties should be made aware of the situation and be equally involved in resolving the conflict. Anger is not productive if that is all that is expressed, but if positive feelings are built upon, then something positive came from the anger and conflict. While you are working to resolve the issue be sure to:

- Keep a check on your temper
- Be open minded
- Listen to others
- Practice Assertive Communication
- Cool off if needed
- Keep your voice calm
- Work towards a fair solution- seek a best solution
- Refrain from putting down other(s) involved
- Include all those involved in the discussion

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds

Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smooth over disagreements.

Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to handle conflict depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on finding solutions that are strictly rational, your ability to face and resolve differences will be impaired.

Emotional awareness is a key factor in resolving conflict

Emotional awareness — consciousness of your *moment-to-moment* emotional experience—and the ability to manage all of your feelings appropriately is the basis of a communication process that can resolve conflict.

Emotional awareness helps you:

- Understand what is really troubling other people
- Understand yourself, including what is really troubling you
- Stay motivated until the conflict is resolved
- Communicate clearly and effectively
- Attract and influence others

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us. Respond in a way that builds trust, and get to the root of the problem. Your ability to accurately read another person depends on your own emotional awareness. The more aware you are of your own emotions, the easier it will be for you to pick up on the wordless clues that reveal what others are feeling.

Once stress and emotion are brought into balance your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. as you continue to have moments of joy.

Steps for managing and resolving conflict

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. You can ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

- Listen for what is felt as well as said. When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.
- Make conflict resolution the priority rather than winning or "being right." Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.
- Focus on the present. If you're holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.
- Pick your battles. Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy.
- Be willing to forgive. Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.
- Know when to let something go. If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

With most conflicts, it's important to find a resolution. This seems like a statement of the obvious, but many people suppress their anger or just 'go along to get along.' They think that by addressing a conflict, they are creating one, and simply keep quiet when upset. Unfortunately, this isn't a healthy long-term strategy. For one thing, unresolved conflict can lead to resentment and additional unresolved conflict in the relationship. Even more important, ongoing conflict can actually have a negative impact on your health and longevity.

Unfortunately, resolving conflict can be tricky as well. Handled improperly, attempts at conflict resolution can actually make the conflict worse. For example, researcher John Gottman and his colleagues studied the way couples fight, and can actually predict which couples will go on to divorce by observing their conflict resolution skills -- or lack thereof. For those who weren't born into a family where perfect conflict resolution skills were modelled on a daily life.

Stages of Healthy Conflict Resolution:

- **Set a time and place for discussion:** Fix a time and find a private place/neutral place(privacy is necessary) for discussing the problem.This removes physical barriers to open communication.
- **Identify the problem or issues.** Identify the problem which needs immediate resolution. Try to trace out the causes of the conflict and refer the past history of the conflict if any. Identify issues clearly and concisely.
- **Define the problem or issue of disagreement:** Understand the nature of the problem and describe the basic characteristics of the problem. It will help you to see the problem in different perspectives.It helps to identify issues clearly and concisely. People will interpret the same issues and circumstances in different ways and you should not assume that the other person sees things from your perspective. Be aware of selective perception when defining the conflict. This is selectively remembering what you want
- **List past attempts to resolve the issue that were not successful: Refer** all the previous records/history regarding the issue and evaluate the past attempts and reasons for failure.
- **Generate several possible solutions. (This is a brainstorming approach.):** Listing the alternative opinions and solutions can help both parties to find compromise. If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.
- **Discuss and evaluate the alternative solutions :** Talking over the alternatives in a neutral and objective way helps both parties to see the pros and cons of different ways of thinking. This is where the assertiveness and active listening skills that we unpacked yesterday come to the fore
- **Decide on the best solution.(Select the alternatives.):**By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.
- **Implement the solution.**Once the best solution is decided it should be implemented immediately.Listen actively with compassion , agree on a plan of action and express confidence. Reward each other as you each contribute the solution
- **Follow-up.** Follow up is a vital part of any mediation, especially in work place mediations where the disputants have worked out new behavioural arrangements. Through this process, it can be understood that how things are going and to explain both the successes and challenges since the agreement was reached. So schedule follow-up meeting to discuss the progress

THE FIVE STYLES OF CONFLICT RESOLUTION

Conflicts can arise at any time. How you utilize conflict resolution strategies depends on both your conflict style and your conflict resolution skills. There are many different ways to respond to conflict situations; some conflict styles involve a considerate or cooperative approach while others involve either a competitive or passive approach.

Those who have proper conflict resolution training understand how to diffuse the situation and reach an agreement that satisfies all parties. The first step in conflict resolution is understanding the various styles of used when both parties look for common ground.

The fact that conflict exists, however, is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth.

- **Increased understanding:** The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.
- **Increased group cohesion:** When conflict is resolved effectively, team members can develop stronger mutual respect, and a renewed faith in their ability to work together.
- **Improved self-knowledge:** Conflict pushes individuals to examine their goals in close detail , helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

STYLES OF DEALING WITH CONFLICT

In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness. They argued that people typically have a preferred conflict resolution style. However they also noted that different styles were most useful in different situations. They developed the Thomas-Kilmann Conflict Mode Instrument (TKI) which helps you to identify which style you tend towards when conflict arises.

Thomas and Kilmann's styles are:

Competitive: People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

Collaborative: This style is used when both parties look for common ground Collaboration plays a major role within conflict resolution and requires great courage and much consideration. Collaboration requires thinking creatively to resolve the problem without concessions. Collaborators are usually admired and well-respected.

Collaborating with the other party involves listening to their side, discussing areas of agreement and goals. People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

Compromising: Compromising is a big step toward conflict resolution. Both courage and consideration are used when both parties look for common ground. People who prefer a

compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something, and the compromiser him- or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

Accommodating: This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes.

Avoiding: People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary.

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used.

To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

Conflict resolution skills can be significantly important to one's well-being and self-confidence. These conflict resolution skills are not something one is born with. Learning these skills could reduce the level of conflict you experience in your relationships and increase your ability to maintain a supportive network of friends, both of which can significantly reduce the level of stress in your life. Every individual should try his level best to avoid conflict at the first place rather than resolving it later. Precautions must be taken at the right time to avoid a conflict.

DEVELOPING POSITIVE THINKING - Self Talk, Positive Self Talk and Positive thinking

Self Talk: Self Talk refers to the ongoing internal conversation with ourselves, which influences how we feel and behave. Each one of us carries on a silent, internal conversation known as self-talk.

Self-talk is basically your inner voice, the voice in your mind which says things that you don't necessarily say out loud. Often self-talk happens without you even realising it and can be a

subtle running commentary going on in the background of your mind. But what you say in your mind can determine a lot of how you feel about who you are.

Self-talk can have a really great impact on your self-esteem and confidence. There is positive and negative self-talk and they both have an impact on how you feel. There are a few ways you can develop better self-talk including just listening to what you're saying to yourself each day. It's worth practicing self-talk as feeling good about yourself is worth the effort.

Impact of self talk in one's life

- feeling better about yourself
- boosting your confidence
- building your self-esteem
- making friends
- feeling in control
- This self talk consists two inner voices that engage in an ongoing dialogue. The first of these voices, known as the “yes” voice is a peace fullness and power. It taps in to the natural curiosity, wonder, vitality, spontaneity, creativity and joy
- The second, opposing voice is called the ‘no voice’. It expresses negative, fearful, and counterproductive views. It is the voice of doubt, worry, anxiety and limitation, shame and self-hate based on this nature. The self talk is classified into two ie positive self talk and negative self talk

POSITIVE AND NEGATIVE SELF-TALK

Positive self-talk is the stuff that makes you feel good about yourself and the things that are going on in your life. It is like having an optimistic voice in your head that always looks on the bright side.

Example – “I can write this exam well”, “I will try my level best to complete this task”.

Negative self-talk is the stuff that makes you feel pretty crappy about yourself and things that are going on. It can put a downer on anything, whether it is good or bad.

Example- “I am not beautiful and I look ugly”, “everyone thinks I am a fool”, “I don't get any thing every thing is waste.”

Negative self-talk is particularly bad as it brings you down all the time. It can impact on recovery from mental health difficulties and tends to make people pretty miserable. But being positive all the time isn't achievable either, and isn't helpful all the time.

BETTER SELF-TALK

There are three things you can do that can help with changing the direction of your self-talk.

1. **Listen to what you're saying to yourself-** we don't always consciously take note of that we're saying in our minds. The first step in improving your self-talk is to actually notice what your inner voice is saying. Take some time each day to listen, and even write down, what you're thinking.
2. **Monitor your self-talk-** Is your self-talk more positive or negative? Start questioning your self-talk asking things like:

- Is there actual evidence for what I'm thinking?
 - What would I say if a friend were in a similar situation?
 - Is there a more positive way of looking at this?
 - Am I keeping everything in perspective?
 - Can I do anything to change what I'm feeling bad about?
3. **Change your self-talk** - Easier said than done, but definitely worth working on. Try by countering your negative thoughts with positive ones.

The more you work on improving your self-talk the better you will get. It's kind of like practicing an instrument or going to sports training, it won't be easy to start with but will get better with time.

It might not seem like much, but self-talk is a really important part of our self-esteem and confidence. By working on getting more positive self-talk, you're more likely to get things done and feel more in control of stuff that's going on in your life.

The impact of positive self-talk

- Positive self- talk fosters independence, autonomy ,and self responsibility.
- Through the use of positive self-talk, one can shift their self-concept from being externally to internally based.
- Positive self- talk enhances one' self confidence and self-esteem..Positive self – talk can provide an antidote to unhealthy shame. .
- Positive self- talk can help one to set and achieve personal goals
- Positive self talk can positively affect one's health and body images.
- Positive self talk can encourage one to stay true to themselves and resist outer pressures
- Positive self talk can help one respond to adversity in a positive and empowering manner.
- Positive self talk can help one to develop a greater optimism about future.

Positive self-talk is the dialogue that goes on in your mind. It is where you believe in yourself and are confident in your capabilities to the point that you are certain that you will succeed.

Positive thinking is the act of thinking good or affirmative thoughts. Many people engage in positive thinking to rid themselves of depressing, unhealthy, negative thoughts. Positive thinking is a way to use your mind to reverse the damaging effects of negative thinking

Positive thinking is a discipline that trains the human mind to change a perceived reality by repeatedly making positive mental statements. A person practices positive thinking when they derive a positive sense of well being, optimism, belonging, meaning and/or purpose from being part of and contributing back to something larger and more permanent than themselves. Positive thinking is a process of choosing positive emotions from stimuli in the environment and applying them to perceptions and beliefs.

Here is a list of steps for developing positive thinking;

- Feed your mind with positive thoughts and experiences.
- Practice persistence.
- Observe your self-talk
- Reframe your Thinking
- Watch for Absolutes. Avoid them at all costs.
- Replace Negative Influences with Positive Ones
- Ask yourself Questions. And find positive answers
- Stop the negative Thought.
- Focus on Enjoyable Moments
- Replace Negative Self-talk with Positive Messages
- Learn Discipline and motivate
- Be hopeful and optimist
- Be respectful to yourself.
- Read books on the power of positive thinking

Positive thinking gives us a sense of pride for our accomplishment and a sense of control over *our life*. *It's an incredible boost of confidence!* Teach yourself to be your best support. Be respectful to yourself and treat yourself with the same compassion and kindness that you would treat others around you. When you realize the enormous power that thoughts have over your actions and view of life, you should make a decision to stop living your life with self-imposed limitations. Once you opt for a life filled with opportunities, potential, and fulfillment, you take the most important step to creating the reality you desire.

Positive thinking requires you to be hopeful and optimistic always. This is something which you can develop by continuous practice. Optimistic thinking and positive attitude can definitely prove to have good effect on your personality. Thinking positively helps you increase the level of self esteem, which in turn can boost your self confidence and also helps in keeping you healthier. People who think positively sense a feeling of satisfaction in whatever they do and hence tend to be happier in life and career. people having positive attitude will look at positive side of things even in adverse situation

ASSERTIVENESS

Assertiveness refers to the way we communicate our needs with others. It is a trained pattern of behaviour that allows us to convey our feelings and emotions without violating the rights of others or having our own rights violated. It is that middle ground between being labelled aggressive or passive. Being assertive means we can ask for what we want, need or desire. We can say no when we need to and we can express emotion and feelings without being self conscious.

It is a particular mode of communication. *Dorland's Medical Dictionary* defines assertiveness as:

A form of behaviour characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view.^[1]

During the second half of the 20th century, assertiveness was increasingly singled out as a behavioural skill taught by many personal development experts, behaviour therapists, and cognitive behavioural therapists. Assertiveness is often linked to self-esteem.

- Having the courage to express one's own feelings, even about difficult issues, in a way which is respectful and honest.

Behaviour which enables a person to act in his or her own best interest, to stand up for herself or himself, without undue anxiety, to express honest feeling comfortably, or to exercise personal rights without denying the rights of others, we call Assertive Behaviour. 1 Let us examine the element of that complex sentence in greater detail.

To act in one's own best interest: refers to the capacity to make life decisions (career, relationship, life style, time activities), to take initiative (start conversations, organize activities), to trust one's own judgment, to set goals and work to achieve them, to ask for help from others, to comfortably participate socially.

To stand up for oneself: includes such behaviours as saying 'No', setting limits on one's time and energy, responding to criticism, or putdowns or anger, expressing or supporting or defending one's opinions.

ASSERTIVE PEOPLE

Assertive people tend to have the following characteristics

They feel free to express their feelings, thoughts, and desires.

- They are "also able to initiate and maintain comfortable relationships with [other]^[11]
- They know their rights and privileges
- They have enough self control over their anger and talk about it in a reasoning manner.
- "Assertive people ... are willing to compromise with others, rather than always wanting their own way ... and tend to have good self-esteem".^[12]
- Assertive people enter friendships from an 'I count my needs. I count your needs' position".^[13]
- Expresses their views clearly and articulately without being aggressive
- Stands up for their own and other people's rights in a reasonable and clear way
- Allows other people a reasonable opportunity to express their opinions without allowing them to dominate a conversation

Understanding three different types of behaviour - Passive, Aggressive and Assertive - helps to clarify what assertiveness involves:

Three Basic Types of Behaviour

1. Passive Behaviour

Passive people tend not to want to face up to difficult problems and situations because they are frightened of upsetting others. The person allows herself or himself to be pushed around and taken advantage of. Underneath the complaint behaviour she/he feels rageful and helpless. The anger she/he feels is turned inward.

2. Aggressive Behaviour

Aggressive behaviour is the opposite of passive behaviour. Someone who acts aggressively will express their own needs and wants freely but often without thought for the feelings of others and sometimes in a loud or intimidating manner. Aggressive behaviours include physical violence, hitting and name calling.

3. Assertive Behaviour

Assertive behaviour involves acting in a way which is neither Passive nor Aggressive. A person express her feelings, thoughts, and wishes and stands up for her rights without losing his/her cool, stuffing her anger, or violating the rights of others.

It is important to be assertive

If you behave in assertive manner your own needs, feelings and wants will get met, fulfilled and recognised .You will participate in relationships which are genuinely fulfilling and involve genuine communication and respect.

If you are behaving in passive or aggressive ways and would like to become more assertive, what can be helpful to you is to start to identify the thought patterns that are underpinning your non-assertive behaviour and to find effective ways of challenging or overcoming them.

If you find it difficult to act assertively, you may well find that you are experiencing a number of difficult emotions, such as:

- *Anxiety*
- *Frustration*
- *Anger*
- *Fear*
- *Shame*

These powerful emotions can drive you to avoid acting in ways that you know would be more productive, trying to avoid confrontations, or alternatively to react automatically in ways that with hindsight you wish you had not done.

It is worth remembering that very few people (if any) are assertive in a reasonable way *all* of the time. Most of us find ourselves at times avoiding confrontation or reacting instinctively in a way we later regret.

IMPORTANCE OF ASSERTIVE BEHAVIOUR

1. Able to reduce the level of interpersonal conflict in their lives.
2. Able to reduce stress and strain.

3. Able to resolve conflict
4. Able to make healthy and productive life
5. Able to promote healthy self esteem.
6. Able to express honest feelings comfortably..
7. Able to exercise personal rights.
8. Able to take life decisions.
9. Able to make stronger and supportive relationships.

Tips for Improving Your Assertiveness

Some initial suggestions which may help you to be more assertive are:

- Think of positive statements and develop positive attitude and positive self talk.
- Taking responsibility for your thoughts and actions.
- Set yourself realistic specific targets
- Being direct and honest.
- Give respect and take respect.
- Being responsive to others
- Be perfect but don't put pressure on yourself to be perfect
- Develop and maintain healthy relationships.
- Admit and accept your mistakes.
- Identify your strengths and weakness
- Avoid bullying and demanding behaviour
- Avoid physically aggressive behaviour

Several research studies have identified assertiveness training as a useful and powerful tool for solving various social problems like alcoholism the prevention of alcohol-use disorders. Psychological skills in general including assertiveness and social skills have been posed as intervention for a variety of disorders with some empirical support.

Assertive behaviour is a positive self affirmation, which also values the other person in your life.

MAKING THE CHANGE

Assertion is not a trait that people are born with. It is something that is learned and developed over time. It is also dependent upon the individual and situation - people react differently to different situations. The same incident may cause one person to respond in an aggressive manner, while someone else may be passive, while yet another person may be assertive.
