

# 1. Introduction to Personality Development

**Personality development** is the development of the organized pattern of behaviour and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character and environment.

It is the growth of habitual patterns of behaviour in childhood and adolescence.

It is an improvement in all spheres of an individual during his life time.

Your personality indicates the type of person you are. It is shown by the way you behave, feel and think.

Animals, including humans, are born with in-built instincts to perform adaptive behaviours. These instincts include many reflexes and behaviours such as food-seeking. But, as animal behaviour gets more complex, these in-built instincts also correspondingly become more complex. Eg. *Food storing behaviours*. Thus, personality in humans is considered, from an evolutionary perspective. Evolutionary psychology thus acts as a theoretical platform which underlies the human personality.

At birth, everyone is born with a unique genotype, some inbuilt instincts (including a temperament) and a pre-wired capacity to learn certain kinds of behaviours. The individual's genotype is acted upon by biological processes, psychodynamic processes, behavioural processes, social shaping processes, etc. to create the unique psychological characteristics of the individual. At all times, however, this shaping occurs within certain parameters that are laid down by the genotype, which itself is a synthesized expression of the knowledge of human evolution, about what seems to be adaptive, stored and conveyed through genetic code.

All thinkers of personality believed that evolution has profound influence in shaping human psychology and personality. We can trace a small part of human behaviour to natural selection and the evolution of the species, but the greater part of human behaviour must be traced to cultures.

An important principle of natural selection is that, individuals with adaptive physical and behavioural characteristics for survival will be more likely to survive. They pass on their characteristics to their offspring. The adaptive characteristics are different for different environment. Thus, the gradual shaping (evolution) of characteristics over a long period of time eventually leads to an entirely different species having some characteristics and not all.

Thus, the wide variations in human personality can be understood as the process of evolution throwing up variations of the human psyche which allows the most adaptive personalities to survive more often and procreate.

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## 2. Personality

**Personality** can be defined as *the sum total of the ways in which an individual reacts and interacts with one another and the environment*. In other words, *personality is an organized behaviour of an individual to react to a given stimulus in a particular manner*. This is most often in the form of consistent response to environmental stimuli.

The English word '**personality**' has been derived from the Latin word '**Persona**'. It means '**to speak through**'. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations.

Some thinkers do not discriminate between character and personality, but there is some difference. The character is the aspect of the behaviour of a man which may be right as well as wrong, but personality is the part of behaviour which cannot be either right or wrong.

Personality includes the totality of one's behaviour and hence, both inner and outer behaviour should be taken into consideration. Psychologically speaking, personality is all that a person is. It is the totality of one's behaviour towards oneself and others as well. It includes everything about a person, his physical, emotional, social, mental and spiritual makeup. The meaning of personality differs from person to person. To some, it is one's charm, dress and attractiveness, to others, it means a unitary mode of response to life situations. Personality includes both internal and external aspects of a person. External aspects relate to one's height, weight, facial features, colour and other physical aspects. The internal aspects include one's attitude, values, learning, etc.

### **Definitions of Personality**

There are so many personalities seen among people. Hence there is no single definition to define personality.

1. "Personality is the organization of person's habits, attitudes and traits, and it arises from the interplay of biological, social and cultural factors" - **Biesanz and Biesanz**

2. "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment" - **G W Allport (1937)**

3. "Personality may be defined as the most characteristic integration of an individual's structure, modes of interest, behaviour, capacities, abilities and attitudes" - **Munn**

4. "Personality is the stable and enduring combination of a person's physical and mental aspects" - **Eysenck, H.J (1947)**

5. "Personality is that which permits a prediction of what a person will do in a given situation" - **Cattell R.B (1967)**

## **Determinants of Personality**

Determinants are the factors which help to shape the well-being of a person.

The determinants of personality are generally classified into five factors.

They are:

1. Hereditary factor
2. Environmental factor
3. Social factor
4. Cultural factor
5. Situational factor

### **1. Hereditary factor**

The hereditary factor is the *genetical* factor inherited from the parents.

It determines the *physical* stature, *sex differences*, *facial* attractiveness and *intelligence* of an individual

### **2. Environmental factor**

The *surroundings* of a person are the environmental factors. The *home - environment* plays vital role on the personality development of an individual. The *parents* along with other *family members* influence strongly on the child's personality development.

The *school - environment* is other important factor, which determines the personality development of the child. The *teacher* and *classmates* strongly influence the personality of the child.

### **3. Social factor**

Social groups, such as *friends circle*, people in the *working place* etc. influence the personality development of an individual.

### **4. Cultural factor**

The traditional beliefs and *customs* in the way of life is called culture. The custom of choosing a life partner is different from nation to nation. Culture and also non-verbal

behaviour, such as **body movements** also differ in each country. These factors have impact on the personality development of an individual.

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## 3. Self Awareness

### Meaning

Self awareness is **knowing oneself**. If one knows his own like and dislike qualities thoroughly, his conduct with the outer world may not be adversely affected.

**John Jakes** states self awareness as

“Be Yourself  
Above all  
Let who you are  
What you are  
What you believe  
Shine through every sentence you write  
Every piece you finish”

According to **Emory University’s Philippe Rochat**, the following are the five levels of Self Awareness

1. Level 0 - Confusion
2. Level 1 - Differentiation
3. Level 2 - Situation
4. Level 3 - Identification
5. Level 4 - Permanence
6. Level 5 - Self consciousness

### Benefits of Self awareness

- Self awareness identifies an individual’s **strength and weakness** or **merits and demerits**.
  - An individual can **prepare himself** to the changing circumstances
  - It **improves communication**.

- It improves inter ***personal relation*** of an individual.
- Available ***resources*** can be utilised.
- It improves the ***personality***.

### **Developing Self - Awareness**

The state of an individual, known about himself in various aspects, is called self awareness.

In order to develop self - awareness, the following four points can be considered:

1. Emotional intelligence
2. Personality values
3. Attitude
4. Self evaluation

#### **1. Emotional Intelligence**

Emotional intelligence is the ability to recognise one's own feeling with that of others.

#### **2. Personal values**

An individual's character depends upon, what he likes or dislikes and personal values of an individual that are influenced by his parents, religion, society and other external factors.

The important personal values are as follows:

Achievement	Independence
Care for others	Recognition
Democracy	Religion
Equality	Reputation
Ethical working	Risk
Family	Rules
Health	

#### **3. Attitude**

Attitudes are inner feelings of an individual. If an individual has positive attitude in his job, he will discharge good performance. But if he has negative attitude in his job, it will result in inefficient performance.

If an individual has a of flexible nature, he can easily face any challenges around him.

#### 4. Self evaluation

It is the way of evaluating one's strength and weakness.

In the process of self evaluation, an individual can answer the following questions:

What is the aim of his development?

What is his responsibility to his family and society?

What are his strengths and weakness?

How do he face threats?

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## 4. SWOT

### Meaning

The expansion of SWOT is

- |   |               |
|---|---------------|
| S | - Strength    |
| W | - Weakness    |
| O | - Opportunity |
| T | - Threats     |

SWOT is a technique to understand one's strength and weakness and also to recognise the opportunities offered to him and the threats he has to face.

### Importance of SWOT

1. In an organisation, SWOT is helpful to achieve the *objectives* of the organisation.
2. In an individual, it helps to *measure himself*.
3. It is used to take *quick decision*.
4. It helps for *planning*.
5. It can make a person, an *extrovert*.
6. It provides *clear thinking*.
7. It helps to develop *good communication*.
8. It makes a *skilled manager*.
9. It helps to avoid one's *weakness*.

10. It helps to *face challenges*.
11. It helps to understand *one's strengths*.

### **Application of SWOT**

SWOT can be applied in the following fields:

1. In Business
2. In Individual's life

#### **1. In Business**

One can run his business successfully by applying SWOT in the following ways:-

- Creating objectives of business
- Planning
- Decision making
- Developing new strategies

#### **2. In Individual's life**

By applying SWOT, an individual can attain high status in the society.

- It helps to understand one's strength.
- It avoids weakness.
- It helps to measure interpersonal relationships.
- It develops good personality.
- Available resources can be used effectively.

### **Components of SWOT**

SWOT has four components. They are the following:

1. Strengths
2. Weakness
3. Opportunities
4. Threats

Strengths and weakness are *internal* factors. Opportunities and threats are *external* factors.

### **Strengths**

Strength is considered as acquiring more knowledge and educational qualifications.

Strength is the internal factor.

An individual can identify his strength and consolidate them as follows:-

1. Having additional qualifications.
2. Possessing extrovert personality.
3. Creative thinking.
4. Good understanding.
5. Learning many languages.

### **Weakness**

An individual must know his weakness thoroughly. It is an *internal factor*. They are:

1. Learning mother tongue alone.
2. Scoring low marks in studies.
3. Unable to speak other languages.
4. Possessing introvert personality.
5. Unable to work outside Tamil Nadu.

After knowing the weakness, he should find out the ways to avoid them.

### **Opportunities:**

If an individual improves his personality, more opportunities will be available to him. For the positive approach, he has to make opportunities wherever possible. It is an external factor.

Some of the opportunities are the following:

1. Ability to score high marks in schools and colleges.
2. Ability to learn many languages.
3. Ability to have computer knowledge.
4. Ability to acquire more skills.
5. Ability to try for more jobs and select the best suitable job for him.

### **Threats**

A person must anticipate the challenges which may arise to him in future. It is an *external factor*.

1. Lack of eligibility
2. Lack of competency
3. Lack of communication skill
4. Lack of training
5. Lack of right job.

## 5. Goal Setting

### Meaning

Goal setting is the desire or ambition to attain a target.  
Eg.

- Will become a doctor
- Will become a professor
- Will become an Engineer

### Importance of Goal setting

- An individual or an organisation must decide the goals that are to be achieved
  - Goal setting creates *self confidence*.
  - It achieves *success* within a short period.
  - It develops *conduct* and *character*.
  - It brings in *better results*.
  - It improves *productivity* in an organisation.
  - It develops *cognition knowledge*.
  - It develops *ability*.

### Effective Goal Setting

Effective or powerful goal setting should be attained gradually. In order to achieve a target, the following principles should be followed. These principles are represented as 'SMART'. It means:

- S Specific
- M Measurable goals
- A Achievable
- R Realistic
- T Time bound

### Specific goal

The goal must answer the questions of  
What ?  
Where ?  
When ?  
Why ?

Eg. I will become a doctor

I will become a doctor before my marriage.

I will become a doctor to serve the poor people

I will become a doctor to serve the rural areas.

### **Measurable goal**

The goal should be a **quantitative** measure. If it is a quantitative measure it can be easily achieved.

### **Achievable goal**

The target of the goal must be achievable by our ability.

The goal must be designed based on our skills.

### **Realistic goal**

The goal must be **real** and **workable**. It should be **cost-effective**.

### **Time bound**

Stipulation of time is another significant aspect for setting goal. The date of starting and closing are essential at the time of deciding the goal. It helps to achieve the goal in time.

## **Principles of Goal Setting**

The following are the principles of goal setting:

### **• Desired result**

Desired result will be known to an individual before setting the goal, because the goal should be **understandable**.

### **• Believable**

If it is believable, it must be **implementable** and **achievable**.

### **• Controllable**

An individual can obtain the goal either with the help of **his own ability** or with the help of **group efforts**.

### **• Developmentable**

The goals must be useful for the development of oneself and the **public**.

### **• Measurable**

The goal must be in **quantitatively** measurable terms.

### • Achievable

The target of the goal must be achievable by our ability. The goal must be designed based on our skills.

### Goal setting at the Right level

The goal must be determined in a proper way.

The following factors are considered in setting, the goal

1. Self confidence
2. Ability to face challenges
3. Ambitions
4. Awareness
5. Knowing the importance

### 1. Self confidence

Self confidence helps a man to achieve his goal. A man with low self esteem decides that he can not achieve goal. So, he does not set goals.

### 2. Ability to face challenges

Attempt is more important in achieving a goal. If an individual fails in his attempt he may get success in the next attempt. For example, to get, through I.A.S and I. P. S exams, some may require two or three attempts.

### 3. Ambitions

The famous English saying goes that

Aim at Heaven, You get Earth

Aim at Earth, You get Nothing.

So, every individual should have high ambition and know his own abilities.

Then only he can set his goals.

### 4. Awareness

If an individual has enough awareness i.e. know the way of setting goal and also his ability, he may set goal as per his interest. Ultimately, he gets success. So, setting goal is an art. Self awareness is the secret of success.

### 5. Knowing the importance of goal setting

The goal is successfully achieved if one is well-aware of the goal.

## 6. Self Monitoring

Self monitoring is the process of observing and evaluating one's behaviour by himself.

It is closely related to self awareness of strengths and weaknesses.

### **High Self Monitor versus Low Self Monitor**

Having a large or comparatively larger capacity in evaluating oneself, is called High self Monitoring.

Having a small or comparatively smaller capacity in evaluating oneself, is called Low self Monitoring.

An individual, with high self monitoring has the ability to do all works effectively . But an individual, who has low self monitoring does not have the ability to execute the work effectively.

### **Advantages of Self Monitoring**

1. It improves self awareness.
2. It develops responsible behaviours.
3. It develops independence.
4. It improves skill
5. It improves *interpersonal relationships*.
6. It promotes *self-esteem*.
7. It improves *productivity*.
8. It improves *working efficiency*.

### **Disadvantages of Self Monitoring**

1. It should not be applied in *adolescent age*.
2. It should not be applied *before the Review stage* of an organisation.
3. It should not be *applied by students without teacher guidance*.
4. It should not be applied when the students are well organised.

5. It should not be applied, when the students are not facing any difficulty.

### **Self Monitoring and Job Performance**

1. Self monitoring develops *good personality*.
2. It helps to execute the work in an *effective manner*.
3. It develops *self confidence*.
4. It develops *flexibility*.
5. It helps in *group co-ordination* in work place.
6. It helps to *adjust with circumstances*.

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## **7. Perception**

**Perception** is the way by which sensory information is chosen and transformed so that it has meaning. Perception lies at the base of every human behaviour. It is the cognitive factor of human behaviour.

### **Definition**

There are various definitions of perception. Some of them are:

Perception can be defined as “the process of receiving, selecting, organizing, interpreting, checking and reacting to sensory stimuli or data.” - **Udai Pareek**

**Perception** is a “process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment”.

### **Characteristics of Perception**

1. Perception is selective i.e. we do not pay attention to all the stimuli around us. We pick and choose that which is useful to us in the present context.

2. Past experiences (learning) and motivation affect the way stimuli are perceived.
3. It is a combination of activities.
4. It is also useful in organizing activities.

### **Factors Affecting Perception**

Perception is influenced by two kinds of factors. They are **internal** and **external**.

#### **Internal Factors**

These factors reside in a person's concern. These include one's need, desires, personality and experience.

**i. Needs and desires:** An individual's perception about stimuli is influenced by *inter alia*, his needs and desires at that time. Perception varies depending upon variation in his/her needs and desires from time to time.

**ii. Personality:** Personality affects what is perceived during the given situation. A secure individual tend to understand or perceive others as warm. A self-accepting individual perceives themselves as liked, wanted and accepted by others.

**iii. Experience:** Experience and knowledge serve as the basis of perception. Successful experiences enhance one's perceptive ability. On the otherhand, failure erodes self-confidence. A perceiver understands stimuli with more accuracy if he has past experience.

#### **External Factors**

The external factors relate to what is to be perceived, and to a given situation. These are size, intensity, frequency, status, etc.

**i. Size (magnitude):** The larger the object, the more is the probability that is perceived. The size establishes dominance and enhances perceptual selection.

**ii. Intensity:** A more *intense stimulus* attracts more attention (perception) than does a more subtle one. Intensity is closely related with size. The more intense is the stimuli,

the more likely it is to be perceived. For example, a loud noise or a strong smell will be noticed more than a soft sound and a weak smell.

**iii. Frequency/ Repetition:** Repeated external stimuli get more attention than a single one.

**iv. Contrast:** An external stimulus which stands out against a contrast background will receive more attention. For example, safety signs with white letters on a red background are more attracting.

**v. Movement:** Moving objects attract the attention of people more than stationary objects.

**vi. Stimulus changes:** Stimulus changes elicit more attention than does sameness or monotony. A flashing light, for example, attracts the attention of people more than a stable one.

### **Improving Perception**

Accurate perception is a prerequisite for better behaviour. Therefore, improvement of perception is important. Following points should be carefully followed to improve perception

1. Perceive things accurately.
2. Improve self-concept that help to perceive others accurately.
3. Be empathetic, so that one can perceive problem of others from others' point of view.
4. Be positive in attitude. This helps to perceive things positively and more accurately.
5. Improvement in communication helps to deliver right message at the right time.

### **Perception process**

The process of perception is the **mechanism** of perception.

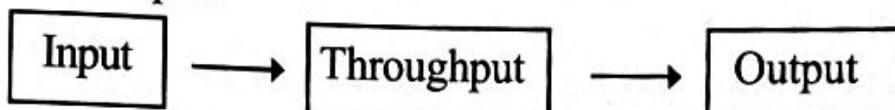
The perception process involves the following:

1. Receiving information
2. Selecting information
3. Checking information

4. Organising information
5. Interpreting information
6. Reacting to information

These factors can be broadly grouped into three steps.

1. Input
2. Throughput
3. Output.



*Fig. 7.1: Perception process.*

## 1. Input

Input is the ***receiving*** step of perception process.

It is induced by ***stimuli*** (Plural, stimulus – singular)

The stimuli are the following:

- People giving the information
- Object giving the information
- Event giving the information
- State of information

All the stimuli are ***external factors***.

Reception of stimuli is a ***psychological*** factor.

## 2. Throughput

Throughput is the process of ***analysing*** the information by the ***brain***.

It is an ***internal*** factor.

It involves the following events:

- ◆ Selecting information
- ◆ Checking information
- ◆ Organising information
- ◆ Interpreting information

Useful information are selected

Selected information are checked

Checked information are organised

Organised information are interpreted.

### 3. Output

Output is the *outcome* of perception.

It is also known as *action*.

It is the behaviour based on the processed information.

It may be *positive* or *negative* depending on the information.

The actions may be in the following ways:

- Development of attitude.
- Development of opinion
- Development of impression

### Errors in Perception

False perception, caused by internal and external factors is called error in perception.

There are two types of errors in perception.

They are-

1. Illusion
2. Hallucination

#### 1. Illusion

Illusion is the *misinterpretation* of the information by the brain.

It is a type of error in perception.

It is due to *internal factors*.

They are four types of Illusion:

They are

1. Illusion due to distance
2. Illusion due to size
3. Illusion due to colour
4. Illusion due to movement and speed.

Reasons for Illusion

1. Defects in sensory organ

2. Interests
3. Previous experiences and present selfishness
4. Expectation
5. Inexperience
6. Irregular changes in the environment
7. Habits

### **Hallucination**

Hallucination is an interpretation of brain in the absence of external stimuli that has qualities of real perception. It is a type of error in perception. It is induced by external factors.

There are two types of Hallucination. They are

1. Visual hallucination
2. Auditory hallucination

Reasons for hallucination

1. Irrelevant to continuous thinking
2. Day dreaming
3. The desire in the unconscious mind

### **Avoiding perceptual Error**

The following factors are considered to avoid perceptual error.

They are

1. Accurate Perception
2. Self Concepts
3. Empathy
4. Positive Attitudes
5. Avoiding Bias
6. Effective Communication

### **1. Accurate Perception**

*Self awareness, communication and interaction* are essential for accurate perception.

## 2. Self Concept

Self concepts refers to self regard and self esteem.  
 Error can be avoided by improving self concept.

## 3. Empathy

Error can be avoided by understanding the situation of a problem.

## 4. Positive Attitude

Positive attitude avoids error.

## 5. Avoiding Bias

Error can be avoided by avoiding bias

## 6. Effective Communication

Effective communication avoids perceptual error.

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# 8. Attitude

**Attitude** is defined as '*the way a person feels, thinks and behaves towards a particular issue*'.

According to **Munn**, "attitudes are learnt predispositions towards aspects of our environment. They are positively or negatively directed towards certain people, service or institutions."

According to **Krech** and **Crutchfield**, attitude is "an enduring organization of motivational, emotional, perpetual and cognitive process with respect to some aspect of the individual's world.

### Salient Features of Attitude

1. Attitude responds to persons, objects or events.
2. Attitude is related to the feelings and beliefs of people.
3. Attitude affects behaviour either positively or negatively.
4. Attitude undergoes changes.
5. Attitude affects perception.
6. Attitude is not inherited but learned from the environment.

## Formation of Attitudes

Attitudes are formed through the following:

- *Direct experience* is the most powerful source for attitude formation. More powerful and strong attitudes are formed from direct experiences. These attitudes are durable and difficult to change.
- Attitudes can also be obtained from environment or society. This is called *social learning*.
- Attitudes are obtained from *peer group*.
- By observing certain *role models*, individuals acquire attitudes.
- Culture also shapes attitudes.

## Types of Attitude

A person can have thousands of attitudes, both positive as well as negative. Persons with positive attitude deal problems optimistically whereas the negative persons deal them in pessimistic way.

### Keeping Away the Negative Thoughts

There are various ways to get rid of the negative thoughts.

- Stop worrying.
- Never participate in worrying conversations.
- Cultivate friendship with people who have faith, and hope that the world is a good place to live.
- Convince yourself that the whole world will be with you to support you.

### Ways to Develop Positive Attitude

- Have faith in one's abilities.
- Always keep a peaceful mind.
- Stop feeling anger. Practice self-control while shouting at others' fault.
- Hope for the best.
- Focus on strength.
- Think positively.

## Measurement of Attitude

*Giving points to the answers of pre-set questions related to attitude is called measurement of attitude.*

They are classified into the following four types:

1. Thurstone scale
2. Likert scale
3. Semantic differentials
4. Kelly's repertory grid.

### 1. Thurstone scale

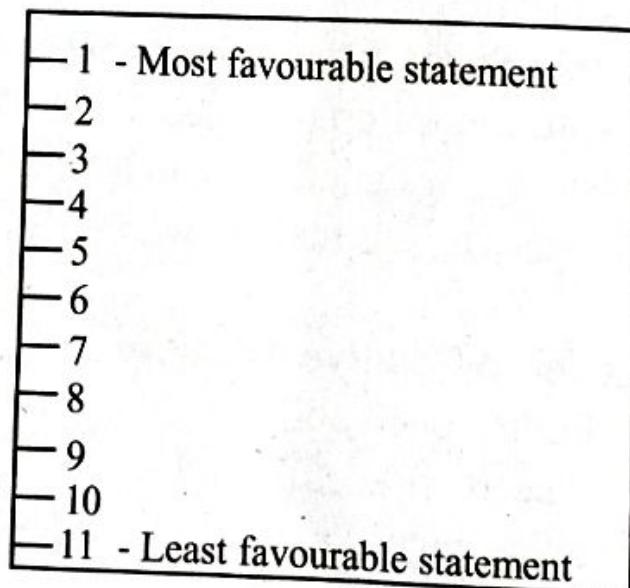
This is adopted by **L.L Thurstone** and **E.J. Chave**

It is also called **equal appearing interval scale**.

This type is **widely used** in the attitude measurement procedure

This scale uses **11 statements**.

- Eleven statements are prepared related to attitude.
- The questions may be **favourable or unfavourable** related to attitude.
- The **most favourable** statement is placed in **point one**.
- The **least favourable** statement is place in **point eleven**.
- The other statements are placed between these two points.



*Fig.8.1: Thurstone scale.*

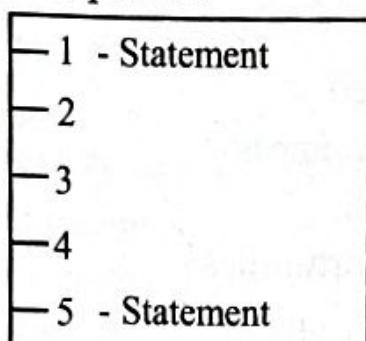
- This scale is given to the person for measuring attitude.
- He will select the statement based on his choice.

- The scores are worked out.
- Average is taken.
- It gives the measurement of attitude.

## 2. Likert Scale

It is also called summated rating scale.

This scale uses five points.



*Fig.8.2: Likert Scale.*

## 3. Semantic differentials.

This technique is adopted by **C.E. Osgood, G.J. Suci** and **P.H. Tannenbaum**.

1. It consists of many pairs of statements.
2. The statements are opposite adjectives or phrases.

## 4. Kelly's Repertory grid

It is adopted by George Kelly.

It uses non parametric factor analysis to determine attitude.

A grid consists of four parts. They are:

1. A topic
2. A set of elements
3. A set of constructs
4. A set of rating

## Barriers to Attitude Change

Barriers are the obstacles that come in the way of Attitude change.

The following four factors form the barriers to Attitude change

1. Information gap
2. Threatening

3. Resolving discrepancies
4. Impact of peers
5. Belief in relation to the information of an object.

### **Methods in Attitude change**

The following are the methods adopted in changing one's attitude.

- Optimism
- Being inspired
- Choosing happiness
- Solution finding
- Seeking opportunities
- Positive thinking

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## **9. Assertiveness**

### **Meaning**

Assertiveness is the expression of one's clear decision. It is the expression of one's opinion and feeling in the correct way.

#### **Assertiveness in Communication**

- Gives clear cut statement
- Gives brief statement
- Speaks confidently.
- Speaks without any hesitation.
- Sticks to the point
- Uses constructive criticism
- Does not hurt others
- Asks questions to find out the opinion of others.
- Avoids excuses

### **Assertiveness Techniques**

1. Passive communication
2. Aggressive communication

**3. Passive-Aggressive communication****4. Assertive communication****1. Passive communication**

Passive communication is agreeing with other's opinion without hesitation. While communicating with others in a passive manner, one has the following qualities.

- Asking forgiveness
- Not hurting others
- Not giving inconvenience to others
- Not disclosing anger
- Has high self esteem
- You are OK -attitude

**2. Aggressive communication**

Aggressive is defensive and fault finding.

Aggressive communication is opposite of passive communication.

The person who possesses this communication may have the following qualities.

- 1. Giving importance to his needs.
- 2. Cannot listen to the opinion of others.
- 3. Low self - esteem.
- 4. Will not have tolerance.
- 5. I am ok - attitude.
- 6. You are not ok – attitude.

**3. Passive-Aggressive communication**

This type of communication is a compromise between passive and aggressive communication.

This communication is neither positive nor aggressive.

In this, information is given through body movements.

This kind of person may possess the following qualities:

- Give information effectively
- Acts with self confidence
- Acts with open mind

- Acts honestly
- I am ok and You are ok - attitude

#### **4. Assertive Communication**

Assertive communication is a *positive* way of communication.

It involves two ways of communication.

This kind of person possesses the following qualities.

1. Understand the feeling of others.
2. Will have self confidence.
3. Will develop high esteem.
4. Will exchange the information honestly.
5. Will give information with self control.
6. Will consider all equally.
7. Will manage the conflict effectively.

#### **Benefits of being Assertive**

Assertiveness provides the following benefits:

1. Goal is achieved.
2. Gets better communication.
3. Reduces misunderstanding.
4. Problem solving skill is developed.
5. Less stress and Tension.
6. Gets the co-operation of others.
7. Acts as a guide to others.
8. Develops leadership qualities.

#### **Improving Assertiveness**

1. Developing communication
2. Developing problem solved skill
3. Improving self confidence
4. Avoiding angry and tension
5. Understanding the problems of others
6. Giving apt replies.
7. Speaking without hesitation
8. Speaking for other's right.

## **10. Team Building**

Team building is *creating* a group of individual for doing a *project* effectively.

A **team** is a group of people working together for a common *goal*.

The aim of team building is to *work together* and *achieve together*.

Team *shares* the work and doubles the *success*.

It is the process of gathering the right people and working together for the success of a project.

*According to Henry Ford,*

- Coming together is beginning,
- Keeping together is progress
- Working together is success.

### **Types of team**

Teams are classified into six types.

They are the following-

1. Independent Team
2. Interdependent Team
3. Virtual Team
4. Problem solving Team
5. Self Managed Team
6. Cross function Team

#### **1. Independent Team**

In independent team, all the members *perform the same work*.

The success or failure of one member will *not affect the performance* of other members.

#### **2. Interdependent Team**

In interdependent team, the members have *different work*.

The success or failure of the work depends on the performance of all the members.

### **3. Virtual Team**

In virtual team, the members are connected with *internet*.

### **4. Problem solving Team**

Problem solving team is concerned with the *solving of problems* of the organisation.

### **5. Self Managed Team**

This team is given *autonomy*.

### **6. Cross functional Team**

In cross functional team, the members are selected from different departments.

### **Importance of Team Building**

1. It helps the team members to understand *their strength and weakness*.
2. It strengthens *team work*.
3. It induces *creativity*.
4. It improves *communication*.
5. It improves *team trust*.
6. It improves *collaboration*.
7. It develops *problem solving skill*.
8. It increases the *productivity*.

### **Creating Effective Team**

1. A team should have a *Leader*.
2. The leader must be a *role model*.
3. Give importance to *ideas* of all members
4. *Communication* should be clear.
5. Develop specific *goal*.
6. Member should be *encouraged*.
7. Assess *team performance*.
8. Take *consensus decision*.

# **11. Leadership**

**Leadership** is the ability of a person to influence a group towards the achievement of goals. A successful leadership requires behaviour that unites and stimulates others towards defined objectives in specific situations. Leadership quality is a must for any field of life, whether it is a battle field, play ground, business establishment or a college students union.

The person who guides or influences the behaviour of others is called '**leader**' and people guided or influenced are called the '**followers**'.

A leader need to be task - oriented. He must be a person whom other members of the team can rely upon in the time of crisis.

The leadership traits are:

- |                    |                                |
|--------------------|--------------------------------|
| 1. Honest          | 7. Self control                |
| 2. Forward-Looking | 8. Pleasing personality        |
| 3. Competent       | 9. Co-operation                |
| 4. Inspiring       | 10. Sympathy and understanding |
| 5. Intelligent     | 11. Mastery of traits          |
| 6. Courage         |                                |

## **Leadership Styles**

The term "**leadership style**" refers to the way in which a leader influences his followers.

According to **Fred E. Fiedler**, one's leadership style depends on one's personality and is therefore relatively fixed.

Leadership style is classified into three types. They are

1. *Autocratic or Authoritative Style*
2. *Democratic or Participative Style*
3. *Laissez-Faire or Free-Rein Style*

## 1. Autocratic / Authoritarian

Autocratic leader makes almost a ***unilateral decision*** on how to proceed. The authoritarian leadership style is based upon the assumption that the leader knows everything and knows what is best for the organization. He commands and compels his subordinates to obey his orders. The autocratic leader has all the power to make decision. Employee behaviour is closely controlled through such means as punishment, reward, arbitrary rules and task orientation.

In an autocratic leadership style, the person in charge has total authority and control over decision making. The subordinates' suggestions have no priority. They have no opportunity to make suggestion.

Authoritarian leaders can be

- Arrogant
- Hostile
- Boastful
- Egotistical

The autocratic leadership style is useful in situations that need strict control. When conditions are dangerous, rigid rules can keep people out of harm. It is suited for certain environments such as the military, a prison, etc. Rigid organizations often use this style

Authoritarian leadership is suitable in situations where

- Employees are ignorant, sluggish, lack ambition, dislike responsibility and prefer to be led.
- Employees cannot be trusted to do what is right for the organization. Unlimited authority is thus rightly vested in the leader.

Here are some things to keep in mind to be effective when acting as an autocratic leader:

- Respect your subordinates
- Explain the rules

- Be steady or dependable
- Educate before you enforce

## **2. Democratic Style or Participative Style**

In democratic style of leadership, the leader takes decision after consulting with his subordinates. It is a co-operative approach towards a problem. It focuses on group relationships. The democratic leadership style encourages employee participation. Subordinates are encouraged to express their ideas and make suggestions. Ideas move freely amongst the group and are discussed openly. All the available informations are synthesized into the best possible decision. In this style of leadership, supervision is minimal because individuals take the responsibility for their behaviour. The democratic leader must also be able to communicate that decision back to the group.

It is well suited in environments where people have a very high level of expertise such as software engineers, lawyers, doctors, mature teachers, etc. The democratic leadership style promotes greater job satisfaction and improved morale.

Democratic leaders tend to be

- Warm
- Confident
- Friendly
- Committed

### **Pros of the Democratic Leadership Style**

- Subordinates get opportunity to develop their potentials.
- They are exposed to greater responsibilities.
- Subordinates feel job satisfaction
- It helps to take right decision

### **Cons of the Democratic Leadership Style**

- The democratic leader depends on the knowledge of his followers or employees.

- The democratic style is time consuming. When you ask people for their opinions, it takes time for them to explain what they think and for others, to understand what they are saying. If the business need is urgent, the democratic style is not applicable.

Democratic style is found suitable in the following situations when:

- Subordinates are competent and experienced.
- The leader prefers to involve his subordinates in sharing their ideas.
- The organization has made its objectives transparent to the employee.

The following points should be kept in mind to become an effective democratic leader:

- Keep communication open
- Focus the discussion
- Be ready to commit
- Respect the ideas
- Explain, but don't apologize

### **3. Laissez Faire Style**

In this style, the whole responsibility of decision making is left to the subordinates. The leader has actually no leadership role. The subordinates enjoy full freedom.

Since there is full freedom to the subordinates, it creates chaos and mismanagement in decision making.

Laissez Faire style is suitable in situations like

1. Leader is able to fully delegate the powers of decision making in his subordinates.
2. Subordinates are
  - Competent and
  - Well knowledged
3. Organizational goal and objectives are well explained to the subordinates.

**Theories of Leadership**

There are four theories of Leadership. They are the following:

1. Trait theory
2. Behavioural Theory
3. Situational Leadership Theory
4. Fielder's contingency model

**Trait Theory**

According to trait theory a leader becomes successful by his own personal characters.

Kelly founded this theory and it is the earliest theory.

Trait theory is further developed by many researchers such as *Stogdill, Ghiselli* and others.

According to Trait's theory, the following traits are required for a successful leader.

1. Intelligence
2. Attitudes
3. Personality
4. Physical factors -height, weight, health, appearance
5. Judgement
6. Self confidence
7. Supervisory ability
8. Achievement
9. Motivation
10. Self-assurance
11. Decisiveness
12. Emotional stability
13. Communicative skill
14. Human Relations
15. Technical skill
16. Social skill

## **2. Behavioural Theory**

This theory is based on the **behavioural activity** of the leader 'what leaders **do** rather than what they are' -is the policy of this theory.

This kind of leadership has two ways.

### 1. Functional behaviour

**Positively convinced** the follower

### 2. Dysfunctional behaviour:

Follower can **not be convinced**.

## **3. Situational Leadership Theory**

According to this theory the most effective leaders are able to **adopt** their style to the **situation at hand**.

The leaders **look at the cues** such as the type of the task, the **mind of the followers** and **other factors** that make the task done

This theory suggests that **no single** leadership style is best.

**Paul Hersey** and **Ken Blanchard** founded this theory.

## **4. Fiedler's contingency model**

This theory states that the best leadership depends on nature of the group, nature of the task and power of the leader.

- The leader fully **trusts its followers** and the **followers** will adopt a **loyal** and **co-operative** attitude.
- They are in **favour** of the company.
- The leadership's style depends on the **nature of the task**. **Clear task** requires less supervision.
- **Hierarchical** position of the leader.
- **Knowledge** of the leader.
- **Competencies** of the leader
- This theory is developed by **Fred. E. Fiedler**.

## 12. Negotiation Skills

### Meaning

*Negotiation skill is the ability to settle differences that arise among the groups. It is the ability to reach compromise or agreement.*

The word ‘negotiation’ is derived from Latin word ‘**negotium**’

Negotium literally means,

‘**Neg**’ means **not**

‘**Otium**’ means ‘leisure’

‘Negotium’ means ‘**not leisure**’

In ancient times, **negotiation** was **business** and **business** was **negotiation**.

The following are the principles of negotiation. They are:

1. Mutual respect
2. Cause and the problem
3. Solutions
4. Co-operation
5. Mutual Trust
6. Smooth relationship
7. Clear communication

#### **1. Mutual respect**

*Both parties must give respect and have self-confidence.*

#### **2. Cause and the problem**

The *cause* of the problem should be found out and should be *clearly defined*.

#### **3. Solutions**

In the process, *more solutions* should be arrived at. The *best solution* is then *finalised*.

#### **4. Co-operation**

Both parties should *co-operate* to take a *clear solution*.

**5. Mutual Trust**

*Action plan* is accepted on the principles of *mutual trust*.

**6. Smooth Relationship**

Smooth relationship should be *Maintained*. One party should *not control* or *dominate* the other party.

**7. Clear Communication**

Necessary informations are to be *communicated properly*.

**Types of Negotiation**

1. Managerial negotiation
2. Commercial negotiation
3. Legal negotiation

**1. Managerial negotiation**

It is between an *organisation* and *its employees*. It is the negotiation *within the organisation*. So, it is called *internal negotiation*.

**2. Commercial negotiation**

It is between an *organisation* and the *consumers*. i.e between the *organisation* and *customers, suppliers, bankers*.

Mutual trust and '*give and take*' policies are maintained.

**3. Legal negotiation**

It is the *deliberation* between *two parties* ending in an *agreement*.

**Process of Negotiation**

The following are the process of negotiation. They are

1. Define the problem
2. Diagnose the cause of the problem
3. Separate the people from the problem
4. Focus on interest
5. Arriving at a decision
6. Agreement

**1. Define the problem**

This is the *first step* in the process of negotiation. The problem should be *presented clearly* to the parties. It helps

to **gather information** regarding the problem and understand why the **situation** has happened.

## 2. Diagnose the cause of the problem

Having defined the problem clearly, the causes for negotiation must be found out. During this process, one should **verify** what has been **done in the past** in this situation and how it was **worked** out.

## 3. Separate the people from the problem

According to this process, the **people** and the **problem** are to be **separated**. **Both** parties must **explain** the **problem** clearly. **Communication** must be **effective** in the course of negotiation.

**One** party must hear the **problem** of **other party** and **accept** the **opinion** of other party.

## 4. Focus on interest

The **interested party** must be **known first**. **Both** the parties involved should be **aware** of the problem to be discussed. Both the parties must act in a **flexible manner**. Then only **definite decisions** may be taken.

Make options for **mutual benefit**.

## 5. Arriving at a decision

After **diagnosing** the **causes** of the problem, some of the **options** should be **presented** to solve the problem. The **best option** should be **implemented**. The option should be **agreeable to both** parties.

## 6. Agreement

After asking clarification from both the parties, **final decision** may be taken. During this process '**making question**' and '**keeping silence**' are the tools. The **selected option** should be **implemented** with full effort. A **written document** is made with the **signature** of **both** the parties.

## Common Mistakes in Negotiation Process

Sometimes, there may be **mistakes** or **misunderstanding** between the two parties involved in the process of negotiation.

1. Ineffective communication.
2. Misunderstanding the opinion of either party.
3. Refusal of the terms of negotiation.
4. Becoming angry on other party.
5. Not respecting the opinion of other party.
6. Both parties aim to win the negotiation.

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## 13. Conflict Management

### Conflict

Conflict is the *difference of opinion* between two persons or two groups.

Conflict is a *disagreement* on a problem between *two persons or two groups*.

Robbins has defined conflict as follows. "Conflict is a process in which an *effort is purposefully* made by one person or unit to *block another* that results in frustrating the attainment of the other's goals, or the furthering of his interests"

### Types of Conflict

The following are the main types of conflicts:

1. Leadership Conflict
2. Cultural Conflict
3. Organisational Conflict
4. Non-organisational Conflict
5. Intrapersonal Conflict
6. Interpersonal Conflict
7. Intergroup Conflict
8. Interorganisational Conflict

#### 1. Leadership Conflict

Leadership conflict is the *disagreement* between *two leaders*.

**2. Cultural Conflict**

It is the *difference* of opinion between *two or more societies*.

**3. Organisational Conflict**

It is the *difference of opinion* prevailing among the *employees* of an organisation due to change in the rank.

**4. Non-organisational Conflict**

The conflict due to *personal grudge* between *two persons* is called non- organisational conflict.

**5. Intrapersonal Conflict**

This conflict arises *within the mind* of an *individual*.

It is the *psychological state of mind* of a person.

**6. Interpersonal Conflict**

The *difference of opinion* between *two persons* or *groups* is called *interpersonal* conflict.

**7. Intergroup Conflict**

The *disagreement* between *two groups or parties* is called intergroup conflict.

It is due to the *domination* of *one group* over the other.

**8. Interorganisational Conflict**

It is the *difference* of opinion between *two or more organisations*. It is mainly due to *competition* among the organisations.

### **Levels of Conflict**

The *difference* of opinion arising at *different categories* is called levels of conflict.

1. Organisational level
2. Individual level
3. Group level
4. Interpersonal level

#### **1. Organisational level conflict**

It is the *difference* of opinion prevailing among the employees of an organisation due to *change* in the *rank*.

## 2. Individual level conflict

The *difference* of opinion among the *individuals* is called individual level conflict

## 3. Group level conflict

The *disagreement among group* is called group level conflict.

## 4. Interpersonal level conflict

The *difference* of opinion between *two person or groups* is called interpersonal level conflict.

## Conflict Resolution

The *difference* of opinion or conflict is *universal*.

It will *inhibit progressive development*. So it is inevitable to settle conflict.

The *steps* taken to avoid the conflicts are called *conflict resolution* or *conflict handling models*.

The following are the conflict resolutions:

1. Problem Solving
2. Avoidance
3. Smoothing
4. Compromise
5. Confrontation

### 1. Problem Solving:

This technique is applied when conflict is based on *mistrust* of the parties. Conflicting parties should *come together, negotiate and solve the problem*.

### 2. Avoidance:

It is an issue that may create *difference of opinion* or *disagreement*. It may be *avoided* or *postponed*.

### 3. Smoothing:

Smoothing is *putting aside* of the *differences* existing between the parties.

**4. Compromise:**

Conflict may be *removed* by *convincing* both the parties. 'Give and take' policy is adopted in compromise.

**5. Confrontation:**

When the *above techniques* are not *worked out* in solving the conflict, confrontation technique may be adopted. Here the *conflict* may *exist*. There is no '*Give and Take' policy*.

There will be *three types* of *outcome*, namely:

1. *Loss* to one party and *gain* to another party
2. *Loss* to *both* parties
3. *Gain* to *both* parties.

### **Conflict Management**

Conflict management is the ability to *identify* and *handle* conflicts *sensibly*, *fairly* and *efficiently*. It creates *pleasant*, *calm* and *quiet situation* in the organisation. There will be *no difference of opinion* and *disagreement* in the organisation.

The conflict management involves two process. They are-

1. Preventive step
2. Curative step

#### **1. Preventive step**

Conflict may be *avoided* or *prevented* from arising. The following *steps* are taken as preventive measures:

1. Appointing efficient leader
2. Creating pleasant relations among the individuals.
3. Two way communication
4. Giving incentives
5. Giving Promotion
6. Opportunity is given for decision making.

#### **2. Curative step**

This method is adopted *after conflict* has happened in the organisation.

In order to *remove* the *conflict*, the following steps may be taken.

1. The *conflicting persons* are *transferred*.
2. *Public relation officer* may be appointed.
3. The conflict may be brought to the *notice* of *higher official*.
4. *Awareness* must be created.
5. Employees must be treated smoothly.
6. Two way communication may be followed.

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## 14. Communication

The word ‘communication’ is derived from the Latin word ‘**communis**’ which means **common**.

Communication refers to the **sharing** or **exchanging** of **information** by **speaking**, **writing**, or using some other means.

It is conveying information from one person to other person. Communication is a **two way process** of **transmitting** ideas and plans.

### **Definition**

**William Scott** says “Communication is a process which involves the **transmission** and **accurate replication** of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organisational goals.”

### **Importance of Communication**

1. **Ideas** and **concepts** can be exchanged by communication.
2. It helps in **learning**.
3. **Discussion**, **criticism**, **debating** etc. are made through effective communication.
4. **Knowledge** gaining.
5. It helps to **obtain diplomas** and **degrees**.
6. It provides good **employment**.
7. **Poet** can communicate his ideas and feelings through **poems**.
8. A **musician** can communicate through **tunes**.
9. **Friends** can communicate through **letters**.
10. **Written documents** are produced as evidence in the **court**.
11. **Disputes** are finalised in the court based on the **arguments** made by the lawyers.
12. Sales letters and advertisements promote **business**.
13. **Voters** are mobilised by effective **canvassing** by election contestants.

14. In an organisation, **planning, motivation, control** etc. are made through effective communication.

## Process of Communication

Process of communication refers to the **transmission** of **information** from one person to another and getting a **response**.

It is a **cyclic** process, as it **begins** with the **sender** and **ends** with the **sender** in the form of **feedback from the receiver**.

Communication process involves the following components:

1. *Sender*
2. *Message*
3. *Encoding*
4. *Channel*
5. *Receiver*
6. *Decoding*
7. *Feedback*

**1. Sender:** The **person transmitting** the message is called sender.

**2. Message:** Message is the **subject matter** of communication.

**3. Encoding:** The **symbol** used for communication is called **encoding**. The symbols include the following:

Words	Dances
Tune	Pictures etc.
Actions	

**4. Channel:** The communication **medium** is called the channel. Eg. Telephone

- Mobile
- Radio
- TV
- Letter

Email

Whatsapp, etc.

**5. Receiver:** The person *receiving* the *message* is called the receiver.

**6. Decoding:** Decoding is the *understanding* of the *meaning* of the *symbol* by the *receiver*.

**7. Feedback:** The receiver sending the *response back to the sender* is called feedback.

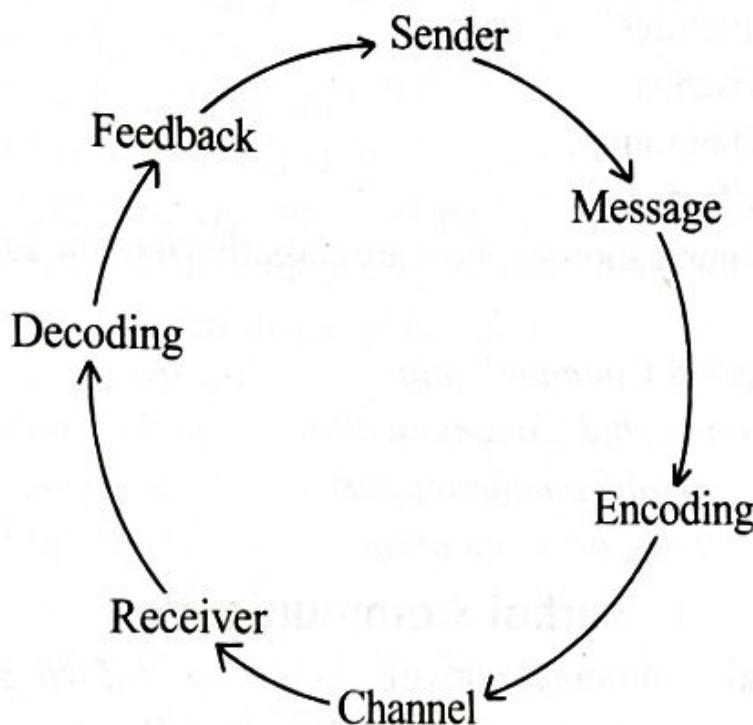


Fig:14.1: Cyclic Process of Communication.

### Communication Symbols

Communication symbol is the *encoding component* of communication process. It helps to *understand* the *meaning* of the *message* given by the sender.

Communication means an *exchange* of *ideas* or *information* from one person to another. It requires the use of *certain symbols*.

*Words* are the main *communication symbols*.

The following are the communication symbols:

1. Oral communication
2. Words

3. Written communication
4. Body language
5. Facial expressions
6. Gestures
7. Eye contact
8. Tune
9. Actions
10. Dances
11. Pictures
12. Graphs
13. Diagrams
14. Charts

Communication symbols are classified into the following types-

1. *Verbal Communication*
2. *Non-verbal Communication*
3. *Pictorial Communication*
4. *Written Communication*

## **1. Verbal Communication**

Verbal communication refers to using *oral words*.

***Verbal communication*** includes the following:

- *Conversation*
- *Speaking*
- *Discussion*
- *Debating*
- *Criticism*

## **2. Non-verbal Communication**

Non-verbal communication is in the form of *body movements*.

Non-verbal communication includes the following aspects:

1. *Body language*
2. *Facial expressions*
3. *Gestures*
4. *Eye contact*

## 1. Body Language

*Body language* is the language one's body speaks. Body language **speaks more** than words. With this unique language, one can **convey feelings, reaction, need** and **attitude**. *Body language signals* are called '**Leakages**'. It is called leakage because one may try to **tell something**, but the **truth will leak out visually**. This is because sometimes a person's movements or gestures can be guided by his **subconscious thoughts**.

Some of the **negative leakages** one should try to **avoid** while appearing for interviews include:

- Crossed arms or legs
- Hands in the pocket
- Carrying books across chest
- Playing with watches
- Sitting on the edges of the chair
- Straightening the tie
- Tapping foot
- Fiddling with jewellery or hair
- Biting nails
- Rocking the chair
- Drumming using the fingers
- Clearing throat too much

One can improve personality to a great extent by avoiding behaviours like

- Working when someone is talking to you
- Puffing
- Smirking
- Whispering
- Standing too close
- Grooming yourself
- Tottering
- Crackling knuckles

## 2. Facial Expression

*Facial expression means speaking out one's emotions and ideas through face.*

Smile is regarded as a powerful cue that *transmits happiness, friendliness, motivation, warmth, liking, affection, etc.* With a *gentle smile* on the face, one is sending out a *friendly signal*, which is almost always reciprocated in a positive manner.

### 3. Gestures

*Gestures means the way of expressing one's idea through movement of head or hands.*

Gestures are another important part of non-verbal communications. If one *fails* to *use gestures* while speaking, they tend to be *perceived as boring, stiff and unanimated*. A *lively* and *animated teaching and speaking style* captures the *audience attention*, at any given point. For example, nodding the head communicates positive reinforcement, indicating that the speaker is being heard.

Other aspects of the body that are important in communication is the *posture of the body*; as well as the *proximity* being maintained. For instance, while *listening* one should *lean* a little forward to show that they are interested in the conversation.

### 4. Eye Contact

Eye contact is an *important tool of interpersonal communication*. This factor helps to *regulate the flow* of communication. It *signals interest* in others. Furthermore, eye contact with the audience *increases the speaker's credibility*. It is also an important part of *effective team communication skills*.

## 3. Pictorial Communication

In pictorial communication, the *message* is conveyed through *pictures*.

It is a *visual* communication.

It is the *easy way* of communication

It is easily understood by layman

The messages are transferred as:

1. Pictures
2. Graphs
3. Diagrams
4. Charts

#### **4. Written Communication**

It refers to *transmission of messages* through *written words*.

It functions as a *permanent record for future reference*:

- Reports
- Orders
- Memos
- Poem
- Dramas
- Novels
- Documents
- Judgements

#### **Communication Network**

Communication network refers to the *transfer of information* among the *individuals*, in a society, schools, colleges, organisation, department, business place etc.

Communication network is of the following types:

1. Formal Communication
2. Informal Communication
3. Downward Communication
4. Upward Communication
5. Horizontal Communication
6. Verbal Communication
7. Non-verbal Communication
8. Pictorial Communication
9. Written Communication

#### **1. Formal Communication**

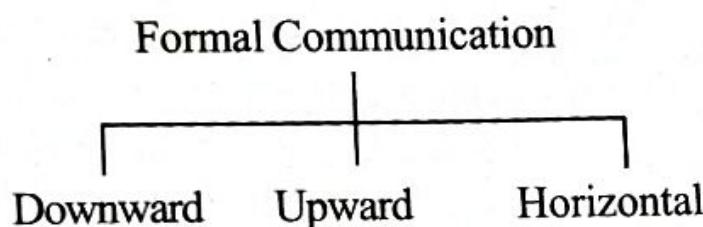
Formal communication refers to *interchange of information officially*. It is an official communication. The flow

of **communication is controlled** and is a **deliberate effort**. This makes it possible for the information to reach the desired place **without any hindrance**, at a little cost and in a proper way.

This communication travels through the **formal channel** from **superior** to **subordinate**. It is also known as **channel of command**.

The formal communication is of **three types**. They are-

1. Downward Communication
2. Upward Communication
3. Horizontal Communication



## 2. Informal Communication

Informal communication is an **unofficial** communication.

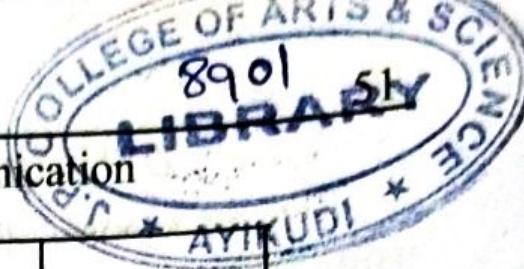
Informal communication involves **unsanctioned, informal** communication between **organisation members** and can flow in **any direction**. A **specific type** of informal communication is the grapevine.

It is **free from formalities**.

It prevails **outside** the **official work** and also in the **society**.

It follows four types of network

1. **Single strand** - interview
2. **Gossip** - an individual communicates non selectively.
3. **Probability** - an individual communicates with other individuals at rundown.
4. **Cluster** - an individual communicates only selectively and non-randomly.



Single strand

Gossip

Probability

Cluster

### 3. Downward Communication

It is the flow of information and messages from a **higher level** inside an organisation **to a lower one**. i.e. messages and orders start at the upper levels of organisation hierarchy and move down **towards the bottom levels**.

It is a **formal communication**.

Downward communication creates the following problems:

- |                  |                    |
|------------------|--------------------|
| 1. Criticism     | 4. Non-cooperation |
| 2. Contradiction | 5. Resistance      |
| 3. Distortion    |                    |

### 4. Upward Communication

It is the process of information flowing from the **lower levels of a hierarchy to the upper levels**. Information flows from **subordinates to superior**.

It is a **formal communication**.

It helps **employees** to express their **requirements, grievances, personal and family problems**.

**Employees are motivated** by this communication.

It provides **feedback facility**.

### 5. Horizontal Communication

It is the **transmission of information** between people, within the **same level of hierarchy**. It is also known as '**lateral**' or **cross-wise** or **side way** communication.

It is the communication **among superiors** or **among the subordinates**.

It is a right way of **checking the power** of the **top officials**.

It is the communication among the people of the **same cadre or rank**.

It is a **formal communication**.

## 6. Verbal Communication

It is the *sharing of information* between individuals by using speech. It is also known as *oral communication*.

It is a *time saving, quick* and *economical* communication. It is *flexible* and can be changed based on *circumstances*.

- E.g.
- Telephone talk
  - Oral orders
  - Lectures
  - Conference
  - Speech

## 7. Non-verbal Communication

Non-verbal communication is carried out through *body movements* and is *not oral*.

Non-verbal communication includes the following aspects:

1. Body language
2. Facial expressions
3. Gestures
4. Eye contact

### 1. Body Language

*Body language* is the language one's body speaks. Body language *speaks more* than words. With this unique language, one can *convey feelings, reaction, need* and *attitude*. *Body language signals* are called '*Leakages*'. It is called leakage because one may try to *tell something*, but the *truth* will *leak-out visually*. This is because sometimes, a *person's movement* or gestures can be guided by his *subconscious thoughts*.

Some of the *negative leakages* one should try to *avoid* while appearing for interviews include:

- Crossed arms or legs
- Hands in the pocket
- Carrying books across chest
- Playing with watches
- Sitting on the edges of the chair
- Straightening the tie

- Tapping foot
- Fiddling with jewellery or hair
- Biting nails
- Rocking the chair
- Drumming using the fingers
- Clearing throat too much

One can improve personality to a great extent by avoiding behaviours like

- Working when someone is talking to you
- Puffing
- Smirking
- Whispering
- Standing too close
- Grooming yourself
- Tottering
- Crackling knuckles

### **2. Facial Expression**

*Facial expression means speaking out one's emotions or ideas through face.*

Smile is regarded as a powerful cue that **transmits happiness, friendliness, motivation, warmth, liking, affection, etc.** With a **gentle smile** on the face, one is sending out a **friendly signal**, which is almost always reciprocated in a **positive manner**.

### **3. Gestures**

*Gesture means the way of expressing one's idea through movement of head or hands.*

Gestures are another important part of non-verbal communications. If one **fails to use gestures** while speaking, they tend to be **perceived as boring, stiff and unanimated**. A **lively and animated teaching and speaking style** captures the **audience attention**, at any given point. For example, nodding the head, communicates positive reinforcement, indicating that the speaker is being heard.

Other aspects of the body that are important in communication is the ***posture of the body***; as well as the ***proximity*** being maintained. For instance, while ***listening*** one should ***lean*** a little forward to show that they are interested in the conversation.

#### 4. Eye Contact

*Speaking with eyes is called eye contact.*

Eye contact is an ***important tool of interpersonal communication***. This factor helps to ***regulate the flow*** of communication. It ***signals interest*** in others. Furthermore, eye contact with the audience ***increases the speaker's credibility***. It is also an important part of ***effective team communication skills***.

### 8. Pictorial Communication

In pictorial communication, the ***message*** is conveyed through ***pictures***.

It is a ***visual*** communication.

It is the ***easy way*** of communication

It is easily understood by ***layman***

The messages are transferred as:

- 1. Pictures    3. Diagrams
- 2. Graphs    4. Charts

### 9. Written Communication

It refers to ***transmission of messages*** through ***written words***.

It functions as a ***permanent record*** for ***future reference***:

*Reports*

*Orders*

*Memos*

*Poem*

*Dramas*

*Novels*

*Documents*

*Judgements*

## Barriers in Communication

A communication barrier is anything that *prevents one from receiving and understanding the messages given by the sender.*

The barriers *prevent the messages* to reach the receiver. There are several reasons for the barriers in communication.

- 1) *Language barrier*
- 2) *Emotional barrier*
- 3) *Organisation barrier*
- 4) *Differences in perception*
- 5) *External barriers*
- 6) *Internal barriers*
- 7) *Personal barrier*
- 8) *Gender barrier*
- 9) *Cultural barrier*
- 10) *Physical barriers like being deaf, dumb, etc.*
- 11) *Lack of interest*
- 12) *Lack of attention*

### 1. Language barrier

*Ineffective way of conveying message* through the *medium* of language is called language barrier. It is also called *semantic* barrier. It is an *external* barrier.

It is the *basis* for all communications. Language barrier arises in the *context of receiving and understanding the message*. Some of the barriers that belong to this kind are:

- Wrong translation
- Wrong assumption
- Wrong expression of messages
- Incomplete transfer of message
- Knowing less number of languages

### 2. Emotional barrier

The *meaning* of the message *differs* on the *emotional status* of both the *sender* and *receiver*. It is also called *psychological* barrier. It is the *internal* barrier. The following are some emotional barriers:

- *Improper attention*
- *Premature evaluation*
- *Uncertainty in the wording*
- *Prejudice on the communicator*

### 3. Organisation barriers

The barriers arising due to organisational set up are called organisation barriers.

It is an *external barrier*.

The following are organisational barriers-

- *Organisational rules and regulation*: They may affect the *flow of communication* in different direction.

- *Status between higher and subordinate authorities*: It may affect the flow of communication in upward direction.

- *Complexity in an organisation structure*: It may *delay the flow of communication*.

### 4. Differences in perception

No two persons *understand* a matter *alike*. Everyone *perceives* each thing in a *different way*. Every person's perception is based on his *education* and *environment*.

It is also called *viewpoint barrier*.

It is an *internal barrier*.

## Overcoming Communication Barriers

Some *principles* may be adopted to make communication *effective*. These *principles* focus attention to the important areas *like quality* of the message, *conditions* for *reception* of the message and maintaining *co-ordination*.

The principle are:

1. *Complete and clear message*
2. *Consistency of message*
3. *Maintenance of co- ordination*
4. *Understanding receiver*
5. *Motivating the receivers*
6. *Two way communication or feedback*
7. *Evaluation*.

**1. Complete and clear message**

The *clarity* and *completeness* of the message is essential for an effective communication. *If not*, they will *affect* the ability of the parties to *communicate*.

**2. Consistency of message**

The *message* to be communicated must be *consistent* with the *policies* of the *organisation*. If any change in the polices is made, it must be informed clearly.

**3. Maintenance of co-ordination**

*Smooth* and *friendly* co-operation between the *higher officials* and *subordinates* of an organisation is essential. Otherwise, the important matter may be *suppressed* or *misunderstood*.

**4. Understanding receiver**

The message must be *understood* by the *receiver* in the *same sense*, as that was sent by the sender.

**5. Motivating the receiver**

The *receiver* must be motivated to express his *reaction* after receiving the message.

**6. Two way communication or feedback**

The higher authorities should *check* whether their *subordinates understand* the message properly. According to *Richard M. Hodgetts*, 'Two way communication is important, as it allows subordinates to speak openly and freely in order to obtain upward flow of information.'

**7. Evaluation.**

Evaluation in the communication system is essential to *verify* the *causes* of the *problem* and to take *suitable steps* further.

## 15. Transactional Analysis

### Definition

Transactional analysis refers to the *psychoanalytic process* to study the *interpersonal behaviours*. Dr. Berne defined the transactional analysis as the method for studying *interactions* between *individuals*.

### Meaning

Transactional analysis is the method of *studying* and *understanding* the *interpersonal behaviour*.

When people interact with each other, there is an *exchange of views, ideas and culture*.

This *exchange of views* and *concepts* is called *transaction*.

In this transaction, *one person responds to another person*. The method of study of this transaction is called *transactional analysis*.

### Ego states

Berne defined Ego state as a "consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour"

### Meaning

Ego states are a *person's sense of self esteem* or *self importance*. They are the *ideas* or *opinions* of *oneself* and the feeling of *one's own importance* and *ability*.

The word 'Ego' comes from *Latin word* meaning 'I'.

Ego states explain "*how we are made up of, and how we relate* to others"

They will *not* make one to *think of his weaknesses*.

Ego states make one to *think that his faults are better than the virtues of others*.

*Ego state* is identified by *transactional analysis*.

Ego states explain the ways people *think, feel and behave.*

### Types of Ego states

*Berne* classified ego states into *three types*. They are the following:

1. Parent ego state
2. Child ego state
3. Adult ego state

#### 1. Parent ego state

The set of *feelings, thinking* and *behaviour* copied from the *parents* and their *parent's elder brothers* and *sisters* are called parent ego state.

#### 2. Child ego state

Child ego state refers to the *thoughts, feelings* and *behaviours* that are *gained* and *gathered from childhood experiences.*

#### 3. Adult ego state

Adult ego state refers to *thoughts, feelings, behaviours* and *concepts* that are gained through the following factors:

1. *Experiences*
2. *Gathering of knowledge*
3. *Data processing*
4. *Problem solving analysis*
5. *Rational decision making*
6. *Taking the best from the past*
7. *Integrating positive aspects of both Parent and child ego state.*

### Types of Transactions

Transactions are classified into *three types*:

1. *Complementary transaction*
2. *Non-complementary transaction (or) crossed transaction*
3. *Ulterior transaction*

### **1. Complementary transaction**

Complementary transaction is the one in which the *transactional vectors* are *parallel* and the *ego state* addressed, is the *one which responds*.

A transaction is said to be complementary when the *person sending* the *message* gets the *predicted response* from the other person.

### **2. Crossed transaction or Non-Complementary transaction**

Crossed transaction can take place between a *supervisor* and *employees* or *between employees*.

When it happens, a *break* in the *communication* is likely to occur. It results unless *one person* shifts his *response* to a *complementary* ego state.

### **3. Ulterior transaction**

In an *ulterior transaction*, *two or more ego states* occur in *parallel*.

*One* of these, is an *overt* or *social level* message. The *other* is a *covert* or *psychological* level message.

### **Johari Window**

In the process of *human interaction*, Johari Window model is used widely.

The 'Johari window' is named after the first inventors, *Joseph Luft and Harrington Ingham*.

It refers to the *disclosure, of self awareness* to others. '*Self*' means *oneself*.

'*Others*' means *other people* in the group.

It is a technique that helps people to *better understand* their *relationship* with *themselves* and *others*. It was created by psychologists *Joseph Luft and Harrington Ingham* in 1955. It was used primarily in *self-help groups* and *corporate settings* as a *heuristic exercise*.

It is a simple and useful tool *illustrating* and *improving* *self-awareness* and *mutual understanding* between

individuals within a group. It is also used to **assess** and **improve** a **group's relation** with **other group**.

It is a model for **soliciting** and **giving feedback**.

Johari window model is also known as '**feedback model of self-awareness**' or '**Information processing tool**'.

The Johari window model is used for the **following aspects**:

1. *Understanding self-awareness*
2. *Training self-awareness*
3. *Personal development*
4. *Improving communication*
5. *Understanding interpersonal relationships*.
6. *Training group dynamics*.
7. *Team development*.
8. *Understanding intergroup relationships*

The method of **conveying** and **accepting feedback** is interpreted in this model.

The Johari window has **four quadrants**. They are

1. *Open self*
2. *Blind self*
3. *Hidden self*
4. *Unknown self*

### 1. Open Self

*Open self refers to what is known by the person about himself and is also known by others.*

1. It is also known as:

- Free area
- Public area
- Public arena
- Free activity area.

2. Open self area gives **information** about a person in the **following aspects**:

- Behaviours
- Attitudes

Emotions  
Skills  
Likes  
Dislikes  
Views  
Knowledge, etc.

### **2. Blind Self**

*Blind self refers to what is known about a person by others in the group but is unknown by the person himself.*

- \* It is also known as:
- Blind area (or)
- Blind spot

### **3. Hidden self**

*Hidden self refers to information about feeling, behaviour, attitudes, skills, etc. that are known to him, but are not known to others.*

People may *hide* many *feelings* and *ideas* from their *childhood*, from others.

### **4. Unknown self**

Unknown self refers to the *feeling, behaviour, attitude, skill, etc.* that are *unknown, both* to the individual and others.

## **Working of Johari Window**

The four quadrants of the model represent the *total person* in *relation to others*.

The four quadrants can be *compared* to a total person.

The four quadrants are similar to *four wooden sheets*.

A carpenter *can increase or decrease* the length and breadth of the sheet, to make a correct size table.

Like this, an individual can *increase or decrease* the *quadrants* to develop good personality and self awareness.

The *open area* can be *increased* by *reducing* the *blind area*.

The *open area* can be *increased* by the following methods:

1. The process of asking and receiving feedback.
2. Reducing the hidden area
3. Reducing the unknown area.

### **Life positions**

*Life position refers to the attitude of a person towards himself and towards others.*

Life position refers to a person's **basic beliefs** about **self** and **others**, which are used to **justify decisions** and **behaviours**.

Life position refers to the **specific behaviour** towards **others** that an individual learns on the **basis of certain assumptions** made very early in his life.

It is a **fundamental stance** which a person takes up, about the **essential value** he or she **perceives** in **self** and **others**. It is **more permanent** than **ego states**.

**Four basic life positions** are

1. I am ok      You are ok
  - It is '**get on with**' position
  - They have **positive attitude** in their life.
2. I am not ok      You are not ok
  - It is '**get nowhere position**'
  - They have **negative attitude** in life.
3. I am not ok      You are ok
  - It is '**away from**' position
  - They have **low self-esteem**
4. I am ok      You are not ok
  - It is '**get rid of**' position
  - They do **not** have **belief** in others.



## **16. Emotional Intelligence**

It is defined as the **capacity** to be **aware of**, be **central** and **express** one's **emotions** and to handle **interpersonal relationships**, **judiciously** and **empathetically**.

It is the key to both personal and professional success.

### Meaning

It is the **capability** of an *individual* to **recognise** his *own emotions* and those of *others*, to **discern** between **different feelings** and label them appropriately, to use **emotional information** to **guide thinking** and **behaviour**.

It refers to the **ability** to **identify** and **manage** one's *own emotions* as well as the *emotions of others*.

The word '**emotional intelligence**' was coined by Mayer and Salovey.

### Components of Emotional Intelligence

In 1990, John Mayer and Peter Salovey theorised that **unitary intelligence underlay other skill sets**.

Daniel Goleman, an American Psychologist in 1995 developed **five key elements** that define emotional intelligence. They are

1. Self awareness
2. Self regulation
3. Self motivation
4. Empathy
5. Social skills

#### 1. Self awareness

It means '**understanding oneself**'

Helps to **recognise one's own limitations**

Helps to **develop free thinking**.

Helps to develop positive outlook.

#### 2. Self Regulation

It means '**managing oneself**'

It has the following **emotional competence**:

- Self control
- Reliability
- Optimism
- Truthfulness
- Adaptability

### 3. Self Motivation

**Intrinsic motivation** plays an important role. People are **motivated** by things beyond **external rewards** like fame, money, etc.

Such people have a **passion** to **fulfill** their own **inner needs and goals**.

### 4. Empathy

It is the ability to **understand other people**.

It implies to have **interest** in **other's concerns**.

### 5. Social skills

It refers to **handling others**. It has the following **competencies**:

1. Conflict management skill
2. Communication skill
3. Relationship skill
4. Leadership skill

## Significance of Managing Emotional Intelligence

Emotional intelligence is essential not only to have a **successful career**, but also required for our day-to-day life.

It is the **gateway** to lead a **balanced life**.

Some of the significances are given below:

1. To **manage stress** and maintain **good health**.
2. To develop **positive attitude** and have **happier outlook**.
3. To **resolve conflicts** or **avoid them before they start**.
4. To lead **strong** and **fulfilling relationships**.
5. To **overcome setback** and **succeed**.
6. To become an **effective leader**.

## How to Develop Emotional Quotient

Emotional intelligence is otherwise known as **emotional quotient**.

It is referred as the **level** of a person's **emotional intelligence**.

Emotional quotient can be *developed* by the following ways:

1. Manage *negative emotions*.
2. Identify *your feelings* and that of *others*.
3. Be *assertive* and *express difficult emotions*, only when *necessary*.
4. Be *proactive*, and *not be reactive* in front of a *difficult person*.
5. Be *strong* enough to *bounce back* from *adversity*.
6. Should be able to *express intimate* emotions in close and personal relationships.
7. Stay *cool* in stressed situations and *manage stress*.
8. Take *responsibility* for your *feelings* and *behaviours*.



## 17. Stress Management

The word ‘stress’ is derived from Latin word ‘stringere’ means ‘to draw tight’. It was popularly used in the *17<sup>th</sup> century* to mean *hardships, straits, adversity* or *affliction*.

### Definition

Stress management is a *technique* intended to equip a person with *effective coping mechanism* for dealing with psychological stress.

### Meaning

Stress management is a *process* that helps to *control* an *individuals level of stress*.

It is developing *skills* to *handle* or *minimize* the *physical* and *emotional* effects of tension, anxiety etc.

### Sources of Stress

Stress is basically a *tension* or *anxiety* due to some *sort of pressure*.

Stress is *experienced* due to *many factors*.

Sources of stress are of the *following types*:

1. *External stress*
2. *Internal stress*
3. *Environmental stress*
4. *Social stress*
5. *Physiological stress*
6. *Psychological stress*
7. *Organisational stress*

### **1. External stress**

External stress arises from *outside* an *individual*.

It is the *force* that is *not* under the *control* of an individual.

This source has an *impact* on an individual's *quality of life*.

Eg: Financial problems, relationship difficulties.

### **2. Internal stress**

Internal stress arises from *within* an *individual*.

This thought or behaviour comes from one's *psychological mindset* or *expectations*.

It determines our *body's ability* to *respond* to or *deal* with such factors.

Eg. Illness, intense worry about an event, etc.

### **3. Environmental stress**

Environmental stress arises from *our surrounding*.

It causes *minor irritation, discomfort* or *aggression* based on the severity of the stress.

Eg: Noise, weather, war, natural disaster, etc.

### **4. Social stress**

Social stress results during *interaction, socializing* and *communicating* with others.

It affects the *quality of one's relationship* with others.

Eg. Conflict between co-workers, financial stress, disagreements, etc.

### **5. Physiological stress**

Physiological stress arises due to *improper sleep, poor nutrition, sedentary lifestyle*, etc.

This *increases* the *level* of *stress* in the body of an individual.

Eg. Chronic illness, pain, injury, etc.

## 6. Psychological stress

This type of stress is created when a person is *unable* to *handle* or *cope-up* with a *situation*.

It may also arise when a person thinks in a *negative way* or *exaggerates* an issue.

Eg. Marital problems, death of a loved one, etc.

## 7. Organisational stress

It arises from the *work environment*, often due to *job stress*.

It involves the *demands* and *pressures* given by the *organisation*, business etc.

Eg. Deadlines, loss in the business, etc.

## Symptoms of stress

Symptoms can affect *all aspects* of *one's life*.

It can affect one's *emotion, behaviour, thinking ability, physical and mental health*.

It varies from *person to person*, depending on their *ability to react or cope-with*.

The symptoms of stress fall into the following four categories:

1. Physical symptoms
2. Emotional symptoms
3. Behavioural symptoms
4. Cognitive symptoms

### 1. Physical symptoms

- \* Low energy and feeling fatigue
- \* Dizziness
- \* Headache
- \* Chest pain
- \* Upset stomach
- \* Insomnia

- \* Nervousness and trembling
- \* Frequent colds and infections
- \* Loss of sexual desire and /or ability

## 2. Emotional symptoms

- \* Depression
- \* Anxiety
- \* Becoming agitated, frustrated and moody.
- \* Feeling overwhelmed
- \* Difficulty in relaxing and feeling restlessness
- \* Feeling low self-esteem.

## 3. Behavioural symptoms

- \* Isolating oneself from others
- \* Crying
- \* Smoking
- \* Drinking alcohol excessively
- \* Developing conflict with others.
- \* Changes in eating – lack of appetite or eating too much.
- \* Delaying or avoiding responsibilities

## 4. Cognitive Symptoms:

- \* Lack of concentration
- \* Forgetfulness
- \* Poor judgement
- \* Trouble learning
- \* Being pessimistic
- \* Not able to make decisions.

## Consequences of stress

When an individual suffers from an *ongoing stress*, his body remains in an *alert* and *active* state.

This *state* is *prioritized* over other body functions.

This brings about *consequences* in the *individual*, to the *family* and to the *organisation*.

### 1. Consequences in the Individual

Stress causes *physical*, *psychological* and *behavioural* complications in an individual.

Physical complications include:

- \* Increased blood pressure
- \* Raised cholesterol level
- \* Sleeplessness
- \* Palpitation
- \* Muscle ache

- \* Headache
- \* Poor appetite
- \* Decreased resistance to diseases

Psychological complications include:

- \* Depression
- \* Inability to enjoy life
- \* Getting vexed
- \* Anxiety
- \* Decreased interest
- \* Being very emotional

Behavioural complications include:

- \* Eating too much
- \* Smoking
- \* Problems in concentrating
- \* Drinking
- \* Constant talking
- \* Argument

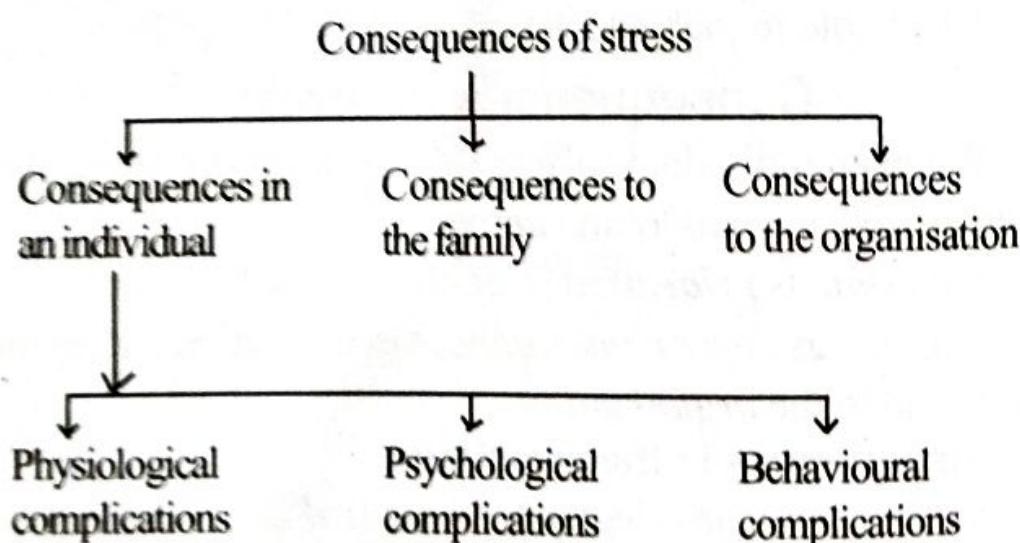
## 2. Consequences to the Family:

*Withdrawl behaviour* and resorting to *drinking* leads to

- \* Spouse abuse
- \* Alienation from family members
- \* Child abuse
- \* Divorce

## 3. Consequences to the organisation

- \* *Low performance* leads to *low productivity*.
- \* *Loss of customers* due to poor attitudes of workers.
- \* *Internal friction*
- \* *Conflicts* among the workers.



### Managing stress

1. Develop *positive attitude*.
2. *Accept* the fact that some *events* are *not under our control*.
3. *Avoid* becoming *aggressive* and be *assertive*.
4. *Exercise regularly*
5. *Eat balanced diet*.
6. Manage *time effectively*.
7. Take *sufficient rest*.
8. Have *adequate sleep*.
9. *Watchout* for *signs* of stress overload and *take early steps* to overcome it.
10. Be *realistic*.

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## 18. Social Grace

### Definition

*Social grace refers to the general behaviour or attitude of being polite and welcoming to people.*

- Social grace gives the **best first impression** of oneself, and builds **treasured relationships** that last lifetime.
- The important **rule** to develop social grace is to have **self-awareness**.

### Meaning

- Social grace means the **skills** used to **present oneself** and **interact politely** in social situations.
- It includes social manners, **etiquettes, deportment** and **fashion**.

### Social Grace at Work

Social grace at work place refers to the **pleasing behaviour** of oneself.

The workplace social grace involves the following:

1. **Introduce** your self in a **pleasing** and **earnest** manner.
2. Maintain **proper manners**.
3. **Co-operate** with fellow staff.
4. **Respect** co-workers.
5. **Listen** to fellow worker's **ideas** and **suggestions**.
6. Make **eye contact** during communication to have **effective interactions** and to **eliminate distraction**.
7. Be **punctual** and **never make** others to **wait**. Eg. Meetings, telephonic discussions.
8. **Remember** the **names** of co-workers, from **juniors** to **higher officials**.
9. Ignore listening to **gossips**, others' **unsolicited judgements, chatter** etc.
10. **Never** be **aggressive** to co-workers

11. ***Do not give back-handed compliments*** to co-workers.  
Eg. "You always .....", "Just kidding", etc.
12. Be aware of ***cultural norms, behaviour and expectations*** of fellow staff.
13. ***Thank*** others for their ***time, work, space, help*** etc.

### **Acquiring Social Graces**

- Acquiring social graces is ***gaining the knowledge*** on social graces.
  - It should begin from ***childhood***.
  - However, it is acquired throughout ***one's life***.
  - It is acquired through ***experiences, listening, reading*** etc.
  - ***Parents*** should ***encourage*** their ***children*** to follow social grace from childhood.
  - One should ***take*** interest to ***know*** about ***others*** and ***understand*** their ***problems, feelings*** etc.
  - One should have ***good intention***.
  - ***Be kind, honest and thankful*** to all.
  - Avoid ***open conflicts*** with others.
  - Adapt ***your behaviour*** to various ***situations***.

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## **19. Table Manners**

### **Definition**

- *Table Manners are the patterns of behaviour while eating in a dining table.*
- It is a ***set of rules*** and ***etiquettes***, that one should ***follow while eating*** his food in ***groups***.
- It is an ***important aspect of personality development***.

## Meaning

- Table Manners mean the *way* we should *behave*, when we *eat* a meal at a table.
- It means the way,
- one *uses the cutlery*.
- the *cutlery* that *can be used*.
- how one *should sit* at the table.
- how one *acts* as a *host*.
- In other words, table manners is a *reflection* of *one's upbringing* and *social class*.
- *Good basic table manners ensure* that both *host* and *guests* are *comfortable* at the table.

## Table Etiquettes in Multicultural Environment

Table etiquettes are the *good manners* that have to be *followed*, while *eating a meal* at the table.

- Due to *globalisation*, people from *many countries* and *cultures* across the world *meet together* for meals.
- *Geographical, environmental, cultural* and *ethnic customs, different lifestyles* etc. among people lead to different *diet cultures* and *manners*.
- Such cross -cultural differences can have an *impact* on the following:
  - Interpersonal relationships
  - Business economy etc.
- So, knowledge of *values, etiquettes* and *protocols* of different cultures is essential.

### Etiquettes to be Followed

1. Seating
2. Utensils for eating
3. Body language

4. Conversation

5. Food

6. Serving

**1. Seating**

- *Protocol for seating* should be followed, as per the *culture*.

- *Ladies and gentlemen* can be seated *next* to one another or separately as per the *culture*.

- Guests should *get seated* in the *places allotted* for them.

- should *sit properly* in the chair.

- should not lean *towards the table*.

- should not *sit at the tip* of the chair.

**2. Utensils for eating**

- *Utensils* like knife, fork, chopstick should be *provided* as per the *culture* of the guest.

- Before food, the *fork* and *knife* should be placed *parallel*.

- The *fork* should be held in the *left hand*, the *knife* in the *right hand* to *cut food* and to *carry food* to the *fork*.

- To signal that you *have finished* eating , place your *fork* and *knife* like an *X*, not parallel. But, follow the *style* according to the continent.

- After finishing, do *not push* your *plate* and *dishes*.

**3. Body Language**

- *Sit properly* at the table

- Do *not sit* at the *tip* of the chair.

- Do *not rest* your *elbows* at the table.

- Do *not swing* your *foot*, or *twirl your hair*.

- Do *not fake* a *cough* or *cross your arms* across your body. It signals your *uneasiness*.

- Always keep your *feet stable* and *hands away* from your face.

#### **4. Conversation**

- **Avoid** talking **gross things**.
- **Do not talk** with **mouth full**.
- **Use** words **carefully** and pay **attention** to the **reaction** of the **person**, you are speaking to.
- **Think before** you speak.

#### **5. Food**

- The **food options** should be balanced with the **culture** of the **guests**.
- Food should be passed in a **counter-clockwise** manner (to your right)
- **Finish everything** served on plate.

#### **6. Serving**

- Food should be **served** to the **guest first**; or as per the **instruction**.
- Food should be **served** always from the **left side** of the diner.
- Do **not stretch** across the table or **cross other guests**, to reach food.

### **Do's and Don't of Table**

#### **Etiquettes**

##### **Do's**

1. **Sit properly** in the chair. Sit **straight** and **close** to the table.
2. Bring the **food towards yourself**.
3. As soon as we sit on the dinner table, pick up the **napkin** and spread it **on the lap**.
4. **Wait** until **everyone** is **seated** before starting to eat.
5. **Clean** the base of the **spoon** at 12 o'clock position.
6. **Fork** should be held in the **left hand** and **Knife** in the **right hand**.

7. *Fold your food* to avoid opening the mouth too wide.
8. *Chew with your mouth closed.*
9. Use a *knife* and *fork* to cut the *meat* and *vegetables*.
10. Say "*no thank you*" if you *don't want a certain dish*.
11. Say "*may I please be excused*" before *leaving the table*.
12. Talk about *pleasant things*.

### **Don't of Table Etiquettes**

1. Do *not bend* over the food.
2. *Never fill* the spoon to the brim.
3. *Don't tilt* the *soup bowl* to swipe out the last drops.
4. *Don't talk with mouth full.*
5. *Don't talk about gross things.*
6. *Do not ask for seconds before* others have had their first.
7. *Don't overload* your *fork* or *plate*.
8. *Don't take any phone calls* while seated on the table.  
Simply say '*excuse me*' and walk away.
9. *Avoid* making *noise* while pushing chair backwards.
10. *Don't grip* your *knife* and *fork* like a spoon.
11. *Don't gobble* your food.
12. *Don't tip* at the chair or *lean* on the table.
13. Don't *eat* with or *lick* your *fingers*.
14. *Don't push* your *plate*, when finished.
15. *Don't play, sing or hum* at the table.
16. *Don't reach* across the *table*, ask *others to pass* the food.

# **20. Dress Code**

## **Definition**

- Dress code is an *accepted* way of *dressing* for a *particular occasion* or in a particular social group.
- *Inappropriate dressing* can be *embarrassing* and *awkward* for the *person* and *others*.

## **Meaning**

- Dress code is a set of *written* and *often, unwritten* rules about the *kind* of *clothes*, people are *permitted* to wear.
  - This varies from *place* to *place* and from *occasion* to *occasion*.
  - Dress code indicates *uniformity* and *discipline* at the concerned place.
  - It *teaches* one, on how to *stay united* at a place.

## **Dress Code for Selected Occasions**

- Dress code differs from *society* to *society*, and from *occasion* to *occasion*.
- One should *know* on how to *dress* for a *particular occasion*.
- Based on the *occasion*, dress codes are of the following types:

1. Casual Attire
2. Business casual Attire
3. Formal Business Attire
4. Semi- formal attire
5. Formal attire.

### **1. Casual Attire**

- It is associated with emphasising *personal comfort*, *personal style* and *individuality*.

- It *differs* again based on whether it is conducted *indoors* or *outdoors*.

- There are *no set rules*.

## 2. Business casual Attire

- It is *less formal* than *traditional business* clothing.

- But it looks *professional* and *office appropriate*.

- This dress code *encourages* employees to project as a *professional*.

- It still permits the employees to be more *casual* and have *relaxed* clothing.

## 3. Formal Business Attire

- It is worn by *ultra professionals*

- It *depends* on the *workplace*

- It *enhances* the *professional image* of the *work place* environment.

## 4. Semi-formal attire

- This dress code is suited while *attending party, dance events* etc.

- It lies between *formal* and *cocktail* dresses (casual)

## 5. Formal Attire.

- This dress code *varies* depending upon the *event* and the purpose.

- This is applicable for the *most formal occasions* such as weddings, celebrations, funerals etc.

## Dress code for an Interview

1. *Formal business* attire is seen as the *standard interview dress code*.

2. Always choose *light coloured* dresses.

3. Do not wear too *bright* or *flashy coloured* clothes.

4. Men should wear *button -up shirt* with a *collar*.

5. Men should wear *long sleeved shirt* that is *white* or *colour co-ordinated* with *suit*.

6. They should wear ***matching socks***.
7. Should prefer ***dark shoes*** that are ***polished*** and free of ***scratches*** or ***stains***.
8. ***Avoid*** wearing ***open toe shoes***.
9. ***Avoid*** wearing ***jeans*** and ***shirts without collar***.

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## 21. Group Discussion

### Definition

- Group discussion is a ***face to face meeting*** of a ***number of people*** to ***exchange*** and ***share*** their ***ideas freely*** to reach a ***decision*** on a topic.
- It is a ***formal*** and ***organised*** discussion.
- It allows its participants to ***share*** their views and ***opinion*** with other ***participants***.

### Meaning

- Group discussion is an ***activity***, in which a ***small number*** of persons meet ***face to face***, and ***exchange*** and share ***ideas freely*** or attempt to reach a ***decision***.

### Importance of Group Discussion

1. In personality tests
2. Screening candidates
3. Testing the potential of candidates
4. To reach at a decision on a topic.

### Personality Traits Required for Group Discussion

1. One should be a ***good team player***.
2. Should possess ***leadership quality***.

3. Should have **good reasoning ability**.
4. Should be **assertive** -should be **emphatic, positive and confident** in delivering own ideas.
5. Should be **flexible**; should be **open to others' ideas** and in the **evaluation of own ideas**.
6. Should have **thorough knowledge** of the **topic**.
7. **Well- verse** in the topic.
8. Should have skills to **clearly express** the ideas (**communication skills**)
9. Should have **creativity** and **out of box thinking** capacity.
10. Should be aware of the **micro** and **macro** environment.
11. Should be a **good listener**.
12. Should have inspiring ability – one should **incorporate views** of all the team members.
13. Should have **strong command** over the **language**.
14. Should use **apt language** and have **smooth flow** of the talk.
15. Should **not** use **technical terms**, if the group has **mixed population**.
16. Should be able to **restate** the ideas in different words, instead of repeating them.
17. Should **never underestimate** others in the group.
18. Should be **able** to **accept criticism**.

### **Process of Group Discussion**

Group discussion involves the following processes:

1. Initiation or orientation
2. Central group discussion
3. Conclusion

#### **1. Initiation or orientation**

- Group discussion is organised by an **initiator** or a **dealer**.

- The initiator should make sure that all *participants* are *comfortable*.
- All members should be asked to *Introduce* themselves.
- The initiator should briefly inform the *ground rules* to be followed.
- The initiator should *briefly introduce* the topic.

## 2. Central Group Discussion

- A person, *well-versed* on the *topic* should be given opportunity to *initiate* a discussion.
- The initiator should ensure a *balanced participation* during discussion.
- *Domination* of any participant should be *controlled*.
- Participants should *not interfere* with other's talk.
- Participants should *avoid talking simultaneously*.
- The initiator should *step in*, if there is *conflict* between two *persons*.
- All the participants should be asked to *discuss* the *point* in a *respectful* manner.
- *Difference of opinion* can be only on the *concepts* or *ideas*, but there should *not be personal grudge*.
- All participants should be *encouraged* to share their *views*.
- Initiator should *motivate* all participants to *share new ideas*.

## 3. Conclusion

- The initiator should *review* the *discussions briefly*.
- *Outcome* of the discussion should be shared.
- Ensure that everyone *understands* the *key points*.
- Provide time, if anyone want to *disagree* with the *summary*.
- Avoid *raising new points*.
- Be *concise*.
- The initiator should *thank* everyone for *time* and effort.

## Group Discussion Topics

1. Computer dehumanizing society.
2. Should reservation in higher education be allowed?
3. Is India ready for eCommerce?
4. **Merits and demerit** of cashless economy.
5. How escalating pollution rate in India can be controlled?
6. What must be done to improve the education system of India?
7. Is India, a really secular country?
8. Freedom of Expression.
9. Nuclear energy, boon or bane?
10. Cauvery dispute and its solutions.

### MCQs

## 22. Interview

### Definition

Interview is a process of *evaluating* the *suitability* of *candidates* for *admission* or *employment*.

According to *Scott*, "An interview is a *purposeful exchange of ideas*, the *answering of questions* and *communication* between two or more persons".

*Jucius Michael* defined interview as a face to face, oral, observational and person appraisal method.

### Meaning

- Interview is a *formal meeting* in which one or more persons *question*, *consult* or *evaluate* another person.

- It is an **organised meeting** to get **information** about **candidate** and provide **information** regarding **company** and **job requirements** and to **assess suitability** of the candidate.

### **Types of Skills**

Skill is the **ability** to do **something** or **expertise** oneself in any **activity**.

**Developing** certain **skills** will help you to **succeed** in interviews. They are the following:

1. Communication skill
2. Teamwork
3. Positive attitude
4. Work ethic
5. Planning skills
6. Time and work management skills
7. Problem solving skills
8. Flexible and adaptability skills
9. Presentation skills
10. Management skills
11. **Ability** to **initiate** and **drive** through
12. Analytical skills
13. Training ability
14. Learning capability and willingness
15. Confidence
16. Enthusiasm
17. Strong work value
18. Technical skills
19. Punctuality
20. Ability to work under pressure or stress
21. Willingness to travel, if officially required

## Employer Expectations

1. Punctuality
2. Open-mindedness
3. Flexibility
4. Reliability
5. Commitment
6. Demonstrate dependability
7. Self motivated
8. Positive attitude
9. Willingness to learn
10. Being proactive
11. Team player
12. Dedication
13. Involvement

## Planning for the Interview

1. *Analyse* the job.
2. *Research* the organisation to get background information.
3. Make a list of *your assets* and *compare* to the *job requirements*.
4. Prepare *responses* to the *resume based* questions and *frequently asked questions*
5. Plan what to *wear*.
6. Keep the *things ready* that are to be carried for interview. Eg. Resume copies, list of references, pen, notepad, portfolio, if any.
7. Prepare the *questions* to be asked at the *end* of interview.
8. Practise *interview etiquettes*.
9. Get *direction* to the *interview spot*, in advance.

10. *Arrive* in advance.

11. Make yourself *tension free*.

### **Interview Questions**

- There are some *common* questions asked in *most interviews*.

- Preparing these *questions* will help one to *excel* in an interview.

They are the following:

1. Can you tell a little about yourself?
2. How did you hear about this position?
3. What do you think about this company?
4. Why are you interested in this position?
5. Why are you leaving your current job?
6. What are your biggest weakness?
7. What are your biggest strengths?
8. Why should we hire you?
9. What is your greatest professional achievement?
10. Tell me about a challenge or a conflict you have faced at work. How did you deal it?
11. Where do you see yourself in 5 years?
12. What is your dream job?
13. What are you looking for in your new position?
14. What did you do in the years that are missing from your resume?
15. Do you have a work style?
16. How would your colleagues describe you?
17. Do you prefer to work independently or in a team?
18. How do you deal with pressure or stress?
19. Tell me about the toughest decision you had to make in the last 6 months?
20. What is your leadership style?

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21. What was your salary in the last job?
22. What are your salary requirements?
23. What questions do you have for me?
24. What do you like to do outside of your work?
25. If you are to be selected, when can you take up this position?

### Critical Interview Questions

1. What makes you uniquely qualified for the job?
2. Tell about three factors that are most responsible for your success.
3. Where do you see yourself in 5 years?
4. When was the last time you failed at something. What happened?
5. Which of your previous job was your favourite. Why?
6. What was your most stressful experience at your previous job?
7. Why are you leaving your current organisation?
8. Describe a time when you had to convince your manager to try a different approach to solve a problem.
9. How quickly do you make decisions?
10. Give me an example of a time you discovered that your boss made a mistake. What did you do? What was the outcome.

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