

### ■ 2.1.1. LLL (Life Long Learning skills)

It is the process of keeping mind and body engaged at any age by activity pursuing experience and knowledge.

Life long learning recognises that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. Life long learning means learning resulting from integration of formal, non-formal and informal learning, so as to create ability for continuous life long development of quality of life. Learning is therefore part of life which takes place at all times and in all places. It is a continuous life long process, going on from birth to the end of our life, beginning with learning from families, communities, schools, religious institutions, workplaces, etc.

Learning of the 6 to 24 age group usually takes place in educational institutions, from primary and secondary to tertiary levels. The objective of learning in this period is the holistic development of learners in four aspects, namely : physical, intellectual, social capacity, emotional and mental development. Learning during the working life of the 25 to 60 age group can learn informally through the use of instructional media, mostly from their occupations, workplaces, colleagues, touring, mass media, information technologies, environment and nature.

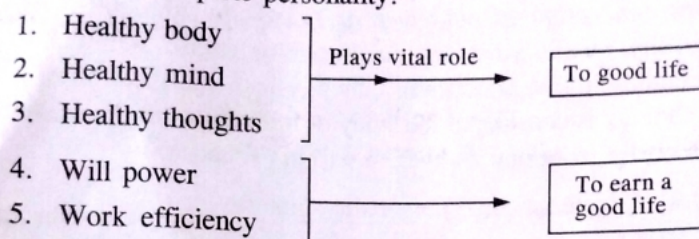
#### **Importance of life long learning :**

1. To remain competent for the benefit of your employer.
2. To gain knowledge needed to move into a new area of business.
3. To develop a skill needed for promotion, such as management expertise.
4. To learn a new skill such as a new language.
5. To remain up-to-date with new developments in your area of expertise.
6. To keep abreast of new advances in technology.
7. To help to adapt to change.
8. To an enriching life of self fulfillment.
9. To make world a better place.
10. To increase self confidence.



### ► 2.1.2.1. PERSONALITY DEVELOPMENT

It is nothing but strengthening the capacity of subjective dimensions of personality to interact more and more effectively and efficiently. The personality development is the inner growth contributing to the outer excellence. The development of personality is purely subjective. Any improvement in the objective sense will not result in over all efficiency or excellence, unless there is significant transformation in our personality because the key to objective improvement lies in the subjective growth. Subjective growth is the integrated, well defined and well planned development of all the faculties in which our personality operates. Hence, there are five steps to complete personality.



*If a man can interact with another man more cordially or in a more friendly manner than in the past, it means his personality has developed.*—**Individual level**

*If a man behaves with his family members in more intimate way than in the past, it means his personality has developed.*

—**Family**

*If a worker works more efficiently than in the past, that means his personality is developed to that extent.*

—**Organization**

*If the citizen of a particular society discharges his duty more effectively with more spirit of dedication, then it means his personality is developed to that extent.*

—**Society**

*If a man identifies with his nation, feels for the nation and develops a patriotic spirit, then it means his personality is developed to that extent.*

—**Nation**

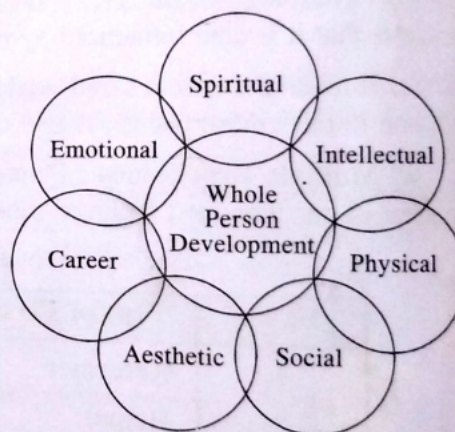
*If a man is able to identify himself with every human being in the universe, it means his personality has developed to that extent.*

—**Universe**

Not only the personality development helps one to grow the working efficiency and behavioural expression, it also helps him to **transcend from one level to another**.

There are a number of different theories about how personality develops. Some of these major perspectives on personality include :

**1. Type theories** are the early perspectives on personality. These theories suggested that there are a limited number of "personality types", which are related to biological influences.





**2. Trait theories** viewed personality as the result of internal characteristics that are genetically based.

**3. Psychodynamic theories** of personality are heavily influenced by the work of Sigmund Freud and emphasize the influence of the unconsciousness on personality.

**4. Behavioural theories** suggest that personality is a result of interaction between the individual and the environment. Behavioural theorists study observable and measurable behaviours, rejecting theories that take internal thoughts and feelings into account. Behavioural theorists include B.F. Skinner and John Watson.

**5. Humanist theories** emphasize the importance of free will and individual experience in the development of personality. Humanist theorists include Carl Rogers and Abraham Maslow.

### ■ 2.1.3. Values

Values are the framework of philosophy of an individual on the basis of judgement. What is good or bad, ethical or unethical, desirable or undesirable ? That is why, these are important to study for the success of any organisation.

**Definition of Values :** Molten Rokeach, a noted socio-psychologist, has defined values as “*global beliefs that guide actions and judgements across a variety of situations*” or “*values represent basic convictions that a specific mode of conduct (or end-state of existence) is personally or socially preferable to an opposite mode of conduct (or end-state of existence)*”.

**Types of Values :** The values learnt can be divided into two broad categories :

- (a) Terminal values and
- (b) Instrumental values.

**(a) Terminal values :** It leads to “ends” to be achieved. *e.g.* comfortable life, sense of accomplishment, family, security, self respect etc.

**(b) Instrumental values :** It leads to “means” of achieving desired ends. *e.g.* ambition, courage, honesty, helpfulness, independence etc.

Terminal Values (end)	Instrumental Values (means)
Comfortable life	Ambition
Sense of accomplishment	Courage
Family security	Honesty
Self respect	Helpfulness
Wisdom	Independence

### ■ 2.1.4. Ethics

The word ethics is derived from the Latin word ‘ethos’, which means ‘character’. Ethics is generally regarded as being about the norms of behaviour, people follow, regarding what is good or bad, right or wrong usually ethical issues are about matters of human well-being or welfare



**Definition of Ethics :** There are various definitions of ethics :

*"Ethics is a set of moral rules and regulations formulated from time immemorial by the society for its members to lead an honest and happy life."*

*"Ethics indicates the way of life one has to lead, where honesty, discipline and understanding of moral ideals, character and relationship with others are the influencing forces."*

*"Ethics refers to a particular set of beliefs, attitudes and habits that a person or group displays concerning morality."*

**Types of Ethics :** There are two types of ethics :

(i) Personal ethics

(ii) Professional ethics.

**(i) Personal ethics :** It may be defined as "the rules by which an individual lives his or her personal life is known as personal ethics."

**(ii) Professional ethics :** It may be defined as "the moral way, the professional should behave in his domain of profession, be it engineering, medical, legal or business, is known as professional ethics".

Ethics in general indicates the moral choices made by each person in relationship with other persons.

### **Do's and Don't of Professional Ethics**

#### **Things to Do**

- (i) Return value to the customer (internal and external) in all business decisions.
- (ii) Return value to the community, locally and globally.
- (iii) Deliver quality in a timely fashion.
- (iv) Be honest in the work by telling the client, customer or boss that the task or project under consideration will meet the target date.
- (v) If the employer wants respect from employees, he/she should treat all employees as professionals in their own right. Remember, treating someone as a professional, they will (hopefully) treat you like one too.
- (vi) Promote your profession.
- (vii) Do things for the good of yourself, the customer and the profession. You are not a true professional if you don't deliver outcomes that satisfy all three of these areas.
- (viii) Do provide respect to others. This means truly thinking of their beliefs and desires and the contribution they make to the organization, however small.



### Things Not to Do

- (i) Do not tell the client, customer or boss that you can do something which you cannot.
- (ii) When you accept an assignment, **do not** use words like *me, mine, you* and *yours*.
- (iii) Do not steal from your employer.
- (iv) Do not underestimate your capabilities.

### Need for Professional Ethics or Ethical Principles

- (i) **Treat people with respect**, valuing each individual and avoiding **negative discrimination**.
- (ii) **Respect and promote people's right to make their own decisions and choices**, unless the welfare or others are seriously threatened.
- (iii) **Promote and ensure the welfare and safety of people**, while permitting them to learn through undertaking challenging educational activities.
- (iv) Contribute towards **the promotion of social justice for people** and in society generally through encouraging respect for difference and diversity and challenging discrimination.
- (v) **Recognise the boundaries between personal and professional life** and be aware of the need to balance a caring and supportive relationship with people with appropriate professional distance.
- (vi) **Recognise the need to be accountable** to people, their parents or guardians, colleagues, wider society and others with a relevant interest in the work and that these accountabilities may be in conflict.
- (vii) **Develop and maintain the required skills and competence** to do the job.

### Development of Professional Ethics

The professional ethics can be developed :

- (a) By providing education.
- (b) Training and presentation.
- (c) Paper writing and books publication.
- (d) Workshops with focus on professional ethics.
- (e) Codes and standards.
- (f) Conferences, symposia etc.