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Module 1

Overview of Life Skills: Meaning and significance of life skills,

Life skills identified by WHO: Self awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.

Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ

QUESTIONS

1. What is the meaning and significance of life skills?
2. What are the Life skills identified by WHO?
3. Explain the terms Self awareness and Empathy
4. What is the difference between Critical thinking and Creative thinking
5. Explain the terms Decision making and problem solving
6. Explain the term Effective communication,
7. Why interpersonal relationship is important?
8. How coping with stress and emotions is important in life?.
9. What are the Life skills for professionals?
10. What is the importance of positive thinking?
11. Why right attitude is important in professional life?
12. Why attention to detail is significant?
13. What is the meaning of “having the big picture” ?
14. What are 21st century learning skills ?
15. How we can develop research skills ?

16. What is the importance of perseverance in life ?
17. How we can set goals and achieving them?
18. What is the importance of helping others?
19. Explain briefly the term leadership
20. Why self-motivation and motivating others are important
21. Explain the term personality development,
22. What is the difference between IQ, EQ and SQ

1.1 Overview of Life Skills:

What is the meaning and significance of life skills?

1.1.1 Why Life Skills?

Most individuals do not think of the need for being aware of 'SELF'. And most often, we do not pay attention on understanding our own strengths and weakness and the opportunities available and ahead of us. This sometimes results in low self esteem, inability to handle pressures at work and in personal lives, eventually ending up in Depression.

1.1.2 What is Life Skills all about?

UNICEF defines life skills as "a behavior change or behavior development approach designed to address a balance of three areas: KNOWLEDGE, ATTITUDE, and SKILLS". WHO defines life skills as "the abilities for ADAPTIVE and POSITIVE Behavior that enable the individuals to deal effectively with the demands and challenges of EVERY DAY LIFE.

1.1.3 Who require this?

It is applicable for everyone (from children to Adults), who would like to be most successful in career and look for a quality personal life. Ideally if these skills are given from school age, the effect will be seen when the individual is ready to take decisions related to their choice of career and accordingly the selection of courses, be it professional or otherwise. Sometimes we are baffled with indecisive situations and to find answers become a herculean task. In such tricky situations, life skills help to bridge the gap.

1.1.4 Categories of Life Skills:

'WHO' has categorized most important 10 life skills under three broad categories: THINKING SKILLS: Self awareness, Critical thinking, Problem solving, Decision making, and Creative thinking. SOCIAL SKILLS: Effective Communication, Empathy, and Interpersonal relationships. EMOTIONAL SKILLS: Dealing with Emotions and Coping with stress.

Ask the famous basketball player Larry Bird about what constitutes a winner, he says, "A Winner is someone who recognizes his God-given talents, works his tail off to develop them into skills and uses these skills to accomplish his goals". A HAPPY AND STRESS FREE MIND TRANSLATES TO A HEALTHY LIFE.

1.2 Life skills identified by WHO:

1.2.1 Self awareness:

Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. It is not to be confused with consciousness in the sense of quality. While consciousness is being aware of one's environment and body and lifestyle, self-awareness is the recognition of that awareness. Self-awareness is how an individual consciously knows and understands their own character, feelings, motives, and desires. There are two broad categories of self-awareness: internal self-awareness and external self-awareness.

1.2.2 Empathy:

Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position. Definitions of empathy encompass a broad range of emotional states. Types of empathy include cognitive empathy, emotional empathy, and somatic empathy

Empathy is ability to recognize how people feel is important to success in your life and career. The more skillful you are at discerning the feelings behind others' signals the better you can control the signals you send them. An empathetic person excels at:

- Service orientation. Anticipating, recognizing and meeting clients' needs.
- Developing others. Sensing what others need to progress and bolstering their abilities.
- Leveraging diversity. Cultivating opportunities through diverse people.
- Political awareness. Reading a group's emotional currents and power relationships.
- Understanding others. Discerning the feelings behind the needs and wants of others.

1.2.3 Critical thinking:

Critical thinking is the analysis of facts to form a judgement. The subject is complex, and several different definitions exist, which generally include the rational, skeptical, unbiased analysis, or

evaluation of factual evidence. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities as well as a commitment to overcome native egocentrism and sociocentrism.

Critical thinking is focused, careful analysis of something to better understand it. When people speak of “left brain” activity, they are usually referring to critical thinking. Here are some of the main critical-thinking abilities: **Analyzing ,Arguing ,Classifying, Comparing and contrasting , Defining Describing , Evaluating , Explaining ,Problem solving , Tracking cause and effect**

1.2.4 Creative thinking:

Creative thinking is the ability to invent and/or create something new: be that a concept, a solution, a method, a work of art, or an actual, physical device. Creative thinking is based on looking at things in a new way that hasn't previously been considered. That's why it's often described as “thinking outside the box.”

Divergent thinking by contrast, is the ability to generate new, varied and unique ideas (Forrester, 2008). It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, with the aim being to stimulate curiosity and promote divergence .

The terms creativity and creative thinking are often used interchangeably in the literature. They are interconnected in the sense that creative thinking is a process that contributes to, or assists in fostering creativity, however creative thinking can be viewed as part of a broader interaction of elements. Amabile views creative thinking, or creativity-relevant skills, as part of the process that contributes to creativity (alongside domain-relevant skills and task-motivation). Thus creative thinking is often used to refer to the more cognitive and definable aspect of the creative process (i.e. skills).. Creative thinking is often associated with tools and techniques such as brainstorming, problem solving and 'lateral thinking' which will be discussed later. Here are some of the more common creative thinking abilities: **Brainstorming ,Creating ,Designing ,Entertaining , Imagining ,Improvising, Innovating ,Overturning , Problem solving , Questioning**

1.2.5 Decision making:

Decision-making (also spelled decision making and decision making) is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker. Every decision-making process produces a final choice, which may or may not prompt action.

1.2.6 Problem solving :

Problem solving refers to the process of finding solutions to problems encountered in life. Solutions to these problems are usually situation- or context-specific. The process starts with problem finding and problem shaping, where the problem is discovered and simplified. The next step is to generate possible solutions and evaluate them. Finally a solution is selected to be implemented and verified. Problems have a goal to be reached and how you get there depends upon problem orientation

1.2.7 Effective communication:

Effective Communication is a communication between two or more persons wherein the intended message is successfully delivered, received and understood.

Even when you are not trying to communicate, you are still sending messages to the world around you. As an individual, you are able to be a contributing factor to society, build relationships and express your individuality through methods of communicating effectively.

Direct Vs. Indirect

The style of communication used is important in determining the effectiveness of a message. Communicators tend to fall under two categories: direct and indirect. An indirect communicator, also known as passive, will not be able to effectively communicate a message as clearly as someone who is assertive. An indirect communicator will often be shy, quiet, follow orders and avoid confrontation. In a workplace setting, a person who is passive will rarely be promoted to a management position because their verbal and nonverbal communication do not portray confidence or the ability to give orders.

Direct communicators, also known as being assertive, have clear advantages in the effectiveness of their communication styles. They are comfortable discussing differences and are able to express what is in their mind without feeling intimidated by the risk of confrontation. They often portray confidence in their abilities, so you will often see assertive communicators in management type positions. Direct communicators are typically respectful of others, so being direct or assertive should not be confused with being aggressive. Assertiveness is a learned skill, so it is possible for an indirect communicator to become more direct.

1.2.8 Interpersonal relationship:

An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship.

A strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship.

Forms of Interpersonal relationship

An interpersonal relationship can develop between any of the following:

- Individuals working together in the same organization.
- People working in the same team.
- Relationship between a man and a woman (Love, Marriage).
- Relationship with immediate family members and relatives.
- Relationship of a child with his parents.
- Relationship between friends.

Relationship can also develop in a group (Relationship of students with their teacher, relationship of a religious guru with his disciples and so on)

Must have in an Interpersonal Relationship

- Individuals in an interpersonal relationship must share common goals and objectives. They should have more or less similar interests and think on the same lines. It is always better if individuals come from similar backgrounds.
- Individuals in an interpersonal relationship must respect each other's views and opinions. A sense of trust is important.
- Individuals must be attached to each other for a healthy interpersonal relationship.
- Transparency plays a pivotal role in interpersonal relationship. It is important for an individual to be honest and transparent.

1.2.9 Coping with stress

Emotional stress can be particularly painful and be challenging to deal with, can take more of a toll than many other forms of stress. Part of the reason is that thinking about a solution, or discussing solutions with a good friend — coping behaviors that are often useful and effective in solving problems — can easily deteriorate into rumination and co-rumination, which are not so useful and effective. In fact, rumination can exacerbate your stress levels, so it helps to have healthy strategies for coping with emotional stress as well as redirecting yourself away from

rumination and avoidance coping and more toward emotionally proactive approaches to stress management. Coping with stress is the process by which a person consciously attempts to master, minimize, or tolerate stressors and problems in life

1.2.10 Coping with emotion:

Coping with emotions is all about the capability to speak or express the way one is feeling. It is a life skill that leads to a healthy and prosperous life. Coping with emotions include the following.

1. Understand the impact of emotions on perception.
2. Realize the effect of emotions on behavior and assess its influence on others.
3. Understand the role of physiological or bodily changes behind the emergence of emotions.
4. Emotions, thus, create responses in the brain called feelings. These feelings are caused by
5. Physical changes in the body that include expressions of the face
6. Chemical changes in the brain

1.3 Life skills for professionals:

1.3.1 Positive thinking:

Positive thinking is the idea that you can change your life by thinking positively about things.

This idea can sound a bit soft and fluffy, which is something of a problem for many people who recognize that just thinking good thoughts won't change the world and therefore discard the whole idea.

However, research shows that positive thinking really does have a scientific basis. You can't change the world, but you can change how you perceive it and how you react to it. And that can change the way that you feel about yourself and others, which can in turn have a huge effect on your well-being.

Positive minds are powerful minds. We can do and achieve almost anything with a mind that has the willingness and determination to do it. Although not everyone gets to realize this fact of life, it is probably a good try to allow paradigm shift in our method of thinking. You may not have

realized it, but the misfortunes and tragedies in life that you are experiencing may be brought about by your own actions and thinking.

We tend to blame others for our own failures and adversities. We think that they contributed to our downfalls. Next time anything goes wrong or any trouble happens to you, consider making a personal assessment and scrutiny of the situation. In some cases, it is our mind that controls what we do and how we react to people and circumstances.

An individual with a positive mind can do a lot of positive things. So, what do we get when we choose to think positively rather than being pessimistic? Needless to say, optimism brings many advantages to a person in the various aspects of life – health, relationships, career, happiness and personal goals. Every single thought and every single decision we make, creates an impact and influence in our lives.

One good reason to practice positive thinking is that it has a great impact on our mental, emotional and physical health. Yes, optimism is as good as any therapeutic treatments or remedies for our health conditions. Positive thinking brings about a better perspective toward work and a better career for you.

1.3.2 Right attitude:

A positive attitude is mental outlook of optimism and of expecting good things to happen. People who possess this attitude are easier to get along with, are happy, and they spread joy around them.

A person with a positive state of mind does not dwell on the problems and difficulties of the past, and does not let them dictate his or her life. Such a person would rather learn from past mistakes and move on.

A positive attitude can affect your life favorably in all areas. People with a positive outlook, view life, challenges, and the situations they go through, with confidence and are sure they can deal with them.

These people would not be stuck in a negative attitude of fear, lack of self-esteem and passivity. People with a positive attitude will not let failure or obstacles stand in their way, and will always try to find ways to overcome them

1.3.3 Attention to detail

Attention to detail is the ability to achieve thoroughness and accuracy when accomplishing a task. As many employers seek this skill, it is not surprising to see many students list on their resume that they have 'strong attention to detail'. However when asked how they can

demonstrate this skill, many are unable to answer. How can you demonstrate and develop your attention to detail? Here are some tips.

1. Provide examples

When you are asked about your strong attention to detail, provide examples of when you have demonstrated it. Don't worry if you don't have previous work experience relevant to your field. Even at University, you probably would have been involved in a project or had to submit an assignment where strong attention to detail was required. Similarly, you may have a casual retail job where you may be responsible for handling high volumes of cash and your attention to detail has helped you to find discrepancies.

2. Check your work

If, for example, you have written on your resume that you have good attention to detail but your resume is full of spelling and/or grammatical errors, it only shows that you do not have good attention to detail.

Similarly, if you are in an internship and you submit any work with a lot of mistakes, this will not demonstrate good attention to detail. Read and re-read your work before submitting it to your consultant/supervisor to avoid errors.

3. Don't forget the small details

Create a checklist or calendar to ensure that even the smallest of details aren't overlooked and that you complete tasks on time. When taking messages for your supervisor or colleagues, write down important details such as the name, time of call and person's contact details, and pass this information on straight away so that details are not lost or forgotten.

The skill of having strong attention to detail shows up in various aspects. In the end, it is about being thorough and accurate with the work you do, and is a worthy skill to develop so you can achieve career success.

1.3.4 Having the big picture:

In the modern day, we often remind others to think of the bigger picture, to try and make decisions that help the situation at large, not just a part of it.

Oftentimes, something that is beneficial in the moment is not beneficial in the long run.

It can also be used to remind people not to fret over small problems.

For example,

Don't worry about that test score. In the big picture, it's not so important.

Here is an example dialogue between a CEO and a manager,

CEO: We need to increase our market share and move in on new technologies.

Manager: How do you propose we do that? Developing software or manufacturing products requires a lot of resources and capital.

CEO: I don't know. I'm just looking at the big picture, and this is the wave of the future. We need to be here, or we'll be extinct.

Manager: I'll look into it.

1.3.5 Learning skills:

Learning is the process of acquiring new, or modifying existing knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved

The 21st century learning skills are often called the 4 C's: critical thinking, creative thinking, communicating, and collaborating. These skills help students learn, and so they are vital to success in school and beyond.

1.Critical Thinking

Critical thinking is focused, careful analysis of something to better understand it. When people speak of "left brain" activity, they are usually referring to critical thinking. Here are some of the main critical-thinking abilities:

Analyzing ,Arguing ,Classifying, Comparing and contrasting , Defining, Describing , Evaluating , Explaining ,Problem solving , Tracking cause and effect

2. Creative Thinking

Creative thinking is expansive, open-ended invention and discovery of possibilities. When people speak of "right brain" activity, they most often mean creative thinking. Here are some of the more common creative thinking abilities:

**Brainstorming ,Creating ,Designing ,Entertaining ,Imagining ,Improvising,
Innovating ,Overturning , Problem solving , Questioning**

3. Communicating

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules. The main steps inherent to all communication are: The formation of communicative motivation or reason. Here are common steps in communication: **Analyzing the situation , Choosing a medium ,Evaluating messages , Following conventions , Listening actively ,Reading , Speaking , Turn taking , Using technology ,Writing .**

4. Collaborating

Collaboration is a working practice whereby individuals work together to a common purpose to achieve business benefit. Collaboration enables individuals to work together to achieve a defined and common business purpose. The following aspects are important in collaboration : **Allocating resources and responsibilities,Brainstorming, Decision-making, Delegating , Evalauting , Goal setting ,Leading ,Managing time , Resolving conflicts ,Team building**

1.3.6 Research skills:

What Are Research Skills?

In simple language, Research Skills can be described as being able to provide in depth information, detailed analysis and suitable advice on a given topic after researching extensively on that topic. It includes formulating the problem statement, referring to good sources, and explaining your findings and observations in the form of a report.

Why Are Research Skills Important?

Research Skills enable people to identify a problem, collect informational resources that can help address the problem, evaluate these resources for quality and relevance and come up with an effective solution to the problem. These skills not only equip individuals to write better research papers, but also teach them all about the problem solving skills required to tackle issues in the workplace.

How Can I Develop Research Skills?

1. Define your objective clearly: Before you jump into the process of research, you need to first identify the goals and objectives of the research and define them. Only when you have clarity on the objective, you should proceed with the research.

2. Explore: Once you are clear about the aim of your research, get ready to do some serious reading. Do a targeted online and offline search – read appropriate papers, articles, books, trusted blogs, and reports and get a thorough idea about the concerned area. Extra knowledge can never hurt anyone, therefore read as much as you can!

3. Jot down your key findings: Do not leave this step for the end, because it is impossible to remember everything you read. Therefore, write all the pertinent things down as and when you find them, so that in the end you can refer to them and your research notes are complete.

4. Talk to experts: Whenever you are conducting research, it is extremely important to find area experts and talk to them. These people will be able to provide you insights that you won't find in any research journal and will assist you in putting your key findings together to arrive at a conclusion.

5. Cast a wider network: Never miss an opportunity to meet someone new. It is not easy to find area experts, and they are very critical to any research, therefore the wider your network, the easier it will be for you to reach out to these experts.

6. Develop a habit of organizing information: During any research, you will have to collect and recycle information and stockpile contacts, therefore the next step is to learn to organize everything, so that you can find it when you need it. Organizational skills are usually beneficial in various ways, but they help a great deal while conducting research – be it for a school project or to solve a problem at workplace.

7. Do not indulge in plagiarism: Whatever you read during a research, wherever you read it from, if you are noting it down, do not forget to mention the source too. If you do not reference a certain item, it is considered to be your original work. However, if someone can prove that you have copied that information from them, and haven't cited them, you will have to face serious consequences as plagiarism is a crime in most countries.

1.3.7 Perseverance:

Perseverance is the ability and self control that pushes you to work through challenges. Having perseverance means that when you are facing a challenge, you use your mind and your body to overcome it. Perseverance means you are able to wait and work through difficulties, whether they have to do with your mind, your body, or your emotions.

It's important to point out that the definition of perseverance is not “don't give up no matter what” or “never quit”. Sometimes you'll do your best but it will still be time to move on to a different goal. However, perseverance is the ability to do your best toward a goal, even though it's a big challenge

7 Characteristics of Persevering Leaders

If we look throughout the world in every industry, in every culture, there's one consistent trend among successful individuals, and that trend is the ability to persevere. It's the ability to stand up and take a step forward when everyone else sits down. The trait of perseverance doesn't always come naturally; luckily you can develop it. This also means that you have a choice to persevere or not. 7 characteristics of persevering leaders are given : **1. Definiteness of purpose. 2. Desire. 3. Self-belief. 4. Definiteness of plans. 5. Accurate. 6. Willpower. 7. Habit.**

1.3.8 Setting goals and achieving them

Goal setting. It's something that everyone tries to do, but only a few people can actually make it work. The challenge most people face is committing themselves to the desired outcome they like to have. As soon the journey begins, obstacles and hurdles come up, and this is where most people end up quitting. Goal setting doesn't have to be that way. With a few simple tips and tricks, you can make goal setting work for you.

Here are some simple tips and tricks to make sure you reach your goals. In fact, you can break it down in five simple steps.

1. Determine what you want to achieve.
2. Break down how you will get there.
3. Write it down.
4. Make it stick.
5. Do one thing every day that brings you closer to your goals.

1.3.9 Helping others

Helping others is not only good for them and a good thing to do, it also makes us happier and healthier too. Giving also connects us to others, creating stronger communities and helping to build a happier society for everyone. And it's not all about money - we can also give our time, ideas and energy. So if you want to feel good, do good!

Doing things for others - whether small, unplanned acts or regular volunteering - is a powerful way to boost our own happiness as well as those around us. The people we help may be

strangers, family, friends, colleagues or neighbours. They can be old or young, nearby or far away.

Giving isn't just about money, so you don't need to be rich. Giving to others can be as simple as a single kind word, smile or a thoughtful gesture. It can include giving time, care, skills, thought or attention. Sometimes these mean as much, if not more, than financial gifts.

Scientific studies show that helping others boosts happiness. It increases life satisfaction, provides a sense of meaning, increases feelings of competence, improves our mood and reduced stress. It can help to take our minds off our own troubles too.

Kindness towards others is be the glue which connects individual happiness with wider community and societal wellbeing. Giving to others helps us connect with people and meets one of our basic human needs - relatedness.

Kindness and caring also seem to be contagious. When we see someone do something kind or thoughtful, or we are on the receiving end of kindness, it inspires us to be kinder ourselves. In this way, kindness spreads from one person to the next, influencing the behaviour of people who never saw the original act. Kindness really is the key to creating a happier, more trusting local community.

1.3.10 Leadership

Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

Leadership is the potential to influence behavior of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

According to Keith Davis, "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals."

Characteristics of Leadership

It is a inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals.

It denotes a few qualities to be present in a person which includes intelligence, maturity and personality.

It is a group process. It involves two or more people interacting with each other.

A leader is involved in shaping and moulding the behaviour of the group towards accomplishment of organizational goals.

Leadership is situation bound. There is no best style of leadership. It all depends upon tackling with the situations.

1.3.11 Motivation

Motivation is the reason for people's actions, willingness and goals. Motivation is derived from the word motive which is defined as a need that requires satisfaction. These needs could be wants or desires that are acquired through influence of culture, society, lifestyle, etc. or generally innate. Motivation is one's direction to behaviour, or what causes a person to want to repeat a behaviour, a set of force that acts behind the motives. An individual's motivation may be inspired by others or events (extrinsic motivation) or it may come from within the individual (intrinsic motivation). Motivation has been considered as one of the most important reasons that inspires a person to move forward in life. Motivation results from the interaction of both conscious and unconscious factors. Mastering motivation to allow sustained and deliberate practice is central to high levels of achievement e.g. in the worlds of elite sport, medicine or music

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1.3.12 Self-motivation

Self-motivation is, in its simplest form, the force that drives you to do things.

Self-motivation is far from being a simple topic; there are many books, web-pages and articles that attempt to explain self-motivation and some top academics have dedicated their life's work to trying to understand, model and develop motivation theory.

Self-motivation is a key life skill and something that everybody interested in personal development should think carefully about. It is also a key part of emotional intelligence, one of the three areas of personal skills that are integral to the concept.

1.3.13 Motivating others

If you're leading a group of people towards success, you must learn how to motivate others. If you concentrate on understanding what motivates others and you meet the needs of these people, you'll be on the right track for a positive and enlightening experience for all involved.

Once a person's base needs are met, they usually move on to working on certain needs of self fulfillment. For example, if someone is hungry, they won't be able to concentrate on a critical

thinking task. In this case you'll need to make sure that this person has had lunch before the task needs to be completed. But how can you motivate them to complete certain tasks once base needs have been fulfilled?

Try one or more of the following ways of motivating people:

1. Treat People Kindly. As a leader you need to treat the people helping you with the utmost respect and kindness. Hand out praise when it's warranted

2. Give People Responsibility. If there are certain tasks that you're allowed to delegate to others, by all means choose someone to take responsibility for that task. When people are fully responsible, they'll be more likely to find the motivation to complete the task.

3. Be a Good Listener. No one likes to feel like they don't matter. Just because you have final say doesn't mean that you can't get some help with important decision making. People enjoy feeling like they're making a difference. Always keep an open ear and you'll be motivating your team to come up with solutions and creative ideas.

4. Set Stretched Goals. Think long and hard about how your goal setting abilities can teach you how to motivate others. You don't want to set goals that are too easy. Your team might reach them quickly but they won't be pushed to become the best they can be.

5. Get to Know People. You may not want to be personal friends with your colleagues, but that doesn't mean that you can't get to know them as people. Keep lines of communication open and get to know your team by paying attention to their wants, needs, strengths and weaknesses. People are smart and they'll know when they have a leader that cares and a leader that doesn't. They'll certainly be more motivated to work hard for somebody that cares about them.

6. Keep Everyone in the Know. Nobody likes to be left in the dark. Make sure that you're open about your thinking and decisions with the people you're motivating.

Remember that when you're working on motivating others, it's definitely important to strengthen their sense of belonging. You're leading a little family and when everyone's happy, they're motivated to achieve big things.

1.3.14 Personality development

Personality development is the relatively enduring pattern of the thoughts, feelings, and behaviors that distinguish individuals from one another. The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan.

Personality Development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change to your life. Each individual has a distinct persona that can

be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbining oneself with positivity, liveliness and peace.

The whole process of this development takes place over a period of time. Even though there are many crash courses in personality development that are made available to people of all age groups, implementing this to your routine and bringing about a positive change in oneself takes a considerable amount of time. It is not necessary to join a personality development course; one can take a few tips and develop his or her own aura or charm.

- You may have heard this a million times "Think Positive". It works.
- Smile. And smile some more. It adds to your face value and to your personality as well.
- Read a few articles in the newspaper loudly. This will help in communicating fluently.
- Follow table manners and dining etiquettes
- Take good care of your health, dress well, be neat and organized
- Prepare a chart that mentions your strengths and weaknesses. Now concentrate on the latter and find ways to improve upon the same. Do not forget to strengthen your strengths.
- Spend some time alone concentrating on you and yourself alone.
- Practice meditation and yoga. It will help you develop inner peace and harmony that will reflect outside.
- Do not live a monotonous life. Be creative and do something new all the time. Nothing bigger than the joy of creative satisfaction.

Personality development is gaining more and more importance because it enables people to create a good impression about themselves on others; it helps them to build and develop relationships, helps in your career growth and also helps to improve your financial needs.

After all, personality development is nothing but a tool that helps you realize your capabilities and your strengths making you a stronger, a happier and a cheerful person.

1.3.15 I Q (Intelligence Quotient)

An intelligence quotient (IQ) is a total score derived from several standardized tests designed to assess human intelligence. The abbreviation "IQ" was coined by the psychologist William Stern for the German term Intelligence quotient, his term for a scoring method for intelligence tests at University of Breslau he advocated in a 1912 book. Historically, IQ is a score obtained by dividing a person's mental age score, obtained by administering an intelligence test, by the person's chronological age, both expressed in terms of years and months. The resulting fraction is multiplied by 100 to obtain the IQ score.

When current IQ tests were developed, the median raw score of the norming sample is defined as IQ 100 and scores each standard deviation (SD) up or down are defined as 15 IQ points greater or less, although this was not always so historically. By this definition, approximately two-thirds of the population scores are between IQ 85 and IQ 115. About 2.5 percent of the population scores above 130, and 2.5 percent below 70.

Scores from intelligence tests are estimates of intelligence. Unlike, for example, distance and mass, a concrete measure of intelligence cannot be achieved given the abstract nature of the concept of "intelligence". IQ scores have been shown to be associated with such factors as morbidity and mortality, parental social status, and, to a substantial degree, biological parental IQ. While the heritability of IQ has been investigated for nearly a century, there is still debate about the significance of heritability estimates and the mechanisms of inheritance.

IQ scores are used for educational placement, assessment of intellectual disability, and evaluating job applicants. Even when students improve their scores on standardized tests, they do not always improve their cognitive abilities, such as memory, attention and speed. In research contexts they have been studied as predictors of job performance, and income. They are also used to study distributions of psychometric intelligence in populations and the correlations between it and other variables. Raw scores on IQ tests for many populations have been rising at an average rate that scales to three IQ points per decade since the early 20th century, a phenomenon called the Flynn effect. Investigation of different patterns of increases in subtest scores can also inform current research on human intelligence.

1.3.16 EQ (Emotional Quotient)

For most people, emotional intelligence (EQ) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them.

Therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people — particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers.

“Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them,” says Howard Gardner, the influential Harvard theorist. Five major categories of emotional intelligence skills are recognized by researchers in this area.

Understanding the Five Categories of Emotional Intelligence (EQ)

1. Self-awareness. The ability to recognize an emotion as it “happens” is the key to your EQ. Developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them..

2. Self-regulation. You often have little control over when you experience emotions. You can, however, have some say in how long an emotion will last by using a number of techniques to alleviate negative emotions such as anger, anxiety or depression. A few of these techniques include recasting a situation in a more positive light, taking a long walk and meditation or prayer.

3. Motivation. To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, you can with effort and practice learn to think more positively. If you catch negative thoughts as they occur, you can reframe them in more positive terms — which will help you achieve your goals.

4. Empathy. The ability to recognize how people feel is important to success in your life and career. The more skillful you are at discerning the feelings behind others’ signals the better you can control the signals you send them.

5. Social skills. The development of good interpersonal skills is tantamount to success in your life and career. In today’s always-connected world, everyone has immediate access to technical knowledge. Thus, “people skills” are even more important now because you must possess a high EQ to better understand, empathize and negotiate with others in a global economy.

What factors are at play when people of high IQ fail and those of modest IQ succeed?

How well you do in your life and career is determined by both. IQ alone is not enough; EQ also matters. In fact, psychologists generally agree that among the ingredients for success, IQ counts for roughly 10% (at best 25%); the rest depends on everything else — including EQ.

A study of Harvard graduates in business, law, medicine and teaching showed a negative or zero correlation between an IQ indicator (entrance exam scores) and subsequent career success. Three examples illustrate the importance of emotional competencies.

1.3.17 SQ (Social Quotient)

An index of social maturity, based on the ratio definition of the intelligence quotient or IQ, the social quotient being defined as social age divided by chronological age, the ratio then being multiplied by 100. Hence $SQ = (SA/CA) \times 100$. See also Vineland Social Maturity Scale.

The social intelligence hypothesis states that social intelligence, that is, complex socialization such as politics, romance, family relationships, quarrels, collaboration, reciprocity, and altruism, (1) was the driving force in developing the size of human brains and (2) today provides our ability to use those large brains in complex social circumstances. This hypothesis claims that the demands of living together is what drives our need for intelligence, and that social intelligence is an evolutionary adaptation for dealing with highly complex social situations, as well as gaining

and maintaining power in social groups. Social intelligence was a critical factor in brain growth. Social and cognitive complexity co-evolves.

The social intelligence quotient (SQ) is a statistical abstraction, similar to the 'standard score' approach used in IQ tests, with a mean of 100. Scores of 140 or above are considered to be very high. Unlike the standard IQ test, it is not a fixed model. It leans more toward Jean Piaget's theory that intelligence is not a fixed attribute, but a complex hierarchy of information-processing skills underlying an adaptive equilibrium between the individual and the environment. Therefore, an individual can change their SQ by altering their attitudes and behavior in response to their social environment.

SQ has until recently been measured by techniques such as question and answer sessions. These sessions assess the person's pragmatic abilities to test eligibility in certain special education courses; however, some tests have been developed to measure social intelligence.

People with low SQ are more suited to work with low customer contact, as well as in smaller groups or teams, or independently, because they may not have the required interpersonal communication and social skills for success on with customers and other co-workers. People with SQs over 120 are considered socially skilled, and may work exceptionally well with jobs that involve direct contact and communication with other people.

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