

BABA BANDA SINGH BAHADUR ENGINEERING COLLEGE FATEHGARH SAHIB

Course Name: PDP



PDP Committee

- 1) Prof. Mohinderpal Kaur Rekhi, AS – Convener
- 2) Prof. Gurleen Kaur Sidhu, CSE – Co-convener
- 3) Prof. Pbabhjot Kaur, ECE
- 4) Prof. Navneet Kaur Panag, EE
- 5) Prof. Sanpreet Singh, ME
- 6) Dr. Sukhmeet Kaur, MBA
- 7) Prof. Taranjit Kaur, Civil
- 8) Prof. Triza, AS

Course Outline:

This formation programme provides a space for the students to know themselves (know thyself) better and shape their personality with positive traits and multiple intelligence. The central focus of this formation programme is intra-personal development. The students will undergo intellectual and values-centered formation through which they will be able to: identify their own potentials and limitations; apply ethical and moral principles in personal and professional forefronts; and develop a positive outlook towards humanity.

Course Objective:

1. Know themselves better
2. Identify their own potentials and accept their own limitations
3. Consciously overcome their limitations and move towards self esteem
4. Maximise their own potential in enabling a holistic development

UNIT I: Self – knowledge

1. Exploring habits, attitudes, preferences and experience
2. Becoming aware of strengths and weaknesses, talents and problems, emotions and ideas
3. Identifying the optimum means of improving personal performance
4. Identifying areas of expertise and use these to solve problems in new contexts
5. Knowing your ambitions, goals, and values
6. Understanding feelings and emotions: primary feelings and secondary feelings, Self regulating emotions
7. IQ, EQ, SQ, MI

UNIT II: Self management

1. Understanding of life story
2. Focusing on Internal narratives
3. Managing change, confusion and uncertainty
4. Sharpening the Intellect
5. Schooling the mind
6. Socializing the individual

PERSONALITY DEVELOPMENT

Unit III: Academic coping strategies

1. Memory
2. Art of listening
3. Note making
4. Seminar presentation
5. Art of learning and writing guidelines
6. How to study
7. Time management
8. Receptive skills

9. Classroom etiquettes

10. Cyber knowledge

UNIT IV: Personal Competence and Maturity

1. Motivation

2. Developing rapport

3. Giving and receiving constructive criticism

4. Assertiveness and negotiation skills

5. Leadership

Unit V: Integrated Personality Development

1. Recognizing the gradual growth in different dimension of one's personality such as (a). Physical (b). Intellectual (c). Emotional (d). Moral (e). Social and (f). Spiritual

2. Learning the Development process- Tools and Skills

3. Helping to maximize one's potentials

3. Enhancing one's self image, self-esteem and self- confidence

Semester	Content delivery outline
1 st sem	Teaching basic blocks of English language, Teaching grammar
3 rd Sem	Introducing Writing formats, Interesting Exercises for spoken skills. Community radio of BBSBEC.
5 th Sem	Creative writing styles, Exposure to public speaking, mock Interviews, GDs, PPTs, dressing, body language.
7 th Sem	Preparing them for specific company interviews, advanced forms of business writing, Long term goals- focusing and guidance. Mock Interviews, GDs,

Banda Singh Bahadur Engineering College Fatehgarh

PD & SOFT SKILLS
ENHANCEMENT PROGRAM

**BABA BANDASINGH BAHADUR ENGINEERING
COLLEGE FATEHGARH SAHIB**

Certified that Mr. / Miss.

**Registration. No..... Semester.....of B. Tech in..... of Baba Banda Singh Bahadur
Engineering College Fatehgarh Sahib, has satisfactorily completed Communication Skills
and Personality Development program during the academic year 2020-2021.**

Place:

Course Teacher:

Date:

Assistant Professor of English



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Teaching Schedule

Lecture	Topic	Duration (Lectures)
1	Definition and Basics of Personality	1
2	Analyzing Strength and Weakness	1
3	Personality Development : Concept and Process	1
4	Body Language – Meaning, Definition, Use of body language - Gesture, Posture, Eye contact, facial expression	2
5	Preparation of Self -Introduction	1
6	Communication Skills: Listening, writing, speaking skills	2
7	Communication Barriers; Overcoming these barriers	1
8	Building Self-Esteem and Self- Confidence	1
9	Attitudes: Meaning, Types - Assertive, Aggressive and Submissive; Positive, Negative, Neutral	2
10	Introduction to Leadership; Leadership Styles; Group Dynamics	1
11	Team Building : Meaning, Steps	1
12	Interpersonal Communication and Relationship; Use of verbal and non verbal communication	2
13	Conflict Management: Introduction, Levels of Conflict and Managing Conflict	1
14	Time Management: Concept, Importance and Need, Steps towards better Time Management	1
15	Public Speaking: Introduction, Increasing Vocabulary, Voice Modulation, Social Graces	1
16	Email and Telephone Etiquettes	1

Practical Exercises

Exercise	Topic
1	One-on-One Sessions for Individual Personality Traits
2	Role Play and Impromptu Conversation/Public Speaking Practice focusing on Body Language
3	Vocabulary Practices: Developing a repertoire of words in various fields like Agriculture, Politics, Economics, Family, Personal Grooming etc
4	Role Play for Self Introduction in the class
5	Listening to recorded Shot
6	Questionnaires for Building Self-Esteem and Self Confidence
7	Case Studies based on Development of Attitudes
8	Case Studies on Leadership Development
9	Case Studies on Leadership Development
10	Group Games, Ice breakers, Warm-ups and Energizers Team Building Activities

Exercise	Topic
11	Practice of Non-Verbal Communication Skills: Dumb Charades and Dubsplash Practice
12	Exercise on Mutually Acceptable Proximity; and Eye Contact
13	Time Management Games to Practice and Experience the Importance of Planning / Delegating Work among them to properly manage time and complete the task in the shortest time possible
14	Public Speaking Games: (Introducing a friend with his/her life style; Describing a funny image provided by the teacher; Continuing a Story starting with one student and others try to continue with it and try to complete it Take any object available and try to make a commercial for it
15	Practice of Emails
16	Presentations by the students

Suggested readings

Text Books

- 1) Balasubramanian T. 1989. A Textbook of Phonetics for Indian Students. Orient Longman, New Delhi.
- Reference Books**
- 1 Balasubramanyam M. 1985. Business Communication. Vani Educational Books, New Delhi. □
 - 2 Naterop, Jean, B. and Rod Revell. 1997. Telephoning in English. Cambridge University Press, Cambridge. □
 - 3 Mohan Krishna and Meera Banerjee. 1990. Developing Communication Skills. Macmillan India Ltd. New Delhi. □
 - 4 Krishnaswamy, N and Sriraman, T. 1995. Current English for Colleges. Macmillan India Ltd. Madras. □
 - 5 Narayanaswamy V R. 1979. Strengthen your writing. Orient Longman, New Delhi.
 - 6 Sharma R C and Krishna Mohan. 1978. Business Correspondence. Tata McGraw Hill publishing Company, New Delhi. □
 - 7 Carnegie, Dale. 2012. *How to Win Friends and Influence People in the Digital Age*. Simon & Schuster.
 - 8 Covey Stephen R. 1989. *The Seven Habits of Highly Successful People*. Free Press.
 - 9 Spitzberg B, Barge K & Morreale, Sherwyn P. 2006. *Human Communication: Motivation, Knowledge & Skills*. Wadsworth.
 - 10 Verma, KC. 2013. *The Art of Communication*. Kalpaz.
 - 11 Mamatha Bhatnagar and Nitin Bhatnagar. 2011. Effective Communication and Soft Skills. Person Education.
 - 12 Meenakshi Raman, Sangeeta Sharma. Technical Communication Principles and Practice
 - 13 Harold Wallace and Ann Masters. Personality Development. Cengage Publishers.
 - 14 Andrea J. Rutherford. Basic Communication Skills for Technology. Pearson Education.
 - 15 Carroll, B.J. 1986. English for College, Macmillan India Ltd. New Delhi
 - 16 Hahn, "The Internet complete reference", TMH
 - 17 Hornby, A.S. 1975. Guide to patterns and usage in English. Oxford University, New Delhi.
 - 18 Quirk, R and Green Baum, S 2002. A University Grammar

1. Personality: Meaning and Determinants of Personality

The Meaning of Personality:

The term 'personality' is derived from the Latin word 'persona' which means a mask. According to K. Young, "Personality is a patterned body of habits, traits, attitudes and ideas of an individual, as these are organized externally into roles and statuses, and as they relate internally to motivation, goals, and various aspects of selfhood." G. W. Allport defined it as "a person's pattern of habits, attitudes, and traits which determine his adjustment to his environment."

According to Robert E. Park and Earnest W. Burgess, personality is "the sum and organization of those traits which determine the role of the individual in the group." Herbert A. Bloch defined it as "the characteristic organization of the individual's habits, attitudes, values, emotional characteristics...which imparts consistency to the behaviour of the individual." According to Arnold W. Green, "personality is the sum of a person's values (the objects of his striving, such as ideas, prestige, power and sex) plus his non- physical traits (his habitual ways of acting and reacting)." According to Linton, personality embraces the total "organized aggregate of psychological processes and status pertaining to the individual."

Personality Traits

Broadly there are five parameters which describe an individual's personality. These five dimensions are also called as "Big Five" Factors, and the model is referred to as Five Factor Model also abbreviated as FFM. The Five Factor Model was initially proposed by Costa & McCrae in the year 1992 and often describes the relation between an individual's personality and various behaviors.

Following are five personality traits of an individual:

1. Openness to experience

Individuals with openness to experience are generally very active, have a tremendous inclination towards creativity and aesthetics and listen to their heart i.e. follow their inner feelings. Such individuals are generally open to new learnings, skill sets and experiences.

2. Conscientiousness

As the name suggests, individuals with a Conscientiousness personality trait listen to their conscience and act accordingly. Such individuals are extremely cautious and self disciplined. They never perform any task in haste but think twice before acting.

3. Extraversion and Introversion

Carl Jung popularized both the terms - "Extraversion" and "Introversion".

- a. **Extraversion:** Extraversion refers to a state where individuals show more concern towards what is happening outside. Such individuals love interacting with people around and are generally talkative.
- b. **Introversion:** Introversion, on the other hand refers to a state when an individual is concerned only with his own life and nothing else. Such

individuals do not bother about others and are seldom interested in what is happening around.

4. Agreeableness

Agreeableness is a personality trait which teaches individuals to be adjusting in almost all situations. Such individuals do not crib and face changes with a smile. They accommodate themselves to all situations and are friendly and kind hearted.

5. Neuroticism

Neuroticism is a trait where individuals are prone to negative thoughts such as anxiety, anger, envy, guilt and so on. Such individuals are often in a state of depression and do not how to enjoy life.

Determinants of Personality

Following are the factors which help in shaping one's personality:

1. **Heredity** - Heredity refers to factors that are determined once an individual is born. An individual's physique, attractiveness, body type, complexion, body weight depend on his/her parents biological makeup.
2. **Environment** - The environment to which an individual is subjected to during his growing years plays an important role in determining his/her personality.
3. **Situation** - An individual's personality also changes with current circumstances and situations.

What is Personality Development?

Personality development is defined as a process of developing and enhancing one's personality. Personality development helps an individual to gain confidence and high self esteem. Personality development also is said to have a positive impact on one's communication skills and the way he sees the world. Individuals tend to develop a positive attitude as a result of personality development.

Communication Skills and Personality Development

Effective Communication skills play a crucial role in honing one's personality. **Communication helps individuals to express themselves in the most convincing way.** Your thoughts, feelings and knowledge should be passed on in the most desirable manner and effective communication skills help you in the same. A person should speak really well to make a mark of his/her own. Remember, no one would take you seriously if you do not master the art of expressing yourself clearly and in the most convincing manner. **People with great communication skills tend to have a better and impressive personality** than those who have problems in communicating as interacting with others is not a challenge for them. Individuals with effective communication skills can easily converse with other people around be it their fellow workers, peers, family and so on. **Effective communication skills strengthen the bond among individuals. Take care of your body language.** Correct body language exudes confidence which further hones an individual's personality. Do not fiddle with things around while speaking.

.....

Assignments:

1. If you woke up tomorrow with no fear, what would you do first?
2. What was your biggest worry five years ago, do you still feel the same about it at this minute?
3. What advice would you give the '5-year-old you'?
4. Can you picture the child you once were, what were they really good at?
5. Who did you last gossip about, how do you feel about it now?
6. What promises have you never carried through for yourself?
7. If you could change one law of your country, what would it be?
8. Have you ever expected 'love in return'? Did you get it?
9. Do you play to work, or work to play?
10. When did you last laugh so much, it hurt?

2. Role Play, Impromptu Conversation and Public Speaking

Role Play:

One of the staples of English as a Foreign Language (EFL) teaching is the role play. Role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, assess progress, and put learning into action. Role plays are an excellent way of getting your students to practice their English. They simulate real life situations and allow them to act out what they would do in a real situation.

They are often set up to target particular grammar points – simple past tense, future with ‘going to’, infinitives, etc. – and to test social interaction skills such as negotiating, interrupting, asking for assistance and making small talk. Role plays may be as simple or as complicated as the teacher desires. Verbal instructions, secret messages, gestures and cue cards are all common ways of setting a scene.

In the classroom there are four main types of role plays, but bear in mind that there are often overlap and particular situations may combine two or more of these elements.

1. The conflict role play puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbor to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

2. The cooperative role play takes the opposite tack and requires participants to work together for the common good. Planning a sayonara party for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving ‘safe’ situations, cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

3. Information gap role plays are based around filling in holes in the participants’ knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students’ real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

4. Task-based role plays require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students’ confidence in their ability to function in real situations.

Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go. Here are some questions to ask yourself as you design a role play.

- What kinds of language structures or grammar points do I want my students to use, and will this role play incorporate them naturally?
- Do I know in my own mind I want to see occur in the role play?

- Do the students have the language and social skills to be able to manage the situation?
- Can I issue set up instructions clearly and make sure that all participants understand their own roles?
- Is the situation appropriate for the age, level and status of the students in this group?
- What do I want the students to take away from the exercise and how can I reinforce this through feedback?

Lastly, it always helps if students are enjoying themselves. Role plays don't have to be deadly serious affairs, but as teachers we get more out of them if we approach them seriously and tie them in to our broader lesson goals.

Try These Fresh Role Play Activities With Your Class

Telephone Conversation

Speaking on the phone is different to a face-to-face conversation because one relies solely on language to communicate. Get the students who are practicing to sit back to back in order for this to work properly. There is a whole range of ideas which one can use to act this out. Examples include: *phoning to make a complaint, speaking to a friend or inquiring about a job position.*

Going to the Shop

A great one for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as "*I would like...*" "*How much are...*" "*Good morning...*" and so forth.

Booking a Hotel

This will allow students to practise a specific type of language. Usually this will be formal language as it is a business conversation. This can also be done in the format of a telephone conversation, or it could be someone approaching a text. There is a wide range of opportunity here for the students to learn new forms of vocabulary.

Sharing Opinions

Choose a topic that everyone appears to be interested in. Get the students to pair up and give them a list of questions to follow. This will allow them to come up with their own phrases and use language in a much more practical way.

Job Interview

Work is usually a good topic to begin with when teaching adults. Many are learning English in order to improve their career prospects. As a result, a job interview role play is an excellent way to get the class learning that all important material. Again, this can be *scripted* or *non-scripted*. A good idea would be to have the interviewer a list of set questions, and the students can take it from there.

Getting Everyone to Speak

A traditional method is to ask the class to pair off. Of course, one cannot monitor every student particularly if the class is quite large. Therefore, it is important to make sure everyone is speaking and getting the most out of the language they know. If one has

time, have each individual group come up to the top of the class and speak in front of everyone else. This will allow people to use their language more creatively.

Argument Between Neighbours

Again, this is a new opportunity for learning different types of vocabulary. This could be between two neighbours who are having an argument. Perhaps *one plays music too loudly in the middle of the night* and is disturbing the rest of the apartment block. This can be as absurd or ridiculous as the students' want, as long as they are speaking and using the language correctly. Some of the situations thought up can be quite amusing. See some suggested situations here: "Neighbour Problems Role Play".

Body Language

Body language is just as important as spoken language, so in their role plays try and let the students get into the role. Of course, one does not have to be an expert at acting but it is important for them to get a feel of the flow of the conversation. Using body language effectively will allow them to become a lot more in tune with the language they are using.

Debate

Debates are a brilliant way of encouraging language use. This is because they can become somewhat *heated*, and many new words can come up. It is important to choose a topic which might not be too controversial to some students. Remember to be sensitive to their age group and the general attitude of the particular country. Divide the class into two sides and give them each a side of an argument to defend.

Have Fun

When it comes to role plays, it is all about the creative use of language. The student must put what they know to the test. This doesn't mean they have to list off a boring dialogue. Allow them to be as creative as they can. Put them into challenging situations, and this will allow them to think of new ways of saying things.

Impromptu Conversation

Impromptu speaking is a speech and debate individual event that involves a five to eight minute speech with a characteristically short preparation time of one to seven minutes. There would be several occasions when you would be called upon to speak impromptu, i.e. without a prior and specific preparation. In fact, a person is said to have acquired competence in speaking language, if he is able to transact his daily business with fluency and accuracy in natural social settings, requiring oral communication. His responses are automatically generated by the store of knowledge he possess and his ability to convert it into words. But here we are concerned with speaking before a gathering of listeners on an informal or formal occasion.

Impromptu speaking is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to "say a few words" or give a speech on a special occasion. You have probably done impromptu speaking many times in informal conversational settings. Self – introductions in group settings are examples of impromptu speaking: "Hi, my name is Vinod, and I'm a volunteer of NSS for the social work."

The advantage of this kind of speaking is that it's spontaneous and responsive in an animated group context. The disadvantage is that the speaker is given little or no time to

contemplate the central theme of his or her message. As a result, the message may be disorganized and difficult for listeners to follow.

The speaker is most commonly provided with their topic in the form of a quotation, but the topic may also be presented as an object, proverb, one-word abstract, or one of the many alternative possibilities. While specific rules and norms vary with the organization and level of competition, the speeches tend to follow basic speech format, and cover topics that are both humorous and profound.

Kinds of Speech Delivery:

There are four main kinds of speech delivery : impromptu, extemporaneous, manuscript, and memorized.

1. **Impromptu speaking** involves delivering a message on the spur of the moment, as when someone is asked to “say a few words.”
2. **Extemporaneous speaking** consists of delivering a speech in a conversational fashion using notes. This is the style most speeches call for.
3. **Manuscript speaking** consists of reading a fully scripted speech. It is useful when a message needs to be delivered in precise words.
4. **Memorized speaking** consists of reciting a scripted speech from memory. Memorization allows the speaker to be free of notes. Benefits of effective impromptu speaking skills - Improves oral expression of thought - Develop confidence in public speaking - Think quickly on your feet

Impromptu / Extempore helps in testing:-

1. **Your ability to think on the spot and your spontaneity** - It has often been seen that candidates come with prepared answers for the interview, which they have mugged up. Thus these answers do not really reflect their thoughts or the kind of people they are. Hence, an extempore / impromptu may be used, as you cannot prepare a speech beforehand in this case.
2. **Your ability to express your thoughts:** In an extempore, you have to think for a very short while and then express yourself. You will be judged on how well you are able to do so.
3. **Fluency in the language:** Your comfort level with English as a language can also be assessed.
4. **Body language / Confidence:** Your body language and Confidence levels may be judged. Many candidates feel very nervous about this round, as mentioned before. Does your nervousness manifest itself in your gestures and expressions? Or do you appear calm and collected despite everything? Can you express yourself confidently and clearly?

Types of Impromptu

(1) Collegiate impromptu:

In this type, the speaker is provided with seven minutes of time to divide at his own discretion between preparing and speaking. Allow minimal notes to be used and provide undisclosed prompts to determine the speech’s topic. All topics are quotations and generally random, but occasionally may be random. It is also more factual and less humor - based, resembling extempore. Other structures can also be used. Double analysis is normally used by experienced impromptu speakers. The ratio usually being used by experienced speakers to divide the preparatory and speaking time is 1:6.

(2) Editorial Impromptu:

It is a form of impromptu for competition. It is an attempt to return ‘impromptu’ to impromptu speaking. The students are given a short editorial (ideally 3 to 5 paragraphs) to which they will develop a response. The students are allowed nine minutes to divide between preparation and speech time. At least five minutes must be used for speaking. Limited notes, prepared in the round, are permitted. The speech should involve the development of an argument in response to the idea generated or opinion shared in a given editorial.

(3) High School Competition:

In high school speech and debate competitions, thirty seconds are given to the competitor to select a topic from a set of topics (usually three). During those 30 seconds, the competitor must also compose a speech of five minutes with a 30 second grace period.

Structure of the impromptu speech

An impromptu speech is simply a mini - speech and therefore it has: an Opening, a Body and a Conclusion.

1. Opening - Open by addressing the Chairman or Master of Ceremonies, e.g. Mister / Madam Chairman - Brief introduction / opening sentence attention getting

2. Body - Cover the main points (Try to find one or two central themes) - Use clearly worded simple sentences and try to link the themes

3. Conclusion - Be brief and look for an elegant closing that links back to the opening by acknowledging the Chairman or Master of Ceremonies A general outline for impromptu speeches is as follows:

1. Introduction / Roadmap (1 minute)
2. First section (1 minute)
3. Second section (1 minute)
4. Third section (1 minute)
5. Conclusion (1 minute)

The introduction should begin with a catchy beginning which attracts the attention, the statement of the topic and an outline of the speech. The conclusion is usually like the introduction except backwards, ending with a profound statement. There are many kinds of formats that can be used for the three body points. For example, if the topic is a quote, a competitor may go over how the quote is true, how the quote is false, and why they believe what they believe. Some other examples are: past, present, future; local, national, international. More advanced speakers use formats that look deeper into a subject such as: physical, moral, and intellectual; books, video, digital media. However, many speakers choose not to follow a format at all. Most beginners who fail to follow a solid format often find themselves lost in a jumble of ideas.

Methods to Determine Content

The following methods are for guidance only. You don't have to use them however they may help you to think quickly on your feet. You may develop other techniques that suit your style of speaking better.

Public Speaking:

In day gone by it was considered a tribute if a scientist was called a “silent worker” because then research was associated with work limited to the field, the farm, the laboratory or his or her study. The scientist worked in quietude without much interaction with others. Today the specialist cannot afford to work alone, because of the spectacular development in the electronic media, means of mass-communication, and globalization. Today, the specialist does not only read, write, and work; he has to speak also and that too to heterogeneous audiences.

Oral communication by a scientist – administrator may range from an informal talk to employees to a technical key-note address but in any case it must have a format. Here are a few guidelines to assist scientists, especially senior administrator-scientists, who have to hold the mike more often than others. Public speaking is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skills.

Public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain. Public speaking is commonly understood as formal, face-to-face speaking of a single person to a group of listeners. There are five basic elements of public speaking that are described in Lasswell's model of communication: the communicator, message, medium, audience and effect. In short, the speaker should be answering the question "who says what in which channel to whom with what effect?"

Public speaking can serve the purpose of transmitting information, telling a story, motivating people to act or some combination of those. Public speaking can also take the form of a discourse community, in which the audience and speaker use discourse to achieve a common goal.

Public speaking for business and commercial events is often done by professionals. These speakers can be contracted independently, through representation by a speaker's bureau, or by other means. Public speaking plays a large role in the professional world; in fact, it is believed that 70 percent of all jobs involve some form of public speaking.

The Importance of Public Speaking

Even if you don't need to make regular presentations in front of a group, there are plenty of situations where good public speaking skills can help you advance your career and create opportunities. For example, you might have to talk about your organization at a conference, make a speech after accepting an award, or teach a class to new recruits. Speaking to an audience also includes online presentations or talks; for instance, when training a virtual team, or when speaking to a group of customers in an online meeting. Good public speaking skills are important in other areas of your life, as well. You might be asked to make a speech at a friend's wedding, give a eulogy for a loved one, or inspire a group of volunteers at a charity event.

In short, being a good public speaker can enhance your reputation, boost your self-confidence , and open up countless opportunities.

However, while good skills can open doors, poor ones can close them. For example, your boss might decide against promoting you after sitting through a badly-delivered presentation. You might lose a valuable new contract by failing to connect with a prospect during a sales pitch. Or you could make a poor impression with your new team, because you trip over your words and don't look people in the eye.

Preparation

Each type of speech demands a different orientation and different preparation, but prepare you must; never go to the stage off-hand, even if you are a master of the subject. First prepare an outline of the speech, lecture, or talk in a logical way. Make a proper sequence of your ideas. Among those scientists, who speak impressively are the ones who not only prepare well, but even rehearse them properly before coming to the stage. The speech should be mentally framed beforehand.

There should be no deviation from the main themes, no repetition, unless for emphasis. Rehearse the speech to have a proper mental picture of the whole speech. Even when preparation has been made there is a tendency to deviate from the main subject and lose track of the main theme. To avoid this some good scientist-speakers first write down (or dictate) their talk/lecture in full, read it, and re-read it. The lecture or talk is sub-divided into different heads. One may even write them down on small cards or stiff half-sheets of paper, carefully tied together to prevent their getting mixed up in the courses of the talk. Important passages and the peroration may be written out fully or in outline. This will help in not getting astray from the main subject and in maintaining logical sequence.

The Purpose:

One must know clearly the purpose of the speech, otherwise it will be a haphazard ramble of disjointed ideas; one must ask oneself as to what is the objective of speaking to a particular audience, at a particular occasion. Is it to provide technical information? Is it to inspire and encourage? Is it to persuade the hearers on an issue or is it to share your experiences on a visit to a foreign country? Is it simply to entertain them? Just to make them feel happy, relaxed, and welcome, or is it just a classroom lecture? The purpose of the speech will determine many other things. It is a dangerous invitation by the stage-secretary when he requests the chief guest to come to the mike and 'say a few words'. One must know why, how, where and whom these words, though few, will be spoken.

Audience:

A good speaker should always be adjustable to his audience. He must ask himself. "Who are my listeners?" He must never forget that he is giving a live performance. The speech should be adjusted in a way that the listeners feel that it is meant for them-whether it is a general function or a seminar, workshop, symposium or any other occasion. Because, before anything else, the listeners are human beings. So, the best way to create rapport is make your speech contextual by a reference to a person, place or event which is related exclusively to the occasion. One remarkable French orator M. Briand said "Je renifle mon public" (I scent my audience). One must always keep in view the level and background of the audience.

Keeping in view the audience, every speaker needs to give a different treatment, expression and vocabulary, to his speech according to the occasion. A scholarly inaugural address though technically very sound, falls flat because it is too technical. Reason: the speaker forgets that in the audience besides scientists of a particular subject there are many others. Even among scientists of a particular discipline there may be many who over the years have lost touch with the subject because now they are non academic administrators, managers or policy-makers. They have been away from the everyday lab and field work. A good speaker must adjust himself to the requirement, background, and level of his audience.

The Subject:

In professional university dealing with teaching, research and extension and with a large number of disciplines, one may have to speak on a wide range of subjects. It could be a heavy key note address, a research report, a tour report on a foreign visit, an orientation talk, an instructive lecture for trainees, an appraisal of a policy outline or even a light informal talk at a hotel or function or a class-room lecture. The contents of a speech can have many dimensions. So, after the purpose has been determined, the scope of the talk established, and the target audience considered, it is time to think how best to communicate your views. Also, one must determine the scope, nature, limitation and the treatment of the subject because the presentation would vary from subject to subject, and also from audience to audience.

Speaking with Feelings:

Whether it is a highly technical subject matter speech or a general inaugural or valedictory function, a speaker should always evince a feeling for what he is saying. In most cases, especially at formal functions, senior scientists/officers read out speeches written for them by ghost-writers. If the speaker is not involved, the presentation becomes dull, drab and monotonous.

Another difficulty in simply reading out a readymade speech without a preparation and feeling is that one fumbles, falters, stammers, punctuates the speech with spells of silences and leaves behind a negative effect. Even if the speech has been prepared by someone else read it once or twice to familiarize yourself with words phrases, expressions, pronunciation so the while actually reading them out on the stage, you are not on foreign ground and do not leave a poor impression.

Fluency:

Lord Riddle defines fluency as “a command of words equal to the flow of the thought”. It does not mean rapid or fast reading. How fluency can be acquired is difficult to suggest. But in simple terms it means using the right word at the right place. Speaking is a knack which comes from constant practice and deep involvement in your subject, though there are some but very few, to who it comes naturally. But by practice, one can cultivate fluency.

Fluency adds to the effect of a speech. When we have not prepared ourselves well we tend to make unwanted interruptions like ‘Er’ ‘Ah’ ‘Oh’ and sometime for seconds/minutes stop in the middle of the speech. ‘You know’, ‘you see’, ‘I mean’, etc. WE use them when either we are not sure about the words that we use or when we do not find the proper words

that we want to use. Beware, once you are before a mike or on the stage, you are being assessed silently not only as a scientist but also as a communicator while good expression and fluency adds to the speech, a frequently interrupted speech with gaps of silence or fumbling mars it.

Pronunciation:

In speech correct pronunciation is also very important. An incorrect pronunciation may convey a wrong meaning or ruin an otherwise impressive speech. In science especially there are words from Latin, Greek, French, German and many other languages. For one who is not veterinarian speaking a word like “haemoglobinaria” could be quite a battle. In technical speeches one may come across some other tongue-twisters like “Xylobalsamum” (botany), Ziphidiocercaria (entomology), phantasmagoria (psychology) etc. Accustom your tongue to pronouncing unfamiliar words and consult dictionary for the proper pronunciation for doubtful words. India is a multilingual country where regional influence of English could also lead to distortion of pronunciation of even an ordinary word like “Station”.

- Istashun (U.P)
- Setasun (Haryana)
- Shotashon (Bengali)

The Language:

In the whole process of communication language is the pivot on which everything depends. A speaker must have ability in handling his expression according to his audience. Simplify your language at a general session, but at a technical session, do not beat about the bush with flowery language which may have literary merit but little or no technical substance. So, the choice of the language is most important in a speech.

Familiarize yourself well with words that you use. Do not be casual or vague about them. If you are uncertain about a word do not use it. Use words that convey exact meaning and not loose words like nice ‘good’ ‘OK’ etc. word like nice has a very wide range or meanings can mean anything and everything. ‘A nice variety of wheat does not convey the meaning fully. Does it mean a high-yielding variety? A good looking variety? A disease-resistant variety. Likewise, what does a “Nice lecture” or “Good lecture mean”? so use words that are specific and expressive. A lecture is not nice it is ‘enlightening’.

Some of the following guidelines regarding language could improve speeches.

a) Words should suit the occasion and the audience. Avoid informal, colloquial, slang, or sub-standard vocabulary. Formal technical lectures being different from informal conversation such words as ‘damn good’, ‘fellow’, ‘chap’, ‘guy’ should be avoided. He is a renowned scientist in his discipline. Even ‘man’ sometimes is impolite technologies ‘I know this man since he was a junior scientist’. He is a renowned fellow in his discipline.

b) Do not use loose words. We must use words that give us a definite specific meaning ‘nice’ is a loose word. ‘It was nice lecture’, or ‘He is a nice husband’ can mean anything and

everything. A nice husband could mean a hen-pecked husband to his friends and lovable helpful husband to the wife. So lecture be termed inspiring, educative, scholarly enlightening, thought provoking. Use words with proper connotations. Look at this sentence: "The beauty of this variety is "That you can have two crops with it". The sentence is correct but does not convey proper sense. Beauty is a physical quality. The scientists does not refer to the visible aspect of the variety but to its characteristic. Do not use negative words. Look at this sentence. The statements are all wrong. This may be expressed as : His statements are contrary to available facts.

c) Be simple and direct. Even in technical speeches be simple and direct instead of editor says that sometime in future the simple phrase of the Bible, 'Heal the sick' may be rephrased in this fashion. Rehabilitate those victimized by pscho-somatic maladjustments saying things in a sound about way. Substitute short, plain and simple words

- Say soon For "at the earliest available opportunity"
- Say since For "in view of the fact"
- Say we find For "According to records available in our office"
- Say about For "of the order of magnitude of"

Posture:

As stressed earlier a speaker on the stage is not only 'heard' he is seen also. A sloppy, careless or self-conscious way of standing can mar a good speech. When one is speaking, the hands, legs, neck, eyes, infact the whole body speaks. Gesture add to the impact. Do not look at the ground or the ceiling. Look at the audience. Do not hang on one side.

Points to remember while making announcements and comparing programmes:

- 1. The closer the mike is held to the mouth, the lower should be the voice.**
- 2. When reading, care should be taken not to move the head without moving the mike as these slight variations or movements make a difference in the volume and quality of sound.**
- 3. Care should be taken not to blast out the opening sentence or eating away the last word.**
- 4. Sounds such as 'S' 'Z' 'Ch' 'th' should be pronounced precisely and cut short when at the end of a word, in order to avoid hissing and dislocation of words.**
5. Letters like 'B' 'P' 'T' are inclined to be eplosive and should be enunciated carefully.
6. Gasps and gaps must be avoided as they catch the ear of the listener.
7. Rate of speaking should be even and balanced.
8. Announcements should not be made either too fast or too slow. There should be proper pauses.
9. Phrasing and stressing of words should be correct in order to convey a precise meaning of the sentence.
10. Diction must be correct and precise.

11. Announcements should be learnt by heart. If read great care should be taken not to sound bookish and mechanical.

Intonation, Pause and Stress:

In written communication, we express many things like pauses, direct speech, questions, exclamations etc. by punctuation mark while in the spoken communication, this is done by intonation that is the rise and fall or rhythm of the spoken words. Take this sentence for instance (If we say the following words without proper intonation it would seem as if we are addressing people.

The Vice Chancellor, ABC, Head of the Department, ladies, gentlemen, students. So it will depend upon the intonation to make the meaning clear.

This research article is written by Dr.ABC, Dr. EFG and Dr.XYZ of the Department of Genetics without a proper pause after the first two names it should seem as if all three are in the same Department.

A difficulty in simply reading out a readymade speech/lecture, without a preparation and feeling for it is that one fumbles and stumbles; stammers and leaves behind a negative effect. Even if the speech has been planned by someone else read it once or twice to familiarize yourself with words, phrases, expressions, pronunciation so that while actually reading it out on the stage you are not on a foreign ground and leave a poor impression.

Preparation:

The most important part of a speech is the conclusion. Even if the speech is extempore, the peroration should be written or well-thought out and rehearsed because that is the most important part which winds the speech. In some cases, when the conclusion is not properly framed, either on the paper or the mind, speaker tend to say “In the end I would like to emphasize’ and speak for another five minutes and then another idea comes up and he repeats “in the end” thus making half a dozen perorations before he finally winds up the speech. This makes even a good speech tedious and ineffective and also places a question mark on the common sense of the speaker.

Just like peroration the expression of gratitude to various persons should also not be too long. Discretion be used to list down the persons to be thanked while expressing thanks to various peoples. It is odd to juxtapose the chief guest, normally an eminent person, with the photographer ‘for his kind services for covering this function’. At one inaugural function, I observed that the thanks part was longer than the inaugural speech

There are few skills that will bring more opportunity into your life than the ability to speak well in public. Below are 12 tips that can make the difference between those speakers who leave a powerful, positive impression and those that are quickly forgotten.

Start strong with a “grabber”. A personal story, a quote from an expert or a shocking statistic – something that takes a hold of your audience and gets them hooked and opens their mind to your message. Give the audience a chance to see your personal connection to the topic.

1. Structure your material in three sections– grabber, middle, close. Know your material. Get really interested in the topic. Find good stories.
2. Practice. Practice.Rehearse out loud with all equipment you plan on using. Work to control filler words; Practice, pause and breathe. Use a clock to check your timings and allow time for the unexpected.
3. Know the audience.Try to speak to one or two people in the audience as they arrive – they will be your allies in the audience – it is easier to speak to friends than to strangers.
4. Know the setup. Arrive in good time to check out the speaking area and get practice using the microphone and any visual aids.
5. Relax. Begin with a well prepared grabber. A relevant personal story is a great start. It establishes your credibility. It connects you to the audience and creates the right emotional atmosphere (and calms your nerves).
6. Visualize yourself successful. See yourself at the end of the speech surrounded by people asking questions, visualize the applause.
7. Pauses. Include 3-8 second pauses at key moments – just before key statements or just after a story – this really brings the audience into the speech.
8. Don't apologize– the audience probably never noticed it.
9. Smile. Look like the content matters to you – if the audience don't feel that it is important to you, it will be really hard for them to feel that it should be important for them.
10. Get experience. Take every opportunity you can get to speak (and listen to other speakers). Prepare well ahead of time. Experience builds confidence, which is the key to effective speaking.

Visual Aids And Props

Visual aids and props are an effective way of supporting and supplementing any speech or presentation. Visual aids and props should be colorful and unique, but not so dazzling that they detract from the speaker's presence. Never use visual aids and props as a way of avoiding eye contact or interaction with an audience, such as reading directly from slides. Here is a list of common visual aids and props, and quick tips for using them effectively:

- Diagrams, graphs and charts should always coincide with what is being said in the speech. Always stand to the side of a diagram, graph or chart while facing the audience.
- Maps should be simple and easy to understand, with key places or points clearly plotted or marked.
- PowerPoint slides should present main points as short sentences and bullet points and should never be read verbatim by the speaker or presenter.
- Lists should be kept to a minimum. Five or six listed items are usually enough.
- Handouts should be passed out to an audience before or after a presentation to avoid wasting time and causing a distraction.
- Photographs or sketches can be powerful visual aids as long as a speaker maintains consistency between what is being said and what is being shown.

- Physical objects and props should not be too large or too small, nor too few or too many. They should always be relevant to the presentation or speech and should always be checked prior to taking the stage to make sure they are working properly.

- **Plan Appropriately**

- **Pay Attention to Body Language**

If you're unaware of it, your body language will give your audience constant, subtle clues about your inner state. If you're nervous, or if you don't believe in what you're saying, the audience can soon know.

Pay attention to your body language: stand up straight, take deep breaths, look people in the eye, and smile. Don't lean on one leg or use gestures that feel unnatural.

Many people prefer to speak behind a podium when giving presentations. While podiums can be useful for holding notes, they put a barrier between you and the audience. They can also become a "crutch," giving you a hiding place from the dozens or hundreds of eyes that are on you.

Instead of standing behind a podium, walk around and use gestures to engage the audience. This movement and energy will also come through in your voice, making it more active and passionate.

- **Think Positively**

Positive thinking can make a huge difference to the success of your communication, because it helps you feel more confident.

Fear makes it all too easy to slip into a cycle of negative self-talk, especially right before you speak, while self-sabotaging thoughts such as "I'll never be good at this!" or "I'm going to fall flat on my face!" lower your confidence and increase the chances that you won't achieve what you're truly capable of.

Use affirmations and visualization to raise your confidence. This is especially important right before your speech or presentation. Visualize giving a successful presentation, and imagine how you'll feel once it's over and when you've made a positive difference for others. Use positive affirmations such as "I'm grateful I have the opportunity to help my audience" or "I'm going to do well!"

- **Cope With Nerves**

How often have you listened to or watched a speaker who really messed up? Chances are, the answer is "not very often." When we have to speak in front of others, we can envision terrible things happening. We imagine forgetting every point we want to make, passing out from our nervousness, or doing so horribly that we'll lose our job. But those things almost never come to pass! We build them up in our minds and end up more nervous than we need to be.

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Assignments:

Evaluation of Impromptu Presentation

Evaluator's

Name _____

Presentation Title _____ Date _____

1) How effective was the speaker's introduction in helping the audience understand the purpose of the presentation itself? 2) Was the presenter adequately prepared? How heavily did the presenter rely on notes? 3) How did the speaker use vocal variety to enhance this presentation? 4) What other techniques did the speaker use to personalize and augment the presentation? Were they effective? How? 5) Did the speaker display the visuals smoothly and at the appropriate times? How could the speaker improve? 6) What aspect of the speaker's presentation style did you find unique? Why? 7) Did the speaker present the material clearly and simply so audience members could easily use the information to improve their own speeches? 8) What could the speaker have done differently to make the presentation more effective? 9) What did you like about the presentation?

- 1 How do you approach role plays? Do you have a favorite type or situation?
- 2 What makes people fear public speaking?
- 3 In your experience, which factor interfere the most when you experience fear of public speaking?
- 4 Where do you find yourself: A good writer and a less performed speaker or vice versa?
- 5 **Write** Impromptu speech on any five topics
 1. A non-biased news site is impossible
 2. The Romain Empire was the most important empire to have existed
 3. Keyboards will be replaced by speech-to-text technology in 10 years
 4. Performance enhancing drugs should be allowed in sport
 5. Colour affects the way people feel
 6. Poor health begins in the mind
 7. Team sports build strong individuals
 8. Beauty is in the eye of the beholder
 9. Poverty is a state of mind
 10. What characteristics make an ideal villain?

3. Vocabulary Practices

Having a good vocabulary will help you to improve your language level and become a more confident speaker of English. Choose your level, beginner or intermediate, and start learning new words today to improve and practice your English vocabulary.

Decide which area of vocabulary you need help with today and choose a topic to work on. You can listen to the words in the first exercise to practice your pronunciation. When you do the online interactive exercises, you can see how well you've done. Words are the basic blocks of the language, and one of the key predictors of someone's education level, profession and social status. Yet most students struggle to increase their vocabulary effectively, as new words go one into one ear and out the other.

It's not that we have difficulties grasping the vocabulary when we see it. Rather, we struggle to recall when we get the opportunity to use it, or worse yet, forget to use frequently enough only to end up back where we begun. A great vocabulary is just one essential tool in a writer's toolbox, along with punctuation, grammar, and many others. Vocabulary can make your writing more powerful and more effective and help you say exactly what you mean. This indispensable tool will help you choose the best word for every job and avoid vague words that do not give your readers a good sense of your meaning.

Building your vocabulary is one of the easiest ways to improve the power of your writing and make any writing task that much easier, as you will have several synonyms in your repertoire to pull from every time. Developing your vocabulary need not be difficult or painful.

Communicate (speak and write) more clearly and concisely using these seven tips for learning new words... easy ways to improve and expand your vocabulary.

Looking for tips for improving your vocabulary? Whether you are trying to strengthen and broaden your vocabulary for school or personal growth, the key is a commitment to regularly learning new words.

Why expand your knowledge and use of words? You'll be able to communicate (speak and write) more clearly and concisely, people will understand you more easily, and you will increase the perception (and reality) that you are an intelligent person. Besides, learning new words is a fun activity -- and one you can even do with the people around you. Challenge a friend, family member, or roommate to learn new words with you.

Easy ways to improve your vocabulary and learn new words.

1. Read, read, and read. The more you read -- especially novels and literary works, but also magazines and newspapers -- the more words you'll be exposed to. As you read and uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.

2. Keep a dictionary and thesaurus handy. Use whatever versions you prefer -- in print, software, or online. When you uncover a new word, look it up in the dictionary to get both its pronunciation and its meaning(s). Next, go to the thesaurus and find similar words and phrases -- and their opposites (synonyms and antonyms, respectively) -- and learn the nuances among the words.

3. Use a journal. It's a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your everyday vocabulary. Plus, keeping a journal of all your new words can provide positive reinforcement for learning even more words -- especially when you can see how many new words you've already learned.

4. Learn a word a day. Using a word-a-day calendar or Website -- or developing your own list of words to learn -- is a great technique many people use to learn new words. This approach may be too rigid for some, so even if you do use this method, don't feel you *must* learn a new word every day. (Find some word-a-day Websites at the end of this article.)

5. Go back to your roots. One of the most powerful tools for learning new words -- and for deciphering the meaning of other new words -- is studying Latin and Greek roots. Latin and Greek elements (prefixes, roots, and suffixes) are a significant part of the English language and a great tool for learning new words.

6. Play some games. Word games that challenge you and help you discover new meanings and new words are a great and fun tool in your quest for expanding your vocabulary. Examples include crossword puzzles, anagrams, word jumble, Scrabble, and Boggle. (Find some word-game Websites at the end of this article.)

7. Engage in conversations. Simply talking with other people can help you learn discover new words. As with reading, once you hear a new word, remember to jot it down so that you can study it later -- and then slowly add the new word to your vocabulary.

8. Edit Your Own Writing. After you finish writing, be your own editor and go through the piece with a fine-toothed comb to identify overused and nondescript words with something more precise or colorful. Editing is an important process for spotting writing errors, but it's also great for improving the tone, style, and clarity of your writing. It might help to read the sentences aloud, then note any lack of precision. Search through your memory for more descriptive words, or consult a thesaurus if you need to. As you replace words, remember that using a large number of complex words won't necessarily clarify the meaning, and it may just make your writing more pompous. Ask yourself, "Do I know a better word to use instead?" You may replace "use" with "acquire" or "obtain," or "do" with "perform."

9. Use Mnemonics Mnemonic techniques are memory tricks you can use to remember new words. You may remember a word by sounding it out and thinking of a funny sentence that matches the meaning, such as turning egregious (extremely bad) into "Don't let that smelly rotten egg reach us!"

10. Do Word Puzzles. Word puzzles in the newspaper or a magazine aren't just a fun way to fill time, they're also perfect for boosting your working vocabulary. Crossword puzzles are a challenge that get your brain working hard to search your memory for words you do know but don't use, and this can help you move words from your memory banks into your working set of vocabulary which will come across in your writing.

Mixed sentences - ARTS & MEDIA

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Assignments:

Rearrange the words to make complete sentences.

1. is / band / a / tonight / playing / there / jazz
2. channel / DNB / news / best / is / the
3. album / their / new / you / have / heard / ?
4. an / show / the / on / night / television / was / last / there / interesting
5. favourite / of / lots / posters / have / I / singer / of / my
6. can / Paris / in / culture / of / lots / you / living / experience
7. Byzantine / exhibition / at / museum / the / art / there / is / of / an
8. performance / minute / will / ten / a / be / there / interval / through / the / halfway
9. important / the / play / in / part / plays / my / an / friend
10. Gallery / the / art / Britain / in / National / the / biggest / has / collection
11. were / of / children / lots / audience / in / sitting / the / there
12. likely / another / become / book / his / is / bestseller / to
13. the / the / film / famous / of / cast / actors / are / all
14. are / editions / dictionary / paperback / there / and / of / hardback / the
15. shown / the / the / war / news / disturbing / were / on / images / the / of
16. film / the / has / plot / a / very / simple
17. the / received / bad / good / and / film / reviews / some / ones / some
18. scenes / painted / Lowry / street
19. applied / school / law / admission / for / she's / to
20. marketing / got / she's / a / in / diploma

4. Role play of Self Introduction in the class

A self-introduction speech is often called for at a first meeting of a group. It could be a work-based seminar, a break-out group at a conference, a hobby group, your new class at the start of the term ...The occasions are numerous.

Introducing yourself is much more than saying your name; it's a way to connect with someone new by exchanging words and often, physical contact. Introducing yourself to strangers can be tricky because what you say depends entirely on the context. You may introduce yourself differently depending on whether you are addressing an audience before you give a speech, meeting someone at a networking event, or just starting a conversation with a new person at a party. What is important is to introduce yourself in a way that is appropriate and makes people like and remember you. Introducing yourself (Can you approach people on your own and meet them?) and introducing others (Can you help people meet one another?) are very basic and useful social skills, especially at summer camp, where kids are meeting lots of new people. Throughout our lifetime, we introduce ourselves to hundreds of new people everywhere we go. Every time we strike up a conversation with a stranger sitting next to us on the train, duck into a gas station to ask for directions or step up to the checkout counter, we're constantly coming up with new, creative ways to introduce ourselves in line with the circumstances.

And we hardly ever realize we're doing it.

Whether it's a formal meeting or a more laid back meet up, introductions are sometimes tricky. Especially if you want to make a good first impression either way.

Introducing yourself to fellow group members

The one thing these settings generally share is the need to make a bunch of strangers feel at ease - to quickly establish a sense of unity or belonging.

One of commonest ways to achieve that in a group setting where people are expected to work collaboratively together eg. a break-out group at a conference, is to have each person give a brief self-introduction speech.

That gives rise to a whole lot of questions.

The questions you ask yourself

Usually the leader will start and around the members of the group you go, one by one.

- What do you say when it's your turn?
- What's the purpose of this speech? What do you want it to achieve for you?
- What will interest people?
- What fits with the occasion?
- What will the people listening expect to hear?
- What tone do you use? Formal or Informal?
- And more importantly, if you're anxious about public speaking, what will stop the fear of making a fool of yourself?

First impressions count - so let's look at the elements that go together to make ...

... a good self-introductory speech

Speech content areas

Here are six content areas to cover. The first three are essential. The remaining three elevate your speech from "basic" to interesting to listen to.

1. Stating your name clearly
2. Placing yourself - where you are from, the organization you belong to, the position you currently hold
3. Background - what can you share that is related to the group's core purpose for meeting? Is it an event, experience, a particular skill or educational qualification?
4. Interest, passion or goal - what genuinely interests you? What drives you? Is there a personal goal you want to achieve within this group?
5. Sharing personal details appropriate to the setting of your speech eg. hobbies or pet peeves
6. Unity - what do you share in common with someone else in the group?

If putting together a self introduction speech is sprung on you with very little warning use the few minutes you have before it is your turn to speak to organize your thoughts.

Ignore everyone else and focus on yourself

If you're inclined to be tongue-tied, awkward and nervous, don't listen to what others are saying before you.

I know that seems rude but the situation calls for self-preservation.

If you listen, you'll get mesmerized by their speeches and unable to plan anything useful for yourself which will heighten your anxiety.

Make some notes

Grab a piece of paper the moment the round-robin introduction is announced and start jotting down ideas.

Start with the first three items from the list above. That's the basic information - your name, where you are from and your background. Then add more as time permits.

Everything you put down should be relevant to the occasion and your audience.

Watch the timing

Generally the timing allowed for a self-introductory speech is between 1 - 2 minutes.

Going over that is poor form because it eats into the time allocated for everybody to speak. In addition rambling on without being mindful of the larger group could be interpreted as boring and/or egotistical.

Self-introduction speech sample

Here's a simple short self-introduction speech sample. You can use it as a model to prepare your own speech. All up there are 130 words which will take approximately a minute to say.

Hi everybody!

I'm Ashish Raut, Senior Marketing Executive, from Voltas India Limited, Pune.

It's great to be finally here. I've been dreaming about the opportunity and possibilities of working collectively and directly with each other for a long time now. Chandu and Vishal can attest to that. There's been hours put in balancing the schedules to make it happen.

Webinars and email are fine but nothing beats face to face.

Working like this has always been a passion. Even in kindergarten I tried to set up a group-think session around a one swing and ten children problem.

Years later, my master degree focused on harnessing group energy creatively. I've been inspired by agencies that got it right.

It's my pleasure to introduce myself. I'm xxx from delhi. Currently, I'm pursuing my final year electronics and communication engineering from meri college of eng n tech with an aggregate of 80%. I completed my +2 from government co edu senior secondary school also I have done my schooling from same school

My father is a government employee and my mother is house wife

My strengths are my attitude that I like to take challenges that I CAN do it, self motivated person, self disciplined I am a good team player as well as has a good ability to lead the team. I can adopt to any kind of environment. I am a good listener and quick learner.

My weakness is I can not tolerate any leniency in work

My short term goal is I want a such a platform where I can grow my career along with the organization growth like yours and.

My Long term goal is I want to be one of the reason for the success of the organization and I want to see your organization as a bench mark to other organizations

Thats all about me sir. Thank you for giving me such a wonderful opportunity.

Prepare and practice in readiness

If you know you have situations coming up that will call for a self introduction speech start generating one ahead of time.

Make yourself an adaptable template using the core elements listed above that you can use whatever the situation you are in.

Practicing your speech out loud will help you refine and hone your message.

It's worth doing as this speech can set the way in which others view you. That is, it can open doors, as well as close them!

With repetition you'll gain the confidence to speak for yourself concisely and cohesively and the temptation to succumb to a fit of the blithers will have vanished!

Tips and Tricks to Give a Great Self-introduction

Here are 8 tips. Some are essential. The remaining tips will elevate your speech from "basic" to interesting to listen to.

1. First and foremost, **start with a smile** on your face. Smile can always offer a good first impression.
2. Secondly, stating your **name** clearly.
3. **Place** - Your hometown, the organization you work for, the position you currently hold.
4. **Background**- what can you share that is related to the group's core purpose for meeting? What skills make you qualified for the job? Is it an event, experience, a particular skill or educational qualification?
5. **Interest, passion or goal** - what particularly interests you? What motivates you? What is the goal you want to achieve by joining this group?
6. **Personal details** - hobbies, strengths and weaknesses.

7. **Unity** - what do you share in common with members in the group?
8. Consider to do it visually when there is a computer and a projector. Include some photos and pictures. For, example, apply a mind map to list your main points logically.
9. Last but not least, conclude by **extending THANKS** to the Person who is listening to you.

STEP 1: SMILE

Smile and make eye contact with the person you want to meet.

STEP 2: SAY YOUR "OPENER"

"Hi, I'm Sunshine. What's your name?"

STEP 3: ACKNOWLEDGE AND USE NAME

"Nice to meet you, _____!"

STEP 4: ASK A QUESTION

"Have you been to camp before?"

"How old are you?"

"Where are you from?"

"What activities are you most excited about?"

STEP 5: LISTEN TO ANSWER AND RESPOND

Acknowledge similarities/differences: "This is my first year at camp, too!"

STEP 6: ASK MORE QUESTIONS OR

OFFER A SMALL INVITATION

"Do you want to play cards?"

"Let's sit next to each other at dinner!"

"Will you be my bathroom buddy?"

STEP 7: INTRODUCE TO OTHERS

"Have you met _____?"

"Sam, this is Joe. He goes to my school."

Introducing yourself and others

There is a range of ways to introduce yourself and people.

Introducing yourself:

Here are expressions to introduce yourself:

- *My name is ...*
- *I'm*
- *Nice to meet you; I'm ...*
- *Pleased to meet you; I'm ...*
- *Let me introduce myself; I'm ...*
- *I'd like to introduce myself; I'm ...*

Introducing others:

Here are expressions to introduce others:

- *Jack, please meet Nicolas.*
- *Jack, have you met Nicolas?*
- *I'd like you to meet Liza.*
- *I'd like to introduce you to Betty.*
- *Leila, this is Barbara. Barbara this is Leila.*

Useful responses when introducing yourself or other people:

- *Nice to meet you.*
- *Pleased to meet you.*
- *Happy to meet you.*
- *How do you do?*

Dialogue:

Alex is talking to the new manager and his assistant. Notice how they introduce themselves:

Alex: Hi! My name is Alex Litterman, the new manager.

William: Hi! I'm William O'Brian. Nice to meet you, Mr Alex Litterman.

John: William, please meet Mr Steve Lynch, my assistant

Jack: How do you do?

Nicolas: How do you do?

Things to remember:

- *When introducing yourself or other people in a formal situation use full names. ("I'm Alex Litterman.")*
 - *"How do you do?" isn't really a question, it just means "Hello"*
-

5. Listening Skills

Listening skill is very important in the process of any interactive process. Listening is an everyday situation of gathering information and acquiring knowledge. Listening is a process of receiving and interpreting the spoken work. It involves recognizing what is said and comprehending the matter. However, hearing happens automatically as it is an involuntary physical act. It does not require the conscious involvement of the listener.

It is vital that we listen well when we are working. However, most of us have some bad listening habits such as interrupting or daydreaming. These habits can be obvious ones which distract or deter those talking to us. Alternatively, they can be habitual mental patterns which affect our concentration, understanding and retention of information. These mental habits also affect the responses we make to talkers. In a wide variety of business situations, time is wasted, opportunities are lost and relationships are damaged by the effects of poor listening. By working on our bad listening habits, we can improve our effectiveness

Types of listening:

1] Superficial listening: In this type of listening the listener has little awareness of the content of what is being said. The output in this type of listening is zero because the listener tends to ignore the message, and is not able to concentrate on the theme, main points, and supporting details.

2] Appreciative listening: The main purpose of appreciative listening is to get enjoyment and pleasure. Listening to songs, stories, jokes and so on.

3] Focused Listening: Focused listening involves listening for specific information. The main purpose is to get some specific information that might be used to take a decision.

4] Evaluative Listening: Evaluative listening involves evaluation of the oral message or commentary and developing a line of thought. The listener interprets and analyses what he or she listens to in order to understand both the explicit as well as implicit meaning of the oral message.

5] Attentive listening: Attentive listening demands the complete attention of the listener. It is basically active and intelligent listening in situation such as group discussions, meetings, interviews and so on.

6] Empathetic Listening: Empathetic listening is listening not only to what the speaker is saying but also to how he / she is saying i.e. his / her feelings, emotions, and state of mind. The listener has to understand and respond to the affective signals that the speaker might make.

7] Active Listening: Active listening is a way of listening to and responding appropriately to another person. It helps to avoid misunderstandings by intently focusing on the speaker. According the Conflict Research Consortium at the University of Colorado, during a disagreement most people are preoccupied with what they are going to say next and are not actively listening. Through active listening, the speaker must focus his attention on the speaker.

□ **Listening Objectives:** The primary goal of activities to practice listening skills is to make students aware of words and sounds in different settings and to recognize and differentiate them in everyday life. In order to become a better speaker, a student must learn and practice

active listening. Listening begins with the process of acquiring word meanings and understanding those words heard. Concentration is a requirement in active listening. Not all students learn best through listening. Some are visual learners, while others may learn better through hands-on training. But students from all learning modes benefit from active listening and should be taught effective listening techniques.

Benefits of acquiring listening skills

- Improve your ability to understand and evaluate the views and opinions expressed by others.
- Enable you to gather proper and accurate information, helping in apt decision making.
- Help you to establish rapport with colleagues easily.
- Help you to present yourself best in both dyadic and group communication situations.

We listen for two specific purposes – to gain new information ideas passed on through various sources. Effective listening is vitally important in formal situations. Effective listening is very much useful to participate in discussions and other interactions.

Factors affecting listening / Barriers to listening

- Physical barriers
- Psychological barriers
- Linguistic barriers
- Cultural barriers
- We listen more carefully when we expect immediate benefit.
- Methodical and analytical people are good listeners whereas aggressive and self-centered are bad listeners.
- We try to ignore to hear the person or topic we don't like.
- Our profession also decides our need of listening.

Ten Bad Listening Habits

Several years ago I identified what seemed to me to be the ten worst listening habits in America today. Though my discussion of them here is in relation to the ways they may affect us in a formal listening situation, the effects of these habits can be just as devastating in less formal listening situations at home, at school, in business or social groups.

1. Calling the Subject Dull

Bad listeners often find a subject too dry and dusty to command their attention and they use this as an excuse to wander off on a mental tangent. Good listeners may have heard a dozen talks on the same subject before, but they quickly decide to see if the speaker has anything that can be of use to them.

The key to good listening is that little three-letter word use. Good listeners are sifters, screeners, and winnowers of the wheat from the chaff. They are always hunting for something practical or worthwhile to store in the back of their mind to put to work in the months and years ahead. G.K. Chesterton said many years ago that in this world there is no such thing as an uninteresting subject, only uninterested people.

2. Criticizing the Speaker

It is the indoor sport of most bad listeners to find fault with the way a speaker looks, acts, and talks. Good listeners may make a few of the same criticisms but they quickly begin to pay attention to what is said, not how it is said. After a few minutes, good listeners

become oblivious to the speaker's mannerisms or his/her faults in delivery. They know that the message is ten times as important as the clothing in which it comes garbed.

3. Getting Over-stimulated

Listening efficiency drops to zero when the listeners react so strongly to one part of the presentation that they miss what follows. At the University of Minnesota we think this bad habit is so critical that, in the classes where we teach listening, we put at the top of every blackboard the words: Withhold evaluation until comprehension is complete -- hear the speaker out. It is important that we understand the speaker's point of view fully before we accept or reject it.

4. Listening Only For Facts

Most people think that it is important to listen for facts. But, almost without exception, it is the poor listeners who say they listen for facts. They do get facts, but they garble a shocking number and completely lose most of them.

Good listeners listen for the main ideas in a speech or lecture and use them as connecting threads to give sense and system to the whole. In the end they have more facts appended to those connecting threads than the catalogers who listen only for facts. It is not necessary to worry too much about fact as such, for facts have meaning only when principles supply the context.

5. Trying To Outline Everything

There is nothing wrong with making an outline of a speech -- provided the speaker is following an outline method of presentation. But probably not more than a half or perhaps a third of all speeches given are built around a carefully prepared outline.

Good listeners are flexible. They adapt their note taking to the organizational pattern of the speaker--they may make an outline, they may write a summary, they may list facts and principles -- but whatever they do they are not rigid about it.

6. Faking Attention

The pose of chin propped on hand with gaze fixed on speaker does not guarantee good listening. Having adopted this pose, having shown the overt courtesy of appearing to listen to the speaker, the bad listener feels conscience free to take off on any of a thousand tangents.

Good listening is not relaxed and passive at all. It is dynamic; it is constructive; it is characterized by a slightly increased heart rate, quicker circulation of the blood, and a small rise in bodily temperature. It is energy consuming; it is plain hard work. The best definition of the word *attention* is a "collection of tensions that can be resolved only by getting the facts or ideas that the speaker is trying to convey."

7. Tolerating Distraction

Poor listeners are easily distracted and may even create disturbances that interfere with their own listening efficiency and that of others. They squirm, talk with their neighbors, or shuffle papers. They make little or no effort to conceal their boredom. Good listeners try to adjust to whatever distractions there are and soon find that they can ignore them. Certainly, they do not distract others.

8. Choosing Only What's Easy

Often we find the poor listeners have shunned listening to serious presentations on radio or television. There is plenty of easy listening available, and this has been their choice.

The habit of avoiding even moderately difficult expository presentations in one's ensure-time listening can handicap anyone who needs to use listening as a learning tool.

9. Letting Emotion-Laden Words Get In The Way

It is a fact that some words carry such an emotional load that they cause some listeners to tune a speaker right out: such as, affirmative action and feminist-they are fighting words to some people.

10. Wasting the Differential between Speech and Thought Speed

Most of our people speak at an average rate of 125 words per minute in ordinary conversation. A speaker before an audience slows down to about 100 words per minute. How fast do listeners listen? Or, to put the question in a better form, how many words a minute do people normally think as they listen? If all their thoughts were measurable in words per minute, the answer would seem to be that an audience of any size will average 400 to 500 words per minute as they listen. Here is a problem. The differential between the speaker at 100 words per minute and the easy thought speed of the listener at 400 or 500 words per minute is a snare and a pitfall. It lures the listener into a false sense of security and breeds mental tangents. However, with training in listening, the difference between thought speed and speech speed can be made a source of tremendous power. Listeners can hear everything the speaker says and not what s/he omits saying; they can listen between the lines and do some evaluating as the speech progresses. To do this, to exploit this power, good listeners must automatically practice three skills in concentration:

Anticipating the next point.

Good listeners try to anticipate the points a speaker will make in developing a subject. If they guess right, the speaker's words reinforce their guesses. If they guess wrong, they will have to do some thinking to discover why they and the speaker failed to agree. In either case, their chances of understanding and remembering what was said is nearly double what it would have been if they had simply listened passively.

Identifying supporting material.

Good listeners try to identify a speaker's supporting material. After all, a person cannot go on making points without giving listeners some of the evidence on which the conclusions are based, and the bricks and mortar that have been used to build up the argument should be examined for soundness.

Recapitulating.

With the tremendous thought speed that everyone has, it is easy to summarize in about five seconds the highlights covered by a speaker in about five minutes. When the speaker stops to take a swallow of water or walks over to the blackboard to write something or even takes a deep breath, the experienced listener makes a mental summary. Half a dozen summaries of the highlights of a fifty-minute talk will easily double the understanding and retention important points in a talk.

Techniques to improving listening skills:

1. **Stop talking:** Do not talk while listening. One cannot be a speaker and a listener at the same time. The listener should accept his or her role and allow the speaker to talk.

2. **Stop thinking:** It is not enough for the listener to keep his mouth shut while he/ she is listening. He/she has to stop thinking too. One cannot listen effectively while thinking
3. **Remove distraction:** In order to focus 100 percent on the person speaking, the listener should avoid all kinds of distractions. He/she should not create any distractions for himself and others. Ignore distractions such as gaudy dress, odd body movements and speech mannerisms of the speaker.
4. **Do not let your mind wander:** One of the main causes of listening inefficiency is the slowness of speech. We can listen faster than the speaker can speak. This lag time may make the listener's mind wander. This can be avoided by concentrating on each word spoken by the speaker.
5. **Put speaker at ease:** Comfortable environment should be provided to the speaker in order to enable him to be at ease. If speaker is not comfortable, he/she will not be able to speak clearly.
6. **Do not pre-judge:** Give the speaker a chance to complete what he/she has to say. Pre-judgment closes the mind and does not allow you to perceive the speaker impartially.
7. **Be patient:** The speaker should be allowed sufficient time and not interrupted until he/she takes a pause and invites the listener to do so. Patience is the key to good listening. Have patience while listening. Time lag between thinking and listening may lead to boredom as the speed of thinking is much more than speaking.
8. **Do not be angry:** The listener should control his/ her temper while listening. One may not like what the speaker is telling or may completely disagree with the speaker but good listening demands that one should listen calmly without making any fuss.
9. **Empathize with the speaker:** In order to understand the speaker's perspective and appreciate his/her point of view, the listener should try to put him/her in the speaker's position.
10. **Provide Feedback:** When someone speaks, and you're listening to them, give them feedback in the form of sounds or comments. It does not have to be a feedback interjected with exclamations but a simple 'm hm' will also suffice.
11. **Maintain Eye Contact:** It is very important to maintain eye contact. Pretending that you are listening to someone and having a glazed expression in your eyes, now what good is that going to do? No good. You might think that you are hiding your boredom well, but you really aren't. Maintaining eye contact is very important for listening. Body language is an integral part of everything you do. Hence, it plays a crucial role in making you an effective listener in the workplace. When the speaker addresses you, make a confident eye contact. Sit in a position that you are most comfortable in, so that you don't fidget. Changing your emotions, appropriately to react to the listener's story, is a real test of understanding the body effective listening in the workplace.
12. **Shake yourself Up:** If you're really listening to that person (actively listening, completely understanding), then you will end up feeling tired, especially if it's a lecture of some sort. This is because it is an activity that requires being mentally involved. If you find that you are getting restless and there are chances that you might drift, then shake yourself up and change your body language. And by that we mean, change positions, rub your hands, palm your eyes.

13. **Encouraging:** It is the technique through which the speaker is encouraged to continue talking. The expressions like "I see" are generally used in this activity. The technique of 'encouraging' is an effective way to reinforce the speaker's belief that one is listening to him keenly. It also helps the speaker understand which part of his speech is being appreciated and helps him elaborate on that particular topic.
14. **Take notes:** The listener should take notes systematically to keep a record of what was said.

Active listening is composed of six distinct components

1. **Hearing:** The physiological process of receiving sound and/or other stimuli.
2. **Attending:** The conscious and unconscious process of focusing attention on external stimuli.
3. **Interpreting:** The process of decoding the symbols or behavior attended to.
4. **Evaluating:** The process of deciding the value of the information to the receiver.
5. **Remembering:** The process of placing the appropriate information into short-term or long-term storage.
6. **Responding:** The process of giving feedback to the source and/or other receivers.

Barriers to Listening

The following list identifies just some possible barriers to effective listening;

1. sources of noise
2. Forming a judgment or evaluation before we understand what is being said, or 'jumping to conclusions'.
3. Hearing what we want to hear.
4. Tuning out a point of view that differs from our own.
5. Formulating and rehearsing our response.
6. Being inattentive - thinking about something else entirely.
7. Having a closed mind- you do not want to hear what the person has to say.
8. Feeling anxious or self-conscious.
9. Judging the person, either positively or negatively.
10. Subjective biases based on ignorance or prejudice.
11. Cultural issues, e.g. listening to the differences in pronunciation of different accent, rather than the content of the message.
12. Excessive and incessant talking or interrupting. It is important that such barriers to listening are recognized and dealt with. With developing awareness, we can have more control over those barriers that are internal to ourselves, and can adopt and use more helpful listening behaviors.

.....

Assignments:

6. Practicing Dialogues, Speeches, and Conversations by Students in the class to illustrate that Communication Barriers can be overcome

To learn a language we have various methods and approaches. The teacher implements learner-centric methods for better learning. —Learning by practice is mostly preferred in the process of effective learning. A student learns through self-experiences when the teacher provides an opportunity to learn by getting their mistakes corrected in a given environment. Role play is one such method that creates a platform to improve the students' speaking skills, non-verbal communication and contextual usage of language and makes them understand how to face real life situations.

What is a Role-play?

Role-play is an activity where one would be given a role to play. Role play is any speaking activity where you either put yourself into somebody else shoes or you may stay in your own shoes but put yourself into an imaginary situation. In these speaking activities, the student can assume the role of anyone such as managers, chef, officers etc., and experience the joy of learning by involving in the character chosen by him. While playing the role of someone else, the student reflects either himself or the character. By being involved in the character the student has to think in a broader way, correct his attitude and find facts and responsibilities that are required for an ideal personality.

Role-play allows a student to prepare thoroughly for real life situation and paves a way to think through the language at the initial stage. Later the student becomes confident in framing structures/sentences grammatically correct and tries to get into the role.

Students learn best if objectives are clearly told. Students develop and practice new language and behavioural skills by being involved in the roles given. They should be given freedom to choose their own partners who he/she would feel comfortable with and are essential for meaningful communication to take place. Students are asked to discuss on the topic and choose their roles to frame dialogues. Each pair will be given 15 min to act out the dialogue using expressions, gestures and posture. Students involve themselves in the roles and understand the process of real life communication. At the end of the activity a student would judge himself on the basis of teacher, peer group & through self evaluation.

Greetings

Hi, how are you?

Hello! What a surprise!

Hello! It's nice meeting you again

Wish I could have stayed longer, but I must run

Good bye, see you again.

Enquiring/making request for help/seeking directions

Excuse me, could you help me please?
Is there a medical store close by?
Could I ask a favour of you?
I'm sorry to trouble you, but I need your help
Certainly, I shall be glad to help.
Thanks a lot/you very much
You're most welcome

Complaining

I regret to bring to your notice that some of the items supplied by you are of poor quality.
I'm sorry to say this, but you are playing a loud music.
I have a complaint to make.
My new washing machine is not working.
I'd like to have the piece replaced.

Offering suggestions, to advise or to persuade

Stop using polythene bags immediately.
I suggest you repeat these expressions twice each.
Let's repeat these expressions for practice.
You should repeat these expressions in order to perfect them.
Could I persuade to repeat the expressions as many times as possible?

Congratulate on an achievement, express sympathy and offer condolences

Congratulations!
You really deserve this honor.
Well done! Keep it up!
I'm sorry about what happened.
I've no doubt that you will do much better next time.
I just got the sad news.
It's a great loss indeed.
Remember that we are all with you.

Extend invitations and accept or decline them

Accepting
There's some good news.
I've completed my Ph.D.
I'm hosting a party this weekend.
I'll be happy if you can join me along with your family.
Thank you for the invitation.
We'll certainly make it.

Declining

Thanks for your invitation.
I'm sorry; I may not be able to honor your invitation.

It's disappointing that you won't be joining us.
We all miss you.

Make apologies and respond to apologies

I must apologize for.....
I'm terribly sorry about.....
Please accept my sincere apologies.
It's quite all right.
No need to feel sorry about it. These things do happen.

Introduce yourself....
Good morning/hello! /hi! my name is/ I'm
I've just joined
I'm from
I work for
I am the new

Introducing others...
Good morning all. I would like to introduce.....
Hello everybody, here is Mr. / Mrs
It's my pleasure to introduce our today's guest.....
I feel delighted to introduce Mr. / Mrs
It's a great honor for me to introduce.....
I'm happy to introduce my friend.....
I'm proud of introduce my friend

Asking for people's opinions and giving opinions to others
I'm convinced
I think.... / I believe..... / I feel
As far as I'm concerned.....
What is your opinion about
What are your views on/about
Are you in favour of..... ?

DOs

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with the other person.
8. Make sure of shortened forms of words like: shan't, don't etc., which are vital for spoken form of language.

9. Understand the question before answering.
10. Check your voice modulation, stress, intonation and speed.

DON'Ts

1. Be in a hurry to say something.
2. Keep yourself detached from the given role.
3. Speak unchecked.
4. Put on an accent or look animated.
5. Plant yourself to a particular point, bend or move excessively.
6. Use your hands excessively.
7. Avoid eye contact; roll your eyes/stare continuously.
8. Read out the written form of communication.
9. Answer in urgency.
10. Be too fast/slow or shout unnecessarily.

Role Play

A customer comes to a bank to apply for a bank loan and approaches the manager.
(Conversation between the Customer & the Manager)

Customer: Good Morning Sir.

Manager: A very good morning. Tell me how can I help you?

Customer: Sir, I would like to apply for a loan of 2 lakh rupees.

Manager: Yeah sure, please fill this form. Do you have the required documents?

Customer: Yes, here they are. I brought all the documents you need.

Manager: We would verify these documents. If everything goes well, your loan will be sanctioned in a week's time.

Customer: Thank you Sir. Have a nice day!

Manager: A good day to you too!

Role-play improves speaking & listening skills. Students develop non-verbal communication techniques. They learn to use appropriate language in real life communication. By providing an opportunity for the students to create and participate in roleplays, the instructors can gain knowledge of each student while the students can benefit through increased interaction with the material and with each other. Role-play also motivates the quiet students to learn by themselves in a more forthright way. Students benefit from explicit feedback that focuses on the learning objectives that leads to learning experience.

Practicing Dialogues, Speeches, and Conversations by Students in the class will limit or reduce following barriers. Although the barriers to effective communication may be different for different situations.

- Linguistic Barriers
- Psychological Barriers
- Emotional Barriers
- Physical Barriers
- Cultural Barriers

- Organizational Structure Barriers
 - Attitude Barriers
 - Perception Barriers
 - Physiological Barriers
 - Technological barriers
 - Socio-religious barriers
-

Assignment

Write conversations for the following situations:

1. Revati requests her neighbour, Priya, to teach her how to bake a cake.
2. Ramu is suffering from cold and flu. He goes to Dr. Bhaskar for medication. Dr. Bhaskar examines Ramu and prescribes the medication.
3. Kavita works in an organization. She decides to open an account in a Bank, to save her earnings.

She meets the Manager of Bank and enquires how to open an account and deposit the amount.

7. Lecture and Questionnaires for Building Self- Esteem and Self Confidence

Self-esteem refers to a person's overall evaluation of his or her own worth. It encompasses beliefs such as "I am competent", emotions such as triumph, despair, pride and shame. It can also apply to a particular dimension such as "I believe I am a good writer and I feel proud of myself or I believe I am a good person and I am proud of that." Self-esteem can be equated to self worth, self regard, self respect, self love, and self-integrity. In the mid 1969, Morris Rosenberg, a social learning theorist defined self-esteem in terms of a stable sense of personal worth or worthiness. Self concept therefore, is a concept of personality and for it to grow, we need to have self worth, and this selfworth will be sought from embracing challenges that result in the showing of success.

'Confidence' derives from the Latin *fidere*, 'to trust'. Self-confidence essentially means to trust and have faith in oneself. It is our certainty as to our judgement, ability, and so on—in short, our certainty as to our aptitude to engage with the world. A self-confident person is able to act on opportunities, rise to new challenges, take control of difficult situations, and accept responsibility and criticism if things go wrong.

Just as the foundation of successful experience is self-confidence, so the foundation of self-confidence is successful experience. Although any successful experience contributes to our general self-confidence, it is, of course, possible to be highly confident in one area, such as cooking or dancing, but very unsure in another, such as public speaking.

In the absence of confidence, courage takes over. Confidence operates in the realm of the known; courage, on the other hand, operates in the realm of the unknown, the uncertain, and the fearsome: you cannot be a confident swimmer unless you once had the courage to lose your footing in deep water. Courage is more noble than confidence, because it requires more strength, and because a courageous person is one with limitless capabilities and possibilities. In the lonely hearts, ladies often specify that they are looking for a confident man, but who they are truly looking for is a courageous man.

While self-confidence and self-esteem often go hand in hand, it is possible to have high self-confidence and yet low self-esteem, as is, for example, the case with many celebrities. Esteem derives from the Latin *aestimare*, 'to appraise, value, rate, weigh, estimate', and self-esteem is the cognitive and, above all, emotional appraisal of our own worth. Our self-esteem is the matrix through which we think, feel, and act. It reflects, and also in large part determines, our relation to ourselves, to others, and to the world.

It is possible that self-esteem evolved as a barometer of status or acceptance in the social group, or else to lend us the strength to act in the face of fear and anxiety. Psychologist Abraham Maslow included it as a deficiency need in his hierarchy of needs, and argued that a person could not meet his growth needs unless he had already met his deficiency needs. To me, it seems that we are each born with a healthy self-esteem (and a small smattering of self-confidence), which is then either sustained or undermined by our life experiences.

In the West, self-esteem is primarily based on achievement, whereas in the East it is primarily based on 'worthiness', that is, on being seen and accepted as a good member of the

family, community, and other in-groups. In the West, you can get away with being a bad in-group member so long as you are successful; in the East, you can get away with being unsuccessful so long as you are a good in-group member.

Many people find it simpler to work on their self-confidence than on their self-esteem, and end up with a long list of abilities and achievements to show for themselves. As they also depend on this list for their self-esteem, they cannot afford to look upon themselves as they truly are, with all their imperfections and failures. And so they are unable to recognize, let alone address, their real problems and limitations, and, more tragically still, to accept and love themselves as the less-than-perfect human beings that they truly are.

As anyone who has been to university knows, a long list of abilities and achievements is neither sufficient nor necessary for healthy self-esteem. While people keep on working at their list in the hope that it might one day be long enough, they try to fill the void with status, income, possessions, relationships, sex, and so on. Attack their status, criticize their car, and observe in their reaction that it is them that you attack and criticize.

Similarly, it is no good trying to pump up the self-esteem of children (and, increasingly, adults) with empty and condescending praise. No one will be fooled, least of all the children, who will feel confused if not exasperated, and be held back from the sort of endeavour from which real self-esteem may grow. And what sort of endeavour is that?

Whenever we live up to our dreams and promises, we can feel ourself growing. Whenever we fail but know that we have given our best, we can feel ourself growing. Whenever we stand up for our values and face the consequences, we can feel ourself growing. Whenever we come to terms with a difficult truth, we can feel ourself growing. Whenever we bravely live up to our ideals, we can feel ourself growing. That is what growth depends on. Growth depends on bravely living up to our ideals, not on the ideals of the bank that we work for, or our parents' praise, or our children's successes, or anything else that is not truly our own but, instead, a betrayal of ourself.

Socrates is a shining example of a man who bravely lived up to his ideals, and, in the end, bravely died for them. Throughout his life, he never lost faith in the mind's ability to discern and decide, and so to apprehend and master reality. Nor did he ever betray truth and integrity for a pitiable life of self-deception and semi-consciousness. In seeking relentlessly to align mind with matter and thought with fact, he remained faithful both to himself and to the world, with the result that he is still alive in this sentence and millions of others that have been written about him. More than a great philosopher, Socrates was the living embodiment of the dream that philosophy might one day set us free.

Arrogant people require constant reassuring and bolstering both from themselves and from others, which accounts for their boastfulness, entitlement, anger, and reluctance to learn from mistakes and failures. In contrast, people with healthy self-esteem do not seek to pull themselves up by pushing others down. Instead, they are happy simply to revel in the miracle of existence, with cheerfulness, humility, and quiet action.

Just as high self-esteem does not amount to arrogance, so low self-esteem does not amount to humility. Humble people understand that there is more to life than just themselves, but that need not mean that they do not have a healthy self-regard.

Needless to say, only a minority of people with low or insecure self-esteem are arrogant: most simply suffer silently. People with low or insecure self-esteem tend to see the world as a

hostile place and themselves as its victim. As a result, they are reluctant to express and assert themselves, miss out on experiences and opportunities, and feel powerless to change things. All this lowers their self-esteem still further, sucking them into a downward spiral.

Low self-esteem can be deeply rooted, with origins in traumatic childhood experiences such as prolonged separation from parent figures, neglect, or emotional, physical, or sexual abuse. In later life, self-esteem can be undermined by ill health, negative life events such as losing a job or getting divorced, deficient or frustrating relationships, and a general sense of lack of control. This sense of lack of control may be especially marked in victims of emotional, physical, or sexual abuse, or victims of discrimination on the grounds of religion, culture, race, sex, or sexual orientation.

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Assignments:

1. Can we change our self-esteem level with our efforts or not? What are the main factors that effect self-esteem of humans?
2. What is the role of self-esteem building exercises in children coping with abuse and neglect?
3. Why do most people have high self-esteem and overly positive views about themselves?

8. Attitude

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In **psychology**, an **attitude** refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. **Attitudes** are often the result of experience or upbringing, and they can have a powerful influence over behavior. While **attitudes** are enduring, they can also change.

There is an informal consensus that, “ Attitude can be your best friend or your worst enemy. Attitude is the one factor that is universally acknowledge to be capable or overcoming every possible disadvantage. Attitude is associated with physical neural state, verbal opinion, ideologies and integrated philosophy of life. Attitude is the detailed direction of human behavior.

Attitude is a learned predisposition towards aspects of our environment.

The attitude is the way a person, behaviour that employs an individual to make things. In this sense, can say that it is his way of being or act, behavior also can be considered some form of social motivation - in nature, therefore, secondary, against biological motivation, type primary-which promotes and guides the action towards specific objectives and goals.

Based on various definitions of attitudes, attitude as a lasting organization's beliefs and cognitions in general, endowed with an emotional charge in favor or against a defined object, which predisposes to a consistent action with cognitions and emotions relating to that object. Attitudes are considered intercurrent variables, not be directly observable but subject to observable inferences.

The Real word attitude, a term that comes from the latin ‘actitudo’. The attitude is the mood that is expressed in a certain way (such as a conciliatory attitude). It is expressed outwardly, through gestures, movements, words, cries, laughs, tears, or sometimes stillness and apathy, but it responds to internal, cognitive and affective stimuli. You cannot have an attitude to what is not known or is not valued as good or bad position) or an animal (when manages to arrange care for any question).

Introduction

What is Assertiveness?

Assertiveness is a way of communicating your feelings and opinions openly, directly and honestly while also remaining respectful of the needs and rights of others. Assertiveness is an attitude of mind, a way of thinking, backed up by skills that can be learned. Some people may think that being assertive is about being selfish, but it is in fact the opposite.

Assertiveness is not about us acting in a superior way to others, but accepting that we are all equal in worth. This means that we are all just as deserving as one another in having our preferences met. The purpose of assertion involves standing up for your own wishes, wants and desires, but taking into account that those of others may be of equal importance. The purpose of assertion is not to win arguments but to agree on a workable compromise. When we are both being truly assertive, it is with the purpose of ideally satisfying the preferences of both parties involved in a situation.

It is often the case that we can be very assertive in some settings but aggressive or withdrawn in others. We may be totally in charge at work, but feel unable to communicate in close relationships. We may be able to take faulty goods back to shops, but unable to ask for

affection or accept compliments. Being assertive is not necessarily about becoming a totally assertive person, but about communicating more clearly in daily situations, which, if left unaddressed, can build up resentment or misunderstandings. Learning to develop assertiveness can be particularly useful for people who become passive or unhelpfully aggressive when faced with difficult, hurtful, abusive or manipulative situations.

- **Being Aggressive**

One of the myths about assertive behaviour is that it involves being aggressive. This isn't true. Assertiveness involves clear, calm thinking and respectful negotiation with the recognition that each person is equally entitled to express their opinion. Aggressive feelings and behaviour may arise from frustration or a sense of powerlessness, or from the mistaken belief that we must dominate or control others to get our needs met. Aggression may be defined as an approach to communication which is mainly hostile, forceful or bullying. Aggression does mean standing up for oneself, but with little if any regard for others. Someone who is aggressive instead of being assertive would be dismissive of the preferences or emotions of others and certainly not willing to work on a balanced compromise. Aggression only allows for an expression of one's own preferences, seeing others contributions as of less importance or inferior.

- **Assertive Communication: 'Don't say yes when you mean no!'**

Learning how to express yourself assertively can seem daunting at first, but here are some tips and techniques that can help:

- In a discussion, try to be clear about what you feel and what you need
- Think about how that can be achieved
- Learn how to negotiate and suggest alternatives if two people want different outcomes
- Try to communicate calmly without attack in another person
- Do say 'yes' when you want to, but also learn to say 'no' firmly when you mean 'no' (rather than agreeing to do something just to please someone else and then feeling resentful or hurt later)
- Prepare for those sticky, predictable situations Rehearse with a friend or in front of a mirror, "I know I've helped you out in the past, but this time I'm saying no as it isn't possible for me to... (meet a demand)"
- Remember though, you don't have to make excuses for saying no, it is ok just to say no
- If someone will not accept your decision it can be useful to keep repeating your message, calmly and reasonably like a stuck record, "I don't think you can have heard me properly, I said I can't help you out this time...."
- Take responsibility for how you think or feel about something. It can be useful to avoid blaming statements. Rather than, "Now you've made me feel really guilty!" try, "When you say that, I feel pressured and uncomfortable and I'd like to talk about this calmly."
- Be prepared to listen to others
- Develop confident body language, it will have an impact on the other person
- Try, if you can, to maintain a positive, optimistic outlook in a discussion, let the other person know that you are not looking for winners and losers, but a realistic outcome in a dispute

- Learning to be assertive does not happen overnight and others may react strongly to changes in your behaviour, trying even harder to make you comply, so be prepared to stand your ground. In some circumstances, for example if you are the victim of bullying, abuse or violence, it is both assertive and appropriate to seek professional help to assist you in keeping safe.
 - When we truly value ourselves we have no need to use power games or manipulative behaviour to get what we want; neither are we at the mercy of those who use these ploys to influence us. We can relate to others honestly, stating our needs clearly and respecting theirs, while not feeling compelled to fulfil them.
- **Aggressive Attitude**
 - It is recognizable by the disconnect between what the **person** says and what they do. Passive **aggressive** people tend to express their negative feelings in an indirect manner, rather than state their disapproval directly to the **person** concerned.
 - **Aggressive behavior** can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. Mental health conditions and brain damage can contribute to **aggressive behavior**.
 - Aggressive behavior can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. Mental health conditions and brain damage can contribute to aggressive behavior.
 - Occasional aggressive outbursts are common and even normal. Aggressive behavior is a problem when it brings harm to others or becomes a frequent, regular problem.
 - Aggressive behavior can cause physical or emotional harm to others. It may range from verbal abuse to physical abuse. It can also involve harming personal property.
 - Aggressive behavior violates social boundaries. It can lead to breakdowns in your relationships. It can be obvious or secretive. Occasional aggressive outbursts are common and even normal in the right circumstances. However, you should speak to your doctor if you experience aggressive behavior frequently or in patterns.
 - When you engage in aggressive behavior, you may feel irritable and restless. You may feel impulsive. You may find it hard to control your behavior. You might not know which behaviors are socially appropriate. In other cases, you might act aggressively on purpose. For example, you may use aggressive behavior to get revenge or provoke someone. You may also direct aggressive behavior towards yourself.

Many things can shape your aggressive behavior. These can include your:

- physical health
- mental health

- family structure
- relationships with others
- work or school environment
- societal or socioeconomic factors
- individual traits
- life experiences

A Submissive attitude:

Inclined or ready to submit or yield to the authority of another; unresistingly or humbly obedient: **submissive** servants. Marked by or indicating submission or an instance of yielding to the authority of another: a **submissive** reply.

A **submissive person** is a shrinking violet, avoiding upsetting others either because they fear them or they fear to hurt their feelings. When things go wrong, the **submissive person** is likely to assume that they are to blame in some way, and accept culpability when singled out by other people.

In a spiritual gathering, in a religion; it could be considered a symbol for “egoless.” As a matter of fact, when someone is submissive is considered to be “good.” In the real world, to be submissive means lack of “drive,” lack of self respect. We can act in life. We can be submissive at work while we are surrounded by our bosses. It is that respect for hierarchy which could turn into devotion.

Submissive (or *passive*) behavior means shying away from saying what you really mean and not seeking to achieve your needs, particularly when someone else has conflicting needs. A submissive person is a shrinking violet, avoiding upsetting others either because they fear them or they fear to hurt their feelings. When things go wrong, the submissive person is likely to assume that they are to blame in some way, and accept culpability when singled out by other people. You can often see submissiveness in the use of such as floppy language, qualifiers and submissive body language, although these do not always indicate submissive behavior.

Example

A child is bullied at school but neither fights back nor tells the teachers. They may wish they could be stronger, like the bully.

A manager tends to avoid giving complex work to one of their subordinates who complains whenever something becomes difficult.

Sorry, I didn't mean to say that. I should have realized that you wanted to go elsewhere.

Therefore, to be submissive is not necessarily a “bad” trait. Your dog will be submissive to you, because the dog knows that you will feed him. With others, the same dog will not stand a flea nearby. The issue comes when we realize that we are not honestly expressing ourselves. Here is when the thought of being submissive is bothersome. The dog doesn't think about it. The dog knows about his own survival and comfort. A spiritual human being will observe this characteristic of submissiveness in himself and will be turned off by it. That is the time to change.

<p>The important features of attitude are:</p> <ol style="list-style-type: none"> 1. Multiplexity 2. Relations to needs 3. Valence 4. Related to feeling and beliefs 5. Attitudes affect behavior 6. Attitudes undergo changes <p>Formation of Attitudes:</p> <ol style="list-style-type: none"> 1. Psychological factors 2. Family 3. Society 4. Political factors <p>5. Economic factors</p> <p>Benefits of positive attitude</p> <ol style="list-style-type: none"> 1. Helps achieving goals and attaining success 2. Success achieved faster and more easily 3. The ability to inspire and motivate yourself and others. 4. Fewer difficulties encountered along the way 5. More happiness 6. More energy 7. Greater inner power and strength 8. The ability to face any difficulty 9. Life smiles at you 10. People respect you. 	<p>Ways of changing attitude in a person:</p> <ol style="list-style-type: none"> 1. Filling in the information gap 2. Use of fear 3. Resolving discrepancies 4. Impact of peers 5. Co-opting approach <p>You are expected to have following attitude in your workplace:</p> <ol style="list-style-type: none"> 1. Pride 2. Passion 3. Belief <p>Developing positive attitude</p> <ol style="list-style-type: none"> 1. Listen to internal dialogue 2. Learn to communicate 3. Get back to basics 4. Help someone out 5. Find your spirituality 6. Allow yourself to be loved 7. Allow yourself to laugh and find humor in the simplest of things 8. Participate in physical and mental activities 9. Follow the principles of holistic health. <p>Obstacles in developing positive attitude</p> <ol style="list-style-type: none"> 1. Exaggerating 2. Over generalizing 3. Personalizing 4. Thinking 5. Jumping to conclusions 6. Ignoring the positive
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Assertive, Submissive, Aggressive Behaviour

Read each of the following statements and decide whether the response is assertive, submissive or aggressive

	Situation	You say ...	Assertive, Submissive, Aggressive?
1.	A colleague interrupts you when you are making a 'phone call	I'd like to finish this 'phone call, then I'll be with you	
2.	Someone in another department has volunteered your services without consulting with you	What a nerve! Why didn't you ask me first? There's no way I can help out. I'm up to my eyes as it is. You'll have to manage on your own	
3.	Your boss has sent a memo saying that there are no more business visits to be made without her prior agreement. You are unhappy with this	Jane, I'm unhappy with this new arrangement. The way I see it, it takes away my professional judgement. I'd like to discuss it with you	
4.	A colleague had agreed to come to an important meeting, then failed to turn up	Well, I suppose it didn't matter that you weren't there. We sort of managed without you	
5.	You want a new mobile 'phone. The salesperson is pushing you to buy a more expensive model than you had in mind	I guess it's more or less what I was looking for. I was really thinking of something cheaper, but perhaps this is OK	
6.	Your boss is about to leave the office for an important meeting. You need to ask if you can work from home tomorrow	I know you are in an awful rush and I'm terribly sorry to bother you with something so trivial but I'd like to ask you a really big favour ...	
7.	The date is being set for the next team meeting. You are keen to attend but the date clashes with another appointment	Well, all right. It seems convenient for everyone else	
8.	One of your colleagues has forgotten to pass an important message to you. You say to your boss, loudly:	This department is completely hopeless. They are not even able to take a simple message. What are you going to do about it?	
9.	Your boss praises a report you have written	Thank you. I'm glad that you are pleased with it	
10.	Your partner asks if you are ready yet	Don't rush me. You can go on your own if you don't want to wait for me	

Assignments:

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A friend forgot your birthday last year, so you 'forget' to send her a birthday card this year. This is an example of which communication style?

Aggressive Assertive Passive Passive-Aggressive

Your neighbor accidentally knocked over your garbage can. You write an angry note calling him a 'selfish jerk' and leave it on his car. This is an example of which communication style?

Assertive Aggressive Passive-Aggressive Passive

You overhear someone at work saying something mean about you. You wait until she is alone, and then let her know that you were sad to hear her say such a thing. This is an example of which communication style?

Passive Aggressive Assertive Passive-Aggressive

Your neighbor accidentally knocked over your garbage can. You write an angry note calling him a 'selfish jerk' and leave it on his car. This is an example of which communication style?

Assertive Aggressive Passive-Aggressive Passive

2. You overhear someone at work saying something mean about you. You wait until she is alone, and then let her know that you were sad to hear her say such a thing. This is an example of which communication style?

Passive Aggressive Assertive Passive-Aggressive

9. Leadership

Learning Objectives

Leadership is a subject has long excited interest among people. The term connotes images of powerful dynamic individuals who command victorious armies, direct corporate empires from atop gleaming skyscrapers, or shape the course of nations. The exploits of brave and clever leaders are the essence of many legends and myths. Much of our description of history is the story of military, political, religious, and social leaders who are credited or blamed for important historical events, even though we do not understand very well how the events were caused or how much influence the leader really had. The widespread fascination with leadership may be because it is such a mysterious process, as well as one that touches everyone's life. Why did certain leaders (e.g., Gandhi, Mohammed,) inspire such intense fervor and dedication? How did certain leaders (e.g., Julius Caesar, Alexander the Great) build great empires? Why did some rather undistinguished people (e.g., Adolf Hitler,

The term leadership is a word taken from the common vocabulary and incorporated into the technical vocabulary of a scientific discipline without being precisely redefined. As a consequence, it carries extraneous connotations that create ambiguity of meaning. Additional confusion is caused by the use of other imprecise terms such as power, authority, management, administration, control and supervision.

Definitions

Leadership is "the behavior of an individual, directing the activities of a group toward a shared goal - (Hemphill & Coons, 1957,)

Leadership is "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. ." (House et al" 1999, pg. 184)

To drive value creation, inspire our people to congruently deliver it, and create a work environment that supports its perpetual delivery, we must evolve ourselves as intelligent, competent leaders. And, since each of us has different facets to our character and skill and how we are currently affecting others, we must discover our ideal Leadership Identity to master leadership with the resources we have. The Leadership is all about courage, assessing people, and bringing the best in others, more than their potentials. To stand out amongst the crowd and learn through the sub-conscious mind is the key to the leaders of tomorrow.

What are Different Leadership Styles?

We have covered 12 different types of ways people tend to lead organizations or other people. Not all of these styles would deem fit for all kinds of situations, you can read them through to see which one fits right to your company or situation.

1. Autocratic Leadership

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates. They reach decisions, communicate them to subordinates and expect prompt implementation. Autocratic work environment does normally have little or no flexibility.

In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader. Statistically, there are very few situations that can actually support autocratic leadership. Some of the leaders that support this kind of leadership include: Albert J Dunlap (Sunbeam Corporation) and Donald Trump (Trump Organization) among others.

2. Democratic Leadership

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions. The democratic leader holds final responsibility, but he or she is known to delegate authority to other people, who determine work projects. The most unique feature of this leadership is that communication is active upward and downward. With respect to statistics, democratic leadership is one of the most preferred leadership, and it entails the following: fairness, competence, creativity, courage, intelligence and honesty.

3. Strategic Leadership Style

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization. The strategic leader fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits. An effective strategic leadership delivers the goods in terms of what an organization naturally expects from its leadership in times of change. 55% of this leadership normally involves strategic thinking.

4. Transformational Leadership

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance. Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers.

5. Team Leadership

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction. Team leadership is about working with the hearts and minds of all those involved. It also recognizes that teamwork may not always involve trusting cooperative relationships. The most challenging aspect of this leadership is whether or not it will succeed. According to Harvard Business Review, team leadership may fail because of poor leadership qualities.

6. Cross-Cultural Leadership

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market. Organizations, particularly international ones require leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross-cultural because of the different cultures that live and work there.

7. Facilitative Leadership

Facilitative leadership is too dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the

efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process. On the other hand, if the group is low functioning, the facilitative leader will be more directives in helping the group run its process. An effective facilitative leadership involves monitoring of group dynamics, offering process suggestions and interventions to help the group stay on track.

8. Laissez-faire Leadership

Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference. According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

9. Transactional Leadership

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Transactional leadership can sound rather basic, with its focus on exchange.

Being clear, focusing on expectations, giving feedback are all important leadership skills. According to Boundless.com, transactional leadership behaviors can include: clarifying what is expected of followers' performance; explaining how to meet such expectations; and allocating rewards that are contingent on meeting objectives.

10. Coaching Leadership

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/ performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

11. Charismatic Leadership

In this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs. Therefore, this distinguishes a charismatic leader from a simply populist leader who may affect attitudes towards specific objects, but who is not prepared as the charismatic leader is, to transform the underlying normative orientation that structures specific attitudes.

12. Visionary Leadership

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people. Most great and successful leaders have the aspects of vision in them. However, those who are highly visionary are the ones considered to be exhibiting visionary leadership. Outstanding leaders will always transform their visions into realities.

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Assignments:

1. Can you tell me about a time when you demonstrated leadership skills?
2. How do you monitor the performance of the people that you have to lead?
3. Are you able to delegate responsibilities efficiently?
4. How would you describe your leadership style?
5. What can you do to motivate a team?
6. What values are most important to you as a leader?
7. Are you able to collaborate with others and accept new ideas?
8. How do you handle disagreements with co-workers?
9. Who is your favorite leader? Why?
10. Are you more comfortable with verbal or written communication?
11. How do you respond to criticism?
12. Can you tell me about a time when you solved a problem for your employees/employer?
13. How do you measure your own performance at work?
14. What strengths would you bring to this particular job?
15. How well do you know our organization? What changes would you seek to make if you worked here?

10. Team and Trust Building Activities

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When individuals with similar interest, attitude, and taste come together to work for a common objective, a team is formed. Every individual contributes equally and performs his level best to meet the team targets and achieve the organization's goal. Team members strive hard to live up to the expectations of others and successfully accomplish the assigned task. A team cannot do well unless and until each and every member is focused and serious about his responsibilities. For every team member, his team should come first and everything else later. Personal interests must take a backseat.

Every individual must feel motivated to perform his level best. Never impose things on anyone; instead, the individuals must take the initiative on their own. They should come forward and accept the challenge.

What is Team Building ?

Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. You just can't expect your team to perform on their own. A motivating factor is a must. Team Building activities consist of various tasks undertaken to groom a team member, motivate him and make him perform his best.

We all are human beings and love appreciation. Any individual performing exceptionally well must be appreciated well in public. He feels happy and motivated to perform even better the next time. If any team member has come out with a unique idea; treat him with any thing that makes him happy. Never criticize any team member or demotivate him if he has failed to perform. Ask him to "Buck up".

Team Building Activities & Games

1. Zombie Escape

For: Creative Problem Solving & Collaboration Exercise

What You'll Need: 1 rope, 1 key, and 5-10 puzzles or clues, depending on how much time you want to spend on the game

Instructions: Gather the team into a conference room or other empty space and "lock" the door. Beforehand, select one team member to play the zombie — dead eyes, arms outstretched, muttering "*braaaaaiinnnnssss*" and all. The volunteer zombie will be tied to the rope in the corner of the room, with 1 foot of leeway. Once the team exercise starts, every five minutes the rope restraining the hungry zombie is let out another foot. Soon, the zombie will be able to reach the living team members, who will need to solve a series of puzzles or clues to find the hidden key that will unlock the door and allow them to escape before it's too late.

2. Battle of the Airbands

For: Team Bonding

What You'll Need: Speakers, smartphone or mp3 player

Instructions: Ever seen one of [Jimmy Fallon's famous lip sync battles](#)? Expand the idea to a full battle of the airbands. Split your group up into teams of 3-4 people and let them decide who will be the singers, guitarists, drummers, etc. Give them some time to choose, rehearse, and perform a lip synced version of whatever work-friendly song they like. If they have a few

days, teams can dress up or bring props. After the performances, teams can vote on the winner (with the caveat that no one can vote for their own band). Or, let a neighboring department in on the fun and have them choose the winner.

3. A Shrinking Vessel

For: Creative Problem Solving

What You'll Need: A rope, blanket, or tape to mark a space on the floor

Instructions: Make a space on the floor and have your whole group (or a set of smaller teams) stand in that space. Then gradually shrink the space, so the team will have to think fast and work together to keep everyone within the shrinking boundaries.

4. Back-to-Back Drawing

For: Communication Skills

What You'll Need: Paper, pens/markers, printouts of simple line drawings or basic shapes.

Instructions: Split your group into pairs and have each pair sit back to back. One person gets a picture of a shape or simple image, and the other gets a piece of paper and pen. The person holding the picture gives verbal instructions to their partner on how to draw the shape or image they've been given (without simply telling them what the shape or image is). After a set amount of time, have each set of partners compare their images and see which team drew the most accurate replica.

5. Office Trivia

For: Team Bonding

What You'll Need: 20-25 trivia questions about your workplace

Instructions: Looking for a quick and easy team building activity? Come up with a series of questions specific to your workplace and test your team's knowledge. "What color are the kitchen tiles?" "How many people are in the IT department?" "How many windows are there in the entire office?" "What brand are the computer monitors?" "What month of the year is most common for birthdays among our employees?" This is a quick team building activity that tests how observant your team is.

6. Marshmallow Spaghetti Tower

For: Creative Problem Solving & Collaboration Exercise

What You'll Need: 20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 yard of string, and 1 marshmallow for every team.

Instructions: Using just these supplies, which team can build the tallest tower? There's a catch: the marshmallow has to be at the very top of the spaghetti tower, and the whole structure has to stand on its own (that means no hands or other objects supporting it!) for five seconds.

7. Community Service

For: Team Bonding & Icebreakers

What You'll Need: A few hours out of the workday

Instructions: Participate in Adopt-a-Family programs during the holidays, organize a beach clean up, take on a community beautification project — find an activity that appeals to your team or reflects your company values, get out of the office, and do some good for your community and your team.

8. Salt and Pepper

For: Communication Skills

What You'll Need: Tape, a pen, a small piece of paper for each employee and a list of well-known pairs (think peanut butter and jelly, Mario and Luigi, or salt and pepper).

Instructions: Write one half of each pair on the sheets of paper (Mario on one piece, Luigi on another, and so on). Tape one paper to each person's back, then have everyone mingle and try to figure out the word on their back. The rule: they can only ask each other yes or no questions. Once they figure out their word, they need to find the other half of their pair. When they find each other, have them sit down and find three things they have in common while the rest of the team continues.

9. Masterpiece Murals

For: Team Bonding & Icebreakers

What You'll Need: Pre-drawn canvases, paints and brushes, a drop cloth or tarp

Instructions: Give each member of your team a canvas and brush, and let everyone create a colorful masterpiece on their canvas. Once they're dry, they can be put together and displayed in your office as a mural, or placed throughout your workspace.

10. Afternoon at the Races

For: Collaboration Exercise

What You'll Need: One pinewood derby car kit for each team, chalk for start and finish lines

Instructions: Have teams build and race their own mini pinewood cars. If you want, go all out and let teams create mascots and themes, and host a mini-tail gate with snacks and music.

11. Egg Drop

For: Creative Problem Solving & Collaboration Exercise

What You'll Need: A carton of eggs; basic construction materials like newspapers, straws, tape, plastic wrap, balloons, rubber bands, popsicle sticks, etc.; tarp or drop cloth, parking lot, or some other place you don't mind getting messy!

Instructions: Divide the group into teams and give each one 20-30 minutes to construct a carrier that will keep an egg safe from a two-story drop (or however high you choose). If you end up with a tie, gradually increase the height of the drop until you're left with a winner.

12. Scavenger Hunt

For: Collaboration Skills & Team Bonding

What You'll Need: Pen and paper

Instructions: Classic team bonding game that we did ourselves! Split everyone into groups and make a list of fun things to find or do outside your office. Make it each team's mission to find and photograph everything on that list within a certain time limit. The first team to complete each item on the list, wins!

13. Plane Crash

For: Creative Problem Solving & Collaboration Skills

What You'll Need: 20-30 minutes

Instructions: Imagine this: the plane carrying your team has crashed on a desert island. Have your group work with 12 items from around the office that they think would be most useful in their survival, ranking each item in order of importance. Alternatively, have individuals make their selections first and then have the group discuss and come to a consensus. This game focuses on communication and negotiation skill building.

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11. Psychological Self Awareness

What is Self-Awareness?

Simply put, self-awareness is an awareness of the self, with the self-being what makes one's identity unique. These unique components include thoughts, experiences, and abilities.

The psychological study of self-awareness can be first traced back to 1972. Psychologists Shelley Duval and Robert Wicklund's developed the theory of self-awareness.

Do we know *why* we behave the way we do? What drives our decisions? How do we really feel about ourselves and the people in our lives? How do we *really* feel about ourselves and the people in our lives?

As Ralph Ellison said, "When I discover who I am, I'll be free."

They proposed that: *"when we focus our attention on ourselves, we evaluate and compare our current behavior to our internal standards and values. We become self-conscious as objective evaluators of ourselves."*

In essence, they consider self-awareness a major mechanism of self-control.



Psychologist Daniel Goleman proposed a popular definition of self-awareness in his best-selling book "**Emotional Intelligence**," as "knowing one's internal states, preference, resources, and intuitions."

This definition places more emphasis on the ability to monitor our inner world, our thoughts and emotions as they arise. In my view, it is important to recognize that self-awareness is not only about what we notice about ourselves but also how we notice and monitor our inner world.

Have you ever held judgment towards yourself regarding the thoughts or experiences you have? If so, then you are not alone, and there it is time to work towards a non-judgmental reflection of yourself. This is—of course—easier said than done.

If non-judgmental quality is an essential component of self-awareness, how do we work towards that? As we notice what's happening inside us, we can acknowledge and accept them as the inevitable part of being human, rather than giving ourselves a hard time about it. Hint: if you have ever said to yourself "I should/shouldn't have done it," then you know what I mean. Next time you are judging something you said or did, consider the question:

"Is what I experienced also a chance to learn and grow? Have other humans possibly made a similar mistake and learned from it?"

Self-awareness goes beyond accumulating knowledge about ourselves: it is also about paying attention to our inner state with a beginner's mind and an open heart. Our mind is extremely skillful at storing information about how we react to a certain event to form a

blueprint of our emotional life (**source**). Such information often ends up conditioning our mind to react in a certain way as we encounter a similar event in the future.

Self-awareness allows us to be conscious of this conditioning and preconceptions of the mind, which can form the foundation of freeing the mind from it.

Does Self-Awareness Matter?

Self-awareness is the key cornerstone to emotional intelligence, according to Daniel Goleman. The ability to monitor our emotions and thoughts from moment to moment is key to understanding ourselves better, being at peace with who we are and proactively managing our thoughts, emotions, and behaviors.

In addition, self-aware people tend to act consciously (rather than react passively), and tend to be in good psychological health and to have a positive outlook on life. They also have a greater depth of life experience and are more likely to be **more compassionate**. An investigation by Sutton (2016) also examined the component parts of self-awareness and their benefits.

This study found that the self-reflection, insight, and mindfulness aspects of self-awareness can lead to benefits such as becoming a more accepting person, while the rumination and mindfulness aspects can lead to emotional burdens.



A number of researches have shown self-awareness as a crucial trait of successful business leaders. In a **study** undertaken by Green Peak Partners and Cornell University, 72 executives at public and private companies were studied. They all had revenues from \$50 million to \$5 billion, and it was found that “a high self-awareness score was the strongest predictor of overall success.

Self-awareness—in this study—was the strongest predictor of overall success.

Self-awareness is also crucial for **psychotherapists**.

*“Therapists need to be aware of their own biases, **values**, stereotypical beliefs, and assumptions in order to appropriately serve culturally diverse clients” (Oden et al., 2009).*

It has also been called a “precursor to multicultural competence” (Buckley & Foldy, 2010). In other words, self-awareness allows counselors to understand the differences between their lived experiences and their client’s lived experiences. This can help counselors be more nonjudgmental towards their clients, and help them better understand their clients.

Developing Self-Awareness Skills

Self-awareness is a skill that helps us monitor our behavior and to better understand our motives and ourselves. Like any other skill, we can develop self-awareness with the right methods combined with consistent practice. The stronger our *observing* self becomes, the more space we have between us and our thoughts, feelings, and actions. Most people fail to develop self-awareness because they don’t get rooted in their bodies first.

We need to integrate the various regions of our brain that guide our instincts, feelings, and thoughts to increase our self-awareness. By practicing a range of self-awareness activities and

exercises, we can address our body, emotions, and thoughts. This integrated approach is the key to cultivating true self-awareness.

Here are 12 exercises for greater self-awareness:

1. The three why's.

Before acting on a decision, ask yourself “Why?” Follow up your response with another “Why?” And then a third. If you can find three good reasons to pursue something, you’ll have clarity and be more confident in your actions.

Being self-aware means knowing your motives and determining whether they’re reasonable.

2. Expand your emotional vocabulary.

The philosopher Wittgenstein said, “The limits of my language means the limits of my world.” Emotions create powerful physical and behavioral responses that are more complex than “happy” or “sad.” Putting your feelings into words has a therapeutic effect on your brain; if you’re unable to articulate how you feel, that can create stress. Here’s a great list of “feeling words” to help with labeling your emotions. Increase your emotional vocabulary with one new word each day. **Related: Are You Emotionally Intelligent? Here's How to Know for Sure.**

3. Practice saying 'no' to yourself.

The ability to say “no” to yourself to put off short-term gratification for the long-term gain is an important life-skill. Like a muscle, it is strengthened with exercise. The more you practice saying “no” to small daily challenges, the better you can withstand major temptations.

There are plenty of daily temptations -- social media, junk food, gossiping, Youtube. Make a goal of saying “no” to five different temptations each day.

4. Break visceral reactions.

A person without self-awareness runs on auto-pilot, and responds with knee-jerk reactions. Self-awareness allows you to assess situations objectively and rationally, without acting on biases and stereotypes. Take a deep breath before you act, especially when a situation triggers anger or frustration. This gives you time to re-assess whether your response will be the best one.

5. Be accountable to your flaws.

Nobody is perfect. Being aware of your flaws, but failing to accept accountability, is leaving the job half-done. We’re often critical of others, while ignorant of our own flaws. Self-awareness helps turn the mirror on ourselves and prevents hypocritical behavior. Iteration and self-improvement only happens once you recognize a flaw. Create a habit of acknowledging your mistakes, rather than making excuses.

6. Monitor your self-talk.

There is non-stop commentary in our heads that is not always helpful. A little bit of negative self-talk can spiral into stress and depression. Pay attention to the way you respond to your successes and failures — do you pass off your achievements as luck? And crucify yourself after failures? Positive and negative feedback-loops will form in your mind based off how you respond to successes and failures. Being tough on yourself needs to be balanced with self-compassion. Celebrate your wins, forgive your losses.

Related: How Talking to Yourself Can Help You Be More Successful

7. Improve your body language awareness.

Watching yourself on video can be a cringeworthy experience, but awareness of your body language, posture, and mannerisms improves your confidence.

Slouching, or taking a “low-power-pose” increases cortisol and feeds low self-esteem, while standing tall or taking a “high-power-pose” stimulates testosterone and improves your performance. Using hand gestures helps with articulating your thoughts and affects how people respond to you.

Record a speech or presentation and evaluate your posture and hand gestures. Watch videos of skilled speakers and adopt their mannerisms to improve your own.

8. Play “Devil’s Advocate.”

Taking an opposing view forces you to question your assumptions. Your "default" beliefs and worldview are not always reasonable; it’s healthy to “argue against yourself” and see how your views hold up.

And you’ll give your brain a good workout. Processing challenging information stimulates new neural connections.

9. Know your personality type.

Knowing your personality type allows you to maximize your strengths and manage your weaknesses. Understanding your “strengths” and “talents” can be the difference between a good choice, and a *great* choice. (Strengths are skills and knowledge that can be acquired, while talents are innate).

Start with understanding where you fall on the introvert/extrovert spectrum; know your Myers-Briggs type; and then conduct a personal SWOT analysis (strengths, weaknesses, opportunities, threats).

10. Practice self-evaluation and reflection.

Keep a journal and track your progress. How would you rate your current level of self-awareness out of ten? Think about how often you say regretful things; repeat bad habits; make absent-minded decisions; and have erratic thoughts.

Set regular goals, break big goals down into smaller milestones. Ask yourself at the end of each day, “What did I do well today?” And, “How can I improve on this tomorrow?”

11. Ask for constructive feedback, regularly.

We all have blind spots in our thinking patterns and behaviors. Asking for regular constructive feedback cuts through any self-deceit or one-dimensional views you might hold. But only ask people you’d consider mentors — those who understand you; whom you respect; and will tell you what you need to hear, not what you *want* to hear.

12. Meditation.

Meditation is a foundational practice for improving self-awareness. To focus solely on your breathing is to focus on a key internal process. You’ll become aware of how your mind wanders, and get better at snapping out of distractions.

For beginners, start with ten minute sessions. Find a quiet place to sit, breath in through your nose and out through your mouth. Count your breaths silently, pulling your mind back when it wanders. See how many breaths you can string together.

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12. Communication Skills and Non-Verbal Communication

Introduction

Communication is a key element in any human activity. Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this communication skill. Very often, we take the ease with which we communicate with each other for granted, so much so that we sometimes forget how complex the communication process actually is. Communication takes place when we are supposedly at the same level of understanding and comprehension as other interlocutors. Common forms of communication include speaking, writing, gestures, touch, using pictures and broadcasting. Communication is therefore not what is said whether verbally or non-verbally, but what is understood.

What is communication?

Communication is a word derived from the Latin word *communis* or *commūnicāre*, which means 'to make common' or 'to share'. Communication is the act of conveying intended meaning to another person through the use of mutually understood signs and language. Communication is the art of transmitting information, ideas and attitudes from one person to another. Communication is the process of meaningful interaction among human beings. The basic steps of communication are: the forming of communicative intent, message composition, message encoding, and transmission of signal, reception of signal, message decoding and finally interpretation of the message by the recipient. Communication is simply the act of transferring information from one place to another. When you call or talk verbally to your friend, then you are said to be communicating with your friend.

Characteristics of Communication

The characteristics of communication include:

1. Communication is a process: Communication is a 2 way process which involves; listening to others (Receiving) message Asserting/Expressing (Sending).
 2. Communication is a dynamic: it is ever changing depending on the variables at play.
 3. . Communication is a complex a process.
 4. Communication is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information but also create and share meaning.
 5. Communication involves the sharing of information using a code.
 6. Communication occurs between people and sometimes animals
 7. Communication is irreversible: once one has communicated something it cannot be recalled back.
 8. Communication is a system
 9. Communication must have the elements of communication: Source, receiver, channel, message, noise, feedback.
 10. Communication can be verbal/ non verbal or visual.
 11. Communication can be accidental especially in non-verbal Functions of communication
- Human beings communicate for various reasons. Here are some of the reasons why we must communicate:

1. To change in behavior
2. To influence others
3. To express our thoughts and emotions through words & actions.
4. It is a tool for controlling and motivating people.
5. It is a social and emotional process.
6. Communication for improving self-confidence
7. Entertain
8. Educate
9. Establish relationships
10. Inform
11. Solve problems
12. Make orders
- 13. Give directions**

Forms of Communicating

Verbal Communication

All forms of communication can be categorized as either verbal or nonverbal. Both verbal and nonverbal communication can be subdivided into either vocal or nonvocal. Verbal communication involves using speech to exchange information with others. We usually communicate verbally in face-to-face conversations such as; meetings, interviews, conferences, speeches, phone calls e.t.c. Much of the communication that takes place between people is both verbal and non-verbal; that is, it is based on language and gestures.

Verbal communication of the vocal category includes spoken language, while nonvocal verbal communication involves written communication as well as communication that is transmitted through sign language, finger spelling, Braille, or other similar alternatives to verbal language. Paraverbal/paralinguistic/ paralanguage features Paralinguistic or paralanguage features are the aspects of spoken communication that do not involve words. They add emphasis or shades of meaning to what people say. Paralinguistic features accompany verbal communication and are the vocal signals beyond the basic verbal message. Paralinguistic elements in a person's speech, convey meaning beyond the words and grammar used. Examples of paralinguistic features include pitch, rate, quality of voice and amplitude. Other forms of paralanguage can also include laughter or imitative speech. Prosody, which is the rhythm, pattern, stress, rate, volume, inflection and intonation of a person's speech, is also a form of paralanguage. People express meaning not just in what they say but in the way they say it. The paralinguistic features employed by a speaker provide hint to the meaning, communicate the speakers' attitudes and convey their emotion. Paralinguistic features also alert the listener as to how to interpret the message. Many of these paralinguistic features are culturally coded and inherent in verbal communication, often at a subconscious level.

Non-Verbal

Non-verbal communication is a type of communication that employs gestures and body language. The term "body language" is sometimes used to denote non-verbal communications. "Body Language" is the communication of personal feelings, emotions, attitudes, and thoughts through body-movements such as gestures, postures, facial expressions, touch, smell, walking styles and positions among others. These movements can

be done either consciously or involuntarily; more often they 'happen' subconsciously, and are accompanied, or not accompanied, by words. There are basically three elements in any face-to-face communication. These three elements account differently for the meaning of the message:

- Words account for 7%
- Tone of voice accounts for 38% and
- Body language accounts for 55% of the message.

Our body language and tone of voice should be consistent with the words we use.

This is only possible when we say what we mean to say and say it rightly. Otherwise we can confuse people and reduce the prospect of getting our message across to be understood. Non-verbal communication can lead to misunderstandings, communication failure and even conflicts if the interlocutors are careless.

Non-verbal communication includes:

(P)OSTURES & GESTURES

(E)YE CONTACT

(O)RIENTATION

(P)RESENTATION

(L)OOKS

(E)PRESSIONS OF EMOTION

Body language and kinesics are based on the behavioral patterns of non-verbal communication. Body language can actually contradict verbal communications and reveal our inner feelings about any particular person or topic either intentionally or unintentionally.

The way in which you fold your arms, cross your legs, sit, stand, walk, move your head, eyes, lips reveal what you may be thinking or feeling. For example, you may be sitting and conversing with a person; suddenly, he leans forward and with both arms clutches the chair. By doing so he non-verbally communicates to you his desire to end the meeting. Body language has shed new light on the dynamics of relationships.

Hands Gestures

Hands and arms are used by most of us to communicate our thoughts. People rub arms together, keep their arms closed, and clinch the fists. All these tell what the person has in his mind involuntarily. It is a way that people non-verbally communicate positive expectations. Hands clenched together seems to be a confident gesture as some people who use it are often smiling and sound happy. However, if the hands are clenched too tightly, it is indicative of frustration or hostile attitude.

Eye Gestures/facial expression

Facial expression, offers the most readily observable group of gestures. We focus our eyes on the face more often than on any other part of the body, and the expressions we see there have widely accepted meanings. If a prospect's eyes are downcast and face turned away, you're being shut out, however, if the mouth move, he is probably considering your presentation. If his eyes engage yours for several seconds at a time with a slight, one-sided smile extending at least to nose level, he is weighing your proposal. It is only when you see 'eye to eye' with another person that a real basis for communication can be established. Other forms of nonverbal communication include: Touch, smell, distance. The number of people in a communication situation affects the use of non-verbal communication. The more the

persons involved, the more complex the use and understanding of the non-verbal communication becomes. However, to decipher the non-verbal communication it is important to see, interpret and understand them holistically and in a context, while identifying the different types of personalities involved.

Levels of communication

1. Intrapersonal (Within a person)
2. Interpersonal (Face to face)
3. Group communication
4. Mass communication
5. Inter country/ Development

Communication Barriers

1. Physiological Barriers

Physiological barriers may result from individuals' personal discomfort, caused, for example, by ill health, poor eye sight, or hearing difficulties. These may also affect one's personality in many different and mostly negative ways. This can best be handled by working on developing a positive perception as certain physiological features contributing to barriers may not be curable.

2. Physical Barriers

Physical barriers include:

- Office doors, barrier screens, separate areas for people of different status
- Large working areas or working in one unit that is physically separate from others.
- Distance

Research shows that one of the most important factors in building cohesive teams is proximity. Proximity in different cultures is different and therefore needs to be taken in the right context. It has been observed that people coming from rural backgrounds with more physical space available may not feel comfortable in closed quarters as they tend to have larger personal spaces as compared to people living in urban conditions. This aspect alone can become a significant psychological barrier if they subconsciously feel "threatened" by inadvertent "invasion" of their personal space in case an urbanite approaches them in close proximity considering it as a normal personal space.

3. Cultural Barriers

Culture prescribes behavior. Humans can adapt to different culture once we come to accept it and appreciate that cultures are different so that we can be recognized from others and that no specific connotations need to be attached to one culture or the other.

4. Language Barriers

Language that describes what we want to say in our terms may present barriers to others who are not familiar with our expressions, buzz-words, and jargon. When we couch our communication in such language, it is a way of excluding others. In a global setting the greatest compliment we can pay another person is to talk in their language.

5. Interpersonal Barriers

Withdrawal is an absence of interpersonal contact. It is both refusals to be in touch with others.

6. Psychological Barriers

There are 3 types of psychological barriers would be discussed as they are the most common ones.

- a. Perceptual barriers
- b. Emotional Barriers, and
- c. Experiential barriers.

a) Perceptual barriers

The problem with communicating with others is that we all see the world differently. A bad experience would perceptually block out unpleasant things. This could be in the shape of avoiding it and if that is not possible by altering the behaviors i.e., response types in different ways. Similarly, retention filters out things that feel good, and gives the tendency to forget those things that are painful. It is very interesting to note that how our experiences taint or color our perceptions. Perceptual barriers can significantly alter our understanding and thus affect our communication. They are deep rooted and work in conjunction without experiences.

b) Emotional barriers

One of the other chief psychological barriers to open and free communication is the emotional barrier. It is comprised mainly of fear, mistrust, and suspicion. As mentioned earlier the roots of our emotional mistrust of others lie in our childhood and infancy when we were taught to be careful what we said to others.

d) Experiential barriers

Experiential barriers on the other hand become barriers by virtue of not having experienced them leading to altered interpretation and comprehension. Our experience shapes our view of the world. For example, when children experience trauma at the hands of trusted adults (especially family members) their emotional link with the adult world is severed, creating distrust. They are left with three companions: guilt, fear and feelings of inferiority.

7. Stereotypes

Stereotypes are widely circulated ideas or assumptions about particular groups. Stereotypes are usually negative attitudes which people use to justify discrimination of conflict against others. According to Pennington (1986) " there are two characteristics of stereotypes

1. People are categorized on the basis of very visible characteristics e.g. race, nationality, sex, dress and bodily appearance;
2. All members of a particular group are assumed to have the same

Characteristics; and The effects of stereotyping are seen as gross over simplified and over generalized descriptions. They operate to overestimate differences existing between groups and under estimate differences within groups. Stereotypes distort reality since the over estimation between groups and under estimation within groups bear little relation to the truth. Stereotyping acts as a barrier to communication because people make preconceived judgment about people which are unfounded if their character does not relate to their appearance. Stereotyping has a halo effect. Halo effect is the use of a single attribute to describe a person or object fully. For example, if a person is friendly we may use this attribute to assume that they are punctual and good at their job. Another important aspect of stereotyping is perception.

8. Authority

Barriers to communication for one reason or the other often get neglected. Knowing them is synonymous to knowing about one's own barriers sprouting out of one's personality. Barriers to communication can lead to misunderstanding and confusion.

Elements of Communication

There are models which try to explain the communication process. A model is an explanation of the occurrences in a phenomenon. Elements of communication have been explained in different models which attempt to explain the communication process. Communication is a two-way process that results in a shared meaning or common understanding between the sender and the receiver. An understanding of how communication works can help us to understand and improve our communication. The elements of communication enable us to understand how communication works. The basic communication model consists of five elements of communication: the sender, the receiver, the message, the channel and feedback. These are the elements of communication and are explained below:

This is the originating point of any communication act. It is the source who gets the urge that necessitates communication for the purpose of satisfying that urge. The stronger the stimulus or the urge the greater is the need to communicate. The greater the need to communicate, the more the need is for effectiveness. The source is also referred to as the sender, or encoder.

Encoding is the process of putting ones thoughts into words. Encoder is the person who translates his/her thoughts into meaningful words.

Receiver

The receiver means the party to whom the sender transmits the message. A receiver can be one person or an entire audience of people. A receiver is the eventual recipient of the message. The receiver is also the decoder of the message. Decoding of a message is as integral to communication as encoding it. Decoding is the process of giving meaning to the encoded message. It can also be referred to as extracting the embedded meaning or interpreting what was encoded by the sender. The ability of the receiver in decoding the message correctly is decisive in understanding the message in its holistic sense.

Noise/ Barriers

Anything that is competing the source's and the receivers' attention is called noise. Barriers to communication are the factors that contribute towards the total or partial loss or failure of the communication. In simple terms they can be referred to as those features that act as blocks to the desired outcome of any communication process. They are many and very multidimensional in nature.

Noise: Can be internal or external.

- a) Internal: Noise that is coming from within the interlocutors such as a headache, anger, stress, e.t.c
- b) External noise: Noise from the environment such as; cars passing, children shouting, siren from an ambulance e.t.c.

Message

The message is the most crucial element of effective communication. A message can come in many different forms, such as an oral presentation, a written document, an

advertisement or just a comment. The message is not necessarily what the sender intends it to be. Rather, the message is what the receiver perceives the message to be. As a result, the sender must not only compose the message carefully, but also evaluate the ways in which the message can be interpreted.

Channel

The message travels from one point to another via a channel of communication. The channel sits between the sender and receiver. There are many channels, or types, of communication channels for example, from the spoken word to radio, television, an Internet site or something written, like a book, letter or magazine. Every channel of communication has its advantages and disadvantages. For example, one disadvantage of the written word, on a computer screen or in a book, is that the receiver cannot evaluate the tone of the message. For this reason, effective communicators word written communications clearly so they don't rely on a specific tone of voice to convey the message accurately. The advantages of television as a channel for communication include its expansive reach to a wide audience and the sender's ability to further manipulate the message using editing and special effects.

Feedback

The last element of effective communication is feedback. This is the response from the receiver and later the source. Feedback is the receiver's response or reaction to the sender's message. The receiver can transmit feedback through asking questions, making comments or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved. Without feedback the communication process breaks down. The feedback given determines the direction the communication process will take. A communication process that employs all the elements works as follows: The source has an urge—a need that requires being satisfied encodes the message in verbal and/or non-verbal language that is considered to best communicate the message according to the intent..In order to make that happen, it has to be in a form and format that conveys the intent in the best possible manner. This message is encapsulated in the linguistic conventions such as symbols i.e., words besides signs that can be referred to as non-verbal language.

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Assignments:

1. What is the importance of studying non-verbal communication?
2. How are nonverbal messages communicated in an online enviornment?
3. What are some common American nonverbal communications that may be offensive to people of another culture?
4. Why is nonverbal communication so important? How can you tell when nonverbal communication is effective? Please give examples.

12. Time Management

..... Introduction and Importance of time management

Time management is a key to academic success. Students around the world learn this sooner or later. The best students are not necessarily those who are intelligent but those who use their time effectively. When you plan your days and weeks in advance, time can be your friend rather than your enemy. And although time management can seem like a pain, once you have mastered this skill, it will enable you to get the most out of life. It can free you to live more effectively, calmly and enjoyably. It can help you get more done with less stress, disorganization and frustration. It can also give you higher marks throughout the school year, as well as on your quizzes, tests, and exams.

Think about it. Have you ever heard of an athlete, even one who is paid millions of dollars a year, playing in a game without showing up for practice? Have you heard of a musician delivering a concert without taking time daily to rehearse? Have you heard of a scientist proclaiming a grand discovery without hundreds of failed trials? All these professionals know that in order to succeed in their professional areas, they have to put in their time.

Unfortunately, millions of students around the world behave otherwise. They appear for exams expecting magic! Without making adequate time to study, they hope to get the highest grades and are then disappointed or ashamed when the results prove otherwise. Frankly, in today's highly competitive world, if you are lucky enough to be in school, college, or university, you are holding a coveted spot, desired by many. You may have deprived another eager young person from getting admission, because your application appeared more promising, more likely to succeed. So after all the effort to get in, what are you doing about it? Are you making the time to study after working so hard and possibly paying so much to actually get into a particular school?

Once you make the decision, there are a number of excellent time management systems that you can follow. Although these are sometimes expensive or complex, you can achieve your goal by adopting a simple time management approach.

Time is money! Managers are keenly conscious that time should be effectively used by all staff. The phrase that 'there is not enough' time is one that we frequently hear. The reality is that time is often not being utilized to the best advantage, or planned and controlled in an orderly fashion. Managing time means getting more control over how we spend it and there are some straightforward techniques that can be applied. It is chiefly about conditioning our environment rather than allowing our environment to condition us, and not allowing time pressures to build up from the interruptions, questions or demands of others. Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.

Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well.

A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope. Time management is often considered necessary because (1) available time is limited, (2) time cannot be stored: if unused it is lost forever, (3) one's goals are usually multiple, sometimes conflict, and not all goals are of equal priority, (4) goals cannot be accomplished without the application of effort, which requires the use of time.

Time management is recognized as a critical factor for determining success in college. High-performing students tend to make a conscious effort to plan and manage their time. Perhaps the main reason more students don't focus on time management is that it's not trivial and takes real effort. This chapter will examine some of the important aspects of time management and offer successful strategies that can help you manage your time more efficiently. Let's start by focusing on schedules and plans.

Vilfredo Pareto, an Italian economist, discovered this principle in 1897 when he observed that 80 percent of the land in England was owned by 20 percent of the population. It is known as Pareto Principle.

Pareto's theory of predictable imbalance has since been applied to almost every aspect of modern life. The 80:20 rule states that the relationship between input and output is rarely, balanced. When applied to work it means that approximately 20 percent of your efforts produce 80 percent of the result. According to Pareto Principle, or the 80:20 rule 80% of unfocussed effort generates 20% of the results. The remaining 80% of results are achieved with only 20% of the effort.

- **Features of time**

1. Time is an asset. It is an asset of fictitious nature.
2. Time is an opportunity. It is a chance given to an individual to create, innovate and manufacture something
3. Supply is limited. Time is limited in its supply.

- **Three secrets of time management**

1. Value of time- unlike money and material, time once lost cannot be regained or replaced. Time is a resource which can not be substituted.
2. Time budgeting- more than money, time is to be budgeted properly.
3. Concentration- is doing one's immediate duty on hand with proper care and attention. Such care and attention is possible only when a person has concentration in what he does.

- **Time Management Concept**

	Urgent	Not Urgent
Important	Quadrant-I 1. Do Now <ul style="list-style-type: none"> • Emergencies • Crisis • Demands from the boss • Planned tasks due now • Seeing the days news • Meeting and appointments • Paying phone bills 	Quadrant-II 2. Plan to do <ul style="list-style-type: none"> • Studying, Planning • Relationship building • Developing changes • Replying important letters • Eating regularly healthy food • Attending classes • Taking up revision tests
Not Important	Quadrant-III 3. Reject and explain <ul style="list-style-type: none"> • Attending some phone calls • Attending parties • Seeing a movie • Taking account of discount sales • Trivial request from others • Adhoc distraction • Apparent emergencies • Pointless routine activities 	Quadrant-IV 4. Resist and cease <ul style="list-style-type: none"> Watching movies Watching TV Chatting with friends Internet chatting Sight seeing Shopping / computer games Day dreaming

- **Effective Scheduling :**

- Scheduling is the process by which you look at the time available to you and plan how you will use it to achieve the goals you have set.
- A schedule is a tool that helps you plan your time and work. Think of it as a time map with every task spread out in plain sight.
- Since, it is your schedule, you can decide how flexible or rigid the schedule need to be to get tasks done.

- **Importance of Time Management**

- Scheduling and managing time wisely are important for the college student.
- If you miss important appointments and deadlines you will cause complications to both your academic and social lives.
- This causes anxiety, frustration, guilt, and other nasty feelings.

- **Time wasters-**

1. Indecision
2. Inefficiency

3. Unanticipated interruptions that do not pay off

4. Procrastination
5. Unrealistic time estimates
6. Unnecessary errors
7. Crisis management
8. Poor organization in effective meetings
9. Micro-management
10. Doing urgent rather than important things
11. Poor planning and lack of contingency plans
12. Failure to delegate or delegating without authority
13. Lack of priorities, standards, policies or procedures.

- **Time savers**

1. Manage the decision making process; not the decisions
2. Concentrate on doing only one task at a time
3. Establish daily, short-term, mid-term and long-term goals
4. Handle correspondence quickly with short letters or memos
5. Throw unneeded things away
6. Establish personal deadlines and ones for your organization.
7. Do not waste other people's time
8. Ensure all meetings have a purpose, a time limit, and include only essential people.
9. Get rid of busy work
10. Maintain accurate calendars and abide by them.
11. Know when to stop a task, policy or procedure
12. Delegate everything possible and empower subordinates
13. Keep things simple
14. Ensure time is set aside for high priority tasks
15. Set aside time for reflection
16. Use checklists and to do lists
17. Adjust priorities as a result of new tasks.

Steps towards better Time Management

1. Know How You Spend Your Time

- Keeping a time log helps to determine how you are using your time.
- Record what you are doing for 15-minute intervals for a week or two.
- Evaluate the results. Ask if you did everything that was needed; determine which tasks require the most time; determine the time of day when you are most

productive; and analyze where most of your time is devoted – job, family, personal, recreation, etc.

- Identifying most time-consuming tasks.
- Have a good sense of the amount of time required for routine tasks which helps realistic planning and estimating how much time is available for other activities.

2. Set Priorities

- Managing your time effectively requires a distinction between what is important and what is urgent
- Experts agree that the most important tasks usually aren't the most urgent tasks.
- While the activities that are both urgent and important must be done,
- One of the easiest ways to prioritize is to make a "to do" list.
- Whether you need a daily, weekly or monthly list depends on your lifestyle.
- You may choose to group items in categories such as high, medium and low, number them in order, or use a

How to Prioritize ?

ABC List An ABC list is an easy way to prioritize a list of tasks. An ABC list works best as a kind of daily "to-do" list where each item is assigned a category: A for MUST be done, B for SHOULD be done, and C for COULD be done. Though this sounds simple, it is a very effective way to keep you focused upon completing tasks that are most important. When you are busy or dreading a particular task, it is sometimes difficult to decide what ought to be done first and what can wait until later. For this reason, it is best to create an ABC task list each morning and revisit and revise it as you move through your day, taking care of "A" items, then "B" items, and finally any "C" items you have time left for. Some people find it helpful to assign an estimation of the time each task will take, allowing them to be more aware of how much time is spent on each type of task. A variation of the ABC list is a task list where each item is assigned a priority rating from 1 to 5, where 1's are the highest priority and 5's are the lowest.

- The "A,B,C," list is divided into three sections; A, B, or C.
- The items placed in the "A" section are those needed to be done that day.
- The items placed in the "B" section need completion within the week.
- The items placed in section "C" are those that need to be done within the month.
- As the items B and C become more pertinent they are bumped up to the A or B list.
- Try it ! or come up with your own method, but do it. Color coding system.
- Having a prioritized "to do" list allows you to say "no" to activities that may be interesting or provide a sense of achievement but do not fit your basic priorities

3. Use a Planning Tool

- Time management experts recommend using a personal planning tool to improve your productivity.
- Examples of personal planning tools include electronic
- planners, pocket diaries, calendars, computer programs, wall charts, index cards and notebooks.
- Writing down your tasks, schedules, and memory joggers can free your mind to focus on your priorities.
- Always record your information on the tool itself.
- Review your planning tool daily.
- Carry your planning tool with you.
- Remember to keep a list of your priorities in your planning tool and refer to it often.

4. Get Organized

- Most people find that disorganization results in poor time management.
- Professional organizers recommend that you first get rid of the clutter.
- A frequently used method is to set up three boxes (or corners of a room) labeled “Keep” – “Give Away” – “Toss.”
- Separate the clutter by sorting items into these boxes. Immediately discard items in your “Toss” box. Your “Give Away” box may include items you want to sell, delegate, or discontinue so find a method to eliminate these items such as a yard sale, charitable donation, or gifts to friends or family members outside your home.

Basically you have 5 options for handling information: Implement a system that allows you to handle information

- ✓ Throw it away, delete it, or otherwise get rid of it.
- ✓ Delegate it: give it to someone else to do, file, or respond.
- ✓ Act on it yourself. Then throw it away or file it.
- ✓ File it temporarily until it needs action or until additional information is received. Follow-up: a “tickler” file can be useful for holding temporary information.
- ✓ File it permanently where you can easily find it later.

5. Schedule Your Time Appropriately

- Even the busiest people find time for what they want to do and feel is important.
- Scheduling is not just recording what you have to do (e.g., meetings and appointments), it is also making a time commitment to the things you want to do.
- Plan your most challenging tasks for when you have the most energy.

- Block out time for your high priority activities first and protect that time from interruptions.
- Try to limit scheduled time to about 3/4ths of your day, leaving time for creative activities such as planning, dreaming, thinking, and reading.

6. Delegate: Get Help from Others

- It means assigning responsibility for a task to someone else, freeing up some of your time for tasks that require your expertise.
- Delegation begins by identifying tasks that others can do and then selecting the appropriate person(s) to do them.
- You need to select someone with the appropriate skills,
- experience, interest, and authority needed to accomplish the task.
- Occasionally check to determine how well the person is progressing and to provide any assistance, being careful not to take over the responsibility.
- Finally, don't forget to reward the person for a job well done or make suggestions for improvements if needed.

7. Stop Procrastinating

- Procrastination usually involves ignoring an unpleasant, but likely more important task, in favor of one that is more enjoyable or easier.
- Procrastination is the tendency to prevaricate, delay or unreasonably postpone a task. It is a habit that affects everyone to a greater or lesser extent.
- You may be putting off tasks for a variety of reasons. Perhaps the task seems overwhelming or unpleasant.
- Try breaking down the task into smaller segments that require less time commitment and result in specific, realistic deadlines.
- **Some ways to stop Procrastination**
 - ✓ Emotional Time Travel
 - ✓ Just Getting Started
 - ✓ Doing Easy Things First
 - ✓ Take a Walk
 - ✓ Set a Hard Deadline
 - ✓ Take A Nap
 - ✓ Put on Some Music
 - ✓ Get Up Early

8. Manage External Time Wasters

- Your time may be impacted by external factors imposed by other people and things. You can decrease or eliminate time spent in these activities by implementing some simple tips listed below.
- **Telephone calls**

- ✓ Set aside time to return calls.
- ✓ Avoid small talk. Stay focused on the reason for the call.
- ✓ Stand up while you talk on the phone. You are more likely to keep the conversation brief.
- ✓ Take any necessary action immediately following the call.
- ✓ Keep phone numbers readily available near the telephone.
- ✓ Have specific time in a day for whatsapp and facebook.
- **Don't share and forward too much.**
- **Unexpected guests**
 - ✓ Establish blocks of time when you are available for visits.
 - ✓ Tell the visitor politely that you cannot meet with them at this time and schedule the visit for a more convenient time.
 - ✓ Set a mutually agreeable time limit for the visit.
 - ✓ When someone comes to the door, stand up and have your meeting standing.
- **Meetings**
 - ✓ Know the purpose of the meeting in advance.
 - ✓ Arrive on time.
 - ✓ Start and end the meeting on time.
 - ✓ Prepare an agenda and stick to it. Use a timed agenda, if necessary.
 - ✓ Don't schedule meetings unless they are necessary and have a specific purpose or agenda.
- **Mail and Email**
 - ✓ Set aside a specific time to view and respond to your mail and e-mail, but don't let it accumulate to the point that it becomes overwhelming to sort.
 - ✓ Turn off instant messaging features on e-mail.
 - ✓ Handle each item only once, if possible. Practice the options for dealing with clutter listed earlier.
 - ✓ Sort mail near a garbage can and delete junk e-mail immediately from your electronic mailbox.
 - ✓ Answer written messages by responding on the margins or bottom of the page.
- **Family obligations**
 - ✓ Establish a master calendar for each family member to post their time commitments.
 - ✓ Make each family member responsible for consulting the master calendar for potential conflicts.
 - ✓ Create a central area for posting communications such as appointment reminders, announcements, and messages.

9. Avoid Multi-tasking

- Recent psychological studies have shown that multi-tasking does not actually save time.
- You lose time when switching from one task to another, resulting in a loss of productivity
- Routine multi-tasking may lead to difficulty in concentrating and maintaining focus when needed.

10. Stay Healthy

- The care and attention you give yourself is an important investment of time.
- Scheduling time to relax, or do nothing, can help you rejuvenate both physically and mentally, enabling you to accomplish tasks more quickly and easily.
- Learn to manage time according to your biological clock by scheduling priority tasks during your peak time of day, the time your energy level and concentration are at their best.
- Poor time management can result in fatigue, moodiness, and more frequent illness.
- To reduce stress, you should reward yourself for a time management success and exercise daily

11. Don't be a perfectionist

- Trying to be a perfect person sets you up for defeat. Nobody can be perfect.
- Difficult tasks usually result in avoidance and procrastination.
- You need to set achievable goals, but they should also be challenging.
- There will always be people both weaker and stronger than you.

12. Learn to say No-

- For example, an acquaintance of yours would like you to see a movie with him tonight. You really are not interested. You want to say no, but you hate turning people down. Politely saying no should become a habit. Saying no frees up time for the things that are most important.
1. **Stop feeling bad-** You have the right to say no. You just have to learn how to say it in a way that your colleague can understand and accept it.
 2. **Keep your priorities in mind-** It is always easier to say 'no' when your goals are clear to you. Communicate your reasons for declining a request without feeling guilty.
 3. **Avoid over explaining yourself.-** Keep your explanation short and simple. You just have to say why you're not willing to do that particular task.

4. **Offer an alternative-** If saying ‘no’ makes you uncomfortable, you can provide an alternative to making you feel better. For example, if you’re asked to work on a project when you’re not available, you can always recommend other workers. That offers a plan B to the one who requested your help.
5. **Just say NO-** We often waste too much time wondering how to say no, but in most situations a simple ‘I’m sorry, but I can’t’ is more than enough. Most conflicts exist only in our minds.

Project management. Time Management can be considered to be a project management subset and is more commonly known as project planning and project scheduling. Time Management has also been identified as one of the core functions identified in project management.

Attention management: Attention Management relates to the management of cognitive resources, and in particular the time that humans allocate their mind (and organize the minds of their employees) to conduct some activities. Attention is the cognitive process of selectively concentrating on one aspect of the environment while ignoring other things. Attention has also been referred to as the allocation of processing resources.

Personal knowledge management: the way workers view time is connected to social issues such as the institution of family, gender roles, and the amount of labor by the individual.

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Assignments:

1. *Would you describe yourself as an organized person? Can you give us an example?*
2. *What causes you to waste time?*
3. *How do you deal with things that you alone have to do, but you find hard or boring?*
4. *Can you tell me about a time your boss gave you too much work? How did you handle the situation?*
5. *How would you manage a coworker who asks so many questions that you can't get your own work done?*
6. *How do you ensure that your teams are committed to your schedule?*
7. *How do you know who is working too hard and who could take on more responsibilities?*