

LAB MANUAL
For
SOFT SKILLS LAB
(Common to All Branches)

For

II B. Tech I Sem (for EEE ECE CIVIL MECH)

UNIT-I

1.1 Introduction to Soft Skills

It's not enough to have a brilliant idea. It is equally important to communicate it effectively to the right people and garner the support needed to implement it. It's not just enough to work hard. We have to subtly promote it so that the right people appreciate our skills. There are some skills that we should hone and develop over the course of our career. These are the skills we use to interact with others at work.

A person is expected to speak, act and react depending on the situation and surroundings he is in. What would you generally say of a person who starts speaking loudly on his mobile phone during a funeral? Though it is evident that he lacks good manners, we tend to say that he lacks common sense. See how good manners got connected to common sense.

What are Soft Skills?

Soft Skills can be defined as “associated with a person’s ‘EQ’ (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.”

Soft skills are a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligence.

The Difference between hard skills and soft skills

Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, you'll learn hard skills / technical skills in the classroom, through books or other training materials, or on the job.

Examples of hard skills include:

- Proficiency in a foreign language
- A degree or certificate
- Typing speed
- Machine operation
- Computer programming

These hard skills are often listed in your cover letter and on your resume, and are easy for an employer or recruiter to recognize.

Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as "people skills" or "interpersonal skills," soft skills refer to the way you relate to and interact with other people.

Importance of Soft Skills

Knowing how to get along with people – and displaying a positive attitude – is crucial for success. The problem is, the importance of these soft skills is often undervalued, and there is far less training provided for them than hard skills. Unlike hard skills, which describe a person's technical skill set and ability to perform specific tasks, soft skills are broadly applicable across job titles and industries. It's often said that hard skills will get you an interview but you need soft skills to get -- and keep -- the job.

Many soft skills are tied to an individual's personality rather than any formal training, and are thus considered more difficult to develop than hard skills. Good manners, optimism, common sense, a sense of humor, empathy and the ability to collaborate and negotiate are all important soft skills. Other soft skills include situational awareness and the ability to read a situation as it unfolds to decide upon a response that yields the best result for all involved.

Following is a list of soft skills often cherished by the industry

- Communication – oral, written, presenting, listening....
- Courtesy – manners, business etiquette, grace....
- Flexibility – adaptability, willing to change, lifelong learner, accepts new things, adjusts....
- Integrity – honest, ethical, high morals, has personal values, does what's right.
- Interpersonal skills – personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociable.
- Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.
- Professionalism – businesslike, well-dressed, poised.
- Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious.
- Teamwork – cooperative, gets along with others, agreeable, supportive, helpful, and collaborative.

- Work ethic – hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance

How to improve soft skills?

We have certain skills that can be developed by proper observation and consistent practice. Social grace, empathy, language, communication, team work, sociability, adjustability, negotiation, leadership etc are some of the skills that characterize inter-personal relationships and develop in a person through the various stages of his life.

A critical view may be taken that these skills can be taught to a person. Yes, one can be taught as to what communication is and how to communicate. But one's basic behavioral tendencies will have its impact when the theory is put into practice and that is where the soft skills gain prominence.

- Soft skills revolve around personal relationships, character, and attitude.
- By developing these skills, you can increase your work performance, build stronger relationships, and work toward earning a promotion.
- If you are finding that some of these soft skills do not come naturally to you, you need to learn how to improve soft skills so they'll become a natural reflex for you in dealing with people every day

Follow these simple tips to develop soft skills:

- develop communication skills
- practice active listening skills
- build relationships
- practice leading
- take initiative
- request when required
- cultivate kindness
- appreciate accordingly
- accept and learn from all criticism
- be adaptable
- multi-task effectively
- motivate and keep a positive attitude

- sharpen your creativity
- have a sense of humor

It is said that hard skills may earn you an interview but it is your soft skills that will get you the job. CEOs and HR Managers today are suggesting that companies can do better if they hire people with good soft skills and then train them to develop their hard skills in the area of specialization. Lack of soft skills has been pointed out by MNCs as a reason for not preferring many candidates.

Top skills employers look for:

While certain hard skills are necessary for any position, employers increasingly look for job applicants with particular soft skills. This is because, while it is easy for an employer to train a new employee in a particular hard skill (such as how to use a certain computer program), it is much more difficult to train an employee in a soft skill (such as patience).

Here's a list of some of the top skills employers seek in candidates for employment. You need to develop these skills and incorporate them into your resume, cover letters, and also mention them during job interviews.

Communication skills	Adaptability and flexibility
Organization	Planning
Team work	Decision-making
Critical thinking	Leadership
Punctuality	Problem-solving
Analytical skills	Computer-skills

Emphasize both hard and soft skills

During the job application process, you should therefore be sure to emphasize both your hard and soft skills. This way, even if you lack a particular hard skill required by the company, you can emphasize a particular soft skill that you know would be valuable in the position.

1.2 Know Yourself – SWOT / SWOC Analysis

‘Know Thyself’ is a term coined by the great Greek philosopher Socrates, meaning ‘Know Yourself’. Knowing oneself is a long process. To know the true

self, one has to get down to the core of one's essence and get rid of one's false self-images.

The Benefits of Self-Knowledge

Maybe it's obvious, but here in a nutshell are a few reasons why you might want to know your own nature:

- Happiness. You will be happier when you can express who you are. Expressing your desires, moreover, will make it more likely that you get what you want.
- Less inner conflict. When your outside actions are in accordance with your inside feelings and values, you will experience less inner conflict.
- Better decision-making. When you know yourself, you are able to make better choices about everything, from small decisions like which sweater you'll buy to big decisions like which partner you'll spend your life with. You'll have guidelines you can apply to solve life's varied problems.
- Self-control. When you know yourself, you understand what motivates you to resist bad habits and develop good ones. You'll have the insight to know which values and goals activate your willpower.
- Resistance to social pressure. When you are grounded in your values and preferences, you are less likely to say "yes" when you want to say "no."
- Tolerance and understanding of others. Your awareness of your own foibles and struggles can help you empathize with others.
- Vitality and pleasure: Being who you truly are helps you feel more alive and makes your experience of life richer, larger, and more exciting.

Personal SWOT / SWOC Analysis

To carry out a personal SWOT / SWOC analysis, you need to complete the matrix in terms of four boxes made of two intersecting lines.

Strengths: What do you do well? What do other people see as your strengths? What are your skills, values and interests?

Weaknesses: What areas need development? What should you avoid?

Opportunities: What possibilities are open to you? What resources do you have? Who can help you?

Threats/ Challenges: What might cause you difficulties? What responsibilities do you have? What might restrict you?

For example, look at the following chart to understand the distribution of all the negative and positive qualities

1.3 SWOT/SWOC Analysis Grid

A SWOT/SWOC analysis is typically created in a grid format with Strengths, Opportunities listed on the left, and Weaknesses and Threats or Challenges on the right.

P O S I T I V E HELPFUL	INTERNAL		N E G A T I V E HARMFUL
	Build Strength	Overcome Weakness	
	Explore Opportunity	Overcome Threats and Face Challenges	
	EXTERNAL		

Exercise

Identify your Strengths, Opportunities, Weaknesses and Threats or Challenges with the help of the grid provided here.

Questions to complete the grid

Strengths:

- What do you do well?
- What unique resources can you draw on?
- What do others see as your strengths?

Weaknesses:

- What could you improve?
- Where do you have fewer resources than others?
- What are others likely to see as weakness in you?

Opportunities:

- What good opportunities are open for you?
- What trends could you take advantage of?
- How can you turn your strengths into opportunities?

Threats/Challenges:

- What trends could harm you?
- What is your competitor doing?

Strengths 1. 2. 3. 4. 5.	Weaknesses 1. 2. 3. 4. 5.
Opportunities 1. 2. 3. 4. 5	Threats/Challenges 1. 2. 3. 4. 5

This analysis will help you to focus on the main issues you need to consider when deciding what your long term and short-term goals should be. Explore what you do well, the areas you need to work on, the possibilities that are open to you and the things that might cause difficulties. In particular, you need to be absolutely honest about your weaknesses because you can take steps to develop those areas. It's a good idea to keep things simple at this stage.

You may not know about yourself totally. This may be analyzed from what is known as JOHARI WINDOW which explains or helps one in realizing facts about your true self.

1.4 Johari Window

Open/free space (known to self and others)	Blind Area (not known to self and known to others)
Hidden Area (known to self but not known to others)	Unknown Area (not known to self and not known to others)



How you manage your life, guide others, take charge, perform and behave in relationships depend on how effectively you use your strengths and identify your weaknesses.

- Corporate life has become complex. You need to work with people belonging to different regions, religions, languages and cultures. It is impossible to

understand others unless a person understands himself/herself. Therefore, it is essential for everyone to strive hard to identify one's true 'self'.

-If you know yourself you will be able to know your strength and weaknesses. Subsequently, you will be able to remove/overcome your weakness/point.

Activity: Knowing Yourself BetterQuestionnaire

This self assessment was designed to help you take an honest and objective look at your own personality traits, both positive and negative. There are no right and wrong answers, just try to be as honest as possible. The question and answer process may help you to:

- Understand your behaviors and subconscious motivations.
- Accept and work with negative personality traits and emotions.
- Change problematic patterns of behavior by addressing the root causes.
- Develop a greater acceptance and appreciation for yourself as a person.

Questions:

1. What traits do I dislike in others? Do my own behaviors ever reflect any of these traits? To what level have I acknowledged or accepted responsibility for my own negative traits?
2. What have I done in my life that I am most ashamed of? What internal forces within my own psyche may have led me to do this? What can I learn about myself from this experience?
3. What are my strengths? What are my weaknesses? What about my personal history might account for the strengths and weaknesses that I have?
4. Do I have any feelings of guilt or shame that I may be holding inside? If I feel guilty about past actions, is there any way I can atone for them now? Can I take responsibility for my actions and learn to forgive myself?
5. Is it hard for me to be happy for others, or do I sometimes feel jealous? If so, what inadequacies do I have which might lead to these feelings? What can I learn about myself from the successes of others?

6. Was there a time when I lost my temper, got stressed out, or snapped at anyone? What internal and external factors led to this behavior? What can I do to prevent a similar situation in the future?
7. How often do I feel a sense of gratitude? How can I learn to be more appreciative of what is going on in my life? What do I most like about myself?
8. What are my deepest fears? Are these fears actually rational? What can these particular fears teach me about myself?
9. Can I learn about my own vulnerabilities by examining the mistakes and failings of others? What can I do to avoid making similar mistakes myself?
10. What sexual fantasies or fetishes do I have? Am I ashamed of any of them? If yes, what about myself causes me to like or do anything sexually that I may feel ashamed of later on?
11. What do I most dislike about myself and why? Can I openly accept my negative qualities and choose to grow from them?
12. In what ways am I susceptible to flattery? Does this reflect any insecurity that I have or may have about my abilities, looks, or level of material success?
13. To what extent are my problems self created? Which of my feelings or actions have created problems for me?
14. What mistakes have I made in my life? What can my past mistakes teach me about myself?
15. Do I tend to be overly critical of myself, my mistakes and my failures? Can I learn to be more accepting of myself in spite of these?
16. Do I have any insecurity about my abilities, looks or level of material success? Are these feelings rational? If yes, what can I do to improve myself? Can I accept insecurities and learn to have more compassion for myself?
17. Have I ever lied to myself about my own negative qualities or poor conduct? What about myself, am I most afraid to face? Why?

18. What problems do I find repeating over and over again in my life? How can I take responsibility for these problems? What can I do to get to the bottom of the pattern and change it?

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UNIT-2

2.1 Emotional Intelligence:

Emotional intelligence has been defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" by Peter Salovey and John Mayer. This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions. These abilities are distinct yet related. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Currently, there are three main models of EI.

Emotional intelligence involves the ability to understand and manage emotions. Experts agree that this type of intelligence plays an important role in success, and some have suggested that emotional intelligence might even be more important than IQ. In any case, research has suggested that emotional intelligence is linked to everything from decision-making to academic achievement.

So, what does it take to be emotionally intelligent? Psychologist and best-selling author Daniel Goleman has suggested that there are five components critical to emotional intelligence. Take a look at these five factors and see if there might be things that you can do to improve your skills in each area.

Five aspects of Emotional Intelligence:

1. Self-awareness:

The ability to recognize and understand your own emotions, is a critical part of emotional intelligence. Beyond just recognizing your emotions, however, is being aware of the effect of your own actions, moods, and emotions on other people.

In order to become self-aware, you must be capable of monitoring your own emotions, recognizing different emotional reactions, and then correctly identifying each particular emotion. Self-aware individuals also recognize the relationships between the things they feel and how they behave. These individuals are also capable of recognizing their own strengths and limitations, are open to new information and experiences, and learn from their interactions with others. Goleman suggests that people who possess this self-awareness have a good sense of humor, are confident in themselves and their abilities, and are aware of how other people perceive them.

2. Self-Regulation:

In addition to being aware of your own emotions and the impact you have on others; emotional intelligence requires you to be able to regulate and manage your emotions. This doesn't mean putting emotions on lock-down and hiding your true feelings — it simply means waiting for the right time, place, and avenue to express your emotions. Self-regulation is all about expressing your emotions *appropriately*. Those who are skilled in self-regulation tend to be flexible and adapt well to change. They are also good at managing conflict and diffusing tense or difficult situations. Goleman also suggests that those with strong self-regulation skills are high in conscientiousness. They are thoughtful of how they influence others and take responsibility for their own actions.

3. **Social skills:**

Being able to interact well with others is another important aspect of emotional intelligence. True emotional understanding involves more than just understanding your own emotions and the feelings of others - you also need to be able to put this information to work in your daily interactions and communications.

In professional settings, managers benefit by being able to build relationships and connections with employees, while workers can benefit from being able to develop a strong rapport with leaders and co-workers. Some important social skills include active listening, verbal and nonverbal communication skills, leadership, and persuasiveness.

4 **Empathy:**

Empathy, or the ability to understand how others are feeling, is absolutely critical to emotional intelligence. But this involves more than just being able to recognize the emotional states of others.

It also involves your responses to people based on this information. When you sense that someone is feeling sad or hopeless, for example, it will likely influence how you respond to that individual. You might treat them with extra care and concern or you might make an effort to buoy their spirits.

Being empathetic also allows people to understand the power dynamics that often influence social relationships, especially in workplace settings. Those competent in this area are able to sense who possess power in different relationships, understand how these forces influence feelings and behaviors, and accurately interpret different situations that hinge on such power dynamics.

5. **Motivation:**

Intrinsic motivation also plays a key role in emotional intelligence. People who are emotionally intelligent are motivated by things beyond mere external rewards like fame, money, recognition, and acclaim.

Instead, they have a passion to fulfill their own inner needs and goals. They seek things that lead to internal rewards, experience flow from being totally in tune with an activity, and pursue peak experiences.

Those who are competent in this area tend to be action-oriented. They set goals, have a high need for achievement, and are always looking for ways to do better. They also tend to be very committed and are good at taking the initiative when a task is put forth before them.

In a competitive workplace, developing your EQ skills is vital to your professional success.

Below are 10 ways to increase your EQ:

1. Utilize an assertive style of communicating.

Assertive communication goes a long way toward earning respect without coming across as too aggressive or too passive. Emotionally intelligent people know how to communicate their opinions and needs in a direct way while still respecting others.

2. Respond instead of reacting to conflict.

During instances of conflict, emotional outbursts and feelings of anger are common. The emotionally intelligent person knows how to stay calm during stressful situations. They don't make impulsive decisions that can lead to even bigger problems. They understand that in times of conflict the goal is a resolution, and they make a conscious choice to focus on ensuring that their actions and words are in alignment with that.

3. Utilize active listening skills.

In conversations, emotionally intelligent people listen for clarity instead of just waiting for their turn to speak. They make sure they understand what is being said before responding. They also pay attention to the nonverbal details of a conversation. This prevents misunderstandings, allows the listener to respond properly and shows respect for the person they are speaking to.

4. Be motivated.

Emotionally intelligent people are self-motivated and their attitude motivates others. They set goals and are resilient in the face of challenges.

5. Practice ways to maintain a positive attitude.

Don't underestimate the power of your attitude. A negative attitude easily infects others if a person allows it to. Emotionally intelligent people have an awareness of the moods of those around them and guard their attitude accordingly. They know what they need to do in order to have a good day and an optimistic outlook. This could include having a great breakfast or lunch, engaging in prayer or meditation during the day or keeping positive quotes at their desk or computer.

6. Practice self-awareness.

Emotionally intelligent people are self-aware and intuitive. They are aware of their own emotions and how they can affect those around them. They also pick up on others' emotions and body language and use that information to enhance their communication skills.

7. Take critique well.

An important part of increasing your emotional intelligence is to be able to take critique. Instead of getting offended or defensive, high EQ people take a few moments to understand where the critique is coming from, how it is affecting others or their own performance and how they can constructively resolve any issues.

8. Empathize with others.

Emotionally intelligent people know how to empathize. They understand that empathy is a trait that shows emotional strength, not weakness. Empathy

helps them to relate to others on a basic human level. It opens the door for mutual respect and understanding between people with differing opinions and situations.

9. Utilize leadership skills.

Emotionally intelligent people have excellent leadership skills. They have high standards for themselves and set an example for others to follow. They take initiative and have great decision making and problem-solving skills. This allows for a higher and more productive level of performance in life and at work.

10. Be approachable and sociable.

Emotionally intelligent people come off as approachable. They smile and give off a positive presence. They utilize appropriate social skills based on their relationship with whomever they are around. They have great interpersonal skills and know how to communicate clearly, whether the communication is verbal or nonverbal.

Many of these skills may seem to be best suited for those who understand basic human psychology. While high EQ skills may come more easily to naturally empathetic people, anyone can develop them. Less empathetic people just have to practice being more self-aware and conscious of how they interact with others. By utilizing these steps, you'll be well on your way to an increase in your emotional intelligence level.

Emotional Intelligence - Activities and Exercises

As the name suggests, emotional intelligence activities and exercises are attempts to build, develop, and maintain one's emotional intelligence, often called EI or EQ for Emotional Quotient. Many people are interested in improving their EI, for a variety of reasons.

Some of the most common reasons to work on your EI include:

- Wanting to succeed in a leadership role;
- Trying to fit in with a new organization or new team;
- Attempting to branch out of your network and make new friends or contacts;
- Starting a new business and wanting to improve your customer service.

And, of course, many people want to enhance their EI simply to understand themselves and the people they interact with on a deeper level. There is no

downside to becoming more emotionally intelligent and the benefits can be numerous.

If you're interested in enhancing your EI, rest assured that you are not alone in your goal! Read on to learn how to go about meeting your goal.

Tips for Using Emotional Intelligence Tools

Whether you're looking to build your own emotional intelligence, encourage its development in your children or students, or trying to boost your team's or organization's EQ, there are many activities, tools, and resources you can use. You can find a few of them below.

Tips for Enhancing Your Own Emotional Intelligence

If your goal is to boost your own emotional intelligence or help your clients boost their emotional intelligence (e.g., any EI work on an individual level), keep these seven tips in mind:

1. Reflect on your own emotions;
2. Ask others for perspective;
3. Be observant (of your own emotions);
4. Use "the pause" (e.g., taking a moment to think before speaking);
5. Explore the "why" (bridge the gap by taking someone else's perspective);
6. When criticized, don't take offense. Instead, ask: What can I learn?
7. Practice, practice, practice (Bariso, 2016).

Learn more about these important tips.

Tips for Enhancing the Emotional Intelligence of Teams

If you're looking to enhance your team's emotional intelligence, keep these 7 tips in mind:

1. Have a ring leader;
2. Identify team members' strengths and weaknesses;
3. Spark passion;
4. Build team norms;
5. Develop creative ways to manage stress;
6. Allow team members to have a voice;
7. Encourage employees to work and play together (Rampton, n.d.).

Read more about how to implement these tips.

EQ experts Vanessa Urch Druskat and Steven B. Wolff tell us that three factors are absolutely essential to the success of a workgroup:

1. Trust among members;
2. A sense of group identity;
3. A sense of group efficacy (2001).

If it sounds to you like these three factors are strongly associated with emotional intelligence, you're right! You can't have an emotionally intelligent team with emotionally intelligent members, but it takes more than that—you need emotionally intelligent norms and values, the right team atmosphere, and willingness to build team EQ.

To do that, you'll need:

- Understanding and regulation of emotions at the individual level;
- Understanding and managing of emotions at the group level;

- Awareness of and willingness to work with emotions outside the group.

Make sure to keep these three levels in mind as you work on building your emotionally intelligent team; remember that it's not all about the individuals on the team, but about how they interact with each other and with those outside the group (Druskat & Wolff, 2001).

Emotional Intelligence Activities

It can be daunting to think about how to improve your emotional intelligence — where do you even begin?

Not to worry! There are many activities and exercises that are designed to do just that. Some are intended for individuals and others for groups, but you're sure to find something that will meet your needs.

Exercises for Developing and Improving EI

These three exercises are meant to help individuals build their emotional intelligence and they are particularly helpful for leaders who want to boost their EI/EQ.

1. Emotional Intelligence Assessment for Leaders

Leaders have a big job to do in any organization: they need to shape, communicate, and contribute to the organizational vision. Naturally, emotional intelligence helps immensely in this role.

This is an activity that leaders can do to assess their own emotional intelligence, which is the first step towards improving it. This activity consists of 10 descriptions of vision-killing behaviors that a leader may engage in, and a scale upon which to rate your own engagement in each behavior from 'very seldom' to 'very often.'

The vision-killing behaviors include:

1. Treating people badly—such as not showing people they care, forgetting to say thank you, not respecting people, not making people feel valued;
2. Living by the adage "Do as I say, not as I do," and not setting good examples;
3. Focusing on too many things at once;
4. Pushing too hard on the task and forgetting the people;
5. Not giving clear direction;
6. Giving inconsistent direction;
7. Not taking responsibility for failure;
8. Focusing on the detail and forgetting to tell the "whys" or the big picture;
9. Showing little or no personal commitment to the vision;
10. Allowing people who aren't performing the job to remain.

If you find yourself frequently engaging in these behaviors, that's a good indication that your leader EQ is low. Pay close attention to the three behaviors you engage in the most often and commit to working on reducing or removing those behaviors entirely.

2. Temperament Analysis

Another good assessment activity is the temperament analysis. It was designed to help participants learn about temperament, understand their own temperament, and learn how to work with it.

To get started, keep in mind that our temperament is made up of tendencies and feelings that are influenced by four factors or parameters:

- Genetic Inheritance
- Physical Attributes
- Life Experiences
- Environmental Conditions

To give this activity a try, get started with the temperament questionnaire:

1. Describe your temperament with three adjectives. Choose the ones that describe you best.
2. Suggest three adjectives that others use to describe your temperament.
3. Go through each of the adjectives identified in the above two questions and see if each one is because of (or how much each one is driven by) *Genetic Inheritance*, *Physical Attributes*, *Life Experiences*, or *Environmental Conditions*.
4. How does each of the temperamental factors affect you on a personal level?
5. How does each of the temperamental factors affect you on a leadership role level?
6. Which of these factors do you want to change and why?

Think about each of the questions in detail and try discussing with a friend to maximize the learning opportunity.

See this exercise in more detail.

3. Be the Fog (Regulate Your Emotions)

It can be very difficult for many of us to accept criticism, especially if receiving criticism provokes strong emotions. This simple exercise will help you “be the fog” and learn how to regulate and modulate your emotions in a difficult situation.

Here’s what to do:

“Act like a fog! Imagine you are a fog. When someone throws a stone at you, you absorb that stone without throwing the stone back. This is a very easy and effective technique to use against people who keep criticizing you repeatedly.”

(Skills Converged website)

For example, if someone tells you something like:

- “You just don’t understand.”
- “You are lazy.”
- “You are always late.”
- “You don’t feel responsible.”

Respond with:

- “Yes, I just don’t understand.”
- “Yes, I am lazy sometimes.”
- “Yes, I was late.”
- “Yes, I just don’t take responsibility.”

When you accept the criticism that is thrown your way (without actually taking it to heart), you will find that you disarm the person criticizing you. To practice, ask someone you know well to criticize you at rapid speed, one after the other, and employ the fogging technique to counter it.

Read more about this exercise.

Emotional Intelligence Group Activities

If you'd like to help a group work on building their EQ or work on your own EQ in a group setting, you're in luck!

There are tons of group activities focused on developing, enhancing, and maintaining your emotional intelligence.

Check out the four examples below.

4. Accepting Your Emotions

This exercise can help you work on one of the most fundamental skills related to emotional intelligence: understanding and accepting your own emotions.

You'll need a group of people for this activity, but you could also modify it to work with just one pair. Here's how to do it:

- Divide your group into pairs and have them sit far enough away from the other pairs to get a sense of privacy.
- Have each pair decide who will go first.
- Tell the group members that they will each have a chance to share an experience where they felt like a victim. Once one partner has explained the experience, they should explain how they felt as a result of their experience in as much detail as possible, thinking about their specific feelings at the moment and how it impacted them afterward.
- Allow 15 minutes or so for the first partner to share and for the pair to discuss, have them switch roles.
- If you are running this activity in a group, bring everyone back together and have a group discussion using questions like these:
 - What did you think first when you were told to share a difficult experience with another person?
 - How did you manage to share it? How did you feel when you shared it with someone else?
 - How did you feel after acknowledging and accepting your emotions?
 - Does this exercise help with accepting how certain experiences make us feel and that it is okay to feel a certain way after negative experiences?
 - Did you feel more at peace after accepting your emotions generated by your experience?
 - Would you consider using this exercise to evaluate and acknowledge your emotions after negative experiences?

5. Making Eye Contact

As the name of this exercise suggests, it involves using eye contact to better understand our own emotions and how we connect emotionally with others.

Gather some index cards and distribute them to your participants, then ask them to spread out within the room. Tell them to imagine themselves in an art gallery or a museum.

Next, have them move through the three stages:

1. Stage One:

- a. Ask your participants to roam around the room as if they are in a public space while not making eye contact with anyone else. They should improvise and act the role. Allow one minute for this part.
- b. Stop everyone and ask the participants to make a note of their feelings on their cards.

1. Stage Two:

- a. For this round, ask your participants to seek out eye contact as they go about the room. However, as soon as they have made eye contact, they should break it and look away. Allow two minutes for this part.
- b. Stop everyone and ask them to record their feelings on their cards.

1. Stage Three:

- a. In this round, ask your participants to seek out eye contact and as soon as they have made eye contact with anyone they should pair up with that person. They should stand side by side and do not establish eye contact with anyone else. Allocate two minutes for this part.
- b. Stop everyone and ask them to record their feelings on their cards.
- c. Bring everyone back together and follow with a discussion.

Allot 10 minutes or so for the group discussion. Here are a few questions to guide your discussion:

- While going through various stages of the exercise how did you feel?
- How did it feel when you were making eye contact and you had to break it straight away?
- How did it feel when you made eye contact and you could approach the person to pair up?
- If you were slow to pair up with someone, how did it feel to go about finding someone you could make eye contact with?
- How easy was it to make eye contact with someone?
- How close do you feel with people that you maintained eye contact with?
- What pre-conditioning dictates our behavior in making eye contact or maintaining eye contact?
- How does this compare between different societies?

This exercise will help you and your group see just how vital eye contact is to emotional connection.

6. If You Knew...

This activity is an excellent choice for new teams or as an icebreaker at small events. It will encourage participants to share information about themselves with others in a way that encourages intimacy and group cohesion.

Start with a flip chart or a whiteboard with these questions on it:

- What was the happiest moment in your life?
- What was your unhappiest experience in life?
- What motivates you to get up in the morning?
- What do you use your money for?
- Who is the most important person in your life?
- Describe your best friend.

Once everyone is ready to get started, ask them all to sit in a semi-circle facing a flipchart or whiteboard. Randomly select one participant to answer the questions on the board, and tell them they have 10 minutes to go into as much detail as possible. Instruct the other participants not to ask questions or interrupt during those 10 minutes, then move on to the next participant.

At the end, pose these questions to get a good discussion started:

- Did this activity help you to know your team members better?
- Did it help explain certain behaviors and actions of co-workers?
- Would it be helpful to share some personal information with those that we work closely with?
- Did this session help clear up some of the misunderstandings between team members?

Completing this exercise will likely result in you feeling more connected and comfortable with the other participants, and help you learn how to read emotions in others and listen attentively.

If you watched the video, what parts did you find most insightful? We would love to hear from you in our comments section below.

7. Exercise to Increase Your Self-Awareness

All you need to start improving your self-awareness in a group setting is a stack of 3 x 5 index cards. Oh, and a group of people!

Here are the instructions:

Part One:

1. Ask the participants “How do you feel?” Ask each participant individually instead of in the larger group, if possible.
2. Most people will probably say they feel fine, so prepare to start the exercise with this: “Why do we almost always say we are fine, even when we are not?”
3. Continue the discussion with questions like:
 - a. “Do you find it easy to talk about your feelings?”
 - b. “What makes it hard to talk about your feelings?”
 - c. “Can you consciously shift your feelings from one to another?”

Part Two:

4. Discuss how important it is to understand the wide range of human emotions so you can better understand yourself and others, and give yourself the opportunity to regulate your feelings.
5. Instruct the group to think of as many emotions as they can and write one on each card.
6. Spread the cards around on a table so you can help the group avoid creating duplicates.

Part Three:

7. Collect all cards and put them upside down on the table.
8. Ask each participant to pick two cards at random.
9. Take turns asking each participant to reveal their cards and explain what it would take to get from one emotion to the other.
10. After the participant provides their explanation, allow other participants to share their own explanations.
11. Follow up with a discussion, using questions like:
 - a. Do you think you came up with many emotions?
 - b. Was it easy?
 - c. Are you surprised there are so many emotions?
 - d. Was it easy to switch from one emotion to another?

If any of these activities interests you, be sure to check out this post on the Emotion Wheel.

5 EQ Worksheets

If you like circling, underlining, and filling in the blanks to work on improving your emotional intelligence, you might find these 6 EQ worksheets helpful.

1. Giving Feedback: Improving Your Self-Awareness

With this worksheet, you'll boost your self-awareness and, in turn, your emotional intelligence.

Here are all the questions it poses:

1. Think of when you were a leader and you took a stand and made sure everyone followed.
 - a. How did you feel?
 - b. How do you think others felt?
2. Think of when you were a leader and took a stand on an issue and then backed down.
 - a. How did you feel?
 - b. How do you think others felt?
3. Think of when you were a leader and didn't take a stand on a particular issue when you should have.
 - a. How did you feel?
 - b. How do you think others felt?
4. Think of when you were an employee and took a stand on an issue and did not back down.
 - a. How did you feel?
 - b. How do you think others felt?
 - c. How did your boss feel?
5. Think of when you were an employee and took a stand on an issue, felt forced and backed down.
 - a. How did you feel?
 - b. How do you think others felt?
 - c. How did your boss feel?
6. Think of when you were an employee and didn't take a stand on an issue and then later strongly regretted that you should have not backed down.

- a. How did you feel?
- b. How do you think others felt?
- c. How did your boss feel?

If you complete this worksheet and want to continue the self-exploration and EQ-boosting, go through these discussion questions:

- How useful were the questions?
- Did you discover something about yourself that you were not aware of before?

If you completed this worksheet in a group setting, you can also use these two questions to spark a useful discussion:

- Did you get inspired by what others found about themselves?
- Did their thoughts make you feel more comfortable about yourself?

2. Self-Awareness Activity

It begins with a great point: it's hard to make changes to yourself when you aren't sure where to start! Enhancing your self-awareness will help you figure out what your strengths are, where your EQ competency levels lie, and where you should focus your self-improvement efforts.

The worksheet lists 30 strengths or character traits that you might feel are strengths or areas for you to improve. This list includes traits like:

- Creative
- Confident
- Positive
- Funny
- Curious
- Imaginative
- Hard-working

On one side, there is space to identify three strengths you have and on the other, there is space to identify three traits you would like to work on.

If you think of any strength or an area you'd like to improve that is not included on the list, add it in any way. Your list should be personalized to you, so add and edit what you need!

3. Social Awareness Activity

If you feel comfortable with your self-awareness but are less comfortable with your social awareness, this worksheet is the one for you!

Social awareness is all about how well we understand others, how we recognize and identify emotions in others, and how we manage emotions in social situations.

The worksheet includes five pictures of faces with various expressions and a list of emotions on the other side, like:

- Stressed
- Peaceful
- Disappointed
- Relaxed
- Upset
- Frustrated

- Tired
- Happy

The instructions state that you should feel free to match more than one emotion with each picture and that you're free to add more emotions if you'd like. The point of the worksheet is not to create a one-to-one match or to get them "right." Instead, the point is to be more aware of the emotions of those around you and to be more attentive and responsive in your interactions with others.

4. Self-Management Activity

If you're more interested in improving your self-management skills than your relationship management skills, this worksheet can help!

It opens with this description:

"Self-management builds on the basis of self-awareness and is the ability to control your emotions so that they don't control you. Self-management means you're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances."

The worksheet lists some positive and negative emotions for reference.

Positive emotions include:

- Happiness
- Excitement
- Joy
- Peaceful
- Relaxed
- Calm
- Cheerful
- Caring
- Flexible
- Harmonious

The negative emotions include:

- Anger
- Disappointment
- Exhaustion
- Frustration
- Stressed
- Concerned
- Worried
- Anxious
- Defensive
- Confused

This activity can be focused on any emotion, but the worksheet targets anger.

Here are the instructions:

1. Think of a time when you were angry and how you handled it.
2. Describe your reaction and behaviors in the lines provided below.
3. Fill in the blanks: "The last time I was angry I..."

Once you have filled in the blanks above, move on to planning for how you will handle future episodes of anger:

1. Think about how you would like to process anger in the future.
2. Describe healthy management skills and behaviors and write them in the lines provided. You might list management and coping skills like:
 - a. Breathe deeply
 - b. Take a break
 - c. Go for a walk
 - d. Take a shower
 - e. Distract yourself
 - f. Lie down
 - g. Think before speaking
 - h. Write about it

Keep these planned future coping skills in mind and make sure to pull them out the next time you get angry.

5. Name Game

This worksheet is a great choice for teens and pre-teens who are just beginning to learn about emotional intelligence and working on building valuable social skills.

The worksheet includes two spaces to write out two names: the teen or pre-teen's own name, and the name of a friend or family member who has influenced their life.

In the first space, the user should write out each letter of their name in a vertical format. Next, they will note an adjective that describes one of their positive traits for each letter of their name.

For example, if your name is Jane Doe, you might write:

J – Joyful

A – Assertive

N – Nice

E – Energetic

D – Delightful

O – Optimistic

E – Even-tempered

The user should complete their own name, then do the same for the person who has influenced their lives.

Completing this worksheet will help the user to start thinking about themselves, their personality, and the traits and characteristics of others. This will help them stay open-minded and attentive to emotions – both their own emotions and the emotions of others.

Building an EQ Toolkit – Discussion Questions and Notes

If you're serious about improving your EQ (or your clients' EQ), you might want to use some of the resources in this piece to build your own EQ toolkit.

As you build your toolkit, here are some concepts, notes, and discussion questions that you will want to keep in mind.

There are five key characteristics of EQ:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills (Akers & Porter, 2018)

Those who are high in emotional intelligence are more likely to be successful in their career, in their social relationships, in their intimate and romantic relationships, and healthier both mentally and physically (Grewal & Salovey, 2006).

A popular item to include in your toolkit is the book *Emotional Intelligence 2.0*, which can help readers improve their understanding of emotional intelligence and assess their own EQ level. If you decide to add the book to your toolkit, here are some excellent discussion questions for those who read the book:

1. How many members in the group were familiar with the term “emotional intelligence” before reading *Emotional Intelligence 2.0*?
2. What’s the most important thing you discovered after reading *Emotional Intelligence 2.0*?
3. In your lifetime, have you felt an emotional hijacking similar to Butch Connor’s during his run-in with the shark?
4. What are the physical symptoms you experience with emotion? An example might be your face turns red when you’re angry.
5. How did you learn to recognize or manage your emotions? What about learning to recognize what other people are feeling and going through? (TalentSmart, 2013).

For quick, in-the-moment opportunities to enhance your EQ, there are three vital questions you can ask yourself:

1. Does this need to be said?
2. Does this need to be said by me?
3. Does this need to be said now?

For example, if you just noticed an employee doing something great at work but remember that they made a mistake a couple of weeks ago that you never addressed...

“No! Stop! Ask yourself:

Does this *need* to be said?

Does it need to be said by *me*?

Does it need to be said by me *now*?” (Bariso, 2015)

If you follow through with these three questions in this situation, you will likely find yourself making one of these conclusions:

- You know, the criticism I wanted to share wasn’t so important after all. My opinion may even be changing on this;
- It might be better if I speak to their team leader first. Maybe what I saw a few weeks ago wasn’t really the whole picture;

- I definitely still need to talk to them about the problem I saw. But now's not the right time. Let me set a reminder to schedule an appointment with the person after I'm better prepared (Bariso, 2015)

2.2 Time Management

Definition:

"Time management" is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time affects your effectiveness and causes stress.

Time is one of life's most valuable possessions, as it is something you can never get back. Subsequently, one of the most essential life skills to master is time management. After all, time management is really life management. Learning how to make every day count for something is the objective. But it takes ridding your life of procrastination and a great deal of self-discipline.

Mastering time management does more than just increase productivity. It can yield important health benefits as well. When time is managed wisely, it minimizes stress and improves the overall quality of your life.

If you often find yourself run down by your daily workload or overwhelmed by the complexity of projects and tasks in your life, it is likely because you have not fully mastered effective time management. As the day flies by, you realize you're behind, or you are on schedule only because you haven't put forth your best effort in hopes of completion.

Nothing great ever transcends from haste. Cutting corners will eventually catch up to you, and as with anything, quality always beats quantity.

Lay the foundation for effectively managing your time.

Delegating the appropriate amount of time to get adequate sleep, maintain a healthy diet and exercising regularly are all essential elements to improve both

focus and concentration. Making the time to create a healthy lifestyle will help improve your efficiency throughout the day, allowing for more time to complete other tasks.

Identify and evaluate how you are currently spending your time.

If you drive to work, how do you pass the time during your commute? If you take a bus or train, how do you spend all those hours a week? How many audio books or language tapes could you have completed while in traffic last month? How many books could you read on the train while getting to and from work the next few weeks?

These are the best times throughout your day to incorporate all those little things that you “wished” you had time for. Over time, these habits become a lifestyle, and you will find yourself well ahead of the pack.

Say no to nonessential tasks and prioritize the ones of extreme value.

Consider your goals and look at your schedule before agreeing to take on more work. If a task is time consuming but not necessarily important to the main goal, pass it off or add it to the bottom of the list.

Dedicate time blocks and limit distractions.

Everyone has a place where they work the most effectively. Some people love to have music in their ear-buds, while others need complete silence. Some people can work just as efficiently from their dining table as they can in a library cubicle. Wherever that place is, utilize it. Turn the television off, silence the cell phone, put away the tablet and dedicate complete focus to the task at hand. No responding to texts, no browsing the web.

When you operate your life in a healthy, organized fashion, and are able to execute daily tasks efficiently, stress is reduced, productivity increases and overall satisfaction manifests.

Never hesitate to take a break if needed.

Everyone gets worn out from time to time and piling on more and more tasks leads to stress that will simply derail you from the mission at hand. Take a walk, go to the gym, get some fresh air or take that sick day you've been holding out on. Sometimes all we need is a moment of clarity and solitude to clear our overworked minds and recharge our bodies to give us that next big push.

"Time management" refers to the way that you organize and plan how long you spend on specific activities.

It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous:

- Greater productivity and efficiency.
- A better professional reputation.
- Less stress.
- Increased opportunities for advancement.
- Greater opportunities to achieve important life and career goals.

Failing to manage your time effectively can have some very undesirable consequences:

- Missed deadlines.
- Inefficient work flow.
- Poor work quality.
- A poor professional reputation and a stalled career.
- Higher stress levels.

Spending a little time learning about time-management techniques will have huge benefits now – and throughout your career.

Tips for Answering Time Management Interview Questions

Being prepared with a thorough, detailed answer that is carefully reasoned will impress a prospective manager. Mentioning how you handle different aspects

of time management will set you apart from other candidates, especially if you provide specific examples.

Daily Prioritization

Employers want to know you can handle your own tasks each day without being directly told each step of what needs to be done. They also want to know you can manage prioritizing work appropriately. You can accomplish this in your answer by saying you create a fresh to-do list for yourself at the beginning of each work day, ordered by deadline and by level of importance. Since you know that surprises and interruptions can occur, you create three "must-wins" for yourself of tasks that need to be completed by the end of business.

You can also utilize the "80/20 Rule" (also known as "Pareto's Principle") to prioritize work tasks.

The 80/20 Rule states that, in any project, 20% of the activities yield 80% of the results. Typically, the first 10% and the final 10% of time spent on a project consume the most resources and are the most labor-intensive. Thus, you might explain how you schedule your time so that you can give your full attention to the most critical stages of any given project (typically, the beginning and the end / roll-out).

Avoiding Multitasking

Although there was a time when employees who could do many things at once were valued, recent studies have shown that multitasking is, in general, vastly overrated. Too often people who try to complete multiple tasks at the same time end up doing sloppy work, losing the time they have "saved" when they are subsequently forced to correct their errors.

A key element of effective time management is the ability to schedule your time so that you can focus on one thing at a time. If you can demonstrate, with an example or two, your ability to efficiently "single-task" challenging work

assignments, you'll give your interviewer the favorable impression that you are dedicated to providing quality work.

Meeting Deadlines

Meeting important deadlines is an important aspect of your work. When a potential employer asks how you handle deadlines, emphasize your understanding of processes and of the importance of working ahead.

For instance, your answer could be that you work backwards from the deadline when planning your approach to a project, breaking it into smaller tasks and setting mini-deadlines for each task leading up to the project's overall due date. In that way, you are continually making progress each day and you ensure the project is completed on time.

Handling Interruptions

Interruptions and distractions are common in the workplace. Your ability to block them out and handle them appropriately is pivotal to your overall performance. Employers are looking for workers who can set firm boundaries, keeping themselves from getting distracted at work by coworkers or fun websites. Mention strategies you put into place, such as wearing headphones to block out chit-chat, putting blocks on your computer for certain chunks of core "work time," and limiting water-cooler gossip.

Work-Life Balance

For a good employer, making sure employees are balanced and not stressed or burned out is important for company morale and productivity. When employers ask about this, they really are not looking for someone to say "work is my life" or that they have no hobbies or obligations outside of the workplace; managers know that is not healthy.

Instead, focus your answer on how you give your full effort at work and are completely present while you are on the clock, and that your efficiency allows you to disconnect when you are at home.

After all, time management is really life management.

Time Management: The Pickle Jar Theory

by Jeremy Wright

There's something about a nice crunchy pickle, isn't there? I mean the aroma may make some people puke, but for me it's the taste and the juice forcing itself into your mouth like a divine cascade of flavor. As a wise man once said, "It's like a taste explosion in your mouth!"

Well, this article really has nothing to do with pickles, nor does it have anything to do with eating or wise men at all. In fact this article has nothing to do with anything tangible, unless you choose to follow along. Though you don't have to, I would strongly suggest it as you could have quite the nifty little craft project by the end of this piece!

The Jar

Time management theories have come and gone. I've tried many of these and most have failed because of the sheer amount of time I needed to commit to the theory in order to save some time. The return just never seemed to justify the cost, if you know what I mean.

The latest theory of time management I heard has actually caused me to stop and think about how I run my entire life. This kind of thing doesn't happen very often, and no I don't mean thinking, cheeky readers! The theory that was recently taught in a Leadership course I'm enduring is called the Pickle Jar Theory.

The Theory

Imagine if you will an, or for those crafty people among you just go get an, empty pickle jar – A big pickle jar. One that you could fit at least three of the largest pickles you've ever imagined inside of it. For those of you who don't like pickles, I apologize, feel free to substitute the words "pancake jar" for "pickle jar" as needed.

Okay, so you've got yourself a pickle jar. Now, put some large rocks in it. Put in as many as you possibly can. Let me know when it's full. Now, I know you think it's full, but put a couple more in anyway.

Okay, you've got a full pickle jar that you can't fit anything else into, right? Now, put some pebbles in. Put as many in as you can possibly fit, and raise your hand and bark like a pig when you feel your jar is full.

Now, take your full jar and take sand and, you guessed it, fill that jar until you can't possibly fit anymore in, and then add some water.

I am sure the significance of this little exercise hasn't escaped any of you. Each of us has many large priorities in our life, represented by the large rocks. We also have things which we enjoy doing, such as the pebbles. We have other things we have to do, like the sand. And finally, we have things that simply clutter up our lives and get in everywhere: water.

None of these are bad things. After all, we need the gamut of these objects—from large priorities to times of rest—in order to feel truly fulfilled. No time management theory should be without balance, and the Pickle Jar Theory is all about balance. You make time for everything, and everything simply fits well where it is supposed to fit.

The 80/20 Rule of Time Management

This technique teaches you to focus on what's really important in your life and your life's goals.

This may come as a surprise, but despite all the talk about life and balance, you can benefit tremendously from introducing a little imbalance into your day. I'm referring to the 80/20 rule of time management, which is rooted in what is known as the Pareto Principle.

Simply put, the 80/20 rule states that the relationship between input and output is rarely, if ever, balanced. When applied to serves, it means that approximately 20 percent of your efforts produce 80 percent of the results. Learning to recognize and then focus on that 20 percent is the key to making the most effective use of your time. Here are two quick tips to develop 80/20 thinking:

Take a good look at the people around you.

Twenty percent of your colleagues probably give you 80 percent of the support and satisfaction you need. They are your true advocates. Take good care of them. Likewise, you can probably name several friends and family members who would be there for you under any circumstances. Try not to put them on the back burner.

Examine your Task.

Ask yourself, "What do I really want to do with my life and my time? What 20 percent of my efforts should I be focusing on?"

Implementing the 80/20 rule

Even if you're skeptical, follow the 80/20 principles for a few days just to see what happens. You can start by implementing these "20-percent" tasks right now:

Read less.

Identify and read the 20 percent of the study materials you get that is the most valuable.

Keep current.

Make yourself aware of new information and innovations. [For example: Rick Warren's Book The Purpose Driven Life: What on Earth am I Here For?] At the very least, you may be moved to challenge established routines that could be shifting your focus away from your 20 percent.

Remember the basics.

As you grow in your life's journey, remember your ethics and values. Let them guide your decision making process, and you're bound to end up focusing on your 20 percent.

Here are some signs

that will help you to recognize whether you're spending your time, as you should:

You're in **your 80 percent** if the following statements ring true:

- *You're working on tasks other people want you to, but you have no interests in them.

- *You're frequently working on tasks labeled "urgent."

- *You're spending time on tasks you are not usually good at doing.

- *Activities are taking a lot longer than you expected.

- *You find yourself complaining all the time.

You're in **your 20 percent** if:

- *You're engaged in activities that advance your overall purpose in life (assuming you know what -----that is and you should!).

- *You're doing things you have always wanted to do or that make you feel good about yourself.

- *You're working on tasks you don't like, but you're doing them knowing they relate to the bigger picture.

- *You're designating people to do the tasks you are not good at or don't like doing.

- *You're happy with your journey in life.

Time Management Activities

Why is time management important?

- Reduces stress & anxiety.
- Reduces the fear of failure.
- Preparation improves your confidence.
- Reduces completing tasks at a mediocre level.
- Preparation makes the day run more smoothly.

How do you spend your time?

There are only 24 hours in a day. It is helpful to learn and track how you utilize every hour in each day. On average where do you spend your time each day? Take time to fill in the circle with everything you do in a day. Example: You spend time sleeping, so will need to include the total number of hours spent sleeping in your circle. Don't forget all of the various responsibilities and activities you do each day: classes, studying, sleep, fitness, work, family, personal care, eating, transportation, relaxation/hobbies, etc.

Time Management Worksheet

Use your completed 24 hour circle to calculate how much time you spend on each activity listed in the Activities Breakdown below each week. The blank lines are for any additional situations that take up your time. After you have totaled up all the items you can think of, figure out how much free time you have.

ACTIVITIES BREAKDOWN - Hours per Week

1. Class Time _____
2. Study Time, reviewing, projects, papers _____
3. Commuting _____
4. Dressing and eating _____
5. Hours of employment _____
6. Responsibilities at home _____
7. Athletics requirements _____
7. Telephone and computer _____
8. Television _____
9. Dating, outings, sports, movies, "going out", etc (entertainment). _____
10. Sleeping _____
11. _____
12. _____

13. Wasted hours _____

Total: _____

Total number of hours per week = 168 Subtract your Total _____ Total free hours per week _____ Now that you know how you are currently spending your time, it is good to reflect on your life's priorities and goals. What is most important to you? What are your life priorities?

List your top 10 life priorities in order from most to least important:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How do your Priorities match up to how you spend your time each week?

What do you need to adjust in your weekly schedule to better match your life priorities?

Time Management Worksheet

List any additions you want to add to your weekly schedule:

What do you spend time on that you will remove or reduce in your weekly schedule? _____

Create your new ideal schedule below: You can start with a day or construct a whole week. Be sure to include the changes you wish to make for yourself and don't forget to include your top priorities. You will need time to take care of yourself, for instance, when will you sleep, eat, etc?

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Midnight

1:00 AM

2:00 AM

3:00 AM
4:00 AM
5:00 AM
6:00 AM
7:00 AM
8:00 AM
9:00 AM
10:00 AM
11:00 AM
Noon
1:00 PM
2:00 PM
3:00 PM
4:00 PM
5:00 PM
6:00 PM
7:00 PM
8:00 PM
9:00 PM
10:00 PM
11:00 PM

How many hours are you spending in class each week?

How many hours have you devoted to studying each week?

Time Management Worksheet

Are you a procrastinator?

Read each statement below and choose the word that best describes your behavior. Write the corresponding number you choose on your paper.

Never – 1 Occasionally – 2 Often – 3 Always – 4

1. I feel I have to “cram” before an exam.
2. My homework is turned in on time.
3. I think I get enough sleep.
4. I pull all-nighters before mid-terms and finals.
5. I plan activities with friends or family for a couple of nights a week and spend the amount of time with them that I planned.
6. When I’m working on a paper, I put off writing until a few days before it’s due.
7. I cancel social activities because I feel I don’t have enough time.
8. I get my papers in on time.

9. I find myself making a lot of excuses to my instructors about why my work isn't done.

10. I feel comfortable about how I use time now.

11. I feel that something is hanging over my head, that I'll never have enough time to do the work assigned.

12. I feel tired.

Score A – Add up the numbers for questions 1,4,6,7,9,11, and 12. _____

Score B – Add up the numbers for questions 2,3,5,8, and 10. _____

If Score A is greater than Score B, you are probably a procrastinator. If Score A is less than Score B, you manage your time well. If the scores are equal, you may procrastinate at times, but procrastination is not a habit.

Tips for learning how to manage your priorities:

1. Do you feel over extended? Too much to do and not enough time to do them?

* Do you plan ahead?

* Are you realistic about the time it takes to complete an assignment?

2. Studying!

* Are you aware of the 1-credit class = 2-hour study rule?

* For every credit you take you will likely need to study two hours a week.

* If you are a full time student taking 6-9 credits per session, you will study close to 12-18 hours a week.

* Figure out your peak learning time during the day and start with the most difficult task.

* Try and study at the same time every day.

Time Management Worksheet

* For maximum retention, study in 50 minute intervals. (See what works for you! Maybe every 20-30 minutes!)

* Take a five-minute break after a 50 minute stretch to let the information "sink in".

* Study in an area conducive to learning.

* Keep interruptions and noise to a minimum.

* Be fed and rested. (Drink water and watch your caffeine intake)

* Pace yourself. Going too fast leads to errors and going too slow results in boredom.

* Try different techniques to increase retention. Stand up, walk, pace, talk out loud, sit near a window for natural light, have a study partner.

3. Can you say "NO!"?

*Being able to say no is a learned skill... it takes practice.

* If you are asked to do something that will affect your studies: Check to see if it's something you really want to do. Consider how it will affect your study time or college success. Ask yourself if it will create stress that you would rather do without.

*Think about delaying your answer in order to figure out what you want to do and perhaps compromise a solution for another time.

4. Reward Yourself!

* Rewarding yourself for completing a task is an important part of being a student. Psychologically we need some sort of recognition of a job well done. Some short term rewards can be watching a TV show, talking to a friend on the phone, having coffee with someone or buying a small reward.

* Long-term rewards are used when a big test or paper is finished, a semester is completed, a certificate or a degree is obtained. These require some more meaningful rewards such as a visit to a museum or gallery, live music or live comedy. The idea is to treat yourself to something special (Keep in mind the cost of these).

* Rewards should be meaningful and should make you feel good.

7. Planning your time.

* Make a list of things to do today and keep it reasonable.

* Make use of an appointment book to keep track of your schedule.

* A perfect tool for the student is a monthly calendar book that allows you to record all required work for the semester, day by day. At a glance you can see what is due and what is coming up. It helps to work backwards when planning your session.

* Use color highlighter to emphasize important assignments.

* Make sure you give yourself free time for fun and relaxation.

* Make time to reward yourself for completing goals.

* Remember to look at your calendar every day.

* Know when to ask for help

2.3 Goal Setting

A goal properly set is halfway reached (Abraham Lincoln)

A successful student must learn to be proactive. Rather than waiting for things to happen and reacting, proactive persons make things happen. They identify what they want to accomplish and they do it!

What do YOU want to accomplish? Are you going through the motions or do you have an ultimate destination in sight? Assuming you have a destination in sight, how are you going to get there?

Goals act as a vehicle which successful persons use to reach their ultimate destination. Goal setting provides direction, purpose, and motivation.

Successful people begin with goals then set their priorities to accomplish their goals. Furthermore, successful people are able to manage their time according to their priorities. If our priorities are not lined up with our goals, then it is like “the tail wagging the dog.”

Goal-setting...

- Focuses your sights on something you want to attain
- Deals with the why, when and how of our lives
- Turns your daydreams and fantasies into reality
- Lets you prioritize the detailed steps needed to reach your dreams
- Helps break down overwhelming larger tasks into smaller manageable tasks
- Helps to manage your time management more efficiently
- Leads to a sense of accomplishment and self-fulfillment

Aids to Successful Goal Setting

1. *Brainstorm* - List everything you would like to accomplish.

2. *Prioritize* - Look at your list: decide which goal you would like to work with first. Keep your list of goals so that you can check on your progress.

3. *Describe in Detail* - Be very specific: break your goals into objectives, a step-by-step plan so you can check on your progress.

4. *Identify Your Barriers* - Look for internal and external blocks to reaching your goals.

5. *Develop a Game Plan* - Decide ways to overcome the barriers to your goals.

6. Develop a Timeline - Look at your goals and work out a realistic timeline.

7. Reward Yourself - Reward yourself for each step you accomplish towards your goals.

SMART Goals: A useful way of making goals more powerful is to use the SMART mnemonic. SMART stands for:

- **S - Specific**
- **M - Measurable**
- **A - Attainable**
- **R - Relevant**
- **T - Time-bound**

For example, instead of having “Go to class” as a goal, it is more powerful to say “Go to all my classes this semester”. See the difference? Rather than “Study Hard”, a goal may be “Always recopy my class notes within 24 hours of my last class”. This makes your goal more specific, measurable, and time-bound. It is also realistically attainable and relevant to a bigger, long term goal of graduating with a GPA of 3.0 or above.

Goals are set on a number of different levels: First you create your "big picture" of what you want to do with your life, and what large-scale goals you want to achieve. Second, you break these down into the smaller and smaller targets that you must hit so that you reach your lifetime goals. Finally, once you have your plan, you start working to achieve it.

Take a look at the example of how to set both long term and short-term goals. Next, write down some of your long-term goals on the specified lines. After you have established your **long-term goals**, use the attached worksheet to map out the **short-term goals** you need to achieve in order to be successful!

Remember... When you have achieved a goal, take the time to enjoy the satisfaction of having done so! Absorb the implications of the goal achievement, and observe the progress you have made towards other goals. If the goal was a

significant one, reward yourself appropriately. All of this helps you build the self-confidence you deserve.

“Success is not final; failure is not fatal: it is the courage to continue that counts.”

-Sir Winston Churchill

Activities for Goal Setting:

This is a great activity for college students, as it shows them the importance of setting good goals and planning to achieve them.

Here's how to get your new students thinking critically about their goals:

1. Ask them to answer the questions in this activity as profoundly and honestly as they can.
2. Instruct them to think of at least categories of life goals:
 - a. Relationships with other people (family, friends, work relationships)
 - b. Work or career goals
 - c. Other personal achievement activity goals (hobbies, travel, athletics, etc.)
3. Have them take a few moments to visualize what their life would be like if it was perfect.
4. Hand out six 3 x 5 index cards to each student and have them number them 1 through 6.
5. Allow one minute for Part 1:
 - a. On the first card, have your students answer this prompt: *“How do you want to spend the rest of your life? Make a list of activities and goals for the rest of your life.”*
6. Allow one minute for Part 2:
 - a. On the second card, have them answer this prompt: *“What do you want to do the next 5 to 10 years? Again, list activities and goals.”*
7. Allow one minute for Part 3:
 - a. On the third card, have them answer this prompt: *“If you had six months to live, how would you spend it? List activities and goals.”*
8. Allow one minute for Part 4:
 - a. Have them go over the first three cards and add or delete any item that has come to mind since the beginning of the exercise.
9. Allow one minute for Part 5:
 - a. Card 4, line 1: Have your students select the goal or activity from card one that they most desire to achieve and write it there.
10. Allow one minute for Part 6:
 - a. Card 4, line 2: Have your students select the goal or activity from card two that they most desire to achieve and write it there.

11. Allow one minute for Part 7:
 - a. Card 4, line 3: Have your students select the goal or activity from card three that they most desire to achieve and write it there.
12. Allow three minutes for Part 8:
 - a. On card 6, have your students write as many things as they could do in the next 7 days to further the goals they wrote down on card 4. This part isn't about feasibility, but creativity and comprehensiveness, so tell them not to worry about how possible or likely these things are yet.
13. Allow one minute for Part 9:
 - a. Instruct your students to scratch out any item on card 5 that they don't actually intend to do or think they can't do.
14. Allow one minute for Part 10:
 - a. Have your students choose three items from card 5 that they will do in the next 7 days and write them down on card 6.

To further the goal-setting practice, you can share the worksheet at the end of this activity with your students.

It poses 8 prompts for students to answer:

1. My long-range goals to complete in the next 2-3 years are:
2. Steps I need to take to achieve these (long-range) goals are:
3. My mid-range goals to complete in the next 1 year are:
4. Steps I need to take to achieve these (mid-range) goals are:
5. My short-range goals to complete by the first day of the semester are:
6. Steps I need to take to achieve these (short-range) goals are:
7. My immediate goals for the next month are:
8. Steps I need to take to achieve these (immediate) goals are:

8 Activities to Think About Goal Setting

This list of activities to help students think about goal setting comes from the Supporting Transition and Education through Planning and Partnerships (STEPP) Program, a program designed to help students with learning disabilities succeed in college. It's not just helpful for students with learning disabilities though—the activities can be helpful for anyone who wants to improve their goal setting skills.

The activities include:

1. Thinking About You – What qualities do you like most about yourself? What qualities would you like to improve?
2. Thinking About Others – What qualities do you admire in others (i.e., qualities you see in specific people, and/or those you admire in general)?
3. Values – Identify your top 5 values. What is most important to you? Why?

4. Strengths vs. Weaknesses – What are you good at? What is difficult for you?
5. Likes vs. Dislikes – Identify things you strongly like and dislike (e.g., places, activities, classes, foods, events, people, etc.). Why do you like/dislike these?
6. Super-You – Imagine you are a superhero? What would your superpower be? What would your “kryptonite” (vulnerability) be?
7. Back to the Future – Picture yourself 5 years from today and consider where you would like to be, who you would like to be with, and what you would like to be doing. Then ask the same questions for 10, 20, and even 50 years down the road.
8. Pushing Up Daisies – Imagine that you have passed away at the age of 100, and someone close to you is about to give the eulogy at your memorial service. What do you most want them to say about you?

These 8 activities will give students a great head start on thinking about their goals and how they plan to reach them.

Questions:

1. Why do we need to set goals?
2. Describe different types of goals.
3. What are the qualities of effective goals and discuss the steps toward setting effective goals?
4. Why do people fear setting goals?
5. Explain the reasons for not meeting goals.
6. What are SMART goals?
7. What is time management? Explain the significance of time in our life
8. What are the major time wasters in a student’s life?
9. What are the strategies for effective time management?
10. What is procrastination? How does it affect time management?
11. What do you learn from the Pickle Jar Theory about Time Management?
12. What does the 80-20 Rule talk about managing time?....

UNIT-III

ATTITUDE-PROFESSIONAL ETIQUETTE & GROOMING

3.1 ATTITUDE: “ATTITUDE IS EVERYTHING!”

Definition of Attitude

- Attitude is the manner, disposition, feeling, position, etc., with regard to a person or thing; tendency or orientation, especially of the mind.
- position or posture of the body appropriate to or expressive of an action, emotion, etc.: a threatening attitude, a relaxed attitude
- According to Gordon Allport, “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”
- Frank Freeman said, “An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one’s typical mode of response.”

The definition of an attitude is a way of feeling or acting toward a person, thing or situation.

An attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing, or event. These are fundamental determinants of our perceptions of and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions.

According to Winston Churchill, Attitude is a small thing that makes a big difference. If you are willing to perfect yourself, then you should watch your attitude. One of the best things that bring a big change in a man or a woman’s attitude is positive thinking. If you are willing to make yourself good in front of other people, then attitude will be one of the determining factors. The best thing about this simple attitude thing is that it can make you look like a winner or a runner at the same time. According to most people, the energetic and positive mindset combination can be said to be one of the best types of attitudes for all people out there.

How much we like or dislike something that determines our behavior towards that thing.

We tend to approach, seek out, or be associated with things we like; we avoid, shun, or reject things we do not like.

Some examples of attitudes are- he has a positive attitude about the changes, she is friendly and has a good attitude, he was showing some attitude during practice today, so the coach benched him, I like my friends that means I am expressing my attitudes towards my friends, etc.

Factors Influencing Attitudes

By attitudes, we mean the beliefs, feelings, and action tendencies of individuals or individuals towards objects, ideas, and people.

Attitudes involve some knowledge of a situation.

However, the essential aspect of the attitude is found in the fact that some characteristic feeling or emotion is experienced and, as we would accordingly expect, some definite tendency to action is associated.

Subjectively, then, the important factor is the feeling or emotion.

Many different factors can influence how and why attitudes form. These are-

- Social Factors.
- Direct Instruction.
- Family.
- Prejudices.
- Personal Experience.
- Media.
- Educational and Religious Institutions.
- Physical Factors.
- Economic Status and Occupations.

3 Components of Attitudes

Attitudes are simply expressions of much we like or dislike various things.

Attitudes represent our evaluations, preferences or rejections based on the information we receive.

It is a generalized tendency to think or act in a certain way in respect of some object or situation, often accompanied by feelings. It is a learned predisposition to respond in a consistent manner with respect to a given object.

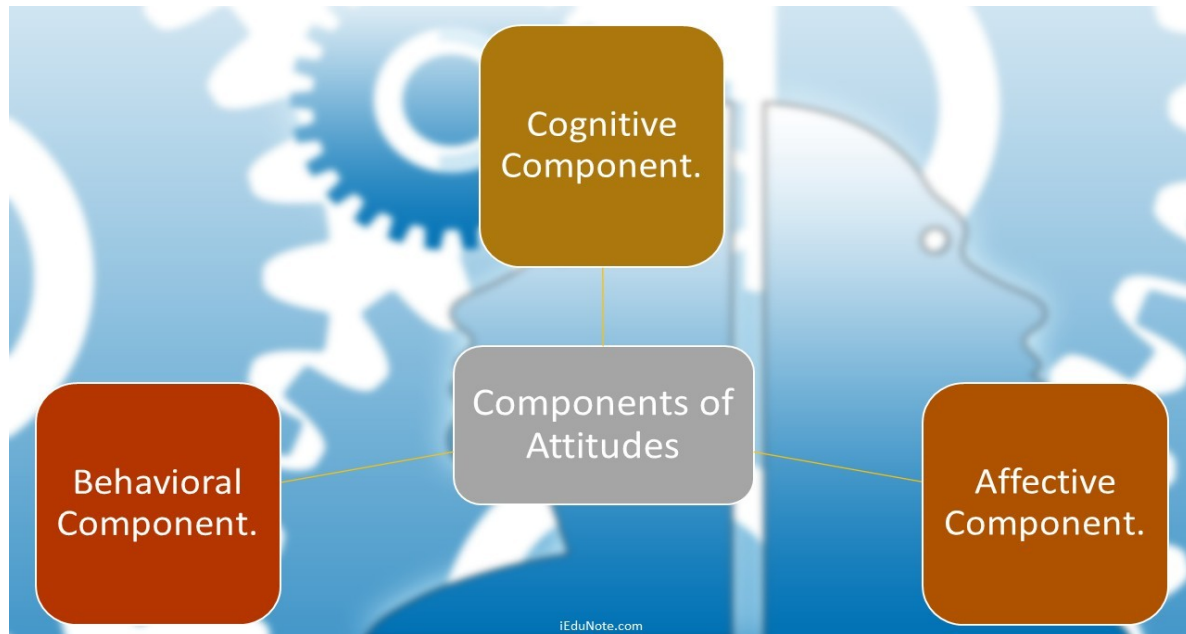
This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times.

These are the way of thinking, and they shape how we relate to the world both in work and Outside of work. Researchers also suggest that there are several different components that make up attitudes.

One can see this by looking at the three components of an attitude: cognition, affect and behavior.

3 components of attitude are;

1. Cognitive Component.
2. Affective Component.
3. Behavioral Component.



1. Cognitive Component

The cognitive component of attitudes refers to the beliefs, thoughts, and attributes that we would associate with an object. It is the opinion or belief segment of an attitude. It refers to that part of attitude which is related in general knowledge of a person.

Typically these come to light in generalities or stereotypes, such as 'all babies are cute', 'smoking is harmful to health' etc.

2. Affective Component

Affective component is the emotional or feeling segment of an attitude.

It is related to the statement which affects another person.

It deals with feelings or emotions that are brought to the surface about something, such as fear or hate. Using the above example, someone might have the attitude that they love all babies because they are cute or that they hate smoking because it is harmful to health.

3. Behavioral Component

Behavior component of an attitude consists of a person's tendencies to behave in a particular way toward an object. It refers to that part of attitude which reflects the intention of a person in the short-run or long run.

Using the above example, the behavioral attitude maybe- 'I cannot wait to kiss the baby', or 'we better keep those smokers out of the library, etc.

Negative Attitude

Negativity can change the way you look at everything and keep you from enjoying many things that can bring you joy. It keeps you from trying new things that may be wonderful. It can also keep you from maturing and learning how to cope with the challenges of life.

Negativity can lead to sadness, depression, stress, and giving up on life.

It can take away your energy and motivation. Instead of a go-getter, you become a hopeless person who cannot help themselves.

Change of Attitudes: How to change attitude for the betterment?

When you make attitude changes it helps with all aspects in your life. It helps you to build a successful life and career. It is important to explore these steps when learning to change your attitude.

- New information will help to change attitudes.
- Negative attitudes are mainly formed owing to insufficient information.
- Attitudes may change through direct experience.
- Another way in which attitudes can be changed is by resolving discrepancies between attitudes and behavior.
- Change of attitude can come through the persuasion of friends or peers.
- Attitudes may change through legislation.
- Fear can change their attitude.
- Changing the attitude differs regarding the situation also.

- Expectations
- Adaptability
- Confidence
- Appreciation

Importance of Attitude in a work place:

iEduNote.com



Workplace and Attitudes

An expert knows that a positive attitude is necessary for successful completion of a project or an assigned task. Having a positive attitude with positive thinking in the organization will reflect on what employee do and make them a more productive employee.

A positive attitude in the workplace helps employees to accomplish tasks faster and in a better manner. ... A good relationship can be established only when employees demonstrate a positive attitude towards their work and colleagues. A negative attitude in the workplace creates an atmosphere of distrust among employees and causes employees to attempt to achieve success at the expense of each other. In a workplace with a positive attitude, competition is seen as a

motivator that inspires employees to perform at their best to improve productivity.

Following are the aspects related to the importance of attitude in a work place:



1. [Career success](#)
2. [Productivity](#)
3. [Leadership](#)
4. [Teamwork](#)
5. [Decision making](#)
6. [Motivation](#)
7. [Interpersonal relations](#)
8. [Stress management](#)

Career success

Performance is a parameter to measure employees' success in the workplace. Performance leads to success either through promotion or increased compensation. A positive attitude of an employee will help him to think of ways to accomplish their task in a well-defined manner

Productivity

An employee with a positive attitude tends to take more interest and responsibility and will provide better work, which in turn will improve productivity.

Leadership

Managing a diverse workforce is a crucial task for achieving the objective of an organization. Positive attitude demonstrated by leaders or employee will result in proper communication between the subordinate which will lead to efficient work.

Teamwork

A positive attitude of employees helps to appreciate each other's competencies and work as a team for achieving common objectives.

Decision making

An employee with a positive attitude and mindset will help employees to make better decisions, in an objective manner. It will enable employees to choose wisely and logically and avoid them to take an unambiguous decision.

Motivation

Motivation is an important factor for efficient work. An employee with a positive attitude will always be mentally prepared to face any obstacle in a job. The

moment they are successful in overcoming obstacles, they are motivated to move forward.

Interpersonal relations

Customers prefer to make relation with someone who is positive in nature. A positive attitude helps in establishing valuable customer loyalty.

Stress management

Positive attitude and thinking will reduce the stress of an employee and with reduced stress employee can take a better decision and increase their productivity which results, employees, to enjoy better health and take fewer sick leaves.

The power of positive attitude - Developing Positive Attitude

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.

Positive attitude manifests in the following ways:

- Positive thinking.
- Constructive thinking.
- Creative thinking.
- Optimism.
- Motivation and energy to do things and accomplish goals.
- An attitude of happiness.

Positive frame of mind can help you in many ways, such as:

- Expecting success and not failure.
- Making you feel inspired.
- It gives you the strength not to give up, if you encounter obstacles on your way.
- It makes you look at failure and problems as blessings in disguise.

- Believing in yourself and in your abilities.
- Enables you to show self-esteem and confidence.
- You look for solutions, instead of dwelling on problems.
- You see and recognize opportunities.

Negative Attitude and its results

- Self-defeating talk
- Negative assumptions
- Negative comparison with others
- The desire to blame
- The struggle to forgive oneself
- The fear of failure and making mistakes

Conclusion

Attitude is composed of three components, which include a cognitive component, effective or emotional component, and a behavioral component. Basically, the cognitive component is based on the information or knowledge, whereas the affective component is based on the feelings.

The behavioral component reflects how attitude affects the way we act or behave. It is helpful in understanding their complexity and the potential relationship between attitudes and behavior.

But for clarity's sake, keep in mind that the term attitude essentially refers to the affected part of the three components.

In an organization, attitudes are important for their goal or objective to succeed. Each one of these components is very different from the other, and they can build upon one another to form our attitudes and, therefore, affect how we relate to the world.

Finally, we can say that attitudes are evaluative statements favorable or unfavorable related to the person, object, or events.

Although there are some differences regarding attitudes, based on the above' opinions, it can be concluded that the attitude is a state in which man moves to act or do anything in response to a situation or condition of the objects in the surrounding environment.

It is actually a statement toward something, or someone exhibited in one's beliefs, feelings, or intended behavior. It is a social orientation, an underlying inclination to respond to something either favorably or unfavorably.

Activity:

1. Make Attitude Acrostics: Give students a piece of paper and ask them to write the word "ATTITUDE" vertically down the left side of their paper. Set a timer and ask students to write down traits that are seen in positive individuals with words that correspond to the letters on the left side. For example, the "A" in "ATTITUDE" can read: "Always sees good in a situation." Afterwards, have students get into groups and share their acrostics with their classmates.
2. The Attitude Inventory: Ask students to take out a piece of notebook paper and ask them the following questions one at a time, and allow them to answer the questions as much as possible:
 - Write down the name of someone you think typically has a good attitude. Why do they or what about them makes you think that?
 - Write down the name of someone you think typically has a lousy or bad attitude. How do you know they have a bad attitude?
 - When you think of the person with a bad attitude, what things or who does that person usually point to as the reason they are in a bad mood?
 - Do you think you can have a bad attitude one day and a good one the next? Why or why not? What influences that?
 - Do you have to have a bad attitude if things aren't going your way or do you think it's possible to have a good attitude even when bad stuff is happening? Tell me why.
 - Are there things in your life you'd like to change to help you have a more positive attitude?
 - If negative stuff is happening to you, are there things you can do to keep your outlook positive? Name a few of them.

After they complete answering the questions have students break out in groups and discuss their answers. Have them note if there are classmates who might feel the same way about certain issues and see how they handle negative issues in their lives. This activity will help them spot when they are having negative moments, and can help them curb their emotions and think positive thoughts.

3. The Turn-it Around Attitude: Give students a piece of paper and ask them to fold it into thirds and label, "school", "friends", "family", "home", "self-image" and "activities" on both sides. Then ask the students what problems they are having for each category, and instruct them to take these issues and form a question in how to solve it. For example, "How can I get along with my brother?" Then, turn the attitude around by having students ask themselves the following questions:
 - How do I feel about this?
 - Do I enjoy having this problem or do I want it to be solved?
 - Have I been blaming other people for this problem?
 - What will happen in the short-term if I don't solve this problem? What about the long-term?
 - What little things can I do to work toward solving this problem?
 - How do I have to change my attitude to solve the problem?
 - What will happen once this problem is resolved?

This gives students the opportunity to reframe these problems they are having and offer a solution to them. After the activity, students will be more prone to turn to positive thinking when they are presented with problems.

4. [Positive Shark Formula](#): Jon Gordon, positive thinking specialist, author, and consultant, offers teachers and mentors a formula that can help develop positive thinking kids. The formula, $E+P=O$, helps kids realize that "Events" in their lives can be hard to control, but they can control their (P) positive responses and the (O) outcomes of the situation. Have students find a few recent examples where they maintained a positive attitude that helped make the outcome better than if they didn't. This will help them be more aware of their actions, and to be positive when things go wrong.
5. Ask for volunteers to act out a short role play. Each skit requires two people: one employee and one supervisor. In the first role play, Raj has a job of mowing lawns and receives some not-so-positive feedback from Mr. Z., a client.

After the skit is done, ask the following questions:

 - Role Play 1: How did Raj handle Mr. Z.'s comments? Was he right? Was there anything he could have done differently? What about Mr. Z.? What could he have done differently?
6. Divide the batch into groups of four. Ask each group to choose any two soft skills which are useful to them. Then ask them to discuss among themselves the benefits of possessing these skills and the disadvantages of lacking them.

Give them some time for discussion, say about 20-30 minutes.

Now, ask each pair in the group to present the advantages and disadvantages of possessing and lacking each skill citing examples of situations from their own experience or observation.

For instance, in case of team building skills- students have to present the benefits of possessing good team building skills and on the other side of the coin, the disadvantages of bad team skills.

7. Students work in groups. Ask students to choose real-life situations or problems (after approved by the teacher). They then instruct them to suggest solutions or make decisions as a group after discussion.

A group discussion can be conducted and students can express their views justifying their solutions and decisions.

8. ***social attitudes questionnaire***

This questionnaire lists different attitudes or beliefs which people sometimes hold. Read ***each*** statement carefully and decide how much you agree or disagree with each one. For each of the attitudes, show your answer by putting a circle round the words ***which best describe how you think***. Be sure to choose only one answer for each attitude. Because people are different, there is no right or wrong answer to these statements. To decide whether a given attitude is typical of your way of looking at things, simply keep in mind what you are like ***most of the time***.

1) ***I don't need everyone's approval***

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>Agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

2) ***I must not show signs of weakness to others***

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

3) ***if I make a mistake in a social situation people will reject me***

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

4) ***everyone will stare at me and think I'm strange if I don't act normally***

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

5) **I'm unlikeable**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

6) **other people are more anxious than I am**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

7) **I'm different**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

8) **other people are better at getting it right socially than me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

9) **I must appear intelligent and witty**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

10) **I look as anxious as I feel**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

11) **if other people think I'm inferior, then I am**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

12) **I'm unacceptable**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
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<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>
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13) **anxiety is not a sign of weakness**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

14) **other people are more competent than I am**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

15) **others are more acceptable and likeable than me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

16) **my anxiety is obvious to other people**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

17) **if someone doesn't like me, it is my fault**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

18) **to be worthwhile, I don't need approval from other people**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

19) **I must not let anyone see I am anxious**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

20) **people think I am uninteresting**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

21) **if others really get to know me, they won't like me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

22) **unless I appear calm, cool and collected, people will reject me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

23) **I'm inferior**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

24) **I'm vulnerable**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

25) **other people are less anxious than I am**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

26) **people can see right through me, and see my weakness**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

27) **I don't need to be liked by everyone**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

28) **I'm a weird person**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

29) **if people see I'm anxious, they will humiliate, ridicule and discount me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

30) **if I disagree with someone, they will think I am stupid or will reject me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

31) **I'm odd/peculiar**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

32) **I'm important to other people**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

33) **people see anxiety as a sign of weakness**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

34) **I have to do things right to be accepted**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

35) **unless I am witty and interesting, people won't like me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

36) **if I keep up appearances, I might scrape by**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

37) **my opinions mean nothing**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

38) **when people see that I'm anxious, they see the real, inferior me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

39) **I'm attractive**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

40) **if people notice I am anxious they will think I am odd**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

41) **people are intolerant of signs of weakness**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

42) **if someone thought that I was inferior to them, I couldn't stand it**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

43) **if I am quiet, people will think I'm boring**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

44) **I'm inadequate**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

45) **if people see that I'm anxious, they will think I am weak or inferior**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

46) **I'm interesting**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

47) **if people look at me, it means they are thinking negative things about me**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

48) **I'm a boring person**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

49) **even if people see my anxiety, it doesn't mean that I am inferior to them**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

50) **I must always live up to other people's expectations**

<i>totally</i>	<i>agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>disagree</i>	<i>totally</i>
<i>agree</i>	<i>very much</i>	<i>slightly</i>		<i>slightly</i>	<i>very much</i>	<i>disagree</i>

3.2. Professional Etiquette & Grooming

What Makes Human Beings Different from Animals?

Answer - It is the way they carry themselves in the society. Here comes the importance of manners and etiquette.

It is essential for an individual to behave in a responsible manner acceptable to the society. People around us must not feel embarrassed by our behavior. .One should not behave irrationally or illogically in public.

Etiquette refers to guidelines which control the way a responsible individual should behave in the society.

What Is Etiquette?

Etiquette refers to guidelines which control the way a responsible individual should behave in the society.

In a nutshell, etiquette is a complex network of unwritten rules that govern social interactions and behavior. It reflects our cultural norms, ethical codes and various social conventions. Etiquette is always evolving with the demands of society.

Respect, kindness and consideration are at the heart of good etiquette. We can master the rules of etiquette to build confidence, improve our social skills and progress professionally. Understanding the ground rules can help us avoid uncomfortable situations. When we learn to properly navigate social situations, we're more likely to act in socially responsible ways.

Poor Mannerisms

- Biting nails
- Picking teeth /ears /yawning openly
- Spitting
- Shouting and talking
- Sitting on the office table
- Cutting rude and vulgar jokes
- Occupying the street in a group
- Jumping queues

Is Etiquette The Same As Manners?

Both [etiquette and manners](#) play a significant role in how society functions.

The two concepts revolve around human behavior and are often used interchangeably. However, the two are different at their core and shouldn't be confused with each other.

Etiquette is a code of conduct and a set of societal rules that act as a catalyst for positive human interactions. On the other hand, manners are behaviors that reflect a person's attitude. A key difference between etiquette and manners is that the former changes with a change in societal customs and norms while the latter remains unchanged across communities.

Etiquette provides a construct within which good manners can flourish. It's good manners to follow proper etiquette. For example, etiquette may dictate the rules of talking to someone (introduce yourself properly). Good manners will prompt you not to interrupt the person and say 'please' or 'thank you' whenever the need arises.

Need for Etiquette

- Etiquette makes you a cultured individual who leaves his mark wherever he goes.
- Etiquette teaches you the way to talk, walk and most importantly behave in the society.

- Etiquette is essential for an everlasting first impression. The way you interact with your superiors, parents, fellow workers, friends speak a lot about your personality and up- bringing.
- Etiquette enables the individuals to earn respect and appreciation in the society. No one would feel like talking to a person who does not know how to speak or behave in the society. Etiquette inculcates a feeling of trust and loyalty in the individuals. One becomes more responsible and mature. Etiquette helps individuals to value relationships.

Purpose

It governs social interaction, and to cultivate both politeness and good-breeding.

Types of Etiquette

1. **Social Etiquette-** Social etiquette is important for an individual as it teaches him how to behave in the society.
2. **Bathroom Etiquette-** Bathroom etiquette refers to the set of rules which an individual needs to follow while using public restrooms or office toilets. Make sure you leave the restroom clean and tidy for the other person.
3. **Corporate Etiquette-** Corporate Etiquette refers to how an individual should behave while he is at work. Each one needs to maintain the decorum of the organization. Don't loiter around unnecessary or peep into other's cubicles.
4. **Wedding Etiquette-** Wedding is a special event in every one's life. Individuals should ensure they behave sensibly at weddings. Never be late to weddings or drink uncontrollably.
5. **Meeting Etiquette-** Meeting Etiquette refers to styles one need to adopt when he is attending any meeting, seminar, presentation and so on. Listen to what the other person has to say. Never enter meeting room without a notepad and pen. It is important to jot down important points for future reference.

6. **Telephone Etiquette-** It is essential to learn how one should interact with the other person over the phone. Telephone etiquette refers to the way an individual should speak on the phone. Never put the other person on long holds. Make sure you greet the other person. Take care of your pitch and tone.
7. **Eating Etiquette-** Individuals must follow certain decorum while eating in public. Don't make noise while eating. One should not leave the table unless and until everyone has finished eating.
8. **Business Etiquette-** Business Etiquette includes ways to conduct a certain business. Don't ever cheat customers. It is simply unethical.

Basic rules of social etiquette

Some basic rules of etiquettes that are being followed for a very long time and are considered top-notch even today are mentioned below-

1. Say thank you

A simple thank you goes a long way in showing your appreciation for a kind deed. It is merely good manners to thank people who have come to your aid even if it is a small thing.

2. Offer compliments

Be generous with your words of appreciation and offer compliments and praise when required. If you are sincere in your efforts and offer genuine admiration, it will create a rapport that will keep you in good stead in the days to come.

3. Self-control

Self-control is one of the most basic etiquettes when you are sitting in a company. Keep a check on your behavior, voice, and manners if you are looking for basic rules of social etiquette.

Do not be too loud, and do not boast about the things you have or your accomplishments as arrogance is considered an undesirable trait. The deeds speak for themselves, and there is no need to blow your trumpet.

People observe everything, and it is imperative that your behavior, voice, and even clothing reflect your charm and elegance to the boot.

4. Active listening

Do not put your full onus on speaking; instead, listen actively if you are looking for basic rules of social etiquettes. Be genuine in your efforts as it is the best way to show respect.

Do not interrupt anyone while speaking, as it is considered bad manners.

When you are listening, you come to know about many things that can prove helpful later on.

5. Speak with caution

Pay attention to your words as they are considered a strong tool in building and destroying relationships. Speak with kindness as well as due caution if you are looking for basic rules of social etiquette.

Speak kindly and keep your body language open. Do not complain or criticize or participate in gossip as it is disrespectful.

6. Be punctual

One of the most desired traits in a human being is his habit of being on time.

Arriving too early is not good etiquette, nor is it arriving late. Be punctual at all occasions at all costs if you are looking for basic rules of social etiquette.

7. Make eye contact

Maintain eye contact during conversations if you are looking for basic rules of social etiquette. It establishes a level of trust and understanding. Moreover, it is a sign of confidence and shows you in good stead and positive light.

People who are looking at numerous other things during a conversation are viewed as unsure, untrustworthy, and shifty who can stab you in the back at any given time. They fail to earn the trust of the person they are speaking to.

8. Stand during the introduction

During an introduction, it is important to stand and offer a handshake or greetings if you are looking for basic rules of social etiquette.

Even if you are in the middle of something, for instance, having dinner or sitting with close friends, it becomes important to stand as a form of acknowledgment during the introduction

9. Offer your seat

If you are traveling in public transport and you see an older adult or someone pregnant or in poor health, it is common courtesy to offer your seat to that person.

10. Be on time

Be on time for get-together, events, dates, etc. if you are looking for basic rules of social etiquette. Being late shows a lack of respect and understanding that seems very rude

11. Hold doors

If you see someone struggling with the door it is basic etiquette to help him/her especially if you are looking for basic rules of social etiquette

12. Take a gift

If you are invited to a party, or you are visiting someone, it is basic etiquette to take a gift or something with you.

13. Pay your share

If you are going out in a group, pay your share if you are looking for basic rules of social etiquette. Dividing the bill is the common thing nowadays, and if you do not follow this social norm no one is going to invite you again

Business etiquette rules



Professional life has its own set of rules and regulations disguised as basic business etiquettes. Some are very common that we come across in our everyday life, whereas some are a bit difficult to remember.

Just go through some of them so that it can help you in your future endeavors

1. Greetings matter

Greeting someone is basic courtesy and an integral part of both social and business etiquettes. Be polite and kind as it establishes a rapport. Simple words like “How are you,” and even a nod or warm smile is enough to show that you care.

The objective is to be pleasant and considerate. If the other person is in a hurry, do not strike and force a conversation.

2. Names are important

Basic etiquettes [demand](#) that we introduce ourselves to others. During the introduction, include your last name with the first name. Some people have a

habit of saying either their first or last name, but it is against the rules of etiquette.

Pay attention to the name of the other person as well. Remember his name and pronounce it correctly because no one likes to be called carelessly. If there is any [confusion](#), ask him about the right form of pronunciation.

3. Clothes are important

One of the most important business etiquettes is to follow the dress code and dress appropriately at all occasions. You cannot go to a meeting wearing informal clothes as it will set a bad precedent.

It is a fact that the first thing a person notices is your attire, and a casual dress in a formal setting will set you apart, and it will ultimately look discourteous.

4. Pay attention to your body language

Business etiquettes demand that you pay special attention to your body language. Standing straight in the presence of colleagues, peers, and superiors, especially during meetings and events, is a must.

Offer a firm handshake whenever you meet someone, smile to show your appreciation in meeting others, and make eye contact while talking.

5. Show your involvement

It is important to show that you are paying attention during a conversation if you are looking for important business etiquette tips. Nod and smile at important junctions. Show that you are actively listening and are interested in the conversation.

Do not interrupt anyone while speaking. Let him finish and then offer your input. It will look polite and show that you value their thoughts.

6. Send handwritten notes

Business etiquettes demand that you send handwritten notes to show your appreciation. In regular matters, it is fine to send emails, but in special conditions, it is best to opt for customized notes

7. Be polite

If you are looking for important business etiquette tips, then being polite and courteous tops the list any day.

Communication is an important tool in professional life, and you must be polite during all the forms of communication be it face-to-face, on [Skype](#), phone, etc. as your tone of voice, expressions, words, and even nuances are enough to show what you are feeling

8. Be punctual

It is fashionable to be late in social settings but bad business etiquettes in a professional atmosphere. Be punctual whenever you are meeting a deadline in a project or a client for a meeting or attending an [event](#) if you are looking for important business etiquette tips.

Remember, when you are late, you are showing disrespect to the other involved parties, and eventually, it could harm your professional reputation. In case you are late, it is imperative to call others and inform them beforehand of your dilemma.

9. Keep your cubicle neat

Your workstation or cubicle or work desk is like your private home away from home. It is important to keep it organized and clean if you are looking for important business etiquette tips.

De-clutter and throw away useless things so that it does not look untidy.

Business etiquettes and basic manners demand that you maintain a proper system in place and discard trash in the can at regular intervals

10. Be mindful of others

Remember everything is not just about you as other people around you matters.

Be mindful of others if you are looking for important business etiquette tips. Several people are working around you with different habits, and it becomes imperative that you respect them by not being too loud or disturbing them unnecessarily.

Benefits of using the correct etiquette

Some of the benefits of using the correct etiquette are as follows-

1. It is proper etiquette that helps to create the [first impression](#) on others. The first few seconds when you are waiting to be introduced, and your smile is cordial and warm, and later when your handshake is firm are basic etiquette and manners that can have a positive impact on others
2. Following proper business etiquettes in your professional life will enhance your status at the workplace. People will consider you more capable, intelligent, and professional than the others
3. The benefit of etiquette is that it can [boost](#) self-confidence and self-esteem
4. Etiquette helps in making people around you comfortable. This proves beneficial as it helps in creating strong relationships and friendship
5. It is the etiquette that urges you to be kind to others. This boosts your satisfaction level as well as happiness
6. People who are well mannered and follow proper etiquette rules often stand out even in the crowd. Their solid foundation provides more [opportunities](#) for growth compared to people who are lagging in social etiquettes
7. Using proper etiquette ensures a clear and better level of communication between people as it breaks unnecessary barriers that are standing in the way of open communication
8. Following proper rules of social etiquette in any given situation provides a sense of personal security
9. Basic etiquettes give us a fair idea about how a culture functions. If you are traveling to new places, it will prove beneficial as basic rules are generally the same in almost all the places

10. Etiquettes help the children to learn about rules and regulations from an early age. This proves beneficial when they go to school, college and even when they enter the professional world
11. Better etiquettes result in positive attention from others

10 MOST COMMON ETIQUETTE BLUNDERS

1. Inappropriate language
 - Demeaning salutations or names
 - Vulgar, tasteless humor
 - Spreading gossip
2. Disregard of Others' Time
 - Arriving late
 - Being unprepared for meeting or appointments
 - Barging in on someone • Turning in assignments late
3. Inappropriate Dress and Poor Grooming
 - Inappropriate wardrobe for work situation
 - Poor hygiene
4. Misuse of the Telephone
 - Keeping people on hold too long
 - Not returning calls
 - Not giving messages to others
 - Slamming down the phone
 - Not identifying who is speaking
 - Eating while speaking
5. Failure to Greet Someone Properly
 - No handshake or poor handshake
 - Improper introductions
6. Poor Listening Skills
 - Cutting people off, interrupting
 - Avoiding eye contact

- Asking questions but not waiting for answer
- 7. Disregard of Shared Property and Others' Space
 - Invading someone's privacy
 - Misuse of office equipment
- 8. Embarrassing Others
 - Constructive feedback not properly delivered
 - Putting others down
 - Being rude
- 9. Poor Table Manners
 - Poor manners during business meals
 - Not tipping appropriately
- 10. Inappropriate or Inconsistent Recognition of Others
 - Paying undue attention to someone's gender
 - Giving inappropriate gifts
 - Not showing thanks or appreciation
 - Not being diplomatic, tactful

What is grooming?

Grooming refers to neat and tidy appearance. It is an art of self presentation and is commonly linked with an individual's appearance.

Grooming is your Personal care or everything that you do to make your appearance clean and neat. How you dress for work helps create your personal Brand. How others perceive and receive you depend quite a bit on the impression you create with your grooming and etiquette.

Professional Grooming:

Professional Grooming is an integral part of one's personality in today world and age. It's surely just not make-up. It's much more than that. It's about how

you carry yourself overall including every element of your personality from nails, teeth, skin, body language, hair care and managing your diet.

Every human being should strive to look and feel their best by whatever means necessary. After all, it is our refined way of life and cleanliness that separates us from animals. Grooming is the process of making yourself attractive and presentable to society. When you are well-groomed, society tends to look at you as someone responsible Who could take on a task and accomplish it, compared to people who don't invest time in themselves.

Here at Image Redefined, we take on the responsibility of making you appear and feel your best self. We provide insights into fashion, self-care, cleanliness, hair care, makeup and much more for both men and women.

IMPORTANCE OF GROOMING

The first thing people notice about one is the way they look and it leaves a lasting impression.

Putting forth a nice appearance does not mean that you have to spend a lot of money on clothes or accessories. Clean, ironed and well fitted clothes go a long way in contributing towards a positive appearance. A well maintained beard /clean face also contributes towards a positive image. A smart haircut and neatly

combed hair is a must. Greasy-looking, unkempt, or poorly maintained hair can sink the best of all look. Dandruff can also negate a clean, streamlined look, so keep a lookout for flakes. Check your nails often to see if they need cleaning or filing. The basics of nail care for women and men include neatly manicured nails and cuticles.

In addition to taking care over your appearance, it is also important to consider if your appearance is appropriate for the situation. You may look lovely in your party clothes or feel confident in your business suit, but these

would look out of place in a more casual setting such as at a picnic or at a movie.

The same goes for accessories and make up: glitter eye shadow and elaborate hair might be fun after work, but look odd for a business meeting. Think about what the majority of people will be wearing in the situation and wear something that fits in and makes one feel comfortable.

Types of Grooming:

Physical: This is all about skin, hair and personal hygiene.

Metaphysical: This is all about personality, body language and manners & etiquette.

Factors of Grooming:

Here are a few self-care factors that we cover, following which you could make yourself stand out from the crowd.

Skin Care

All beauty measurements start with taking care of your skin as it is the primary part of our body. Skincare begins with determining the type of skin you have and then moving on to the products that would best suit your skin. The steps we would be providing insights about include:

- CTM: Cleansing, Toning, and Moisturizing.
- Managing diet
- Being cognizant of suitable brands and products
- Having flawless skin

Cleanliness

Being clean means having a neat and immaculate personality. It requires extensive work on self and is something that every person should practice as an active member of society. While the basic idea of cleanliness remains the same, the process of keeping oneself clean changes according to gender because of the different requirements of men and women. The process of keeping oneself clean includes:

- Following proper sanitary habits
- Keeping mouth clean and germ-free
- Manscaping (for men)
- Waxing (for women)
- Keeping beard well-trimmed (for men)
- Trimming nails and practicing manicure/pedicure every two weeks
- Avoiding body odour

Dieting

Another essential aspect when it comes to having an attractive personality is a proper diet. Without following a diet that is well suited for our body type, we would never be able to experience the actual limit our body is capable of. Dieting helps us stay in shape and preserve energy for our day to day tasks. A proper diet would include:

- Keeping oneself hydrated
- Consuming fruits and veggies
- Including nuts in your plan
- Avoiding fast food and junk food

- Eating on time

Hair care

This is something that most people invest a considerable amount of time and energy in. However, while you have been supposedly taking care of hair since childhood, there are still some points that you need to be made aware of, such as:

- Keeping your hair dandruff free
- Having shiny and smooth hair all the time
- Achieving healthier scalp and stronger hair
- Eliminating frizzy and dry hair

Tip: Keep your hair color matching to your skin tone, you can look attractive if you choose the right hair color, hide your grays or show if you are confident. Keep your personal style classic and understated.

Makeup

Men normally do not use make up. However, some makeup like light face powder or some concealers to hide scars or rough skin can actually improve your complexion and appearance to a great extent. Some of the guidelines for light makeup for men:

- Using makeup in a way that compliments your skin
- Having well-defined facial features
- Extenuating oily skin and managing sweating issues
- Hiding scars, Improving skin texture, Brightening complexion

Tip: If you are a professional and your profession is not something like media or creative arts then applying bright make-up is not a very right

thing to do. Go conservative, impress people with your work not with your make-up. Keep it simple and clean. Only for social occasion use bright color or clothing.

Body language

Last but not least, body language plays a vital role in how the people around us perceive us. This is why body language is something that should be paid special attention to. To be confident and show off your confidence through your body language, you need to understand how to

- Maintain a good posture
- Appear confident with your handshake
- Appear attentive to people around you
- Come out as a genuine listener
- Be attentive

Activities:

1. Role plays on importance of etiquette in day to day life on several occasions.
2. Manners & Grooming Questionnaire DIRECTIONS: For each statement listed below, rate yourself on a scale of 1 to 10 for each of the items. A rating of 10 would indicate that the statement is always true, and a rating of 1 would indicate that it is never true.
____ I always say please and thank you when I ask someone for something.
____ The clothes I wear would never offend another person.
____ If something bad happens to someone I don't like, I tell my friends and laugh about it when that person is not around.
____ I never curse or use offensive language in public places.
____ My hair is clean and well groomed.

____ People who know me would describe me as cheerful and friendly.
____ I always have good posture.
____ When I talk to someone, I look them in the eyes.
____ I keep my fingernails clean and nicely trimmed.
____ I usually become angry and lose my temper when things don't go my way.
____ When other people do something differently from the way I would do it, I avoid being critical of them.
____ I don't bite my fingernails.
____ When I sneeze or cough, I always cover my mouth.
____ My table manners are very good.
____ If someone gives me a gift or does me favor, I send them a thank you note.

Questions:

1. What is attitude? Explain the 3 components of attitude.
2. Describe the barriers to change attitude.
3. Explain the importance of attitude.
4. What are the factors influencing attitude?
5. What is etiquette?
6. Where do we need etiquette?
7. Explain different situations where etiquette is needed.
8. What are the benefits of etiquette?
9. What is email etiquette? Explain.
10. Explain the 10 common etiquette blunders.
11. Why should we give importance to grooming?
12. How does grooming affect our personality?
13. What are the types of grooming?
14. Discuss the need of grooming for professional success.
15. What are important factors in grooming.

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UNIT-4

4.1. Styles of Communication

Communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.

A communication style is an approach to communication that an individual adopts in a particular situation. This isn't necessarily an element of personality

or character as individuals commonly use different styles in different situations.

Every person has a unique communication style, a way in which they interact and exchange information with others.

There are four basic communication styles: passive, aggressive, passive-aggressive and assertive.

It's important to understand each communication style, and why individuals use them. For example, the assertive communication style has been found to be most effective, because it incorporates the best aspects of all the other styles.

When we break down these four styles, we'll better understand the characteristics of each style, standard phrases and what makes them unique.

Passive

Individuals who use the passive communication style often act indifferently, yielding to others. Passive communicators usually fail to express their feelings or needs, allowing others to express themselves. Frequently, a passive communicator's lack of outward communication can lead to misunderstanding, anger build-up or resentment. At the same time, these communicators can be safer to speak with when a conflict arises, because they most likely will avoid a confrontation or defer to others.

Passive communicators often display a lack of eye contact, poor body posture and an inability to say "no." Passive communicators also act in a way that states "people never consider my feelings."

But passive communicators are also easy to get along with as they follow others and "go with the flow."

Examples of phrases that those who use a passive communication style would say or may believe include:

- "It really doesn't matter that much."
- "I just want to keep the peace."

Aggressive

It's often apparent when someone communicates in an aggressive manner. You'll hear it. You'll see it. You may even feel it.

The aggressive communication style is emphasized by speaking in a loud and demanding voice, maintaining intense eye contact and dominating or controlling others by blaming, intimidating, criticizing, threatening or attacking them, among other traits.

Aggressive communicators often issue commands, ask questions rudely and fail to listen to others. But they can also be considered leaders and command respect from those around them.

Examples of phrases that an aggressive communicator would use include:

- "I'm right and you're wrong."
- "I'll get my way no matter what."
- "It's your entire fault."

Passive-Aggressive

Passive-aggressive communication style users appear passive on the surface, but within he or she may feel powerless or stuck, building up a resentment that leads to seething or acting out in subtle, indirect or secret ways.

Most passive-aggressive communicators will mutter to themselves rather than confront a person or issue. They have difficulty acknowledging their anger, use facial expressions that don't correlate with how they feel and even deny there is a problem.

Passive-aggressive communicators are most likely to communicate with body language or a lack of open communication to another person, such as giving someone the silent treatment, spreading rumors behind people's backs or sabotaging others' efforts. Passive-aggressive communicators may also appear cooperative, but may silently be doing the opposite.

Ultimately, passive-aggressive communicators are aware of their needs, but at times struggle to voice them.

Examples of phrases that a passive-aggressive communicator would use include:

- "That's fine with me, but don't be surprised if someone else gets mad."

- “Sure, we can do things your way” (then mutters to self that “your way” is stupid).

Assertive

Thought to be the most effective form of communication, the assertive communication style features an open communication link while not being overbearing. Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others. Assertive communicators aim for both sides to win in a situation, balancing one’s rights with the rights of others.

Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others.

One of the keys to assertive communication is using “I” statements, such as “I feel frustrated when you are late for a meeting,” or, “I don’t like having to explain this over and over.” It indicates ownership of feelings and behaviors without blaming the other person.

Examples of phrases an assertive communicator would use include:

- “We are equally entitled to express ourselves respectfully to one another.”
- “I realize I have choices in my life, and I consider my options.”
- “I respect the rights of others.”

How to Become an Assertive Communicator

Understanding how others communicate can be key to getting your message across to them. In order to develop a more assertive communication style, here are a few tips to keep in mind:

- Take ownership (use “I” statements).
- Maintain eye contact.
- Learn to say “no”.
- Voice your needs and desires confidently.

I. Answer the following questions:

1. Differentiate between various communication styles.

2. Describe the features of Assertive communicators.
3. Suggest some ways to become an assertive communicator.
4. 'Passive – aggressive communicators are aware of their needs, but at times struggle to voice them', justify the statement.
5. Define communication style.
6. List out the phrases of those who use passive communication style.
7. List the traits of an aggressive communicator.
8. What is your communication style? Elucidate with examples.

II.Choose the correct option:

1. After being berated by your manager in front of your fellow employees, you say: "I can see some of your points, but I would have preferred that you spoke to me in private." This is an example of which of the following communication styles?

- a. Passive b. Aggressive c.Assertive

2. Your teacher has not given you a grade for a paper you handed in, and you tell him or her, "I handed in that paper with everyone else. It's not my fault if you can't keep yourself organized," is an example of which of the following communication styles?

- a. Aggressive b. Passive c.Assertive

3. Your best friend calls you and says that s/he needs you to substitute for him / her at the board meeting. You're not feeling well, but say, "I don't feel very well tonight and have an early morning appointment, but I guess I can do it." This is an example of which of the following communication styles?

- a.Aggressive b Assertive c. passive

4. Your fellow worker asks you a question while you are talking on the phone. You put your hand over the mouthpiece and say, "Can't you see that I'm on the phone?" This is an example of which of the following communication styles?

- a.Assertive b.Aggressive c.Passive

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

a. Aggressive

b. Assertive

c. Passive

4.2. Interpersonal skills

Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups.

People with strong interpersonal skills are often more successful in both their professional and personal lives.

Interpersonal skills include a wide variety of skills, though many are centered on communication, such as listening, questioning and understanding body language. They also include the skills and attributes associated with emotional intelligence or being able to understand and manage your own and others' emotions.

People with good interpersonal skills tend to be able to work well in a team or group, and with other people more generally. They are able to communicate effectively with others, whether family, friends, colleagues, customers or clients. Interpersonal skills are therefore vital in all areas of life at work, in education and socially.

Through awareness of how you interact with others, and with practice, you can improve your interpersonal skills. This section of Skills You Need is full of information and practical advice that you can use to improve and develop your interpersonal skills.

You Already Have Interpersonal Skills

We've all been developing our interpersonal skills since childhood, usually subconsciously.

Interpersonal skills often become so natural that we may take them for granted, never thinking about how we communicate with other people. If you have developed good habits, this is fine. However, it is of course also possible to develop bad habits, and then fail to understand why our communications or relationships are suffering.

However, with a little time and effort you can develop both your awareness, and these skills. Good interpersonal skills can improve many aspects of your life, both professionally and socially, as they lead to better understanding and better relationships.

Interpersonal skills are also sometimes referred to as social skills, people skills, soft skills, or life skills. Although all these terms can include interpersonal skills, they tend to be broader and may therefore also refer to other types of skills. Many people also use the term communication skills for interpersonal

skills, but interpersonal skills cover more, including decision-making and problem-solving, plus working in a group or team and emotional intelligence.

What are Interpersonal Skills?

Interpersonal skills are generally considered to include a wide range of skills, such as:

- Communication skills, which in turn covers: Verbal Communication – what we say and how we say it;
- Non-Verbal Communication – what we communicate without words, for example through body language, or tone of voice; and
- Listening Skills – how we interpret both the verbal and non-verbal messages sent by others.

- Emotional intelligence – being able to understand and manage your own and others' emotions.
- Team-working – being able to work with others in groups and teams, both formal and informal.
- Negotiation, persuasion and influencing skills – working with others to find a mutually agreeable (Win/Win) outcome. This may be considered a subset of communication, but it is often treated separately.
- Conflict resolution and mediation – working with others to resolve interpersonal conflict and disagreements in a positive way, which again may be considered a subset of communication.
- Problem solving and decision-making – working with others to identify, define and solve problems, which includes making decisions about the best course of action.

Developing Your Interpersonal Skills

Good interpersonal skills are often viewed as the foundation for good working and social relationships, and for developing many other areas of skill.

For example, good leaders tend to have very good interpersonal skills, and develop other areas of their leadership skills by building on these.

Without good interpersonal skills it is often more difficult to develop other important life skills. It is therefore worth spending time developing good interpersonal skills.

Unlike specialized and technical skills (hard skills), interpersonal skills (soft skills) are used every day and in every area of our lives.

Improving and developing your interpersonal skills is best done in steps, starting with the most basic, but vital:

1. Identify areas for improvement

The first step towards improving is to develop your knowledge of yourself and your weaknesses.

You may already have a good idea of areas that you need to develop. However, it is worth seeking feedback from other people, because it is easy to develop 'blind spots' about yourself.

2. Focus on your basic communication skills

Communication is far more than the words that come out of your mouth.

Some would even go so far as to suggest that there is a reason why you have two ears and one mouth, and that you should therefore listen twice as much as you talk!

Listening is very definitely not the same as hearing. Perhaps one of the most important things you can do for anyone else is to take the time to listen

carefully to what they are saying, considering both their verbal and non-verbal communication. Using techniques like questioning and reflection demonstrates that you are both listening and interested.

When you are talking, be aware of the words you use. Could you be misunderstood or confuse the issue? Practise clarity and learn to seek feedback or clarification to ensure your message has been understood. By using questions effectively, you can both check others' understanding, and also learn more from them.

You may think that selecting your words is the most important part of getting a message across, but non-verbal communication actually plays a much bigger part than many of us are aware. Some experts suggest that around three-quarters of the 'message' is communicated by non-verbal signals such as body language, tone of voice, and the speed at which you speak.

These non-verbal signals reinforce or contradict the message of our words and are much harder to fake than words. They are therefore a much more reliable signal and learning to read body language is a vital part of communication.

3. Improve your advanced communication skills

Once you are confident in your basic listening and verbal and non-verbal communication, you can move onto more advanced areas around communication, such as becoming more effective in how you speak, and understanding why you may be having communication problems.

Communication is rarely perfect and can fail for a number of reasons.

Understanding more about the various barriers to good communication means that you can be aware of—and reduce the likelihood of—ineffective interpersonal communication and misunderstandings. Problems with communication can arise for a number of reasons, such as:

- Physical barriers, for example, being unable to see or hear the speaker properly, or language difficulties;
- Emotional barriers, such as not wanting to hear what is being said, or engage with that topic; and
- Expectations and prejudices that affect what people see and hear. There are also circumstances in which communication is more difficult: for example, when you have to have an unpleasant conversation with someone, perhaps about their standard of work. These conversations may be either planned or unplanned. There tend to be two issues that make conversations more difficult: emotion, and change.
- Various emotions can get in the way of communicating, including anger and aggression, or stress. Few of us are able to communicate effectively when we are struggling to manage our emotions, and sometimes the best thing that can be done is to postpone the conversation until everyone is calmer.
- Difficult conversations are often about the need for change. Many of us find change hard to manage, especially if it is associated with an implied criticism of existing ways of working.

4. Look inwards

Interpersonal skills may be about how you relate to others, but they start with *you*. Many will be improved dramatically if you work on your personal skills. For example, people are much more likely to be drawn to you if you can maintain a positive attitude. A positive attitude also translates into improved self-confidence.

You are also less likely to be able to communicate effectively if you are very stressed about something. It is therefore important to learn to recognize, manage and reduce stress in yourself and others. Being able to remain assertive, without becoming either passive or aggressive, is also key to effective communication.

Perhaps the most important overarching skill is developing emotional intelligence.

Emotional Intelligence is the ability to understand your own and others' emotions, and their effect on behavior and attitudes. It is therefore perhaps best considered as both personal and interpersonal in its nature, but there is no doubt that improving your emotional intelligence will help in all areas of interpersonal skills. Daniel Goleman, the author of a number of books on emotional intelligence, identified five key areas, three of which are personal, and two interpersonal.

- The personal skills, or 'how we manage ourselves', are self-awareness, self-regulation, and motivation. In other words, the first steps towards understanding and managing the emotions of others is to be able to understand and manage our own emotions, including understanding what motivates us.
- The social skills, or 'how we handle relationships with others', are empathy and social skills. These mean understanding and feeling for others, and then being able to interact effectively with them.

Improving your emotional intelligence therefore improves your understanding that other people have different points of view. It helps you to try to see things from their perspective. In doing so, you may learn something whilst gaining the respect and trust of others.

5. Use and practise your interpersonal skills

There are a number of situations in which you need to use interpersonal skills. Consciously putting yourself in those positions, and practising your skills, then reflecting on the outcomes, will help you to improve.

For example:

- Interpersonal skills are essential when working in groups.

Group-working is also a common situation, both at home and at work, giving you plenty of opportunity to work on your skills. It may be helpful to understand more about group dynamics and ways of working, as these can affect how both you and others behave.

- Interpersonal skills may also be particularly helpful if you have to negotiate, persuade and influence others.

Effective negotiations—that is, where you are seeking a win-win outcome, rather than win-lose—will pave the way to mutual respect, trust and lasting interpersonal relations. Only by looking for a solution that works for both parties, rather than seeking to win at all costs, can you establish a good relationship that will enable you to work together over and over again. Being able to persuade and influence others—again, for mutual benefit—is also a key building block towards strong interpersonal relations.

- Resolving and mediating in conflict scenarios can be a real test of interpersonal skills.

Sometimes negotiation and persuasion are not enough to avoid conflict. When this happens, you need strong conflict resolution and potentially even mediation skills. Conflict can arise from poorly-handled interpersonal communications and may be addressed simply by listening carefully to both sides and demonstrating that you have done so. Finding a win-win situation is similarly important here, because it shows that you respect both sides. While these skills may be thought of as advanced communication skills, if you are often required to manage such situations, some specialist training may also be helpful.

- Finally, problem-solving and decision-making are usually better when they involve more than one person.

Problem-solving and decision-making are key life skills. While both can be done alone, they are often better for the involvement of more people. This means that they also frequently involve interpersonal elements, and there is no doubt that better interpersonal skills will help with both.

6. Reflect on your experience and improve

The final, but by no means least important, element in developing and improving your skills is to develop the habit of self-reflection. Taking time to think about previous conversations and other interpersonal interactions will enable you to learn from your mistakes and successes and continue to develop. You might, for example, find it helpful to keep a diary or learning journal and write in it each week

Answer the following questions:

1. Discuss inter personal skills with examples.
2. How can you develop your inter personal skills?
3. Justify the role of Emotional intelligence in improving your inter personal skills.
4. When you are dealing with co-workers or customers, what really tries your patience and how do you deal with that?
5. People with good inter personal skills are an asset to any organization. Elucidate.

INTERPERSONAL SKILLS WORKSHEET

I. Improvements in personal life start with changes. This exercise is designed to set goals for yourself that you need to achieve as a priority. Now decide the

changes that you have to bring in your physical self and social interaction levels to achieve the goal.

Also, state the reason behind your mentioning the changes and how you think these changes will help you achieve the goals you have set for yourself.

Physical Changes to Yourself.

What physical change you would like to see in yourself?

Why?

How could you make this change?

Social Changes to Yourself.

What social change would you like to see in yourself?

Why?

How could you make this change?

II.Instructions – Read the statements mentioned in the sheet and start finishing off the sentences. You are not to take a lot of time in thinking out the answers. Just start writing what comes to your mind immediately after reading the lines.

Identify the emotions and feelings that you feel are responsible for the responses you had given in the Responses column. Write them up in the Why So? Column and self-evaluate your strengths and areas of improvement.

S.No	Statements	Responses	Why So?
.			
1	I am responsible but...		
2	I am honest but...		
	I show respect		

	but...		
4	I am helpful but ...		
5	I worry because...		
6	I will continue doing...		
7	My best quality is to...		
8	I care about others and...		

4.3. Teamwork and Team-Building

All organizations rely heavily on both teamwork and team-building. These two aspects are indeed similar, however do have their differences.

<p>Teamwork is “the process of working collaboratively with a group of people in order to achieve a goal”.</p> <p>Teamwork selects teammates for their individual skills and unites them to achieve a common objective.</p>	<p>Team-building is “the ability to identify and motivate individual employees to form a team that stays together, works together, and achieves together”.</p> <p>Team-building involves the initial formation of groups to achieve said objective.</p> <p>Team-building is the glue that produces good teamwork.</p>
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Team-building

Team-building centers on selecting the right people to make a team to complete a common goal. The team leader should be choosing employees with a diverse mix of talents and experiences so that there are different perspectives and expertise to be input into the task.

Key to the process of team-building is the nurturing of the internal relationships. Healthy and productive relationships are integral to high performing teams. That's why you commonly hear of (or experience first-hand) team-building exercises. These are used to develop relationships amongst team members. They also encourage teams to work as a unit, and create greater trust and understanding.

Benefits of team-building

1. Employee Engagement

When employees feel that they are able to openly discuss ideas and work together to improve processes with both tenacity and honesty, they become more invested in the organization and its people. They will also develop a greater sense of loyalty and will become more engaged.

This is because they feel that they are part of something, and they can see how their work is directly impacting not only the organization, but also the people that they are working with. This motivates teams to work as hard as they possibly can.

2. Morale

Team-building boosts morale and psychological safety. By dividing the risk between members of a team, individuals feel more inclined to take risks and offer potentially risky ideas. This is because the responsibility is spread amongst the team rather than falling on one person's shoulders.

3. Employee Retention

Team-building activities are proven to increase employee retention. When employees are motivated to work, whether it be the boost in morale team-building provides or the greater sense of purpose and connection with those around them, they tend to enjoy work more. This can hugely affect overall company culture, and in many cases team-building activities are integral parts of company culture.

This can encourage people to put themselves out there, and also gain confidence in their team members as they share a sense of purpose.

Teamwork

Once you have brought together the individuals you need for a team and developed their relationships through the art of team-building, they are then ready to conduct teamwork. As Michael Jordan once said, "Talent wins games, but teamwork and intelligence win championships."

There are many factors that contribute to a high functioning team including open communication, recognition and psychological safety.

Benefits of teamwork

1. Productivity

As intelligent as an individual may be, delegating roles when completing a task can hugely increase both productivity and efficiency.

Tasks can be divided amongst many people. If you've put a team together that takes into consideration each employee's experience you will find you have individuals suited to specific tasks, and who are able to complete them to a higher degree than if you were to do it individually. This saves time, enhances individual performance and increases the team's overall productivity.

2. Diverse Ideas

Having multiple perspectives and expertise within a team allows for greater problem solving capabilities. There are multiple ways in which having many people approach a problem can help. Not only does a team working strategy towards issues provide a platform to improve internal communication, it also provides an opportunity for individual growth as team members learn from others in the team.

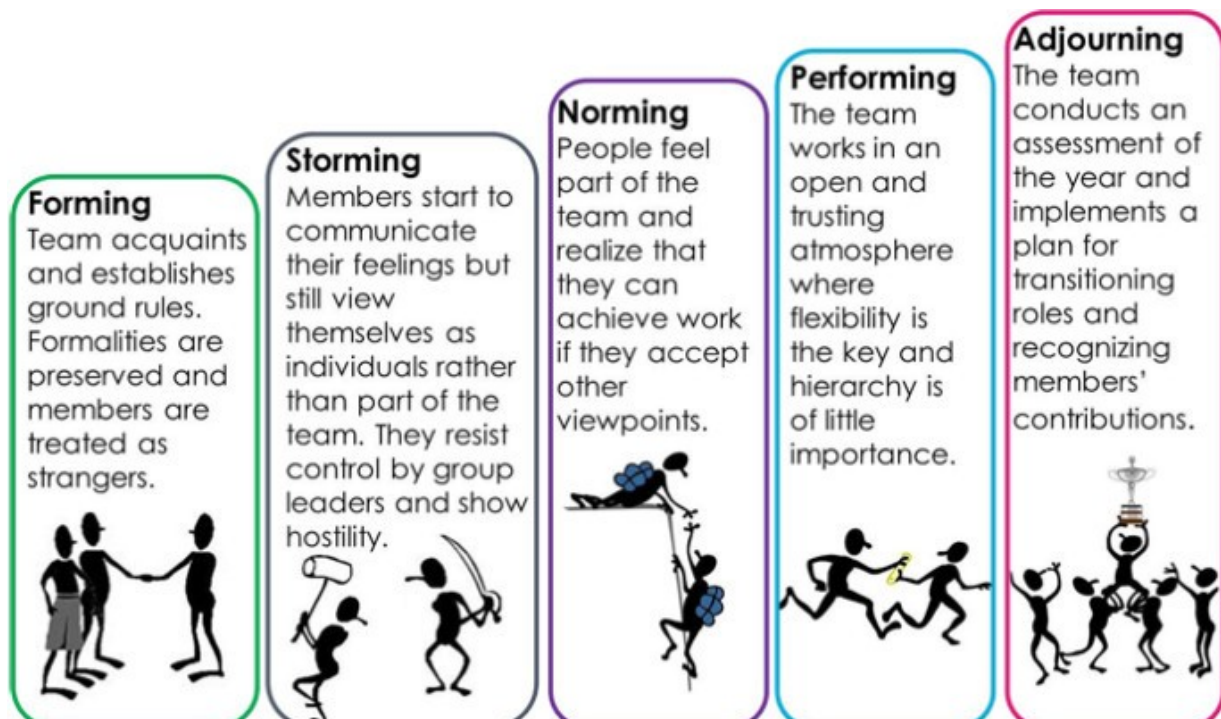
3. Cooperation

Working towards a common goal intentionally or unintentionally brings people together. Teamwork strives to allow employees to learn skills such as trust, communication, and to complete a task by finding common ground. These skills will allow team members to open up, and cooperate to create the best outcomes.

Both team-building and teamwork are integral to any organization's success. Understanding the difference, and the benefits of both, can give you the direction as to where you need to focus your efforts. In today's current climate most of the focus is on team-building (for obvious reasons). We're going to have to become ever-more creative as to how we can encourage team-building with a vast majority of the population working remotely.

Five Phases of Team Development

Teams (agile or otherwise) go through phases of development, and Dr. Bruce Tuckman established a popular and durable framework on the subject. According to Dr. Tuckman, all phases—Forming, Storming, Norming, Performing, and Adjourning—are necessary for teams to grow, tackle problems, find solutions, plan work, and deliver results.



1. Forming

Characteristics of Forming include displaying eagerness, socializing, generally polite tone, sticking to safe topics, being unclear about how one fits in, and some anxiety and questioning.

Strategies for this phase include taking the 'lead,' being highly visible, facilitating introductions, providing the 'big picture,' establishing clear expectations, communicating success criteria, and ensuring that response times are quick.

2. Storming

Traits of Storming include resistance, lack of participation, conflict related to differences of feelings and opinions, competition, high emotions, and starting to move towards group norms.

Strategies for this phase include requesting and encouraging feedback, identifying issues and facilitating their resolution, normalizing matters, and building trust by honoring commitments.

3. Norming

Features of Norming include an improved sense of purpose and understanding of goals, higher confidence, improved commitment, team members are engaged and supportive, relief—lowered anxiety, and starting to develop cohesion.

Strategies for this phase include recognizing individual and team efforts, proving opportunities for learning and feedback, and monitoring the 'energy' of the team.

4. Performing

Characteristics of Performing include higher motivation, elevated trust and empathy, individuals typically deferring to the team's needs, effective production, consistent performance, and demonstrations of interdependence and self-management (also referred to as self-organization).

Strategies for this phase include 'guiding from the side' (minimal intervention), celebrating successes, and encouraging collective decision-making and problem-solving.

5. Adjourning

Typical traits of Adjourning (also referred to as Transitioning or Mourning) include a shift to process orientation, sadness, recognition of team and individual efforts, and disbanding.

Strategies for this phase include recognizing change, providing an opportunity for summative team evaluations (which may go by 'lessons learned,' post-project review, retrospective, or another label), providing an opportunity for individual acknowledgments, and celebrating the team's accomplishments—which may involve a party and possibly an after-party.

I. Answer the following questions:

- i. Differentiate between team work and team building.
- ii. Summarize the five-stage progression model of team development.
- iii. Indicate whether the following statement is true or false:
Team development is more appropriate when the problem in question is not in the area of just one person but rather when the problem is clearly in the area of more than one person.
- iv. Discuss the benefits of team work.
- v. Indicate whether the following statement is true or false: The forming stage in team development is characterized by the challenging of the authority structure, conflict and probing the group's tolerance for deviant behavior.

II. Multiple-Choice:

1. In the stages of team development, a team is at the performance stage when it:

- A) has its highest expectations.
- B) recognizes fully the time and effort that will be involved.
- C) begins to reset its goals and roles.
- D) achieves commitment to the process and task.

2. Team members focus on rules and roles during the stage of group development.

- A) forming B) storming C) norming

3. In the _____ stage of team development, members come to realize that they need to work together to accomplish team goals, and consequently, they begin

to cooperate with one another.

A. performing B. forming C. storming D. norming E. projecting

4. Closer relationships are established and the interdependence of team members is intensified in the _____ stage of development.

A) forming B) storming C) norming D) performing

5. What stage of the team building process focuses on examining how the group reached and accomplished their goal following a service project?

A. Adjourning B. Performing C. Storming
D. Forming

4.4 Leadership skills

Oxford Dictionary defines leadership as “The action of leading a group of people or an organization.” In simple words, leadership is about taking risks and challenging the status quo. Leaders motivate others to achieve something new and better. Interestingly, leaders do what they do to pursue innovation, not as an obligation. They measure success by looking at the team’s achievements and learning.

Leadership vs. Management

Leaders and managers apply different approaches to achieve their goals. For example, managers seek compliance to rules and procedures, whereas leaders thrive on breaking the norm and challenging the status quo. Here’s how leadership and management are different from each other.

Vision

Leaders and managers have different visions. Leaders are visionaries, whereas managers are implementers. Leaders set goals for their team. Managers ensure that the goal set by their superiors is achieved.

Organizing vs. Aligning

Managers achieve their goals by delegating responsibilities among the team. They tactically distribute work among subordinates and organize available resources required to reach the goal.

Meanwhile, leaders motivate people. They concentrate on the personal development of their team besides working towards achieving organizational goals. They envision their team's future growth and work towards achieving that.

Analyzing and Assessing

A leader analyses and assesses every situation to achieve new and better results. Whereas a manager does not analyze or evaluate, they emphasize on questions like how and when, which assists them in achieving the goals. They accept and strive to achieve the status quo.

Leaders are not always people who hold higher ranks in an organization. But they are people who are known for their beliefs and work ethics. A leader is passionate about his/her work, and s/he passes on his / her enthusiasm to his / her fellow workers, enabling them to achieve their goals.

Different Styles of Leadership

All leaders have a unique style that sets them apart from others. German-American psychologist Kurt Lewin is credited with branding the basic leadership styles in 1939. Lewin and his researchers tasked schoolchildren with an arts and crafts project while the team observed behaviors and responses to different styles of leadership. The idea was to determine which style was most effective to use in business.

Lewin identified three styles of leadership: Autocratic, Democratic, and Laissez-faire. Over time, more leadership styles have emerged, and one that is commonly grouped in with Lewin's three is Transformational Leadership.

Today, there are a variety of leadership styles in business, but the four primary leadership styles include:

Autocratic leadership

A leader who has complete control over his/ her team is called an autocratic leader. They never bend their beliefs and rules for anyone. Additionally, their

team has no say in the business decisions. Moreover, the team is expected to follow the path directed by the leader.

This archaic style of leadership has very few takers because it discourages change. And modern leaders are changing the definition of leadership and redefining what leadership is with their path-breaking decisions.

Laissez-Faire leadership

Laissez-Faire is derived from a French word that means 'allow to do'. "The practice of non-interference in the affairs of others, especially with reference to individual conduct or freedom of action," defines dictionary.com. In this type of leadership, team members have the freedom to perform their job according to their will. They are given the freedom to bring in their perspective and intelligence in performing business functions.

Democratic leadership

In this type of leadership, team members and leaders equally contribute to actualising business goals. Furthermore, they work together and motivate each other to achieve their personal goals too. This type of leadership leads to a positive working environment.

Bureaucratic leadership

In this type of leadership, leaders strictly adhere to organizational rules and policies. They make sure that their team members do the same. Bureaucratic leaders are often organized and self-motivated.

Qualities of a Good Leader

1. Honesty and Integrity: Leaders value virtuousness and honesty. They have people who believe in them and their vision.

2. Inspiration: Leaders are self-motivating, and this makes them great influencers. They are a good inspiration to their followers. They help others to understand their roles in a bigger context.

3. Communication skills: Leaders possess great communication skills. They are transparent with their team and share failures and successes with them.

4. Vision: Leaders are visionaries. They have a clear idea of what they want and how to achieve it. Being good communicators, leaders can share their vision with the team successfully.

5. Never give-up spirit: Leaders challenge the status quo. Hence, they never give up easily. They also have unique ways to solve a problem.

6. Intuitive: Leadership coach, Hortense le Gentil believes that, leaders should rely on intuition for making hard decisions. Especially because intuition heavily relies on a person's existing knowledge and life learning, which proves to be more useful in complex situations.

7. Empathy: A leader should be an emotional and empathetic fellow because it will help him / her in developing a strong bond with their team. Furthermore, these qualities will help a leader in addressing the problems, complaints, and aspirations of his / her team members.

8. Objective: Although empathy is an important quality a leader must imbibe, getting clouded by emotions while making an important business decision is not advisable. Hence, a good leader should be objective.

9. Intelligence: A good leader must be intelligent enough to arrive at business solutions to difficult problems. Furthermore, a leader should be analytical and should weigh the pros and cons before making a decision.

10. Open mindedness and creativity: A good leader is someone who is open to new ideas, possibilities, and perspectives. Being a good leader means understanding that there is no right way to do things. Therefore, a good leader is always ready to listen, observe, and be willing to change. They are also out-of-the-box thinkers and encourage their team to do so.

11. Patient: A good leader understands that a business strategy takes time to develop and bear results. Additionally, they also believe that continuous improvement and patience leads to success.

12. Flexible: Since leaders understand the concept of 'continuous improvement', they also know that being adaptable will lead them to success. Nothing goes as per plan. Hence, being flexible and intuitive helps a leader to hold his/ her ground during complex situations.

Answer the following questions:

1. Explain why effective communication skills are relevant for good leaders?
2. What is integrity and how does it contribute to effective leadership?
3. Differentiate between a leader and a manager.
4. What do you think is the most effective type of leadership style? Justify your answer.
5. "A leader's facilitator role is of paramount importance for the success of his/her team." Discuss.
6. Describe the key actions and behaviors of the person that you've experienced as your best leader?

Choose the correct option

1. Leadership may best be described as ()

- A. Motivating an organization's human resources to achieve objectives
- B. Managing the people under your command to get them to achieve organizational goals
- C. The ability to influence others to work willingly towards common goals
- D. Directing the efforts of organizational members to produce the best results

2. "Laissez faire" is otherwise known as ()

- (a) Free rein (b) Participative (c) Democratic (d) Authoritarian

3. Which of the following is an example of Autocratic leadership? ()

- A. "we can go to Zoo or Bird park for the outing. I am ok with anything".
- B. "I need your feed back before I make a decision. Please speak out".
- C. "Everybody will fall in at 1400 hours sharp".

4. Which of the following is not a kind of leadership skill required for effective leadership?

- (a) Vision (b) Empowerment (c) Intuition (d) Threat

5. Charecteristics of a leader _____

- (a) Laziness (b) Honesty (c) Hard working (d) Mean (e) Open-minded

The correct codes are:

- i. b, c and e ii. a, c and e iii. b, c and a iv. Only a and c

UNIT--5

PROBLEM SOLVING

Problems are not stop signs, they are guidelines – *Robert H. Schuller.*

Rightly quoted by Schuller, every problem comes with a solution that needs exploration through creative thinking and analysis.

Problems cannot be avoided however, we can always equip young adults with the necessary skills to tackle them. As college students start their journey of making new friends, building networks, and understanding a fresh world of opportunities, they are likely to come across various difficulties.

Problem-solving skills include time management, critical thinking, and decision-making. These skills can be fostered through interesting problem-solving activities. Activities that indulge students in communication and coordination also help them become better problem solvers.

Activities

1. What's the Situation?

College students are likely to come across many problems in everyday group discussions and projects. This activity focuses on expanding their thought process and building a growth mindset.

- To conduct this activity, divide students into teams of 3 each
- Now, write different situations on a chit of paper and put them all in a bowl
- Call each team and let them read the situation aloud
- For example, the situation can be about hierarchical problems in a group, lack of coordination with other students, or dealing with a bully

- Give 5 minutes to the team for brainstorming and invite an open discussion of the solution
- Inspire the students to contribute and share their views

Being an [analytical thinking activity](#), it helps students carefully analyze situations and brainstorm potential solutions. Teachers can also offer thoughtful insights into situations.

2. *Hey, Challenge Me!*

Everyday problems are also a unique way to foster this skill in students. This activity mainly focuses on analyzing everyday problems and finding solutions in a **creative** way.

- To conduct this activity, divide students into teams of 4 members each
- Now, let 2 teams sit opposite each other for the round
- Team A needs to vocalize their everyday problems and Team B needs to find creative solutions that are workable in nature
- For example, a member from Team A might say how he/she faces problems when communicating with senior teachers
- To this, Team B now has to come up with viable solutions and solve the problem. For example, Team B might suggest Team A's member take his/her friend along when communicating with senior teachers
- The teacher needs to be the decider if the solutions offered are valid and workable

As students get an opportunity to vocalize their issues, other students are likely to get motivated and raise their voices too. In such a way, students can find common ground and deal with bigger problems in unity.

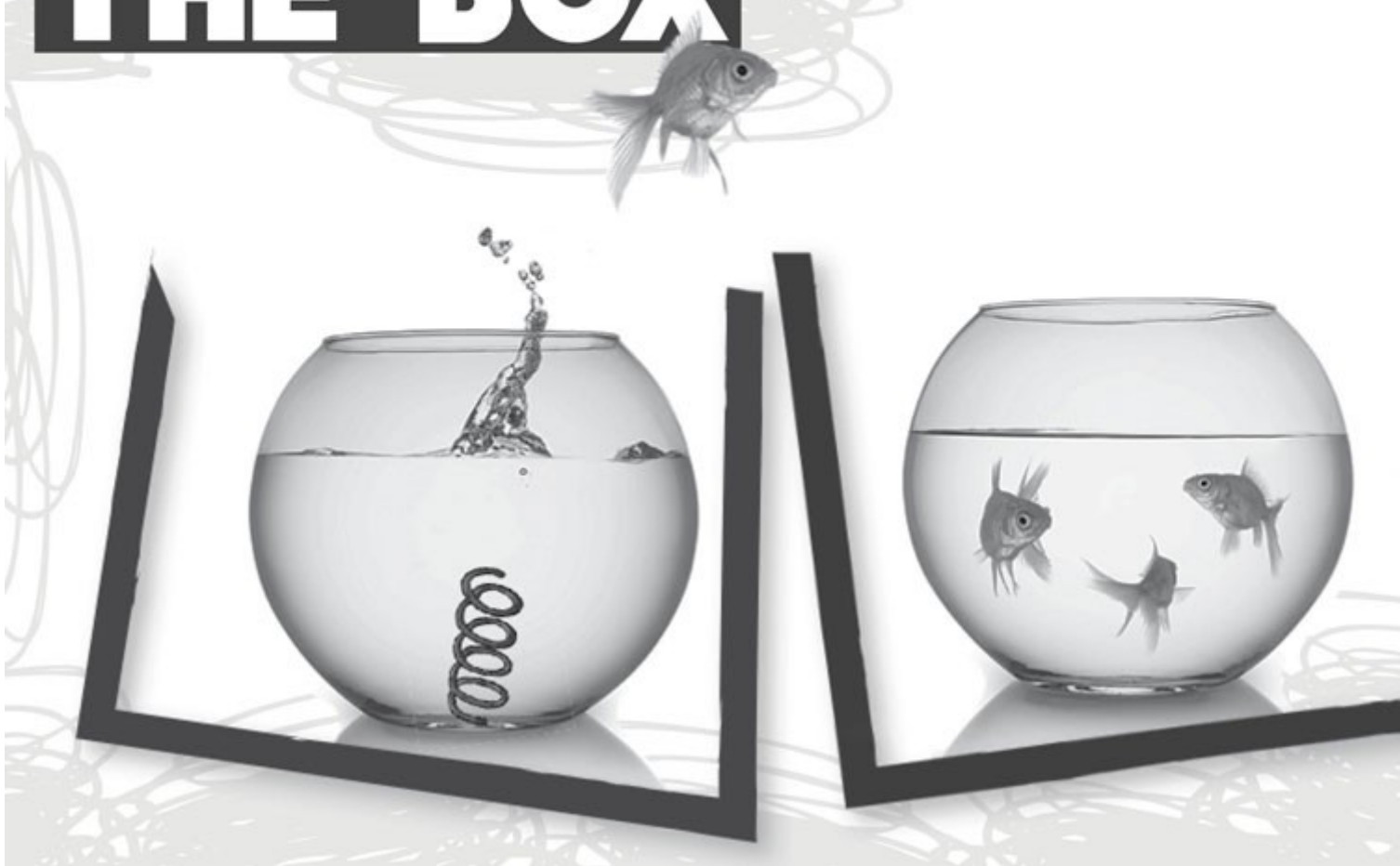
Students are more likely to broaden their thinking capabilities when given situations that they don't exactly relate to. With such an activity, instruct them about [examples of self-management skills](#) which allows them to better understand their choices in the problem-solving concept.

Decision Making

Activity 1: Think Outside the Box

THINK OUTSIDE THE BOX

Has anyone ever asked you to, “think outside the box?” That is a fancy way of asking you to think flexibly. We often attach ourselves to an idea of how we think something will turn out. But when that moment comes, and it does not live up to our expectations, frustration can happen. Instead, you switch gears and think outside the box!



Find this activity in the [student portfolioC](#)

Objective: Students will demonstrate open-mindedness and think outside the box.

Estimated Duration: 20-25 minutes

Description: Having an open mind or thinking flexibly is an important skill students need to manage their thoughts, feelings, and actions. Flexible thinking allows students to switch gears and look at things differently and allows them to unlearn old ways of doing things. Being open minded and thinking outside the box gives students the ability to embrace different points of view and listen to and consider other perspectives before making a decision. It also allows them to broaden their mind and challenge their thinking. Thinking outside the box helps during failures and can lead to deeper understandings and new beginnings.

This activity will get students to really think outside the box. They are asked to complete the beginning of drawing. The drawing could be anything they imagine it to be! If there is time, students can compare drawings to see how many different versions they came up with.

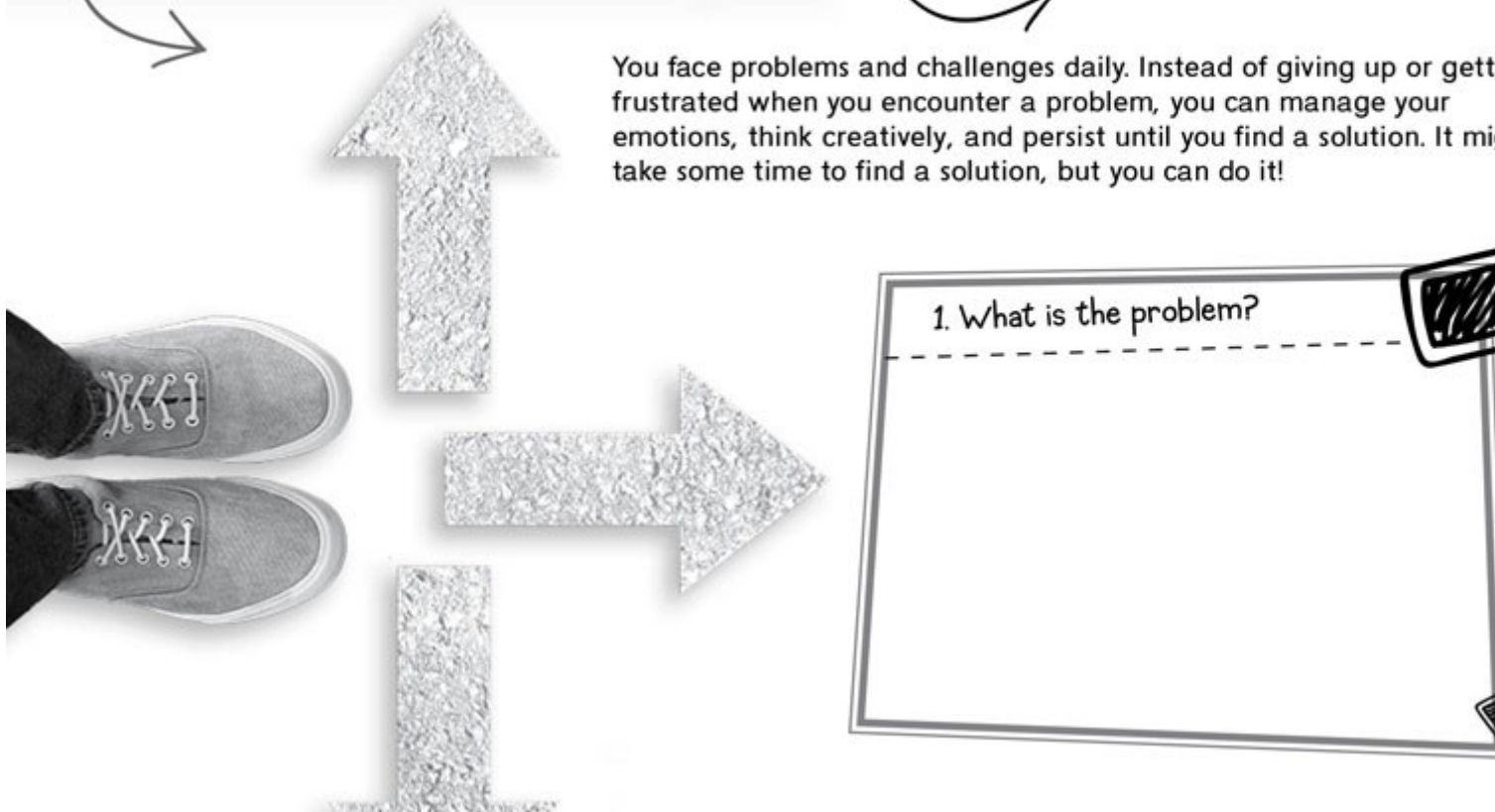
Teachable Moments: To help students have an open-mind and think flexibly:

- Change your daily routine in the classroom. Make a small tweak here and there occasionally to show students that it is okay to do things differently sometimes.
- Read a joke book with your class. Rigid thinkers tend to have a hard time understanding jokes. They also have a hard time making up their own jokes. Joke books are a good way to talk about the different meanings of words and to think about changing the meaning of a word to make it funny.
- Share ways that you have been adaptable as a teacher or even outside of the classroom. Students will learn that having the ability to adapt is normal and then they will begin to emulate this.
- Provide ample time for students to solve problems or complete projects creatively. It takes time to think differently and outside of the box.
- Ask open-ended questions, such as “What would you do next?”, “What can you do differently?” and “How can you fix this?”

Activity 2: The Path to a Solution

THE PATH to a SOLUTION

You face problems and challenges daily. Instead of giving up or getting frustrated when you encounter a problem, you can manage your emotions, think creatively, and persist until you find a solution. It may take some time to find a solution, but you can do it!



Find this activity in the [student portfolioC](#)

Objective: Students will identify solutions for problems.

Estimated Duration: 20 minutes

Description: Whether it is in school, on the playground, or at home, students of all ages will face problems daily.

Most of the time, the problems are complex, not well defined, and lack a clear solution or approach. Therefore, it is important for students to identify and apply strategies to solve these problems.

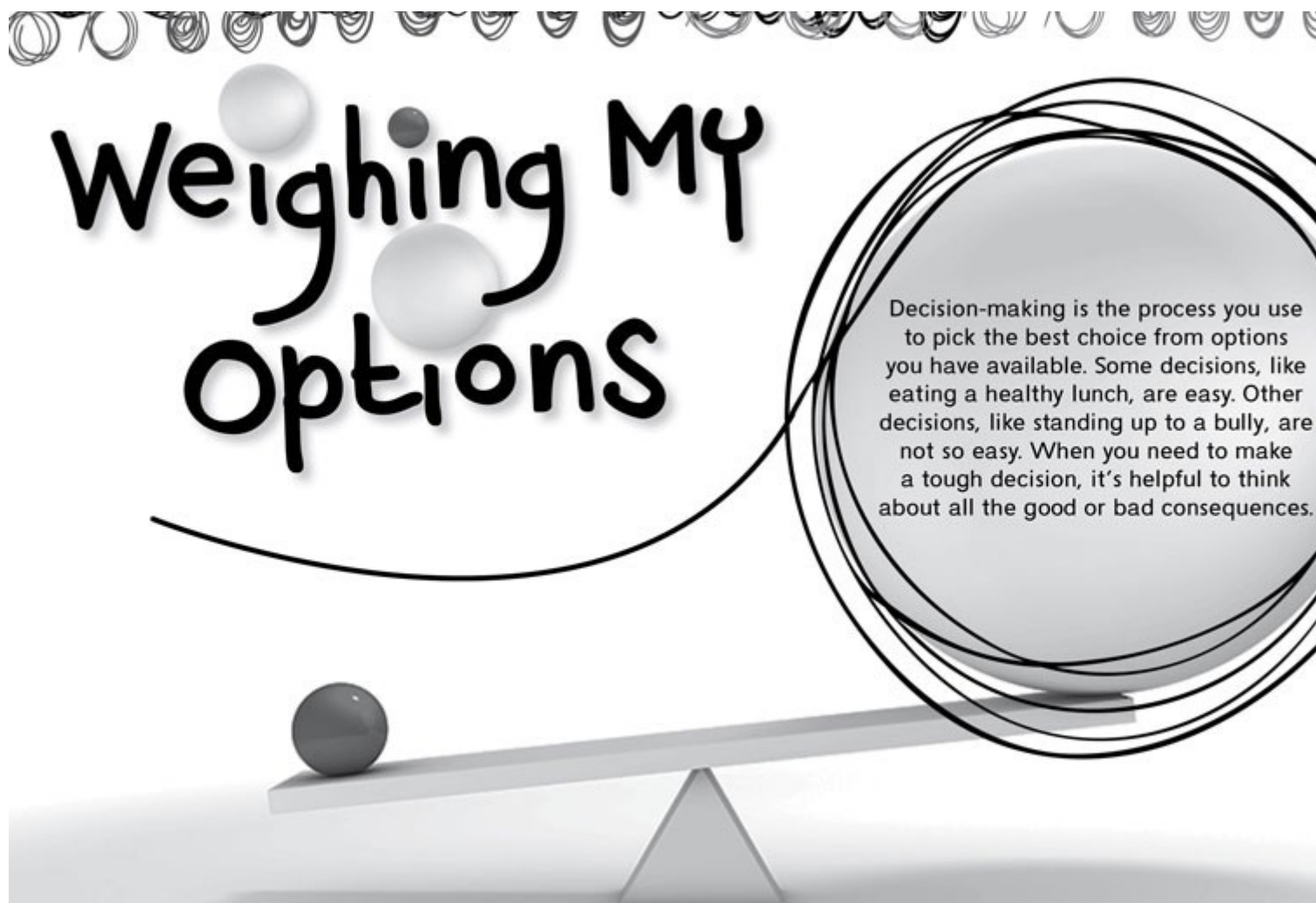
This way students can become confident and independent in their problem-solving abilities. Students with problem-solving skills manage their emotions and persist until they find a solution instead of giving up or getting frustrated when they encounter a challenge.

This activity will have students think of a problem that they currently have or have had in the past. They are asked to follow a path of steps to a solution. They will be able to use these steps when future problems arise to find a solution.

Teachable Moments: To help students with problem solving:

- Look for chances to share problems and highlight ways that students worked through the problems to a solution.
- Ask open-ended questions, such as “What would you do next?”, “What can you do differently?” and “How can you fix this?”
- Provide time during class so students can practice using their problem-solving skills and strategies.
- Help students accept challenge and failure as a chance to grow and do better.
- Don’t solve the problems that arise in the classroom; be there to support and facilitate the path to a solution.

Activity 3: Weighing My Options



Weighing My Options

Decision-making is the process you use to pick the best choice from options you have available. Some decisions, like eating a healthy lunch, are easy. Other decisions, like standing up to a bully, are not so easy. When you need to make a tough decision, it's helpful to think about all the good or bad consequences.

Find this activity in the [student portfolioC](#)

Objective: Students will be able to understand how to make responsible decisions.

Estimated Duration: 20 minutes

Description: Decision-making is not always easy, especially when tough choices need to be made. One way to help students make choices that are good for themselves as well as good for others, is to have them weigh their options.

Asking students to take the time to evaluate and think critically about their options can help them to make responsible decisions they can feel good about.

This activity will have students think of a tough choice they have to make. They will complete a pro and con list to help them make a final decision.

Teachable Moments: There are many ways you can help students make good decisions:

- Introduce social and ethical dilemmas to students in a game of “Would you rather?” Have students share their choice and why they made it. Allow students to change their decisions, switch sides, and provide their rationale.
- Use decision trees (graphic organizer) to have teams of students work through real-life challenging scenarios.

- Try to avoid rescuing students. Let them make mistakes. Help them work through new choices and lessons learned.
- Encourage open-mindedness. Give students time to ask questions and talk to others about their opinions. Making fully educated decisions means being open to hearing and exploring all sides before making a final determination.
- Promote mindfulness by reminding students to slow down and take time to think. Filtering out the noise and reflecting on the situation is sometimes helpful when trying to make a decision.

Activity 4: Being a Good Citizen

A citizen is part of a group. You are a citizen at home, at school, and in your community. Good citizens help out. They speak up for what is right. They work together to make a difference. You can be a good citizen!

Start

Something kind for your family.

Move 3 spaces for speaking up for yourself or someone else.

Help a person at school.

Being a Good Citizen



Move 1 space for working with someone else.

Tell the truth even if it's hard.

Find this activity in the [student portfolioC](#)

Objective: Students will be able to demonstrate ways to be a good citizen at home, at school, and in their community.

Estimated Duration: 20 minutes

Description: Being a citizen means being a member of and supporting one's community. For students at this age, it means working together, helping, and speaking up at home, at school, and in their community. Citizenship is important for developing a strong moral code in individuals, but it is also important for creating a safe, supportive society.

Being a citizen does not automatically make you a good citizen, which is why teaching citizenship to students is so important. By teaching children about citizenship, you can help them learn how to positively contribute at home, at school, and in their community.

This activity will allow students to play a game where they record good acts of citizenship. They will move spaces on a board and complete tasks to become a good citizen.

Teachable Moments: There are many ways you can help students to be a good citizen:

- Read books about good citizenship that promote conversations about honesty, making change, and doing one's part.
- Give students responsibilities.
- Encourage students to join the student council or participate in classroom meetings.
- Create classroom rules together. Discuss the importance of each one and have students define consequences if they are broken.
- Remind students about the importance of being respectful, honest, compassionate, and responsible.
- Organize volunteer activities at school and in the community.

Critical Thinking

Activities

1. Pair-Share

In this activity first asks students to consider a question on their own, and then provide them an opportunity to discuss it in pairs, and finally together with the whole class. The success of such activities depends on the nature of the questions posed. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The group discussions are critical as they allow students to articulate their thought processes.

Re-group as a whole class and solicit responses from some or all of the pairs. Advantages of the think-pair-share include the engagement of all students in the classroom (particularly the opportunity to give voice to quieter students who might have difficulty sharing in a larger group), quick feedback for the instructor (e.g., the revelation of student misconceptions), encouragement and support for higher levels of thinking of the students.

2.The Worst Case Scenario

Construct a scenario in which students would need to work together in a deserted island or getting lost at sea/jungle/town. Ask them to work together and come out with a solution that ensures everyone arrives safely. You might ask them to come up with a list of 10 must-have items that would help them most, or a creative passage to safety. Encourage them to vote everyone must agree to the final solution and solve problems to succeed, like being stranded on a deserted island.

Real Estate

Imagine you live in a world with only 20 words. You can use these 20 words as much as you want, but you cannot use any other words at all. In the space

below, list the 20 words you'd pick:

Look carefully at the homes on this page. Then answer the questions.

1. _____	2. _____	3. _____	4. _____
_____	5. _____	6. _____	7. _____
_____	8. _____	9. _____	10. _____
_____	11. _____	12. _____	13. _____
_____	14. _____	15. _____	16. _____
_____	17. _____	18. _____	19. _____
_____	20. _____		

Use Your Words Now, write a paragraph using only your 20 words! Make sure your paragraph has at least five sentences. _____

2. Are We There Yet?

In the space below, write directions from your classroom to any place in the school building, such as the cafeteria, the library, or the gym. Do not write the name of your destination. Instead, write: And then you are there. When you have finished writing your mystery directions, exchange papers with a classmate and create a map based on his or her directions. In the space provided, write the name of the destination. Exchange papers with that classmate once again to see if you were right.

Directions:

Map:

The destination is: Review Your Work Talk with your partner about ways you could make the directions you wrote and the map that you drew clearer.

Write this sentence on the board and have students copy it onto a sheet of paper:

O xwen o my zoct xand O saiz, "Zoct, O broked my arml in hr plaxces." Hex saiz, "Wellp, tayl xout of th laces."

Then tell students to follow your directions to unscramble the sentence. Read aloud the following:

Change all the z's to d's

2. Cross off all the x's.

3. Add a t to the end of the second word, the beginning of the third word, and the beginning of the fifteenth word

4. Change the three capital o's to capital i's.

5. Add a p to the beginning of the last word.

6. Cross off the last letter in the eleventh, thirteenth, and nineteenth words.

7. Put an s on the front of the twentieth word and cross off the last letter.

8. Add or to the end of the fifth and ninth word.

9. Add ee to the end of the fifteenth word.

10. Add ose to the end of the next to last word. Now how does the sentence read?

11. Answer the following questions. There is no "right" answer.

How would life be different if the sun never set?

How would life be different if people could only get from place to place by walking?

How would life be different if you were a bug instead of a human?

How would life be different if there was no gravity?

How would life be different if the sky was green?

How would life be different if the United States, Europe, Africa, China, etc., were all connected and there was only one land mass?

Compare your responses with a classmate to see how your opinions are the same and how they are different.

UNIT- 5 Creative Thinking

Creativity is one of those enigmas that can't really be "taught."

However, there are ways we can encourage creative thinking in the classroom and challenge students to "stretch" their minds beyond traditional thinking. In today's challenging work climate, it is imperative that students be able to "think outside the box" and be innovative in order to separate themselves from the masses.

Creativity is, after all, what leads to innovation in our world.

Here are five ways to encourage creative thinking in secondary ELA while also targeting essential reading and writing skills. Some of these activities are collaborative while others are for independent work. All of these activities can be integrated into the curriculum for any literary unit of study.

Activities

1. TOMORROW'S HEADLINE

For this creative writing activity, students are to generate outrageous headlines for tomorrow's news stories. This is another activity that can be used along with the first line of the book activity to focus on

how writer's grab attention— except this time looking more at the non-fiction element of headlines in news stories. I like to begin this activity by showing students outrageous headlines from current tabloids to give them the idea of how the activity works. They can then get into groups or work individually to create a list of their own outrageous headlines for tomorrow's news. It is important to have students analyze how their headlines capture attention by purposefully employing tactics such as literary techniques, vivid vocabulary, and a sensationalizing tone.

Man's 174-mph sneeze blows wife's hair off!



REGINALD KAULMAN reenacts his hurricane-force sneeze for photographs.

MIAMI — Reginald Kaulman has the world's most powerful sneeze — a gale-force 174-mph scorcher so intense it literally blew half his wife's hair right off her head!

"When Reggie is about to let one rip, I always duck out of the way, but this time I guess I just wasn't quick enough," says wife Natalie Kaulman.

"I could feel that hot sneezy air blasting over my head like a blowtorch. This was worse than Hurricane Andrew and believe me, I know what I'm talking about because I lived through Andrew."

'This was worse than Hurricane Andrew' — Natalie Kaulman

Kaulman, a 38-year-old accountant, suffers from a rare sinus condition that causes pressure to build up for days in his sinus cavities, rather than release with normal breathing.

Although he sneezes less often than the average person, when he does, it's with what doctors call "potentially lethal force."

Medical researchers were so intrigued by Kaulman's case that some years back, they subjected his killer sneeze to scientific tests. Incredibly, they found that particles were ejected from his nostrils at 174 mph — faster than the top speed of some cars.

"When I cut loose, everyone runs for cover, because papers and files fly everywhere," reveals Kaulman.

Kaulman's potent sneezes have knocked down dog houses, fences and tool sheds in his neighborhood, not to mention blowing away vases and knickknacks — costing the Kaulmans \$31,000 since 1995.

More embarrassing still are the countless inspeers and wigs he's sent flying and the many skirts accidentally hoisted at church.

Luckily, Kaulman doesn't sneeze that often — roughly once every three weeks.

"When I do, it's a bummer," he says. "I try to direct my sneezes away from people."

The hair disaster took place as they were driving on Biscayne Blvd. on September 30.

"Natalie was driving and I was looking for a restaurant some friends had recommended," he says. "Suddenly, I could feel a sneeze coming on."

"I turned to sneeze away from Natalie, but there were some kids riding by on bicycles alongside the open car window and I was afraid of knocking them over."

"Natalie looked at me but she couldn't duck in time. Just as she screamed, I sneezed —

SCALPED: Natalie Kaulman used to have a full head of hair, left, but not anymore. Yikes! She's bald as a cue ball!

and I do mean sneezed.

Natalie adds: "I almost lost control of the car. A split second later I looked at myself in the rearview mirror and half of my hair was gone and my skull burned like fire."

"Reggie feels terrible about what happened. But I still love him in spite of his sneezing."

Said one doctor: "My colleagues and I agree that it's a miracle she's alive."

— **By MICHAEL CHIRON**

FIREMAN RESCUES TEEN'S PET SPIDER FROM BLAZING INFERNO!

HONG KONG — A fireman made a daring rescue when he entered a blazing house — to rescue a teen's pet spider!

The fearless fire fighter went back into the house after Paula Yeung, 15, asked him to rescue Matilda, the 7-inch Mexican red-kneed tarantula she kept in a glass container.

Squirrel steals lady's purse!

MEXICO CITY — Housewife Maria Carrillo was strolling down a crowded street when a pesky squirrel ran up behind her — and snatched her purse!

The stunned mother of three told cops the furry thief purloined her checkbook-sized pocketbook containing \$12 as she walked to the downtown market.

WEEKLY WORLD NEWS, October 30, 2010

Similar to the first line of the book activity, students can share their headlines in groups and then with the entire class who can then

discuss what makes each headline captivating.

1. THE “DEFINITION” GAME

The “Definition” Game encourages vocabulary growth and creativity. For this game, students get into groups and make up definitions for words they do not know. It’s a fun to earn new vocabulary terms in an interactive format. Here’s how to play: Students get into groups of 5-6 peers. Each student should tear up a piece of paper into slips. They will be writing their “definitions” onto these slips of paper. Each group should also have either a dictionary or access to dictionary.com. Moving in a clockwise direction, each student takes a turn with the dictionary. They are to select a word from the dictionary that they think NO ONE KNOWS. So, this word should be challenging and new. The student with the dictionary writes the word and definition down on their own slip of paper. Then, this student tells the word to the group— but only the word and NOT the definition. The definition must be kept secret and will be revealed at the end of the round. Students then make up their own definitions for the word and write their definitions down onto their own slips of paper. They should aim to make their definitions sound as realistic and as accurate as possible! They will want other group members to vote for their made-up definitions because this is how they will earn points in the game. Once they’ve finished with their definitions, they pass them to the student who has the dictionary. This student mixes them up into a pile and begins to read each definition out loud to the group. As the person with the dictionary reads each definition out loud, students vote on which definition they think is the real definition of the word. Remember that the real definition is mixed up into the group’s made-up definitions. Points are earned when a student votes for “your” definition. This means that if someone votes for my fake definition, I get a point because I tricked them. If a person votes for the actual definition of the word, that person receives TWO points (double) because they were able to decipher which definition was the real one! Once the round is over, the real definition of the word is revealed, and students can write down any new words from the game to integrate into writing or other vocabulary activities. I usually have my students make a list in their writer’s notebooks to come back to when completing vocabulary pages or when looking for higher-level vocabulary for writing. Play then rotates clockwise to the next player in the group. This person receives the dictionary and selects a new

word. The person with the most points at the end of the game, WINS! Students really have fun playing this game, and I've even played it with my family on holiday breaks! Give it a try!

Unit VI

Values: Personal, Social and Cultural

Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior. Generally, people are predisposed to adopt the values that they are raised with.

People also tend to believe that those values are "right" because they are the values of their particular culture.

TYPES OF VALUES

Classifying values has always been a complicated task since there is no hard and fast rule to classify values as they are closely interlinked. Some of the important values are as follows.

- ✓ Personal Values – It is personal to an individual both in terms of their possession and their use.

It is a desire and cherished by the individual irrespective of his social relationship. These values

make a person good for himself. Examples being ambition, cleanliness, discipline etc.

- ✓ Family Values – Family as a social institution is based on certain universally defined value

system which are nurtured and cultivated within a family system.

Mainly, these values comes

from the lead of the family mostly father who transfer these values to their children, who

further impart these values to future generation.

- ✓ Social Values – It refers to certain behaviours and beliefs that are shared within specific cultures

and social groups. These values are good for the society and form the basis of the relationship of

an individual with other people in society. Examples being courtesy, charity, civic duty etc.

- ✓ Moral Values – These values constitute attitude and behaviour that a society consider essential

for co-existence, order and general well-being. It enables an individual in making a distinction

between right and wrong and good and bad etc. Example being fairness, justice, human dignity etc.

- ✓ Ethical Values – Ethical values are a set of moral principles that apply to a specific group of

people, professional field or form of human conduct. These values presuppose moral courage and the power to act according to one's moral convictions even at the risk of financial, emotional or social security. These relate to our personal behaviour with our fellow beings. All moral values are also covered under ethical values.

- Spiritual Values – it refers to the process of reflecting on non-material dimensions of life and acquiring insights into personal experiences. They affect the individual in his relations with himself and concerned with the realisation of the 'Self' and being one with 'Divinity'. Examples being truth, beauty, goodness etc.

- Cultural Values – Cultural values are the standards of what is acceptable or unacceptable, important or unimportant, right or wrong in a society. It gives importance to preserve cultural practices, ceremonies, traditions etc. which might be threatened by the materialistic culture of modern times. Examples being hospitality, social order, tolerance etc.

- Trans-cultural values – Values that are similar in practice among different cultures throughout the whole world. These can be categorized as universal values since these values are followed across the cultures.

- Intrinsic Values – They are the ends in themselves, not the means for achieving some other end. In the hierarchy of human values, these values stand at the highest place and are superior to all other values of life. Examples being goodness, beauty, happiness, bliss etc.

- Instrumental Values – These are such values that are useful in deriving some other benefit through them such as economic gain or an increase in status. A subject is said to have instrumental value when it is pursued, not for its own sake but for some ends beyond itself. Example being education for success in life, political power to do public service etc.

- Aesthetic Values – It seeks to emulate the beauty of the Divine through the arts. Things and activities which gives joys of beauty are aesthetic values. Example being beauty, taste,

architecture etc.

- Democratic Values – These values are characterized by the respect for individuality, equal treatment to all, ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

- Dis-Value – Values which demoralize and undermine the human growth and development can be termed as dis-value. This includes jealousy, envy, revenge etc.

I Personal Values:

Personal Values are “broad desirable goals that motivate people’s actions and serve as guiding principles in their lives”. Everyone has values, but each person has a different value set. These differences are affected by an individual’s culture, personal upbringing, life experiences, and a range of other influences. Personal values are how you differentiate between “good” and “bad” in your community, culture, or society. They’re what you view as the ideal standards of behavior, like patience and honesty. You probably have some guiding principles in your life that inform your decision making, goal setting, and overall disposition. These are probably your core values.

What is a personal values system?

Your personal values system is the cumulation of all your personal values. Together, they shape how you interact with the world around you.

How are personal values formed?

You likely picked up your values from how and where you were raised. Your parents or primary caregiver, your siblings, your school, your friends, your community, your culture, your religion, your country — all of these factor into how personal values are formed.

Why are core personal values important?

Common core values are essential to social cohesion, but they can also cause conflict or discrimination. One study by the Association for Consumer Research found that people of culturally diverse backgrounds may be identified by their values with 65% accuracy. These differences in values might be strong enough to cause friction.

Are personal values permanent?

Although your core values may be fairly stable, it might surprise you to know that your values change and evolve. Personal values are constantly changing. This is why it's important to understand your own personal values system and to check in with your values regularly.

Sometimes we hold values that seem right but haven't been tested. For example, before you have children you might think that you value order and predictability. Two kids later you might realize that other values like laughter, flexibility, or creative expression matter to you far more.

Through self-reflection and self-examination, you might find certain values are holding you back or hurting your relationships. For example, values around money and status that once seemed compelling may stop being helpful if you realize that you are still seeking satisfaction.

Once you're aware of them, you can consider whether they still matter to you. You may find that you need to change or reframe them so they are more helpful and less harmful in your life. Or, if the values still hold true, you can change your life to honor the values that matter to you.

Understanding and staying aligned with your values requires some effort and inner work. But living and working in alignment with our values is critically important for well-being. Ask for help if you need it. At better up, we can help you on your journey to be your best self.

Just as personalities vary, individual values differ, and your list of personal values may change over time based on your life experiences. Understanding different values can help you thrive in your professional

and personal life. Here are a few examples of personal values:

1. Adventure: Exploring different parts of the world or trying new activities may give you a sense of excitement and satisfaction. For some people, adventure keeps their life interesting, providing them with the opportunity to experience as much as possible.

2. Collaboration: Teamwork is another common personal value, one crucial in the workplace. If

you value collaboration over independence, pursue jobs that emphasize teamwork. Finding outlets that allow you to partner with different people and work toward a common goal can help you feel motivated and inspired.

3. Creativity: Mental stimulation can be an important personal value. Developing new ideas and fostering a sense of originality in your work can help you feel satisfied if you value creativity . Creativity is central for artists, writers , and designers.

4. Family: Prioritizing quality time with family is a common social value. You may feel happiest when surrounded by the people you love. If family is a core value for you, set goals to make time each day to spend with your friends and family.

5. Independence: For some people, working alone and being able to perform daily tasks on their terms gives them a sense of purpose. Dependability may hinder their self-reliance and diminish their sense of hard work.

6. Kindness: Living for others is a moral value that plays a vital role in developing a personal value system. If you feel inspired by doing good for others, altruism may be a necessary value in your life.

7. Leadership: While some individuals thrive in an independent setting, others shine when leading a group. Leadership is another essential principle to consider as you discover your own values. You may develop a strong sense of self and purpose from leading a team and initiating continuous improvements at your workplace. Organizational behavior psychologists consider individuals' preferred group dynamic to help companies identify team leaders.

Here's a list of core values to inspire you. Try to look for them within yourself:

1. Altruism
2. Dependability
3. Integrity
4. Generosity
5. Courage
6. Gratitude
7. Well-being

8. Sustainability
9. Family
10. Self-respect
11. Adaptability
12. Uniqueness
13. Assertiveness
14. Support
15. Open-mindedness
16. Personal growth
17. Flexibility
18. Frugality
19. Improvement
20. Self-reliance

You can see how these might define your behavior or affect life decisions. If you value humility, you'll be less likely to be flashy about your skills — no matter how talented you actually are.

II Social values:

Social Values are a set of principles that are morally acceptable by society. These values shape the way that society behaves, and they guarantee a coexistence between participants in society.

Social values form an important part of the culture of the society. Values account for the stability of social order. They provide the general guidelines for social conduct. Values such as fundamental rights, patriotism, respect for human dignity, rationality, sacrifice, individuality, equality, democracy etc.

Part of preparing students to be self-reliant and successful means helping them find a space where they “fit in”. The process of finding this space includes helping them discover what is important to them and what their values are. When students understand their values, they are driven, focused, and able to live authentic, happy lives. we teach students that their values matter.

There are three types of values they explore in order to create a strategy for success.

Knowing what is important will help you find success in your personal and professional lives.

1. Character Values

Character values are the universal values that you need to exist as a good human being. They are also the core characteristics that employers look for when hiring.

Examples of character values include:

commitment, loyalty, positive attitude, and respect.

2. Work Values

Work values are values that help you find what you want in a job and give you job satisfaction. It is especially important to understand what your work values are in order to thrive professionally.

Examples of work values are: hands-on, public contact, prestige, and stability.

3. Personal Values

Personal values are values that help you define what you want out of life and will assist you in being happy and fulfilled. They are the guiding principles of your life.

Examples of personal values are: family life, popularity, health, and appearance.

One should take opportunity to explore their own values to assist themselves in setting goals. When one understands what their values are, they are able to determine what drives them. It helps them gain clarity about what they really want. Exploring character values, work values, and personal values helps you find the place where you will “fit in” and be most successful.

The 20 Most Important Social and Civic Values

The social values Are an important part of the communities, since they guarantee the stability and the order of the same. In general terms, social values provide guidelines that regulate social behavior.

Fundamental values such as rights, patriotism, respect, democracy, among others, shape our behavior and become criteria to evaluate our behavior, as well as that of others.

Values vary from one society to another, since they depend to a large extent on what a culture accepts, condones or despises. In this regard, R. T. Schaefer points out that values are collective conceptions of what a community considers good, desirable, appropriate, understandable, inappropriate or incorrect.

In this sense, values are at first the result of social interaction; However, once accepted, values are set in the culture and do not change until the collective decides to change them.

It should be noted that there are a number of values that are common in most cultures, such as peace, honesty and respect, to name a few.

Some communities go further and include values within their norms, such as freedom, justice and equality, which form part of most of the constitutions of the countries of the world.

From all the above it is derived that the values constitute the element that keeps the societies united, since these are shared by the members of a community.

Likewise, values give legitimacy to governments, since laws that are based on social values tend to be more easily accepted.

The 20 most important social values

1- Equality

Equality does not mean "treating everyone alike" but that all people receive the treatment that allows them to obtain the same results.

For example, for a blind person, receiving equal treatment involves transforming spaces so that this individual can behave as any other person would.

Readers of computer screens and storytelling systems in museums and cinemas are elements oriented towards the achievement of equality between sighted and blind people.

Equality seeks to ensure that all people achieve similar results despite the particular conditions to which each individual is subject.

2 - Justice

Justice is a rather broad concept that is based on the ethics , Morality, rationality, religion and law.

Justice involves the value of equality, since people must be judged under egalitarian conditions;

However, it departs from equality as far as the result is concerned, since it is not sought that people obtain the same results, but that each one receives what he deserves.

For example, let's take the following premise:"Everyone has the right to receive remuneration for services rendered." In an hourly job, it is only fair that people who work longer hours receive more money.

3 - Happiness

According to the online dictionary Merriam-Webster, happiness is a state of well-being, a pleasant or satisfying experience.

According to Mahatma Gandhi,"Happiness is when what you think, say and do is in harmony." For his

part, George Sheelan points out that happiness differs from pleasure, since it has to do with struggle and perseverance to achieve a goal. Finally, Margaret Lee Runbeck indicates that happiness is not the season to which one arrives, but a way of traveling. All these definitions point to a certain point that happiness depends on our decisions, that is, on the way we deal with the situations presented to us.

4 – Honesty

Honesty is the quality of being fair, trustworthy and sincere. The word “honesty” comes from the term “honor” and was used to refer to the honorary status that was acquired when avoiding telling lies, cheating, stealing or any other dishonorable practice. An example of honesty is to tell the truth even after having committed a fault, regardless of whether this truth will carry negative consequences for us, such as punishment.

5 – Hope

Hope is the belief that it is possible to achieve what is desired. This value represents the fuel that keeps humans moving even when circumstances are not the most favorable. An example of hope is Voyager 1, the spacecraft launched by NASA that is further away from planet Earth. Voyager 1 carries information about the Earth: photos, data provided by NASA scientists, recordings of greetings from US officials and an audio track of music and land sounds, which include works by Mozart and the sound of the waves. All this was done in case one day this ship managed to establish contact with intelligent forms of alien life, which shows the hope that humans have to find life on other planets.

6 - Gratitude

Gratitude is a trait of personality and an emotion. As emotion, gratitude is the sensation of happiness generated by appreciation. This is an essential element of many religions; For example, Christianity, Judaism, and Islam promote gratitude to others, especially to God.

Saying “thank you” when getting off a bus or thanking the waiter who served our meal are examples of gratitude. These actions, although small, can improve a person’s day and trigger positive reactions.

7 - Responsibility

Responsibility is the quality of assuming and fulfilling an obligation or responding to the acts performed;

This is why responsibility and commitment are related.

Acting responsibly is an important aspect of our lives since it generates positive consequences. Equally, being responsible makes others trust us and brings more freedom of action.

Some examples of responsibility are the fulfillment of the assignments assigned by our parents, teachers or bosses; Parents are also responsible for educating, protecting and caring for their children.

8 - Sacrifice

Sometimes it is necessary to put the needs of others above our own;

This is the essence of sacrifice. In

this sense, sacrifice is an act of interest in the good of others even at the expense of self-interest,

inspired by affection.

9 - Friendship

Friendship is the relationship of affection that is created between two or more people, characterized by

being disinterested and reciprocal.

Friendship is a combination of love, loyalty, respect and trust. In this regard, the Greek philosopher

Aristotle Points out that friendship is a single spirit that lives in two bodies.

10 - Love

He love It is a value, a state and an emotion. It refers to the affection that a person feels for another,

which makes the person who feels it wishes the well-being and happiness of the recipient.

The affection of a mother for her children is an example of love;

Likewise, the esteem we feel for ourselves is an example of self-love.

11 - Courtesy

The courtesy It refers to manners and accepted codes of social conduct. As a social value, it constitutes a

set of norms specific to the interaction between the members of a community. It shows respect,

consideration, kindness and gratitude.

Some examples of courtesy are "good

morning" , "good afternoon" and "good

evening" when you arrive

or leave a place or say thank you for the services provided.

12 - Respect

Respect is a way of trying or thinking and refers to the consideration you have about something or someone. Respecting a person demonstrates good education, kindness and courtesy.

Consideration of one's own life and that of others is an example of respect. Also, there must be a respectful relationship between parents and children and between friends.

13 - Patience

The patience Is the ability to withstand any condition. This involves the calm and the good disposition

before the events that can be presented or in our daily action.

Patience creates a favorable state of mind, which allows you to make wise decisions and act wiser.

14 - Tolerance

The tolerance Refers to the acceptance of behaviors, practices, beliefs or customs that are alien to us.

This means that tolerance involves opposition; It should be noted that in order to speak of tolerance this opposition must have a logical justification.

Tolerance is a value that includes within others, such as respect, patience and courtesy.

15 - Dedication

Dedication is the act of dedicating oneself to a cause. This involves giving the best of us, doing our best.

Dedication gives special value to our actions: it does not matter if the result you get is not what you expected if you achieve it with genuine dedication.

16 - Optimism

Optimism is a trait of character and an emotion that inclines towards the positive valuation of events,

which affects and shapes our beliefs and behaviors.

Sonia Lyubomirsky points out that there are three types of optimism: broad optimism, small optimism

and minor optimism. Broad optimism is the belief that everything will be fine throughout our life.

On the other hand, the small optimism refers to more specific situations; This is the emotion that comes

in when we feel that we are going to do well at work or that we will be able to pass a particular exam.

Finally, the lower optimism is the least positive of all and comes from external stimuli.

On the other hand, Elaine Fox, professor of the University of Oxford, points out in her book Rainy brain,

sunny brain (Rainy Brain, Sunny Brain) That optimism can be a momentary state or a stable feature of our personality; In the latter case, Fox points out that optimism must include other values such as acceptance, flexibility and tolerance.

17 - Cooperation

The cooperation Is the act of collaborating and involves teamwork. Even the most difficult tasks can be done quickly when you cooperate.

On a daily basis, we see examples of cooperation, such as when we help with household chores or when a colleague explains something we did not understand.

18 - Commitment

The commitment is the act of engaging in a cause or a cooperative relationship with another person.

It is a process of mutual consent between two or more parties, in which one or all parties assume an obligation. In this sense, the commitment entails dedication, responsibility and effort.

Commitment is dedication to a cause. The best example of commitment is marriage.

19 - Sorry

Forgiveness is not about absolving the mistakes that someone has made for a person, but about freeing oneself of the anger and pain that this error may have generated. Forgiveness is like carrying anchors, it allows us to move towards the life that awaits us.

20 – Integrity

Integrity is the quality of being honest and having Moral and ethical principles . This means that integrity involves the practice of all the values mentioned above.

This quality is given when our actions correspond with our words and when our words are governed by the ethical values.

An example of integrity is following the ten commandments, in case you are a Christian. People actively participate in the defense of the rights of minority groups also reflect integrity.

III Cultural Values:

Cultural values are a culture's core beliefs about what's good or right. We all have cultural values. These are sometimes called 'cultural value preferences'.

They're informed by the cultures we most associate ourselves with. These values are neither positive nor negative - they're just differences.

Tyaga (renunciation), dana (liberal giving), nishtha (dedication), satya (truth), ahimsa (non-violence) and upeksha (forbearance) are the foundations for the Indian values system.

Respect for parents and Elders: In most cases you will see that children have high respect for their parents and elders. Even when they grow up the respect always stays. Also, children take care of their parents till their last.

Family orientation: Indians will have very close knit family.

Nowadays it is difficult to have joint families, but in early days having a joint family was a matter of pride.

Sacrifice and adjustment: Most Indians are known for their adjusting nature. They are not rigid and in most cases, they put others before themselves.

Importance to Education: Education is probably the most important thing for parents about their children. Parents sacrifice their career and savings to give children better education.

Trust in Institution of Marriage: In India more than 70 % are arranged marriages and divorce rate is less than 3%. This only goes to show that husband and wife make adjustments and go to lengths to ensure that marriage is successful.

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