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Understanding and Developing Emotional Intelligence

Olivier Serrat
Asian Development Bank

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Understanding and Developing Emotional Intelligence

Abstract
{Excerpt} Emotional intelligence describes an ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. The theory is enjoying considerable support in the literature and has had successful applications in many domains.

The intelligence quotient, or IQ, is a score derived from one of several different standardized tests to measure intelligence. It has been used to assess giftedness, and sometimes underpin recruitment. Many have argued that IQ, or conventional intelligence, is too narrow: some people are academically brilliant yet socially and interpersonally inept. And we know that success does not automatically follow those who possess a high IQ rating.

Wider areas of intelligence enable or dictate how successful we are. Toughness, determination, and vision help. But emotional intelligence, often measured as an emotional intelligence quotient, or EQ, is more and more relevant to important work-related outcomes such as individual performance, organizational productivity, and developing people because its principles provide a new way to understand and assess the behaviors, management styles, attitudes, interpersonal skills, and potential of people. It is an increasingly important consideration in human resource planning, job profiling, recruitment interviewing and selection, learning and development, and client relations and customer service, among others.

Keywords
Asian Development Bank, ADB, poverty, economic growth, sustainability, development

Comments
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Understanding and Developing Emotional Intelligence

By Olivier Serrat

Emotional intelligence describes an ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. The theory is enjoying considerable support in the literature and has had successful applications in many domains.

Introduction

The intelligence quotient, or IQ, is a score derived from one of several different standardized tests to measure intelligence.[1] It has been used to assess giftedness, and sometimes underpin recruitment. Many have argued that IQ, or conventional intelligence, is too narrow: some people are academically brilliant yet socially and interpersonally inept.[2] And we know that success does not automatically follow those who possess a high IQ rating.

Figure 1: An Emotional Intelligence Assessment Tool for the Workplace

Source: Genos. 2009. Available: www.genos.com.au/home

Wider areas of intelligence enable or dictate how successful we are. Toughness, determination, and vision help. But emotional intelligence, often measured as an emotional intelligence quotient, or EQ, is more and more relevant to important work-related outcomes such as individual performance, organizational productivity, and developing people because its principles provide a new way to understand and assess the behaviors, management styles, attitudes, interpersonal skills, and potential of people. It is an increasingly important consideration in human resource planning, job profiling, recruitment interviewing and selection, learning and development, and client relations and customer service, among others.

[1] When psychologists began to think about intelligence they focused attention on cognitive aspects such as memory and problem solving.

[2] As early as 1920, Robert Thorndike used the term "social intelligence" to describe the skill of understanding and managing other people. In the 1940s, David Wechsler defined intelligence as the aggregate or global capacity of the individual to act purposefully, think rationally, and deal effectively with his (or her) environment. In 1943, he submitted that non-intellective abilities are essential for predicting one's ability to succeed in life. Later, in 1983, Howard Gardner wrote about multiple intelligences and proposed that intrapersonal and interpersonal intelligences are as important as the type of intelligence typically measured by IQ and related tests.

Definition

Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic. Surprisingly, emotional intelligence is a relatively recent behavioral model: it was not until the publication of *Emotional Intelligence: Why It Can Matter More Than IQ* by Daniel Goleman that the term became popular.[3]

Benefits

By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality.[4]

> *If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.*
>
> —Daniel Goleman

The Model

Individuals have different personalities, wants, needs, and ways of showing their emotions. Navigating through this requires tact and shrewdness—especially if one hopes to succeed in life. This is where emotional intelligence theory helps. In the most generic framework, five domains of emotional intelligence cover together personal (self-awareness, self-regulation, and self-motivation) and social (social awareness and social skills) competences.[5] They are

> *Emotions have taught mankind to reason.*
>
> —Marquis de Vauvenargues

- Self-Awareness
  - (i) Emotional awareness: Recognizing one's emotions and their effects.
  - (ii) Accurate self-assessment: Knowing one's strengths and limits.
  - (iii) Self-confidence: Sureness about one's self-worth and capabilities.
- Self-Regulation
  - (i) Self-control: Managing disruptive emotions and impulses.
  - (ii) Trustworthiness: Maintaining standards of honesty and integrity.
  - (iii) Conscientiousness: Taking responsibility for personal performance.

---

[3] Emotional intelligence draws from branches of behavioral, emotional, and communications theories. Goleman is the person most commonly associated with it. (But he is by no means the only researcher: the most distant roots of emotional intelligence can be traced to Charles Darwin's early work on the importance of emotional expression for survival and adaptation.) Wayne Leon Payne is credited with first using the term "emotional intelligence" in 1985. Soon after, in 1990, John Mayer and Peter Salovey described that as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. In 1997, their four branch model defined emotional intelligence as involving the abilities to perceive, accurately, emotions in oneself and others; use emotions to facilitate thinking; understand the meaning of emotions; and manage emotions. They also tried to develop a way to scientifically measure differences between people's abilities in the area of emotions.

[4] Nor surprisingly, perhaps, Goleman published *Social Intelligence: The New Science of Social Relationships* in 2006 to illuminate theories about attachment, bonding, and the making and remaking of memory as he examined how our brains are wired for altruism, compassion, concern, and rapport. Good relationships nourish us and support our health, while toxic relationships can poison us. He proposed that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy, and social cognition) and social facility (including synchrony, self-presentation, influence, and concern).

[5] The material that follows comes from the Consortium for Research on Emotional Intelligence in Organizations. 1998. *Emotional Competence Framework*. Available: www.eiconsortium.org/reports/emotional_competence_framework.html

(iv) Adaptability: Flexibility in handling change.
(v) Innovativeness: Being comfortable with and open to novel ideas and new information.

- Self-Motivation
  (i) Achievement drive: Striving to improve or meet a standard of excellence.
  (ii) Commitment: Aligning with the goals of the group or organization.
  (iii) Initiative: Readiness to act on opportunities.
  (iv) Optimism: Persistence in pursuing goals despite obstacles and setbacks.
- Social Awareness
  (i) Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.
  (ii) Service orientation: Anticipating, recognizing, and meeting customers' needs.
  (iii) Developing others: Sensing what others need in order to develop, and bolstering their abilities.
  (iv) Leveraging diversity: Cultivating opportunities through diverse people.
  (v) Political awareness: Reading a group's emotional currents and power relationships.

Figure 2: The Domains of Emotional Intelligence

Source: Author.

- Social Skills
  (i) Influence: Wielding effective tactics for persuasion.
  (ii) Communication: Sending clear and convincing messages.
  (iii) Leadership: Inspiring and guiding groups and people.
  (iv) Change catalyst: Initiating or managing change.
  (v) Conflict management: Negotiating and resolving disagreements.
  (vi) Building bonds: Nurturing instrumental relationships.
  (vii) Collaboration and cooperation: Working with others toward shared goals.
  (viii) Team capabilities: Creating group synergy in pursuing collective goals.

In brief, the five domains relate to knowing your emotions; managing your emotions; motivating yourself; recognizing and understanding other people's emotions; and managing relationships, i.e., managing the emotions of others.

> *I respect the man who knows distinctly what he wishes. The greater part of all mischief in the world arises from the fact that men do not sufficiently understand their own aims. They have undertaken to build a tower, and spend no more labor on the foundation than would be necessary to erect a hut.*
>
> —Johann Wolfgang von Goethe

Knowledge Solutions

Table: The Personal and Social Attributes of Emotional Intelligence

Competence		Attribute
Self-Awareness		
	Emotional Awareness	Individuals with this competence • Know which emotions they are feeling and why; • Realize the links between their feelings and what they think, do, and say; • Recognize how their feelings affect their performance; and • Have a guiding awareness of their values and goals.
	Accurate Self-Assessment	Individuals with this competence are • Aware of their strengths and weaknesses; • Reflective, learning from experience; • Open to candid feedback, new perspectives, continuous learning, and self-development; and • Able to show a sense of humor and perspective about themselves.
	Self-Confidence	Individuals with this competence • Present themselves with self-assurance and have presence; • Can voice views that are unpopular and go out on a limb for what is right; and • Are decisive and able to make sound decisions despite uncertainties and pressures.
Self-Regulation		
	Self-Control	Individuals with this competence • Manage their impulsive feelings and distressing emotions well; • Stay composed, positive, and unflappable even in trying moments; and • Think clearly and stay focused under pressure.
	Trustworthiness	Individuals with this competence • Act ethically and are above reproach; • Build trust through their reliability and authenticity; • Admit their own mistakes and confront unethical actions in others; and • Take tough, principled stands even if they are unpopular.
	Conscientiousness	Individuals with this competence • Meet commitments and keep promises; • Hold themselves accountable for meeting their objectives; and • Are organized and careful in their work.
	Adaptability	Individuals with this competence • Smoothly handle multiple demands, shifting priorities, and rapid change; • Adapt their responses and tactics to fit fluid circumstances; and • Are flexible in how they see events.
	Innovativeness	Individuals with this competence • Seek out fresh ideas from a wide variety of sources; • Entertain original solutions to problems; • Generate new ideas; and • Take fresh perspectives and risks in their thinking.

Competence		Attribute
Self-Motivation		
	Achievement Drive	Individuals with this competence • Are results-oriented, with a high drive to meet their objectives and standards; • Set challenging goals and take calculated risks; • Pursue information to reduce uncertainty and find ways to do better; and • Learn how to improve their performance.
	Commitment	Individuals with this competence • Readily make personal or group sacrifices to meet a larger organizational goal; • Find a sense of purpose in the larger mission; • Use the group's core values in making decisions and clarifying choices; and • Actively seek out opportunities to fulfill the group's mission.
	Initiative	Individuals with this competence • Are ready to seize opportunities; • Pursue goals beyond what is required or expected of them; • Cut through red tape and bend the rules when necessary to get the job done; and • Mobilize others through unusual, enterprising efforts.
	Optimism	Individuals with this competence • Persist in seeking goals despite obstacles and setbacks; • Operate from hope of success rather than fear of failure; and • See setbacks as due to manageable circumstance rather than a personal flaw.
Social Awareness		
	Empathy	Individuals with this competence • Are attentive to emotional cues and listen well; • Show sensitivity and understand others' perspectives; and • Help out based on understanding other people's needs and feelings.
	Service Orientation	Individuals with this competence • Understand customers' needs and match them to services or products; • Seek ways to increase customers' satisfaction and loyalty; • Gladly offer appropriate assistance; and • Grasp a customer's perspective, acting as a trusted advisor.
	Developing Others	Individuals with this competence • Acknowledge and reward people's strengths, accomplishments, and development; • Offer useful feedback and identify people's needs for development; and • Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.
	Leveraging Diversity	Individuals with this competence • Respect and relate well to people from varied backgrounds; • Understand diverse worldviews and are sensitive to group differences; • See diversity as opportunity, creating an environment where diverse people can thrive; and • Challenge bias and intolerance.
	Political Awareness	Individuals with this competence • Accurately read key power relationships; • Detect crucial social networks; • Understand the forces that shape views and actions of clients, customers, or competitors; and • Accurately read situations and organizational and external realities.

Competence		Attribute
Social Skills		
	Influence	Individuals with this competence • Are skilled at persuasion; • Fine-tune presentations to appeal to the listener; • Use complex strategies like indirect influence to build consensus and support; and • Orchestrate dramatic events to effectively make a point.
	Communication	Individuals with this competence • Are effective in give-and-take, registering emotional cues in attuning their message; • Deal with difficult issues straightforwardly. • Listen well, seek mutual understanding, and welcome sharing of information fully; and • Foster open communication and stay receptive to bad news as well as good.
	Leadership	Individuals with this competence • Articulate and arouse enthusiasm for a shared vision and mission; • Step forward to lead as needed, regardless of position; • Guide the performance of others while holding them accountable; and • Lead by example.
	Change Catalyst	Individuals with this competence • Recognize the need for change and remove barriers; • Challenge the status quo to acknowledge the need for change; • Champion the change and enlist others in its pursuit; and • Model the change expected of others.
	Conflict Management	Individuals with this competence • Handle difficult people and tense situations with diplomacy and tact; • Spot potential conflict, bring disagreements into the open, and help deescalate; • Encourage debate and open discussion; and • Orchestrate win-win solutions.
	Building Bonds	Individuals with this competence • Cultivate and maintain extensive informal networks; • Seek out relationships that are mutually beneficial; • Build rapport and keep others in the loop; and • Make and maintain personal friendships among work associates.
	Collaboration and Cooperation	Individuals with this competence • Balance a focus on task with attention to relationships; • Collaborate, sharing plans, information, and resources; • Promote a friendly and cooperative climate; and • Spot and nurture opportunities for collaboration.
	Team Capabilities	Individuals with this competence • Model team qualities such as respect, helpfulness, and cooperation; • Draw all members into active and enthusiastic participation; • Build team identity, esprit de corps, and commitment; and • Protect the group and its reputation and share credit.

Source: Developed from Consortium for Research on Emotional Intelligence in Organizations. 1998. *Emotional Competence Framework.* Available: www.eiconsortium.org/reports/emotional_competence_framework.html

Can Emotional Intelligence be Learned?

A common question relates to whether people are born with high EQ or whether it can be learned. The truth is that some will be more naturally gifted than others but the good news are that emotional intelligence skills can be learned. (This must be so because emotional intelligence is shown to increase with age.) However, for this to happen, people must be personally motivated, practice extensively what they learn, receive feedback, and reinforce their new skills.

> *Nothing great was ever achieved without enthusiasm.*
>
> —Ralph Waldo Emerson

Promoting Emotional Intelligence in the Workplace

The work conducted in most organizations has changed dramatically in the last 20 years. Of course, there are now fewer levels of management and management styles are less autocratic. But there has also been a decided move toward knowledge and team-based, client-oriented jobs so that individuals generally have more autonomy, even at the lower levels of organizations. Since modern organizations always look to improve performance, they recognize that objective, measurable benefits can be derived from higher emotional intelligence. To name a few, these include increased sales, better recruitment and retention, and more effective leadership.

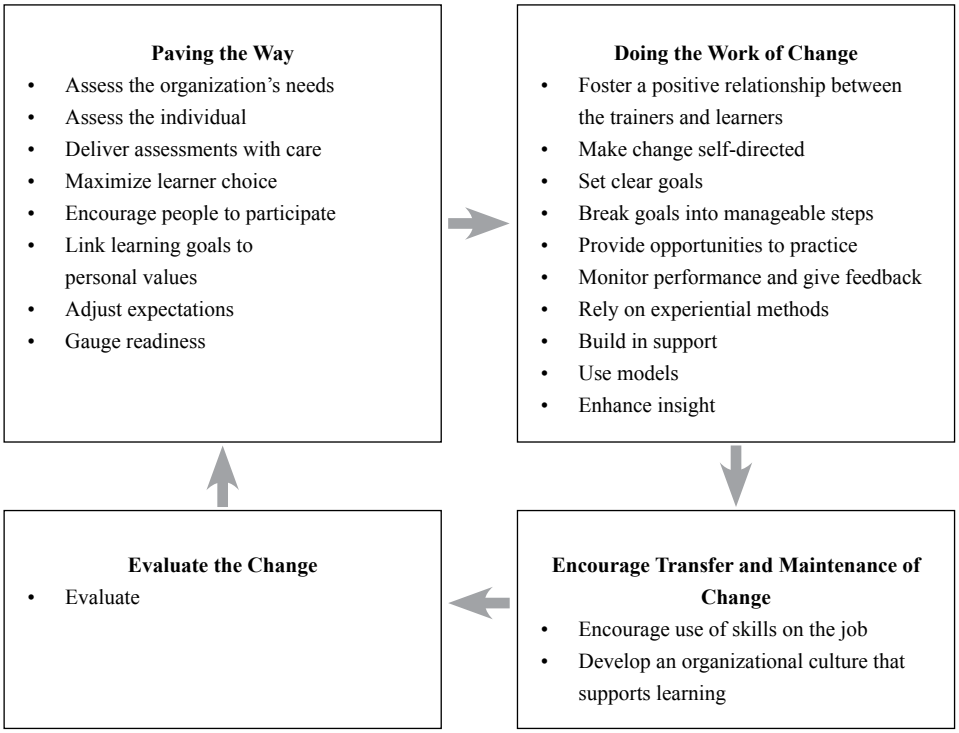
> *Comfort in expressing your emotions will allow you to share the best of yourself with others, but not being able to control your emotions will reveal your worst.*
>
> —Bryant H. McGill

Naturally, the criteria for success at work are changing too. Staff are now judged by new yardsticks: not just by how smart they are, or by their training and expertise, but also by how well they handle themselves and one another. And that is strongly influenced by personal qualities such as perseverance, self-control, and skill in getting along with others. Increasingly, these new yardsticks are being applied to choose who will be hired and who will not, who will be let go and who will be retained, and who will be past over or promoted.

Emotional intelligence may be the (long-sought) missing link that unites conventional "can do" ability determinants of job performance with "will do" dispositional determinants. Modern organizations now offer learning and development that is explicitly labeled as "emotional intelligence" or "emotional competence" training. In support, their leaders create and manage a working environment of flexibility, responsibility, standards, rewards, clarity, and commitment.[6]

[6] This climate determines how free staff feel to innovate unencumbered by red tape; perceptions of responsibility to the organization; the level of standards that are set; the sense of accuracy about performance feedback and the aptness of rewards; the clarity staff have about the organization's mission, vision, and values; and the level of commitment to a common purpose.

Figure 2: Good Practices that Cultivate Emotional Intelligence in the Workplace



Source: Author.
Note: The four phases correspond to those of the development process, viz., preparation, training, transfer and maintenance, and evaluation. Each is important.
Source: Summarized and developed from Consortium for Research on Emotional Intelligence in Organizations. 1998. *Guidelines for Best Practice*. Available: www.eiconsortium.org/reports/guidelines.html

Further Reading

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For further information

Contact Olivier Serrat, Head of the Knowledge Management Center, Regional and Sustainable Development Department, Asian Development Bank (oserrat@adb.org).

Asian Development Bank

ADB's vision is an Asia and Pacific region free of poverty. Its mission is to help its developing member countries reduce poverty and improve the quality of life of their people. Despite the region's many successes, it remains home to two thirds of the world's poor: 1.8 billion people who live on less than $2 a day, with 903 million struggling on less than $1.25 a day. ADB is committed to reducing poverty through inclusive economic growth, environmentally sustainable growth, and regional integration.

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Asian Development Bank
6 ADB Avenue, Mandaluyong City
1550 Metro Manila, Philippines
Tel +63 2 632 4444
Fax +63 2 636 2444
knowledge@adb.org
www.adb.org/knowledgesolutions

Emotional Intelligence: A Summary

Randall Grayson, Ph.D.
www.visionrealization.com

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General introduction to EQ

The word "intelligence" did not appear in books before the twentieth century, nor did it appear in Baldwin's *Dictionary of Philosophy and Psychology*, which was published in 1902. As late as 1927, the majority of the best accredited books on psychology did not mention the word "intelligence" (Spearman, 1927). The term "emotional intelligence" does not yet appear in dictionaries.

Psychologists have been trying to categorize and define intelligence for many years. For the past century, intelligence has been measured with IQ, which attempts to tap one's cognitive capacity and functioning (e.g., one's ability to learn, recall, apply, think, reason, and abstract). More specifically, IQ tests generally include a verbal IQ score based on six subtests (information comprehension, arithmetic, similarities, digit span, and vocabulary) and a performance IQ score based on five subtests (digit symbol, picture completion, block design, picture arrangement, and object assembly). The concept of emotional intelligence brings new depth to the understanding of human intelligence; it expands the ability to evaluate one's general or overall intelligence.

Like cognitive intelligence, emotional intelligence is difficult to define. Broadly speaking, emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Emotional intelligence is tactical (immediate functioning), while cognitive intelligence is strategic (long term capacity). Emotional intelligence helps to predict success because it reflects how a person applies knowledge to the immediate situation. In a way, to measure emotional intelligence is to measure one's "common sense" and ability to get along in the world. A dictionary definition might include "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environment demands and pressures."

It is important to note, however, that emotional intelligence combines with other important determinants (of one's ability to succeed in coping with environmental demands), such as biomedical predispositions and conditions, cognitive intellectual capacity, as well as the reality and limitations of the immediate and ever-changing environment. Behavior is always a function of the person and the situation. Since behavior never takes place in a vacuum, but always occurs in a situational context, it is meaningless to talk about characteristics of an individual's behavior without specifying the situation in which the behavior occurs.

Why do some people have better psychological well-being than others? Why are some individuals more able to succeed in life than others? These questions commanded a thorough review of factors (emotional skills) thought to determine general success, in addition to success in maintaining positive emotional health. It soon became clear that the key to determining and predicting success is not cognitive intelligence alone – many cognitively intelligent people flounder in life, while many less cognitively intelligent individuals succeed and prosper. During

these efforts to identify the most important factors involved in coping with environmental demands, no significant correlation was found between cognitive and emotional intelligence and the examination is continuing to examine the contribution of both forms of intelligence to success in various aspects of life.

Daniel Goleman's book, Emotional Intelligence (1995), has served to popularize this relatively new area. He has presented his adaptation of a few existing models of emotional intelligence and emphasized how it is altered throughout life, the ways basic emotional skills can augment one's ability to function better and to succeed in life, and the price paid for what he calls "emotional illiteracy."

The genesis of the study of emotional intelligence has its roots in David Wechsler's idea of "nonintellective aspects of general intelligence," which reaches as far back as 1940 (Wechsler, 1940). The following excerpt illustrates Wechsler's foresight and recognition of the importance of emotional intelligence:

> The main question is whether nonintellective, that is, affective and conative abilities, are admissible as factors of general intelligence. The contention of this paper has been that such factors are not only admissible, but necessary. I have tried to show that in addition to intellective there are also definite nonintellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the nonintellective factors (Wechlser, 1943, p. 103).

In 1948, Leeper proposed that "emotional thought" is part of and contributes to "logical thought" and intelligence in general (Leeper, 1948).

These early proposals were succeeded nearly a half century later by the ideas of Harvard University's Howard Gardner, who broadened the way people have traditionally considered cognitive intelligence since the early twentieth century (Gardner, 1983). Gardner feels intelligence encompasses multiple dimensions, combining a variety of cognitive elements of emotional intelligence (or "personal intelligence," as he called it). The emotional (or personal) dimension of his concept of "multiple intelligence" includes two general components thus far referred to as "intrapsychic capacities" and "interpersonal skills."

Other psychologists continued to challenge the conventional view of intelligence. John Mayer at the University of New Hampshire and Peter Salovey at Yale University concentrated their research efforts on the "emotional" aspect of intelligence. They expanded upon Gardner's approach and looked primarily at six components of emotional intelligence that are very similar to the current conception of it – emotional self-awareness, assertiveness, empathy, interpersonal relationship, stress tolerance, and impulse control.

Why is it important?

From Daniel Goleman's 1998 book "Working with Emotional Intelligence"

- I.Q. is about 24 points higher now than in 1918 – due to better nutrition, more school, smaller family size, etc. However, EQ is down compared to the last generation. Kids now are more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive, and more aggressive. Now, there are rising rates of despair, alienation, drug abuse, crime and violence, eating disorders, unwanted pregnancies, bullying, and dropping out of school.
- Predicting job performance is a favorite past time in business and psychology. When job performance is comprehensively measured according to superiors, peers, and subordinates, E.Q. predicts higher performance three times better than I.Q. This finding has been replicated by dozens of different experts in close to five hundred corporations, government agencies, and nonprofit organizations worldwide.
- Leadership is largely an emotional intelligence. Some estimates put it as high as 90%. Leadership encompasses influence, achievement drive, self-confidence, team skills, and political awareness. Failed leaders were too critical, moody, angry, defensive, and lacked empathy.
- All interaction can be gauged along a continuum from emotionally toxic to nourishing. Emotionally intelligent people are aware of that, and, consequently, so are the people around them.
- Two-thirds of workers say communication problems are the leading cause preventing them from doing their best work.
- Rhode Island has incorporated an emotional intelligence curriculum for the whole state – schools, hospitals, prisons, government employees, etc.

From John Gottman's 1997 book "Raising an Emotionally Intelligent Child

- From the mid 1970's to the late 1980's, children (as rated by parents and teachers) have become more nervous and irritable, more sulky and moody, more depressed and lonely, more impulsive and disobedient, and so on for more than 40 indicators. Impulsive girls are more likely to become pregnant by the end of their teen years and impulsive boys are at a higher risk for delinquency, violence, and using drugs and alcohol.
- Why? Parents have less free-time with their children, less relatives in children's lives these days, and both parents often work. There is more TV watching and computer game playing. One learns EQ from a social life, which has been decreasing.
- High EQ kids are able to regulate their emotional states – better at soothing themselves, calm their hearts faster, have fewer infectious diseases, better at focusing attention, better at understanding people, higher academic achievement, and had better friendships with other children. High EQ children don't have the negative outcomes from divorce such as aggression, academic failure, and problems with peers.

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From several empirical research studies on the concept

- Emotional intelligence assessments have been useful in predicting success and failure in corporate settings, small business, and blue collar occupations. They have also predicted academic dropout, ability to cope with a severe medical condition, aggression in the workplace, suicide attempts, and ability to recover from mental illness. Although the level of prediction varies (too complex to reiterate here), EQ assessments have accounted for significant and impressive amounts of variance.
- There is a very small gender difference – women, on average, score 1% higher than men.
- Psychometrically, the Cronbach internal consistency score is, on average, .76 – very good. Average one month test-retest reliability is .85 – very good. The instrument demonstrated content and factorial validity. Construct validity and divergent validity was evidenced via comparison with ten other quality scales. Predictive or discriminant validity was evidenced by the ability to successfully differentiate between: members of the Young President's Organization and chronically unemployed, successful and unsuccessful military academy students, successful and unsuccessful air force recruiters, successful and unsuccessful college students, prisoners versus a local normative sample, stress management seminar students and an untrained control group, and successful and unsuccessful alcohol treatment participants.

EQ Web sites

http://www.casel.org/
http://eiconsortium.org/
http://eqi.org/
http://emotionaliq.com/
http://www.eqparenting.com/

Important / Related Books

Mark Davis (1996) Empathy: A Social Psychological Approach
Maurice Elias (1997) Promoting Social and Emotional Learning: Guidelines for Educators
Maurice Elias (1999) Emotionally Intelligent Parenting: How to Raise a Self-disciplined, Responsible, Socially Skilled Child
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Karen Stone-McCown (1998) Self-science: The Emotional Intelligence Curriculum

Components of Emotional Intelligence

Listed below are the 15 conceptual components of emotional intelligence. Emotional intelligence and emotional skills develop over time, change throughout life, and can be improved through training and remedial programs as well as therapeutic techniques.

"General intelligence" is composed of cognitive intelligence, which is measured by IQ, and emotional intelligence, which is measured by EQ. The well-functioning, successful, and emotionally healthy individual is one who possesses a sufficient degree of emotional intelligence and an average or above average EQ score. The higher the EQ score, the more positive the prediction for general success in meeting environmental demands and pressures. On the other hand, lack of success and the existence of emotional problems are a function of the extent and degree of deficiency evident in these factors (skills) over time. Moreover, lower scores on the following subscales should be considered more problematic for coping with one's environment: Reality Testing, Problem Solving, Stress Tolerance, and Impulse Control. EQ scores, when combined with IQ scores, will give a better indication of one's general intelligence and, hence, offer a better indication of one's potential to succeed in life.

Intrapersonal

Emotional Self-awareness Emotional self-awareness is *the ability to recognize one's feelings.* It is not only the ability to be aware of one's feelings and emotions, but also to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Serious deficiencies in this area are found in alexithymic (inability to express feelings verbally) conditions. The accuracy of emotional assessment surveys depends, to some degree, on at least a moderate ability here. This EQ skill is also manifested by people who purposefully seek feedback about their performance – in life or on the job. These individuals thrive on open, honest, compassionate feedback about their strengths and weaknesses. They seek a more accurate view of themselves than they alone could provide.

Assertiveness Assertiveness is *the ability to express feelings, beliefs, and thoughts and defend one's rights in a nondestructive manner.* Assertiveness is composed of three basic components: (1) the ability to express feelings (e.g., to accept and express anger, warmth, and sexual feelings), (2) the ability to express beliefs and thoughts openly (i.e., being able to voice opinions, disagree, and to take a definite stand, even if it is emotionally difficult to do and even if one has something to lose by doing so), and (3) the ability to stand up for personal rights (i.e., not allowing others to bother you or take advantage of you). Assertive people are not overcontrolled or shy – they are able to outwardly express their feelings (often directly), without being aggressive or abusive.

Self-Regard Self-regard is *the ability to respect and accept oneself as basically good.* Respecting oneself is essentially liking the way one is. Self-acceptance is the ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence, and feelings of self-adequacy. Feeling sure of oneself is dependent upon self-respect and self-esteem, which are based on a fairly well developed sense of identity. A person with good self-regard feels fulfilled and satisfied with himself/herself. At the opposite end of the continuum are feelings of personal inadequacy and inferiority.

Self-Actualization Self-actualization pertains to *the ability to realize one's potential capacities.* This component of emotional intelligence is manifested by becoming involved in pursuits that lead to a meaningful, rich, and full life. Striving to actualize one's potential involves developing enjoyable and meaningful activities and can mean a lifelong effort and an enthusiastic commitment to long-term goals. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one's abilities, capacities, and talents. This factor is associated with persistently trying to do one's best and trying to improve oneself in general. Excitement about one's interests energizes and motivates him/her to continue these interests. Self-actualization is affiliated with feelings of self-satisfaction.

Independence Independence is *the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency.* Independent people are self-reliant in planning and making important decisions. They may, however, seek and consider other people's opinions before making the right decision for themselves in the end; consulting others is not necessarily a sign of dependency. Independence is essentially the ability to function autonomously versus needing protection and support – independent people avoid clinging to others in order to satisfy their emotional needs. The ability to be independent rests on one's degree of self-confidence, inner strength, and desire to meet expectations and obligations, without becoming a slave to them.

Interpersonal

Empathy Empathy is *the ability to be aware* of, *to understand, and to appreciate the feelings of others.* It is "tuning in" (being sensitive) to what, how, and why people feel the way they do. Being empathetic means being able to "emotionally read" other people. Empathetic people care about others and show interest in and concern for others. They also show a keen ability to understand and respond to the issues and concerns behind another's feelings.

Interpersonal Relationship Interpersonal relationship skill involves the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. Mutual satisfaction includes meaningful social interchanges that are potentially rewarding and enjoyable. Positive interpersonal relationship skill is characterized by the ability to give and receive warmth and affection and to convey intimacy to another human being. This component is not only associated with the desirability of cultivating friendly relations with others, but with the ability to feel at ease and comfortable in such relations and to possess positive expectations concerning social intercourse. This emotional skill generally requires sensitivity towards others, a desire to establish relations, and feeling satisfied with relationships.

Social Responsibility Social responsibility is the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group. This ability involves acting in a responsible manner, even though one may not benefit personally. Socially responsible people have social consciousness and a basic concern for others, which is manifested by being able to take on community-oriented responsibilities. This component relates to the ability to do things for and with others, accepting others, acting in accordance with one's conscience, and upholding social rules. These people possess interpersonal sensitivity and are able to accept others and use their talents for the good of the collective, not just the self. People who are deficient in this ability may entertain antisocial attitudes, act abusively towards others, and take advantage of others.

Adaptability

Problem Solving Problem solving aptitude is the ability to identify and define problems as well as to generate and implement potentially effective solutions. Problem solving is multiphasic in nature and includes the ability to go through a process of (1) sensing a problem and feeling confident and motivated to deal with it effectively, (2) defining and formulating the problem as clearly as possible (e.g., gathering relevant information), (3) generating as many solutions as possible (e.g., brainstorming), and (4) making a decision to implement one of the solutions (e.g., weighing the pros and cons of each possible solution and choosing the best course of action). Problem solving is associated with being conscientious, disciplined, methodical, and systematic in persevering and approaching problems. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them.

Reality Testing Reality testing is the ability to assess the correspondence between what is experienced and what objectively exists. Testing the degree of correspondence between what one experiences and what actually exists involves a search for objective evidence to confirm, justify, and support feelings, perceptions, and thoughts. Reality testing involves "tuning in" to the immediate situation, attempting to keep things in the correct perspective, and experiencing things as they really are, without excessive fantasizing or daydreaming about them. The emphasis is on pragmatism, objectivity, the adequacy of one's perception, and authenticating one's ideas and thoughts. An important aspect of this factor is the degree of perceptual clarity evident when trying to assess and cope with situations; it involves the ability to concentrate and focus when examining ways of coping with situations that arise. Reality testing is associated with a lack of withdrawal from the outside world, a tuning into the immediate situation, and lucidity and clarity in perception and thought processes. In simple terms, reality testing is the ability to accurately "size up" the immediate situation.

Flexibility Flexibility is the ability to adjust one's emotions, thoughts, and behavior to changing situations and conditions. This component of emotional intelligence refers to one's overall ability to adapt to unfamiliar, unpredictable, and dynamic circumstances. Flexible people are agile, synergistic, and capable of reacting to change, without rigidity. These people are able to change their minds when evidence suggests that they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways, and practices.

Stress management

Stress Tolerance Stress tolerance is the ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress. It is the ability to weather difficult situations without getting too overwhelmed. This ability is based on (1) a capacity to choose courses of action for coping with stress (i.e., being resourceful and effective, being able to come up with suitable methods, and knowing what to do and how to do it), (2) an optimistic disposition toward new experiences and change in general and towards one's ability to successfully overcome the specific problem at hand (i.e., a belief in one's ability to face and handle these situations), and (3) a feeling that one can control or influence the stressful situation (i.e., keeping calm and maintaining control). This component of emotional intelligence is very similar to what has been referred to as "ego strength" and "positive coping." Stress tolerance includes having a repertoire of suitable responses to stressful situations, Stress tolerance is associated with the capacity to be relaxed and composed and to calmly face difficulties, without getting carried away by strong emotions. People who have good stress tolerance tend to face crises and problems, rather than surrendering to feelings of helplessness and hopelessness. Anxiety often results when this component of emotional intelligence is not functioning adequately, which has an ill effect on general performance because of poor concentration, difficulty in making decisions, and somatic problems like sleep disturbance.

Impulse Control Impulse control is the ability to resist or delay an impulse, drive, or temptation to act. It entails a capacity for accepting one's aggressive impulses, being composed, and controlling aggression, hostility, and irresponsible behavior. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger control problems, abusiveness, loss of self-control, and explosive and unpredictable behavior. Sometimes this skill is also called self-regulation or delaying gratification. It involves self-control and the ability to handle our emotions.

General mood

Happiness Happiness is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happiness combines self-satisfaction, general contentment, and the ability to enjoy life. This component of emotional intelligence involves the ability to enjoy various aspects of one's life and life in general. Happy people often feel good and at ease in both work and leisure; they are able to "let their hair down," and enjoy the opportunities for having fun. Happiness is associated with a general feeling of cheerfulness and enthusiasm. Happiness is a by-product and/or barometric indicator of one's overall degree of emotional intelligence and emotional functioning. A person who demonstrates a low degree of this factor may possess symptoms typical of depression, such as a tendency to worry, uncertainty about the future, social withdrawal, lack of drive, depressive thoughts, feelings of guilt, dissatisfaction with one's life and, in extreme cases, suicidal thoughts and behavior.

Optimism Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is a positive approach to daily living. Optimism is the opposite of pessimism, which is a common symptom of depression.

Quoted, in part, from Bar-on technical manual on EQ

Four Styles of Parenting

THE DISMISSING PARENT

- treats child's feelings as unimportant, trivial
- disengages from or ignores the child's feelings
- wants the child's negative emotions to disappear quickly
- characteristically uses distraction to shut down child's emotions
- may ridicule or make light of a child's emotions
- believes children's feelings are irrational, and therefore don't count
- shows little interest in what the child is trying to communicate
- may lack awareness of emotions in self and others
- feels uncomfortable, fearful, anxious, annoyed, hurt, or overwhelmed by the child's emotions
- fears being out-of-control emotionally
- focuses more on how to get over emotions than on the meaning of the emotion itself
- believes negative emotions are harmful or toxic
- believes focusing on negative emotions will "just make matters worse"
- feels uncertain about what to do with the child's emotions
- sees the child's emotions as a demand to fix things
- believes negative emotions mean the child is not well adjusted
- believes the child's negative emotions reflect badly on their parents
- minimizes the child's feelings, downplaying the events that led to the emotion
- does not problem-solve with the child; believes that the passage of time will resolve most problems

Effects of this style on children: They learn that their feelings are wrong, inappropriate, not valid. They may learn that there is something inherently wrong with them because of the way they feel. They may have difficulty regulating their own emotions.

THE DISAPPROVING PARENT

- displays many of the Dismissing Parent's behaviors, but in a more negative way
- judges and criticizes the child's emotional expression
- is overaware of the need to set limits on their children
- emphasizes conformity to good standards or behavior
- reprimands, disciplines, or punishes the child for emotional expression, whether the child is misbehaving or not
- believes expression of negative emotions should be time-limited
- believes negative emotions need to be controlled
- believes negative emotions reflect bad character traits
- believes the child uses negative emotions to manipulate; this belief results in power struggles
- believes emotions make people weak; children must be emotionally tough for survival
- believes negative emotions are unproductive, a waste of time
- sees negative emotions (especially sadness) as a commodity that should not be squandered
- is concerned with the child's obedience to authority

Effects of this style on children. Same as the Disapproving style.

THE LAISSEZ-FAIRE PARENT

- freely accepts all emotional expression from the child
- offers comfort to the child experiencing negative feelings
- offers little guidance on behavior
- does not teach the child about emotions
- is permissive; does not set limits
- does not help children solve problems
- does not teach problem-solving methods to the child
- believes there is little you can do about negative emotions other than ride them out
- believes that managing negative emotions is a matter of hydraulics; release the emotion and the work is done

Effects of this style on children: They don't learn to regulate their emotions; they have trouble concentrating, forming friendships, getting along with other children.

THE EMOTION COACH

- values the child's negative emotions as an opportunity for intimacy
- can tolerate spending time with a sad, angry, or fearful child; does not become impatient with the emotion
- is aware of and values his or her own emotions
- sees the world of negative emotions as an important arena for parenting
- is sensitive to the child's emotional states, even when they are subtle Is not confused or anxious about the child's emotional expression; knows what needs to be done
- respects the child's emotions
- does not poke fun at or make light of the child's negative feelings
- does not say how the child should feel
- does not feel he or she has to fix every problem for the child
- uses emotional moments as a time to
    - -listen to the child
    - -empathize with soothing words and affection
    - -help the child label the emotion he or she is feeling
    - -offer guidance on regulating emotions
    - -set limits and teach acceptable expression of emotions
    - -teach problem-solving skills

Effects of this style on children: They learn to trust their feelings, regulate their own emotions, and solve problems. They have high self-esteem, learn well, get along well with others.

Raising an Emotionally Intelligent Child

John Gottman, Ph.D., 1997

Introduction

From the mid 1970's to the late 1980's, children (as rated by parents and teachers) have become more nervous and irritable, more sulky and moody, more depressed and lonely, more impulsive and disobedient, and so on for more than 40 indicators. Impulsive girls are more likely to become pregnant by the end of their teen years and impulsive boys are at a higher risk for delinquency, violence, and using drugs and alcohol..

Why? Parents have less free-time with their children, less relatives in children's lives these days, and both parents often work. There is more TV watching and computer game playing. One learns EQ from a social life, which has been decreasing.

Obedience and compliance in children is important, but there are many roads to those ends. Want much more for one's child than that – self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem-solving, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism.

Being concerned, warm, and involved are not enough. Can be all of those and still unable to effectively deal with children's (or their own) emotions.

High EQ kids are able to regulate their emotional states – better at soothing themselves, calm their hearts faster, have fewer infectious diseases, better at focusing attention, better at understanding people, higher academic achievement, and had better friendships with other children. High EQ children don't have the negative outcomes from divorce such as aggression, academic failure, and problems with peers.

There is a tradition of discounting children's feelings simply because children are smaller, less rational, less experienced, and less powerful than the adults around them. With adults constantly invalidating children's feelings, they lose confidence in themselves. They learn they can't trust their own feelings or that they are wrong.

Distraction from emotions or scolding to stop them are not productive – even though they might be "effective."

Denying emotions isn't easy, but it can be done. People come up with distractions and diversions. Eating something, TV, video games, drugs, sex, and throwing yourself into work are great ways to get your mind off your troubles.

Runaway or out of control emotions are when they happen frequently, are felt too intensely, and when one has trouble calming down afterwards.

Bad parents use sarcasm, threats, derogatory statements, and spankings. Showing contempt, withdrawing, being defensive, and stonewalling are also deadly parenting practices. Take a child's dignity, self-esteem, or power, and little will be gained. Withholding of love yields the same negative outcomes.

Think about the way emotions were perceived in the house where you grew up. What was your family's philosophy of emotion? Did they treat sad and angry moments as natural occurrences? Did they lend an ear when family members felt unhappy, fearful, or angry? Did they use such moments to show each other support, offer guidance, and help one another solve problems? Or was anger always viewed as potentially destructive, fear as cowardly, sadness as self-pitying? Were feelings concealed or dismissed as unproductive, frivolous, dangerous, or self-indulgent?

The Dismissing Parent

Such parents are very surprised to hear themselves being characterized as dismissing. They adore their children – even pamper them. Some even want to fix their child's every hurt and right every injustice.

However, they don't confront their children's emotions head-on. They believe that focusing on uncomfortable feelings is like watering weeds. They want to shut the door on negative feelings. They often like to shrink the problem down to size, encapsulate it, and put it away so it can be forgotten. Tickling, poking fun at bad feelings (good or bad).

"It'll work itself out." Taking the stance that the mere passage of time will make things better will get you less trouble in the short run, but more trouble in the long run. Problems are much harder to cope with after they have been neglected and your child has become emotionally distant.

Children's emotions are treated as children's emotions – they are petty and immature when compared to adult-sized. Plus, children are irrational.

When a pet dies, it's "Oh, don't worry, we'll get a new one." and "he was getting old and it was time for him to die." Don't confront and talk about child's sadness and perhaps fear of own death or parents death. Child needs to feel both understood and comforted.

"When Jimmy is sad it makes me sad because you want to think that your kids are happy and well-adjusted. I just don't want to see him upset. I want him to be happy all the time."

The Disapproving Parent

These parents are critical and lacking in empathy when they describe their children's emotional experiences. Often, children are reprimanded, disciplined, or punished for expressing sadness, anger, and fear. They do so because they love their kids.

Many disapproving parents see their children's tears as a form of manipulation and this disturbs them. Doing it for the attention. They want to toughen them up.

Some disapproving parents fear emotional situations because they are afraid of losing their grip on emotions. They fear it will take away their self-control. It will make them angry. "If Cameron starts yelling, I just say 'I won't put up with that!' Then, if he continues to act that way, he gets a spanking."

It is common for parents to be disapproving only under certain circumstances. For example, negative emotions are tolerated as long as they don't last longer than the parent can accept. Also, one day a parent may be more dismissing and the next more disapproving.

"I tell Charley to save his sadness for major things like dead dogs. Losing a toy or tearing a page in a book is not something you should waste your time being sad on. But, the death of a pet – now that's something worth getting sad over."

Kids learn that emotional-intimacy or the expression of emotions is a high-risk proposition; it can lead to humiliation, abandonment, pain, and abuse. Because you have bad feelings, you're the problem. Your sadness is the fly in the ointment. Your anger is an embarrassment to the clan. Your fears are an obstacle to their progress.

The Laissez-faire Parent

Eager to embrace unconditionally whatever feelings their children expressed. Let your child express emotions and your work is done. Filled with empathy. The problem is they are often ill-equipped or unwilling to offer their children guidance. Some are unsure of what to teach children regarding emotion.

They don't teach their children how to solve problems and many have a hard time setting limits on behavior.

With such little guidance from adults, these children don't learn to regulate their emotions. They often lack the ability to calm themselves when they are angry, sad, or upset, and that makes it hard for them to concentrate and to learn new skills. Consequently, these children don't do well in school. They also have a harder time picking up on social cues, which means they may experience difficulty making and keeping friends.

An EQ Coaching Parent

In some ways, they aren't that different from laissez-faire parents. Both group appear to accept their children's feelings unconditionally. Neither group tried to ignore or deny their kids' feelings. Nor do they belittle or ridicule their children for emotional expression.

Doesn't object to their children's displays of anger, sadness, or fear, nor do they ignore them. Accepts negative emotions as a fact of life and they use emotional moments as opportunities for teaching their kids important life lessons and building closer relationships. Give credence to their emotional experience and help them learn to soothe themselves. Negative feelings are an opportunity to empathize, to build intimacy, and to teach/guide children to ways to handle their feelings. They should not be feared or avoided.

Act as their children's guides through the world of emotion. Parents are very empathetic. They recognize that all emotions, even those we generally consider negative like sadness, anger, and fear, can serve useful purposes. Anger can motivate and sadness can inspire one to find out what's missing.

Teaching a child values within the context of helping to solve a difficult problem is much more effective than simply laying out abstract concepts that are unrelated to your child's everyday life.

Parents act as models as they understand emotion and trust themselves to display negative and positive emotions constructively. *Emotional awareness* means that you recognize when you are feeling an emotion, you can identify your feelings, and you are sensitive to the presence of emotions in other people.

LISTENING

Empathy is the ability to feel what another person is feeling. We can imagine ourselves in their position and feel their pain or joy. We can feel their frustration, their rage, their bliss, ... When we seek to understand our children's experience, they feel supported.

Often, children may not be able to articulate or even know the feeling they are having. If they do, they may not know the reasons for it. We can often decode messages children unconsciously hide in their interactions, their play, and their everyday behavior. It may help to step back and take a look at the big picture of what's going on in their lives.

Addressing feelings that are low in intensity before they escalate also gives families a chance to practice listening and problem-solving skills while the stakes are small.

Empathetic listeners use their eyes to watch for physical evidence of children's emotions. They use their imaginations to see the situation from the child's perspective. They use their words to reflect back, in a soothing, non-critical way, what they are hearing and help their children label their emotions. But most importantly, they use their hearts to feel what their children are feelings.

It is useful to know a lot about the people, places, and events in your child's life – know them intimately. This way, you will be better equipped to explore the possible source of your child's feelings and help your child label them. These mental "maps" of your child's life and environment need regular updating.

Often, telling "when I was a kid" stories helps to show empathy and understanding. To make sure you are really being empathetic, try and think of a similar adult situation. For example, for the addition of a new child in the family, imagine your spouse bringing home a new lover and announcing that all of you will now live happily together under one roof.

When talking about feelings, it's best not to apply logic or argue the fact. Rather, listening, labeling, and soothing come before problem-solving. To propose solutions before you empathize with children is like trying to build the frame of a house before you lay a firm foundation. Consider the following: Your wife arrives home from the office, distraught over a disagreement she's had with a co-worker. You analyze the problem and, within minutes, outline a plan for resolving it. But instead of feeling grateful for the advice, the wife feels worse. That's because the husband has given her no indication that he understands how sad and angry and frustrated she feels. He has only demonstrated how simply the problem can be solved. To her, this may imply that she's not too bright, or she would have come up with such a solution herself. Imagine how much better the wife would feel if, instead of instant advice, her husband offers her a back rub. And, as he massages her back, he simply listens while she describes the problem – and her feelings about the problem – in detail. With that done, she starts formulating her own solutions. Then, she might ask her husband for his opinion. In the end, the husband has the chance to offer his advice, and the wife has a solution she can hear. Instead of feeling put down, she feels empowered and supported by her partner.

Sharing observations works better than probing questions like "Why do you feel sad?" The child may not know yet or there may be a lot of things and the child may try and answer the question to give you an answer. The child may worry if it was the right answer or if the answer is good enough to justify the feeling.

Mixed feelings – a kid going to camp can be excited, proud, afraid, and homesick all at the same time. Encourage the child to express the full range of emotions and label them, assuring him or her that feeling two ways at once is okay and normal. Don't label emotions for the child.

"Nine times out of ten, she doesn't really know where her feelings are coming from. So, I try to help her identify her feelings and then we talk about what to do next time, how to handle this or that."

"I want my children to know that just because they're angry doesn't mean they are bad or that they necessarily hate the person they're angry with. . . .and I want them to know that good things can happen from the things that make them angry."

"Ten years down the road, I hope Jennifer will have dealt with these feelings enough times that she'll know how to react. I hope she'll have the self-confidence to know it's okay to feel this way, and there is something she can do about it."

There are still arguments, harsh words, bruised feelings, sadness, and stress and they are a part of life and family life every now and then. There is still a need for discipline. There is still a need to voice and express disappointment. However, when children are given rules they understand and a sense of control over their own lives, they are less likely to misbehave in the first place. When children learn to regulate their own emotions, parental limit-setting and discipline are less frequently needed.

When you are emotionally connected to your child, limit setting comes out of your genuine reactions to your child's misbehavior. Your child responds to your anger, disappointment, and worries, so you don't have to resort to negative consequences like time-outs to amplify your feelings. The respect and affection you and your child have for each other become your primary vehicle for limit setting.

In terms of parenting styles (Baumrind), authoritative parents set limits, but are considerably more flexible, providing a lot of explanation and warmth. Children under this were cooperative, self-reliant, energetic, friendly, and achievement oriented. Authoritarian kids were conflicted and irritable and permissive kids were impulsive and aggressive and low in self-reliance and low in achievement.

Talks in terms of behavior instead of stable, trait terms. Accept all feelings, but not all behavior. Feelings are not the problem, the misbehavior acted upon is. Parents often absentmindedly describe their children with labels that stick like glue to the child's self-concept – John is hyperactive or Karie is the quiet one. Andrew is oversensitive. Janet is too aggressive. Sarah is scatterbrained. You are so careless and messy. You are such a slow reader. Labels are sticky and become self-fulfilling prophesies (positive and negative).

Gender . . .men and boys are just as capable as girls, but society doesn't always allow for equal expression. People can be emotionally aware without being highly expressive. Just because men are sometimes not as overt in their expressions of affection, anger, or sadness does not mean that they do not experience such feelings internally. Nor does it mean they are incapable of recognizing and responding to such emotions in others.

Emotion Coaching

1. Become aware of the child's emotion
2. Recognize the emotion as an opportunity for intimacy and teaching
3. Listen empathetically, validating the child's feelings — **TALK & FEEL UNDERSTOOD**
4. Help the ***child*** find words to label the emotion s/he is having — **LABEL**
5. Set limits while exploring strategies to solve the problem at hand. – 6 step process — **WAYS TO SOOTHE OR PROBLEM SOLVE**
    a) Find out the goal(s) of the behavior — WHAT DID YOU WANT?
    b) Help child verbalize/discuss actions taken toward goal(s) — WHAT DID YOU DO TO GET IT?
    c) Assess effectiveness (from all angles) of behaviors — HOW DID THAT WORK?
    d) Examine full range of possible behavioral/attitude options — WHAT WERE / ARE ALL THE OPTIONS?
    e) Choose the most effective option — WHAT IS THE BEST CHOICE?
    f) Check back to see how the plan worked — LET'S SEE HOW THAT GOES.

The process is more question driven than the giving of advice or answers. Children need practice weighing their options and finding solutions; they need practice understanding how they feel and how to deal with those feelings. In addition to a sense of responsibility, giving children choices helps them to build self-esteem. A child whose parents constantly limit choice gets the message, "You're not only small; your desires don't matter very much." If this works, the child may grow to be obedient and cooperative, but will have very little sense of him or herself.

The process requires some degree of patience and creativity, so counselors need to be in a reasonably undistracted (if not calm) frame of mind. Bad times are when you're pressed for time (set a time, institute a stopgap measure) or when you have an audience (isolate yourselves and if another person is involved, give both people equal (but separate) time).

Expressing your own feelings is appropriate, but it should be done in a non-derogatory manner – communication and understanding should be the goal. It's also appropriate to talk about community or personal values.

For step e, ask if the solution is fair, will it work, and how will the child and other people likely ***feel***.

Although agreement is a good goal, it isn't always achievable and mutual understanding may be the next best thing.

Be mindful of children who are exposed to the process a lot; they may attempt to manipulate you with their feelings like anger or sadness or fear. Genuine emotions are fine, but they should never get you off the hook.

See behavior management resource for a thorough description of emotion-coaching and children's behavior.

Encouraging Emotional Self-awareness

- Meditation
- Journal writing free or in answer to questions like:
  Do you remember the last time you cried or lost your temper? What was the catalyst? How did you feel about having the emotion? Did you feel relieved afterward or ashamed? Were others aware that you were having these feelings? Did you talk to anyone about the incident?
- Prayer
- Talks with an emotion coach
  Such coaches should give just enough information for the mentee to get started. They should build a "scaffold" for the child to climb and not provide the finished structure and simply give a tour. The tour might be nice and somewhat helpful, but it's nothing like building the place (emotional competence) yourself.
- Stories in the form of books, movies, plays, and tv are good tools as they can help children build a vocabulary for talking about feelings, and illustrate the different ways people handle their anger, fear, and sadness. Books and short stories work better because the reader and listener can stop at any point and discuss what's happening in the story.
- Emotion Log
  Both what you are feeling and your reactions to how other people are feeling and their reactions to their own feelings.

EMOTION	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Happiness							
Affection							
Interest							
Excitement							
Pride							
Desire							
Love							
Loved							
Thankfulness							
Stress							
Hurt							
Sadness							
Irritation							
Anger							
Pity							
Disgust							
Guilt							
Envy							
Regret							
Shame							

Increasing EQ areas

In general, all components of emotional intelligence require practice. As with most things, practice with a mentor is helpful (scaffolding). Any kind of discussion on how to increase domain areas would certainly be book length. This resource is a summary, thus books referenced on the topic should be consulted for information on how to improve individual domains. A *sketch* of some methods follows.

EQ components an emotion coaching (Gottman) style would likely ***directly*** affect

- ✓ Emotional self-awareness
- ✓ Assertiveness
- ✓ Empathy
- ✓ Interpersonal relationships
- ✓ Problem-solving
- ✓ Flexibility
- ✓ Impulse control

Indirect influence on:

- ✓ Social responsibility (requires empathy)

Self-regard

- See self-esteem resource

Self-actualization

- Goals / Future sense of self
- Motivation
- Self-efficacy (self-confidence)

Independence

- Self-efficacy (self-confidence)
- Empowered environment

Interpersonal relationships

- Review under Gottman's interpersonal relationship research

Social responsibility

- Self-efficacy (self-confidence)
- Responsibility – communal orientation

Problem-solving

- IQ
- Creativity
- Self-efficacy (self-confidence)
- Practice with problem-solving (reality therapy – see behavior management resource)

Reality testing

- Reality therapy (next class)
- Emotional self-awareness

Stress tolerance

- Self-efficacy (self-confidence)
- Internal locus of control
- Coping skills repertoire and practice using them
- Creativity
- Emotional self-awareness
- Problem-solving

Impulse control

- Stress tolerance
- Reality therapy

Happiness

- Self-actualization
- Self-esteem / regard
- Social support
- Play

Optimism

- Positive attribution style
- Self-efficacy (self-confidence)

General EQ Building Principles

Knowing does not equal doing

Understanding what EQ is does not automatically translate into EQ gains. Quite frequently, knowledge does not translate to behavior – e.g., drugs, eating well, safe sex, exercise, etc. Knowledge is a necessary but insufficient element.

Behavior change

- Life is the classroom.
  - Practice, practice, practice.
  - Takes months, not days, and that's with ***concerted*** effort
- Do-it-yourself EQ surgery is not the most effective or painless
  - Have a mentor scaffold with you.
  - Modeling from a mentor helps.
  - Feedback lies at the heart of change
- General EQ building activities
  - Meditation
  - Journal writing
  - Prayer
  - Emotion log

Motivation as necessary for change & the means to get there

- 4 levels of readiness people go through during a successful behavior change
  - ***Oblivious*** – it isn't that they can't see the solution – they can't see the problem. Deny there is any problem at all.
  - ***Contemplation*** – okay, there is a need for improvement, but substitute thinking about it for acting
  - ***Preparation*** – focus on the solution, develop a plan – usually in response to some crisis event. Most people get stuck here with half-hearted attempts at action.
  - ***Action*** – start changing how they act.
- To encourage motivation, one needs to relate change to person's values, hopes, goals, and dreams.
- Change comes from learning that fits a person life, resources, interests, and goals.

How divorce can be predicted with 94% accuracy

The Key Concept, Four Horsemen, & Sound Marital House predict divorce with 94% accuracy.

Taken from the following books, although other of his works were referenced briefly.
John Gottman, Ph.D. The Seven Principles for Making Marriage Work (1999)
John Gottman, Ph.D. Why Marriages Succeed or Fail: And How You Can Make Yours Last (1995)

==========

Background and Statistics

1870 5% divorce rate
1989 67% projected divorce rate for people recently married
50% of divorces are within the first 7 years. Then, next hump is 16 years - especially if there are teenagers.
U.S. = the world leaders in divorce, followed by the U.K.
It is a world wide trend though.
Why?
Women don't have to put up with bad marriages
Women are able to make a living

Method of Study

In a nutshell, Dr. Gottman and cadres of others have been studying marriage for over 30 years. The approach has been to study "marriage masters" and relationships where things are falling (or fell) apart. These researchers took physiological measures, watched them in their daily lives (rigged houses with cameras), took psychological assessments, and examined couples during semi-structured interviews, among other things. The results of years of careful analysis is a deep understanding of some of the processes that make marriage (and any close relationship) work.

Consequences of Divorce

- lots of bad things happen to children of divorce (especially if there is hostility and conflict)
- longevity - genetics, smoking, exercise, and diet are all less able to predict life span than the quality of relationships. If your parents were divorced, you'll likely have 4 years less of life. If you too get divorced, you will likely have an additional 4 years less of life - 8 years.

Myths

- Feelings differences and gender-specific methods of problem solving are the main problems - John Gray and men are from mars point of view. Gender alone can't explain anything; it can only be an interacting variable. Plus, there is far more variability within gender than there is between genders.
- Affairs cause break-ups. About 20% of marriages have affairs, but hard to assess. 90% of the time, the affair is not about sex. 80% of the break-ups are about the decline of intimacy and contact. It's basically a decline of the friendship. Affairs are symptomatic, not causes.
- Sociobiology - women need monogamy so can have stability for child, while men need to propagate their genes and get as many women as possible. In fact, men invented monogamy so they could know whose child the woman was actually having. Also, women have more affairs than men.

Key Concept / Factor

- There needs to be a 5:1 relationship. For every negative event, there needs to be at least 5 positive ones. This is a strange bank account where for every dollar you take out, you need to put back in 5 more.
- However, some negatives are more negative than others and the 4 big ones are the horsemen of the apocalypse.

The 4 Horsemen Of The Apocalypse

Criticism

Instead of complaining, suggest something is actually wrong with your partner. It's silly to leave your shoes on inside, because the floor gets dirty. You wear too much makeup. Hurry up (I think you're being inconsiderate). How come you don't kiss me as much anymore (I need more intimacy)? You're always busy lately (aren't I important to you?)! You used to be so much nicer and more playful, what happened?

There is some trait or character flaw they have. Issues may exist, but when you make people wrong, you've lost their attention and usually their cooperation. See problem sets on next page. This leads to the second "horse"

Defensiveness

Warding off attacks - "It's not me, it's you!" How can I help you realize you're wrong?

a) meet complaint with a counter-complaint

b) whine - I was really listening! I'm the innocent victim! I'm doing good stuff here! You don't appreciate me!

c) I haven't had this problem before. It must be you!

These things keep the person from accepting any responsibility.

Contempt

Morally superior. I'm on a higher plane. I'm a better human being.

Insults. Correcting someone behavior or grammar.

Facial expressions - one corner of mouth turned up (get a dimple) and sometimes an eye roll. This can take ¼ of a second.

This is the single best predictor of relationship failure and divorce.

This is sulfuric acid for love.

Stonewalling

Arms folded. Looking down with perhaps brief monitoring glances. Or, walking away and not addressing the issue upon return. Just tap me on the shoulder when you're done. Yes dear. Okay, okay, just get off it!

Heart sometimes exceeds 100 beats per minute.

Trying to be neutral and disengage drives people crazy

We're all human, but some are more human than others

However, even in great marriages, these things happen! In general, they tend to happen at a ratio of 5 good things to one of these bad things. Contempt is really rare in great marriages though.

In good marriages, there is repair.

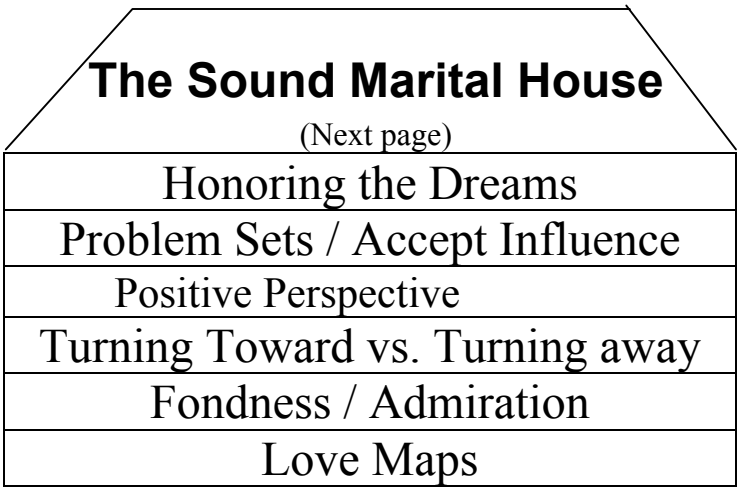
Repair doesn't often happen sweetly even in the best marriages - people fight.

"Let's start over" may be great, but "Shut up!" and "Let me talk!" are probably more common.

Some of the sweetest repair attempts fail for everyone.

The general trick is not to escalate.

What determines if repair attempts work or not is if there is emotional money in the bank. If you don't have a good ratio of positive to negative, then repair attempts will fail more often.



Love Maps - the ground floor

Knowing one another and feeling known.

Know what their concerns are, who the cast of characters in their life are, what their aspirations are

Know their eye color, favorite foods and places, what they did last weekend, what their day at work was like, etc.

These maps need to be updated! As a rule of thumb, it's a good idea to sit down and check in with your mate and ask how things are going and how they feel about life and you and everything. This is done naturally and often.

Fondness and admiration system

Remember how they met and all the details.

Can say what they love about their partner and have that comfortable spark

This is the antidote for contempt. You can't have contempt and have fondness and admiration.

Need to praise one another every now and for no reason.

Turning Toward vs. Turning Away

In everyday life, partners constantly make bids for attention and connection. These happen ALL THE TIME!

Do we need coffee? Look at that ____. Isn't that interesting. Do you like this? Doing something annoying. Hmmmmm. . . . Wow. Isn't that something. A sigh. A far away gaze. Leaving something out.

Probability that a bid will be re-submitted is virtually 0%.

Very subtle and almost always automatic in generation and response.

Just a small comment asking for an opinion or a comment - not big things at all.

Turning toward and engaging needs to be automatic because the bids rarely register in our consciousness as anything of note. Hard to train for this as you can't be that mentally vigilant. It's being in synch with each other. It's habit. It's subconscious.

These bids are crucial and how the other deals with them is an excellent predictor.

70% of quality of sex life can be predicted based on how well and often bids are responded to.

Romantic gestures alone often don't work well without these three foundations.

These are the fuel for romance. Unhappy couples miss 50% of the good things that happen.

Positive Perspective

Can't have a chip on your shoulder. Some people are hyper-vigilant for slights and cut downs.

Something can be said very neutrally and it can be interpreted wrong. Intentions aren't conveyed/perceived well. Bad news.

Good relationships are characterized by, almost always, automatically giving each other the benefit of the doubt.

Problem Sets / Accept Influence

Myth - through fighting clean, you can achieve intimacy. There will be conflict, but it shouldn't be a fight.

When disagreements and fights occur, 69% of the time couples are talking about the same stuff / problems over and over again their whole lives with each other. If they're truly fighting about it, then they will likely end up in divorce.

These 69% issues aren't going to get solved - sorry. 31% of the problems will get solved.

Remember, that this isn't the universe, just the problems that come up. The universe of positive stuff is huge in comparison. For example, you love 80% plus about your mate, and you have to deal with the other 20%. That other 20% can then be divided up into the 69% (or 14%) that will remain and the 31% (or 6%) that can be worked out.

When you are together with someone, the two of you are going to have a unique problem set. If you're with Jane, lateness and cleanliness is an issue, but with Jennifer it's the driving and spending habits.

The problem sets don't go away; they are like unwelcome friends.

In couples that divorce, the discussion of these issues is painful and hurtful. For those that stay married, they're not happy about the problems, but they learn to live with them and be happy anyway. They play with it.

For the 31% that can be resolved, it's a slippery slope that requires a high emotional intelligence.

Need to be approached softly and gently. It's a high art and it takes time and mental clarity

Not, "You're never there for me any more!" Instead, "Hon, I love you and need to be with you more. It was so nice when we were able to cuddle and be together last week for a while. How can we get more time like that together?"

Accepting influence is another key point. Women usually do this well.

Requests are made and an attitude that we can work it out or compromise needs to be adopted. "Good point" "Maybe you're right" "Let me think about that" "Let's compromise" If a person (or both) think that it really isn't their problem (it's the other person's issue really), then the boat has been missed completely. It's bad news when one person thinks, "I haven't had this problem in other relationships, so it's their fault and they need to fix it." In order to be influential, one needs to be influenced. Brick walls aren't very influential. People just go around or walk away from brick walls.

Honoring the Dreams

When people have unresolvable issues, there is usually a dream or aspiration or need there.

Within the fist, if you can delicately pry it open, is the dream waiting to be discovered and fly out.

First, a super person needs to get the fist to open up and do it lovingly.

When it's open and the feeling/dream/aspiration/need is revealed, the dream needs to be honored. Both people's dreams need to be honored. Compromise. Better to learn as many of these things as possible before marriage as dreams can be orthogonal to each other. In other words, the dreams need to be compatible.

Erik Erikson's Theory of personality development

Erik Erikson (1902 – 1994) was a German born psychoanalyst, a pioneer in a life span perspective. Erikson viewed that ego development occurs through one's life time. Erikson's (1950, 1982) theory of psychosocial development covers eight stages across the life span. According to Erikson each stage involves a "crisis" in personality – that is important at that time and will remain an issue to some degree throughout the rest of life. In each stage there is the balancing of a positive tendency and a corresponding negative one. Initiative vs. guilt is a conflict children face between their urge to form and carry out goals. When they fail to reach their goals, they feel guilty. The sense of right and wrong morality emerges as a result of identification with the parents. Children can resolve this crisis to acquire the virtue of purpose. Erikson defines it as the courage to envisage and pursue valued goals. Children can then develop into adults who combine spontaneous enjoyment of life with a sense of responsibility. Those who cannot resolve this crisis may become repressed. If initiative dominates, they must continue to believe. Erikson's last stage is ego-integrity. The virtue of this stage is wisdom.

Psychosocial theory on the stages of child development was proposed by Erikson. He stresses upon Epigenetic principle, according to which the development of new properties which are not contained in the original situation develop us result of environmental influences and the interaction between the former (original situation) and the latter (environment factors).

According to Erikson the stages of development are categorized into eight phases marked by specific development characteristics. The stages are as follows.

Stages of life	**Psychological Crisis**
Birth to 1 year	Trust vs. Mistrust
1 to 2 years	Autonomy vs. shame, doubt
3 to 5/6 years	Initiative vs. Guilt
End of 6 to 12 years	Industry vs. Inferiority
Adolescence	Identity vs. Identity diffusion or Role Confusion
Early adult	Intimacy vs. Isolation
Young and middle adult	Generativity vs. Stagnation
Late adult	Integrity vs. Despair

Stage I: A sense of trust vs. mistrust

This stage begins from birth and is continued to twelve months of age. The first and formal task of an infant is to develop the basic sense of trust in himself and his environment. For the fulfilment of his basic needs he completely depends on others. Due to dissatisfaction of his needs he gradually loses his sense of faith in the world around him. The sense of faith may laid down during this period.

Stage II: A sense of autonomy versus a sense of shame

In this stage, child develops a sense of autonomy. He does not want help from others. He likes to do things in his own way. Parents should be careful about their autonomy. There should have balance between firmness and permissiveness to make a healthy sense of autonomy.

Stage III: A sense of initiative versus guilt

The third stage of psycho-social development between three to six years of age is characterized by the crisis of initiative versus guilt. Equipped with the sense of trust and autonomy the child now begins to take initiative in interacting with his environment. Therefore, these is need to resolve the crisis of initiative vs. guilt at this stage of psycho-social development and it can be property done if we allow the child to experiment with his initiative by properly supervising and guiding him activities and encouraging him to develop a habit of self-evaluation of the results of his initiative.

Stage IV: Period of industry vs. inferiority

Generally, by this age children begin to attend to school where they are made to learn various skills and the teachers as well as the school environment generate pressures on them to work hard in order to perform well. Parents also now begin to make demands upon the children to lend their hand with household duties or some cases put them with occupational responsibilities. Therefore, the teachers and the school environment thus play a very significant role in helping the child out of the industry versus inferiority crisis.

Stage V: The period of identity vs. role confusion

This stage, beginning with the advent of puberty, is marked with the crisis of identity vs. role confusion. Adolescents begin to search for their own personal identity equipped with the sense of trust, initiative and industry. The sudden changes in their bodies and mental functioning and the altered demands of society compel them to ask questions of themselves like, who am I? What have I become? Am I the same person I used to be? What am I supposed to do and in which manner am I to behave? There is return of heterosexual interests. Adolescents are concerned about their future role and status.

Stage VI: Intimacy vs. isolation

This is the stage of early adulthood. Erikson considers social interaction has fundamental and unavoidable influence on personality development. So, during this stage the individual tends to develop a sense of intimacy or commitment to another person. The opposite of intimacy is isolation. When one fails to develop an adequate sense of intimacy by using one's identity with that of another person or when relation deteriorates for one reason or another, one tends to develop a sense of isolation—a pulling away from relationships and breaking off of ties.

Stage VII: The period of creativity vs. stagnation

This stage is called middle adulthood. In this stage, he tries to establish in a professional career. He wants to satisfy his needs for generativity, a concern to establish and guide the

next generation. This is realized through nurturing his own children, guiding and directing other young people and by engaging is some kind of creative, productive for fruitful activity that may prove beneficial to society. Opposed to the sense of generativity, there is a tendency on past of the individual to become egoistic and selfish. This leads to stagnation and personal impoverishment.

Stage VIII: Integrity vs. despair.

This is old age. The person reflects upon the life lived and sometimes integrates even death into the pattern. During this last stage of psycho-social development one is confronted with the final crisis of one's life span, termed ego-integrity vs. despair. Ego-integrity refers to he integration or culmination of the successful resolution of all seven previous crisis in the course of one's life.

Educational Implication

The theory of Erikson's psychosocial development is very important to know the personality pattern of a child. If we want to reshape the behaviours of a child it is important to know the personality pattern which may be understood from this theory. It also helps as to deal with our learner and to understand their immediate behaviour. Psycho-social development theory gives us information about the entire life span of an individual and negative aspects of life may a trace. These negative aspects of life can be channelized through education.

Understanding Emotional Intelligence

People Skills

Team FME

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Preface

This eBook explains why managers across the globe have embraced emotionally intelligent leadership, an idea that is now used routinely in almost all businesses and professional training programs. Successful management is all about getting work done through other people, some of whom you have no direct authority over. This is directly correlated to your success in self-awareness, self-management, and social awareness, all of which are essential elements of emotional intelligence.

You will learn to:

- Understand the emotional intelligence model and its core competencies
- Discover the benefits of emotional intelligence for yourself, your team, and organization
- Identify strategies and opportunities to apply emotional intelligence in your role
- Choose perceptions and behaviors that will lead to positive outcomes

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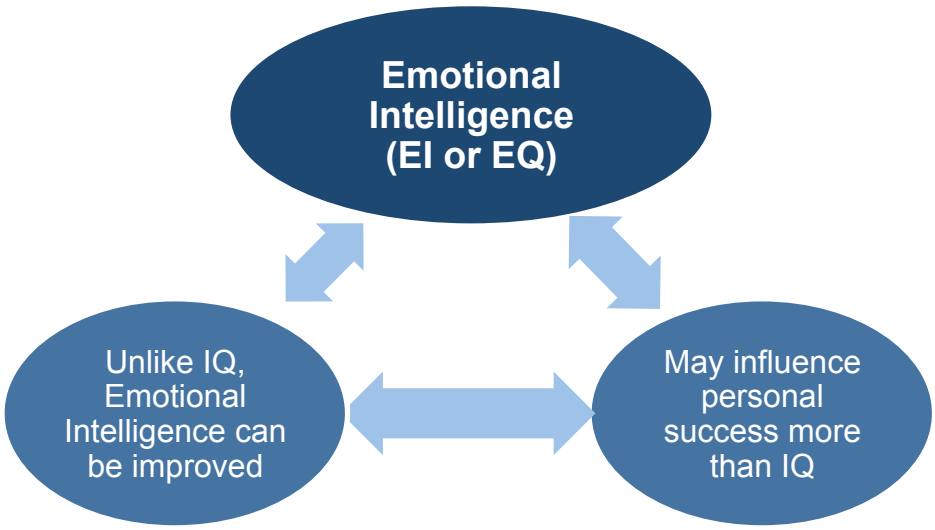
Introduction

Over the last two decades organizations have seen a fundamental shift in management style. Roles have become more customer orientated and knowledge based with the need to work as a team. This has resulted in individuals having more overall autonomy, even at fairly low levels within organizations.

This has created organizational cultures that are less autocratic with only a few levels of management. The very nature of such organizations has allowed those with highly developed social skills to be as successful as those who excel academically. The historical timeline of 'social or emotional intelligence' shows this is not a new concept, but one that over time has gained general agreement as a key element of workplace success. Emotional intelligence can be abbreviated to (EI), and can also be referred to as Emotional Quotient (EQ).



The psychologists Salovey and Mayer originally coined the term 'emotional intelligence' in 1990. However, Daniel Goleman popularized it in 1995 in the title of his bestselling book, *Emotional Intelligence: Why it can Matter More than IQ*. Goleman defined emotional intelligence as:

'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.'

What made this book so popular were two claims:

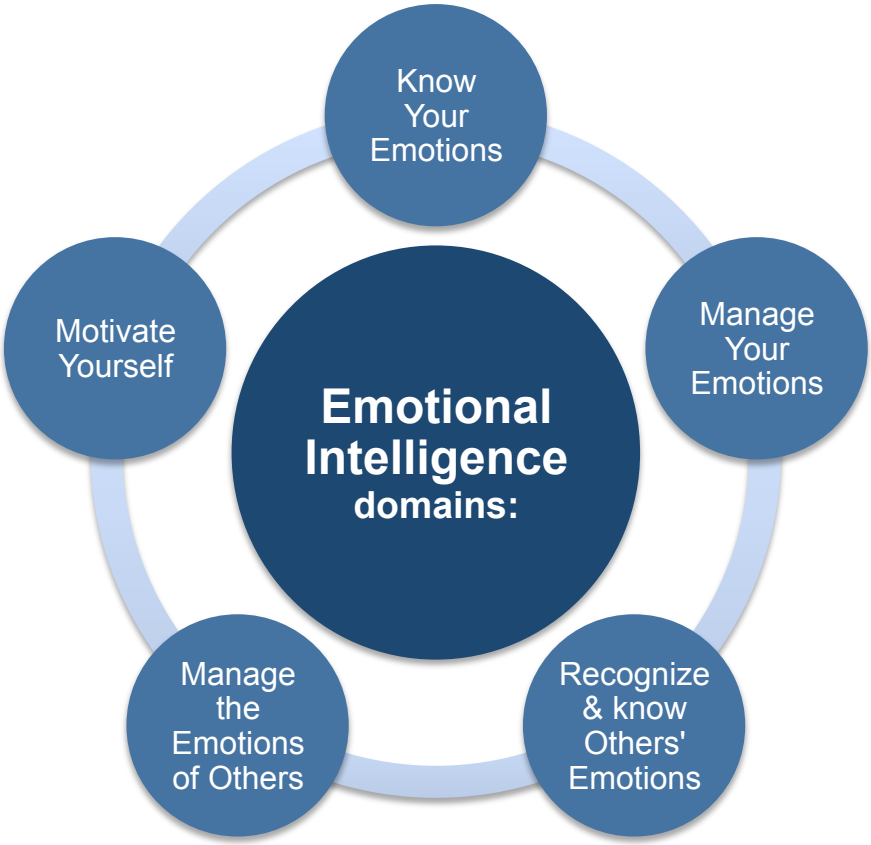
Firstly,

Emotional intelligence may be more important for personal success than IQ.

Secondly,

Unlike IQ emotional intelligence can be improved.

These two claims resonated with people and made the idea of emotional intelligence a hot topic for anyone involved with personal development.



Whilst Goleman's first book made a compelling case for the importance of emotional intelligence theory (EQ – Emotional Quotient), there was no practical means of applying it to management situations. In this book he identified the five 'domains' of EQ:

- Knowing your emotions

- Managing your own emotions
- Motivating yourself
- Recognizing and understanding other people's emotions
- Managing relationships (i.e. managing the emotions of others)

In *Working with Emotional Intelligence*, his second book, he explored how our performance at work related to how we dealt with others and conducted ourselves.

Since 1995 numerous business books have been written on emotional intelligence in the workplace and most authors have used Goleman's model. Whilst there is some common agreement between Goleman and other authors and researchers that:

- Emotional intelligence exists
- It is a factor in personal and professional success
- It can be improved

there are also some quite fundamental disagreements. This is not surprising in a relatively immature area of psychology that has a great deal of prestige and financial rewards associated with it. For academic researchers this prestige takes the form of professional recognition and associated funds for research. For commercial organizations it is the financial rewards gained from creating and selling a proprietary method for staff selection or professional development.

The job of a manager is to achieve business and personal objectives through the use of other people. These include the manager's own team and other managers within the organization, as well as customers and suppliers. To be a successful manager you need to have a good understanding of emotional intelligence, how well developed your own EI, is and how to use it to achieve your objectives.

Key Points

- Daniel Goleman popularized the term 'Emotional Intelligence' in 1995 in the title of his bestselling book, *Emotional Intelligence: Why it can Matter More than IQ*.

- Emotional intelligence can be defined as 'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.'

- Not everyone agrees with Goleman's model of emotional intelligence, but there is general agreement that emotional intelligence exists, that it is a factor in personal and professional success, and that it can be improved.

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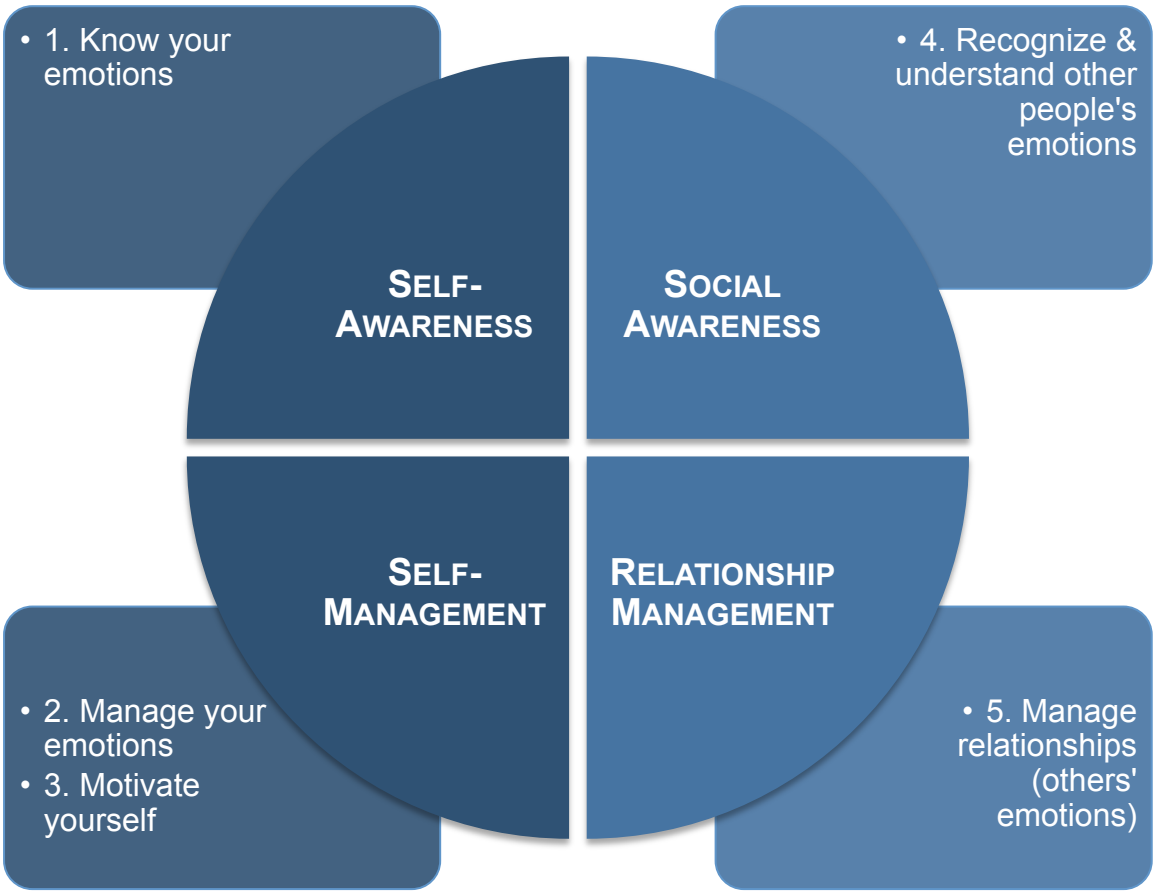
What is Emotional Intelligence (EQ)

The five domains of Goleman's EQ model have become the de facto standard as far as applying emotional intelligence in the workplace is concerned. Many business-orientated models represent these five domains in four quadrants: two represent personal competence and two represent social competence.



Personal Competence

This area of competence is concerned with three of the five 'domains' Goleman referred to and is split into two quadrants: self-awareness and self-management.

> *Self-awareness* – means that you understand how you feel and can accurately assess your own emotional state.

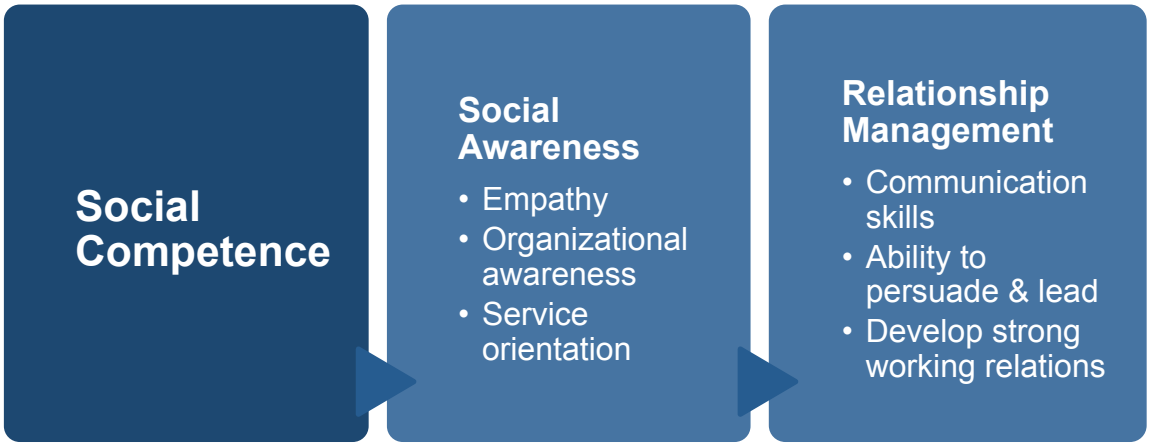
There are three components to this quadrant: self-awareness, accurate self-assessment, and self-confidence. Self-assessment includes understanding your own strengths and weaknesses. It is also about being willing to explore them both, either by thinking about them yourself or by discussing them with others. Self-confidence is the ability to ground oneself so that you are secure and self-assured in whatever situation you may find yourself.

Self-management – builds on the understanding that you gained with self-awareness and involves controlling your emotions so that they don't control you. This could equally be called self-control – in other words how you regulate to maintain your equilibrium in the face of any problem or provocation you may face. It looks into how trustworthy and conscientious you are, as well as how you motivate yourself to achieve, taking into account your level of commitment and optimism.

Social Competence

This area of competence is concerned with Goleman's remaining two 'domains': social awareness and social skills. These skills look at how well you manage your relationships with others, including their emotions.

Social awareness – involves expanding your awareness to include the emotions of those people around you. It includes being able to empathize with others and being aware of how the organization that you are working in affects them. This covers your ability to read the emotional environment and power relationships you encounter in your role.



Relationship management – means using an awareness of your own emotions and those of others to build strong relationships. It includes the identification, analysis, and management of relationships with people inside and outside of your team as well as their development through feedback and coaching. It also incorporates your ability to communicate, persuade, and lead others, whilst being direct and honest without alienating people.

Before exploring the different models used to measure your EQ it is worth knowing more about the origins and limitations of this area of psychology, as it is still very much a 'work in progress.'

Key Points

- Goleman's model is the most widely used when discussing EQ in the context of the workplace.
- This model describes EQ in terms of five domains that are split into four quadrants.
- Two of the domains are related to personal competence and two are related to social competence.

Emotional Intelligence (EQ) and IQ

When psychologists first began to write and think about intelligence, they focused on cognitive aspects such as memory and problem solving for the simple reason that they are easy to measure. This became known as Intelligence Quotient, or IQ. However, there were researchers who recognized early on that the non-cognitive aspects were also important.

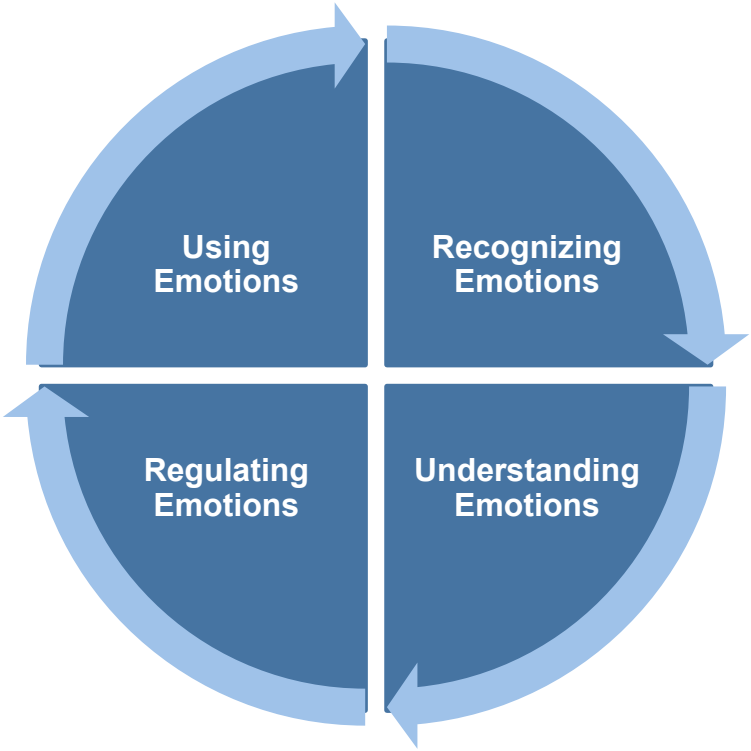
As early as the 1940s psychologists were referring to 'non-intellective' as well as 'intellective' elements of intelligence, by which they meant personal and social factors. Furthermore, they proposed that these non-intellective abilities are essential for predicting someone's ability to succeed at work and in life.

These theories were given support by the Ohio State Leadership Studies (1940s) which found that leaders who are able to establish '*mutual trust, respect, and a certain warmth and rapport'* with members of their group will be more effective. In addition, the US Office of Strategic Services developed a process of assessment that included the evaluation of non-intellective abilities.

This evolved into the 'assessment center,' which was first used in the private sector at AT&T in the mid-1950s. Many of the personal attributes measured in assessment centers involve social and emotional factors such as initiative, sensitivity, and interpersonal skills.

The psychologists Salovey and Mayer first used the term 'emotional intelligence' in 1990. They defined it as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.'

Salovey and Mayer began a research program to develop valid measures of emotional intelligence and to explore its significance. Underlying Salovey and Mayer's approach was the belief that there are a small number of specific skills all of which have to do with either accuracy or effectiveness.



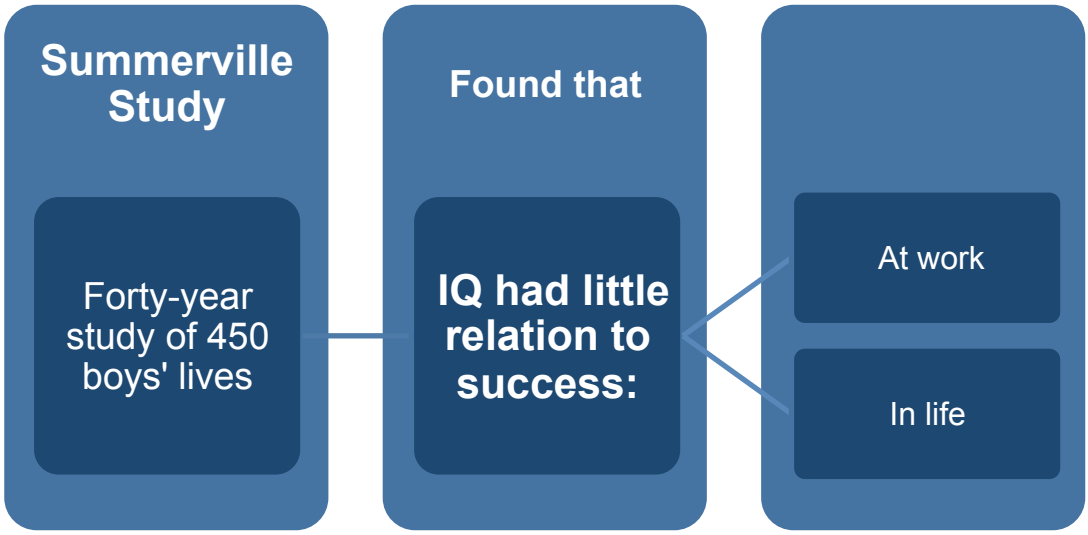
These could be summarized as an accuracy at perceiving and understanding emotional state in the self and in others, and effectiveness of regulating, controlling, and using these emotions in order to achieve one's goals. They proposed that there are four fundamental aspects to emotional intelligence:

- Recognizing emotions
- Understanding emotions
- Regulating emotions
- Using emotions

The whole idea of emotional intelligence as something worth serious study appealed to a growing group of researchers who were becoming concerned with how poorly traditional IQ tests predict an individual's future success. A

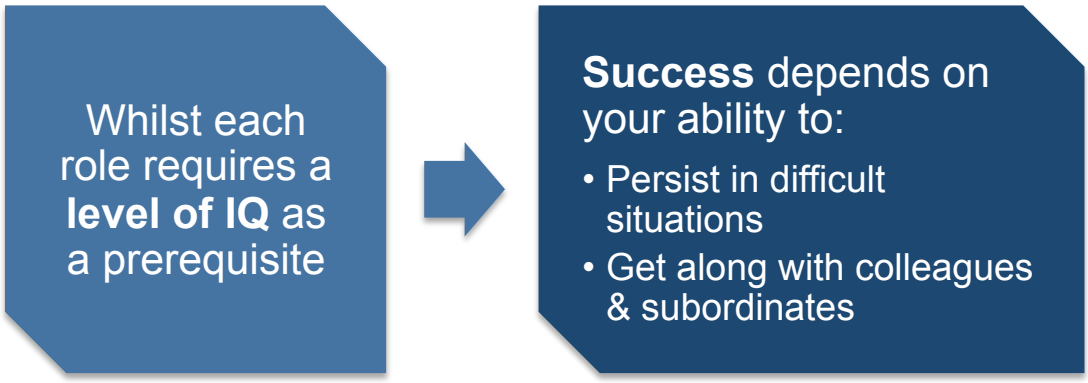
number of scientific studies have rated IQ as accounting for between 4% and 25% of the variance in job performance, which is far lower than one might initially expect.

Even if the 25% figure were accepted, this would mean that three quarters of the variability that we see in job performance is not the result of IQ and must be due to something else.



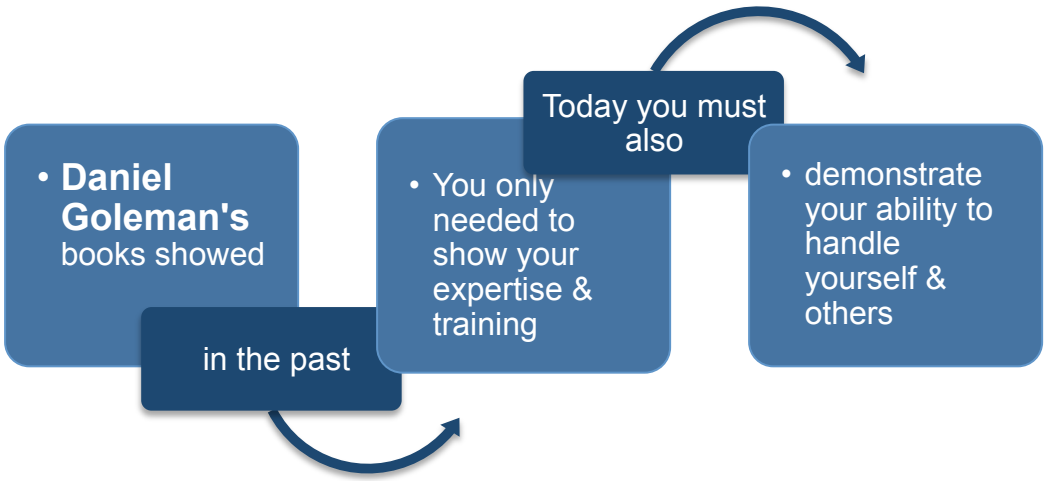
An example of the research on the limits of IQ as a predictor is the Sommerville study, a 40-year investigation of 450 boys who grew up in Sommerville, Massachusetts. The study found that IQ had little relation to how well they did at work or in the rest of their lives. What made the biggest difference were childhood abilities such as being able to control emotions and get along with other people.

The impression has sometimes been given that high emotional intelligence might somehow compensate for a low IQ. This has given the false impression that IQ doesn't matter very much. This ignores the fact that in certain jobs the ability to pass examinations is a prerequisite and this may demand a high IQ.



However, once you are established in that particular job, success is more likely to depend on your ability to persist in the face of difficulty and to get along well with colleagues and subordinates than it is on having an extra ten points of IQ.

So, what is the evidence that emotional intelligence is important in business? The work of Salovey and Mayer would almost certainly never have become known outside of academic psychology except for one key event. The year 1995 saw the publication of the bestselling book *Emotional Intelligence* by Dr. Daniel Goleman, followed three years later by *Working with Emotional Intelligence* by the same author.



Both of these books were enormously influential and marked the beginning of emotional intelligence as something that was recognized by mainstream business theorists and writers.

Dr. Goleman asserted, 'The criteria for success at work are changing. We are being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted…'

As we have seen, Goleman's definition of emotional intelligence proposes four broad domains of EQ. These consist of 19 competencies:

Self-Awareness

1. Emotional self-awareness: Reading one's own emotions and recognizing their impact
2. Accurate self-assessment: knowing one's strengths and limits
3. Self-confidence: a sound sense of one's self-worth and capabilities

Self-Management

4. Emotional self-control: Keeping disruptive emotions and impulses under control
5. Transparency: Displaying honesty and integrity; trustworthiness
6. Adaptability: Flexibility in adapting to changing situations or overcoming obstacles
7. Achievement: The drive to improve performance to meet inner standards of excellence
8. Initiative: Readiness to act and seize opportunities
9. Optimism: Seeing the upside in events

Social Awareness

10. Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
11. Organizational awareness: Reading the currents, decision networks, and politics at the organizational level

12. Service: Recognizing and meeting follower, client, or customer needs

Relationship Management

13. Inspirational leadership: Guiding and motivating with a compelling vision
14. Influence: Wielding a range of tactics for persuasion
15. Developing others: Bolstering others' abilities through feedback and guidance
16. Change catalyst: Initiating, managing, and leading in a new direction
17. Conflict management: Resolving disagreements
18. Building bonds: Cultivating and maintaining a web of relationships
19. Teamwork and collaboration: Cooperation and team building

Key Points

- Most of the early research on intelligence focused on problem solving and other things that were easy to measure.

- However, it has long been accepted that other factors are essential for predicting someone's ability to succeed at work and in life.

- Salovey and Mayer defined these as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.'

- They proposed that an individual's ability to recognize, understand, regulate, and use emotions were things that could be studied and measured.

- The publication of Goleman's book *Emotional Intelligence* in 1995 marked the beginning of emotional intelligence as something that was recognized by mainstream business theorists and writers.

EQ Timeline

To develop your own EQ it is important to understand the evolution of the concept of social or emotional intelligence. This knowledge must then be applied to suit the environment in which you work.

Emotional Quotient Timeline		
Date	**Author**	**Description**
1930s	Edward Thorndike	Social intelligence – the ability to get along with other people.
1940s	David Wechsler	Suggests that affective components of intelligence may be essential to success in life.
1950s	Humanistic psychologists (e.g. Abraham Maslow)	Describe how people can build emotional strength.
1975	Howard Gardner	Introduces the concept of multiple intelligences in his book *The Shattered Mind.*
1985	Wayne Payne	Introduces the term 'emotional intelligence' in his doctoral dissertation entitled 'A Study of Emotion: Developing Emotional Intelligence; Self-integration; Relating to Fear, Pain and Desire.'
1987	Keith Beasley & Reuven Bar-On	Use the term 'emotional quotient (EQ)' – Beasley in a Mensa Magazine article and Bar-On in the unpublished version of his graduate thesis.
1990	Peter Salovey & John Mayer	Publish their landmark article, 'Emotional Intelligence', in the journal *Imagination, Cognition and Personality*.
1995	Daniel Goleman	Popularizes the concept of emotional intelligence in his book *Emotional Intelligence: Why It Can Matter More Than IQ.*
1996	Consortium for Research on Emotional Intelligence in Organizations	Conduct research to identify emotional and social factors that are important in job success.

The work of the Consortium for Research on Emotional Intelligence (EI) in Organizations has identified five key research studies that support the importance of an individual's emotional and social skills as important for

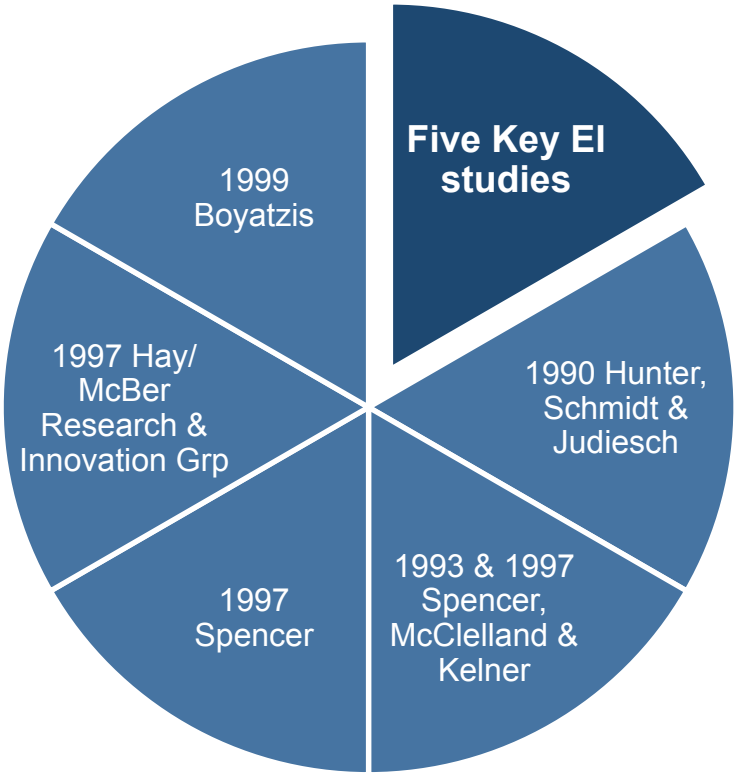
success at work. An overview provided by the Consortium is shown below for each of these research studies.

Study 1 – Experienced partners in a multinational consulting firm were assessed on the EI competencies plus three others (Boyatzis, 1999).
Findings:

- Partners who scored above the median on nine or more of the 20 competencies delivered $1.2 million more profit from their accounts than did other partners.
- 139% incremental gain.

Study 2 – An analysis of more than 300 top-level executives from 15 global companies showed that six emotional competencies distinguished stars from the average (Spencer, 1997).
Findings:

- Distinguishing Emotional Competencies:
    - Influence
    - Team Leadership
    - Organizational Awareness, Self-confidence,
    - Achievement Drive
    - and Leadership



Study 3 – looked into the productivity of 'top performers' in jobs of medium complexity (e.g. sales clerks, mechanics) and the most complex jobs (e.g. insurance salespeople, account managers) (Hunter, Schmidt, & Judiesch, 1990).

Findings:

- Top performers in medium complexity jobs were:
  - 12 times more productive than those at the bottom.
  - 85% more productive than an average performer.
- Top performers in the most complex jobs were:
  - 127% more productive than an average performer

Competency research in over 200 companies and organizations worldwide into top performers suggests that (Goleman, 1998):

- one-third of this difference is due to technical skill and cognitive ability.

- two-thirds is due to emotional competence
- In top leadership positions, over four-fifths of the difference is due to emotional competence.

Study 4 – At L'Oreal, research (Spencer & Spencer, 1993; Spencer, McClelland & Kelner, 1997) showed that sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company's old selection procedure.

Findings:

- On an annual basis, salespeople selected on the basis of emotional competence sold $91,370 more than other salespeople did, for a net revenue increase of $2,558,360.
- Salespeople selected on the basis of emotional competence also had 63% less turnover during the first year than those selected in the typical way.

Study 5 – in a national insurance company research showed the difference in policy premium sold (Hay/McBer Research and Innovation Group, 1997).

Findings:

- Insurance sales agents who were weak in emotional competencies (i.e. self-confidence, initiative, and empathy) sold policies with an average premium of $54,000.
- Insurance sales agents who were very strong in at least five of eight key emotional competencies sold policies worth $114,000.

If you want to find out more details on each of these five studies or to read the full paper written by Cary Cherniss, Ph.D. (Graduate School of Applied and Professional Psychology, Rutgers University) click on the URL of the Consortium for Research on Emotional Intelligence in Organizations (referred to within the eBook as 'Consortium') – www.eiconsortium.org

Key Points

- The work of the Consortium for Research on Emotional Intelligence (EI) in Organizations has identified five key research studies that support the importance of an individual's emotional and social skills as important for success at work.

Can EQ be Developed?

Probably the biggest factor contributing to the popularity of emotional intelligence theories is the assumption that, unlike IQ, emotional intelligence (emotional quotient) can be developed. There has been some degree of skepticism on this point.

For example, one eminent psychologist recently commented,

> *'We know a great deal about the origins of personality traits. Traits from all five factors are strongly influenced by genes and are extraordinarily persistent in adulthood. This is likely to be unwelcome news to proponents of emotional intelligence, who have sometimes contrasted a supposed malleability of emotional intelligence with the relative fixity of traditional IQ.'*

However, despite this skepticism, there is some evidence that people can improve on emotional intelligence competencies. One study conducted at the Weatherhead School of Management at Case Western Reserve University allowed students to assess their emotional intelligence competencies in addition to cognitive ones, select the specific competencies they would target for development, and develop and implement an individualized learning plan to strengthen those competencies.

Objective assessment of students at the beginning of the program, upon graduation, and again years later on-the-job provided a unique opportunity to help address the issue of whether emotional intelligence competencies can be developed. The results of this research showed that emotional intelligence competencies can be significantly improved, and, moreover, that these improvements are sustainable over time.

This has seen the development of a variety of different models that can measure EI through self-reporting, formal assessment, by testing or using

your abilities to identify emotions, within groups and for self-development.

It is the findings of the Weatherhead School of Management research program that have encouraged organizations to invest in developing the four quadrants of EQ that were popularized by Goleman. They have become the de facto standard as far as applying emotional intelligence in the workplace is concerned as shown in the diagram above.

Key Points

- The theory of emotional intelligence is popular because it implies that EQ can be developed.
- This is not universally accepted, but research has supported the idea that emotional intelligence competencies can be significantly improved over time.

Personal Competence

The development of your emotional intelligence can be divided into personal and social competencies.

- *Personal Competence – self-awareness and self-management*
- *Social Competence – social awareness and relationship management*

Before you can begin to plan ways to improve your EQ competencies you need to identify your current level within each competency and then decide the best way you can achieve a 'high' level in each.

As with all areas of management you will need to adapt or add to the 'high level' descriptions used in this eBook to take into account the unique attributes of your role and organization.

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Your level of personal competence is one half of how to develop your emotional intelligence (EQ). It consists of two key attributes:

- Self-Awareness

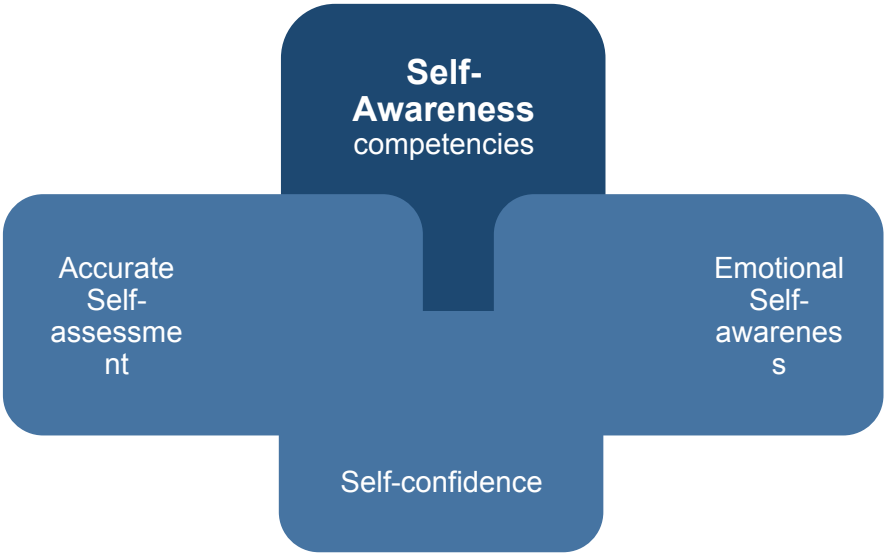
  This is your ability to recognize your own emotions and their effects on your self and other people. It represents the foundation of EQ because without being aware of and understanding your own emotions it is impossible to move into the other EQ competencies like self-management and social awareness.

- Self-Management

  Builds on your self-awareness, using your own self-control to ensure your emotions don't control you regardless of the situation. It involves using what you know about your emotions to both manage these emotions and motivate yourself.

Self-awareness means that you understand how you feel and can accurately assess your own emotional state. To do this you need the following competencies:

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence



In order for a person to become emotionally self-aware they may need to accept that they have an inbuilt reluctance to admit to certain negative feelings. This can be overcome by being aware of the behaviors that result from these negative emotions, rather than necessarily having to admit to the underlying negative emotions.

You can recognize an individual who has a high level of emotional self-awareness because they will:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

- Adopt behaviors that minimize the effects of their own emotions on a situation.

Once you are able to identify your own emotions and how they can impact situations you are able to accurately assess yourself. This enables you to understand and explore your own strengths and weaknesses, as well as being willing to explore them with others.

Daniel Goleman describes accurate self-assessment in terms of people who are:

- Aware of their strengths and weaknesses
- Reflective and capable of learning from experience
- Open to candid feedback and new perspectives
- Interested in continuous learning and self-development
- Able to show a sense of humor and perspective about themselves.

Self-assessment involves honestly investigating and acknowledging your emotional strengths and weaknesses. Reflecting on your experiences and defining key actions required to address any shortfall could help you achieve this.

Developing a strong capability for self-assessment will help you to learn from new experiences because it will highlight those areas that offer opportunities for self-improvement and development.

The final competency of self-awareness is that of self-confidence. This is your ability to ground yourself so that you are secure and self-assured in whatever situation you may find yourself. Daniel Goleman describes self-confidence as:

'A strong sense of one's self-worth and capabilities.'

You will recognize individuals with a high level of self-confidence because

their behavior and communications show that they have a:

- Certainty about their own value and capabilities
- Strong presence
- High level of self-assurance
- Willingness to express an unpopular opinion or stand up for something that is right if it is what they truly believe
- Ability to make quick decisions even in uncertain and pressurized circumstances
- Belief that they can control the direction of their lives – and they do.

People who are self-confident understand that they have a great deal of control over what happens in their lives. This means that the more self-confident you can become, the more you will find that you are able to influence your future.

Once you are aware of how your emotions affect your behavior and attitude towards situations you will be able to self-manage. To achieve this you use your self-control to manage your emotions whatever your circumstances and motivate yourself to succeed.

By understanding and being able to control your emotions you are able to manage them in such a way as to generate positive interactions with those you come into contact with. The competency of self-management has six different skill attributes:

- **Self-control** – the ability to remain composed whatever state your emotions are in. People with this competence:
    - Manage their impulsive feelings and distressing emotions well
    - Stay composed, positive, and unflappable even in trying moments

- Think clearly and stay focused under pressure

- **Trustworthiness** – means that you will do what you say, when you say you'll do it. People with this competence:
  - Act ethically and are above reproach
  - Build trust through their reliability and authenticity
  - Admit their own mistakes and confront unethical actions in others
  - Take tough, principled stands even if they are unpopular
- **Conscientiousness** – involves an individual being thorough, careful or vigilant and implies a desire to perform a task well. People with this competence:
  - Meet commitments and keep promises
  - Hold themselves accountable for meeting their objectives
  - Are organized and careful in their work
- **Adaptability** – the ability to change something, or oneself, to fit occurring changes. People with this competence:
  - Smoothly handle multiple demands, shifting priorities, and rapid change
  - Adapt their responses and tactics to fit fluid circumstances

    - Are flexible in how they see events

- **Achievement orientation** – requires an individual to show concern for working toward a self-imposed and defined standard of excellence. People with this competence:
    - Set themselves challenging goals
    - Measure their own performance against those goals
    - Actively seek out information to get the job done
    - Use their time efficiently
- **Initiative** – means taking the lead in problem-solving and conflict resolution as well as taking action to prevent problems from occurring in the first place. People with this competence:
    - Seek out fresh ideas from a wide variety of sources
    - Entertain original solutions to problems
    - Generate new ideas
    - Take fresh perspectives and risks in their thinking

Self-management is critical for a manager because no one wants to work for someone who is not in control of themselves and whose reactions depend on their prevailing mood.

Key Points

- The development of your emotional intelligence can be divided into personal and social competencies.
- Personal competence is made up of self-awareness and self-management.
- Self-awareness is the ability to recognize your own emotions and

their effects on your self and other people.

- Self-management builds on your self-awareness, using your own self-control to ensure your emotions don't control you regardless of the situation.

Social Competence

The other half of your EQ is related to the 'social' competencies you show within your life or work role. This requires you to expand your awareness to include the emotions of those people around you. You will also need to develop your ability to read the emotional environment and power relationships you encounter in your role.

The ability to understand the emotions of others is part of your 'social awareness, to attain which you need to demonstrate the following competencies:

- **Empathy** – the ability to understand someone else's feelings and re-experience them. People with this competence:
    - Actively listen to what others say (both their words and non-verbal signals)
    - Show they understand and appreciate others' views or issues
    - Focus on attaining the goal or task without conflict
    - Understand where emotional boundaries start and end

- **Organizational awareness** – was defined by Goleman as 'the ability to read the current of emotions and political realities in groups.' People with this competence:
    - Understand the rationale behind their organization and its structure
    - Know how to get things done within the organization – formally and informally
    - Understand both client and vendor organizations
    - Act with the client's best interest in mind
- **Service orientation** – builds on the empathy you have with others by helping you assist their personal development and satisfaction. People with this competence:
    - Are able through careful questioning to identify issues that are affecting an individual's performance.
    - Identify or adapt situations so that they provide an opportunity to improve their productivity and satisfaction.

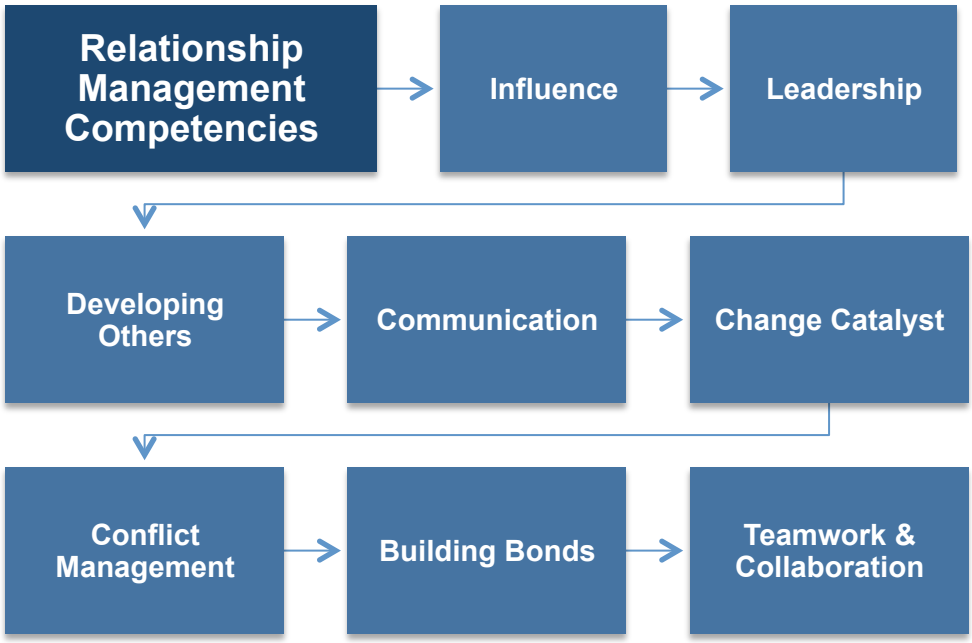
The other aspect of social competence is that of relationship management. This means you use your awareness of your own and others' emotions to

build strong, effective and lasting relationships.

It is this part of your EQ that enables you to succeed in inspiring other people and helping them to reach their full potential. The competencies that Goleman identified for an individual to operate at a high level of relationship management are:

- **Influence** – is the extent you are able to win over and persuade others. People with this competence:
    - Build consensus through persuasion and clear presentation of case
    - Offer support to and gain support of others
    - Are trustworthy
- **Leadership** – your team is willing to follow your lead and wants to work with you to meet goals. People with this competence:
    - Lead by example
    - Inspire others to achieve goals or a vision
    - Truly delegate tasks and accountability
- **Developing others** – the ability to observe and provide opportunities to fully develop individual team members. People with this competence:
    - Recognize and reward accomplishments and strengths of individuals
    - Regularly challenge and offer new opportunities to team
    - Provide constructive feedback to aid development
- **Communication** – this means being persuasive, well presented, and objective. People with this competence:
    - Effortlessly adapt to the emotional context of the exchange
    - Focus on attaining the objective by acknowledging others' views

- Easily demonstrate empathy and appreciation of others' views or issues



- **Change catalyst** – someone who seeks out and initiates new ideas and approaches as part of attaining their objectives. People with this competence:
  - Do not hesitate to challenge the way things have always been done
  - Recognize barriers to change and seek resolutions to remove them
  - Acts as a champion for change
- **Conflict management** – the ability to recognize, prevent or manage areas of conflict to a positive resolution. People with this competence:
  - Meet potential or actual conflict from a point of knowledge and strength
  - Have the ability to read underlying emotions within groups
  - Are open-minded and willing to embrace different perspectives

- **Building bonds** – is the ability to build a wide variety of mutually beneficial relationships. People with this competence:
    - Are widely respected and liked
    - Cultivate a broad personal network that incorporates colleagues, professionals, contacts, and friends
    - Keep others informed appropriately
- **Teamwork and collaboration** – natural aptitude in creating a cohesive team. People with this competence:
    - Ensure the objective is defined and understood by all
    - Behave in a way that others adopt as their own
    - Demonstrate that they value all contributions.

Your ability to succeed in the competency of relationship management is directly correlated to your success in social awareness and your level of personal competency. This is because management is all about getting work done through other people, some of whom you have no direct authority over.

Key Points

- Social competence is made up of social awareness and relationship management.
- Social awareness competencies include empathy, organizational awareness, and service orientation.
- Relationship management competencies include influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Summary

Most of the early research on intelligence focused on problem solving and other things that were easy to measure. However, it has long been accepted that other factors are essential for predicting someone's ability to succeed at work and in life.

In the early 1990s the psychologists Salovey and Mayer defined these as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.' They proposed that an individual's ability to recognize, understand, regulate, and use emotions were things that could be studied and measured.

Emotional intelligence can be defined as 'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.' Daniel Goleman popularized the term in the title of his bestselling book, *Emotional Intelligence: Why it can Matter More than IQ*.

The publication of Goleman's book in 1995 marked the beginning of emotional intelligence as something that was recognized by mainstream business theorists and writers. Whilst not everyone agrees with Goleman's model of emotional intelligence, there is general agreement that emotional intelligence exists, and that it is a factor in personal and professional success.

Goleman's model describes EQ in terms of five domains that are split into four quadrants. Two of the domains are related to personal competence and two are related to social competence.

The theory of emotional intelligence is popular because it implies that EQ can be developed and improved. This is not universally accepted but

research has supported the idea that emotional intelligence competencies can be significantly improved over time.

This development can be divided into personal and social competencies. Personal competence is made up of self-awareness and self-management. Self-awareness is the ability to recognize your own emotions and their effects on your self and other people. Self-management builds on your self-awareness, using your own self-control to ensure your emotions don't control you.

Social competence is made up of social awareness and relationship management. Social awareness competencies include empathy, organizational awareness, and service orientation. Relationship management competencies include influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Other Free Resources

The Free Management eBooks website offers you over 100 free resources for your own professional development. Our eBooks, Checklists, and Templates are designed to help you with the management issues you face every day. They can be downloaded in PDF, Kindle, ePub, or Doc formats for use on your iPhone, iPad, laptop, or desktop.

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Templates – Most of the day-to-day management tasks you need to do have already been done by others many times in the past. Our management templates will save you from wasting your valuable time re-inventing the wheel.

Checklists – When you are working under pressure or doing a task for the first time, it is easy to overlook something or forget to ask a key question. These management checklists will help you to break down complex management tasks into small controllable steps.

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Appendix – Emotional Intelligence Framework

The following has been compiled from a variety of sources by Consortium for Research on Emotional Intelligence in Organizations '*EI Framework*' (www.eiconsortium.org).

This EI framework details the personal and social competencies.

SELF-AWARENESS

Emotional awareness: Recognizing one's emotions and their effects. People with this competence:

1. Know which emotions they are feeling and why
2. Realize the links between their feelings and what they think, do, and say
3. Recognize how their feelings affect their performance
4. Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

5. Aware of their strengths and weaknesses
6. Reflective, learning from experience
7. Open to candid feedback, new perspectives, continuous learning, and self-development
8. Able to show a sense of humor and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:

9. Present themselves with self-assurance; have 'presence'
10. Can voice views that are unpopular, and go out on a limb for what is right

11. Are decisive, able to make sound decisions despite uncertainties and pressures

SELF-REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:

12. Manage their impulsive feelings and distressing emotions well
13. Stay composed, positive, and unflappable even in trying moments
14. Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

15. Act ethically and are above reproach
16. Build trust through their reliability and authenticity
17. Admit their own mistakes and confront unethical actions in others
18. Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance. People with this competence:

19. Meet commitments and keep promises
20. Hold themselves accountable for meeting their objectives
21. Are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

22. Smoothly handle multiple demands, shifting priorities, and rapid change
23. Adapt their responses and tactics to fit fluid circumstances
24. Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence:

25. Seek out fresh ideas from a wide variety of sources
26. Entertain original solutions to problems
27. Generate new ideas
28. Take fresh perspectives and risks in their thinking

SELF-MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

29. Are results-oriented, with a high drive to meet their objectives and standards
30. Set challenging goals and take calculated risks
31. Pursue information to reduce uncertainty and find ways to do better
32. Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization. People with this competence:

33. Readily make personal or group sacrifices to meet a larger organizational goal
34. Find a sense of purpose in the larger mission
35. Use the group's core values in making decisions and clarifying choices
36. Actively seek out opportunities to fulfill the group's mission

Initiative: Readiness to act on opportunities. People with this competence:

37. Are ready to seize opportunities
38. Pursue goals beyond what's required or expected of them
39. Cut through red tape and bend the rules when necessary to get the job done
40. Mobilize others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

41. Persist in seeking goals despite obstacles and setbacks
42. Operate from hope of success rather than fear of failure
43. See setbacks as due to manageable circumstance rather than a personal flaw

SOCIAL AWARENESS

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

44. Are attentive to emotional cues and listen well
45. Show sensitivity and understand others' perspectives
46. Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs. People with this competence:

47. Understand customers' needs and match them to services or products
48. Seek ways to increase customers' satisfaction and loyalty
49. Gladly offer appropriate assistance
50. Grasp a customer's perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

51. Acknowledge and reward people's strengths, accomplishments, and development
52. Offer useful feedback and identify people's needs for development
53. Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

54. Respect and relate well to people from varied backgrounds
55. Understand diverse worldviews and are sensitive to group differences
56. See diversity as opportunity, creating an environment where diverse people can thrive
57. Challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships. People with this competence:

58. Accurately read key power relationships
59. Detect crucial social networks
60. Understand the forces that shape views and actions of clients, customers, or competitors
61. Accurately read situations and organizational and external realities

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:

62. Are skilled at persuasion
63. Fine-tune presentations to appeal to the listener
64. Use complex strategies like indirect influence to build consensus and support
65. Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

66. Are effective in give-and-take, registering emotional cues in attuning their message
67. Deal with difficult issues straightforwardly

68. Listen well, seek mutual understanding, and welcome sharing of information fully
69. Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

70. Articulate and arouse enthusiasm for a shared vision and mission
71. Step forward to lead as needed, regardless of position
72. Guide the performance of others while holding them accountable
73. Lead by example

Change catalyst: Initiating or managing change. People with this competence:

74. Recognize the need for change and remove barriers
75. Challenge the status quo to acknowledge the need for change
76. Champion the change and enlist others in its pursuit
77. Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

78. Handle difficult people and tense situations with diplomacy and tact
79. Spot potential conflict, bring disagreements into the open and help deescalate
80. Encourage debate and open discussion
81. Orchestrate win-win solutions

Building bonds: Nurturing instrumental relationships. People with this competence:

82. Cultivate and maintain extensive informal networks

83. Seek out relationships that are mutually beneficial
84. Build rapport and keep others in the loop
85. Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:

86. Balance a focus on task with attention to relationships
87. Collaborate, sharing plans, information, and resources
88. Promote a friendly, cooperative climate
89. Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:

90. Model team qualities like respect, helpfulness, and cooperation
91. Draw all members into active and enthusiastic participation
92. Build team identity, esprit de corps, and commitment
93. Protect the group and its reputation; share credit

Sources:

U.S. Office of Personnel Management, *MOSAIC Competencies for Professional and Administrative Occupations*.

Spencer, L. M. and Spencer, S. M. (1993), *Competence at Work,* Wiley; and top performance and leadership competence studies published in Richard H. Rosier (ed.) (1994 and 1995), *The Competency Model Handbook, Volumes One and Two,* Boston: Linkage,

Goleman, D. (1998), *Working with Emotional Intelligence*, Bantam.

CHAPTER 8: INTELLIGENCE

What is intelligence?

The ability to solve problems and to adapt to and learn from life's everyday experiences

- The ability to solve problems
- The capacity to adapt and learn from experiences
- Includes characteristics such as creativity and interpersonal skills
- The mental abilities that enable one to adapt to, shape, or select one's environment
- The ability to judge, comprehend, and reason
- The ability to understand and deal with people, objects, and symbols
- The ability to act purposefully, think rationally, and deal effectively with the environment

As you think about what intelligence is, you should ask the following questions:

- To what extent is intelligence genetic?
- To what extent is intelligence stable?
- How do cognitive abilities interact with other aspects of functioning?
- Are there true sex differences?
- Is intelligence a global capacity (similar to "good health") or can it be differentiated into various dimensions (called "factors" or "aptitudes")?
- Are there a number of "intelligences"?

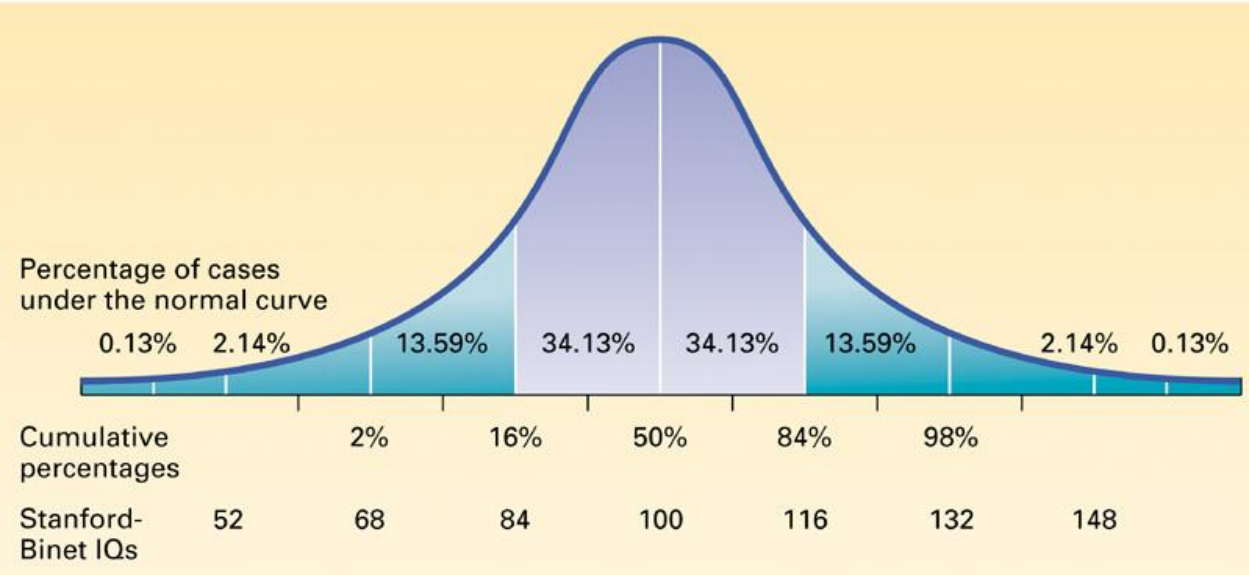
How do you measure intelligence?

Intelligence Quotient (IQ): Measure of intelligence that takes into account a child's mental and chronological age

IQ Score = MA / CA x 100

Mental age (MA): the typical intelligence level found for people at a given chronological age
Chronological age (CA): the actual age of the child taking the intelligence test

- People whose mental age is equal to their chronological age will always have an IQ of 100. If the chronological age exceeds mental age – below-average intelligence (below 100). If the mental age exceed the chronological age – above-average intelligence (above 100).



The normal distribution: most of the population falls in the middle range of scores between 84 and 116.

- Very Superior Intelligence (*gifted*) - Above 130
- Superior Intelligence - 120 to 129
- High Average Intelligence - 110 to 119
- Average Intelligence - 90 to 109
- Low Average Intelligence - 80 to 89
- Borderline Intellectual Functioning - 71 to 79
- Mild Mental Retardation - 55 to 70
- Moderate Retardation - 40 to 54
- Severe Mental Retardation - 25 to 39
- Profound Mental Retardation - Below 25

Intelligence tests were developed for the practical function of selecting students for admission or placement in schools. Originally these tests were not based on any theory of intelligence. They defined intelligence as the ability to do well in school.

Stanford-Binet

This test was developed to identify children who had serious intellectual difficulties -- such that they would not succeed in the public school system and who should not be placed in the same classes with other students. This test measured things that were necessary for school success such as understanding and using language, computational skills, memory, and the ability to follow instructions.

Individual responses in four content areas -

- Verbal reasoning
- Quantitative reasoning
- Abstract/visual reasoning
- Short-term memory

Wechsler Scales

- Wechsler Adult Intelligence Scale-Third Edition (WAIS-III): Used with people 17 and older
- Wechsler Intelligence Scale for Children-Third Edition (WISC-III): Used with children 6 to 16

Multiple Intelligences (Howard Gardner)

Gardner thinks there are eight types of intelligence. He believes each of us have all of the eight types of intelligence to varying degrees. These multiple intelligences are related to how an individual prefers to learn and process information.

- Verbal skills: The ability to think in words and use language to express meaning
  - Sensitivity to the meanings and sounds of words, mastery of syntax, appreciation of the ways language can be used (authors, journalists, speakers, poets, teachers)
- Mathematical skills: The ability to carry out mathematical operations
  - Understanding of objects and symbols and of actions that be performed on them and of the relations between these actions, ability for abstraction, ability to identify problems and seek explanations (scientists, engineers, accountants)
- Spatial skills: The ability to think three-dimensionally
  - Capacity to perceive the visual world accurately, to perform transformations upon perceptions and to re-create aspects of visual experience in the absence of physical stimuli, sensitivity to tension, balance, and composition, ability to detect similar patterns (architects, artists, sailors, chess masters)
- Bodily-kinesthetic skills: The ability to manipulate objects and be physically adept
  - Use of one's body in highly skilled ways for expressive or goal-directed purposes, capacity to handle objects skillfully (surgeons, craftspeople, dancers, athletes, actors)

- Musical skills: A sensitivity to pitch, melody, rhythm, and tone
    - Sensitivity to individual tones and phrases of music, an understanding of ways to combine tones and phrases into larger musical rhythms and structures, awareness of emotional aspects of music (musicians, composers, sensitive listeners)
- Interpersonal skills: The ability to understand and effectively interact with others
    - Ability to notice and make distinctions among the moods, temperaments, motivations, and intentions of other people and potentially to act on this knowledge (teachers, mental health professionals, parents, religious and political leaders)
- Intrapersonal skills: The ability to understand oneself
    - Access to one's own feelings, ability to draw on one's emotions to guide and understand one's behavior, recognition of personal strengths and weaknesses (theologians, novelists, psychologists, therapists)
- Naturalistic skills: The ability to observe patterns in nature and understand natural and human-made systems
    - Sensitivity and understanding of plants, animals, and other aspects of nature (farmers, botanists, ecologists, landscapers, environmentalists)

For fun – Figure out where you fall on the eight intelligences:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm

Triarchic Theory (Robert Sternberg)

Intelligence comes in three forms.

- Analytical intelligence: The ability to acquire and store information; to retain or retrieve information; to transfer information; to plan, make decisions, and solve problems; and to translate thoughts into performance
    - How efficiently people process information
    - How to solve problems, how to monitor solutions, and how to evaluate the results
    - The use of strategies, acquiring knowledge
    - Students high in analytical intelligence do well in class with lecture and objective tests. They are considered smart, get good grades, do well on traditional tests, and go to competitive colleges.
- Creative intelligence: The ability to solve new problems quickly; the ability to learn how to solve familiar problems in an automatic way so the mind is free to handle other problems that require insight and creativity
    - How people approach familiar or novel tasks
    - Compare new information with what they already know and to come up with new ways of putting facts together
    - To think originally
    - Students high in creative intelligence might not conform to traditional schools. They tend to give unique answers for which they might get reprimanded.
- Practical intelligence: The ability to get out of trouble; The ability to get along with other people
    - How people deal with their environment
    - How to size up a situation and decide what to do – to adapt to it, to change it, or to get out of it
    - Students high in practical intelligence don't relate well in traditional schools. They do well outside the classroom walls with good social skills and common sense.

Infant IQ Tests: Infant IQ tests are much less verbal than IQ tests for older children

Developmental Quotient (DQ): An overall developmental score that combines subscores on motor, language, adaptive, and personal-social domains in the Gesell assessment of infants

Bayley Scales of Infant Development: Scales that assess infant development – current version has three parts: a mental scale, a motor scale, and the infant behavior profile

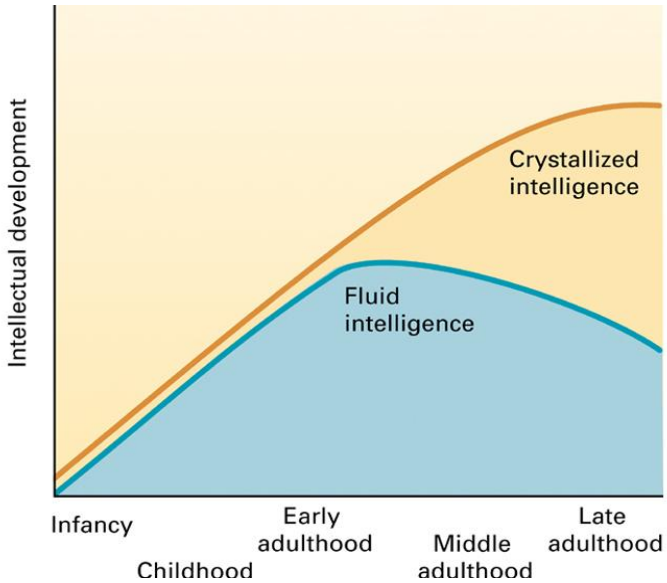
Fagan Test of Infant Intelligence: A test that focuses on the infant's ability to process information in such ways as encoding the attributes of objects, detecting similarities and differences between objects, forming mental representations, and retrieving these mental representations

The scores on the Gesell and Bayley tests *DO NOT* correlate highly with other IQ tests. The components of an infant IQ test are not the same as the components of other IQ tests. Unlike the other tests, the Fagan test is correlated with measures of IQ in older children (habituation and dishabituation in infancy predicts intelligence in childhood and adolescence - quicker habituation and greater amounts of looking in dishabituation reflect more efficient processing).

Intelligence through adolescence:

- There is a strong relationship between IQ scores obtained at ages 6, 8, and 9 and IQ scores obtained at 10.
- There is still a strong relationship between IQ scores obtained in preadolescent years and those obtained at age 18.
- However, individual intelligence scores can fluctuate dramatically over childhood and adolescence

Intelligence in adulthood:



Intellectual Development (John Horn):

Crystallized intelligence: accumulated information and verbal skills, which increase with age

Fluid intelligence: the ability to reason abstractly, which steadily declines from middle adulthood

Cognitive mechanics versus Cognitive pragmatics (Paul Bates): Cognitive mechanics decline during aging whereas cognitive pragmatics do not.

- Cognitive mechanic (hardware of the mind; speed and accuracy of processing; attention; visual and motor memory; discrimination; comparison; categorization) → have a biological/genetic foundation
- Cognitive pragmatics (culture-based software; reading and writing skills; language comprehension; educational qualifications; professional skills; knowledge of the self and coping skills) → have an experimental/cultural foundation

Factors Influencing Intelligence

<u>The Child's Influence:</u>

- Genetics
- Genotype–Environment Interaction
- Gender
    - Boys and girls tend to be equivalent in most aspects of intelligence
        - The average IQ scores of boys and girls is virtually identical
        - The extremes (both low and high ends) are over- represented by boys
    - Girls as a group:
        - Tend to be stronger in verbal fluency, in writing, in perceptual speed (starting as early as the toddler years)
    - Boys as a group:
        - Tend to be stronger in visual-spatial processing, in science, and in mathematical problem solving (starting as early as age 3)

<u>The Immediate Environment's Influence</u>

- Family Environment
- School Environment
    - Attending school makes children smarter
        - Children from families of low SES and those from families of high SES make comparable gains in school achievement during the school year
    - What about during summer break?
        - During the academic year -- schools provide children of all backgrounds with the same stimulating intellectual environment.
        - Over the summer, children from low-SES families are less likely to have the kinds of experiences that would maintain their academic achievement.

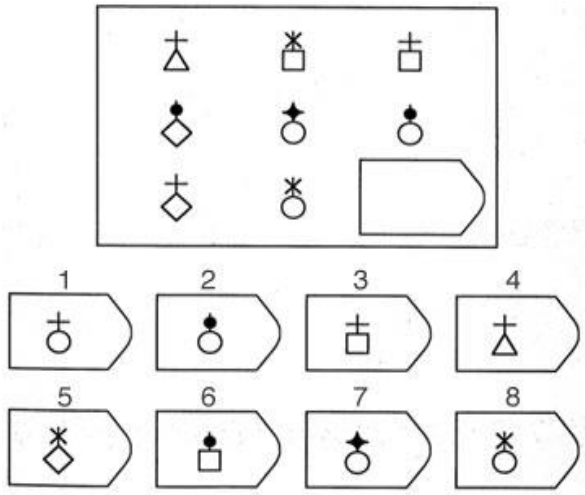
<u>The Society's Influence</u>

- Poverty
    - The more years children spend in poverty, the lower their IQs tend to be
        - Children from lower- and working-class homes average 10-15 points below their middle-class age mates on IQ tests
    - In many countries, children from wealthier homes score better on IQ test than children from poorer homes
        - The greater the gap in wealth in a country the greater the difference in IQ scores
    - Chronic inadequate diet can disrupt brain development
        - Chronic or short-term inadequate diet at any point in life can impair immediate intellectual functioning
    - Reduced access to health service, poor parenting, and insufficient stimulation and emotional support can impair intellectual growth
- Race/Ethnicity
    - Overall, differences in IQ scores of children from different racial and ethnic groups describe children's performance ONLY in the environments in which the children live. These findings do not indicate potential, nor do they tell us what these children would do if they live someplace else. The current group differences in IQ are due to environmental differences -- as discrimination and inequality decrease -- IQ differences decrease.
        - The average IQ score of Euro-American children is 10-15 points higher than that of African-American children
        - The average IQ score of Latino and American-Indian children fall somewhere in between those of Euro-American and African-American children

- The average IQ score of Asian-American children tend to be higher than any other group in the US
- American-Indian children: Better on the performance part than the verbal part of an IQ test
- Latino children: Better on the performance part than the verbal part of an IQ test
- Asian-American children: Better on the performance part than the verbal part of an IQ test
- African-American children: Better on the verbal part than the performance part of an IQ test

Are IQ tests culturally biased?

Culture-Free: Describing an intelligence test that, if it were possible to design, would have no culturally linked content
Culture-Fair: Describing an intelligence test that deals with experiences common to various cultures, in an attempt to avoid cultural bias



Raven's Progressive Matrices

A "culture-fair" or culture-reduced test that would make minimal use of language and not ask for any specific facts

These matrices progress from easy to difficult items -- measures abstract reasoning

Even on culture-fair tests, Euro-American and African-American children still differ → Culture can influence a child's familiarity with the entire testing situation

Even pictures can produce bias – some cultures have more experience with pictures than others

(K.H. Bearce, 2009, personal communication).

19

PERSONALITY ASSESSMENT

In the previous lesson, you learnt about different theories of personality. These were the psychoanalytic, trait, social-cognitive, humanistic and the Indian approach to personality, based on gunas. If we wish to determine aspects of a person's personality based on a particular theory, there are specific techniques for assessing those. For example, if you wish to know about the dominant traits in a person, e.g., whether he is an extrovert or introvert, there are specific ways developed by psychologists, to get this information. Similarly, if we wish to know about the unconscious aspects of a person's personality, we will have to use psychoanalytic ways of assessing the same. In this lesson you will learn about the different ways of personality assessment.

OBJECTIVES

After studying this lesson, you will be able to:

- assess personality based on different theoretical approaches.

19.1 ASSESSING PERSONALITY TRAITS

There are two ways of assessing personality traits. One method consists of asking a set of questions which a person has to answer about his/her opinions, feelings and actions. For this purpose, a personality inventory is used. In the second approach, some other person makes assessments about a person's traits, based on prior knowledge about that person, or by direct observation of the person. This is called the rating-scale approach.

Personality inventories are questionnaires where a person has to answer many questions about the way she/he reacts to different situations. A personality inventory may be designed to assess a single trait like extroversion-introversion, or it may assess a number of traits. For example, if a person answers "Yes" to the question "Do you stay in the background in social situations?" this is an indication of introversion. Of course, the assessment will be based on a number of questions relating to different types of situations, not just one question. The Sixteen Factor Personality Questionnaire (16 PF) and the Minnesota Multiphasic Personality Inventory (MMPI) are two very well known inventories which are useful for obtaining information about a person's traits.

Inventories are very useful, but when a person has to report about his/her reactions, sometimes we can be biased about our own characteristics. To overcome this problem, another way of assessing personality traits has been developed based on rating scales. For example a person may be asked to describe the self-confidence level of another person, using of 7 point scale ranging from very low "(1) to very high "(7).

There are certain conditions which the raters must fulfil, for the rating to be useful and valid. The raters must (a) be able to understand the scale, (b) know the person well about whom the rating has to be made, and, (c) not get biased in his/her judgment, about the person, and rate in favourable or unfavourable way.

19.2 ASSESSMENT IN PSYCHOANALYIC APPROACH

As you will recall from the previous lesson, the psychoanalytic approach focuses on a person's unconscious conflicts and motives. But the unconscious part of person's personality, (the major part in this view), is hidden from one's self-awareness. Psychoanalysts, therefore, have to use indirect symbolic information and interpret this to uncover the unconscious conflicts and motives. This approach is called projective technique.

In this approach, if the psychoanalyst wants to obtain knowledge of unconscious processes in a person's psyche, she/he presents certain ambiguous material and asks the person to describe what she/he sees. This ambiguous material may be on ink-blot, or a picture which leads to the person "reading" or projecting some meaning into it from personal experience or fantasy. In this way, the person's unconscious mind is tapped and something is revealed about it. The 'Rorschach Test' and the 'Thematic Apperception Test' (TAT) are two well known projective tests. The former is based on ink-blots and the latter consists of pictures containing human characters. For example, a TAT picture may have an outline of boy from the back, looking at the sun. On being asked what she/he sees, a person may

respond that "The boy is thinking that she/he will achieve great things in life". In this way the person may have projected his/her own dream of achieving great things in life.

INTEXT QUESTIONS 19.1

Fill in the blanks with appropriate words

1. In _____ a person has to answer many questions about the way she/he reacts to different situations.
2. A description of a person's traits, based on prior knowledge, is called the _____ approach.
3. _____ _____ uses indirect symbolic meaning which is interpreted by the psychoanalyst to uncover unconscious conflicts.
4. _____ _____ test consists of pictures containing human figures about which a person is required to tell a brief story.

19.3 ASSESSMENT IN HUMANISTIC PERSPECTIVE

As you have learnt, the humanistic approach to personality focuses on how a person experiences her/his world. Therefore, assessment here is concerned with understanding the perception of a person about his/her life situation and experience. A number of methods have been developed to measure a person's self-concept. One approach is based on the person selecting, from a number of descriptive sentences, those which describe him/her in an accurate way. (e.g., "I am a confident person", "I am often nervous", "I am a sincere and hard working student, etc.). Another approach focuses on a persons willingness to express his/her inner nature or self to others. This approach is based on the understanding that the tendency for very high or very low level of self-disclosure are both an indication of emotional immaturity.

19.4 ASSESSMENT OF GUNAS

In the last lesson you also studied about the Indian approach to personality which emphasises the three Gunas: Sattva, Rajas and Tamas. In order to assess a person's nature based on this conception, we need to have an understanding of which Guna is predominant in a person's life, in thought, speech and action, and then which is

less dominant, and finally which is the least. For example, a person who is extremely truthful, detached, and helpful is likely to be high on Sattva. In order to assess which Guna is predominant in an individual's personality, we have to obtain combined information using questionnaires, observation etc. Some inventories have been developed which gives us some information about the way the Gunas are active in an individual's personality.

INTEXT QUESTIONS 19.2

Fill in the blanks:

1. In the _____ approach, assessment focuses on how a person perceive his/her world.
2. A person's willingness to expose his/her inner nature or self to other's is referred to as the tendency for _____.
3. Assessment in the Indian Guna approach attempts to find out, which Guna is _____ in an individual's personality.
4. _____ method which is used in the trait approach is also used for the Guna perspective.

WHAT YOU HAVE LEARNT

- Personality assessment is related to the theory of personality through which we want to understand a person.
- The trait approach to assessment uses personality inventories, and rating scales.
- The psychoanalytic approach to assessment uses the projective technique where a person describes ambiguous material like inkblots.
- The humanistic approach to personality assessment attempts to find out how a person perceives his/her world.
- The Guna approach to assessment relies on multiple ways, including inventories.

TERMINAL EXERCISE

Briefly write how personality assessment is done in each of the following approaches:

1. Trait approach
2. Psychoanalytic approach
3. Humanistic approach
4. Guna approach.

PART 1 - PERSONALITY DEVELOPMENT

CHAPTER 1: PERSONALITY

Personality is the sum total of ways in which an individual reacts and interacts with others. Or Personality is generally defined as the deeply ingrained and relatively enduring patterns of thought, feeling and behavior. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd.

Personalities is the sum total of individual's Psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks.

Personality determinants:

Heredity : Heredity refers to those factors that were determined at conception. Physical structure, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by who your parents were, that is by their biological, physiological and inherent psychological makeup.

Environment : The environmental factors that exert pressures on our personality formation are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups, and other influences that we experience. The environment to which we are exposed plays a substantial role in shaping our personalities.

Situation : A third factor, the situation, influences the effects of heredity and environment on personality. An individual's personality although generally stable and consistent, does change in different situations. The varying demand of different situation calls forth different aspects of one's personality. We should not therefore look upon personality patterns in isolation.

Self Awareness:

Self Awareness knows your motivations; preferences, personality and understanding how these factors influence your judgment, decisions and interactions with other people. Through self-awareness one "develops the ability to know how you are feeling and why, and the impact your feelings have on your behaviour. But it involves a capacity to monitor and control those strong but subliminal biases that all us harbor and that skew our decision making". Internal feelings and thoughts, interests, strengths and limitations, values, skills, goals, abilities, leadership orientation and preferred communication style are just a few elements that self awareness comprises.

Benefits:

Self-awareness or self-knowledge is the starting point for effectiveness at work. Machiavelli, the astute author and statesman, wrote, " To lead or attempt to lead without first having a knowledge of self is foolhardy and sure to bring disaster and defeat." Self-awareness has many benefits, among them.

- Understanding yourself in relation to others
- Developing and implementing a sound self-improvement program

- Setting appropriate life and career goals
- Developing relationships with others
- Understand the value of diversity
- Managing others effectively
- Increasing productivity
- Increasing your ability to contribute to Organizations, your community and family.

In others words it helps one to know what one is good at and choose a career they enjoy. Depending on others thoughts or beliefs in terms of what is good for us leads to personal and professional unhappiness. By knowing our strengths, weaknesses, likes and dislikes by ourselves - will help us know where we stand?

Self-awareness is also important for managers and Organizations as one who have attained heightened states of self-awareness tend to be superior performers. This is because they can relate and understand others better and thus will be capable of reducing the potential of conflict. Usually this kind of person will be open to feedback and make positive modifications to personal behavior so as to create trusting and productive work environments. Working effectively with others will therefore increase managerial and Organizational effectiveness.

Self-awareness is also a crucial component in understanding the Organization in which one is operating, as each of us can be thought of as an instrument for assessment and change. By asking us a series of questions we can diagnose our situation and develop some solutions to problems our Organizations or we are experiencing. Doing this requires strong self-awareness of our emotional reactions, initial perceptions, biases and judgments.

Lack of self-awareness can lead to poor decisions, to an unrealistic notion of one's competencies and to even career derailment.

How to Gain?

The first step in becoming aware of ourselves is to recognize our weaknesses, strengths, biases, attitudes, values and perceptions. There are many ways to enhance our self-awareness. Some of these include analyzing our own experiences, looking at ourselves through the eyes of others, self-disclosure, acquiring diverse experiences and increasing our emotional intelligence.

- **Self-analysis** requires people to examine themselves as an object in an experience or event. It requires a person to step back and observe the positive and the negative impact that may have influenced behaviours, attitudes, thoughts or interactions. Self-analysis is not always an easy process, yet it is a necessary skill for synthesizing information relevant to professional or personal effectiveness.

  The self-analysis process should begin with reflection on and exploration of thoughts and feelings associated with effective events. By reflecting on these feelings and thoughts, individuals can obtain new perspectives relevant to their lives based on these learning experiences. From obtaining new knowledge and perspectives, individuals can become more effective by implementing new behavioural and cognitive changes in future situations.

One of the means to gain insight about our self is through reflecting on, examining and analyzing our behaviour, personality, attitudes and perceptions.

- **Behaviour** is the way in which we conduct ourselves-the way in which we act. Our behaviour is influenced by our feelings, judgments, beliefs, motivations, needs, experience and opinions of others. Patterns of behaviour develop through our reactions to events and actions over a period of time. Behaviour consist of four components:
  - *Motivation:* The drive to pursue one action over another. Being aware of our core drivers, those things that motivate you positively or negatively- can help you understand the roots of your behaviour and make adjustments as necessary to modify your behaviour.
  - *Modes of thinking:* the way you process the various inputs your brain receives. Being aware of how you take in and make sense of information can help you understand how you make judgments or decisions that lead to choosing one behaviour or course of action over another.
  - *Modes of acting:* the course of action you apply in a given situation. Being aware of how you express your reaction to the things that happen to and around you can help you understand the alternatives available to you when certain events arise.
  - *Modes of interacting:* the way in which you communicate and share ideas, opinions and feelings with others. Being aware of how you talk and work with others can help you understand how your preferred style meshes with those with whom you work and live.
- **Personality:** describes the relatively stable set of characteristics, tendencies and temperaments that have been formed by heredity and by social, cultural and environmental factors. These traits determine how we interact with and react to various people and situations. Some of the aspects of personality are believed to be a result of nature-those traits with which we are born and that we posses through heredity. Other characteristics of our personality are thought to be as a result of our environment-those factors that we acquire through exposure to people and events in our lives.

  Personality traits are enduring characteristics that describe an individual's attitude and behaviour. Examples are agreeableness, aggression, dominance and shyness. Most of these traits have been found to be quite stable over time. This means a person who is cold and uncaring in one situation is likely to behave similarly in other situations. The "Big five" model is a powerful instrument because it organizes numerous concepts into a "short list" of just five factors that are representative of the characteristics that can be linked with satisfaction and success. The Big Five has five primary components: extroversion, agreeableness, emotional stability, conscientiousness and openness to experience.

  - ***Extroversion:*** represents the degree to which an individual is social or antisocial, outgoing or shy, assertive or passive, active or inactive and talkative or quiet. A person who rates high for first traits in these pairs is extroverted, while someone who rates high for second traits is introverted. Extroversion or introversion, in itself, is not necessarily bad, but extremes at both the ends of the spectrum can be equally dysfunctional. A person who is too outgoing could be perceived as overbearing and a person who is too reserved would lack the skills to relate to others.

- ***Agreeableness:*** measures the degree to which a person is friendly or reversed, cooperative or guarded, flexible or inflexible, trusting or cautious, good natured or moody, softhearted or tough and tolerant or judgmental. Those scoring high on the first element of these paired traits are viewed as more disagreeable and difficult to work with. Being too agreeable could cause a person to be too accommodating, however the others may take advantage of this weaknesses.
- ***Emotional Stability:*** characterizes the degree to which a person is consistent or inconsistent is how they react to certain events, reacts impulsively or weighs options before acting and takes things personally or looks at a situation objectively. Those who rate high on emotional stability are viewed as generally calm, stable having a positive attitude, able to manage their anger, secure, happy and objective. Those who rate low are more likely to be anxious, depressed, angry, insecure, worried and emotional.
- ***Conscientiousness:*** represents the degree to which an individual is dependable or inconsistent, can be counted on or is unreliable, follows through on commitments or are generally perceived to be careful, thorough, organized, persistent, achievement oriented, hardworking and persevering. Those who score lower on this dimension are more likely to be viewed as inattentive to detail, uncaring, disrespectful, not interested or motivated unorganized, apt to give up easily and lazy.
- ***Openness to experience:*** characterizes the degree to which people are interested in broadening their horizons or limiting them, learning new things or sticking with what they already know, meeting new people or associating with current friends and co-workers, going to new places or restricting themselves to known places. Individuals who score high on this factor tend to be highly intellectual, broad minded. Curious, imaginative and cultured. Those who rate lower tend to be more narrow minded, less interested in the outside world and uncomfortable in unfamiliar surroundings and situations. Professionals who are open to experience are more willing to reflect on feedback for personal development.
- ***Self-monitoring:*** is the tendency to adjust our behaviour relative to the changing demands of social situations. The concept of monitoring our own personality can help us come to grips with both those qualities we view as positive and those we would like to change. By being aware of the role of self-monitoring, we can assess our own behaviours and attitudes; diagnose which elements we are satisfied with, and identify and develop plans for addressing those aspects we want to change. When self-monitoring, it is important to want to set personal standards in accordance with certain accepted norms. High self-monitors are very sensitive to external cues and constantly adapt their true selves to conform to a situation or set of expectations. Low self-monitors are more consistent, displaying their feelings, attitudes and behaviours in every situation

- **Attitudes** are evaluative statements or learned pre-dispositions to respond to an object, person or an idea in a favorable or unfavorable way. Attitudes are narrow in scope. They can vary from situation to situation. Strong attitudes can have an impact on professional and personal relationship. Our attitude can determine whether we think positively and take control of a situation or think negatively and feel helpless to change or respond to a situation. Our attitude is an important component of our ability to be productive at work. Our attitudes can influence people around us. Being aware of our own attitudes and making choices about which attitude to display to others is very important to us as individuals or as managers. Our attitude can affect our behaviour as well as our interaction

with others. Our friends, significant others, family members, co-workers and others are definitely influenced by our thought and feelings towards situations. As managers it is also important to recognize that our employees are affected by the attitudes we display towards them and towards the work that needs to get done. A manager's attitude is a large factor in how people feel about their jobs. If a manager is upbeat most of the time and supportive of his or her colleagues, employees will generally respond well and work hard to produce the desired results. On the other hand if a manager is pessimistic and belittling towards his or her employees, staff morale will suffer and ultimately so will the expected outcomes.

- **Perceptions:** Perception describes the process by which individuals gather sensory information and assign meaning to it. When we encounter a person or situation, we use our senses to absorb various inputs. Next our brains select aspects from stored information in order to process and organize these inputs. Finally our brains interpret and evaluate the person or situation. Individual perception may not always be consistent with reality; it is only perceiver's interpretation of reality. Our perceptions are influenced by many factors, such as our culture, environment, heredity, the media, peers, past experiences, intelligence, needs, emotions, attitudes and values. Perception can be the result of multiple causality. As human beings we tend to form perceptions based on our biases. If we are not aware of our biases and don't check our understanding with others, we might miss out on important information and situations by relying on distorted perceptions. Some of the more common filters are stereotyping, selective perception, projection expectation and interest.

  Other's Perceptions about us is also viewed to be important, as we can understand how we are shaped by others opinions of us. This concept is referred to as social mirroring. By seeing ourselves through others eyes we can learn about our strengths and also about areas in which we can improve. Learning to read accurately how others see us enhances our "self-maps" our images and judgments of our self.

- **Self-disclosure:** Another means of self-awareness is through self disclosure-sharing your thoughts, feelings and ideas with others without self-deception, without distortion. Talking to others allows to share our feelings and responses. Self-disclosure is a key factor in improving self-awareness; we must disclose information and interact with others to further clarify our perceptions.
- **Diverse Experiences:** Another way of increasing self-awareness is through acquiring multiple experiences in diverse situations and with diverse others. As we encounter new situations, we use skills and acquire new ones, meet people and develop friendships, see new places and learn first hand about things we might have only read about. Being open to experiences broadens our horizons. It helps us to see ourselves in a new light while giving us new information about ourselves and our ability to interact with the world. This boosts our confidence level and encourages us to reach out to further our experiences even more.

TRAITS FOR BUILDING POSITIVE PERSONALITY :

1. **Accept Responsibility:**
   The price of grateness is the responsibility – Winston Churchill

   "Responsibility gravitates to the person who can shoulder them." -- Elbert Hubbard Society is not destroyed by the activities of the rascals, but by the inactivity of good people.

2. **Show consideration :**

Show consideration, courtesy, politeness and caring.

3. **Think Win-Win :**
4. **Choose your words carefully:**

   The principle is your speaking must be better than silent, rather be silent. Words spoken out of bitterness can cause irreparable damage. The way the parents speak to their children in many instances shapes their children's destiny.

5. **Never Criticize, Complain and Condemn**
6. **Smile and Be Kind :**

   Smile is the shortest distance between two people.

7. **Put Positive interpretation on other people's behavior:**

   We see the world not as it is, but as we are. So when we are interpreting other peoples behavior negatively we just reflecting our own mentality to this situation. In contrast when interpret positively, chances that other people may realize its negativity and change or amend this.

8. **Be a Good Listener :**

   Effective communication is 50% listening, 25% speaking, 15% reading and 10% writing. So when we listen carefully then 50% communication is done.

9. **Be Enthusiastic :**

   Nothing great was ever achieved without enthusiasm--- Ralph Waldo Emersion

10. **Give honest and Sincere Appreciation :**

    The desire to feel important is one of the greatest cravings in most of the human beings and it can be a great motivator. Honest and sincere appreciation makes one feel important and promote these positive qualities in him. In contrast giving false and insincere appreciation is flattery or sycophancy which in the long run is harmful to the receipient.

11. **When you make a mistake, accept it and make it easy to amend:**

    Mistakes are to be learned from. So accept it immediately and make change or amend easy.

12. **Discuss but don't argue:**

    Arguing is like fighting a losing battle. Even if one wins in the argument, the cost may be more than the worth of victory. An Ignominious victory is a defeat itself.

13. **Don't Gossip:**

Gossip may lead to slander and defamation of character. People who listen to gossip are as guilty as those who do the gossiping.

14. **Turn your promises into commitment:**

    Commitment leads to enduring relationship through thick and thin. It shows in a person,s personality and relationship.

15. **Be grateful but do not expect gratitude:**
16. **Be dependable and practice loyalty:**

    An ounce of loyalty is worth more than a pound of cleverness. Ability without dependability is of no worth.

17. **Avoid bearing grudges:**

    Life is too small to bear grudges. John Kennedy once said "forgive the other person but don't forget their name." Means "if one cheated me once it is his fault, but if cheats me wice then it is my fault." Don't be cheated regularly to forgive.

18. **Practice honesty, Integrity and Sincerity:**

    Lies may have speed, but the truth has endurance. Honesty, Integrity and Sincerity have more enduring effect than the opposite.

19. **Practice Humility:**

    Confidence without humility is arrogance. Sincere Humility is the foundation of all virtues. It is a sign of greatness.

20. **Be understanding and Caring :**

    The best way to be understood is to be understanding. And the basis of real communication is also understanding.

21. **Practice courtesy on daily basis :**
22. **Develop a sense of humor:**

    Have a sense of humor and you will possess the ability to laugh at yourself. A sense of humor makes a person likeable and attractive. Some people are humor-impaired.

23. **Don't be sarcastic and put others down :**
24. **To have a friend be a Friend :**

    Mutual trust and confidence are the foundation stones of all friendship.

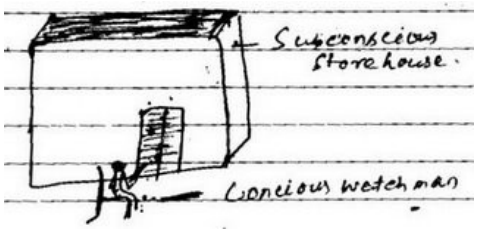
25. **Show Empathy :**

Empathy alone is a very important characteristic of positive personality. People with empathy ask themselves this question, "how would I feel if someone treated me that way?"

DEVELOPING POSITIVE PERSONALITY:

1. **Subconscious Programming :**

Most of us sometimes get programmed / conditioned by a wrong messages that " do not do that", "don't take the risk", "you cannot do that" you are not good in …and so on….. You can imagine the bad effect such message can have on any person.
Fig- I: Subconscious Mind Programming



Our Conscious Mind is like a watch man. And the Subconscious Mind is a store of all the previously programmed or conditioned information / knowledge/ believes. Now programming personality means putting positive believes/ information into the store without the knowledge of the watchman (conscious mind).

Suppose you tell yourself that "you are good at Public Speaking". And the store has stored based on peoples comments and experience that "you are poor in communication" "you cannot speak well in public", "you don't have an impressive body language" …..
The watch man sees your sentence and compares it with the knowledge in its store and says "this information is wrong". The watchman throws the new information away. He does not allow the new positive information into the store. This is the fundamental difficulty in changing personality & behavior of a person.

Now the question is how and when we could programme our mind for positive personality trait without the obstruction of watchman…

The answer is we can programme our mind for positive personality traits during the Twilight period just before sleeping and just before waking up. This is the time when the conscious mind is active enough to generate the positive traits for entering into store but inactive to judge/compare and will not obstruct to the positive traits to enter into the subconscious store house.

2. **Reinforced Programming / Conscious Programming:**

Autosuggestion and Repetition of the positive traits despite negative response from comparison with the store house also gives success in programming for personality traits.

Auto-suggestion is a statement made in the present tense, of the kind of person you want to be. Auto-suggestion is like a commercial about "Super You", or "Future Super You" for yourself what you want to

be or achieve. They influence both your conscious and subconscious mind in the long run shaping your personality and attitude.

Auto-suggestions are the conscious way to programme the subconscious mind for positive traits. It is the effective method of voluntary development of positive traits and attitudes. Auto-suggestion should be mixed with emotions. All such reinforced / conscious programming which have been emotionalized (giving feeling) and mixed with applied faith; begin immediately to translate themselves into physical or real equivalent. Auto-suggestive thoughts which are mixed with any of the feeling of emotions constitute a "psycho-magnetic" force which attracts other similar or related thoughts. Our subconscious mind resembling a fertile garden spot, in which weeds will grow in abundance if you the seeds of more desirable crops are not sown therein. Auto-suggestion is the agency of control through which an individual can voluntarily feed his subconscious mind on thoughts of creative/ positive nature or by neglect permit thoughts of a destructive nature to find their way into the rich garden of mind. So Caution should be taken while programming your mind for positive traits only.

3. **Defensive Approach:**

One of this type of approach is protest or deny the negative traits at it's very beginning of the entering in the subconscious store. And the second is to consciously avoid this type of environment or situation. In real life situation it is very difficult because it may lead to confrontation and argument or Inaction.

Another problem in this is that most of us have some negative traits previously in our store house due to our past experience and conditioning.

4. **Imaginary Anchoring or Invisible Counseling Committee:**

While watching a picture we anchor the Hero, placing ourselves in place of hero. Similarly we can anchor Great men in imagination and let them shape our personality. Another is the Invisible Counseling Committee comprising of great personalities of your choice. We can counsel from these great minds at times or situation. What decision or action he would have been taken in my situation.

Winston Churchill the war time British Prime Minister was following this principle. He had his Imaginary Counseling Committee by the side of his Chamber. Many great decisions he used to take by following these principles.

I follow the habit of reshaping my Character by trying to imitate some great personalities whose lives and life works have been most impressive to me. These personalities are Mahatma Gandhi, Mother Teresa, Abraham Lincoln, Napoleon Bonaparte, Albert Einstein, Shiva Khera, Napoleon Hills & Bill Gates. I held an imaginary council meeting with this group whom I called my "Invisible Counselor". In these imaginary council meeting I called on my cabinet members for the knowledge I wished each to contribute addressing myself to each members in audible words as follows:

Mahatma Gandhi, I desire to acquire from you the ideology of truth and Non-violence and devotion towards practicing these in every odd hours and to acquire the magnet leadership to attract millions to join in the peaceful struggle for freedom and Humanity.

Mother Teresa, I desire to acquire from you the ability to provide relentless humanitarian services to the most unprivileged, poor diseased and intense spirit to serve the mankind despite all odds.

Mr. Abraham Lincoln, I desire to build into my own character the keen sense of justice, the untiring spirit of patience, the sense of humor, the human understanding, and the tolerance which were your distinguishing characteristics.

Napoleon Bonaparte, I desire to acquire from you, by emulation, the marvelous ability you possessed to inspire men and arouse them to greater and more determined spirit of action. Also to acquire the spirit of enduring faith, which enabled you to turn defeat into victory, and to surmount staggering obstacles.

Albert Einstein, I wish to acquire from you the Scientific Bent, ever inquisitive mind, the spirit to innovate and contribute to Humanity.

Napoleon Hills, I want to acquire from you the ability to nurture the human resources and to Give the society the magic formulae of success of wealth and fortune and helping people realize their true potential.

Mr. Shiva Khera, I want to acquire from you the skill and understanding to motivate the people towards positive ends and to offer the world the blue print for positive and successful life.

Bill Gates, I wish to acquire from you the Brilliant Intelligence, Innovation, Intense drive to succeed, persistence, personal intensity and conscientiousness dimensions

5. **Physical Action / Body Language Approach:**

In general it is the positive practice or experiencing desired traits whether the desired perfection achieved or not.

It is generally said that our personality traits control our body language. But it is a fact that the reverse is also true. This means we can change our negative traits towards positive traits by consciously practicing the body language for positive traits.

6. **Domino-effect. Direct exposure to good personalities or environment:**

Here the direct environment is the driving force in shaping the personalities. When one constantly remains in direct contact with great personalities will enriches his own to be the one. Similarly the organization culture and structure also many times influences ones personality. Sometimes it is the guiding principle for job satisfaction / recruitment. Caution should be taken while programming your mind for positive traits only. Because these processes give results for negative traits also. Mahatma Gandhi and Adolf Hitler both successfully applied these principles but one positively and other negatively.

GENERATING GOOD IDEAS

An idea is a specific thought or concept that arises in the mind of a person as a result of thinking. It is the divine inspiration of the God. Ideas are the fountain and source of the world's treasury of wisdom. The ideas of those who lived before us rule our lives today. Ideas have always been vital in arousing public opinion and bringing about a reform-whether it was the freedom struggle or the eradication of a social evil.

Theosophical ideas have the ability to change the inner nature of man and have the power to transform beast into human, human into divine man.

The four letter word **'idea'** has great potential and it has immense powers surrounding it. As thoughts fleet over the filter of logical reasoning, idea would percolate and gradually crystallize into a clear screen of clear vision enabling the man to look through problems and to judge issues judiciously. It is this mind-boggling strength of ideas which facilitates our decision-making. Ideas give confidence to face this competitive world. It is the idea which makes all the difference between floating and sinking of a person's fortune in this competitive world. Like radar which guides the ship in the vast ocean, idea gives us the direction to proceed and the goal to attain. It is that magical key which unlocks all the closed doors, solves all our queries and enables us to achieve our desired goals. No wonder it is this power of idea that is shaping the dreams of life and guiding the course of human civilization.

Ideas rule the world and thoughts rule your life. Whatever you think, that you become. If you think yourselves weak, weak you will be; if you think yourselves strong, strong you will be. The remedy of weakness is not brooding over weakness, but thinking of strength. It is your idea which moulds your destiny. Believe in the power of idea to change things Banish all self-doubts, resentment, guilt complex and you will find strength, vitality, joy and success come rushing in and literally flooding you with superb achievements. Sooner or later, one who wins is the one who thinks and believes he can. **"Great ideas and convictions are the mother of great deeds".**

Success starts with an idea. When nourished with hope and confidence and encouraged by ambition and aspiration, that single idea takes shape as a dream, vision, and goal in stages. **You must allow your ideas to grow, no matter how farfetched or nonconformist they may seem in the beginning.** You must give wings to you ideas and let them fly high. You must allow your thoughts to take root, no matter how others regard them. **Many great ones, whom the world today worships with awe and wonder as gifted visionaries, super geniuses or miracle-makers, were viewed as utopians or mental defunct by several of their contemporaries.** While some may describe your ideas an imagination and vision, others may dub them as sheer daydreams and idle fantasies. But the fact remains that ideas, however strange, unorthodox or heretic they might have seemed at the start, have ultimately wrought miracles, brought revolutions and built civilization.

Every idea worth considering. Most ideas are worthy of action. **The most tragic waste is the waste of a good idea.** I ask you now **"Is there some great idea in your life that you have still have not dealt affirmatively ?"**

A far more important question is this : **How do you treat ideas ?**

Treat the ideas like new born babies :

Treat them tenderly,

They can get killed pretty quickly.

Treat them gently,

They can be bruised in infancy.

Treat them respectfully,

They could be most valuable things that ever came into your life.

Treat them protectively ….

Don't let them get away.

Treat them nutritionally….

Feed them and feed them well.

Treat them antiseptically….

Don't let them get infected with the germs of negative thought.

Treat them responsively, Respond; Act ; Do something with them.

To achieve results even the most brilliant ideas should be translated into action by systematic, sustained and dedicated effort. Without effort, our ideas will gather dust, get rusted and go to waste. **The success stories of great men illustrate that they used intelligence and industry in equal measure to gain their coveted goals.**

Ideas rule the world and they primarily emanate from poets and philosophers, from mystics and occultists. These great ideas make most suitable foundations. Once their efficacy is experienced in application by an individual he leaves behind the world of chaos and strife and begins to glimpse a world of order, understanding and peace. Right ideas and right philosophy is the dire need of our age.

Strong idea is an outcome of strong faith in oneself and spiritual strength. In the times of trial, when darkness and despair surround you, when failure confronts you, when sorrow prevails, when life appears meaningless-it is that strong idea and conviction which illuminates yours life with a ray of hope. It is this strength of idea which instills an urge to live life in this fullest form and not merely survive. It's the idea which helps us attain a state of bliss and satisfaction. Ideas bring light and enlightenment which help to dispel darkness, eliminate prejudices and cobwebs of superstition. They also lead sooner or later to the emergence of truth. Ideas in fact, are mightier than armies, that is, why ideologies and convictions have achieved more victories than horseman and chariots. By providing inspiration, ideas work through the arms and vigour of brave men. The man strongly possessed of an idea is the master of all who are uncertain and wavering. Clear, deep living convictions rule the world.

Today, the people who reach the zenith are no exceptions. It is the only through their day-to-day ideas acquired through knowledge and perseverance which makes them exceptional and only these exceptions claim respect and status in society which is nothing but 'power'.

It has been seen from time immemorial that a knowledgeable person commands respect. In the Court of Akbar, Birbal acquired a supreme position because of his ides and intelligence. Even Chanakya was an excellent administrator and with his administrative ideas as an astute political. He was instrumental in overthrowing the rule of Nanda Dynasty and installing Chandragupta Maurya as the ruler of the state. Indeed, idea commands power, position and prestige. Dr. A.P.J. Abdul Kalam, President and father of

India's Missile Technology, has made India feel so proud and nuclear self-sufficient. This is all because of his ideas. Dr. Hargobind Khorana was credited with deciphering genetic code, and it was a major landmark in the story of Genetics. The ideas in the field of computer has today revolutionized the entire world. It is the idea and knowledge of Microsoft supremo Bill Gates, which has made him the most powerful, respectable and richest person in the world.

Not only in the world of science, the worth and power of ideas cannot be underestimated in any other sphere whether it is stock market or sports. Share markets provide an excellent opportunity for investors to make a quick back, but here only a few investors who have proper ideas and knowledge of the game earn handsome profits whereas other with little knowledge are likely to lose. Even in sports, some sports personalities excel over others. Leander Paes, Mahesh Bhupathi, Sania Mirza,Viswanathan Anand, Kapil Dev, Sachin Tendulkar, to name a few, are world renowned players. They have achieved greater heights which their seniors, though having more of the game, could not. This is primarily due to greater interest, determination, intense knowledge and perfect idea of the game. Before a game is actually played in the field, it has to be played in the mind. Only a correct strategy, well organized mind demarcates a winner from a loser. Because of their ideas and expertise, such players are ruling the world of sports.

It was the spiritual ideas of Gautam Buddha which led Ashoka to abjure the path of bloodshed and adopt non-violence or Ahimsa. Ramakrishna Paramhansa and Vivekananda acquired knowledge and ideas through long hours of meditation and due to this people not only from entire India, but from many parts of the world, followed their teachings and worshipped them like God.

Ideas verify rule the world, and also the minds of men; they contribute to continuing changes, shape as well as determine the destiny of human beings and contribute to the growth of civilizations. **Every great and grand accomplishment, whether relating to religion, science, medicine, industry of technology, which are written in letters of gold in the history of human advancement, was in the first instance, no more than a mere idea in the mind of a human being,** be he a man or women, Reversed religious texts, great classics, magnificent monuments, astonishing scientific discoveries, earthshaking inventions, fantastic technological feats like splitting the atom, heart transplant, humans walking on the Moon, unraveling the secrets of Mars - have all hand only **'ideas'** at their starting points.

BE POSSIBILITY THINKER… LOOK EVERY IDEA AS PROSPECT.

Possibility thinker looks at every idea to see if it has possibilities. If it does, he takes an option out on the idea. He does not let it slip by.

Ideas are the fruits of our thinking. But they have got to be harnessed and put to work to have value. Very few ideas become successful as they are highly perishable. If you were not on guard, the squirrels (-ve thinking people) will destroy most of these. Ideas require special handling as mentioned above until they are transformed into practical ways of doing things better.

USE THREE WAYS TO HARNESS AND DEVELOP YOUR IDEAS

1. **Write down every ideas come to your mind :** Everyday lots of good ideas are born only to die quickly because they aren't nailed to paper. Memory is a weak slave when itcomes ot preserving and nurturing brand new ideas. Carry a note book or some small card with you all the time, when you get an idea, write it down. People with firtile and creative mind know a good idea may sprout any time, any place. Don't let ideas escape, else you destroy the fruits of your thinking.

2. **Next- review your Ideas :** File these ideas in an active file. The file can be an elaborate cabinet or it can be a desk drawer. A show box will do. But build a file and then examine your store house of ideas regularly. As you go over your ideas some may for very good reason have no value at all. Get rid of these. But so long as the idea has any promise, keep it.
3. **Cultivate and Fertilise your ideas :** Now make you ideas grow. Think about it. Tie the ideas to related ideas. Read anything you can find which is in any way is akin to your ideas. Investigate form all angles. Then when the time is ripe put it to work for yourself, your job, your future.

NEVER THROW AN IDEA JUST BECAUSE IT IS IMPOSSIBLE,

GIVE IT A CHANCE.....

1. **Never reject a possibility because you see something wrong with it**
2. **Never reject a possibility because you would not get the credit:** Don't worry about getting the credit. If you do, you will become ego-involved in the decision making moments of life. Decisions must never be based on ego needs.
3. **Never reject an idea because it is impossible:** Almost every great idea is impossible when it is first born. The great idea today are yet impossible. Possibility thinker take great ideas and turn the impossibilities into possibilities. That is the progress.
   The important issue is whether the idea is good one. Would it help people who are hurting? Would it be a great thing for our country and our world? If so develop a way to achieve what today is impossible.
4. **Never reject a possibility because your mind is already made up :** People who never change their mind either perfect of stubborn. I am not perfect neither you are.
5. **Never reject an idea because it is illegal :** You might be able to get the law changed.
6. **Never reject an idea because you don't have the money, manpower, muscles or months to achieve it :** A supersuccessful person has very few resources, except the capacity to take an idea and marshal stronger and smarter people around him to pull it off.
7. **Never reject an idea because it will create conflict :** To reject an idea because it may generate conflict is to 'Surrender leadership to friends or foe.
8. **Never reject an idea because it is not your way of doing things :** Learn to accommodate. Prepare to compromise. Plan to adjust. Maintain a balance between the tension of an opportunity that demand exploitation and the limitation of resources available at the moment. Learn to be equilibristic. Readjust your budget. Compromise your taste. Accommodate your life style. It is more important to succeed than it is to snobbishly adhere to your private taste.
9. **Never reject an idea because it might fail :** There is risk in everything. One thing world needs more than anything else today is possibility thinking. Success is never certain and failure is never final **You never reject an idea because there is some risks involved:** You isolate the risk, insulate it, and eventually eliminate it.
10. **Never reject an idea because it is sure to succeed. :-** All the fellow spiritual / religious people who say, "I should not try to be successful. I am not trying for top ladder. That is vanity. That is materialistic."

    I must say that is **not true,** to choose poverty instead of prosperity, failure instead of success, low achievement instead of top ladder achievement, simply for the sake of being humble is not super religious. It is dumb.

Only successful people help people who are failing. Only winners will survive to give food to the hungry.

Habits

Daily habits might not be too hard, but what about those habitual behaviors that you dislike; These are the habits that are hard to change. A habit is an activity that is acquired, done frequently, done automatically, and difficult to stop. Most people think of behaviors when they think of habits, but thoughts can also become habits. Sometimes our habitual thinking can keep habitual behaviors going and make them hard to change. We'll be discussing thinking habits quite a bit here.

Habits can be good or bad. Good habits help us get through our daily lives. When we drive, we use a number of habits – behaviors that are acquired and done automatically. Stopping at red lights, slowing down when going through a school zone, buckling seat belts. These are all good habits that protect us when we drive. Of course, we can also develop some pretty bad habits, ones that can be harmful to us, and to other people. Speeding through red lights and school zones and driving without a seat belt are examples of bad habits.

In general, habit is recurrent, often unconscious pattern of behavior that is acquired through frequent repetition. An established disposition of the mind or character. We tend to think of habits as things we do and we categorize them as good or bad. Brushing our teeth every morning (good habit) or smoking (bad habit). In truth a habit is a complicated set of thoughts, emotions and behaviors that we repeat often enough that it becomes engrained in our brains at a level where conscious thought or choice is no longer really necessary. All of our habits began as thoughts, even if it was a thought like "Oh, wouldn't I look cool smoking a cigarette". When you first started, that thought might have supported your commitment to fitting in with your peers or feeling mature. Over time, your commitments may have shifted and the smoking habit no longer supports you.

It can help to think in terms of habits that support or don't support your highest goals for yourself when you are thinking of changing a long-held behavior that has become habit. Instead of Changing a Habit, Create a New One.

If you were to look at an EEG of your brain while you are brushing your teeth, you would see a line of neurons lighting up in a particular pattern. Every time you brush your teeth, or evening imagine brushing your teeth, that same line of neurons lights up. The same thing happens with your habitual thoughts. When you think "I'm too tired to get out of bed and exercise today", if that is something that you often think when you imagine getting up to exercise, that thought is habitual and you would be able to see the neuron path of the thought in your brain with an EEG.

So changing habits requires rewiring the brain, retraining the pathway of the neurons to line up with something new.

It can help if you think in terms of starting a new pathway, rather than trying to change an old one. Instituting a new habit can take as little as 30 days of consistent repetitive behavior, whereas breaking an old habit, especially if there are addictive/chemical components involved, can take much longer.

Start Small:

Most people want to get to the end result so quickly that they skip steps or place unrealistic expectations on themselves. Then when the results don't happen, they walk away defeated and the volume of their inner critic's voice gets really loud.

Just think about your unsuccessful New Year's resolutions. For example, if you set a New Year's resolution to "get healthy" which included things such as eating right, exercising regularly, and quitting cigarettes or alcohol you might have gone full speed ahead for a few weeks and then something happened and you skipped a day of exercise. That led to a lot of negative self-talk about how you "blew it" and it "proved" that you'll never get healthy - so you gave up on it all and ordered a pizza and drank a beer.

Trying to change too many things at once is a recipe for failure because it's unrealistic that we can change a habit we've had for years overnight – let alone two or three habits at the same time! Human beings are creatures of habit – and making changes doesn't come easily. This is true not because we're bad or incapable, but because making changes that last occurs at a very deep level – at the root of our thoughts and beliefs. It takes consistent new action over a period of time to reinforce the new way of thinking.

Perhaps your New Year's resolution was simply to "exercise regularly." You bought the cutest workout clothes, new sneakers, and joined a gym. Even though you'd been a couch potato for years, you pushed yourself that first week by running 3 miles and lifting weights that were way too heavy…and you pulled a muscle – which then forced you to recover for a week or two. By the time you recovered, your enthusiasm had waned and you couldn't seem to get back gym. Sound familiar?

Skipping steps is recipe for failure because changes that last are built upon a solid foundation. Taking small, consistent action every day builds inner strength and the capacity to integrate the natural effects of your new behavior, which also gives you the time to integrate and get comfortable with your new way of thinking.

New beliefs = new actions = new results.

By keeping it simple, choosing one place to start, and making the action doable - you are setting yourself up to win. There is no urgency when it comes to your new habit. You are not in a race - you're on a journey and choosing the one part of the new habit that most appeals to you is the perfect place to start!

How to get started on your new habit?

1. Think of the habit as something that will support your highest goals for yourself.
2. Think in terms of creating a new habit instead of breaking an old one.
3. Start small. Think of one new habit you want to instill and begin there.
4. Start at the level of your thought. If you want to start a habit of healthy eating, spend 30 days practicing this thought every day: "I am a healthy eater, and I love choosing foods that support my vitality". Spend this time before you do any action and you will find yourself with a solid foundation from which to shift your actual behavior.

FORMING GOOD HABITS:

We are all born to lead successful lives but our conditioning leads us to failure. We are born to win but are conditioned to lose. We often hear statements like, this person is just lucky, he touches dirt and turns to gold. Or he is unlucky, no matter what he touches, it runs to dirt. This is not true. If you analyse, the

successful person is doing something right in each transaction and the failure is repeating the same mistake in each transaction. Remember, practice does not make perfect. Only perfect practice makes perfect. Practice makes permanent whatever you do repeatedly. Some people keep practicing their mistakes and they become perfect in them.

Professionals make things look easy because they have mastered the fundamentals of whatever they do. Many people do good work with promotions in mind. But the one to whom good work becomes habit is deserving.

Cultivating a habit is like ploughing the field. It takes time. It has to grow from within. Habits generate other habits. Inspiration is what gets a person started, motivation is what keeps him on track and habits is what makes it automatic.

Traits are not coincidences; they are the result of constant and consistent draining, both mental and physical. In the face of adversity our behavior can only be the one we have practiced, regardless of whether it is positive or negative. When we practice negative traits such as cowardice or dishonesty in small events, hoping to handle the major ones in a positive way, the latter wouldn't happen because that is not what we have practised.

When we permit ourselves to tell a lie once, it is a lot easier to do it a second and third time until it become a habit. Success lies in the philosophy of sustain and abstain. Sustain what needs to be done and abstain from what is detrimental until this becomes habitual. Human beings are more emotional than rational. Honesty and integrity are both the result of our belief system and practice. Anything we practice long enough becomes ingrained into our system and becomes a habit. A person who is honest most of the time gets caught the first time he tells a lie. Whereas a person who is dishonest most of the time gets caught the first time he tells the truth. Honesty and dishonesty to self and others both become habits.

Stephen R Covey presented a framework of habits for personal effectiveness in his best seller "**7 Habits of Highly effective people"** the summary of which is as follows**:**

Dependence to Independence

- Habit 1: Be Proactive: Principles of Personal Choice ----
- Habit 2: Begin with the End in Mind: Principles of Personal Vision
- Habit 3: Put First Things First: Principles of Integrity & Execution

Independence to Interdependence

- Habit 4: Think Win/Win: Principles of Mutual Benefit
- Habit 5: Seek First to Understand, Then to be Understood: Principles of Mutual Understanding
- Habit 6: Synergize: Principles of Creative Cooperation

Continual Improvement

- Habit 7: Sharpen the Saw: Principles of Balanced Self-Renewal

The chapters are dedicated to each of the habits, which are represented by the following imperatives:

1. Habit 1 - Principles of Personal Choice: Covey emphasizes the original sense of the term "proactive" as coined by Victor Frank. You can either be proactive or reactive when it comes to how you respond to certain things. When you are reactive, you blame other people and circumstances for obstacles or problems. Being proactive means taking responsibility for every aspect of your life. Initiative and taking action will then follow. Covey also argues that man is different from other animals in that he has self-consciousness. He has the ability to detach himself and observe his own self; think about his thoughts. He goes on to say how this attribute enables him: It gives him the power not to be affected by his circumstances. Covey talks about *stimulus* and *response*. Between stimulus and response, we have the power of free will to choose our response.
2. Habit 2 - Principles of Personal Vision: This chapter is about setting long-term goals based on "true north" principles. Covey recommends formulating a "Personal Mission Statement" to document one's perception of one's own vision in life. He sees visualization as an important tool to develop this. He also deals with organizational mission statements, which he claims to be more effective if developed and supported by all members of an organization rather than prescribed.
3. Habit 3 - Principles of Integrity & Execution: Covey describes a framework for prioritizing work that is aimed at long-term goals, at the expense of tasks that appear to be urgent, but are in fact less important. Delegation is presented as an important part of time management. Successful delegation, according to Covey, focuses on results and benchmarks that are to be agreed in advance, rather than on prescribing detailed work plans.
4. Habit 4 - Principles of Mutual Benefit: An attitude whereby mutually beneficial solutions are sought that satisfy the needs of oneself as well as others, or, in the case of a conflict, both parties involved.
5. Habit 5 - Principles of Mutual Understanding: Covey warns that giving out advice before having empathetically understood a person and their situation will likely result in that advice being rejected. Thoroughly listening to another person's concerns instead of reading out your own autobiography is purported to increase the chance of establishing a working communication.
6. Habit 6 - Principles of Creative Cooperation: A way of working in teams. Apply effective problem solving. Apply collaborative decision making. Value differences. Build on divergent strengths. Leverage creative collaboration. Embrace and leverage innovation. It is put forth that when synergy is pursued as a habit, the result of the teamwork will exceed the sum of what each of the members could have achieved on their own. “The whole is greater than the sum of its parts.”
7. Habit 7 - Principles of Balanced Self-Renewal: Focuses on balanced self-renewal: Regain what Covey calls "production capability" by engaging in carefully selected recreational activities. Covey also emphasizes the need to sharpen the mind.

In today's challenging and complex world, being highly effective is the price of entry to the playing field. To thrive, innovate, excel, and lead in this new reality, we must reach beyond effectiveness toward fulfillment, contribution, and greatness. Research is showing, however, that the majority of people are not thriving. They are neither fulfilled nor excited. Tapping into the higher reaches of human motivation requires a new mindset, a new skill-set --a new habit. Dr. Covey's new book, *The 8th Habit: From Effectiveness to Greatness*, is a roadmap to help you find daily fulfillment and excitement.

PERSONAL GROOMING

Grooming means dressing well, to be presentable to others. You may want to give a little more attention to how you dress at work because what you wear may be substantially influencing your career path. Although nothing takes the place of talent, hard work, innate ability and ambition, looking your

professional best in the workplace can give you a Competitive advantage. It simply means dressing in a way that projects an image of the sophisticated, successful working individual you are or would like to become.

When you are fresh and well groomed, it creates a positive impression. Research has shown that good looking people have a 20% advantage over the not so groomed ones. If you are a genius, perhaps you can get away with anything. If you are not, though, here are some basic rules to conform to:

1. Daily showers are a necessity.
2. Hair must be shampooed at least once in 2 days and conditioned once a week.
3. A hairstyle to suit your face and personality must be chosen.
4. Eyes, nose and ears need to be cleaned in privacy and not in public.
5. Teeth need brushing and flossing every morning and night, and rinsing after every meal. Make sure not to eat any pungent food during office hours. If you do, rinse your mouth thoroughly and eat some mouth freshener.
6. Nails should be clipped and filed short for men and be of medium length for women. It is understood that medium length nails have to be clean and if painted, the enamel should not be chipped. Bright and zany nails are great for parties but not for work.
7. Toes and feet too should be taken care of. The feet should be kept clean and crack free. The toenails should go through a routine of cleaning. Ladies can paint them in mild colours for work and try and have a pedicure once every fortnight.

GROOMING –MEN

DRESS: As a rule, the simpler the better.

- **SHIRTS**
  Colours: White, off white, pale, blue shirts are preferred; though you may wear dark colored shirts too.(given below are the colours preferred by professionals).
  It is important to button up your shirt till the collar button
- **TROUSERS:** They should preferably be dark though you may wear beige and with a dark colored shirt. Try to have at least one pair of black trousers
  Trousers may or may not have pleats
- **TIES:** To play it safe choose a traditional silk tie, No loud colours or patterns. Given below are some well accepted colour sand patterns…you may be wise to avoid ties with images and designer logos Your tie should co-ordinate with your attire the knot should be a perfect triangle… Do not enter a clinic like this (observe the tie and the shirt button)

- **SOCKS:** Choose a color that coordinates with your trousers (usually black, dark gray, dark brown or dark blue) Make sure they are long enough not to expose your skin when you sit down. As a thumb rule, do not wear white socks. Wear clean socks to avoid bad odour
- **SHOES:** Wear a good pair of leather shoes-black and brown/tan shoes. Shoes must be polished everyday Do not wear shoes that look casual. Also, do not wear shoes with worn out heels.
- **BELTS:** Wear only formal belts with a sleek buckle. As thumb rule, match your belt to your shoes.
- **WATCHES:** Preferably wear leather strapped watches. If you wear a metal strapped watch, make sure that it fits the wrist well

- **HAIRSTYLES:** Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, mustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean shaven; beards are not acceptable. Earrings and other body piercing are unacceptable.

GROOMING –WOMEN

- **DRESS:** You may wear Salwaar kameez or formal shirt/trousers. Preferably choose small prints or self colors. And tight fitting clothes Avoid plunging necklines, sleeveless. You may wear a tunic with a pair of formal trousers.
- **HAIR:** extreme styles or colorations, or unnatural colors
- **SHOES/SANDALS:** Shoes with 1 ½-inch heels are standard. You may wear a pair with smaller heels or a flat pair. Stick with a black/brown pair. Be sure your shoes are polished and that your heels are intact. Do not wear colorful sandals. Avoid heels and sandals with heels. Avoid white colored sandals as they get dirty easily. If you do, clean them well
- **BAGS:** Apart from your working bag if you are carrying an additional bag, preferably, carry a black or a brown one
- **ACCESSORIES:**
  - **Earrings:** Wear stubs or small rings. Do not wear hoops or dangling earrings
  - **Bracelets/Bangles:** You may wear either a bracelet or a bangle. Avoid both. Avoid chunky bracelets or too many bangles.
  - **Rings:** Keep them simple and not chunky.
  - **Chains:** You may wear thin chains with small lockets. Do not wear ornamental/ chunky jewelry even if it is an occasion

CHAPTER 2: SELF ESTEEM

This is your opinion of yourself. High self esteem is a good opinion of yourself and low self esteem is a bad opinion of yourself.

Most people's feelings and thoughts about themselves fluctuate somewhat based on their daily experiences. The grade you get on an exam, how your friends treat you, ups and downs in a romantic relationship-all can have a temporary impact on your well-being.

Your **self-esteem**, however, is something more fundamental than the normal "ups and downs" associated with situational changes. For people with good basic self-esteem, normal "ups and downs" may lead to temporary fluctuations in how they feel about themselves, but only to a limited extent. In contrast, for people with poor basic self-esteem, these "ups and downs" may make all the difference in the world.

Poor Self-Esteem vs. Healthy Self-Esteem

People with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. They need positive external experiences to counteract the negative feelings and thoughts that constantly plague them. Even then, the good feeling (from a good grade, etc.) can be temporary.

Healthy self-esteem is based on our ability to assess ourselves accurately (know ourselves) and still be able to accept and to value ourselves unconditionally. This means being able to realistically acknowledge our strengths and limitations (which is part of being human) and at the same time accepting ourselves as worthy and worthwhile without conditions or reservations.

Where Does Self-Esteem Come From?

Our self-esteem develops and evolves throughout our lives as we build an image of ourselves through our experiences with different people and activities. Experiences during our childhood play a particularly large role in the shaping of our basic self-esteem. When we were growing up, our successes (and failures) and how we were treated by the members of our immediate family, by our teachers, coaches, religious authorities, and by your peers, all contributed to the creation of our basic self-esteem. Self-esteem is largely developed during childhood.

What Does Your "Inner Voice" Say?

Healthy Self-Esteem

Childhood experiences that lead to healthy self-esteem include-

- Being praised
- Being listened to
- Being spoken to respectfully
- Getting attention and hugs
- Experiencing success in sports or school
- Having trustworthy friends

Low Self-Esteem

Childhood experiences that lead to low self-esteem include-

- Being harshly criticized
- Being yelled at, or beaten
- Being ignored, ridiculed or teased
- Being expected to be "perfect" all the time
- Experiencing failures in sports or school

People with low self-esteem were often given messages that failed experiences (losing a game, getting a poor grade, etc.) were failures of their whole self.

Our past experiences, even the things we don't usually think about, are all alive and active in our daily life in the form of an **Inner Voice**. Although most people do not "hear" this voice in the same way they would a spoken one, in many ways it acts in a similar way, constantly repeating those original messages to us.

For people with healthy self-esteem the messages of the inner voice are positive and reassuring. For people with low self-esteem, the inner voice becomes a harsh inner critic, constantly criticizing, punishing, and belittling their accomplishments.

THREE Faces of Low Self-Esteem

Most of us have an image of what low self-esteem looks like, but it is not always so easy to recognize. Here are three common faces that low self-esteem may wear:

***The Impostor**:* acts happy and successful, but is really terrified of failure. Lives with the constant fear that she or he will be "found out." Needs continuous successes to maintain the mask of positive self-esteem, which may lead to problems with perfectionism, procrastination, competition, and burnout.

***The Rebel**:* acts like the opinions or good will of others - especially people who are important or powerful - don't matter. Lives with constant anger about not feeling "good enough." Continuously needs to prove that others' judgments and criticisms don't hurt, which may lead to problems like blaming others excessively, breaking rules or laws, or fighting authority procrastination, competition, and burn-out.

***The Loser**:* acts helpless and unable to cope with the world and waits for someone to come to the rescue. Uses self-pity or indifference as a shield against fear of taking responsibility for changing his or her life.

Looks constantly to others for guidance, which can lead to such problems as lacking assertiveness skills, under-achievement, and excessive reliance on others in relationships.

Consequences of Low Self-Esteem

Low self-esteem can have devastating consequences.

- It can create anxiety, stress, loneliness and increased likelihood for depression.
- It can cause problems with friendships and relationships.
- It can seriously impair academic and job performance.
- It can lead to underachievement and increased vulnerability to drug and alcohol abuse.

Worst of all, these negative consequences themselves reinforce the negative self-image and can take a person into a downward spiral of lower and lower self-esteem and increasingly non-productive or even actively self-destructive behavior.

Three Steps to Better Self-Esteem

Before you can begin to improve your self-esteem you must first believe that you can change it. Change doesn't necessarily happen quickly or easily, but it can happen. You are not powerless! Once you have accepted, or are at least willing to entertain the possibility that you are not powerless, there are three steps you can take to begin to change your self-esteem:

- Step 1: Rebut the Inner Critic
- Step 2: Practice Self-Nurturing
- Step 3: Get Help from Others

Step 1: Rebut the Inner Critic

The Inner Critic's Voice:	**Your Rebuttals:**
Is Unfairly Harsh: “People said they liked my presentation, but it was nowhere near as good as it should have been. I can't believe no one noticed all the places I messed up. I'm such an impostor."	**Be Reassuring:** “Wow, they really liked it! Maybe it wasn't perfect, but I worked hard on that presentation and did a good job. I'm proud of myself. This was a great success."
Generalizes Unrealistically: “I got an F in the test. I don't understand anything in this class. I'm such an idiot. Who am I fooling? I shouldn't be taking this class. I'm stupid and I don't belong in college."	**Be Specific:** “I did poorly on this one test, but I've done O.K. on all the homework. There are some things here that I don't understand as well as I thought I did, but I can do the material-I've done fine in other classes that were just as tough.
Catastrophizes: "She turned me down for a date! I'm so embarrassed and humiliated. No one likes or cares about me. I'll never find a girlfriend. I'll always be alone."	**Be Objective:** “Ouch! That hurt. Well, she doesn't want to go out with me. That doesn't mean no one does. I know I'm an attractive and nice person. I'll find someone."

Step 2: Practice Self-Nurturing

Rebutting your critical inner voice is an important first step, but it is not enough. Since our self-esteem is in part due to how others have treated us in the past, the second step to more healthy self-esteem is to begin to treat yourself as a worthwhile person.

Start to challenge past negative experiences or messages by nurturing and caring for yourself in ways that show that you are valuable, competent, deserving and lovable. There are several components to self-nurturing:

Practice Basic Self-Care

Get enough sleep, eat in a healthy fashion, get regular exercise, practice good hygiene, and so forth.

Plan Fun & Relaxing Things For Yourself

You could go to a movie, take a nap, get a massage, plant a garden, buy a pet, learn to meditate-whatever you enjoy.

Reward Yourself For Your Accomplishments

You could take the night off to celebrate good grades, spend time with a friend, or compliment yourself for making that hard phone call.

Remind Yourself of Your Strengths & Achievements

One way is to make a list of things you like about yourself. Or keep a 'success' file of awards, certificates and positive letters or citations. Keep mementoes of accomplishments you are proud of where you can see them.

Forgive Yourself When You Don't Do All You'd Hoped

Self-nurturing can be surprisingly hard if you are not used to doing it. Don't be critical of yourself-remember that inner voice!-when you don't do it just right.

Self-Nurture Even When You Don't Feel You Deserve It

"Fake it" until you can "make it." When you treat yourself like you deserve to feel good and be nurtured, slowly you'll come to believe it.

Step 3: Get Help from Others

Getting help from others is often the most important step a person can take to improve his or her self-esteem, but it can also be the most difficult. People with low self-esteem often don't ask for help because they feel they don't deserve it. But since low self-esteem is often caused by how other people treated you in the past, you may need the help of other people in the present to challenge the critical messages that come from negative past experiences. Here are some ways to get help from others:

Ask for Support from Friends

- Ask friends to tell you what they like about you or think you do well.
- Ask someone who cares about you to just listen to you "vent" for a little while without trying to "fix" things.
- Ask for a hug.
- Ask someone who loves you to remind you that they do.

Get Help from Teachers & Other Helpers

- Go to professors or advisors or tutors to ask for help in classes if this is a problem for you. **Remember**: They are there to help you learn!
- If you lack self-confidence in certain areas, take classes or try out new activities to increase your sense of competence (for example, take a math class, join a dance club, take swimming lessons, etc.)

Talk to a Therapist or Counselor

Sometimes low self-esteem can feel so painful or difficult to overcome that the professional help of a therapist or counselor is needed.

Talking to a counselor is a good way to learn more about your self-esteem issues and begin to improve your self-esteem.

Self Efficacy

Self Efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not

require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

I. Sources of Self-Efficacy:

People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through **mastery experiences**. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity.

The second way of creating and strengthening self-beliefs of efficacy is through the **vicarious experiences** provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity the more persuasive are the models' successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results its produces.

Modeling influences do more than provide a social standard against which to judge one's own capabilities. People seek proficient models who possess the competencies to which they aspire. Through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. Acquisition of better means raises perceived self-efficacy.

Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.

It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. But people who have been persuaded that they lack capabilities tend to avoid challenging activities that cultivate potentialities and give up quickly in the face of difficulties. By constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioral validation.

Successful efficacy builders do more than convey positive appraisals. In addition to raising people's beliefs in their capabilities, they structure situations for them in ways that bring success and avoid placing people in situations prematurely where they are likely to fail often. They measure success in terms of self-improvement rather than by triumphs over others.

People also rely partly on their **somatic and emotional states** in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility. Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy, despondent mood diminishes it. The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states.

It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self- doubts regard their arousal as a debilitator. Physiological indicators of efficacy play an especially influential role in health functioning and in athletic and other physical activities.

II. Efficacy-Activated Processes :

Much research has been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning.

A. Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

Most courses of action are initially organized in thought. People's beliefs in their efficacy shape the types of anticipatory scenarios they construct and rehearse. Those who have a high sense of efficacy, visualize success scenarios that provide positive guides and supports for performance. Those who doubt their efficacy visualize failure scenarios and dwell on the many things that can go wrong. It is difficult to achieve much while fighting self-doubt. A major function of thought is to enable people to predict events and to develop ways to control those that affect their lives. Such skills require effective cognitive processing of information that contains many ambiguities and uncertainties. In learning predictive and regulative rules people must draw on their knowledge to construct options, to weight and integrate predictive factors, to test and revise their judgments against the immediate and distal results of their actions, and to remember which factors they had tested and how well they had worked.

It requires a strong sense of efficacy to remain task oriented in the face of pressing situational demands, failures and setbacks that have significant repercussions. Indeed, when people are faced with the tasks of managing difficult environmental demands under taxing circumstances, those who are beset by self-doubts about their efficacy become more and more erratic in their analytic thinking, lower their aspirations and the quality of their performance deteriorates. In contrast, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking, which pays off in performance accomplishments.

B. Motivational Processes

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures.

There are three different forms of cognitive motivators around which different theories have been built. They include causal attributions, outcome expectancies, and cognized goals. The corresponding theories are attribution theory, expectancy-value theory and goal theory, respectively. Self-efficacy beliefs operate in each of these types of cognitive motivation. Self-efficacy beliefs influence causal attributions. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy.

In expectancy-value theory, motivation is regulated by the expectation that a given course of behavior will produce certain outcomes and the value of those outcomes. But people act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance. The motivating influence of outcome expectancies is thus partly governed by self-beliefs of efficacy. There are countless attractive options people do not pursue because they judge they lack the capabilities for them. The predictiveness of expectancy-value theory is enhanced by including the influence of perceived self- efficacy.

The capacity to exercise self-influence by goal challenges and evaluative reaction to one's own attainments provides a major cognitive mechanism of motivation. A large body of evidence shows that explicit, challenging goals enhance and sustain motivation. Goals operate largely through self-influence processes rather than regulate motivation and action directly. Motivation based on goal setting involves a cognitive comparison process. By making self-satisfaction conditional on matching adopted goals, people give direction to their behavior and create incentives to persist in their efforts until they fulfill their goals. They seek self-satisfaction from fulfilling valued goals and are prompted to intensify their efforts by discontent with substandard performances.

Motivation based on goals or personal standards is governed by three types of self influences. They include self-satisfying and self-dissatisfying reactions to one's performance, perceived self-efficacy for goal attainment, and readjustment of personal goals based on one's progress. Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures. When faced with obstacles and failures people who harbor self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge. Strong perseverance contributes to performance accomplishments.

C. Affective Processes

People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of possible threats and worry about things that rarely happen. Through such inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behavior as well as anxiety

arousal. The stronger the senses of self-efficacy the bolder people are in taking on taxing and threatening activities.

Anxiety arousal is affected not only by perceived coping efficacy but also by perceived efficacy to control disturbing thoughts. The exercise of control over one's own consciousness is summed up well in the proverb: "You cannot prevent the birds of worry and care from flying over your head. But you can stop them from building a nest in your head." Perceived self-efficacy to control thought processes is a key factor in regulating thought produced stress and depression. It is not the sheer frequency of disturbing thoughts but the perceived inability to turn them off that is the major source of distress. Both perceived coping self-efficacy and thought control efficacy operate jointly to reduce anxiety and avoidant behavior.

Social cognitive theory prescribes mastery experiences as the principal means of personality change. Guided mastery is a powerful vehicle for instilling a robust sense of coping efficacy in people whose functioning is seriously impaired by intense apprehension and phobic self-protective reactions. Mastery experiences are structured in ways to build coping skills and instill beliefs that one can exercise control over potential threats. Intractable phobics, of course, are not about to do what they dread. One must, therefore, create an environment so that incapacitated phobics can perform successfully despite themselves. This is achieved by enlisting a variety of performance mastery aids. Feared activities are first modeled to show people how to cope with threats and to disconfirm their worst fears. Coping tasks are broken down into subtasks of easily mastered steps. Performing feared activities together with the therapist further enables phobics to do things they would resist doing by themselves. Another way of overcoming resistance is to use graduated time. Phobics will refuse threatening tasks if they will have to endure stress for a long time. But they will risk them for a short period. As their coping efficacy increases the time they perform the activity is extended. Protective aids and dosing the severity of threats also help to restore and develop a sense of coping efficacy.

After functioning is fully restored, the mastery aids are withdrawn to verify that coping successes stem from personal efficacy rather than from mastery aids. Self-directed mastery experiences, designed to provide varied confirmatory tests of coping capabilities, are then arranged to strengthen and generalize the sense of coping efficacy. Once people develop a resilient sense of efficacy they can withstand difficulties and adversities without adverse effects.

Guided mastery treatment achieves widespread psychological changes in a relatively short time. It eliminates phobic behavior and anxiety and biological stress reactions, creates positive attitudes and eradicates phobic ruminations and nightmares. Evidence that achievement of coping efficacy profoundly affects dream activity is a particularly striking generalized impact.

A low sense of efficacy to exercise control produces depression as well as anxiety. It does so in several different ways. One route to depression is through unfulfilled aspiration. People who impose on themselves standards of self-worth they judge they cannot attain drive themselves to bouts of depression. A second efficacy route to depression is through a low sense of social efficacy. People who judge themselves to be socially efficacious seek out and cultivate social relationships that provide models on how to manage difficult situations, cushion the adverse effects of chronic stressors and bring satisfaction to people's lives. Perceived social inefficacy to develop satisfying and supportive relationships increases vulnerability to depression through social isolation. Much human depression is cognitively generated by dejecting ruminative thought. A low sense of efficacy to exercise control over ruminative thought also contributes to the occurrence, duration and recurrence of depressive episodes.

Other efficacy-activated processes in the affective domain concern the impact of perceived coping self-efficacy on biological systems that affect health functioning. Stress has been implicated as an important contributing factor to many physical dysfunctions. Controllability appears to be a key organizing principle regarding the nature of these stress effects. It is not stressful life conditions per se, but the perceived inability to manage them that is debilitating. Thus, exposure to stressors with ability to control them has no adverse biological effects. But exposure to the same stressors without the ability to control them impairs the immune system. The impairment of immune function increases susceptibility to infection, contributes to the development of physical disorders and accelerates the progression of disease.

Biological systems are highly interdependent. A weak sense of efficacy to exercise control over stressors activates autonomic reactions, catecholamine secretion and release of endogenous lipids. These biological systems are involved in the regulation of the immune system. Stress activated in the process of acquiring coping capabilities may have different effects than stress experienced in aversive situations with no prospect in sight of ever gaining any self-protective efficacy. There are substantial evolutionary benefits to experiencing enhanced immune function during development of coping capabilities vital for effective adaptation. It would not be evolutionarily advantageous if acute stressors invariably impaired immune function, because of their prevalence in everyday life. If this were the case, people would experience high vulnerability to infective agents that would quickly do them in. There is some evidence that providing people with effective means for managing stressors may have a positive effect on immune function. Moreover, stress aroused while gaining coping mastery over stressors can enhance different components of the immune system.

There are other ways in which perceived self-efficacy serves to promote health. Lifestyle habits can enhance or impair health. This enables people to exert behavioral influence over their vitality and quality of health. Perceived self-efficacy affects every phase of personal change--whether people even consider changing their health habits; whether they enlist the motivation and perseverance needed to succeed should they choose to do so; and how well they maintain the habit changes they have achieved. The stronger the perceived self-regulatory efficacy the more successful people are in reducing health-impairing habits and adopting and integrating health-promoting habits into their regular lifestyle. Comprehensive community programs designed to prevent cardiovascular disease by altering risk-related habits reduce the rate of morbidity and mortality.

D. Selection Processes

The discussion so far has centered on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing they types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect.

Career choice and development is but one example of the power of self-efficacy beliefs to affect the course of life paths through choice-related processes. The higher the level of people's perceived self-efficacy the wider the range of career options they seriously consider, the greater their interest in them, and the better

they prepare themselves educationally for the occupational pursuits they choose and the greater is their success. Occupations structure a good part of people's lives and provide them with a major source of personal growth.

III. Adaptive Benefits of Optimistic Self-Beliefs of Efficacy:

1. There is a growing body of evidence that human accomplishments and positive well-being required an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. They are full of impediments, adversities, setbacks, frustrations, and inequities. People must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed. In pursuits strewn with obstacles, realists either forsake them, abort their efforts prematurely when difficulties arise or become cynical about the prospects of effecting significant changes.
2. It is widely believed that misjudgment breeds personal problems. Certainly, gross miscalculation can get one into trouble. However, the functional value of accurate self-appraisal depends on the nature of the activity. Activities in which mistakes can produce costly or injurious consequences call for accurate self- appraisal of capabilities. It is a different matter where difficult accomplishments can produce substantial personal and social benefits and the costs involve one's time, effort, and expendable resources. People with a high sense of efficacy have the staying power to endure the obstacles and setbacks that characterize difficult undertakings.
3. When people err in their self-appraisal they tend to overestimate their capabilities. This is a benefit rather than a cognitive failing to be eradicated. If efficacy beliefs always reflected only what people can do routinely they would rarely fail but they would not set aspirations beyond their immediate reach nor mount the extra effort needed to surpass their ordinary performances.
4. People who experience much distress have been compared in their skills and beliefs in their capabilities with those who do not suffer from such problems. The findings show that it is often the normal people who are distorters of reality. But they display self-enhancing biases and distort in the positive direction. People who are socially anxious or prone to depression are often just as socially skilled as those who do not suffer from such problems. But the normal ones believe they are much more adept than they really are. The non-depressed people also have a stronger belief that they exercise some control over situations.
5. Social reformers strongly believe that they can mobilize the collective effort needed to bring social change. Although their beliefs are rarely fully realized they sustain reform efforts that achieve important gains. Were social reformers to be entirely realistic about the prospects of transforming social systems they would either forego the endeavor or fall easy victim to discouragement. Realists may adapt well to existing realities. But those with a tenacious self-efficacy are likely to change those realities.
6. Innovative achievements also require a resilient sense of efficacy. Innovations require heavy investment of effort over a long period with uncertain results. Moreover, innovations that clash with existing preferences and practices meet with negative social reactions. It is, therefore, not surprising that one rarely finds realists in the ranks of innovators and great achievers.

IV. Development and Exercise of Self-Efficacy over the Lifespan

Different periods of life present certain types of competency demands for successful functioning. These normative changes in required competencies with age do not represent lock-step stages through which everyone must inevitably pass. There are many pathways through life and, at any given period, people vary substantially in how efficaciously they manage their lives. The sections that follow provide a brief

analysis of the characteristic developmental changes in the nature and scope of perceived self-efficacy over the course of the lifespan.

A. Origins of a Sense of Personal Agency

The newborn comes without any sense of self. Infants exploratory experiences in which they see themselves produce effects by their actions provide the initial basis for developing a sense of efficacy. Shaking a rattle produces predictable sounds, energetic kicks shake their cribs, and screams bring adults. By repeatedly observing that environmental events occur with action, but not in its absence, infants learn that actions produce effects. Infants who experience success in controlling environmental events become more attentive to their own behavior and more competent in learning new efficacious responses, than are infants for whom the same environmental events occur regardless of how they behave.

Development of a sense of personal efficacy requires more than simply producing effects by actions. Those actions must be perceived as part of oneself. The self becomes differentiated from others through dissimilar experience. If feeding oneself brings comfort, whereas seeing others feed themselves has no similar effect, one's own activity becomes distinct from all other persons. As infants begin to mature those around them refer to them and treat them as distinct persons. Based on growing personal and social experiences they eventually form a symbolic representation of themselves as a distinct self.

B. Familial Sources of Self-Efficacy

Young children must gain self-knowledge of their capabilities in broadening areas of functioning. They have to develop, appraise and test their physical capabilities, their social competencies, their linguistic skills, and their cognitive skills for comprehending and managing the many situations they encounter daily. Development of sensor motor capabilities greatly expands the infants' exploratory environment and the means for acting upon it. These early exploratory and play activities, which occupy much of children's waking hours, provide opportunities for enlarging their repertoire of basic skills and sense of efficacy.

Successful experiences in the exercise of personal control are central to the early development of social and cognitive competence. Parents who are responsive to their infants' behavior, and who create opportunities for efficacious actions by providing an enriched physical environment and permitting freedom of movement for exploration, have infants who are accelerated in their social and cognitive development. Parental responsiveness increases cognitive competence, and infants' expanded capabilities elicit greater parental responsiveness in a two-way influence. Development of language provides children with the symbolic means to reflect on their experiences and what others tell them about their capabilities and, thus, to expand their self-knowledge of what they can and cannot do.

The initial efficacy experiences are centered in the family. But as the growing child's social world rapidly expands, peers become increasingly important in children's developing self-knowledge of their capabilities. It is in the context of peer relations that social comparison comes strongly into play. At first, the closest comparative age-mates are siblings. Families differ in number of siblings, how far apart in age they are, and in their sex distribution. Different family structures, as reflected in family size, birth order, and sibling constellation patterns, create different social comparisons for judging one's personal efficacy. Younger siblings find themselves in the unfavorable position of judging their capabilities in relation to older siblings who may be several years advanced in their development.

C. Broadening of Self-Efficacy Through Peer Influences

Children's efficacy-testing experiences change substantially as they move increasingly into the larger community. It is in peer relationships that they broaden self-knowledge of their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A vast amount of social learning occurs among peers. In addition, age-mates provide highly informative comparisons for judging and verifying one's self-efficacy. Children are, therefore, especially sensitive to their relative standing among the peers in activities that determine prestige and popularity.

Peers are neither homogeneous nor selected indiscriminately. Children tend to choose peers who share similar interests and values. Selective peer association will promote self-efficacy in directions of mutual interest, leaving other potentialities underdeveloped. Because peers serve as a major influence in the development and validation of self-efficacy, disrupted or impoverished peer relationships can adversely affect the growth of personal efficacy. A low sense of social efficacy can, in turn, create internal obstacles to favorable peer relationships. Thus, children who regard themselves as socially inefficacious withdraw socially, perceive low acceptance by their peers and have a low sense of self-worth. There are some forms of behavior where a high sense of efficacy may be socially alienating rather than socially affiliating. For example, children who readily resort to aggression perceive themselves as highly efficacious in getting things they want by aggressive means.

D. School as an Agency for Cultivating Cognitive Self-Efficacy

During the crucial formative period of children's lives, the school functions as the primary setting for the cultivation and social validation of cognitive competencies. School is the place where children develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in the larger society. Here their knowledge and thinking skills are continually tested, evaluated, and socially compared. As children master cognitive skills, they develop a growing sense of their intellectual efficacy. Many social factors, apart from the formal instruction, such as peer modeling of cognitive skills, social comparison with the performances of other students, motivational enhancement through goals and positive incentives, and teachers interpretations of children's successes and failures in ways that reflect favorably or unfavorably on their ability also affect children's judgments of their intellectual efficacy.

The task of creating learning environments conducive to development of cognitive skills rests heavily on the talents and self-efficacy of teachers. Those who are have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development. Teachers who have a low sense of instructional efficacy favor a custodial orientation that relies heavily on negative sanctions to get students to study. Teachers operate collectively within an interactive social system rather than as isolates. The belief systems of staffs create school cultures that can have vitalizing or demoralizing effects on how well schools function as a social system. Schools in which the staff collectively judges themselves as powerless to get students to achieve academic success convey a group sense of academic futility that can pervade the entire life of the school. Schools in which staff members collectively judge themselves capable of promoting academic success imbue their schools with a positive atmosphere for development that promotes academic attainments regardless of whether they serve predominantly advantaged or disadvantaged students.

Students' belief in their capabilities to master academic activities affects their aspirations, their level of interest in academic activities, and their academic accomplishments. There are a number of school practices that, for the less talented or ill prepared, tend to convert instructional experiences into education

in inefficacy. These include lock-step sequences of instruction, which lose many children along the way; ability groupings which further diminish the perceived self-efficacy of those cast in the lower ranks; and competitive practices where many are doomed to failure for the success of a relative few.

Classroom structures affect the development of intellectual self-efficacy, in large part, by the relative emphasis they place on social comparison versus self-comparison appraisal. Self- appraisals of less able students suffer most when the whole group studies the same material and teachers make frequent comparative evaluations. Under such a monolithic structure students rank themselves according to capability with high consensus. Once established, reputations are not easily changed. In a personalized classroom structure, individualized instruction tailored to students' knowledge and skills enables all of them to expand their competencies and provides less basis for demoralizing social comparison. As a result, students are more likely to compare their rate of progress to their personal standards than to the performance of others. Self-comparison of improvement in a personalized classroom structure raises perceived capability. Cooperative learning structures, in which students work together and help one another also tend to promote more positive self-evaluations of capability and higher academic attainments than do individualistic or competitive ones.

E. Growth of Self-Efficacy Through Transitional Experiences of Adolescence

Each period of development brings with it new challenges for coping efficacy. As adolescents approach the demands of adulthood, they must learn to assume full responsibility for themselves in almost every dimension of life. This requires mastering many new skills and the ways of adult society. Learning how to deal with pubertal changes, emotionally invested partnerships and sexuality becomes a matter of considerable importance. The task of choosing what lifework to pursue also looms large during this period. These are but a few of the areas in which new competencies and self-beliefs of efficacy have to be developed.

With growing independence during adolescence some experimentation with risky behavior is not all that uncommon. Adolescents expand and strengthen their sense of efficacy by learning how to deal successfully with potentially troublesome matters in which they are unpracticed as well as with advantageous life events. Insulation from problematic situations leaves one ill prepared to cope with potential difficulties. Whether adolescents forsake risky activities or become chronically enmeshed in them is determined by the interplay of personal competencies, self- management efficacy and the prevailing influences in their lives.

Impoverished hazardous environments present especially harsh realities with minimal resources and social supports for culturally valued pursuits, but extensive modeling, incentives and social supports for transgressive styles of behavior. Such environments severely tax the coping efficacy of youth enmeshed in them to make it through adolescence in ways that do not irreversibly foreclose many beneficial life paths.

Adolescence has often been characterized as a period of psychosocial turmoil. While no period of life is ever free of problems, contrary to the stereotype of "storm and stress," most adolescents negotiate the important transitions of this period without undue disturbance or discord. However, youngsters who enter adolescence beset by a disabling sense of inefficacy transport their vulnerability to distress and debility to the new environmental demands. The ease with which the transition from childhood to the demands of adulthood is made similarly depends on the strength of personal efficacy built up through prior mastery experiences.

F. Self-Efficacy Concerns of Adulthood

Young adulthood is a period when people have to learn to cope with many new demands arising from lasting partnerships, marital relationships, parenthood, and occupational careers. As in earlier mastery tasks, a firm sense of self-efficacy is an important contributor to the attainment of further competencies and success. Those who enter adulthood poorly equipped with skills and plagued by self-doubts find many aspects of their adult life stressful and depressing.

Beginning a productive vocational career poses a major transitional challenge in early adulthood. There are a number of ways in which self-efficacy beliefs contribute to career development and success in vocational pursuits. In preparatory phases, people's perceived self-efficacy partly determines how well they develop the basic cognitive, self-management and interpersonal skills on which occupational careers are founded. As noted earlier, beliefs concerning one's capabilities are influential determinants of the vocational life paths that are chosen.

It is one thing to get started in an occupational pursuit, it is another thing to do well and advance in it. Psychosocial skills contribute more heavily to career success than do occupational technical skills. Development of coping capabilities and skills in managing one's motivation, emotional states and thought processes increases perceived self-regulatory efficacy. The higher the sense of self-regulatory efficacy the better the occupational functioning. Rapid technological changes in the modern workplace are placing an increasing premium on higher problem-solving skills and resilient self-efficacy to cope effectively with job displacements and restructuring of vocational activities.

The transition to parenthood suddenly thrusts young adults into the expanded role of both parent and spouse. They now not only have to deal with the ever-changing challenges of raising children but to manage interdependent relationships within a family system and social links to many extra familial social systems including educational, recreational, medical, and care giving facilities. Parents who are secure in their parenting efficacy shepherd their children adequately through the various phases of development without serious problems or severe strain on the marital relationship. But it can be a trying period for those who lack a sense of efficacy to manage the expanded familial demands. They are highly vulnerable to stress and depression.

Increasing numbers of mothers are joining the work force either by economic necessity or personal preference. Combining family and career has now become the normative pattern. This requires management of the demands of both familial and occupational roles. Because of the cultural lag between societal practices and the changing status of women, they continue to bear the major share of the homemaking responsibility. Women who have a strong sense of efficacy to manage the multiple demands of family and work and to enlist their husbands' aid with childcare experience a positive sense of well-being. But those who are beset by self-doubts in their ability to combine the dual roles suffer physical and emotional strain.

By the middle years, people settle into established routines that stabilize their sense of personal efficacy in the major areas of functioning. However, the stability is a shaky one because life does not remain static. Rapid technological and social changes constantly require adaptations calling for self-reappraisals of capabilities. In their occupations, the middle-aged find themselves pressured by younger challengers. Situations in which people must compete for promotions, status, and even work itself, force constant self-appraisals of capabilities by means of social comparison with younger competitors.

G. Reappraisals of Self-Efficacy with Advancing Age

The self-efficacy issues of the elderly center on reappraisals and misappraisals of their capabilities. Biological conceptions of aging focus extensively on declining abilities. Many physical capacities do decrease, as people grow older, thus, requiring reappraisals of self-efficacy for activities in which the biological functions have been significantly affected. However, gains in knowledge, skills, and expertise compensate some loss in physical reserve capacity. When the elderly are taught to use their intellectual capabilities, their improvement in cognitive functioning more than offsets the average decrement in performance over two decades. Because people rarely exploit their full potential, elderly persons who invest the necessary effort can function at the higher levels of younger adults. By affecting level of involvement in activities, perceived self- efficacy can contribute to the maintenance of social, physical and intellectual functioning over the adult life span.

Older people tend to judge changes in their intellectual capabilities largely in terms of their memory performance. Lapses and difficulties in memory that young adults dismiss are inclined to be interpreted by older adults as indicators of declining cognitive capabilities. Those who regard memory as a biologically shrinking capacity with aging have low faith in their memory capabilities and enlist little effort to remember things. Older adults who have a stronger sense of memory efficacy exert greater cognitive effort to aid their recall and, as a result, achieve better memory.

Much variability exists across behavioral domains and educational and socioeconomic levels, and there is no uniform decline in beliefs in personal efficacy in old age. The persons against whom the elderly compare themselves contribute much to the variability in perceived self-efficacy. Those who measure their capabilities against people their age are less likely to view themselves as declining in capabilities than if younger cohorts are used in comparative self-appraisal. Perceived cognitive inefficacy is accompanied by lowered intellectual performances. A declining sense of self-efficacy, which often may stem more from disuse and negative cultural expectations than from biological aging, can thus set in motion self-perpetuating processes that result in declining cognitive and behavioral functioning. People who are beset with uncertainties about their personal efficacy not only curtail the range of their activities but also undermine their efforts in those they undertake. The result is a progressive loss of interest and skill.

Major life changes in later years are brought about by retirement, relocation, and loss of friends or spouses. Such changes place demands on interpersonal skills to cultivate new social relationships that can contribute to positive functioning and personal well-being. Perceived social inefficacy increases older person's vulnerability to stress and depression both directly and indirectly by impeding development of social supports, which serve as a buffer against life stressors.

The roles into which older adults are cast impose sociocultural constraints on the cultivation and maintenance of perceived self-efficacy. As people move to older-age phases most suffer losses of resources, productive roles, and access to opportunities and challenging activities. Monotonous environments that require little thought or independent judgment diminish the quality of functioning, intellectually challenging ones enhance it. Some of the declines in functioning with age result from sociocultural dispossession of the environmental support for it. It requires a strong sense of personal efficacy to reshape and maintain a productive life in cultures that cast their elderly in powerless roles devoid of purpose. In societies that emphasize the potential for self-development throughout the lifespan, rather than psychophysical decline with aging, the elderly tend to lead productive and purposeful lives.

Role Efficacy

The performance of a person working in an organization depends on his own potential effectiveness as a person, his technical competence, his managerial experience, etc. as well as now the role that he performs in the organization is designed. It is the integration of the two (the person and the role) that ensures the person's effectiveness in the organization. Effectiveness of a person-in-a-role-in-an- organization, therefore, may depend on his own potential effectiveness, the potential effectiveness of the role and the organizational climate. The potential effectiveness can be called efficacy. Personal efficacy would mean potential effectiveness of a person in personal and interpersonal situations. Role efficacy would mean the potential effectiveness of an individual occupying a particular role in an organization. Role efficacy can be seen as the psychological factor underlying role effectiveness. In short, role efficacy is potential effectiveness of a role.

Aspects of Role Efficacy:

Role efficacy has several aspects. The more these aspects are present in a role, the higher the efficacy of that role is likely to be. These aspects can be classified into three groups, or dimensions. One dimension of role efficacy is called "role making", contrasted with role taking. The first is an active attitude towards the role (to define and make the role as one likes), whereas the second is a passive attitude (mainly responding to others' expectations). The aspects in the second dimension are concerned with increasing the power of the role, making it more important. This can be called "role centering", which can be contrasted with "role entering" (accepting the role as given and reconciling oneself to its present importance or unimportance). The third dimension is called "role linking" (extending the relationship of the role with other roles and groups), contrasted with "role shrinking" (making the role narrow, confined to work-related expectations).

Dimensions 1: Role Making

i. **Self-Role Integration:** Every person has his strengths - his experience, his technical training, the special skills he may have, and some unique contribution he may be able to make. The more the role a person occupies provides an opportunity for the use of such special strengths, the higher the efficacy is likely to be. This is called self-role integration. The self of the person and the role get integrated through the possibility of a person's use of his special strengths in the role.
ii. **Proactivity:** A person who occupies a role responds to various expectations people in the organization have from that role. This certainly gives him satisfaction, and it also satisfies others in the organization. However, if he is also to take initiative in starting some activity, his efficacy will be higher.
iii. **Creativity:** It is not only initiative which is important for efficacy. An opportunity to try new and unconventional ways of solving problems or an opportunity to be creative is equally important.
iv. **Confrontation:** In general, if people in an organization avoid problems, or shift the problems to some other people to solve them, their role efficacy will be low. The general tendency to confront the problems to find relevant solutions contributes to efficacy.

Dimension 2: Role Centering

i. **Centrality:** If a person occupying a particular role in the organization generally feels that the role he/she occupies is central in the organization, his/her role efficacy is likely to be high.
ii. **Influence:** A related concept is that of influence or power. The more influence a person is able to exercise in the role, the higher the role efficacy is likely to be.

iii. **Personal growth:** One factor which contributes effectively to role efficacy is the perception that the role provides the individual an opportunity to grow and develop.

Dimensions 3: Role Linking

i. **Inter-role Linkage:** Linkage of one's role with other roles in the organization increases efficacy. If there is a joint effort in understanding problems, finding solutions, etc., the efficacy of the various roles involved is likely to be high. Of course, the presumption is that people know how to work effectively. Similarly, if a person is a member of a task group set up for a specific purpose, his efficacy, with other factors being common is likely to be high. The feeling of isolation of a role (that a person works without any linkage with other roles) reduces role efficacy.

ii. **Helping Relationship:** In addition to inter-role linkages, the opportunity for people to receive and give help also increases role efficacy. If persons performing a particular role feel that they can get help from some source in the organization whenever they have such a need, they are likely to have higher role efficacy. On the other hand, if there is a feeling that either no help is given when asked for, or that the respondents are hostile, role efficacy will be low. Helping relationship is of both kinds - feeling free to ask for help and expecting that help would be available when it is needed, as well as willingness to give help and respond to the needs of others.

iii. **Superordination:** A role may have linkages with systems, groups and entities beyond the organization. When a person performing a particular role feels that what he does as a part of his role is likely to be of value to a larger group, his efficacy is likely to be high. The roles which give opportunities to role occupants to work for super ordinate goals have highest role efficacy. Super ordinate goals are goals of serving large groups, efforts.

Role Conflict Management:

Role is a set of functions, which an individual performs in response to the expectations of the significant members of a social system, and his own expectations about the position that he occupies in it. The concept of role and the two role systems, role space and role set have a built-in potential for conflict and stress.

Differing expectations or demands from the role senders, on a person at work produce role conflict. Role ambiguity occurs when an employee is uncertain about assigned job duties and responsibilities. Role conflict and ambiguity are particularly significant sources of job related stress. Having responsibility for the behaviour of others and lack of opportunity to participate in decision making which affects the role occupant creates, role stress.

Role Space conflicts: As mentioned earlier, role space is a dynamic relationship between the various roles an individual occupies and his self. It has three main variables: self, the role under question and other roles he occupies. Any conflicts among these are referred to as role space conflict or stress. These conflicts may take several forms.

1. **Self-Role distance:** This stress arises out of the conflict between the self-concept and the expectations from the role, as perceived by the role occupant. If a person occupies occupies a role that he may subsequently find to be conflicting with the self concept, he feels stressed. Thus there is a need for role occupant to explore the possibilities of reducing the self-role distance by a technique called role integration which may prove as a functional strategy.

2. **Intra-role conflict:** Since an individual seems to develop expectations as a result of his socializing and identification with significant others, it is quite likely that he sees a certain incompatibility between the different expectations of his role, which may lead to role shrinkage. Here the role occupant should think in terms of role linkage by using creativity.
3. **Role stagnation**: An individual grows older; he also grows in the role that he occupies in an Organization. With the individual's advancement, the role changes; and with his change in role, the need for taking on a new role becomes crucial. This problem of role growth becomes acute especially when an individual outgrows the previous one and takes charge of the new role effectively. This is bound to produce some stress. To overcome stagnation the individual should develop a functional strategy of role transition.
4. **Inter role distance:** When an individual occupies more than one role there is bound to be conflicts between them. Inter role conflicts are quite frequent in modern society, where an individual is increasingly occupying multiple roles in various organizations and groups. To deal with this conflict the role occupant should involve in role negotiation in order to overcome isolation of inter-role distance.

Role Set Conflicts: The role set conflict consists of important persons who have varying expectations from the role that an individual occupies. The conflicts, which arise as a result of incompatibility among these expectations by the significant others, are referred to as role set conflicts. These conflict take the forms mentioned below:

a. **Role ambiguity:** When an individual is not clear about the various expectations that people have from his role, he faces role ambiguity. Role ambiguity may be due to lack of information available to a role occupant, or his lack of understanding of the cues available to him. Role ambiguity may be in relation to activities, responsibilities, priorities, norms or general expectations. Generally role ambiguity is experienced by persons occupying, roles that are newly created in Organizations, roles that are undergoing change or process roles (with less clear or less concrete activities). This may lead to role prescription and role taking which is dysfunctional for the individual, hence to make it functional the individual has to explore the possibility of role clarification, thus the functional strategy would be role making.
b. **Role overload:** When a role occupant feels that there are too many expectations from the, significant others in his role set, he experiences role overload has been measured by asking questions about people's feelings on whether they can finish work given to them during a modified work day and whether the amount of work they do might interfere with how well it is done. Most executive role occupants lack power, where there are large variations in the expected output, and when delegation or assistance cannot procure more time. The role occupant needs to undertake the role slimming process by being clear with the role senders thus making the role functional.
c. **Role erosion:** A role occupant may feel that the functions he would like to perform are being dome by some other role. Role erosion is the individual's subjective feeling that some important expectations that he has from a role are shared by the other roles within the role set. Role erosion is likely to be experienced in an organization that is redefining its role and creating new roles. The role occupant will fight for rights and rules thereby making the role dysfunctional. The organization needs to enrich the role the occupant plays.
d. **Role inadequacy:** Resource inadequacy stress is experience when the resources required by a role occupant for performing his role effectively are not available. Resources may

include information, people, material, finance or facilities. To overcome this situation, the role occupant needs to approach authority with facts and figures of how resources can increase productivity.

e. **Personal inadequacy:** When a role occupant feels that he does not have enough knowledge, skills or training to undertake a role effectively, or that he has not had time to prepare for the assigned role he may experience stress. Persons who are assigned new roles without adequate preparation or orientation are likely to experience feelings of personal inadequacy. The role occupant in this situation needs to address the problem with a systematic plan of self-development with the help of Human Resource persons.

f. **Role isolation:** In a role set, the role occupant may feel that certain roles are psychologically closer to him, while others ar at much a greater distance. The main criterion of distance is the frequency and ease of interaction. When linkages are strong, the role isolation will be low and vice versa. Role isolation can therefore be measures in terms of existing and the desired linkages. The gap between them indicates the amount of role isolation. To deal with this conflict the role occupant should involve in the role negotiation in order to overcome isolation of inter-role distance. This is similar to what happens to inter-role distance.

Self-motivation

People who are unable to motivate themselves must be content with mediocrity, no matter how impressive their other talents. **Andrew Carnegie**

Self motivation is the ability to motivate yourself, to find a reason and the necessary strength to do something, without the need of being influenced to do so by another person. Working in a careful and consistent manner without giving up.

Self-motivation is the force that keeps pushing us to go on - it's our internal drive to achieve, produce, develop, and keep moving forward. When you think you're ready to quit something, or you just don't know how to start, your self-motivation is what pushes you to go on.

With self-motivation, you'll learn and grow - regardless of the specific situation. That's why it's such a fundamental tool for reaching your goals, achieving your dreams, and succeeding, in this journey we call life.

Motivation is an essential ingredient for consistently achieving goals and accomplishing significant tasks. However, you don't always feel motivated to do what you know you should do. Here are three keys to maintaining a steady, high level of motivation.

Direction. One of the biggest causes of lack of motivation is an absence of true direction. Set goals which are clear, compelling, and meaningful to you. Write your goal down and get pictures of it. Make it crystal clear in your mind. Define your target and never let your attention stray away from it. When you know where you are going you'll stay upbeat, energetic and enthused about going there.

Action. When you take action you stir up your positive emotions and you rid your self of procrastination. When you are in motion you worry less. There is less time for it. When you are in the process of taking action anxiety gets replaced with anticipation. You are working towards a desired end and your focus gets directed to that goal.

Repetition. Repeat positive statements. Say positive words to yourself over and over again. State phrases like these:

- With every action that I take I move closer and closer to my goal.
- I am winning because I am doing what it takes.
- Right now I am taking the proper actions and I am getting the ideal results.

The more you repeat these affirmations the more motivated you will be. You will find that the combination of work and self talk give you the positive mindset that you need to overcome discouragement. No matter what the circumstances appear to be you will still win. You insure your victory when you keep repeating the words which keep your mind on the desired results.

Need for self motivation:

1. You cannot always rely on others to encourage you, if you have positive friends who are always there when you need them then you are indeed lucky and very much in the minority. If you are lonely or have few friends when you face any difficulties in your life you must rely on your own motivation to get you through. Lack of self motivation at that time could lead to depression.
2. You need self motivation to achieve because if you don't encourage yourself to accept opportunity and challenge who will?
3. To plan and find direction in your life
4. To take up a new activity, hobby or challenge
5. To be enthusiastic about life and living
6. To have the courage to see things through despite setbacks or negative comments from others

Essential Skills for increasing your motivation and creating a motivated mindset:

Practice the Creative Mindset over the Competitive one When we focus on our competition it can drain us of our creativity. It's through accessing and executing our creative impulses that we are able to maintain a high level of motivation. Examine your competition for inspiration. Don't let your ideas be driven solely by what your competition is doing.

Cultivate Courage When your locus of operation is from a place of fear your motivation is severely inhibited. It becomes virtually impossible to do anything. You experience very little if any forward movement and your feelings of well being quickly sink to an all time low. To cultivate more courage you have to practice conscious conditioning. Conscious conditioning is being actively aware of what's going on and strategically selecting a new mindset to replace & repair what isn't working for ya.

Strengthen Discipline You must have good discipline if you're going to be able to stick with the endurance that a motivated mindset may require. When your discipline is strong you can push through challenges and stay the course. Strengthening your discipline will increase your motivational aptitude.

Prioritize and Improve Time Management If you don't plan your time well you will very quickly drain yourself of whatever motivation you started the day with. Setting priorities is a big part of time management and having a flexible prioritizing agenda is very beneficial when it comes time to manage your time. Time management is all about planning and you know what they say: If you fail to plan, than you plan to fail.

Manage Negativity It's when I am in the most positive space and mindset that I'm the most motivated. I think that applies to most people. When you have a negative mindset or have people in your environment who spread negative vibes it undermines the foundation necessary to maintain a motivated mindset.

Celebrate Successes Announcing and learning to celebrate your achievements is a big part of increasing your motivational drive. So many people are shy about sharing their successes because they're afraid that others will judge their successes as being something that's too small to be celebrated. That kind of thinking is connected to thoughts of self judgement and not self assessment. You should freely announce and express the successes you experience. When you do this you are practicing the attitude of gratitude and also inviting more success to come into our life.

When you develop these 6 areas of your life it will result in increased motivation and a motivated mindset that will help you achieve all of your dreams.

Building Self-motivation:

If you want to excel in life, self motivation is essential. You must know how to motivate yourself. You must be able to keep your spirit high no matter how discouraging a situation is. That's the only way to get the power you need to overcome difficulties. Those who are discouraged in difficult times are certain to lose even before the battle is over.

Self motivation can be effectively build as follows:

1. **Have a cause**

Cause can inspire you to give your best even in the face of difficulties. It can make you do the seemingly impossible things.

While other causes could inspire you temporarily, a cause that matters to you can inspire you indefinitely. It's a spring of motivation that will never dry. Whenever you think that you run out of motivation, you can always come to your cause to get a fresh dose of motivation.

2. **Have a dream. A big dream.**

Only as high as I reach can I grow, only as far as I seek can I go, only as deep as I look can I see, only as much as I dream can I be. Karen Ravn

Your cause is a powerful source of motivation but it's still abstract in nature. You need to make it concrete in the form of a dream. Imagine how the world will be in the future. Imagine how people will live and work.

Having a dream is important because it's difficult to be motivated if you don't have anything to shoot for. Just think about people who play basketball. Will they be motivated to play if there is no basket to aim at? I don't think so. They need a goal. *You* need a goal. That's what your dream is for.

But just having a dream is insufficient. Your dream must be big enough to inspire you. It must be realistic but challenging. It must stretch your ability beyond your comfort zone.

3. Be hungry

Wanting something is not enough. You must hunger for it. Your motivation must be absolutely compelling in order to overcome the obstacles that will invariably come your way. Les Brown

To be truly motivated, you need to have *hunger* and not just *desire*. Having mere desire won't take you through difficult times since you don't want things badly enough. In many cases, hunger makes the difference between the best performers and the mediocre ones.

How can you have hunger? Your cause and your dream play a big role here. If you have a cause you care about and a big dream related to it, you should have the hunger inside of you. If you think that you are losing hunger, all you need to do is to connect again to your cause and dream. Let them inspire you and bring the hunger back.

4. Run your own race

I do not try to dance better than anyone else. I only try to dance better than myself. Mikhail Baryshnikov

Comparing yourself with others is an effective way to *demotivate* yourself. Even if you start with enthusiasm, you will soon lose your energy when you compare yourself with others. Don't let that happen to you. You have your own race so how other people perform is irrelevant. Comparing yourself with others is like comparing the performance of a swimmer with a runner using the same time standard. They are different so how can you compare one with the other? The only competitor you have is yourself. The only one you need to beat is *you*. Have you become the best you can be?

5. Take one more step

Success is not final, failure is not fatal: it is the courage to continue that counts. Winston Churchill

When you meet obstacles along the way, there could be the tendency to quit. You may think that it's too difficult to move on. You may think that your dream is impossible to achieve. But this is where you can see the difference between winners and losers. Though both of them face the same difficulties, there is one thing that makes the winners different: *the courage to continue*. In difficult situations, just focus on taking one more step forward. Don't think about how to complete the race. Don't think about how many more obstacles are waiting for you. Just focus on taking the *next* step.

6. Let go of the past

Finish each day and be done with it. You have done what you could. Ralph Waldo Emerson.

Believe it or not, one of the best demotivators is your past. Your past can drag you down before you realize it. Your past can give you a heavy burden on your shoulders.

The good news is it's a burden you don't have to carry. Take it off your shoulder and leave it. You might make mistakes in the past. You might disappoint others with what you did. But it's over. It's already in the past and there's nothing you can do about it.

Today is a new day and you have the chance to start again. No matter how bad your past might be, you still have a bright future ahead waiting for you. Just don't let the burden of the past stop you

Suggestions for people lacking self motivation:

1. **Focus on what you really enjoy doing**, maybe on something you want to take up or on a hobby you've always wanted to devote more time to. What's stopping you? Think about giving it priority to start doing what you love doing.
2. **Make a list** of things you'd like to improve on and how you're going to do it.
3. **Review all the successes you've enjoyed** in every area of your life, totally forget any negatives, just positive successes here!
4. **Start an exercise program** - force yourself to do it, it'll make you feel much more positive.
5. **Contact a positive friend** and have a chat.
6. **Read inspiring books** that will help heal your mind and improve your attitude

CHAPTER 3: ATTITUDE BUILDING

Definition of Attitude

The term "attitude" frequently used in describing people and explaining their behavior. For example: "He has a poor attitude". "I like her attitude'.

More precisely, an **attitude** can be defined as a persistent tendency to feel and behave in a particular way toward some object. For example George does not like working in the night shift. This shows that he has a negative attitude toward his work assignment.

Attitudes can be broken down into 3 basic components:

- Emotional
- Informational
- Behavioral

EMOTIONAL COMPONENT:

The emotional component includes the person's feelings or effect about an object, i.e. positive or negative.

Positive Attitudes: When an attitude towards a situation or subject is positive, then the person tends to be receptive and he makes an effort to understand.

Negative Attitudes: In these types of attitude the person develops barriers and filters, accept data and ideas selectively. The person rejects, ignores, minimizes some things and exaggerates others and criticizes destructively. This is because of previously accepted ideas with which the new ideas are incompatible.

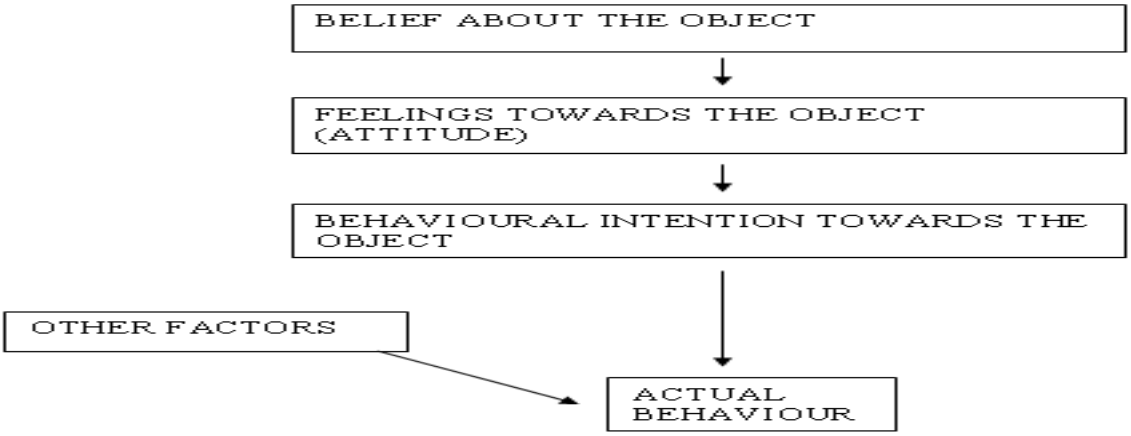
INFORMATIONAL COMPONENT

It consists of beliefs and information the individual has about the object. It makes no difference whether or not this information is empirically real or correct. For example: a supervisor may believe that two weeks of training is necessary before a worker can operate particular equipment. In reality, the average worker

may be able to operate the machine successfully after only four days of training. Yet the information the superior is using (that two weeks are necessary) is the key to his attitude about his training.

BEHAVIORAL COMPONENT

It consists of a person's tendency to behave in a particular way toward an object. For example: the supervisor in the above paragraph may assign two weeks of machine training to all his new employees. It is important to note that out of the three components of attitudes; only the behavioral component can be directly observed. One cannot see another person's feelings and informational component.



The informational component that contains the beliefs about object provides the basis for attitude. Ones feelings towards the object (the emotional component) are attitude itself. The behavioral intentions disrobe

ATTITUDE FORMATION

Attitudes are the results of beliefs. If employee believes that the current job will provide them with experience and training necessary to be promoted, the resulting job attitude will be positive. As a result the employee will want to stay with the organization (behavioral component) and will be as productive as possible (actual behavior).

FACTORS THAT DETERMINE OUR ATTITUDE

- Environment
- Experiences
- Education

Environment

This consists of home, school then the work place which creates a culture for us. Parents who respect each other and create healthy atmosphere, leads to the upbringing of children with a healthy mind and a positive attitude towards life. Media, traditions and social environment also influence a person's outlook on life.

Experiences

Events in life determine individual's behavior changes. Positive experiences with an individual make our attitude positive towards him. Failures in life make us shy and introvert.

Education

True education teaches us not only how to make a living but also how to live. Both formal as well as informal education has an impact on the individual. It opens to us the doors of positive living.

What the person is inclined to do towards the object.

Types of Attitude

POSITIVE ATTITUDE:

Positive attitude helps to cope more easily with the daily affairs of life. It brings optimism into your life, and makes it easier to avoid worry and negative thinking. If you adopt it as a way of life, it will bring constructive changes into your life, and makes them happier, brighter and more successful. With a positive attitude you see the bright side of life, become optimistic and expect the best to happen. It is certainly a state of mind that is well worth developing and strengthening.

Positive attitude manifests in the following ways:

- Positive thinking.
- Constructive thinking.
- Creative thinking.
- Expecting success.
- Optimism.
- Motivation to accomplish your goals.
- Being inspired.
- Choosing happiness.
- Not giving up.
- Looking at failure and problems as blessings in disguise.
- Believing in yourself and in your abilities.
- Displaying self-esteem and confidence.
- Looking for solutions.
- Seeing opportunities

NEGATIVE ATTITUDE:

In these types of attitude the person develops barriers and filters, accept data and ideas selectively. The person rejects, ignores, minimizes some things and exaggerates others and criticizes destructively. This is because of previously accepted ideas with which the new ideas are incompatible. The negative world of our imagination creates a negative world that is real and one that we are forced to live in. A negative attitude is self-defeating. We won't find solutions to life's problems by looking for someone or something to blame. . The constant stress that flows from a negative attitude also saps one's energy, focus, and motivation. It is hardly a formula for success. Also of great concern is the fact that those who refuse to work on improving their negative attitude may slide into depression, self-pity, and hopelessness. Additionally, negative people not only harm themselves; they harm the world. They cease to make a contribution to it. Instead of helping, they spread gloom and misery everywhere.

NEUTRAL ATTITUDES:

It tends to be indifferent and though it accepts and rejects according to whether the things are compatible or consistent with each other.

CONSEQUENCES OF NEGATIVE ATTITUDES

Negative attitude is the type of attitude in which the person develops barrier and filter, accepts data and order selectively. The negative attitudes against some idea may lead to a positive attitude this may lead to the invention and fantasy.

Our life is an obstacle course and we become our own biggest obstacle by having a negative attitude. People with a negative attitude have a hard time keeping friendships, jobs marriage and relationships. Their attitude leads to

- Bitterness
- Resentment
- A purposeless life
- Ill health
- High stress levels for themselves and others

They create a negative environment at home and work and become liability to the society. They also pass their negative behavior to others around them and to future generations.

When we became aware of negative attitudes why don't we change?

Human nature generally resists change. Change is uncomfortable. Regardless of its positive or negative effects change can be stressful. Sometimes we get so comfortable with our negativity that even when the change is for the positive we don't want to accept it we stay with the negative.

Charles Dickens wrote about a prisoner who stayed for many years in a dungeon. After serving his sentence, he got his freedom. He was brought out from his cell into the bright day light of open world this man looked all around and after a few minutes was so uncomfortable with his newly acquired freedom that he asked to brought back to his cell into confinement. To him the dungeon, the chains and the darkness were more secured and comfortable than accepting the change of freedom and the open world.

STEPS FOR BUILDING POSITIVE ATTITUDE

Step1:

Change focus – look for the positive - Most people find what they are looking for. If they are looking for friendship, happiness and the positive, that is what they get. If they are looking for fights or indifference, then that is what they get.

Step 2:

Make a habit of doing it now - Life is not a dress rehearsal. I don't care what philosophy you believe in--we have got only one shot at this game called life. The stakes are too high. The stakes are the future generations.

Step 3:

Develop an attitude of gratitude - Count your blessings, not your troubles

Step 4:

Get into a continuous education program - Spend so much time improving yourself that you have no time left to criticize others.

Step 5:

Build a positive self-esteem - If you want to build positive self-esteem quickly, one of the fastest ways is to do something for others who cannot repay you in cash or kind.

Step 6:

Stay away from negative influences - A person's character is not only judged by the company he keeps, but also by the company he avoids.

Step 7:

Learn to like the things that need to be done - Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible. --St. Francis of Assisi

Step 8:

Start your day with a positive - "If you are going to change your life, you need to start immediately and do it flamboyantly."

STEPS FOR MAINTAINING POSITIVE ATTITUDE

Our attitude is a result of deliberate action. We choose the ways we respond to difficulties in our lives. That's not to say that some situations are going to be more difficult than others, but there are steps we can take to help maintain a positive attitude.

1. **Know what is important**

We often expend emotional energy on things that, if we stopped and thought about them, are not all that important to us. Take time to clarify your personal beliefs and mission. Then, stop worrying about those things that are not important in the overall scheme of your life.

2. **Look after your physical wellbeing**

Exercise, eating well, getting enough sleep can all contribute to a good attitude. If you feel good physically, it's easier to reflect a positive attitude. Even something as simple as a haircut or a new outfit can give a mental boost and help you feel confident.

3. **Give it away**

Possibly the best way to build and maintain a good attitude is by sharing with others. I don't know how many times, at the end of a tough work day, doing something with or for others has boosted my attitude. Whether choirs practice, visiting someone in hospital or having coffee with friends, time spent with others can have a positive impact on my state of mind.

4. **Get rid of the unnecessary**

It seems the more complex our lives become, the more ways we have to worry about things going wrong. I've known people who become so caught up in their possessions that they never seem to enjoy what they have. Or, those who spend so much time trying to keep up with the neighbours, that they get no pleasure from what they already have. Simplify your life and you'll find your attitude improving.

5. **Look at the funny side**

Humour and attitude are closely related. People with good attitudes tend to have a good sense of humour. Instead of focusing on the loss in a robbery, someone with a good sense of humour phones her husband and says, " We finally got rid of that ugly lamp your Aunt gave us as a wedding gift!"

6. **Play to your strengths**

We all have things that make us feel good. Make regular time for those things. It might be listening to music, reading a book, talking a bath, or going for a walk. Whatever boosts your attitude, make it a part of your routine.

7. **Build your buffers**

There are going to be times when things happen that are beyond our own ability to manage. Rather than allowing them to pull us down, turn to outside sources for support. Talking to friends, meeting with a counsellor or a minister, meditation and prayer can all help us through difficult times. Build an external support system

Assertiveness

Assertiveness is a trait taught by many personal development experts and psychotherapists. It is linked to self-esteem and considered an important communication skill. *Trait* is a characteristic or property of some entity. An assertive style of behavior is to interact with people while standing up for your rights. Being assertive is to one's benefit most of the time but it does not mean that one always gets what he/she wants. The result of being assertive is that 1) you feel good about yourself 2) other people know how to deal with you and there is nothing vague about dealing with you.

What is Assertiveness?

Assertiveness is the ability to express yourself and your rights without violating the rights of others. It is appropriately direct, open, and honest communication which is self-enhancing and expressive. Acting assertively will allow you to feel self-confident and will generally gain you the respect of your peers and friends. It can increase your chances for honest relationships, and help you to feel better about yourself and your self-control in everyday situations. This, in turn, will improve your decision-making ability and possibly your chances of getting what you really want from life.

“Assertiveness basically means the ability to express your thoughts and feelings in a way that clearly states your needs and keeps the lines of communication open with the other”. However, before you can comfortably express your needs, you must believe you have a legitimate right to have those needs. Keep in mind that you have the following rights:

- The right to decide how to lead your life. This includes pursuing your own goals and dreams and establishing your own priorities.
- The right to your own values, beliefs, opinions, and emotions — and the right to respect yourself for them, no matter the opinion of others.
- The right not to justify or explain your actions or feelings to others.
- The right to tell others how you wish to be treated.
- The right to express yourself and to say “No,” “I don’t know,” “I don’t understand,” or even “I don’t care.” You have the right to take the time you need to formulate your ideas before expressing them.
- The right to ask for information or help — without having negative feelings about your needs.
- The right to change your mind, to make mistakes, and to sometimes act illogically — with full understanding and acceptance of the consequences.
- The right to like yourself even though you’re not perfect, and to sometimes do less than you are capable of doing.
- The right to have positive, satisfying relationships within which you feel comfortable and free to express yourself honestly — and the right to change or end relationships if they don’t meet your needs.
- The right to change, enhance, or develop your life in any way you determine.

ASSERTIVE PEOPLE:

Assertive people have the following characteristics:

- They feel free to express their feelings, thoughts, and desires.
- They know their rights.
- They have control over their anger. It does not mean that they repress this feeling. It means that they control it for a moment and then talk about it later in a logical way.

Example: Gandhi's struggle for India's independence, along with the communication strategy and actions he used for this, are a good example of assertiveness. He used a people movement which he called "Satyagraha" which used non violent means to achieve his objective. He kept communicating the Indians' right to rule themselves to the British, irrespective of what the British thought about Indians. Gandhi was sent to jail several times and in many cases was asked to pay a fine for opposing British rule. He never agreed to fine, saying that he had the right to say what he thinks is correct. After several decades of this struggle, India became independent.

Learning to Become More Assertive

As you learn to become more assertive, remember to use your assertive “skills” selectively. It is not just what you say to someone verbally, but also how you communicate nonverbally with voice tone, gestures, eye contact, facial expression and posture that will influence your impact on others. You must remember that it takes time and practice, as well as a willingness to accept yourself as you make mistakes, to reach the goal of acting assertively. As you practice your techniques, it is often helpful to have accepting

relationships and a supportive environment. People who understand and care about you are your strongest assets.

Specific Techniques for Assertiveness

- Be as specific and clear as possible about what you want, think, and feel. The following statements project this preciseness:
    - "I want to…"
    - "I don't want you to…"
    - "Would you…?"
    - "I liked it when you did that."
    - "I have a different opinion, I think that…"
    - "I have mixed reactions. I agree with these aspects for these reasons, but I am disturbed about these aspects for these reasons."

  It can be helpful to explain exactly what you mean and exactly what you don't mean, such as "I don't want to break up over this, but I'd like to talk it through and see if we can prevent it from happening again.

  Be direct. Deliver your message to the person for whom it is intended. If you want to tell Jane something, tell Jane; do not tell everyone except Jane; do not tell a group, of which Jane happens to be a member.

- "Own" your message. Acknowledge that your message comes from your frame of reference, your conception of good vs. bad or right vs. wrong, your perceptions. You can acknowledge ownership with personalized ("I") statements such as "I don't agree with you" (as compared to "You're wrong") or "I'd like you to mow the lawn" (as compared to "You really should mow the lawn, you know"). Suggesting that someone is wrong or bad and should change for his or her own benefit when, in fact, it would please you will only foster resentment and resistance rather than understanding and cooperation.
- Ask for feedback. "Am I being clear? How do you see this situation? What do you want to do?" Asking for feedback can encourage others to correct any misperceptions you may have as well as help others realize that you are expressing an opinion, feeling, or desire rather than a demand. Encourage others to be clear, direct, and specific in their feedback to you.

Assertion strategies:

- ***Make known your desires and feelings.*** Don't be side tracked by others. Make a short, clear, assertive statement of your goal, taking into account what others are saying by persistently repeating your goal: *Yes I understand* [other's response] *but I still want* [state your goal].
- ***Express feelings about a situation without threatening others:***
    - Identify the situation: *When you put me down Y*
    - Identify how you feel about it: *I feel angry Y*
    - Identify what you want: *When you put me down, I feel angry. I want you to know that and to stop putting me down.*
- ***Make a nonassertive person open up.*** The topic should be pursued in a gentle, probing manner: "*I don't understand why you are so up tight."*

Body language as related to assertive behavior:

1. ***Eye contact and facial expression:*** Maintain direct eye contact; appear interested and alert, but not angry.
2. ***Posture:*** Stand or sit erect, possibly leaning forward slightly.
3. ***Distance and contact:*** Stand or sit at a normal conversational distance from the other.
4. ***Gestures:*** Use relaxed, conversational gestures.
5. ***Voice:*** Use a factual, not emotional tone of voice. Sound determined and full of conviction, but not overbearing.
6. ***Timing:*** Choose a time when both parties are relaxed. A neutral site is best

Time management is commonly defined as the various means by which people effectively use their time and other closely related resources in order to make the most out of it.

Benefits of Time Management:

The main benefit of effective time management is that it can drastically improve the quality of your life. Let's look at a few common problems that can be solved with effective time management.

- **Reduce frustration and Anxiety**

  Many of the frustrating situations can be avoided with effective planning and organizing techniques. When you have overcome frustration, it is a lot easier to release the full power of your creativity and productivity.

- **Get a sense of achievement and piece of mind**

  Much of dissatisfaction and anxiety comes from that you are not sure where you are going, or you feel like you are going nowhere. Effective time management includes smart goal setting techniques, which will help you to realize where you are going and to see the optimal path there.

- **Open yourself to more satisfaction**

  We are often burdened by subconscious guilt for those undone things we think we should be doing or should have done. With effective time management you learn to overcome procrastination and you learn to prioritize. This will keep you feeling that you did most of the important things you possibly could do. That makes you more confident and decisive in your choices, leaving less space for guilt or unsatisfaction.

- **Increase your energy level**

  The undone things circulating in your mind cost you much more time and energy than the things you have done or are doing. With effective time management you get organized and unclutter your mind from those energy drains of unhandled things and "unfinished businesses". You will experience much higher energy level.

- **Get more of quality time**

There are many things that don't get you much forward, but you still have to do them to survive. Take eating for example. Those maintenance tasks are a significant part of your total time spendings. Learn how to organize them more efficiently and you will get more time for making progress or enjoying life.

Time management tools:

Time management starts with the commitment to change. Time management is easy as long as you commit to action. You can train others and improve your own time management through better planning; prioritising; delegating; controlling your environment; understanding yourself and identifying what you will change about your habits, routines and attitude, conditioning, or re-conditioning your environment.

Keys to Successful Time Management

- **Self knowledge and goals:** In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities.
- **Developing and maintaining a personal, flexible schedule:** Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal attention gives you the flexibility to include the things that are most important to you.

Strategies on using Time:

- **Develop blocks of study time**
- **Schedule weekly reviews and updates**
- **Prioritize assignments**
- When studying, get in the habit of beginning with the most difficult subject or task
- **Develop alternative study places free from distractions**
- to maximize concentration
- **Use your time wisely**
- Think of times when you can study "bits" as when walking, riding the bus, etc.
- **Review studies and readings just before class**
- **Review lecture material immediately after class (**Forgetting is greatest within 24 hours without review**)**
- **Schedule time for critical course events** Papers, presentations, tests, etc.

Stress Management

Introduction to Stress

Stress is a part of day-to-day living. It is a common human phenomenon and part of life. As college students you may experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. The stress you experience is not necessarily harmful. Mild forms of stress can act as a motivator and energiser. However, if your stress level is too high, medical and social problems can result.

Work for most call centre staff involves deadlines to meet, targets to reach and problems to solve on a daily basis. The reality of working in the 21st Century, however, means that these deadlines are often moved, targets become ever more challenging and despite the promise of empowering workplaces, many

individuals feel a loss of control over their daily lives. Everyone in his or her job, at some time experiences pressure. Too much pressure over a sustained period can however result in stress, that is, unless it is managed properly. Stress has been called the **'invisible disease'** and can affect you, your employer, your colleagues and those closest to you. It is important therefore that you understand what it is and how you can manage your working life in order to minimise its occurrence.

Definition

Hans Selye was one of the founding fathers of stress research. His view in 1956 was that "stress is not necessarily something bad – it all depends on how you take it. The stress of exhilarating, creative, successful work is beneficial; while that of failure, humiliation or infection is detrimental." Selye believed that the biochemical effects of stress would be experienced irrespective of whether the situation was positive or negative.

Since then, a great deal of further research has been conducted, and ideas have moved on. Stress is now viewed as a "bad thing", with a range of harmful biochemical and long-term effects. These effects have rarely been observed in positive situations.

The most commonly accepted definition of stress (mainly attributed to Richard S Lazarus) is that **stress is a condition or feeling experienced when a person perceives that "demands exceed the personal and social resources the individual is able to mobilize."** In short, it's what we feel when we think we've **lost control of events**.

Stress is the "wear and tear", our minds and bodies experience as we attempt to cope with our continually changing environment.

We can say,

S = P > R

Stress occurs when the pressure is greater than the resource

How can we know that one is under stress?

These are the ways to recognize…

Typical symptoms of stress

Types of Stress

- **Eustress** refers to the stress that is induced from events that are perceived to be good or positive (also referred to as the "good stress"). Examples include starting college, getting married, or having a baby
- **Distress** refers to stress that is induced from events that are perceived to be bad or negative (also referred to as "bad stress"). Examples include failing an exam, fighting with a friend, or getting a speeding ticket.
- **Hypostress** refers to the stress that is induced from lack of stimulation or boredom, which may not have any consequential effect.

Under **distress** we have three types of stress as described, in the **order of increasing intensity:**

- **Basic Stress**
- **Cumulative Stress**
- **Traumatic Stress**

BASIC STRESS

Every individual experiences basic, minor stress in daily situations that may produce tension, frustration, irritation, anger, etc. A person's vulnerability (reaction) is largely determined by one's physical and psychological strength or weakness at these times, and thus the level of stress will vary accordingly. For

example, a person who is ill, has not had enough sleep, or is troubled or worried, etc., is likely to react more readily and more intensely. Personal attributes which may contribute to one's reaction to stress are:

- Past experiences;
- Education;
- Professional skills;
- Philosophical approach to life;
- Age;
- Level of physical fitness; and
- Personal self-esteem.

Stress consumes physical, cognitive and emotional energy. Although it is natural to suffer some degree of stress in difficult situations, in order to avoid disruption of a person's ability to function properly, both physically and mentally, stress should not be allowed to accumulate to a point where it cannot be controlled.

Cumulative Stress

Cumulative stress is the result of strain that occurs too often (FREQUENCY), lasts too long (DURATION) and is too severe (INTENSITY). In these circumstances, distress leads to exhaustion and other manifestations so that a person is unable to cope with the amount of stress he/she is experiencing.

He/she may be assigned to work with colleagues that are not personally or culturally compatible. In addition a person may be challenged by minor, irritating strains related to unfamiliar or unpleasant situations. For example, difficulties related to housing (privacy, shortages of water, heat/cold, noise, etc.); travel (risks, threats, tedious controls at checkpoints); food (shortages, diet, illness); unfamiliar language and culture, etc.

A person may suffer the personal stress of being away from home, friends and loved ones, and become lonely and vulnerable to the effects of permanent low grade stress, or even to acute traumatic stress. If cumulative stress is not cared for, it may lead to ***burn-out*** or ***flame-out***, which may precede other very serious stress disorders.

Burn-out:

Ongoing stress may result in burn-out, or professional and personal exhaustion. A person suffering from burn-out will exhibit changed attitudes concerning his/her work & colleagues. For example, a person suffering from burn-out will either avoid work or, more often, become totally immersed in it and will exclude all other aspects of life. Usually there are signs of depression, loss of self-confidence and/or self-esteem, diffused sadness, guilt and grief.

Flame-Out

In the case of a rapid onset burnout, particularly if the needs for periodic rest, proper food and exercise are overlooked or ignored, the so-called flame-out phenomenon may result. Usually this reaction to stress can be treated at once by instructing the person experiencing flame-out to leave the scene temporarily, until he/she has regained control/composure. Some symptoms of flame-out are:

- Intense fatigue, often associated with exhausting hyperactivity;
- Feelings of sadness, discouragement, depression; guilt, remorse; hopelessness;
- Failure to admit to a state of psychological exhaustion, and denial of any loss of efficiency;
- Inability to objectively and accurately assess personal and professional performance;
- Physical signs of exhaustion may also be experienced, e.g. fatigue; headache; back pain; and stomach ulcer (called stress ulcer).

Traumatic Stress

Whereas cumulative stress increases over a period of time and at some point can be recognized and arrested, traumatic stress is the result of a single, sudden and violent assault which harms or threatens an individual or someone close to him or her, either physically or psychologically. The following are examples of trauma which may be experienced in the field:

- Being a powerless spectator of violence, murder, large scale massacres, epidemics, disasters or famines;
- Hearing first-hand reports of ill-treatment and torture;
- Direct or indirect intimidations and threats;
- Bombing of buildings; mining of roads;
- Attacks on vehicles and convoys;
- Armed attacks and robberies;
- Witnessing large-scale material destruction.

Although the range of emotional reactions to trauma is limited, such reactions may vary from one individual to another. The time it takes for these reactions to appear, and their severity, depends on the person's character and vulnerability at the time. The reaction(s) may appear immediately, or after a few hours or days: this is ***acute stress disorder***. Or the reaction(s) may appear after a few months, or in rare cases, in a few years: this is ***post-traumatic stress disorder*** **(PTSD)**.

PTSD may be compared to a wound that will not heal naturally.

An individual with PTSD may, after a period of well-being, experience a delayed onset disorder which generally can be recognized by several criteria:

- Persistent re-experiencing of the traumatic event;
- Avoiding association with any stimulus that is a reminder of the trauma;
- Symptoms of exaggerated alertness or caution and possibly inappropriate, or even violent, reactions to threatening situations.

What Causes Stress?

Although we tend to think of stress as caused by external events, it is the way in which we interpret and react to events that makes them stressful. People differ dramatically in the type of events they interpret as stressful and the way in which they respond to such stress. For example, speaking in public can be stressful for some people, and not for others. Also the type and severity of stress response varies from one individual to another, according to their personality, experience, motivation and the support they receive from managers, colleagues, family and friends.

It's important to identify the causes of stress and try and deal with those causes as quickly as possible before the more serious symptoms of stress become apparent.

Change is stressful

Stress is often caused by a major life event. It might be divorce, a child leaving home, getting pregnant, moving to a new home, changing jobs, finding out we are ill, moving school, going to college and so on. When change happens quickly, it is likely to be more stressful. If you have many changes to cope with at the same time, more stress is experienced.

Routine and daily causes of stress

We don't very often have a major change in our life but, other things are stressful too. Because these small upsets occur so often, they often give us the most stress.

Examples of daily causes of stress are:

Relationships

- Problems with friends.
- Splitting up with a partner, girlfriend or boyfriend.
- Disagreements with members of the family.
- Rebellious teenagers.
- Caring for an ill person.

Environment

- Living in an unsafe neighbourhood.
- Noise.
- Pollution.
- Light at night.
- Overcrowding.

Work or school

- Dissatisfied with work.
- Too much work.
- Conflicts with boss or teachers.
- Conflicts with colleagues or peers.
- Work too difficult.

Social

- Poverty.
- Financial pressures.
- Racial and sexual
- Discrimination or harassment.
- Unemployment.
- Isolation.
- Lack of social support.

Internal

- Uncertainty or worries.
- Pessimistic attitude.
- Self-criticism.
- Unrealistic expectations or beliefs.
- Perfectionism.
- Low self-esteem.
- Excessive or unexpressed anger.
- Lack of assertiveness.

Below are some common causes of stress at work.

JOB DEMANDS

- unrealistic or unclear expectations
- too much to do or too little time to complete assignments
- lack of challenge or job burn-out

- lack of input on how you do your job
- difficulty juggling work and family responsibilities

JOB SECURITY

- performance evaluation, raise, or salary cut
- financial cutbacks, reorganizations, hiring freezes, and lay-offs
- change in job responsibilities or classification

RELATIONS WITH YOUR SUPERVISOR AND CO-WORKERS

- poor communication or conflicts among staff
- inadequate support from supervisor or co-workers
- favoritism, differential treatment, or insensitivity
- loss of staff or staff turnover

When Stress Becomes Distress

Stress is a fact of everyday life. And, in fact, studies indicate that mild levels of stress actually facilitate learning, probably because they help us to mobilize our energy and resources and motivate us to do our best. But, what happens when stress is at a high level for a long time? We are at risk for depression, anxiety and panic -- not to mention a whole host of physical ailments.

Learn to recognize stress overload by these warning signs:

Recognising stress in yourself and others

Stress can present itself through a wide range of physical, behavioural and/or psychological symptoms. Common symptoms include:

- **Physical**

Headaches; high blood pressure; sleep disturbances; nausea; tearfulness; muscular aches and pains; susceptibility to infections with an increase in cold/flu type illnesses etc.

When stress is experienced over long periods the acute stress reaction may evolve into a chronic condition with the associated concerns of: persistent high blood pressure; development of digestive disorders e.g. stomach ulcers; there is also an increased risk of strokes and heart attacks.

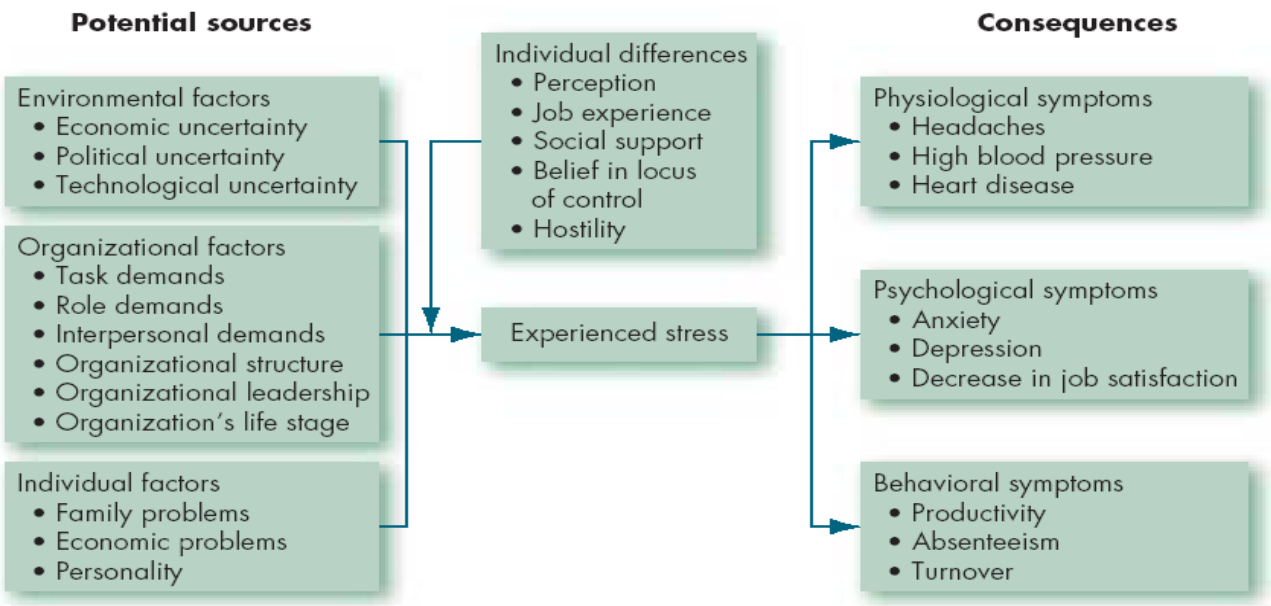
- **Behavioural**

Poor concentration; memory loss; irritability; substance abuse (i.e. increase in intake of alcohol, coffee, tobacco); lateness; an increase in absenteeism; reduced work performance; more accidents at work and at home; an inability to achieve a good performance at work despite good intentions and plans; withdrawal from usual social contacts.

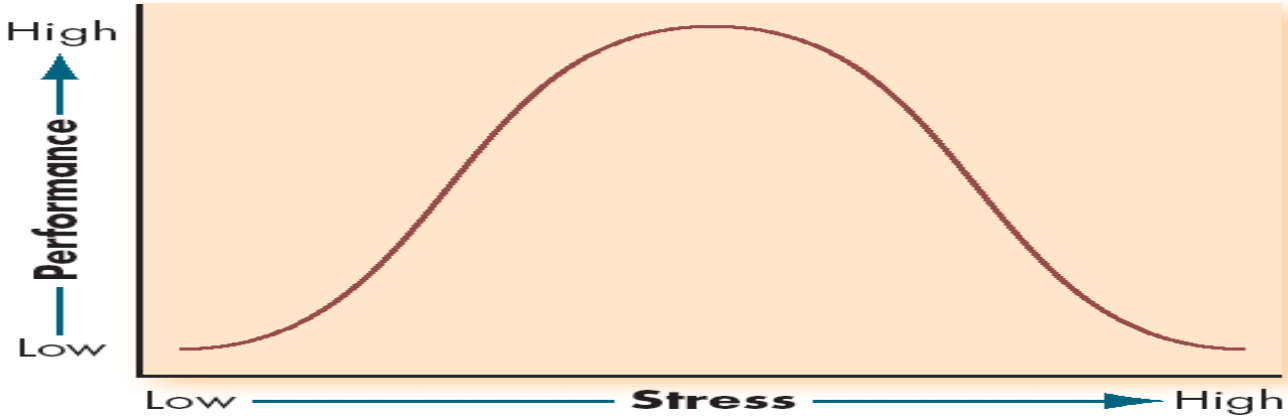
- **Psychological**

Depression; misplaced anxiety; apathy; lack of motivation; poor concentration and memory; low self esteem; fear of failure.

Consolidating all the information:



<u>A Model of Stress</u>
Relationship between job performance and stress (psychological effect):
<u>Inverted-U Relationship between Stress and Job Performance</u>



<u>Physiological signs of stress. (GAS)</u>

Seyle (1976) told that Animals react similarly to humans in variety of situations.

He developed theory called **General Adaptation Syndrome**, defined as a non-specific physiological response to a variety of stressful stimulus.

•Stage 1: Alarm Reaction

✓Perceived threat, drop in BP, muscle tension, the body prepares for confrontation.

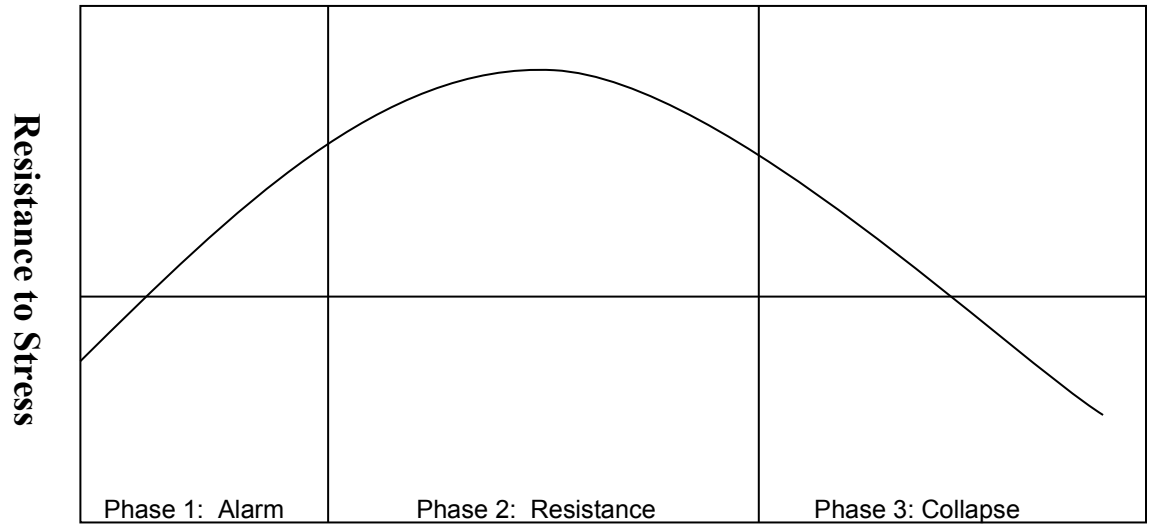
•Stage 2: Resistance

✓Chemical production
✓Body keeps up defences, but becomes vulnerable.

•Stage 3 : Exhaustion

✓Body begins to manifest signs of prolonged hormone secretion, in need of recovery e.g low blood sugar, kidney damage, low hormone levels.

Selye's General Adaptation Syndrome (GAS)



Shock

Evaluation of GAS model

✓ Allows good insight into causes of stress related illness.
✓ But still does not answer the question of why we perceive some events as threatening.
✓ Overall what is needed is the person to be involved in the equation.

What Does and Doesn't Work

What doesn't work to manage stress? Drugs and alcohol may help suppress or mask certain symptoms in the short-term, but they do nothing in helping us deal with the sources of the stress itself and of course can be self-destructive in the long run. Catharsis -- screaming into a pillow or playing aggressive video games -- doesn't work any better and can actually increase some people's feelings of anger and aggression. While stress can't be eliminated, it can be managed so that it's not a destructive force in our lives. The first

strategy, wherever possible, is to remove the stressor from your life, or to remove yourself from the stressor. In other words, change what you can! Get rid of small irritations; end damaging relationships; drop from five courses to four. The second option is to change your response and/or your interpretation of the situation. Because part of the source of stress in any situation lies in our attitudes and beliefs, we can never really run away from it. Thus, a good formula for coping with stress involves striking a balance between changing our environment and changing ourselves.

Simple means to cope with Stress

Remember our goal is not to eliminate stress but to learn how to manage it and learn how to use it to help us. Insufficient stress acts as a depressant and may leave us feeling bored or dejected. On the other hand, excessive stress may leave us feeling tied up in knots. What we need to do is to find the optimal level of stress which will individually motivate but not overwhelm each of us.

Stress reduction/management

If any of the aforementioned relate to you, the following solutions may help reduce or make you more resilient to stress:

Identify personal stressors

If you can, work out what in particular stresses you are and explore some practical ways to minimise the cause. There may be some issues you cannot change immediately, but there may be others you can alter or avoid.

Individual approach

Positive Ways to Cope with Stress

1. **Exercise!** Whether you garden, roller-blade or do yoga, physical activity is one of the best methods to relieve stress and strengthen your body to withstand its effects.
2. **Escape -- for awhile**. Get away from whatever is causing the tension. Lose yourself in a book or take a bath so you can calm down and come back to deal effectively with the situation.
3. **Eliminate small hassles wherever possible.** Don't shop at the busiest time. Buy a bus pass if you're always short of change when the bus comes.
4. **Breathe!** Take time out to practice slow breathing. As you exhale very slowly say the word "relax" or "calm." As the air expires, let the body relax.
5. **Try relaxation or meditation.** Consider taking a course to learn these techniques. Or, make an appointment with a counsellor to learn the basics.
6. **Be realistic.** Don't try to be superhuman: be realistic and don't expect too much from yourself. Make a good effort, but don't try to achieve the impossible.
7. **Draw on spirituality.** If you draw strength from your spirituality, make time for it. It may fortify you to cope with stressful demands or help you to put things into perspective.
8. **Set priorities and goals.** Managing your time well reduces stress! When you're overwhelmed, take time to figure out what your priorities are. Then, break down intimidating projects into smaller steps. Devising and sticking to a weekly schedule can also help.

9. **Eat healthily and get regular sleep.** A poor diet will put additional stress on your body, so try to limit your junk food intake as well as caffeine. Listen to your body as to how much sleep you need in order to awake well-rested.
10. **Take time for you**. Plan a little time each day for fun and recreation, whether your thing is playing the guitar, reading trashy novels or playing pinball. You'll find that it will help you deal with stress and so, in the long run, it will help your studies!
11. **Note the positive.** Take time to consciously reflect on and even write down or all the things that are good in your life. This can help keep you grounded as the tornado whirls around you.
12. **Laugh!** Whether you play charades with friends or watch Mr. Bean reruns (whatever makes you giggle), research shows that laughing is an excellent way to cope with stress.
13. **Talk to others**. Don't bottle up your feelings, reach out to those you trust: a friend or family members. Talking may not take the source of your stress away, but it can help you to put it into perspective, reduce your anxiety and come up with some solutions.

Other methods include (organizational context)

Manager

Where stress is work-related, it may be beneficial to discuss your concerns with your manager in the first instance to see what solutions may be available.

Occupational Health Service

You can self-refer to the University's Occupational Health Service, on a confidential basis, to discuss your concerns, where you will be offered help and advice on a short or long term basis in identifying personal stressors and in identifying assistance to help deal with these stressors.

Human Resources

Human Resources will, on a confidential basis, discuss with you and advise on how to deal with issues causing stress.

Learning & Development

Learning & Development provides a variety of courses which you may find very useful, such as bullying and harassment in the workplace; counselling skills, assertiveness training; managing sickness absence; management skills course; recognition and reduction of stress; conflict resolution; presentation skills and supervision skills.

Sports Centre

Various activities are available to help alleviate tension and reduce stress. A personal "one to one" fitness assessment can be undertaken and assistance given to find the fitness programme that is tailor-made to suit you.

Trade Union

For general support and advice.

Harassment Network

The network can be contacted if stress is a result of some form of harassment individuals.

Continuing Education

Some people may find it beneficial to develop their skills, learning a new language etc.

Staff Counselling - Care First

This exists to provide a confidential, independent source of advice. Counselling may be offered by telephone or in person.

Externally

Organizational Approaches

Several of the factors that cause stress-particularly task and role demands- are controlled by management. As such, they can be modified or changed. Strategies that management might want to consider include,

- **Improved personnel selection and job placement** Certain jobs are more stressful than others but individual differ in their responses to stressful situation. Selection process should be so as to select individuals with better experience and skills.
- **Training** It can increase an individual's self-efficacy and thus lessen job strain.
- **Use of realistic goal setting** Specific goals that are perceived as attainable, clarify performance expectation. In addition, goal feedback reduces uncertainties about actual job performance. The result is less employee frustration, role ambiguity, and stress.
- **Redesigning of jobs** In order to give employees more responsibility, more meaningful work, more autonomy, and increased feedback which, can reduce stress because these factors give the greater control over work activities and lessen dependence on others.
- **Increased employee involvement** Increased employee involvement in decision making process that directly affects their job performance, management can increase employee control and reduce the role stress.
- **Improved organizational communication** Increasing formal organizational communication with employees reduces uncertainty by lessening role ambiguity and role conflict. Given the importance that perceptions play in moderating the stress-response relationship, management can also use effective communications as a means to shape employee perceptions.
- **Offering employee sabbaticals** These sabbaticals-ranging in length from a few weeks to several months-allow employees to travel, relax, or pursue personal projects that consume time beyond normal vacation weeks. Proponents argue that these sabbaticals can revive and rejuvenate workers who might be headed for burnout.
- **Establishment of corporate wellness programs** These programs focus on the employee's total physical and mental condition. For example, they typically provide workshops to help people quit smoking, control alcohol use, lose weight, eat better, and develop a regular exercise program.

Clarifying Confusion About Conflict

Conflict is when two or more values, perspectives and opinions are contradictory in nature and haven't been aligned or agreed about yet, including:

- Within yourself when you're not living according to your values;
- When your values and perspectives are threatened; or
- Discomfort from fear of the unknown or from lack of fulfillment. Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means often-contradictory values, perspectives and opinions.

Conflict is often needed. It:

- Helps to raise and address problems.
- Energizes work to be on the most appropriate issues.
- Helps people "be real", for example, it motivates them to participate.
- Helps people learn how to recognize and benefit from their differences.
- Conflict is not the same as discomfort. The conflict isn't the problem - it is when conflict is poorly managed that is the problem.

Conflict is a problem when it:

- Hampers productivity.
- Lowers morale.
- Causes more and continued conflicts.
- Causes inappropriate behaviors.

Types of Managerial Actions that Cause Workplace Conflicts

- Poor communications
  - Employees experience continuing surprises, they aren't informed of new decisions, programs, etc.
  - Employees don't understand reasons for decisions, they aren't involved in decision-making.
  - As a result, employees trust the "rumor mill" more than management.
- The alignment or the amount of resources is insufficient. There is:
  - Disagreement about "who does what".
  - Stress from working with inadequate resources.
- "Personal chemistry", including conflicting values or actions among managers and employees, for example:
  - Strong personal natures don't match.
  - We often don't like in others what we don't like in ourselves.
- Leadership problems, including inconsistent, missing, too-strong or uninformed leadership (at any level in the organization), evidenced by:
  - Avoiding conflict, "passing the buck" with little follow-through on decisions.
  - Employees see the same continued issues in the workplace.
  - Supervisors don't understand the jobs of their subordinates.

Key Managerial Actions / Structures to Minimize Conflicts

1. Regularly review job descriptions. Get your employee's input to them. Write down and date job descriptions. Ensure:
    1. Job roles don't conflict.
    2. No tasks "fall in a crack".
2. Intentionally build relationships with all subordinates.
    1. Meet at least once a month alone with them in office.
    2. Ask about accomplishments, challenges and issues.
3. Get regular, written status reports and include:
    1. Accomplishments.
    2. Currents issues and needs from management.
    3. Plans for the upcoming period.
4. Conduct basic training about:
    1. Interpersonal communications.
    2. Conflict management.
    3. Delegation.
5. Develop procedures for routine tasks and include the employees' input.
    1. Have employees write procedures when possible and appropriate.
    2. Get employees' review of the procedures.
    3. Distribute the procedures.
    4. Train employees about the procedures.
6. Regularly hold management meetings, for example, every month, to communicate new initiatives and status of current programs.
7. Consider an anonymous suggestion box in which employees can provide suggestions.

Ways People Deal With Conflict

1. There is no one best way to deal with conflict. It depends on the current situation. Here are the major ways that people use to deal with conflict.
    1. Avoid it. Pretend it is not there or ignore it.
        1. Use it when it simply is not worth the effort to argue. Usually this approach tends to worsen the conflict over time.
2. Accommodate it. Give in to others, sometimes to the extent that you compromise yourself.
    1. Use this approach very sparingly and infrequently, for example, in situations when you know that you will have another more useful approach in the very near future. Usually this approach tends to worsen the conflict over time, and causes conflicts within yourself.
3. Competing. Work to get your way, rather than clarifying and addressing the issue. Competitors love accommodators.
    1. Use when you have a very strong conviction about your position.
4. Compromising. Mutual give-and-take.
    1. Use when the goal is to get past the issue and move on.
5. Collaborating. Focus on working together.
    1. Use when the goal is to meet as many current needs as possible by using mutual resources. This approach sometimes raises new mutual needs.
    2. Use when the goal is to cultivate ownership and commitment.

To Manage a Conflict Within Yourself - "Core Process"

It's often in the trying that we find solace, not in getting the best solution. The following steps will help you in this regard.

1. Name the conflict, or identify the issue, including what you want that you aren't getting. Consider:
    1. Writing your thoughts down to come to a conclusion.
    2. Talk to someone, including asking them to help you summarize the conflict in 5 sentences or less.
2. Get perspective by discussing the issue with your friend or by putting it down in writing. Consider:
    1. How important is this issue?
    2. Does the issue seem worse because you're tired, angry at something else, etc.?
    3. What's your role in this issue?
3. Pick at least one thing you can do about the conflict.
    1. Identify at least three courses of action.
    2. For each course, write at least three pros and cons.
    3. Select an action - if there is no clear course of action, pick the alternative that will not hurt, or be least hurtful, to yourself and others.
    4. Briefly discuss that course of action with a friend.
4. Then do something.
    1. Wait at least a day before you do anything about the conflict. This gives you a cooling off period.
    2. Then take an action.
    3. Have in your own mind, a date when you will act again if you see no clear improvement.

To Manage a Conflict With Another - "Core Process"

1. Know what you don't like about yourself, early on in your career. We often don't like in thers what we don't want to see in ourselves.
    1. Write down 5 traits that really bug you when see them in others.
    2. Be aware that these traits are your "hot buttons".
2. Manage yourself. If you and/or the other person are getting heated up, then manage yourself to stay calm by
    1. Speaking to the person as if the other person is not heated up - this can be very effective!
    2. Avoid use of the word "you" - this avoids blaming.
    3. Nod your head to assure them you heard them.
    4. Maintain eye contact with them.
3. Move the discussion to a private area, if possible.
4. Give the other person time to vent.
    1. Don't interrupt them or judge what they are saying.
5. Verify that you're accurately hearing each other. When they are done speaking:}
    1. Ask the other person to let you rephrase (uninterrupted) what you are hearing from them to ensure you are hearing them.
    2. To understand them more, ask open-ended questions. Avoid "why" questions - those questions often make people feel defensive.
6. Repeat the above step, this time for them to verify that they are hearing you. When you present your position
    1. Use "I", not "you".
    2. Talk in terms of the present as much as possible.
    3. Mention your feelings.
7. Acknowledge where you disagree and where you agree.

8. Work the issue, not the person. When they are convinced that you understand them:
    1. Ask "What can we do fix the problem?" They will likely begin to complain again. Then ask the same question. Focus on actions they can do, too.
9. If possible, identify at least one action that can be done by one or both of you.
    1. Ask the other person if they will support the action.
    2. If they will not, then ask for a "cooling off period".
10. Thank the person for working with you.
11. If the situation remains a conflict, then:
    1. Conclude if the other person's behavior conflicts with policies and procedures in the workplace and if so, present the issue to your supervisor.
    2. Consider whether to agree to disagree.
    3. Consider seeking a third party to mediate.

PART 2 - COMMUNICATION

INTRODUCTION TO COMMUNICATION

People spend more time communicating than doing anything else. Probably one spends a large part of each day talking and listening. When one is not talking or listening, he is likely communicating in other ways- reading, writing, gesturing, drawing. Or perhaps he is just taking in information by seeing, feeling, or smelling. All of these activities are forms of communication and certainly one does it throughout most of his conscious moments.

Just as communication is vital to our existence in civilized society, it is essential to the functioning of the organizations our society has produced. In fact, we could go so far as to say that organizations exist through communication; without communication, there would be no organizations. As Herbert Simon expresses it, "Without communication there can be no organization, for there is no possibility then of the group influencing the behavior of the individual."

Human beings are poor communicators. The irony is we hardly ever realise that when we fail to achieve our objective in relationships, negotiations, or decision-making, it is, to quite an extent, owing to a failure in communicating our purpose and ideas accurately to the others involved.

It may be a failure in terms of the content of the message or the form of the message/ communication, or both. Instances of such failures in communication are common in personal and organisational communications.

People in organizations typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of organizational problems is poor communications. Effective communication is an essential component of organizational success whether it is at the interpersonal, intergroup, intragroup, organizational, or external levels.

MEANING & DEFINITION OF COMMUNICATION

The word "communication" is derived from "communis" (Latin), meaning" common". It stands for a natural activity of all human beings to convey opinions, feelings, information, and ideas to others through words (written or spoken), body language, or signs.

George Vardman in his book *Effective Communication of Ideas* defines effective communication as “purposive interchange, resulting in workable understanding and agreement between the sender and receiver of a message."

Robert Anderson, in his concept of communication, adds the element of medium also. In *Professional Selling,* he observes, "Communication is interchange of thoughts, opinions, or information, by speech, writing, or signs".

Emphasising the various processes of communication, Allen Louis says, "Communication is the sum of all the things one person does when he wants to create understanding in the mind of another; it involves a systematic and continuous process of telling, listening, and understanding."

In *Human Behaviour at Work,* Keith Davis defines communication as “The transformation of information and understanding from one person to another person. It is a way of reaching others with facts, ideas, thoughts, and values. It is a bridge of meanings among people so that they can share what they feel and know. By using this bridge, a person can cross safely the river of misunderstanding that sometimes separates people".

CLASSIFICATION OF COMMUNICATION

We classify communication according to the number of persons (receivers) to whom the message is addressed.

Intrapersonal Communication It is talking to oneself in one's own mind. Examples are soliloquies or asides in dramatic works.

Interpersonal Communication It is the exchange of messages between two persons. For example, a conversation, dialogue, or an interview in which two persons interact (others may also be present as audience). An author communicates *interpersonally* with his reader, who is always present as a silent audience in the author's mind while he writes. A letter too is an example of interpersonal communication between the writer and the person to whom it is written.

Group Communication It can be among small or large groups, like an organisation, club or classroom, in which all individuals retain their individual identity.

Mass Communication It occurs when the message is sent to large groups of people, for example, by newspaper, radio, or television. In this process, each person becomes a faceless individual with almost no opportunity for personal response or feedback.

Communication can also be classified on the basis of the medium employed.

Verbal communication It means communicating with words, written or spoken. Verbal communication consists of speaking, listening, writing, reading, and thinking.

Non-verbal communication It includes using of pictures, signs, gestures, and facial expressions for exchanging information between persons. It is done through sign language, action language, or object language.

Non-verbal communication flows through all acts of speaking or writing. It is a wordless message conveyed through gestures (sign), movements (action language), and object language (pictures/ clothes) and so on. Further non-verbal communication can be identified by personal space (proxemics, body language, and kinesics), touch (haptics), eyes (oculesics), sense of smell (olfactics), and time (chronemics).

Metacommunication Here the speaker's choice of words unintentionally communicates something more than what the actual words state. For example, a flattering remark like "I've never seen you so smartly dressed" could also mean that the regular attire of the listener needed improvement.

PURPOSE OF COMMUNICATION

Broadly speaking, in business we communicate to:

- Inform
- Persuade

Often, these two goals are present in the mind of the communicator. However, he may sometimes seek only to inform, just as all scientific writings do. He would still want the reader to be convinced about the validity of his findings. Likewise, the communicator may basically seek to persuade the reader as all journalistic writings do. Or the communicator may both inform and persuade, as all sales letters/ advertisements/ announcements do.

Communication to Inform Communication to inform (expository communication) is directed by the desire to expose, develop, and explain the subject. It focuses on the subject of the communication.

Communication to Persuade The communicator may seek primarily to persuade the reader. In such a form of communication the focus is on the receiver and not the message.

Essentially, all communication is a deliberate and intentional act of persuasion. A persuasive communicator wants the reader to understand the message and to be influenced, as intended by him.

PROCESS OF COMMUNICATION

Although all of us have been communicating with others since our infancy, the process of transmitting information from an individual (or group) to another is a very complex process with many sources of potential error.

In any communication at least some of the "meaning" is lost in simple transmission of a message from the sender to the receiver. In many situations a lot of the true message is lost and the message that is heard is often far different than the one intended. This is most obvious in cross-cultural situations where language is an issue. But it is also common among people of the same culture.

Communications is so difficult because at each step in the process there is a major potential for error. By the time a message gets from a sender to a receiver there are four basic places where transmission errors can take place and at each place, there are a multitude of potential sources of error. Thus it is no surprise that social psychologists estimate that there is usually a 40-60% loss of meaning in the transmission of messages from sender to receiver.

It is critical to understand this process, understand and be aware of the potential sources of errors and constantly counteract these tendencies by making a conscientious effort to make sure there is a minimal loss of meaning in your conversation.

It is also very important to understand that a majority of communication is non-verbal. This means that when we attribute meaning to what someone else is saying, the verbal part of the message actually means less than the non-verbal part. The non-verbal part includes such things as body language and tone.

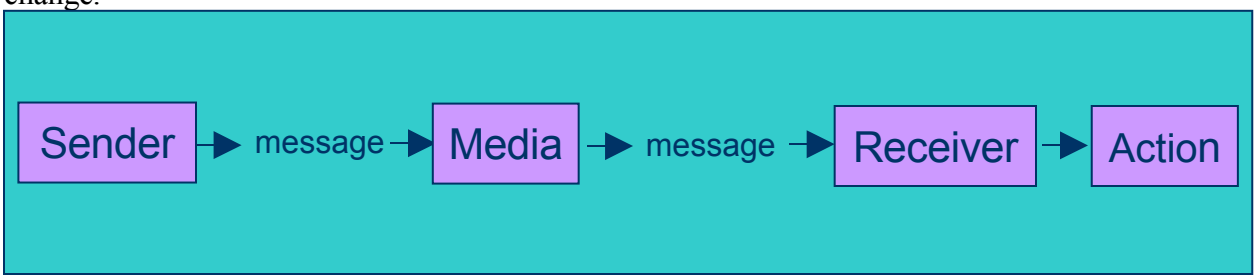
The Linear Concept

The earliest conceptualization of communication involved the following five basic questions:

- Who?
- Says what?
- On which channel?
- To whom?
- With what effect?

Communication was considered a one-way process marked by the flow of information from a sender to a receiver.

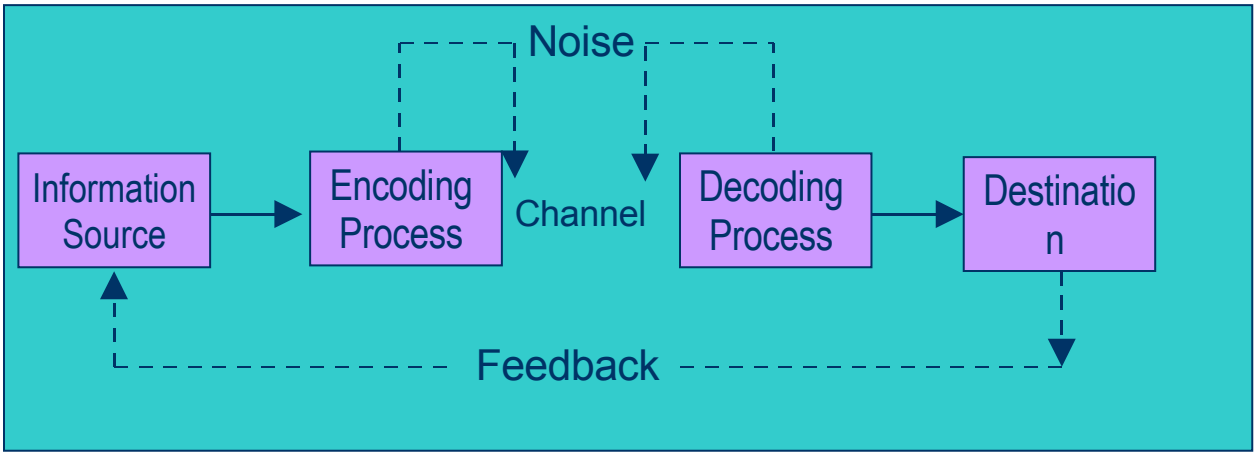
According to the **linear view**, a receiver passively receives the message and acts as directed or desired by the sender. Communication is intended to control/manipulate the receiver. It is assumed that the message, while passing through the medium chosen by the sender, reaches the receiver without any distortion or change.

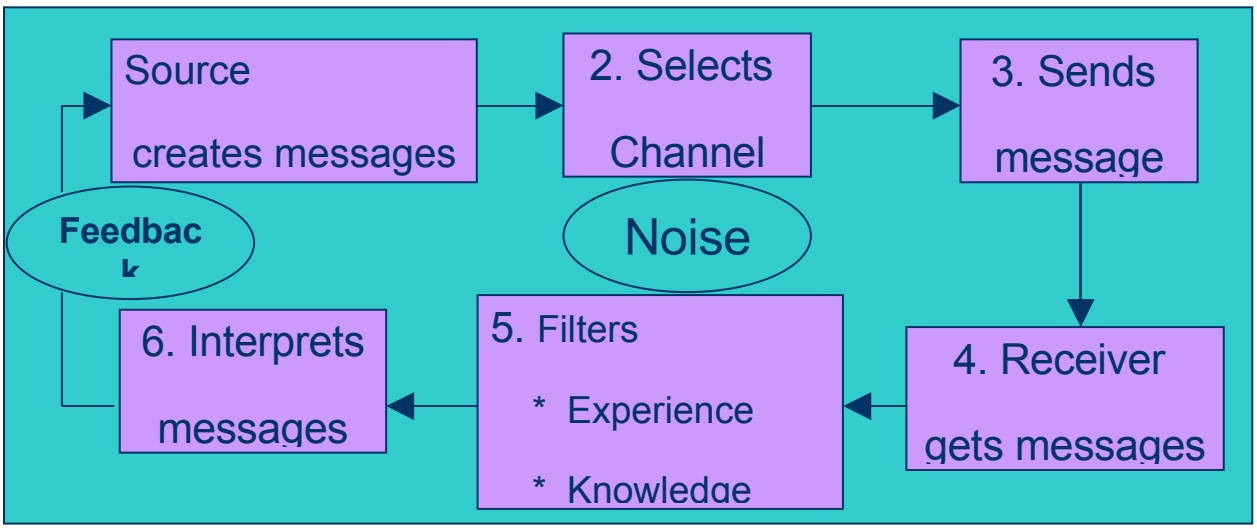


Shannon – Weaver Model

C E Shannon and W Weaver were the first to point out that in actual practice; messages can be changed or blocked. Shannon's model of communication was first published in the Bell System Technical Journal. It was based on the mathematical or mechanistic view of communication process in which the basic problem is that the message received is not equal to the message sent. He attributed the loss to noise. The Shannon model was, later in 1949, brought out in the mathematical theory of communication, co-authored with Weaver. Weaver introduced feedback as a corrective to noise. However, in the Shannon-Weaver model, feedback was not considered to be an integral component because the mvdel conceived the communication process as a linear act and feedback another new act of communication. This is why in the Shannon – Weaver model, feedback is shown in dotted lines.

The model is based on the idea that communication occurs only when the message has been received and that it should be received" as far as possible, unchanged. This is, of course, a theoretical concept of perfect communication. In real life, filters in the minds of both sender and receiver affect the content of message. To an extent, feedback corrects the distortions, if any, and tends to complete the cycle of communication.





Information source (ideation) The communication process begins with the information source. The sender has some raw information. His intention changes that information into a message to be communicated. The source of a message therefore, is the information source of the communication process.

Encoding Having thought over the message, the sender puts it into words (verbal symbols or any other symbolic form of expression). This process is called encoding.

Channel (transmission) An appropriate medium-oral, written, electronic, in code, or a signaling system-chosen to send the message is known as channel.

Decoding The receiver gets the message through decoding by receiving, understanding, and interpreting the message.

Acting The communication process ends with the receiver putting the interpreted message into action, as intended by the sender.

Thus, we see that communication completes a full circle, bringing together the sender and the receiver to become two aspects of a single purpose. It is this unifying process and role of communication that has

made modem management organisations and systems consider communication as an essential skill for successful managers. According to Davis, "The only way that management can be achieved in an organisation is through the process of communication."

Noise This process is open to "noise" which prevents or distorts communication. Noise may be described as any distortion or hindrance, preventing transmission of the message from the (mind of) sender to the (mind of) receiver.

For some communication theorists, noise basically stands for external disturbance in the physical environment surrounding the act of communication, or noise in the machine used for communicating the message, such as telephone, or poor printout, or bad handwriting.

Communication distortion caused by subjective factors such as mind sets of the sender and receiver are attributed to what is called filters.

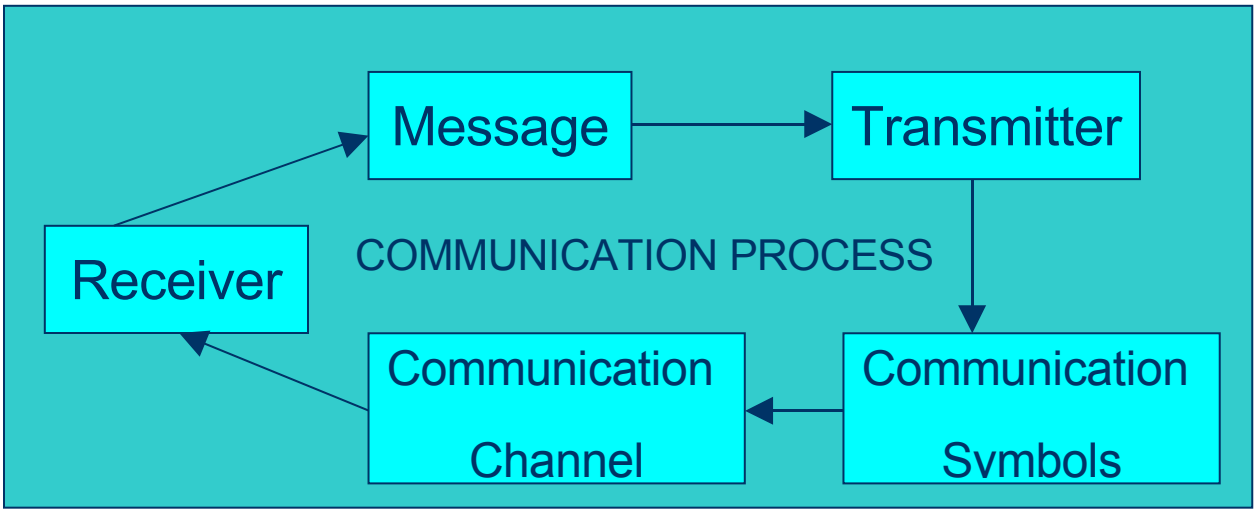
Filters These are mental in nature. They include attitudes, beliefs, experiences, consciousness of personal status, and the ability to think clearly. Misunderstandings and different problems may arise as the sender's message passes through the filters of the receiver, which comprise the sender filters plus others such as low interest or involvement in the message or distraction and fatigue causing loss of concentration.

Two-Way Communication Process

Later conceptualisations of the communication process look at communication as a two-way process. A group of people are involved to complete the cycle of communication, in which the receiver also acts as the sender of the feedback to transmitter (sender). Thus, both the sender and the receiver play reciprocal and reversible roles, as in telemarketing, or call-centre communication. Consider the following two-way flow of communication.

The two-way concept is more contemporary. It considers communication essentially to be a reciprocal process and a mutual exchange of messages. It makes no sharp distinction between the roles of sender (source) and receiver, because the same person plays both roles, often simultaneously.

The earlier linear view treated the sender as the determiner of message and its meaning. The two-way concept involves receiver as an active agent in the construction of meaning of the message.



The message is as the receiver perceives it, in the light of his/her experiences, beliefs, and feelings. The intended and received meanings may have common interpretations of situations, ideas, schemes, and events to the extent people have lived and worked together and have developed common attitudes and viewpoints with regard to the organisation they work in or society they live in. The two-way communication is also known as transactional communication.

ELEMENTS OF COMMUNICATION

The various elements of communication are briefly described to help you understand the process of communication.

Message It is information, written or spoken, which is to be sent from one person to another. Here, the word "person" stands for the two ends of a system, and may represent an individual, or a group of individuals, or even electronic machines.

The most important characteristic of a message as an element of communication is that it is organised, structured, shaped, and selective - a product of pre-writing or pre-speaking stage. It exists in the mind of the sender (communicator).

Sender The person who transmits, spreads, or communicates a message or operates an electronic device is the one who conceives and initiates the message with the purpose of informing/ persuading/influencing/ changing the attitude, opinion, or behaviour of the receiver (audience/listener). He decides the communication symbols, the channel, and the time for sending the message after carefully considering the total situation in which communication takes place.

Encoding Encoding is changing the message (from its mental form) into symbols, that is, patterns of words/gestures/pictorial forms or signs (physical or of sounds) of a specific visual/aural language. In short, it means putting ideas, facts, feelings, and opinions into symbols, which can be words, actions, signs, pictures, and audio-visuals. The communication symbols are used / selected by the sender, keeping in mind the receiver's ability to understand and interpret them correctly.

Channel This is the vehicle or medium which facilitates the sender to convey the message to the receiver. The medium of communication can be written, oral, audio-visual, or live projections. Again, the written medium can be in the form of letters, memos, reports, manuals, notices, circulars, questionnaires, minutes, and soon.

Similarly, the oral medium can be in the form of a dialogue, a face-to-face interview, a telephone conversation, a conference recording, and so on.

The channel (medium) can be visuals, such as hoardings, posters, slides, documentary films, television programmes, and advertisements.

Receiver A receiver is the targeted audience of the message. The receiver gets the message, understands, interprets, and tries to perceive the total meaning of the message as transmitted by the sender.

Decoding This is the act of translating symbols of communication into their ordinary meanings. However, the total meaning would consist of meanings of the words (symbols) together with the tone and the attitude of the sender as reflected by the structure of the message and the choice of words used by him (the

sender).

Acting Communication manipulates the receiver to act in a desired manner. A receiver's response action shows that he has understood the message. Finally, the receiver completes the chain of communication by responding to the message.

Feedback This is the loop that connects the receiver in the communication process with the sender, who, in turn, acts as a feedback receiver and, thus, gets to know that communication has been accomplished. In communication, feedback plays an important role. It helps the communicator know if there are any corrections or changes to be made in the proposed action. It also ensures that the receiver has received the message and understood it as intended by the sender.

In management, the decision-making process is greatly helped by receiving feedback from those who are directly concerned with any changes proposed or effected and communicated to them. The process of feedback assures the initiator of the action about its correctness and possible impact.

IMPORTANCE OF COMMUNICATION

Communication skills constitute an important aspect of effective management. Managing is a complex process. In simple terms, it can be described as the organisation of capital, labour, and material to achieve production and distribution of particular goods or service.

First, the management fixes its objectives - what to do, and forms its policy on how to do it. Then, there has to be a system through which the production and distribution processes can be guided, coordinated, and controlled to ensure that the management objectives are achieved. Communication is the system by which operations are led and coordinated and the results fed back.

GUIDELINES FOR EFFECTIVE COMMUNICATION

The responsibility for establishing effective communication rests with all. To create a learning environment characterized by trust, respect, sharing, and open discussion of concerns, everyone is expected to act in the manner in which they desire to be treated.

- Take sufficient time to effectively communicate.
- Care. Learn to be empathic.
- Be honest and sincere.
- Develop a sense of belonging when interacting with others. Be welcoming and inclusive.
- Regularly, in your daily life, interact with persons whose culture, race, ethnicity and other identifiers and important characteristics are different than your own.
- Spend quality time with persons whose backgrounds are different than yours.
- Learn to pronounce names correctly. Make a concerted effort to do so and to remember names.
- Do not make assumptions.
- Ask questions and achieve dialogue to attain successful communication.
- Be a good listener.
- Be willing to help persons change, one step at a time, regarding biases they may have and/or communicate.
- Learn to understand important practices of different religions.

- Learn to understand why someone believes what he/she believes, including why something is very important.
- Be respectful of what others value.
- Learn important information about the cultures of others (i.e., eye contact, interaction with professors or elders, differences in educational systems and other distinguishing cultural traits.)
- Understand the body language of others. Effective communication relates to nonverbal behavior and tone of voice, as well as words spoken.
- Maintain positive dialogue even when there are differences in opinions and beliefs; do not attack the person. Agreeing to disagree may be an option. Learn from differences.
- Share information (verbal, written, electronic) which can help others.
- Be specific and concise.
- Do not make discriminatory remarks or display discriminatory actions, as others learn from what you say and do. Be a positive role model.

MAJOR DIFFICULTIES IN COMMUNICATION

The following are the main difficulties usually experienced by communicators:

- Ensuring that the received meaning affects receiver's behaviour in the desired way.
- Achieving accuracy in communicating the message.
- Ensuring that the message conveys the desired meaning.

COMMON PROBLEMS IN TWO-WAY COMMUNICATION

To be effective, communication process needs to be two-way; but, the more detailed the process is, the more are the likely difficulties. Given below are some of the common problems related to two-way communication:

- No perceived benefit to the audience.
- Noise, outside disturbance - hard to hold attention.
- Variations in listening skills.
- Cultural differences.
- Complexity of subject matter/message.
- Time restraints - real or perceived.
- Personal biases, hostility, or both.
- Responding to difficult questions.
- Sidestepping sensitive issues.

BARRIERS TO COMMUNCATION

In communication, as a psycho-semantic process, the word barrier implies, mainly, something non-physical that keeps people apart or prevents activity, movement, and so on. For example social/ ethnic/language barriers or lack of confidence. These negative forces may affect the effectiveness of communication by acting upon any or all of the basic elements of communication act/process and the sender / receiver / channel.

The commonly experienced barriers to communication are

- Noise
- Lack of planning
- Wrong/unclarified assumptions
- Semantic problems
- Cultural barriers
- Socio-psychological barriers
- Emotions
- Selective perception
- Filtering
- Information overload
- Loss by transmission
- Poor retention
- Poor listening
- Goal conflicts
- Offensive style
- Time and distance
- Abstracting
- Slanting
- Inferring

Broadly speaking, some of these barriers can be attributed to the sender and the receiver:

Sender

- Lack of planning
- Vagueness about the purpose of communication
- Objectives to be achieved
- Choice of wrong language resulting in badly encoded message
- Unshared and unclarified assumptions
- Different perception of reality
- Wrong choice of the channel

Receiver

- Poor
- Listening
- Inattention
- Mistrust
- Lack of interest
- Premature Evaluation
- Semantic difficulties
- Bias
- Different perception of reality
- Lack of trust
- Attitudinal clash with the sender
- Not in a fit physical state

A common barrier for the sender and the receiver can be created by the absence of a common frame of reference affecting the smooth interpretation of thoughts, feelings, and attitudes from the sender to the receiver in a specific social situation.

The mention of a well-defined social context in which communication takes place helps both the sender and the receiver to perceive the content of the communication in a similar way, as far as possible with similar implications and meaning.

The physical noise and other faults in the surroundings and the instruments of transmission of message relate mainly to the channel, but they may not distort the overall meaning of the total message to be communicated.

Wrong and Unclarified Assumptions

All communications from one person to another are made under some assumptions, which are never

communicated to the persons about whom they are made. These assumptions may turn out to be wrong and cause communication failure. For instance, we often assume that others:

- See the situation as we do.
- Should feel about the situation as we do.
- Think about the matter as we do.
- Understand the message as we understand it.

All such assumptions may be incorrect; therefore, one should try to verify them, whenever possible. That would help the communication to be effective.

Socio-Psychological Barriers

Status Consciousness of one's status affects the two-way flow of communication. It gives rise to personal barriers caused by the superior-subordinate relationship. A two-way vertical channel is present in every organisation, yet few subordinates choose to communicate with their superiors. Similarly superiors may be unwilling to directly listen or write to their subordinates. They would seldom accept if they were wrong. Though organisations are culturally changing and adopting flat structures, the psychological distance between the superior and the subordinate persists.

Perception and reality The most important aspect of human communication is the fact that it takes place in the world of reality which surrounds us. This world acts as our sensory environment. While we are engaged in the process of communicating, our sense organs remain stimulated by the signs (objects of the outside world - the so-called reality) registering different sensations of smell, taste, sound, forms and colours, or feelings. All these sense perceptions received by our brain through our senses recreate within each one of us the world which exists within our mind as its content. Thus, there are two aspects of the same reality - the one that actually surrounds the communicator from outside and the other which is its mental representation (in his mind) as he sees it or believes that he sees it.

The objects which excite our five sense perceptions / sense organs - eyes, ears, nose, tongue (taste), flesh (touch) - are called signs. Our senses respond to these signs and we receive sensations which pass from the senses into the brain through a network of sensory nerves within our brain. Our perceptions, the mental images of the external world, are stored in our brains as our viewpoint, experience, knowledge, feelings, and emotions. They constitute what we really are, or how we really think of something, or how we feel or respond to something. These stored perceptions colour and modify whatever our brain receives from any signs or set of signs, fresh data, thoughts, or messages. That is why these conditioning perceptions, existing in the brain, are called “filters”. The mind “filters” the message received from the signs and gives it meaning, according to individual perception.

It is obvious that each individual's filter would be unique. No two individuals have the same or similar experiences, emotional make-up, knowledge, or ways of thinking. Because filters differ, different individuals respond to a sign with different understanding. The sign may be a word, a gesture, or any other object of nature; each individual will respond to it in his/her own way and assign the total meaning to that sign according to his/her filter .

The presence of a unique filter in each individual communicator and communicatee (receiver) causes the communication gap (distortion) in the message sent and the message received.

In face-to-face communication, this gap can be easily removed. In most cases the speaker does realize that he/she has not been correctly understood through the listener's facial expressions, gestures, or other forms of body language. Or the listener would say, "Sorry, I couldn't get you." Of course, much depends on how formally / informally the two are related to each other in office, work place, or life.

But, in situations in which the audience remains invisibly present, as in written communications - letters, memos, notices, proposals, reports, etc. - the semantic gap between the intended meaning and the interpreted meaning remains unknown to the communicator and also to the unsuspecting receiver who misses the total meaning in terms of tone and feelings of concern and seriousness of purpose of the sender. The feedback does help the sender, but it may be too late.

CONDITIONS FOR SUCCESSFUL COMMUNICATION

Basically, to communicate is to share "information", in its widest sense, with others in an intelligible, participative form through the medium of words - spoken or written, or body gestures, or other symbolic signs.

Two basic things stand out here. One, the message is to be both "known" and "Understood" by others. Two, communication in its nature is a symbolic act, verbal or non-verbal.

These two aspects, the purpose and nature of communication, act as the two determining influences in the theory and practice of communication in all contexts of speaking or writing.

Herein lies the crucial critical difference between effective and ineffective communication. If "something" is communicated and it is not fully understood by the receiver, the communication has been just ineffective. Not fully serving its other condition of being understood. The fact that the message has been understood is established by the response of the receiver - the feedback.

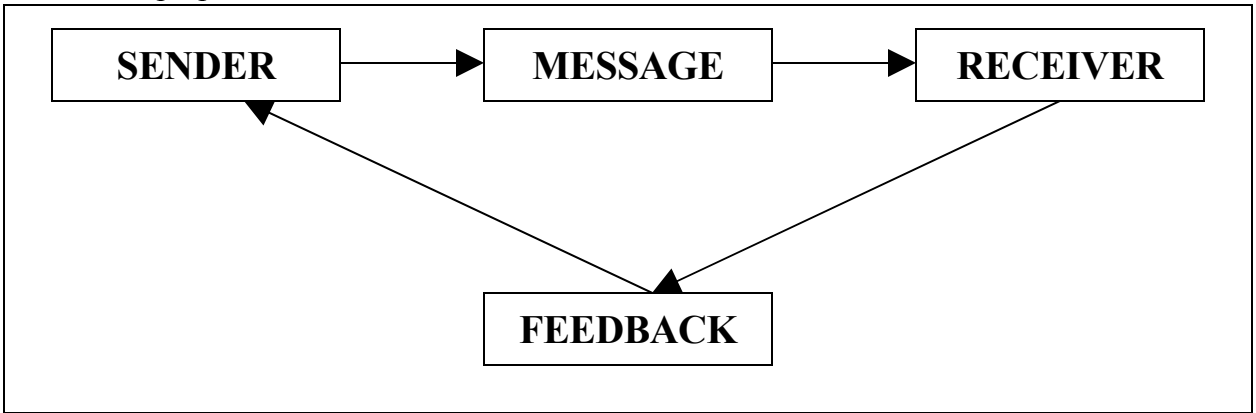
Rule of Five

Keith Davis1lays down the Rule of Five to guide the receiver to be an effective element of the communication process.

"In the communication process, the role of receiver is, I believe, as important as that of sender. There are five receiver steps in the process of communication-Receive, Understand, Accept, Use, and Give a Feedback. Without these steps, being followed by the receiver, no communication process would be complete and successful".

Communication is successful when

- The message is properly understood.
- The purpose of the sender is fulfilled.



CHARACTERISTICS OF SUCCESSFUL COMMUNICATION

Seven Cs of Communication

Francis J Bergin advocates that there are seven Cs to remember in verbal communication. These are equally applicable to written communication. They are

- Candidness
- Clarity
- Completeness
- Conciseness
- Concreteness
- Correctness
- Courtesy

Candidness In all business transactions, our view of a matter should be honest, sincere, and guileless. We should speak and listen without prejudice or bias. Our guiding principle should be fairness to self and to others involved in the situation. Candidness, in a way, implies consideration of the other person's (listener's) interest and his/her (the listener's) need to know things objectively and fairly. We should share our thoughts without reservation in an unbiased manner, if we want to help the receiver to understand what is communicated. It should be characterized by the "you" attitude.

Candid talk also exhibits the speaker's self-confidence. In oral communication the key element that creates impact is confidence. When we say something without hesitation or hitch, we say it in a confident manner.

In everyday life or in business, we see persons in power doing things, such as appointing relatives, neglecting merit in assigning jobs/functions or allowing too much closeness to an individual or a group of individuals. This action is bound to emotionally alienate others from that person. Out of consideration and concern for that person's long-term image and good human relationships in the organisation, if you communicate your view of his administrative fairness in an unbiased manner, you are being candid in your communication.

Clarity The principle of clarity is most important in all communications, especially when you are involved in face-to-face interaction. It is not always easy to verbalise ideas accurately on the spot during conversation, presentation, or any other form of interaction.

To ensure that we express ourselves clearly, we should use accurate and familiar words with proper intonation, stresses, and pauses. Our spoken language should consist of simple words and short sentences. Thoughts should be clear and well-organised. We should know what we want to say and why. It is a clear mind that can talk clearly and effectively.

However, in case of doubt or uncertainty, due to lack of clarity of thought or expression, the listener can, in one-to-one communication, seek immediate clarification.

Completeness Clarity is ensured also by completeness of message. In conversation or oral presentations one can miss some parts of the communication. It is, therefore, essential that oral presentations, discussions, or dialogues should be as far as possible, planned, and structured.

Therefore, when we begin the presentation or dialogue or address an audience, we should ensure that we have given all the information that listeners need or expect for understanding the message.

The principle of completeness requires that we communicate whatever is necessary, provide answers to all possible questions which could be raised and add something additional, if necessary as footnotes, to whatever has been said. We should be careful that we answer all questions put to us. for example, in an interview, if we leave out answering any question, it would imply that we are deliberately side-stepping a particular issue. It could also raise doubts in the audience that there is something to hide regarding that matter.

If we have no information or answer or are unwilling to answer or discuss any particular question, we should frankly express our inability to answer.

Conciseness In business and professional communications, we should be brief and be able to say whatever we have to say in minimum words. We should avoid being repetitive. We sometimes believe erroneously that by repeating whatever has been said, we add emphasis to our message. Try to use single words for wordy phrases.

Concreteness means being specific, definite in describing events and things. It also means the-vivid description of an event or state. Avoid using vague words. In oral communication we cannot draw figures, tables, diagrams, or illustrations to make our statements vivid and concrete. But we can choose precise words and speak with proper modulation and force to make their sound reflect the sense. For example, in oral communication passive voice is avoided. Active voice verbs reflect force and action. They also sound more natural and direct.

Correctness In the spoken form of communication, grammatical errors are not uncommon. The speaker tends to forget the number and person of the subject of the verb if the sentence is too long. Sometimes even the sequence of tense is wrong. And most frequently the use of the pronoun is incorrect especially in indirect narration (reported speech).

Courtesy In conversational situations, meetings, and group discussions, an effective speaker maintains the proper decorum of speaking. One should say things with force and assertiveness without being rude. Courtesy demands that we do not use words that are insulting or hurtful to the listener

In business discussions, it is necessary that we respect the other person by listening to him/her patiently. We should not interrupt. We should wait for our chance to speak and when it is our turn to speak, we should speak with force and clarity

Our tone should reflect our respect for our listener/audience. And our pitch should not sound as if we are talking at each other and not to each other. The tone we use in conversation should not be aggressive.

UNIVERSAL ELEMENTS IN COMMUNICATION

An analysis of the communication process suggests two basic features about communication, in general

1. The presence of some universal elements in all human communication: The communication environment All communicators act within the sensory environment around them from which their senses keep receiving competing stimuli impinging upon the content of communication

Use of symbols All communicators use verbal symbols / signs such as words, body movements, facial expressions, and so on, to encode (and to decode) message

The mental filter All communicators/receivers of message have to register, organise, transmit, receive, and interpret only through their minds that are uniquely structured and set with varying "filters", which consist of their entire experiences, thoughts, and feelings

2. Some basic facts about the nature of communication. To understand communication better, we should know the following basic facts regarding its process

Perfect communication is impossible Human communication is essentially imperfect. All our communication encoding/ decoding acts are conditioned by the fact that a common mental filter is not humanly possible. Meanings differ because filters differ. No two filters are alike. No two persons, therefore, involved in the communicative act can perceive the same meaning of a message sent and received. What they tend to have is a "workable understanding", as Verdman rightly puts it in his definition of communication given earlier.

Besides filters, the fact that the symbols used for communicating are imprecise in their associative meanings further contributes to the imperfection of communication. Choosing correct symbols to encode an idea or thought/feeling is not an easy task. We tend to often pick up imprecise symbols for encoding. This tendency increases the chances of wrong interpretation or miscommunication between the sender and the receiver. Moreover, even the same symbols put in different order/sequence may change the overall meaning. Therefore, both the parties, the sender and the receiver, should possess the same level of ability to interpret the meaning of symbols (words) and their structure (the order in which they are used).

Meaning is not out there By now it must be obvious that meaning is in the mind and not in the symbols. Symbols (except onomatopoeic words) are arbitrary signs. They have no intrinsic meaning. They stand for things. They are not the things themselves. Their meaning is conventional, commonly shared by the people belonging to a linguistic community. But this literal meaning is something that lies printed on the pages of a dictionary Communication, on the other hand, is a living act performed in specific contexts, in particular situations, and with a definite goal! purpose in mind. And, thus, an effective communicator creates new meanings of symbols (words) by structuring them in strings of images of his mind - his mental landscape.

Understanding this fundamental aspect of communication can help all receivers to look for the meaning of words (message) that the sender must have thought of when he chose them to communicate with them. They should not be satisfied with the usual approach of "I think it means..." Instead the receiver should search for "what they must have meant to the sender".

Personality communicates Walt Whitman, in his famous "Song of Myself", poetically brings out the

dimension of personality in communication. Of his poetic process - which is an act of communication, Whitman says, "I celebrate myself, and sing myself, and what 1 assume you shall assume, for every atom belonging to me as good belongs to you."

In fact, communication, in its final analysis can be seen as a projection of "myself" - how 1 think, feel, believe, perceive, and respond to reality.

If communication is anything, it is indeed a mental representation of reality. Symbols of communication symbolise the perceptions of the communicator, varying in import from person to person.

To be effective as audience (receiver), we should go with Whitman and practise "what I assume you shall assume". In communication, this process is known as "empathy" - the power or the state of imagining oneself to be another person, and also sharing his ideas and feelings. Empathy is needed not only for "listening", it is also a necessary state of mind while encoding – to be able to realise the audience's (receiver's) expectations, fears, emotions, needs, level of learning/knowledge, and, above all, the state of mind. It is only through this reciprocal empathy that we can effectively communicate in different contexts of life and work

VERBAL COMMUNICATION

I .Letter writing :

The art of writing a letter takes practice, knowledge about proper form and the ability to put into words the thoughts and feelings which are associated with the letter. Learning to write a letter can be difficult, as there are multiple types of letters which can written. To avoid the time that it may take to learn to write each one of these letters, if you are able to learn to write a basic letter, that will help you to create letters for a variety of occasions.

Parts of the Letter:

Your address:

At the top of your letter, you will put your address, so the reader will know where to send their reply to.

Date
Put the date on which the letter was written in the format Month Day Year i.e. June, 15, 2009.

Inside Address:

The inside address is only required for a business letter and will include the address of the person you are writing to along with the name of the recipient, their title and company name. If you are not sure who the letter should be addressed to either leave it blank or try to put in a title, i.e. "Director of Human Resources".

The Greeting:

The greeting will address the individual that the letter is being sent to. This is usually completed in the form of "Dear Anne" or "Hey Anne", for less formal letters.

The Introductory Paragraph:

The first paragraph and will generally outline the purpose for the letter and the reason that the letter is being sent. This can address any issues that are outstanding and is used to set the tone for the entire rest of the letter. In this first paragraph, the summary of the letter can be found and the intentions which will be displayed through the rest of the letter should be outlined. From the first paragraph of the letter, the introductory paragraph, the individual should be able to note the tone of the letter.

The Body:

The body of the letter will expand upon the introductory paragraph and the individual can extend their thoughts and feelings further when it comes to the letter. The body of the letter can be anywhere from multiple pages for personal letters, to one page or two pages for most business letters and other types of proposals.

The Closing:

In the closing of the letter, the individual will close the letter and finish any thoughts that have been mentioned. The closing of the letter comes in various forms from yours truly, for those individuals that are familiar with one another, to a traditional sincerely which is a versatile closing that can be used in a variety of letters detailing many situations.

The Presentation of the Letter:

The presentation of the letter can be hand-written for less formal letters that are addressed to friends and family members, especially thank-you letters. In the case that you have illegible handwriting, you may want to consider typing the letter in these cases, although proper etiquette dictates against this type of behavior. Formal letters which are written on behalf of businesses to or professional contacts should remain typewritten and grammatical and spelling error free. These types of letters should be legible and professional and therefore typing the letter is one of the most effective ways to ensure that the letter demonstrates a professional appearance through the entire course of the letter, thereby creating a positive impression on the recipient of the letter.

As well as outward presentation, it is important to determine the tone which will be written in the letter, including a professional tone or a tone that will be taken with friends or family members in a more informal setting. The tone should be established from the greeting of the letter, into the introductory paragraph, throughout the entire body of the letter and even into the closing statement and closing greeting of the letter. Read through the letter once it has been completed to ensure that the tone remains the same. The tone can be adjusted based on the language which is used through the letter, as well as the greetings (familiar as opposed to formal)

Types of letters :

1. Business Letters
2. Thank you letter
3. Approval Letter
4. Meeting Letters
5. Employment Letters

1. Sample Business Letter

19, Bull Temple Road
Bangalore - 19
October 5, 2008
Ms. XYZ
Accounts Section
The Cooking Store
765 Berliner Plaza
Industrial Point, Mumbai.

Dear Ms XYZ:

It has come to my attention that your company, The Cooking Store has been late with paying their invoices for the past three months.

In order to encourage our customers to pay for their invoices before the due date, we have implemented a discount model where we'll give you 2% off your invoice if you pay us within 10 days of receiving the invoice.

I hope that everything is going well for you and your company. You are one of our biggest customers, and we appreciate your business. If you have any questions, you can feel free to contact me at (555) 555-5555.

Sincerely,
Signature
PQR
Accounts Receivable

2. Sample Thank You letter :

Your Name
Current Address
City, State, Zip Code
Date
Ms. Mary Brown, Director of College Recruiting
Midwest Federal Credit Union
1811 South 9th Street
Minneapolis, MN 56001

Dear Ms. Brown:

Thank you for the opportunity to interview with you yesterday on campus for the Loan Officer position.

My interest in the position and in working for Midwest Federal Credit Union was enhanced by the detailed information you provided regarding the training program. I believe that my education and two years experience in customer service will enable me to develop into a competent loan officer and make a valuable contribution to your office.

Please feel free to contact me if you would like additional information. The best time to reach me is after 3:00 PM, or you can leave a message at my home and I will call you back as soon as possible. The number is (406) 555-2341.

Thank you again, for the interview and for considering me.

Sincerely,

(your name)

3. Sample Approval Letter

Dear Abhishek,

On behalf of the entire team in BMSCE, I congratulate you on your performance during the first three month trial employment period. Your results have beat our expectations and been very good.

Your new status means a Rs.7,000 yearly raise, and a 9% superannuation package, effective immediately. Thank you for you great work and we all looking forward to continuing our work.

Ramjit

4. Meeting letter

6. Employment Letter

II.Resume Writing :

Regardless of your experience, qualifications or intelligence, you'll still need to apply for jobs and pass through the selection procedure. To apply for jobs you need to write a resume. Your resume is made up of :

- An accurate summary of your credentials
- Education, achievements, job experience and goals
- It should flow naturally and be easy to read
- It should be based on a particular format.

Depending on their personal circumstances, people have different reasons to write a resume. It's important you have a clear idea of why you are writing a resume before you start as this will help you choose the correct resume style.

You want to write your resume because :

- You're applying or looking for a new job in the same industry / area.
- You're applying or looking for a new job in a different industry / area.
- You would like to group your experience / qualifications in one document.
- You were asked to provide a copy of your resume.

A resume must contain accurate information. For this reason, it's a good idea to keep your resume updated after each major task, accomplishment or qualifications received. Keep up to date with all your job contracts, qualifications and job descriptions.

The following will help you to write your resume.

- Contracts
- Job Descriptions
- Periodical Performance Reviews
- Letters of Reference
- Letters of Appreciation
- Qualification Certificate's
- Specialist Courses

The resume should do the following:

Create a positive first impression. This is done by showcasing your communication skills and making the resume easy to read. The resume should be succinct and easy to follow.

Tell who you are. When you are writing your resume, you are telling the reader who you are and why they should consider you for a position.

Describe what you have learned. Especially for a new grad, your resume should highlight the courses and projects that are applicable for the job you hope to be hired for.

List your accomplishments. Your resume should highlight any special accomplishments you have achieved. If you made a 4.0 while working full time, were awarded a special scholarship, or received special recognition of some kind, it should be listed under your accomplishments.

In order to make your resume pleasant and easy to read, you will want to follow some resume format guidelines. The resume format is important because you want to make sure to keep the reader's interest and, ultimately, be called for the interview. A poorly formatted resume, one that is hard to read, contains many errors, or doesn't flow well, is not likely to accomplish your goal.

Sample Resume :

III.Report writing :

Report writing can come in different shapes, depending on your topic and supervisor's requirements. It can also contain all or just part of report writing components.

Steps to Write a Report.

a. The Title Page : There are four main pieces of information that have to be included into the title page:

- the report title;
- the name of the person, company, or organization for whom the report has been prepared;
- the name of the author and the company or university which originated the report;
- the date the report was completed.

b. Acknowledgments:

Good report writing includes a page of gratitude to those who helped the writer in his process: his supervisor, teachers/professors, librarians, family, etc.

- Make them look sincere. Don't just say, "Thank you…" and give the list of names, but refer to each one separately and thank him/her for something specific.

c. The Summary Abstract

The Abstract communicates the scope of your paper and the topics discussed to your reader, and, in doing so, it facilitates research. When doing a summary of your report writing, go over the main parts of it (Introduction, Body, etc.), and summarize each of them in one sentence.

d. The Table of Contents

The table of contents is a reflection of report writing structure. Sections and subsections should be numbered and titled in such a way as to help the reader find his way through your report.
- list all headings and subheadings (excluding the title page, table of contents, and other preliminary matter), giving page numbers for the first page of each section;
- reproduce the headings and numbering exactly from the body of the report;
- include the full titles of the appendices.

e. The List of Figures, Tables, Illustrations

The figures/tables/illustrations should be numbered in order with the chapter number and the figure/table/illustration number within that chapter. When there are six or more figures, tables and illustrations, they are listed on a separate page with their corresponding page numbers in the text. If only a few exist, then they are included in the table of contents' page.

f. The Executive Summary

This part of **report writing** is usually no more than one page in length, and includes:

- the purpose of the report
- background to the report
- sources of information
- main findings
- conclusions and recommendations.

g. The Introduction

The Introduction should be a brief but thorough discussion of the context of the problem. A typical introduction is about 1½ to 2 pages long. It includes:
- purpose or objective of writing the report;
- background information (for example a brief history of the organization, context of topic or problem);
- literature review (what researches have already been made in this field)
- scope, that is, the size or extent of study, amount of data collected, time frames, focus of data collection or discussion (for example, a department or whole organization);
- methodology, that is, the kind of data used (for example, who was interviewed, what type of material was referred to);
- assumptions and limitations, (for example, given the above material, any assumptions that were made and any limitations placed on the material included in the report);
- plan that briefly overviews the argument, framework or logical structure of **report writing**.

h. The Body

The Body of the **report writing** is the main part that includes all the facts and materials essential for the understanding of the problem. It usually has three sections:
- Theories, models, and hypotheses. This section is optional. By giving it, you introduce the theoretical basis for your project;
- Materials and methods. This is a part where you describe (and illustrate) the materials used, and give a step-by-step report on how you were completing your task;
- Results. This section summarizes your efforts and gives information about what you discovered, invented, or confirmed through your research.

i. The Conclusion

This is the last part of your **report writing**. Sum up the main points and refer to any underlying theme. If any questions or issues remain unresolved, mention them in the conclusion. Write in a brief, concise manner, for your readers are already familiar with everything you talk about.

j. Recommendations

Give directions/propositions on how a problem you've investigated can be solved. List them clearly, and rely on the materials that you used.

k. References

List all the sources of information that you used during your **report writing**. Use an alphabetical order.

l. Appendices

Include data tables, background calculations, specification lists for equipment used, details of experimental configuration, and other information needed for completeness, but which would bog down the discussion in the body of the report. Your Appendices must each have a footer with numbered pages for that appendix.

ORAL COMMUNICATION

PUBLIC SPEAKING SKILLS

Speaking is an important method for communicating knowledge and expressing ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as your personal life.

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

- Know the room. Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
- Know the audience. Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
- Know your material. If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
- Relax. Ease tension by doing exercises.
- Visualize yourself giving your speech. Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
- Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
- Don't apologize. If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent.
- Concentrate on the message -- not the medium. Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will dissipate.
- Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm.
- Gain experience. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need.

PRESENTATION SKILLS

Today it is necessary for you as a student, researcher, and a person seeking a job or a manager to know how to develop and make a presentation on a specific subject to a select audience. At the time of your admission to a post-graduate programme in management or IT, or to defend your research findings before your examiners or to get shortlisted for final selection for a job or advocate a proposal you have made, you may be required to make a presentation.

Your ability to deliver the presentation effectively helps you in two ways. Firstly, it helps in communicating your information clearly and vividly. Secondly, it creates a very good impression about you as a speaker, scholar or manager. Your impact as a presenter is immediate. Your confidence, fluency, and readiness of mind in conducting discussions and debate stand out as attributes of your personality

Meaning

A presentation is a live mode of sharing information with a select a6mence. It is a form of oral communication in which a person shares factual information with a particular audience.

Elements of a presentation

Presentation has three major elements:

- Presenter
- Audience
- Specific content with a definite objective to be achieved

Designing a presentation

- Introduction 03 minutes
- Main body 15 minutes
- Conclusion 02 minutes
- Question & Answers 10 minutes

Some tips for a good presentation:

- Logically order your presentation
- Time your presentation
- Techniques to integrate subsections into one single whole

Audio Visual Aids & Multimedia Presentations.

Audio visual aids : visual aids can help with your presentation because they can help take the pressure off you and provide an opportunity for variety in your presentation. The use of an over head projector for example, can not only take the focus off you but can also provide memory prompts. Other audio-visual aids you should consider using include audio cassettes, video, slides, computer presentations, flip charts or materials that you can hand around.

Audiovisual aids--including overhead transparencies, flip charts, slides, chalkboards (and occasionally film and video)--can supply added impact and clarity to your, presentation. You can use A/-V to visually reinforce the points made verbally in your presentation, to summarize the points you will make, as well as those you have already made, and to visually clarify important concepts and analogies. Audiovisual aids not only help your target group follow your presentation, but they provide support to the presenter by helping to keep, you on track.

The key to preparing effective audiovisual aids is to remember that they are only aids. Their role is to add a visual dimension to the points that you made orally. They cannot make those points for you; they can only reinforce them. When you plan for audiovisual aids, follow these simple guidelines:

1. DO use them to summarize or show the sequence of content.
2. DO use them to visually interpret statistics by preparing charts and graphs that illustrate what you will say.
3. DO use them to illustrate and reinforce your support statements.
4. DO use them to add visual clarity to your concepts and ideas.
5. DO use them to focus the attention of the target group on key points.

6. DON'T project copies of printed or written text. Instead, summarize the information and show only the key points on the visual aids. If the group must read every word, use handouts for reading, either before or after your presentation.
7. DON'T put yourself in the role of aiding your visuals: A presentation is primarily an oral form of communication. If your only function is to read the information on your overheads or slides, the target group will become easily bored.
8. DON'T use copies of your transparencies as handouts. They reinforce what you are saying-- they don't say it for you. If you want your target group to remember what you meant, you'll need to provide written text in addition to any key point summaries or charts that you need for your transparencies.
9. DON'T use charts, graphs, or tables that contain more information than you want to provide. The group will have difficulty focusing on the point that you're tying to make.

Tips for Creating an Effective Multimedia Presentation

Step One: Your presentation should have a minimum of 6 slides, but no more than 12. You will want to consider the following as you begin designing your slides:

- How will you transition from one slide to the next (fly in, swirl, drop, etc.)? Remember: Be consistent!
- What style, size, and color of font will your use? Remember: Be consistent!
- What background colors will your use? Remember: Be consistent!
- Does your presentation look professional? Eye-catching?
- Did you proofread for grammar?
- Did you use the spell check?

Step Two: Practice your oral presentation. Do NOT read your slides. A multimedia presentation is still a presentation! Speak slowly, clearly, and maintain eye contact with your audience.

<u>Group Discussion</u> :

Group discussion is an integral part of the selection procedure followed by many companies. GD or Group Discussion is generally a formal discussion session where ten to twelve candidates participate to discuss on a given topic. This verbal test is conducted to judge various skills and qualities of the candidates. The job of the examiners present there in the session is to keep an eye on the proceedings and judge the abilities of the candidates as well. Unlike the examiners, your duty is to impress the panel members with your excellent group discussion skills.

Here are some basic tips that would help you do well in the group discussion session.

1. Try to keep your calm and never shout at the top of your voice. You should also see to the fact that the group is hearing your ideas. You will have to bring out your chance to speak and also let others speak.
2. You will have to be assertive to make a mark in the group discussion session.
3. Try to practice GD sessions as much as possible at home with friends or family members before appearing for the final round. This would help you earn confidence.
4. You will have to make a meaningful contribution and for that prior preparation is quite essential. You should be a good communicator and well aware of the current affairs.
5. Candidates with good reasoning ability are sure to get through the verbal test.
6. You need to be flexible and open to ideas put forward by other participants.

7. New ideas by participants are highly appreciated by the panel members. So it won't be a bad idea to present your new ideas and perspectives.

Personal Interviews :

Personal interviews are an important part of selection process at various jobs as well as for admissions to professional institutes. At a job interview, the interviewer meets with the candidate to assess their capabilities, skills and level of experience. During the personal interview the candidates are evaluated on the basis on their confidence level, ability to act under pressure and their understanding of the subject that they have learnt.

Things to know about personal interviews:

Dress code for personal interviews: Since any personal interview, whether it is for a job or admission to an institute is a formal affair, it is advisable that the candidates be well dressed, preferably in formals. A well dressed candidate automatically exudes an air of confidence that speaks well of his/her personality. Avoid bright colored or striking prints while choosing your attire for personal interviews.

Personal Interview Etiquettes: There are several etiquettes that must be followed when facing the interviewer. Knock before entering the interviewer's cabin and ask for permission to enter. Generally one must wait to be asked to sit instead of going straight ahead and sitting. If you are carrying a bag, it should be kept on the floor beside your chair. Sit comfortably but with your back straight and hands on your lap. Too much hand movement to explain a point is not advisable.

Always listen carefully before answering so that you do not falter for words. Do not speak more than it is required and always pause in between if the interviewer wants to make a point.

NEGOTIATION

Negotiation is a process of bargaining in which two parties, each of whom have something that the other wants, try to reach an agreement, on mutually accepted terms.

Everyday examples of negotiation are:

- A brother and a sister debating on the choice of a movie.
- Two friends trying to settle the amount for which one wants to sell his old car to the other.
- Two sisters fighting over how a box of chocolates should be divided between them.
- A supervisor making a suggestion to his manager.
- A salesperson trying to arrange a meeting with a prospective wholesaler / dealer.

DEFINITION

The Oxford Dictionary of Business English defines negotiation as

a) The process of trying to reach an agreement through discussion.
b) A meeting where this discussion takes place

The Winston's Simplified Advanced Dictionary defines negotiation as, "The discussion and bargaining that

goes on between parties before a contract is settled or a deal is definitely agreed upon."

According to Alan Fowler, "Negotiation is any form of meeting or discussion in which you and/ or the persons you are in contact with use argument and persuasion to achieve an agreed decision or action."

In simple words, negotiation is to bargain for mutually agreed exchange by using persuasion and discussion

As Bill Scott says, "A negotiation is a form of meeting between two parties: Our Party and the Other Party."

The objective of most negotiations is to reach an agreement in which both parties together move towards an outcome that is mutually beneficial

THE NATURE OF NEGOTIATION

The following two points make the nature of negotiation quite clear:

1. Negotiation takes place between two parties. Both the parties are equally interested in an agreed action/ result.
2. Negotiation reaches agreement through discussion, not instruction, orders or power/influence/authority

NEED TO NEGOTIATE

Need to negotiate is defined by the situation. Some situations require negotiating, some don't

Situations Requiring Negotiation

The following situations require negotiation

- An issue involving more persons than one, Negotiation is required when a problem cannot be resolved by a single person. Whenever two or more persons or parties are involved in deciding a matter/or issue and they have different views or aims regarding the outcome, the way to overcome disagreement is by negotiating, that is by discussing, persuading and influencing
- Negotiation can take place only when both the concerned parties are willing to meet and discuss an issue. That is to say, they both want to reach an agreed decision by discussion, not force or authority

There are formal and informal situations of negation:

Formal situations

- A preannounced meeting of the two parties
- The agenda is already fixed. Both parties know what is going to be discussed.
- Generally, more than two persons are involved in the discussion. The ideal is three.
- For formal negotiation you have time to prepare and fix roles for each party. For instance, one of you puts forth reasons and suggestions of your side, another acts as a softener, and the third keeps

closely following the drift/flow/direction of the discussion. And if any important point is being missed by your side, he puts in that point
- Formal negotiation is simpler to handle than unannounced meetings. You have time to study the total situation. You have time to find out the strength of the arguments of the other party.

Generally, people believe that formal negotiation is something like settling a dispute or a conflict between two warring parties, for example, the labour union or workers' union's strike. Negotiations in such situations is formal; the meeting between the two parties is mostly fixed beforehand and both parties have time to prepare their bargaining steps

Informal situations

- Unannounced and casual meetings - When a staff member drops by your office and discusses a problem, to which you attempt to find a solution. It is unannounced This is an informal negotiation because:
    - It does not allow time to study the strength or weakness of the other side
    - It involves just two persons
    - It appears as casual - your colleague might have planned to approach you for help in this manner
    - It gives you no time to prepare for discussion
    - Its friendly approach is meant to act as an influence on your final decision making

Situations Not Requiring Negotiation

The following situations will not require negotiation

- When one of the two parties/persons immediately accepts or agrees to what the other is suggesting or asking for. In such a situation there is no need for negotiating. The desired result is already achieved.
- Whenever one of the two parties refuses even to consider or discuss the suggestion or proposal

For example, a supplier or a dealer completely refuses to reduce the price or consider any other suggestion of making part payments, there is no possibility for any negotiation between the two.

However, often, people encounter situations of neither direct acceptance nor of complete refusal at the very outset. During such times, two persons deal with each other by first discussing the possibility of reaching an agreed end.

FACTORS AFFECTING NEGOTIATION

The following factors usually affect the outcomes of negotiation:

Place

- The place of meeting for negotiations influences the level of confidence. Choosing a place, like your own office, has many advantages. You are in your area of strength
- You can get whatever information/material is needed during the course of negotiations

- You can extend social courtesies as a token of goodwill, this would move the negotiation towards agreement

Time

- The choice of time for holding discussions should be fixed according to mutual convenience
- Time should be adequate for the smooth exchange of ideas through different stages of negotiation
    - Exchanging initial views
    - Exploring possible compromise
    - Searching for common ground
    - Securing agreement
- The time to prepare for negotiation and time for implementing the agreement should also be carefully fixed for action before and after the meeting
- To be effective, negotiations should be timely. That means it should be done before it is too late to secure an agreement.

Subjective Factors

- Often the outcome of the discussion does not depend wholly on the objective factors of logic and facts of the matter under consideration. The final outcome of negotiation is determined by subjective factors of influence and persuasion

Personal relationship The conduct of negotiation is influenced not only by the real situation of the matter but also by the relationship between the two persons/parties involved in the process of discussion

Fear Often our bargaining power is conditioned by our fear of power, authority, higher connections, and the capacity to harm enjoyed by the other party.

Future considerations When personal relationships are at stake, we may not wish to win the argument in the negotiations in case the good relations between the two parties are likely to be affected

Mutual obligation The memories of the good done in the past by the other party also acts as a negative influence (fear) on us

Practical wisdom Fear of losing good future chances is a strong factor in our bargaining/negotiation positions and power

Categories of influence The following are the categories of influence

- Personal relationship, short and long term considerations Status difference
- Higher connections with sources of power Expectations about outcomes
- Information and expertise
- Reputation of the other person
- Aiming
- Location of the negotiation environment
- Formality

- Work pressures
- Personal likes and dislikes
- Mutual obligations
- Concern for working relationship

Some personal questions

- Both formal and informal negotiations are influenced by such questions raised within you. "Should my position on this proposal! issue take into account the likely effect of our future working relationships?"; " Am I allowing myself to be unduly influenced by a sense of obligation? Am I hoping to achieve too much by emphasising on past obligation?"
- Such self questioning will help you overcome the effect of influence on your bargaining position and strength
- As a subordinate, if you have a good case, you should not hesitate to discuss with your boss your part of the matter. Your subordinate position should modify your way but not your content. You should be polite but firm

Persuasion Persuasion comprises a range of skills for convincing other people of the need to accept or agree to a course of action. It is an essential element of effective business communication. It helps in resolving issues about which two persons have different views but they need to agree about solutions in the interest of all. In negotiations, people are gradually persuaded to accept the other party's view

As you must have seen yourself, persuasion is not just one single thing. It is a mixture of skills - attitude, psychology, language, tone, body language, and so on, used by you to convince your workers/ partners to accept your view on what should be done, although they earlier objected or argued for a very different solution

Different persuasive skills The whole range of persuasive skills can be classified under the following broad headings:

- Style - Collaborative or confrontational
- You attitude - The other person's view point
- Talking and listening
- Probing and questioning
- Using breaks when necessary
- Concessions and compromise
- Avoid .confrontational tone
- Summarising
- Reaching an agreement

At the final point of your discussion, be sure the final agreement covers all necessary points, it is clearly expressed and understood. "You attitude"

- Nothing convinces more than facts. But in order to persuade people, the facts should be discussed from the other party's point of view. You should be able to highlight how the other person stands to gain from your suggestions
- As a successful negotiator, understand the other party's needs.

- The art of negotiation depends on your ability to reconcile what is a good result for you with what is a good result for the other party.
- Persuasion is a means to make negotiations/ discussions end with a satisfying conclusion for both sides (win-win situation)

STAGES OF THE NEGOTIATION PROCESS

Generally, the process of negotiation moves from the stage of 'Offer' to that of 'Agreement' through 'Counter-offer', 'Concession' and 'Compromise' stages_

Sequence of Discussions

1. All discussions that progress successfully from opening differences to final agreed outcomes/conclusions usually move through the same general sequence. During informal discussions this sequence may not be always obvious, yet it is there with respect to the most important aspects of negotiations.
2. In the words of Alan Fowler, the stages of an effective discussion are
    a. Preparing and planning
    b. Exchanging initial views
    c. Exploring possible compromise
    d. Searching for common ground
    e. Securing agreement
    f. Implementing the agreement
3. These six stages can be grouped into three basic phases.
    a. A preparation phase before the negotiation begins
    b. The actual negotiating process - the interaction that leads to final agreement about an outcome
    c. The implementation of the agreement
4. Negotiation implies that both parties accept that the agreement between them is needed (required or desirable) before any decision is to be implemented.
5. The process of discussion is towards that desired agreement. Hence, it requires careful preparing and handling

Preparation Like all effective communication/discussion negotiations have to be planned. Tim Hindle in his book *Negotiating Skills* says "Bear in mind that it is almost impossible for a negotiator to do too much preparation."

However, the negotiator has to be prepared before the actual process of negotiation starts in two respects

- Assessing the relative strength of the two parties
- The setting of negotiating objectives. At this stage, the negotiator should try to answer the following two questions
    - What are the real issues?
    - Which parties should be involved?

The first of these two questions would make you feel confident and fully prepared on two things

- That you know the subject matter well and are not likely to feel surprised or shaken by the other

party introducing unexpected facts or figures
- That you are clear about what you want to achieve through discussion

Be realistic about objectives Prepare your objectives realistically. Suppose you fail to persuade the other person to accept your ideal solution, then you should be prepared to come down in your expectations. But in such a situation of lowering your expectation, if the ideal is not achievable, you should be very clear and firm about the lowest outcome acceptable to you.

In the preparation stage, you should also plan out the best way of arguing your case, considering particularly the other person's likely viewpoint and objectives. Assess the strength of each party's bargaining position.

To be well prepared before the actual negotiating process begins, consider the following:

- Be sure that you know enough about the subject matter to be discussed
- Decide your objectives and bottom value
- Plan how best to argue your case

The negotiating phase Most effective negotiations follow a set sequence:

- The parties begin by defining the issues. They argue about the scope of negotiation
- Each side then puts forward what it is seeking or first the party that makes a claim presents its case, and thereafter, the other party gives an initial response-thus both the parties define their initial positions
- After that comes a more open phase in which the initial positions are tested through argument
- The parties then move to a possible solution that could be the argu.ment's outcome
- Firm proposals in more specific terms are then made, discussed and often modified before both the parties accept them.
- Finally, an agreement is spelt out and concluded

Implementation Some scholars consider that preparation and implementation are not parts of negotiation. They constitute two basic phases of actual process of negotiation - one before initiating the negotiation process and the other after concluding discussions

- The purpose of negotiation is to achieve an agreement; the purpose of an agreement should be to implement that agreed decision! outcome
- If due attention is not paid to the implementation part of a negotiation, then negotiations fail

Three steps to prevent failure of implementation

- In all formal negotiations, confirm in writing all that has been agreed upon
- As far as possible, mention in the agreement an implementation programme. That is to say, mention who is supposed to do what by when. This matter, if left undefined, may become the subject of disagreement later on
- Ensure every concerned person, not only those involved in. the discussions, is clearly told about the agreement, its implications, and the action which will follow.

NEGOTIATION STRATEGIES

Some of the elements listed earlier as part of negotiating process are strategic. They are here discussed as strategies to be used at different stages

Initial Strategies

- Plan the whole discussion according to the psychological needs and use appropriate strategies to maximise the advantage for gaining information about the views and objectives of their party
- Set a tone for the whole discussion that focuses attention on the need to reach an agreed conclusion by joint problem solving
- Sell "sunny-side up". Think how the other person will see your proposal. Try to identify and "sell" to the other person the benefits that would go to them if they accept your case
- Alter your position (within your planned limits) if needed to achieve this approach
- A void compulsive talking. Allow the other persons to say what they wish to; develop a dialogue with the other person

You can start the discussion as given below "The general point of our discussion is ..., which I think has come up because of... But before I go into its details, it would be helpful if you first outline your view."

During the Discussion

- Do not state the whole case in the beginning; develop your case as the discussion proceeds. If you put forth your whole case at the beginning, you leave no chance to change your position in the light of the other person's arguments.
- Be a silent listener of other speaker's argument. Notice the tone, not just the words. The tone will tell you how they feel-confident or nervous, irritated or cool.
- Do not interrupt. Interruptions annoy, instead of encouraging cooperation.
- Put searching questions to verify the correctness of factual information offered by the other party, such as dates, figures and so on or of their logic

If you doubt the correctness of the information given by them, do not directly challenge them by telling them, "You are wrong." Instead, you may put further questions, such as

- "Could you explain the connection between that point & what you said earlier about X?"
- "I have not understood the logic of that: Could you put it in a different way?"

Avoid confrontational tone

- The strategy should be to allow the discussion to move towards agreement. For securing this purpose you have to psychologically encourage cooperation throughout the discussion
- Use impersonal terminology to point out corrections, rather than making personal criticism

Use adjournments During the discussion a short break of lO-minutes can be useful for two purposes

- To get a chance to consider new points or proposals before going to decide on final commitments
- To change the mood of the discussion if it has become too emotionally charged

Use concessions and compromise At times, it may be impossible to move further without making some concessions. Strategy is concerned partly with timing, and partly with the way possible concessions are introduced into the discussion

When we realise that attitudes are hardening and again and again the same points are being repeated, the discussion could be changed to an exploratory phase

Use conditional compromise You can say, "Since we now know each other's views, it might be helpful if I could know what your response would be to my suggestion that I could accept to this extent what you have suggested."

- "Would you do 'x' if I accepted to do 'y'?"
- "Would you be able to agree to 'x' if I am able to postpone taking action on 'y'?"

Emphasis the other person's benefit from your compromise suggestion.

- The other person should not be allowed to feel that he is losing by accepting your offer of concession or compromise
- Praise the other party for a good suggestion that you are going to accept as a condition for changing your position

As a strategy

- Do not allow the discussion to go on too long without bringing in concessions/compromises necessary for reaching agreement
- Introduce concessions/ compromises on a non-commitment basis
- See that concessions suggested from your side seem to belong to moves by the other person

Reaching an Agreement

- After a long and difficult discussion, 'final' should be taken as 'final'. No further concessions or compromises should be allowed
- Be tactful and persuasive so as to ensure that the final outcome, which is of advantage to you, is seen by the other person as a benefit to his party
- The key strategy in any negotiation is "persuasive."
- Emphasise the other party's benefits
- Approach the other party's cooperation and brilliant suggestions.

Summarising

- Suggest "1 think it would be helpful if we could summarise all that we have discussed and reached this agreement."
- "Better that we note it down so that no point is later missed by anyone."

It is a good strategy to use written summaries at the end of the discussion. This would not leave scope for disagreement later about what has or has not been discussed and agreed

In Case of a Deadlock

Reaching a mutually satisfactory end is the basic objective of any negotiation. Suppose, there is no final agreement reached after a prolonged discussion, the strategy should be to

- Point out that no further concessions can be made as they would be of no benefit to either of the parties.
- Explain & emphasise the consequences
- Use ethical aspects of agreement

ROLE PLAY

According to the Oxford English Dictionary, a role-playing game is ``a game in which players take on the roles of imaginary characters, usually in a setting created by a referee, and thereby vicariously experience the imagined adventures of these characters."

Of course, this begs the question of what it means to "take on the role" of an imaginary character. In many games you have a character which is really a token without personality.

Role-playing is getting together with some friends to write a story. It's joining around a campfire or a dining room to spin some tall tales. Role-playing is being creative and having fun with friends.

Role-playing games are stories. You create one of the main characters, and you create a story around your character. The rest of the players also create stories around their characters. And there's an *editor* who brings those stories together.

In most role-playing games, one person plays the "referee," who can be thought of as the "Editor" of the story. The Editor will, with input from you if you desire to give any, describe a world or setting. You and your friends, as Players, will take a character and protagonist in this world. You will guide your character through the story that you and your friends are creating.

Each player takes a different character, and each character interacts with each other character. Role-playing, in this sense, is very much play-acting in the mind. You imagine what the Editor describes. Then, you imagine your character's response to this situation, and describe that to the Editor and the other Players. They, in turn, each do the same with their characters

Non-verbal communication

It includes using of pictures, signs, gestures, and facial expressions for exchanging information between persons. It is done through sign language, action language, or object language.

Non-verbal communication flows through all acts of speaking or writing. It is a wordless message conveyed through gestures (sign), movements (action language), and object language (pictures/ clothes) and so on. Further non-verbal communication can be identified by personal space (proxemics, body language, and kinesics), touch (haptics), eyes (oculesics), sense of smell (olfactics), and time (chronemics).

<u>Health and Hygiene</u>

Hygiene is an essential component of healthy living, integral to achieving health and preventing disease. Not just selecting the right food choices but also cooking & consuming them in a hygienic way is equally important in preventing the infectious diseases. Adopting hygienic practices and promoting hygiene in the community, schools and workplace prevents innumerable infectious disease. Some of the infectious diseases prevented through hygienic practices are diarrhea, amoebiasis, giardiasis, worm infections, typhoid, jaundice, bacterial pharyngitis, skin infections, tuberculosis, conjunctivitis etc. Many chronic diseases have also been linked to infections, especially unhygienic food, gastric ulcers, certain types of cancers and there is some evidence for cardiovascular disease.

Following are some points which should be inculcated in day-to-day life.

- Wash hands thoroughly with soap after urination, after using the toilet and also after changing diapers,
- Wash your hands with soap and water after handling pets
- Before touching any food item, wash your hands with soap and water.
- Keep nails short and clean. Clean & Trim the nails of both hands.
- Your hair should be tied when you cook.
- Preferably the cooking area and the area used for washing utensils should be separate and dedicated for that purpose and not connected to the bathrooms or any other source of potential fecal matter like washing clothes.
- Kitchen should be well lighted & ventilated (with either chimney/exhaust fan) & with meshed windows.
- The cooking and eating area should be preferably elevated .
- Keep the cooking, washing, and utility area and kitchen clothes clean . The kitchen surface and the floor should be regularly cleaned. Additionally, clean the kitchen in the night. Kitchens left dirty in the night tend to attract pests which are carriers of infection.
- Cover all foods, cooked as well as uncooked, at all times.
- If a house fly or any insect has even fleetingly sat on a food item, then, that food item needs to be discarded.

Protect the kitchen & food items from insects, pests & other animals.

Body language

Body language is a term for communication using body movements or gestures instead of, or in addition to, sounds, verbal language or other communication. It forms part of the category of paralanguage, which describes all forms of human communication that are not verbal language. This includes the most subtle of movements that many people are not aware of, including winking and slight movement of the eyebrows. In addition body language can also incorporate the use of facial expressions.

Although they are generally not aware of it, many people send and receive non-verbal signals all the time. The technique of 'reading' people is used frequently. For example, the idea of mirroring body language to put people at ease is commonly used in interviews. It sets the person being interviewed at ease. Mirroring the body language of someone else indicates that they are understood.

Body language signals may have a goal other than communication. Both people would keep this in mind. Observers limit the weight they place on non-verbal cues. Signallers clarify their signals to indicate the biological origin of their actions.

- One of the most basic and powerful body-language signals is when a person crosses his or her arms across the chest. This can indicate that a person is putting up an unconscious barrier between themselves and others. It can also indicate that the person's arms are cold which would be clarified by rubbing the arms or huddling. When the overall situation is amicable, it can mean that a person is thinking deeply about what is being discussed. But in a serious or confrontational situation, it can mean that a person is expressing opposition. This is especially so if the person is leaning away from the speaker. A harsh or blank facial expression often indicates outright hostility. Such a person is not an ally, and may be considering contentious tactics.

- Consistent eye contact can indicate that a person is thinking positively of what the speaker is saying. It can also mean that the other person doesn't trust the speaker enough to "take his eyes off" the speaker. Lack of eye contact can indicate negativity. On the other hand, individuals with anxiety disorders are often unable to make eye contact without discomfort. Eye contact is often a secondary and misleading gesture because we are taught from an early age to make eye contact when speaking. If a person is looking at you but is making the arms-across-chest signal, the eye contact could be indicative that something is bothering the person, and that he wants to talk about it. Or if while making direct eye contact a person is fiddling with something, even while directly looking at you, it could indicate the attention is elsewhere.

- Disbelief is often indicated by averted gaze, or by touching the ear or scratching the chin. When a person is not being convinced by what someone is saying, the attention invariably wanders, and the eyes will stare away for an extended period.

- Boredom is indicated by the head tilting to one side, or by the eyes looking straight at the speaker but becoming slightly unfocused. A head tilt may also indicate a sore neck, and unfocused eyes may indicate ocular problems in the listener.

- Interest can be indicated through posture or extended eye contact.

- Deceit or the act of withholding information can sometimes be indicated by touching the face during conversation.

Social and Office Etiquettes

Etiquette

To be successful in the social and business world, a person must use proper verbal etiquette. One important aspect of verbal etiquette is a proper introduction. Every day we encounter people in a variety of business and social situations. The way we meet and greet them creates lasting impressions and paves the way for a productive encounter. Introductions project information. Besides the obvious elements of name, title, and affiliation, an introduction conveys a level of respect and reflects how the person making the introduction views the other person's status. Mastering the art of the introduction will help put you and the people you are introducing at ease. Learning the basics - and they are not very difficult - is the first step.

How to Introduce Yourself

Whether you are into a new company, meeting, group or activity, introducing yourself becomes inevitable. When it comes to introducing yourself to unknown faces, you should feel comfortable and confident in

doing so. In addition, you should demonstrate friendliness, so that the people are at ease in interacting with you. You should be watchful as well, because any wrong gesture will be quickly picked up by people and they might even pass judgments about you, by considering the way you present yourself at the first meeting. If you want to know how to introduce yourself by the best way, go through the following lines.

Introducing Yourself

- Look into the eyes of the person, to whom you are going to introduce yourself. Make a brief eye contact. This shows your confidence.
- During self-introduction, you should not forget to wear a pleasant smile on your face. This gesture will put the other person at ease. In addition, this will create a good first impression about you.
- Extend a warm, friendly and firm handshake. Wear a sweet smile while shaking your hands with him/her. Gently squeeze the person's hand with your fingers. Make sure that you do not apply force with your thumb. A good handshake will demonstrate your self confidence.
- Now, say your name clearly, in a gentle and audible manner. If the person doesn't get your name, be sure to spell it again. Ask for their name as well and repeat it, when he/she says it.
- Avoid introducing yourself by your nickname. During formal meetings, it is always suggested to introduce yourself by both your first and last names.
- Do not introduce yourself with titles, such as Mr. or Mrs. You may tell your nickname later on, when you strike up a conversation with him/her.

How to Introduce People

Introducing people to others is a simple gesture often done most gracelessly, by many of us. We often forget the fact that introducing people to each other is not just a matter of announcing their respective names, but a lot more than that. By introducing your friends, family or anyone else in your acquaintance to others, you are actually building up a rapport for yourself, regarding your capability to socialize and build your social network. Whether you are introducing your family members to your guests or getting two people acquainted in a business meeting, you need to do it in the most polite manner. If you are still unclear about the whole thing, then read the article and learn how to introduce people.

Ways of Introducing People

- At a formal event, such as a business meeting, formal lunch/dinner, when you are introducing people, you need to make use of the first and last names of the individuals you are introducing. A nice way to introduce people during formal events is to define their professional position. For instance, you can say, ' Ted, this is Anna Stevens, Assistant Manager of XYZ Company. Anna, this is Ted Lawson, HR Executive of ABC Corporation.'

- In case you are introducing someone with a title, say, Doctor, be sure to include that also. For example, you can say, 'Mr. Stewart, I would like you to meet Dr. Richard Gayle.'
- In case of an informal meeting, you may introduce people to one another by using their first name. However, in certain cases, such as your spouse, it is better to make use of the last name as well, particularly when he/she has a different last name.
- If the person you are introducing has a specific relationship with you, then make it clear to others, by adding a phrase, say, 'my wife', 'my sister', in your conversation.
- A flawless introduction doesn't merely mean informing each party their respective names. Providing a brief background to each party is a good idea, because it promotes interactions in the future.

- In case the individuals you are introducing have similar interests, you can include that in the introduction as well. For instance, you can say, ' David, meet Richard. Like you, he is also interested in stamp collection.'
- You can highlight the talents of the person or an interesting fact related to him/her, while introducing him/her to others. For example, you can say, 'Sam, I would like you to meet Elma, who is a fantastic painter.'
- While introducing a person to a group of people, introduce him/her to the group first, and then the group to the individual. For instance, you may say, 'Emily, meet Martha, David and Anthony, my school mates. Everyone, this is Emily.'

Tips

- Never introduce people in a tense situation. Make sure that you set a cordial and happy atmosphere, while introducing them to each other.
- In case both the parties are interested in striking up a conversation with each other, assist the newly acquainted people to carry on a smooth and congenial talk.
- Be confident about yourself and about the person you are introducing to people. This would show your cordiality, while socializing.

How to address others

Another important aspect of verbal etiquette is the way in which people address others in a social and business setting. Once introduced, improperly addressing superiors, colleagues, customers and clients, or subordinates at future meetings may create tension and will create a negative impression. Generally, it is appropriate to address subordinates and others with whom an informal relationship has been established by their first name. In formal relationships, or when the relationship status is unknown, it is necessary to refer to the individual using the appropriate gender-specific title. When gender-specific titles are necessary, use Mister (Mr.) to address men, Misses (Mrs.) to address married women, and Miss (Ms.) to address women who are single or whose marital status is unknown. Following are more specific rules for addressing others in business settings:

- Superiors: Always address superiors with the appropriate gender-specific title, unless he/she gives express permission to do otherwise.

- Colleagues: It is generally accepted procedure to address colleagues by first name. Exceptions arise when the relationship is formal or unfamiliar.

- Subordinates: If the superior has established an informal relationship with the subordinate, use of first names is appropriate. If the relationship is formal or unfamiliar, the appropriate gender-specific title is necessary.

- Clients and Customers: Most relationships with clients or customers are formal, dictating appropriate gender-specific titles. Occasionally, though, an amiable relationship has been established and would allow the use of first names.

How to Shake Hands

In majority of the countries, handshake comes across as the most common form of greeting someone. Unknown to many people, the way they shake hands with a person speaks volumes about their personality. In fact, it lays the basis of establishing your first impression on the other person. If you hesitate in bringing your hand forward, be it because it is greasy, sweaty or otherwise not-presentable, it gives out a negative impression. On the other hand, a forthcoming hand is always considered to be a symbol of friendship, accessibility and reliability. At the same time, it helps you make an initial connection with another person. In order to help you present the best hand forward, we have detailed the complete procedure on how to shake hands, in the lines below.

Shaking Hands with Someone

- As the first step in shaking hands with someone, you will be required to extend your right hand forward, in order to meet the other's person right hand. While doing this, make sure that your thumb points upward, toward the other person's arm.
- While extending your hands towards the other person, you also need to keep in mind the angel of your hand. Remember, your hand should be parallel to the hand of the other person, while being perpendicular to the floor. This will make sure that you send across a message of equality.
- You need to maintain eye contact through the entire procedure of shaking hands. If you do not look into the eyes of the other person, as you shake hands with him/ her, it will come across as a sign of insincerity or even slyness. So, do not hesitate from meeting his/her eyes.
- As your thumb joints come together, wrap your hand around the other person's. Now, you need to take notice of how much firmness is required in the handshake. Squeezing too hard means that you are trying too hard, while putting no pressure at all also proves to be a turn-off.
- Finally, comes the pumping part! Commonly, the number of pumps is two. However, you can keep the outers limits as one and three. The main aim behind pumping is to convey a sense of warmth to the other person. You can also pat the person's hand with your free hand, if it seems okay.

Some Tips

- Your hand should always be parallel to the hand of the other person. If you put your palm on top, it will tantamount to showing your dominance. On the other hand, having your hand face up will be regarded as a submissive pose.
- While squeezing the hand of the other person, a lot of factors need to be taken into consideration, such as the person's age, gender, and the like. For instance, in case of old age people or women, the hand shake will be a little less firm than young men.
- Just like with everything else, in case of shaking hands also, you will have to practice a lot. Try different handshakes with your friends or family members. Depending upon their feedback, evolve a style that suits your personality the best.

How to Dress For Office

Dressing up for office has never been an easy task for majority of the working people. On top of that, if it is their first job, you can be sure that their dilemma knows no bounds. They want to look stylish, yet carry an air of professionalism around them. However, most of them tend to forget that their overall work environment plays a great role in deciding the dress code that will be perfect for office. Are you one of those people who often find themselves wondering how to dress for office? If yes, then go through the tips given below and solve the dilemma in no time at all!

Office Dressing Tips

Look Around

Before you decide how to dress up for the office, it is very necessary to observe the people around you, as in your colleagues, seniors, and so on. This will get you an idea as to how formal or casual the whole atmosphere is. For instance, if you see the boss wearing jeans and sneakers to office, on a daily basis, there is no reason to assume that he would want others to look extremely formal, unless the same has been specified by the HR people. However, if most of the people in office are seen in formals, there is no reason for you to adopt casual dress code.

Don't Take Extra Liberties

Always stick to the dress code that is usually followed in your office and try not to take extra liberties. For instance, if you have business casuals as the office dress code, do not end up wearing t-shirts, faded jeans and running shoes, on your own whim. Yet another mistake that most of the people make is to stretch the casual look too far. If your office allows jeans to work, do not end up wearing slashed capris, shorts or flip flops. You are expected to maintain certain decency while dressing up casually also.

Ensure Your Comfort

While dressing up for office, one of the basic tips that you need to keep in mind is that you are going there to work and unless and until you are comfortable in the clothes you are wearing, you will not be able to give your 100 percent. For instance, if your job involves standing for long hours, you need to make sure that your shoes not only look good, but are comfortable as well. In fact, you should never ever compromise comfort for the sake of good looks. The best deal would be to strike a balance between style and comfort.

Get A Proper Haircut

Whether you are a man or a woman, it is very necessary to wear your hair in the proper way, when in office. In this context, getting a proper haircut is essential. Men should opt for a short and sleek haircut, which gives them a professional look and does not seem as if they have just come back from a modeling shoot. On the other hand, women should get a haircut that they can tie in the form of a simple hairdo, bun or ponytail. Your hair should not be loose and all over the place, rather styled properly.

Some More Tips

- When picking clothes for office wear, remember to opt for subtle shades. Garish colors and office look do not gel well at all.
- Women should not apply heavy makeup while going to office. In fact, the use of makeup, hair spray and perfume should be toned down.
- Before leaving for office, check in the mirror to make sure that you are well groomed. Nobody takes a shabbily dressed person seriously.

Telephone Etiquette Tips

Although telephone has become one of the necessities of everyday life, people often forget about the etiquettes that need to be followed while making and receiving calls. It is very important to take care of the surroundings, while talking on the telephone, because your conversation might be disturbing, or simply annoying, to the people around you. Telephone etiquette tips not only apply to business calls, following it is also vital if you are talking to your close friends or acquaintances. Go through the following lines and check out the telephone etiquette tips given below.

Common Phone Etiquettes

- Do not talk loudly on the phone, especially when you are in a public place. Your words should be audible only to the person on the phone, and not those around you.
- Either switch-off or put your phone on a silent mode, when you are in a cinema hall, library, hospital, religious places or other restricted areas, where phone calls are not allowed.
- When you are at a business meeting, it is better to put your phone on silent mode.
- If you get a call in a meeting, disconnect the phone and call the person after the meeting is over. If the call is urgent, go outside the room and talk.
- When you are at your workplace, it is suggested to receive and make calls only during breaks. If it is an important call, you may either decrease your volume or answer the call after leaving your desk.
- Do not play loud ring tones at the work or public places. The ring tone may be your favorite, but its loud sound might annoy others around you.
- Talk in a polite, cool and friendly tone, when you are on the phone.
- Never interrupt a person when he/she is speaking on the phone.
- It is always nice to answer business calls with a greeting. Say "Good Morning/Afternoon/Evening", your name, and then proceed.
- While attending a business phone, you should be legible - speak slowly and clearly. Speak with confidence, so that the person on the other side has the feeling that you know what you are doing.
- While talking on the phone, make sure that you speak quite clearly. Speaking clearly reduces the need to repeat your words time and again.
- Avoid eating chewing gum or munching anything else, when you are talking to a person on the phone. It makes hard for the other party to understand what you are saying. It may also annoy the person, as nobody would like to hear eating noises on the phone.
- Wrong numbers should be dealt with decently. People often lose their temper, when they receive wrong calls. In such a situation, you should tell the person on the other side, that he/she has dialed a wrong number, in a pleasant manner.
- It is considered impolite to hang up without saying goodbye. Unless the person on the other end is being rude or abusive, it is always right to end the call with a greeting - a simple bye!
- Never be rude to a caller, even if he/she uses abusive words. In this case, you should disconnect the call wisely. Say something like, "I am sorry, I have to end up the call now", and then hang up.
- Whether he/she is your friend, acquaintance, business partner or workplace colleague, you should consider the time of calling a person. Unless it's very urgent, do not disturb a person when he/she is busy.
- You should be considerate enough not to call a person during the peak working hours.
- Do not put a caller on hold for a long time. If you have to, be sure to check back within few minutes, as to whether he/she would like to continue to be on hold or not.

<u>Dinning Etiquettes</u>

Indian Table Manners

Eating in an Indian society can be a good experience if you know some of its popular table manners, which might appear strange but have their own significance. Like any other country, India also has some do's and don't that one should follow while eating in a social group and one insignificant mistake can make you feel embarrassed or label you as unmannerly and discourteous. To avert any such situation, scroll down and find ABC of the eating manners in India.

Table Manners & Etiquettes in India

- Traditionally, Indian food is served on a rug on the floor and people are supposed to sit in a circle. In case you are using a table, let the eldest person sit first. The host is supposed to sit in a direction from where he can see everyone around him.
- When everyone is seated, wait for the food to be served. You should not chatter unnecessarily with the people around you.
- Indian tradition does not emphasize on the use of cutlery which are considered to be a part of western culture, such as fork and knife. Indian food such as curries and gravies are enjoyed best when eaten with hands.
- Wash hands properly before starting as much of the food is eaten with hands, even if you are using basic cutleries such as spoon and fork.
- Wait for the eldest to start first. Even if you are starving don't attack the food or east hastily. It is considered disrespectful and a bad manner.
- You are not expected to use your left hand while eating. Even breads and chapattis are broken into pieces using the right hand alone. But you are supposed to transfer food from the common plate using your clean left hand.
- In north India it is not acceptable to stain your hands with gravies or curries, only fingertips it used to pick and gather food. However, in south India, you can take liberty to dip your hand up to your palms.
- Don't flood your plate with food. You don't have to taste each and every dish served. Finish your whole food before asking for more. Wasting food is considered disrespect to the host and the food.
- Once you have finished your food, don't leave the table until the host asks you to. If you have to leave the table, ask for the permission from the people before leaving.
- Don't wash your hands in your plate or on the bay leaf and you are not expected to close the bay leaf- if you are in south India. Use a finger bowl (lemon and water) to wash your greasy hands.
- You are expected to say polite terms like 'Please' and 'Thank you' as a courtesy towards your host.

Restaurant Etiquette and Manners

When the renowned author Evelyn Waugh said that "Manners are especially the need of the plain, the pretty can get away with anything", he must have not have table manners in mind. In today's world, if you're lacking in the basic table etiquettes, you may well be belonging to the Stone Age. Being a fundamental aspect of social life, such manners go a long way in ensuring your success in the outside world. Following proper table manners and etiquettes gives an impression about the sincerity and maturity of a person. And nowhere are manners more important than when you are in public, especially at a restaurant. Let us learn more about restaurant etiquette and manners.

Restaurant Table Manners and Tips

Don't Talk Loudly

You may be a part of a fun group, but when you are sitting in a restaurant, it is advisable not to talk loudly and disturb others. You should also turn off your mobile phones or at least, put it in the silent mode.

Respect The Waiter

The waiters are doing an important job, serving people like you, so never ever try to demean them. Thank the waiter for bringing the food. This will not only show that you're courteous, but also ensure you better service.

Sit Straight

Most of the people don't know the right posture of sitting in a public place. Although it may be allowed at home, slouching at the table is a definite sign of ill-manner when you are at a restaurant.

Be Patient

Don't start gobbling your food even before all the items have arrived. Wait patiently, until everything arrives. Now, unfold the napkin and keep it in your lap. Start serving yourself, taking everything in a small quantity, and pass the food from left to right.

Don't Chew With Your Mouth Open

Chewing with your mouth open is one of the things that should be avoided even at home, but at the restaurant, it's an offence. Always keep your mouth closed while chewing the food. Nobody wants to see the half-eaten food in your mouth.

Don't Talk With Food In Your Mouth

If you're in a habit of talking while eating, wait until you finish the bite that is in your mouth. Talking with your mouth full is not only gross, but sometimes also makes the food come out with the words and spread on the person you're talking to.

Don't Blow On The Food

If the food is hot, don't blow on it, to make it cool down. It is considered bad manners. Rather, in that case, you should wait for a few minutes, to let it cool down, and then only start eating.

No Sound While Eating

Making sounds while eating the food may seem an extra pleasure to you, but it can very well kill the appetite of the people around you. Remember, you're not a cow and the delicious food is not your cud.

Eat in Small Bites & Slowly

Always take your food in small bites and chew it slowly. Don't fill your mouth with food and then try to swallow it down, even if you're in a hurry. It's not only considered a bad habit, but is also not good for health.

Don’t Lick Your Fingers

The food may be scrumptious, but you don’t need to lick your fingers after you’re done eating, to prove that. You may want to show that the food was mouth-watering, but there are other ways of doing it.

Don’t Burp or Belch Loudly

Even the mention of burping or belchingis enough for some people to be put off food. If you get the urge to burp, excuse yourself, head for the wash room and only then allow yourself the liberty of doing so.

No Toothpick At Table

Never use toothpick at a restaurant. If you feel that something is stuck in your mouth, you might as well use floss. It’s true that green salad stuck in your teeth is not a good sight, but better head for the loo to get it out, rather than using a toothpick right there.

Thank The Chef For His Cooking

Before heading out of the restaurant, don’t forget to thank the chef for his great food, if you have really enjoyed it. It’s only fair that the chef gets his due credit. And by thanking him/her, you will ensure a great service for your next rendezvous too.

Intrapersonal communication

Intrapersonal communication is language use or thought internal to the communicator. Intrapersonal communication is the active internal involvement of the individual in symbolic processing of messages. The individual becomes his or her own sender and receiver, providing feedback to him or herself in an ongoing internal process. It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop.

Interpersonal Speaking

Verbal communication is an essential part of business and when it is executed correctly, good things happen. Here are a few different ideas and styles to remember when speaking to anyone in a business setting.

Because speaking is such an indelible activity, we tend to do it without much thought. But, that casual approach can be a problem in business. Have you ever wished you could make a second, first impression because you said something that was out of character or embarrassing? That comments that you didn’t think about before you said, has created an image in someone’s mind that cannot be replaced even when you meant something totally different. When it comes to oral communication, your goal should be to take advantage of its positive characteristics while minimizing the dangers.

Speaking can be used as a tool to accomplish your objectives. But, first you must break the habit of talking spontaneously without planning what you’re going to say or how you’re going to say it. You must learn to manage the impression you create by consciously tailoring your remarks and delivery style to suit the situation. Here are some things which will make you an effective communicator:

- -Remember to become aware of what you are saying.
- Apply the same process you use in written communication when you are communicating orally.
- Before you speak, think about your purpose, your main idea, and your audience.
- Organize your thoughts in a logical way.
- Decide on a style that that suits the occasion and then edit your remarks mentally.
- As you speak, watch the other person to see whether your message is making the desired impression. If not, revise it and try again.
- Remember that various situations call for different speaking styles, just as various writitng assignments call for different writing styles

Hierarchical Communication

People communicate in businesses with each other most often by oral communication. This talking takes place between mangers, coworkers and subordinates alike. In organizations, communication skill is used to send messages 64% of the time. That is why it is important to understand all the concept of communication.

Have you ever noticed how people communicate differently to their bosses than they would communicate to their coworkers? This difference in communication is due to the chain of command. Managers or "bosses" are typically in an influential position over their employees. Managers have authority or the right to give orders and expect the orders to be obeyed. Many employees may feel that any bad attitude or disagreement with their superior may result in a bad relationship with the boss and therefore create a bad work environment or job description.

In most cases employees talk to their coworkers in a friendly manner. The overall standard is that workers will speak more freely and openly to their fellow workers than to their superiors. When workers talk to each other and relay information on to other workers it is called the "grapevine". The grapevine is the unofficial way that communication takes place in an organization. It is neither authorized nor supported by the organization. Information is spread by word or mouth and even through electronic means today. The grapevine can be used by an "open" company and it will have accurate information however, in an authoritative culture the rumor mill may not be accurate.

Communication from a manager to a subordinate is also different. One reason for this may be because of the arising concern by managers not to offend their workers or say the wrong thing. In today's society, lawsuits run rapid over conversations that some employees may take offensive from their bosses. Managers have a responsibility to know and follow guidelines of good business communication etiquette.

The last type of difference in communication is between the male and female sexes. It was found that when men talk, they do so to emphasize status and independence. Women are found to talk to create connections and intimacy. Women speak about a problem as a means of promoting closeness and to gain support and connection while men talk to solve a problem or give advice.

How to Develop Communication Skills

Good communication skills help a great deal in making a person impressive and influential. Though it is a fact that not everyone is a good orator by birth, one can surely develop good communication skills on his/ her own. Many people strive a lot to achieve the skills, without knowing whether their efforts will be fruitful or not. If you are also in a similar situation, not able to put across your thoughts effectively, you

are probably in need of some grooming. This is where we will help you out! Go through the useful tips given in the lines below and know how to develop good communication skills.

Tips for Developing Good Communication Skills

Modulate Your Voice

You need to modulate your voice, in case it is highly pitched or very sharp. You may practice some yoga exercises the same or sing your favorite songs at an octave lower than the original composition. This technique would help you lower the pitch of your voice. Having a low and soft voice is a prerequisite to developing good communication skills.

Do Not Talk Too Fast

If you talk too fast, people tend to perceive you as a nervous being, unsure of yourself. Therefore, you need to be slow and steady, while expressing your thoughts to someone. However, being too slow is also not good. Rather, develop a moderate speed for your speech. You can develop this habit by practicing at home. For the purpose, read newspapers and check your speed.

Use Dynamics

Avoid a monotone is your voice. Make it more dynamic and interesting for the listener. Raising and lowering the pitch of your voice, appropriately with the subject on which you are conversing, would definitely impress the people listening to you. Take note of how TV anchors and radio presenters talk on air. Consider how they modulate their voice, as per the given script.

Speak Clearly

Be clear about what you say. Do not mumble, as it shows a lack of confidence on your part. In this case, correct pronunciation of words is very important. If people ask you to repeat words or say, 'huh', whenever you utter something, probably you are not clear with your speech. Start working upon it right now.

Concentrate On Your Pitch

Speak in a low volume, when you are in a closed space, and louder than normal, when you are in a crowded place or addressing a large group. For instance, if you are in an auditorium, the volume of your voice should be adjusted in a way that it sounds neither too loud nor too soft to the audience. On the contrary, if you are at a conference, you will have to maintain a very low volume, in order to communicate to others present there.

Use Appropriate Words

A good speaker never uses abusive words. He/she takes care of the place, situation and people whom he/she is addressing. If you also want to be known as a good orator, take care of what you say. The words that you use can convey many things about your personality.

Maintain Eye Contact

Maintaining eye contact is essential to becoming a good communicator. Whenever you are talking to a person, make eye contact with him/her. At the same time, be sure not to stare at him/her for longer than normal. Good eye contact would show the real confidence in you. When you are addressing a group of people, try to glance at each person alternatively.

Make Use of Gestures

Make use of hand gestures, to convey your meaning. This non-verbal communication is essential to be a good communicator. It would help you a great deal in putting across your thoughts in an effective manner. Along with gestures, make use of facial expressions as well. Ensure that the tone of your voice matches every emotion people see on your face.

Cross Cultural Communication

Cross cultural communication is about dealing with people from other cultures in a way that minimises misunderstandings and maximises your potential to create strong cross cultural relationships.

Here are some simple tips to help you improve your cross cultural communication skills:

Slow Down

Even when English is the common language in a cross cultural situation, this does not mean you should speak at normal speed. Slow down, speak clearly and ensure your pronunciation is intelligible.

Separate Questions

Try not to ask double questions such as, "Do you want to carry on or shall we stop here?" In a cross cultural situation only the first or second question may have been comprehended. Let your listener answer one question at a time.

Avoid Negative Questions

Many cross cultural communication misunderstandings have been caused by the use of negative questions and answers. In English we answer 'yes' if the answer is affirmative and 'no' if it is negative. In other cultures a 'yes' or 'no' may only be indicating whether the questioner is right or wrong. For example, the response to "Are you not coming?" may be 'yes', meaning 'Yes, I am not coming.'

Take Turns

Cross cultural communication is enhanced through taking turns to talk, making a point and then listening to the response.

Write it Down

If you are unsure whether something has been understood write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000.

Be Supportive

Effective cross cultural communication is in essence about being comfortable. Giving encouragement to those with weak English gives them confidence, support and a trust in you.

Check Meanings

When communicating across cultures never assume the other party has understood. Be an active listener. Summarise what has been said in order to verify it. This is a very effective way of ensuring accurate cross cultural communication has taken place.

Avoid Slang

Even the most well educated foreigner will not have a complete knowledge of slang, idioms and sayings. The danger is that the words will be understood but the meaning missed.

Watch the humour

In many cultures business is taken very seriously. Professionalism and protocol are constantly observed. Many cultures will not appreciate the use of humour and jokes in the business context. When using humour think whether it will be understood in the other culture. For example, British sarcasm usually has a negative effect abroad.

Maintain Etiquette

Many cultures have certain etiquette when communicating. It is always a good idea to undertake some cross cultural awareness training or at least do some research on the target culture.

Sigmund and Anna Freud

- Psychosexual Development -

The Foundation for all Psychodynamic Theories

Sigmund Freud's Theory of Psychosexual Development

- Three levels of awareness
  - Conscious, preconscious, unconscious
    - Unconscious urges are kept below the surface by repression
- The energy used by the psyche to manage negative emotions (anxiety, guilt, shame, rage) and to grow and develop is called "Libido"
  - There is a finite amount of libidinal energy available
  - Repression cathects (ties up) libidinal energy to keep unacceptable urges in the unconscious mind

Conscious and Unconscious

Conscious:
What's on the surface
i.e. logic, reality

Preconscious:
The boundary

Unconscious:
What lies deep, below the surface
i.e. drives, instincts

Causes of Neurosis

- Although unconscious feelings, memories and drives are outside conscious awareness, they still influence the way a person behaves or feels
- If a lot of libidinal energy is cathected in order to keep many anxiety-provoking feelings in the unconscious, then there is not enough energy for the psyche to grow and develop normally.

The Structure of the Personality

- THE ID—The Demanding Child
  - The part of the personality present at birth
  - Is ruled by the pleasure principle
  - Is located in the Unconscious Mind

The Structure of the Personality

- THE EGO—The Manager
  - Created by the Id to manage frustration caused by interaction with the outside world
  - Its purpose is to meet the demands of the Id, if possible
  - Is ruled by the reality principle
  - Is located in the Conscious Mind

The Structure of the Personality

- THE SUPEREGO—The Judge
  - Created by the Ego to assist in interacting with the outside world
  - Contains the taboos of the parents and of society
  - Is ruled by the morality principle
  - Is located in the Conscious Mind

Strong Ego Development = Healthy Adult Psyche

The stages of Psychosexual Development should result in a strong Ego:

- Able to control the unacceptable urges of the Id
- Able to negotiate successfully with the outside world to meet many of the desires of the Id
- Able to manage anxiety and guilt without resorting to distortions of reality
- Able to flexibly use Ego Defense Mechanisms

Anna Freud's Contributions

- Underwent Analysis with her father as the analyst at the age of 23. What problems do you see with this scenario?
- Was influenced by Maria Montessori to focus on children
- Spent her life applying Psychoanalytic theory to children
- Author of "The Ego and the Mechanisms of Defense" – the seminal work on the subject

Ego-Defense Mechanisms

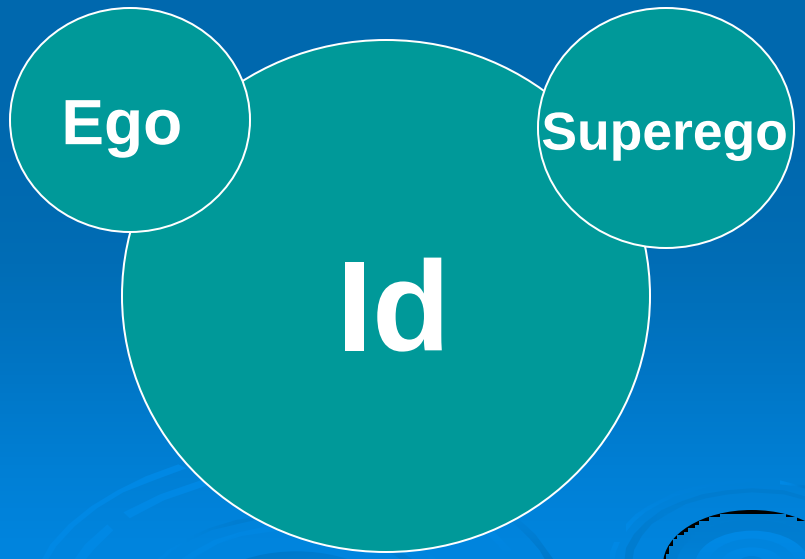
- Are normal behaviors which operate on an unconscious level and tend to deny or distort reality
- Are used by healthy people in a flexible way that meets the needs of the ego in a crisis
  - Can help an individual cope with anxiety and prevent the ego from being overwhelmed
- Have adaptive value if they do not become an habitual style of life to avoid facing reality

Sample Ego-Defense Mechanisms

- Repression
  - Suppression
- Rationalization
- Reaction-Formation
- Projection
- Denial
  - Fantasy
- Isolation
  - Intellectualization
  - Dissociation
- Regression
- Sublimation
- Displacement
- Withdrawal

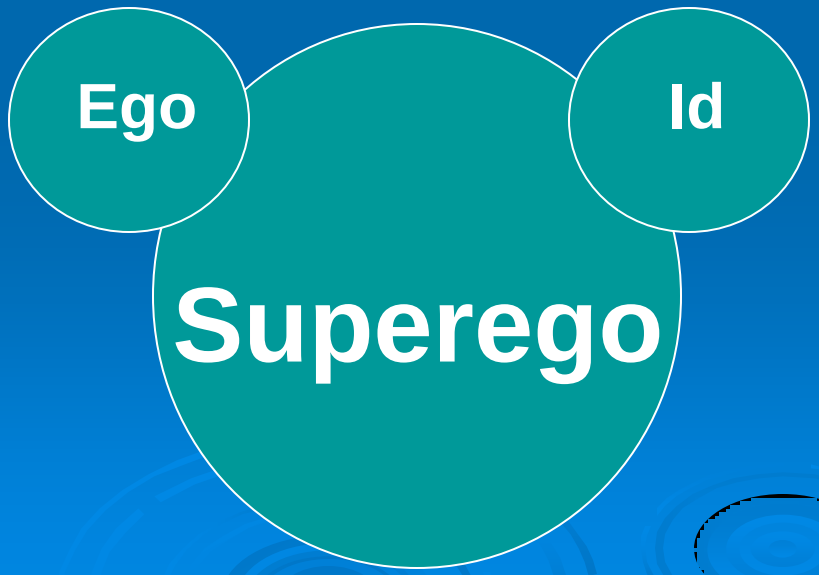
Causes of Neurosis

- If the Id becomes the dominant structure of the psyche, the person will be narcissistic



Causes of Neurosis

- If the Superego becomes the dominant structure of the psyche, the person will become rigid, inflexible and guilt-ridden



Causes of Neurosis

- Even if the Ego is the dominate structure of the personality, the person can still be neurotic. If the Ego habitually and without self-awareness uses a defense mechanism, the person's personality will be mal-formed aka Neurotic!

The Development of Personality

- ORAL STAGE First year
  - Erogenous Zone is the mouth
- ANAL STAGE Ages 1-3
  - Erogenous Zone is the anus
- PHALLIC STAGE Ages 3-6
  - Erogenous Zone is the genitalia
- LATENCY STAGE Ages 6-12
  - No Erogenous Zone
- GENITAL STAGE Ages 12-60
  - Mature sexuality is expressed

Stages of Psychosexual Development

- Fixation occurs when libidinal needs of a stage are not met.
  - The libido cathects its energy at that stage, and continuously tries to meet the unmet needs
- Fixations at any stage are expressed by characteristics of that stage in adult behavior
  - Oral Fixation
  - Anal Fixation
  - Oedipal or Electra Complex – Fixation at Phallic Stage

Stages of Psychosexual Development

Oral Stage – 1st year

- Conflict centers on nature and extent of oral gratification through suckling
  - Excessive or insufficient gratification leads to fixation
- Oral Fixation leads to adult oral habits:
  - Biting nails
  - Smoking
  - Over-Eating
  - Excessive Talking
- Related to later mistrust and fear of rejection

Stages of Psychosexual Development

Anal Stage – ages 1 - 3

- Focuses on the control of elimination of waste and the enjoyment a child feels in retaining or expelling fecal matter
  - If the parents are relaxed about potty training, then the child will develop a normal sense of self-control
  - If the parents are punitive or shaming of the child, then the child will develop an excessive need for control so as to avoid ever being shamed again

Stages of Psychosexual Development

Anal Stage – Ages 1 - 3

- Two kinds of Anal Fixation:
  - Anal Retentive – an excessive level of neatness and need for control and organization
  - Anal Expulsive – an excessive level of messiness and lack of organization and control

Stages of Psychosexual Development

Phallic Stage – Ages 3 - 6

- Incestuous strivings toward the Opposite-Gendered Parent produce
  - Feelings of closeness toward Opposite-Gendered Parent
  - Hostility toward Same-Gendered Parent
  - Anxiety in the child:
    - Castration Anxiety in boys
    - Penis Envy in girls
- Resolved through identification with Same-Gendered Parent

Stages of Psychosexual Development

Phallic Stage – Ages 3 - 6

- Fixation at this stage results in the Oedipal or Electra complex
- Adult symptoms of the Oedipal Complex in Males
  - Promiscuity or impotence
  - Excessive closeness with his mother
  - Hostility toward his father
- Adult symptoms of the Electra Complex in Females
  - Frigidity or promiscuity
  - Excessive closeness with her father
  - Hostility toward her mother

Stages of Psychosexual Development

Latency Stage – ages 6 - puberty

- Sexual feelings remain unconscious
- Libidinal energy is directed toward skill development and socialization
  - Motor and Cognitive development
  - Emotional and Social development
- Same-Gendered friendships develop at this time

Stages of Psychosexual Development

Genital Stage – puberty - age 60

- Incestuous strivings re-emerge from the unconscious, but the ego re-directs these impulses toward Romantic Relationships
  - Superego has internalized society's Incest Taboo
  - Ego has matured and is able to re-direct libido
- Mature sexuality is the ability to give and receive genital pleasure in the context of relationship

Psychoanalysis – “Talk Therapy”

- Goal of Psychoanalysis is to bring unconscious feelings, motivations and memories to conscious awareness
- Once these unconscious conflicts become conscious, then the psychotherapist must interpret the meaning of what is revealed to the client
- After the meaning is explained by the therapist, the client talks out their feelings

Psychoanalytic Techniques

- Dream Analysis
  - The “royal road to the unconscious” because dreams are direct expressions of unfulfilled wishes of the Id
- Free Association
  - Client says whatever comes to mind immediately without censoring any feelings or thoughts
- Analysis of Resistance
  - Anything the client does that works against the progress of therapy and prevents the discovery of unconscious material

Psychoanalytic Techniques

Transference

- The client reacts to the therapist as (s)he did to an earlier significant other – usually a parent
  - This allows the client to experience feelings that would otherwise be inaccessible - unconscious
  - ANALYSIS OF TRANSFERENCE — allows the client to achieve insight into the influence of the past

Psychoanalytic Techniques

Countertransference

- The reaction of the therapist toward the client
- May be more reflective of the therapist's psychological issues than a reflection of the client's behavior
  - Can be useful if the therapist knows themselves well enough to determine if their reaction toward the client originates from their own unconscious issues, or whether it is a true reflection of the client's unconscious motivations, feelings and behaviors

Evidence of the Unconscious

- Clinical evidence for postulating the unconscious:
  - Dreams (unfulfilled wishes)
  - Slips of the tongue (“Freudian Slips”)
  - Posthypnotic suggestions
  - Material derived from free-association
  - Material derived from projective techniques
  - Symbolic content of psychotic symptoms

Evaluation of Psychoanalytic Perspective

- Freud argued that personality should be subject to scientific analysis
- He focused attention on childhood experiences, importance of sexuality, effects of child rearing, people's distortions of perceptions to meet their needs
- There is no empirical evidence for existence of psychic structures
- Generalizing Freud's findings is problematic because he used the case study method and introspection for gathering evidence

Feminist Critique of Freud

- Women are not defective males!
  - Our psychological development follows a different path than for males
  - It is not our plumbing that makes us feel inferior, but rather our culture that values males more
- Freud's theory was based upon the belief that women who reported sexual abuse were simply expressing Electra fixation:
  - This caused the issues of sexual abuse and rape to be ignored by Psychologists for at least 50 years

THEORIES of PERSONALITY - I

Anjelika Şimşek

Analytical psychology

Carl Jung

Analytical psychology

- Occult phenomena can and do influence the lives of everyone.
- Each of us is motivated not only by repressed experiences but also by certain emotionally toned experiences inherited from our ancestors.
- Inherited images make up what Jung called the ***collective unconscious***. The collective unconscious includes those elements that we have never experienced individually but which have come down to us from our ancestors.
- Some elements of the collective unconscious become highly developed and are called ***archetypes***.
- The most inclusive archetype is the notion of **self-realization**, which can be achieved only by attaining a balance between various opposing forces of personality.
- Thus, Jung's theory is a compendium of opposites. People are both introverted and extraverted; rational and irrational; male and female; conscious and unconscious; and pushed by past events while being pulled by future expectations.

BIOGRAPHY OF CARL GUSTAV JUNG

Carl Gustav Jung

- Born: July 26, 1875, in Kesswil, a town on Lake Constance in Switzerland.
- Jung's father, Johann Paul Jung, was a minister in the Swiss Reformed Church, and his mother, Emilie Preiswerk Jung, was the daughter of a theologian.
- Jung's mother's family had a tradition of spiritualism and mysticism, and his maternal grandfather, Samuel Preiswerk, was a believer in the occult and often talked to the dead.
- Jung's parents had three children, a son born before Carl but who lived only 3 days and a daughter 9 years younger than Carl. Thus, Jung's early life was that of an only child.

Carl Gustav Jung

- An emotional and sensitive child, Jung identified more with this second side of his mother *(unstable, mystical, clairvoyant, archaic, and ruthless),* which he called her No. 2 or night personality (Alexander, 1990).
- At age 3 years, Jung was separated from his mother, who had to be hospitalized for several months, and this separation deeply troubled young Carl.
- For a long time after, he felt distrustful whenever the word “love” was mentioned. Years later he still associated “woman” with unreliability, whereas the word “father” meant reliable—but powerless (Jung, 1961).

Carl Gustav Jung

- During his school years, Jung gradually became aware of <u>two separate aspects of his self</u>, and he called these his No. 1 and No. 2 personalities.
- In ***Memories, Dreams, Reflections***, Jung (1961) wrote of his <u>No. 2 personality</u>:
  - *I experienced him and his influence in a curiously unreflective manner; when he was present, No. 1 personality paled to the point of nonexistence, and when the ego that became increasingly identical with No. 1 personality dominated the scene, the old man, if remembered at all, seemed a remote and unreal dream.*

Carl Gustav Jung

- In Jung's own theory of attitudes, his No. 1 personality was **extraverted** and in tune to the objective world, whereas his No. 2 personality was **introverted** and directed inward toward his subjective world.
- After completing his medical degree from Basel University in 1900, Jung became a psychiatric assistant to Eugene Bleuler at Burghöltzli Mental Hospital in Zürich, possibly the most prestigious psychiatric teaching hospital in the world at that time.
- Married Emma Rauschenbach, a young sophisticated woman from a wealthy Swiss family

Carl Gustav Jung

- Freud had warm personal feelings for Jung and regarded him as a man of great intellect. These qualifications prompted Freud to select Jung as the first president of the International Psychoanalytic Association.
- In 1909, G. Stanley Hall, the president of Clark University and one of the first psychologists in the United States, invited Jung and Freud to deliver a series of lectures at Clark University in Worcester, Massachusetts
- Jung also asserted that, during the trip to America, Freud was unable to interpret Jung's dreams, especially one that seemed to contain rich material from Jung's collective unconscious.

Carl Gustav Jung

- In this dream, Jung and his family were living on the second floor of his house when he decided to explore hitherto unknown levels of his house. At the bottom level of his dwelling, he came upon a cave where he found ***"two human skulls, very old and half disintegrated"*** .
- Jung associate the skulls to some wish. Whom did Jung wish dead?
- *"My wife and my sister-in-law—after all, I had to name someone whose death was worth the wishing!"*
- *"I was newly married at the time and knew perfectly well that there was nothing within myself which pointed to such wishes"* (Jung, 1961).

Carl Gustav Jung

- At that time, Jung was not “newly married” but had been married for nearly 7 years, and for the previous 5 of those years he was deeply involved in an intimate relationship with a former patient named Sabina Spielrein.
- Jung needed more than one woman to satisfy the two aspects of his personality.
- However, the two women who shared Jung’s life for nearly 40 years were his wife Emma and another former patient named Antonia (Toni) Wolff (Bair, 2003).
- Emma Jung seemed to have related better to Jung’s No. 1 personality while Toni Wolff was more in touch with his No. 2 personality.

Carl Gustav Jung

- In any event, little doubt exists that Jung needed women other than his wife. In a letter to Freud dated January 30, 1910, Jung wrote: ***"The prerequisite for a good marriage, it seems to me, is the license to be unfaithful"*** (McGuire, 1974, p. 289).
- In 1907, Jung wrote to Freud of his "boundless admiration" for him and confessed that his veneration "has something of the character of a '***religious' crush***" and that it had an "***undeniable erotic undertone***" (McGuire, 1974, p. 95).
- Jung continued his confession, saying: ***"This abominable feeling comes from the fact that as a boy I was the victim of a sexual assault by a man I once worshipped"*** .
- Jung's rejection of Freud's sexual theories may have stemmed from his <u>ambivalent sexual feelings</u> toward Freud.

Carl Gustav Jung

- From December of 1913 until 1917, he underwent the most profound and dangerous experience of his life—a trip through the underground of his own unconscious psyche.
- Jung's period of ***"creative illness"*** was similar to Freud's self-analysis. Both men began their search for self while in their **late 30s or early 40s**: Freud, as a reaction to the death of his father; Jung, as a result of his split with his spiritual father, Freud.

Carl Gustav Jung

- A Christian, but did not attend church.
- Hobbies included wood carving, stone cutting, and sailing his boat on Lake Constance.
- In 1944, he became professor of medical psychology at the University of Basel, but poor health forced him to resign his position the following year.
- After his wife died in 1955, he was mostly alone, the ***"wise old man of Küsnacht."***
- He died June 6, 1961, in Zürich, a few weeks short of his 86th birthday.
- At the time of his death, Jung's reputation was worldwide, extending beyond psychology to include philosophy, religion, and popular culture (Brome, 1978).

LEVELS OF THE PSYCHE

Conscious

- **Conscious** images are those that are sensed by the ego, whereas unconscious elements have no relationship with the ego.
- Ego as the center of consciousness, but not the core of personality.
- ***Self,*** the center of personality that is **largely unconscious**
- In a psychologically healthy person, ***the ego takes a secondary position to the unconscious self*** (Jung, 1951/1959a).
- Healthy individuals are in contact with their conscious world, but they also allow themselves to experience their unconscious self and thus to achieve ***individuation***.

Personal unconscious

- Embraces all repressed, forgotten, or subliminally perceived experiences of one particular individual.
- Formed by our individual experiences and is therefore unique to each of us.
- Contents of the personal unconscious are called **complexes.**
- A complex is an emotionally toned conglomeration of associated ideas.
- *For example, a person's experiences with Mother may become grouped around an emotional core so that the person's mother, or even the word "mother," sparks an emotional response that blocks the smooth flow of thought.*

Collective unconscious

- Has roots in the ancestral past of the entire species
- Inherited and pass from one generation to the next as psychic potential.
- Distant ancestors' experiences with universal concepts such as God, mother, water, earth, and so forth have been transmitted through the generations so that people in every clime and time have been influenced by their primitive ancestors' primordial experiences (Jung, 1937/1959).
- More or less the same for people in all cultures (Jung, 1934/1959).
- Responsible for people's many myths, legends, and religious beliefs.
- Humans, like other animals, come into the world with inherited predispositions to act or react in certain ways if their present experiences touch on these *biologically based predispositions*.

Archetypes

- Ancient or archaic images that derive from the collective unconscious.
- Archetypes have a biological basis but originate through the repeated experiences of humans' early ancestors.
- *Dreams* are the main source of archetypal material
- *Hallucinations* of psychotic patients also offered evidence for universal archetypes

persona

- The side of the personality that people show to the world.
- Refers to the mask worn by actors in the early theater.
- No.1 personality (Jung's life)
- Should project a particular role that society dictates to us
- To become psychologically healthy, ***must balance between the demands of society and what we truly are***.

shadow

- Archetype of darkness and repression, **qualities we do not wish to acknowledge** but attempt to hide from ourselves and others.
- Morally objectionable tendencies
- It is easier to project the dark side of our personality onto others, to see in them the ugliness and evil that we refuse to see in ourselves.
- Achieve the “realization of the shadow”

anima

- Feminine archetype in men
- Represents irrational moods and feelings
- To master the projections of the anima, men must realize the feminine side of their personality
- Originated from early men's experiences with women—mothers, sisters, and lovers
- Source of misunderstanding in male-female relationships, but also be responsible for the alluring mystique woman has in the psyche of men
- In ***Memories, Dreams, Reflections***, Jung vividly described this experience. Intrigued by this "*woman from within*," Jung (1961) concluded that
  - *she must be the "soul," in the primitive sense, and I began to speculate on the reasons why the name "anima" was given to the soul. Why was it thought of as feminine? Later I came to see that this inner feminine figure plays a typical, or archetypal, role in the unconscious of a man, and I called her the "anima." The corresponding figure in the unconscious of woman I called the "animus." (p. 186)*

anima

- The anima's deceptive qualities were elucidated by Jung (1961) in his description of the ***"woman from within"*** who spoke to him during his journey into the unconscious and while he was contemplating whether his work was science.
  - *What the anima said seemed to me full of a deep cunning. If I had taken **these fantasies of the unconscious as art**, they would have carried no more conviction than visual perceptions, as if I were watching a movie. I would have felt **no moral obligation** toward them. The anima might then have easily seduced me into believing that I was a misunderstood artist, and that my so-called **artistic nature gave me the right to neglect reality**. If I had followed her voice, she would in all probability have said to me one day, "Do you imagine the nonsense you're engaged in is really art? Not a bit." Thus **the insinuations of the anima, the mouthpiece of the unconscious, can utterly destroy a man**.*

animus

- Masculine archetype in women
- Represent symbolic of thinking and reasoning.
- Like the anima, the animus appears in dreams, visions, and fantasies in a personified form.
- In every female-male relationship, the woman runs a risk of projecting her distant ancestors' experiences with fathers, brothers, lovers, and sons onto the unsuspecting man.

Great Mother

- This preexisting concept of mother is always associated with both positive and negative feelings.
- The great mother, therefore, represents two opposing forces—fertility and nourishment on the one hand and power and destruction on the other.
- The fertility and nourishment dimension of the great mother archetype is symbolized by a tree, garden, plowed field, sea, heaven, home, country, church, and hollow objects such as ovens and cooking utensils.
- Power and destruction, she is sometimes symbolized as a godmother, the Mother of God, Mother Nature, Mother Earth, a stepmother, or a witch.
- Legends, myths, religious beliefs, art, and literary stories are filled with other symbols of the great mother, a person who is both nurturing and destructive.

Great Mother

- Fertility and power combine to form the concept of ***rebirth,*** which may be a separate archetype, but its relation to the great mother is obvious.
- Rebirth is represented by such processes as reincarnation, baptism, resurrection, and individuation or self-realization.
- People throughout the world are moved by a desire to be reborn: that is, to reach self-realization, nirvana, heaven, or perfection (Jung, 1952/1956, 1954/1959c).

Wise Old Man

- Archetype of wisdom and meaning, symbolizes humans' preexisting knowledge of the mysteries of life.
- Political, religious, and social prophets who appeal to reason as well as emotion (archetypes are always emotionally tinged) are guided by this unconscious archetype.
- Personified in dreams as father, grandfather, teacher, philosopher, guru, doctor, or priest. He appears in fairy tales as the king, the sage, or the magician who comes to the aid of the troubled protagonist and, through superior wisdom, he helps the protagonist escape from myriad misadventures.

hero

- Represented in mythology and legends as a powerful person, sometimes part god, who fights against great odds to conquer or vanquish evil in the form of dragons, monsters, serpents, or demons.
- Heroic deeds can be performed only by someone who is vulnerable. An immortal person with no weakness cannot be a hero.
- When the hero conquers the villain, he or she frees us from feelings of impotence and misery; at the same time, serving as our model for the ideal personality (Jung, 1934/1954a).

self

- Each person possesses an inherited tendency to move toward growth, perfection, and completion, and he called this innate disposition the **self.**
- *Archetype of archetypes* because it pulls together the other archetypes and unites them in the process of **self-realization.**
- Symbolized by a person's ideas of **perfection, completion**, and **wholeness**, but its ultimate symbol is the **mandala,** which is depicted as a circle within a square, a square within a circle, or any other concentric figure.
- It represents the strivings of the collective unconscious for **unity, balance,** and **wholeness**.

self

- **Mandala** (Sanskrit: मण्डल Maṇḍala, 'circle') is a spiritual and ritual symbol in Hinduism and Buddhism, representing the Universe. The basic form of most **mandalas** is a square with four gates containing a circle with a center point. Each gate is in the general shape of a T. **Mandalas** often exhibit radial balance.

self

- The self includes both the conscious and unconscious mind, and it unites the opposing elements of psyche—male and female, good and evil, light and dark forces.
- He later wrote:
  - *The essential thing is to differentiate oneself from these unconscious contents by **personifying** them, and at the same time to **bring them into relationship with consciousness**. That is the technique for stripping them of their power. It is not too difficult to personify them, as they always possess a certain degree of autonomy, a separate identity of their own. Their autonomy is a most uncomfortable thing to reconcile oneself to, and yet the very fact that the unconscious presents itself in that way gives us the best means of handling it.*

DYNAMICS OF PERSONALITY

Causality and teleology

- Human behavior is shaped by *both* causal and teleological forces and that causal explanations must be balanced with teleological ones.
- *Causality* holds that present events have their origin in previous experiences.
- *Teleology* holds that present events are motivated by goals and aspirations for the future that direct a person's destiny.

Progression and regression

- Jung (1961) believed that the regressive step is necessary to create a balanced personality and to grow toward **self-realization**.
- Adaptation to the outside world involves the forward flow of psychic energy and is called **progression,** whereas adaptation to the inner world relies on a backward flow of psychic energy and is called **regression.**

PSYCHOLOGICAL TYPES

2 basic attitudes: introversion and extraversion

4 functions: thinking, feeling, sensing,

and intuiting.

attitude

- **A predisposition to act or react in a characteristic direction.**
- Each person has both an *introverted* and an *extraverted* attitude, although one may be conscious while the other is unconscious

attitudes

Introversion

- Turning inward of psychic energy with an orientation toward the subjective.

Extraversion

- Turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective.

functions

- Both introversion and extraversion can combine with any one or more of four functions, forming eight possible orientations, or **types.**
- The four functions—sensing, thinking, feeling, and intuiting—can be briefly defined as follows:
  - **Sensing** tells people that something exists;
  - **Thinking** enables them to recognize its meaning;
  - **Feeling** tells them its value or worth; and
  - **Intuition** allows them to know about it without knowing how they know.

thinking

- **Logical intellectual activity that produces a chain of ideas.**
- ***Extraverted thinking*** people rely heavily on concrete thoughts, but they may also use abstract ideas if these ideas have been transmitted to them from without, for example, from parents or teachers.
  - E.g., mathematicians, accountants, engineers
- ***Introverted thinking*** people react to external stimuli, but their interpretation of an event is colored more by the internal meaning they bring with them than by the objective facts themselves.
  - E.g., inventors, philosophers

feeling

- **The process of evaluating an idea or event**.
- *Valuing*
- Feeling is the evaluation of every conscious activity, even those valued as indifferent
- ***Extraverted feeling*** people use objective data to make evaluations. They are not guided so much by their subjective opinion, but by external values and widely accepted standards of judgment.
- ***Introverted feeling*** people base their value judgments primarily on subjective perceptions rather than objective facts.

sensing

- Simply the individual's perception of sensory impulses.
- ***Extraverted sensing*** people perceive external stimuli objectively, in much the same way that these stimuli exist in reality.
  - This facility is essential in such occupations as proofreader, house painter, wine taster, or any other job demanding sensory discriminations congruent with those of most people.
- ***Introverted sensing*** people are largely influenced by their subjective sensations of sight, sound, taste, touch, and so forth.
  - Portrait artists, especially those whose paintings are extremely personalized, rely on an introverted-sensing attitude.

intuiting

- **Intuition** involves perception beyond the workings of consciousness.
- More creative, often adding or subtracting elements from conscious sensation.
- ***Extraverted intuitive people*** are oriented toward facts in the external world. Rather than fully sensing them, however, they merely perceive them subliminally.
- ***Introverted intuitive* people** are guided by unconscious perception of facts that are basically subjective and have little or no resemblance to external reality.
  - Mystics, prophets, surrealistic artists, or religious fanatics

DEVELOPMENT OF PERSONALITY

emphasized the second half of life, the period after age 35 or 40, when a person has the opportunity to bring together the various aspects of personality and to attain self-realization.

Stages of development

- *childhood, youth, middle life,* and *old age.*
- The early morning sun is childhood, full of potential, but still lacking in brilliance (consciousness);
- the morning sun is youth, climbing toward the zenith, but unaware of the impending decline;
- the early afternoon sun is middle life, brilliant like the late morning sun, but obviously headed for the sunset;
- the evening sun is old age, its once bright consciousness now markedly dimmed

childhood

1. ***Anarchic phase*** is characterized by chaotic and sporadic consciousness
2. ***Monarchic phase*** of childhood is characterized by the development of the ego and by the beginning of logical and verbal thinking.
3. The ego as perceiver arises during the ***dualistic phase*** of childhood when the ego is divided into the objective and subjective.

youth

- From puberty until middle life
- Strive to gain psychic and physical independence from their parents, find a mate, raise a family, and make a place in the world
- A period of increased activity, maturing sexuality, growing consciousness, and recognition that the problem-free era of childhood is gone forever.

Middle life

- begins at approximately age 35 or 40
- Their psychological health is not enhanced by success in business, prestige in society, or satisfaction with family life.
- They must look forward to the future with hope and anticipation, surrender the lifestyle of youth, and discover new meaning in middle life.
- This step often, but not always, involves a mature religious orientation, especially a belief in some sort of life after death (Jung, 1931/1960a).

Old age

- Fear of death is often taken as normal, but Jung believed that **death is the goal of life** and that life can be fulfilling only when death is seen in this light.
- Jung treated these people by helping them establish new goals and find meaning in living by first **finding meaning in death.**

- In 1934, during his 60th year, Jung wrote:
  - *Ordinarily we cling to our past and remain stuck in the illusion of youthfulness. Being old is highly unpopular.* ***Nobody seems to consider that not being able to grow old is just as absurd as not being able to outgrow child's-size shoes****. A still infantile man of thirty is surely to be deplored, but a youthful septuagenarian—isn't that delightful? And yet both are perverse, lacking in style, psychological monstrosities. A young man who does not fight and conquer has missed the best part of his youth, and an old man who does not know how to listen to the secrets of the brooks, as they tumble down from the peaks to the valleys, makes no sense; he is a spiritual mummy who is nothing but a rigid relic of the past. (Jung, 1934/1960, p. 407)*

Self-realization

- Psychological rebirth, also called *self-realization* or **individuation,** is the process of becoming an individual or whole person.
- Process of integrating the opposite poles into a single homogeneous individual
- Extremely rare and is achieved only by people who are able to assimilate their unconscious into their total personality.
- The self-realized person is dominated neither by unconscious processes nor by the conscious ego but achieves a balance between all aspects of personality.

JUNG'S METHODS OF INVESTIGATION

Word association test

- He originally used the technique as early as 1903 when he was a young psychiatric assistant at Burghöltzli, and he lectured on the word association test during his trip with Freud to the United States in 1909.
- To uncover feeling-toned complexes.
- Based on the principle that complexes create measurable emotional responses.
- In administering the test, Jung typically used a list of about 100 stimulus words chosen and arranged to elicit an emotional reaction. He instructed the person to respond to each stimulus word with the first word that came to mind. Jung recorded each verbal response, time taken to make a response, rate of breathing, and galvanic skin response. Usually, he would repeat the experiment to determine test-retest consistency.

Dream analysis

- The purpose of Jungian dream interpretation is to uncover elements from the personal and collective unconscious and to integrate them into consciousness in order to facilitate the process of self-realization.

Active imagination

- This method requires a person to begin with any impression—a dream image, vision, picture, or fantasy—and to concentrate until the impression begins to “move.” The person must follow these images to wherever they lead and then courageously face these autonomous images and freely communicate with them.
- To reveal archetypal images emerging from the unconscious.

- In 1961, Jung wrote about his experiences with active imagination during his midlife confrontation with the unconscious:
  - *When I look back upon it all today and consider what happened to me during the period of my work on the fantasies, it seems as though a message had come to me with overwhelming force. There were things in the images which concerned not only myself but many others also. It was then that I ceased to belong to myself alone, ceased to have the right to do so. From then on, my life belonged to the generality. . . . It was then that I* ***dedicated myself to service of the psyche****:* ***I loved it and hated it, but it was my greatest wealth.*** *My delivering myself over to it, as it were, was the only way by which I could endure my existence and live it as fully as possible.*

psychotherapy

- Four basic approaches to therapy, representing four developmental stages in the history of psychotherapy:

1. Cathartic method (used by Josef Beuer)
2. Interpretation, explanation, and elucidation
3. Education of patients as social beings.
4. Transformation (he meant that the therapist must first be transformed into a healthy human being, preferably by undergoing psychotherapy)

- The ultimate purpose of Jungian therapy is to help neurotic patients become healthy and to encourage healthy people to work independently toward self-realization.

Related research

- The **Myers-Briggs Type Indicator** (MBTI; Myers, 1962) is the most frequently used measure of Jung's personality types and is often used by school counselors to direct students toward rewarding avenues of study.
- The **MBTI** is a self-report measure with items that assess each of the eight Jungian personality types outlined in Table 4.1 page 126.
- Those who do best in certain professions are those whose personality type matches closest with those already in the profession (Schneider, 1987).

CONCEPT OF HUMANITY

Concept of humanity

- Neither *pessimistic* nor *optimistic,* neither *deterministic* nor *purposive.*
- People are motivated partly by *conscious* thoughts, partly by images from their personal *unconscious,* and partly by latent memory traces inherited from their ancestral past.
- Their motivation comes from both *causal* and *teleological* factors.
- Each person is a composition of opposing forces.
- The various complexes and archetypes cast their spell over people and are responsible for many of their words and actions and most of their dreams and fantasies.
- Ordinarily, a person who has achieved self-realization has reached middle life and has lived successfully through the stages of childhood and youth.
- The collective unconscious, which is responsible for so many actions, is part of our biological inheritance.
- Rated high on *similarities* among people and low on *individual differences.*

application

- Try to analyze your personality with regards to the archetypes within your collective unconscious such as the anima, animus, shadow, and persona by drawing and writing a brief explanation to it.