

## UNIT – 5: PERSONALITY DEVELOPMENT AND LEADERSHIP

Content and specific topic	Comprehension	Analysis	Synthesis	Evaluation
Introduction to personality development	Understand personality of an individual and its development	Analyse the different factors that influence personality and shape it	Appreciate the diversity in personality of individuals and its influence on their behavior	Worksheets, comprehension questions, discussion and activities
Self awareness	Understand the concept of self awareness	Examine the factors that affect one's self	Develop a sense of responsibility, smartness in appearance and improve self confidence	Worksheets, comprehension questions, discussion and activities
Communication skills	Understand the importance of communication in daily life	Examine the principles of effective communication and the barriers in communication	Appreciate the need of communication	Worksheets, comprehension questions, discussion and activities
Leadership traits	Acquaint themselves with the different types of leadership	Analyse the leadership traits and its effectiveness in management	Inculcate the leadership qualities and the respect for authority	Worksheets, comprehension questions, discussion and activities
Time management	Understand the importance of time and its management	Examine the tools for time management	Appreciate the value of time in one's life	Worksheets, comprehension questions, discussion and activities

## Unit-5

# Personality Development and Leadership

Let us take a small test before proceeding to the Unit. This test has 10 questions and should take about 5 minutes. It has two sets of five questions each and you will find out about a different aspect of your personality after every five questions. This personality test can't tell you exactly what you are like. No survey can predict personality type with 100 % accuracy. Experts say we should use personality type descriptions to better understand ourselves and others, but shouldn't feel restricted by our results. It is a simple test based on Personality Type Theory. The results are not intended to be psychometric or practical, equivalent to any other Personality questionnaire results.

### Set 1: Mind or Heart?

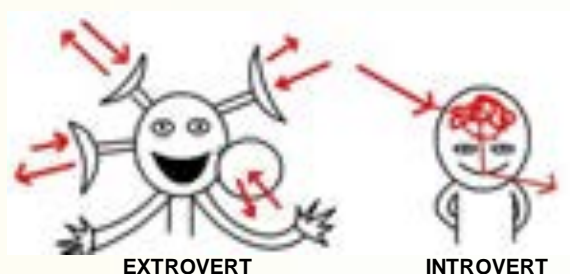
- 1) **Which set of words best describe you?**
  - a) Analytical, logical and objective
  - b) Decisive, driven and energetic
  - c) Caring, helpful and supportive
  - d) Complex, thoughtful and sensitive
- 2) **What would you do if you had to decide between two homes to move into?**
  - a) List your ideal features and compare which place has the most
  - b) Compare the good and bad features of both
  - c) Go with your gut feeling about which is best
  - d) Think about how each place affects the other people in your life
- 3) **If your friend started being friendly with someone you really disliked and asked you what you thought about their relationship, what would you do?**
  - a) Be up front and honest about what you think
  - b) Try to be tactful - but still be truthful about what you think
  - c) Try not to hurt their feelings, changing the subject if necessary
  - d) Avoid hurting their feelings, telling a "white lie" if necessary
- 4) **If you are with a group of friends and an argument breaks out, what do you tend to do?**
  - a) Face the dispute head on
  - b) Try to find an answer to the problem

- c) Try to meet everyone's needs
- d) Anything to avoid hurting people's feelings

5) **When you have to make a difficult decision, what is most important to you?**

- a) Arriving logically at the best choice
- b) Being as fair as possible
- c) Doing the right thing according to your own beliefs and values
- d) Getting the approval and agreement of others

**Set 2: Extrovert or Introvert?**



6) **When you are out with a group of your friends, how much of the talking do you usually do?**

- a) Hardly any at all
- b) A little less than most
- c) Quite a lot
- d) Almost all

7) **When it comes to expressing yourself do you...**

- a) Hold back more, listening to others before speaking?
- b) Think before you speak?
- c) Think out loud?
- d) Use your hands and facial expressions a lot?

8) **What are you like when you have to meet a group of new people?**

- a) You stick with the people you've met before
- b) You spend your time thinking about how to keep the conversation going
- c) You aim to mingle with as many new people as possible
- d) You just go out and have fun

9) Which set of words best describe you?

- a) Cautious, thoughtful and loyal
- b) Inquisitive, independent and contained
- c) Lively, enthusiastic and energetic
- d) Expressive, talkative and friendly

10) If you are in the middle of something important and the phone rings how do you usually react? Do you...

- a) Ignore the phone, or let the answering machine pick up?
- b) Take the call, but deal with it as quickly as possible?
- c) Answer it as you welcome the chance to talk to someone, but keep it brief?
- d) Answer the phone enthusiastically and be up for a long conversation?

## Results

### Set 1: Head or Heart

If you answered more (a)s and (b)s, you're a head person.

If you answered more (c)s and (d)s, you're a heart person.

### Set 2: Extrovert or Introvert

If you answered more (a)s and (b)s, you're an introvert.

If you answered more (c)s and (d)s, you're an extrovert.

Ref: [http://www.bbc.co.uk/science/humanbody/mind/surveys/whatamilike/static\\_quiz.shtml](http://www.bbc.co.uk/science/humanbody/mind/surveys/whatamilike/static_quiz.shtml)

## 1. PERSONALITY: MEANING AND DEFINITION

You just did that test to assess a few aspects of your personality. So what exactly is the meaning of the word Personality? The word "personality" originated from the Latin word '*persona*', which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to *disguise* the identity of a character, but rather was a convention employed to represent or *typify* that character.

An individual's personality is the complex of mental characteristics that makes them unique from other people. It includes all patterns of thought and emotions that cause us to do and say things in particular ways. Gordon Allport (1897 –1967), often referred to as one of the founding figures of personality psychology laid major emphasis on the uniqueness of each individual. Allport was eclectic in his approach and accepted many of the ideas of other theorists. Allport defined

personality as "the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought."

Personality development is, developing a personality so as to create a strong positive impression about self with the targeted group. It is very important to maintain one's personality to prove in a long run.



People are different from each other in many ways

## 2. FACTORS INFLUENCING PERSONALITY: PHYSICAL, SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL

Personality is the characteristics and patterns of feelings, thoughts, and behaviours, which make a person exceptional, one of a kind and exclusive to his or herself. Personality originates within an individual and remains consistent throughout life. Every person born is unique to his or herself, including identical twins, who differ in fingerprints and personalities.



### 2.1 Physical and Social Factors Influencing Personality

Modern psychological studies suggest that factors such as the ones below have a lasting effect on an individual's personality.

**Hereditary:** One's personality can be influenced by the genes one may have inherited from either one's mother's or father's side or a combination of both. Apart from inheriting physical attributes,



like height, weight and skin and hair colour, psychologists have ascertained that, our mental aptitudes and temperaments which have the potential for influencing our personality are to a certain extent, hereditary.

**Self-Development:** Of the other factors, self-development is the most important factor that can influence one's personality. Self-awareness is the key; it entails believing in oneself and one's capabilities. It implies that despite one's family and environmental background or one's current circumstance, one remains in control/charge of moulding his/her personality. Such a person is aware that personality is a changing, evolving process and does everything possible to enhance his/her personality.

**Environment:** Our environment can also play a significant role on our personality. Right from early childhood through all the stages of development, our home and family, our school and teachers, our friends and colleagues at work, all exert influence on the development of our personality. Besides these, the location where we live and the society we associate with, the country of our birth and the culture we have adopted, are all critical factors that influence our personality.



Healthy environment leads to healthy personality development

Source: <http://indianed.americanindiansource.com/2010/08/25/soaring-eagles-moonlight-in-the-park/>

**Education:** Education is one of the most important factors in building a nation. Effective and enriching education is the foundation of one's development. When the objectives of education are realized, then true personality development takes place. Two types of individuals emerge during the process of education: school /book smarts and street smarts. School/book smarts are those who have gained the knowledge from school and reading books, while street smarts are those who have situational awareness through learning that came from even the most unlikely sources. The most effective way of shaping one's personality is to have a taste of both types and experience both the worlds.

**Life-situations:** Our situations in life are constantly changing and these can affect our personality in varying degrees. Some have greater opportunities in life like better amenities, better schools and greater advantages than others. Learning skills, life skills, communicative skills and language skills although partially latent in some, can only be acquired through personal effort and gained through practice and experience. Hence it is our competence in handling life-situations that positively influence our personality.

## 2.2 Psychological and Philosophical Factors Influencing / Shaping Personality

A healthy *self-image* is the core determining factor of a strong personality. Your personality is your identity; it is the sum total of your inherent and acquired characteristics. It is not necessarily something you are born with, but something you definitely need to take responsibility for it is primarily you alone, who can shape your personality and create your reality.

**Past Experiences:** Experience is one of the major determinants of personality; it could affect a person either positively or negatively. A person, who has encountered harsh experiences e.g. being left behind, may display characteristics of distrust and may isolate himself/herself from others. On the other hand, good experiences can fuel us either consciously or subconsciously to be motivated to work towards achieving the same results. People respond in a good or bad manner depending upon their experiences.

**Dreams and Ambitions:** Dreams and ambitions shape our personality in a way that it facilitates our goals. We start to set priorities and change the way we are in order for such priorities to be fulfilled. Hence, these aspirations are perhaps the strongest factors that develop our attitude towards work and career.

**Self-Image:** Each person views himself quite different from how other people perceive him. Thus, one's self-image usually breeds personality characteristics that stick within the self- image. People who feel highly with their selves, display a certain aura of confidence and make it always seem that they are a cut above the rest.

**Values:** Personality of an individual is greatly influenced by the values a person strongly believes in. A person who adheres to high moral standards is a well-respected member of the society. An individual is known for his/her integrity and is trusted by not only his/her family members, but also by his/her colleagues and friends. The characteristics of such a person having a strong moral fiber ingrained into his/her character can have a significant influence on the personality of an individual.

### 3. Self Awareness

*'Knowing others is wisdom but knowing oneself is enlightenment' – Tao Tzu.*

Self-awareness sounds very simple - after all don't we know ourselves. But if we are blatantly honest with ourselves, we might become uncomfortable and experience stress since we will see our deficiencies and failure. Self-awareness is a unique human capacity. Self-awareness is the concept that one exists as an individual, separate from other people, with private thoughts. Self-awareness is a personal understanding of the very core of one's own identity. *Self-awareness includes our recognition of ourselves, our character, strengths, weaknesses, desires and dislikes.* It can help us to recognize when we are stressed or feel under pressure. It is often a pre-requisite for effective communications, interpersonal relationship and developing empathy for others.



#### 3.1 Dimensions of Self Awareness

Self-awareness involves knowing ourselves and our personality, and accepting oneself in spite of our imperfection. It includes all aspects of ourselves – our thoughts, emotions, likes, dislikes, strengths, weaknesses, fears, fantasies, ambitions, values, priorities, goals, desires, needs, etc. It acknowledges the fact that, *'I may be imperfect, but still I like myself since I am a good human being and possess many qualities.'*

To have complete self-awareness one needs to concentrate on two aspects: i) how we perceive ourselves - our strengths, weakness, abilities etc., and ii) how others perceive us. Both the views together give a person a complete picture about one self.

**Every individual perceives himself/herself in three aspects:-**

- The perceived self-the way we see ourselves.
- The real self-the way we truly are.
- The ideal self-the way we would like to be.

Unhappiness and poor adjustments in people are mainly because of discrepancies between the perceived and the real or ideal self; misperceptions of self leads to discontentment.

The following *dimensions of Self-awareness* will be explored, as many people limit their self-awareness to their bio-data which is usually things known to everybody. However at a deeper level there is so much inside each one of us that it has many dimensions:



- (a) **Self –realization:** Self-realization is the ultimate of self-awareness. It occurs when one realizes one’s self and the requirement of their existence in the world.
- (b) **Self-knowledge or Self-exploration:** This is a process through which we undo or explore ourselves. This exploration, understanding and knowledge are regarding three important areas:- (i) Physical self- knowledge: about our own body; (ii) Social self – knowledge: about how we relate and interact with society; whether we are social, extroverts or introverts; helping nature; empathetic, etc. (iii) Inner self-knowledge: about our goals, dreams, aspirations, secrets, fears, etc.
- (c) **Self-Esteem:** Self-esteem or self-worth includes a person’s subjective appraisal of himself or herself as intrinsically positive or negative to some degree. Developing high self- esteem would improve our self-confidence, the way we look at ourselves, what we can do for ourselves, our well-being, our relationships and our happiness.
- (d) **Self-confidence:** Self-confidence builds in from self-esteem and this is possible only when one is completely aware about one’s abilities and limits. Success, appreciation, care, love etc., are factors that boost up the self-confidence.
- (e) **Self-talk:** There are automatic thoughts that can be positive or negative. There are endless talks and conversations that run through our minds throughout the day. Some of our self- talk comes from logic and reason. Other self-talk may arise from misconceptions that we create because of lack of information. Self-talk is an important strategy for raising ones’ self-confidence, only if, one practices positive thinking.
- (f) **Self-Motivation:** Self-motivation is what makes an individual work towards a goal or target, not for external reasons but because of his/her own internal will to do it. It is an important quality required by everybody to do various activities like studying, working, earning and building relationships.
- (g) **Self-Image:** Self-image is how one perceives himself – positively or negatively. Self-image is important because how one feels and thinks about himself/herself effects the way he/she acts. Self-image about our body is called *body image*, which is very often a cause for low self-esteem. By body image, one is keeping in mind both *internal* and *external* aspects of it.
- (h) **Self-Control:** The ability to control our thoughts, emotions, urges, desires, fantasies, actions is called *self-control*. It is part of our will power, and includes delayed gratification.
- (i) **Self-Purpose:** This is the ability to find a purpose for ourselves in relation to this world. What are our goals in terms of family, friendships, career, hobbies, and interests? When taken to the extreme – what are our goals in terms of our own selves in this world and universe (i.e. self-realization)?



*Mahatma Gandhi*



*Aung San Suu Kyi*



*Jhansi Rani Laxmi Bai*



*Bal Gangadhar Tilak*

*World leaders who fought for freedom and democracy*

- (j) **Individuality and Uniqueness:** Every single human being is born in this world with different qualities inherent and later, they acquire same as they live and learn. This helps individuals to become unique in skills giving them an identity of their own.



*A R Rahman eminent music director*



*Saina Nehwal Badminton Champion*

- (k) **Personality:** Personality can be defined as the distinctive and characteristic patterns of thought, emotion and behaviour that define an individual's personal style of interacting with the physical and social environment. Our personality has various dimensions, including our openness, conscientiousness, nature, etc.

- (l) **Values:** Value is a concept that describes the beliefs of an individual or culture. Love, care, courage, bravery, respect, integrity, compassion, and respecting our elders are examples of values.
- (m) **Attitude:** Attitude is a mind-set – the ‘way’ we think and look at things. All of us, at one time or another, express the three different types of attitudes: positive, negative and neutral. Half a glass of water may appear half empty to one individual and half full to another.
- (n) **Character:** This is defined as the collective qualities or characteristics that distinguish a person, including her/his reputation, morals and will power.



Mother Teresa-dedicated her life in looking after those who were in real need

### 3.2 Self Realization and Self Exploration through Swot Analysis and Johari Window

An interesting way to become self-aware is the use of SWOT analysis. A SWOT analysis focuses on the internal and external environments, examining *strengths and weaknesses in the internal environment* and *opportunities and threats in the external environment*. The table below will give a clear understanding.

INTERNAL	Your Strengths – S	Your Weakness - W
EXTERNAL	Opportunities in your field – O	Threats in your field - T

The purpose of a SWOT is to actively promote the identified strengths, minimize weaknesses by planning them out of existence, exploit the opportunities before the window closes and have contingency plans in place to minimize threats before they materialise.



Johri Window



#### SWOT ANALYSIS

Source: [http://commons.wikimedia.org/wiki/File:SWOT\\_en.svg](http://commons.wikimedia.org/wiki/File:SWOT_en.svg)

**While we mention about the *strengths*, we understand the Internal positive aspects that are under control and upon which we can capitalize in planning:**

- a) Work Experience.
- b) Education, including value-added features.
- c) Strong technical knowledge within our field (e.g. hardware, software).
- d) Specific transferable skills (e.g. communication, teamwork).
- e) Personal characteristics (e.g. strong work ethic, self-discipline, creativity, optimism, or a high level of energy).
- f) Good contacts/successful networking.
- g) Interaction with professional organizations.

**While we are mentioning about our *weakness*, we intend to include Internal negative aspects that are under our control and that we can plan to improve:**

- a) Lack of work experience.
- b) Low marks, wrong major.
- c) Lack of goals, self-knowledge and specific job knowledge.
- d) Weak technical knowledge.
- e) Weak skills (leadership, interpersonal, communication, teamwork).
- f) Weak job-hunting skills.
- g) Negative personal characteristics (e.g. poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional).

**The above mentioned are the Internal factors which are to be included in the SWOT analysis. In case of the External factors, firstly it's the *opportunities* – Positive external conditions that one does not have control but of which one can plan to take advantage:**

- (a) Positive trends in our field that will create more jobs (e.g. growth, globalization, technological advances).
- (b) Opportunities one could have in the field by enhancing our education.
- (c) Field, which particularly need our set of skills.
- (d) Opportunities for advancement in our field.
- (e) Career path one has chosen which provides unique opportunities.
- (f) Strong network.

**And further, while we include *threats*, we should mention Negative external conditions that we do not have control upon but, the effect of which we may be able to reduce:**

- a) Negative trends in our field that diminish jobs (downsizing).
- b) Competitors with superior skills, experience, knowledge.
- c) Competitors who went to colleges with better reputations.
- d) Obstacles in our way (e.g. lack of the advanced education).
- e) Limited advancement in our field due to cut-throat competitions.
- f) Companies not hiring people with our degree.

**This SWOT analysis would help an individual to not only understand oneself and their present situation but also plan far ahead.**

#### 4. MIND-SET

Mind-set is something which constantly carries on in a person's mind. It is an attitude towards someone or something. Mind-set is the sum of our knowledge, including believes and thoughts about the world and ourselves in it. It is our filter for information we get in and put out. It determines how we receive and react to information. It can form a permanent impression on the mind and is very difficult to change. At times it can develop into a negative attitude leading to disaster. Mind-set is a simple idea that makes all the difference. What we say to ourselves each day can be the difference between maintaining the status quo and living the life we dream of and deserve. Most of what holds one back comes from



**Mind-Set**

**Source:**

<http://agilesyndicate.blogspot.in/2013/03/agile-management-part-3-notes-about.html>



within rather than from the judgments or actions of others. If we want to start making great changes in our life then, we should start with looking at the ways we could be holding ourselves back.

#### 4.1 Importance of Change in Mindset

Most people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting. That's just how we stay on track. But sometimes the interpretation process goes awry. Some people put extreme interpretations on things that happen—and then react with exaggerated feelings of anxiety, depression, anger or superiority.

A good mind-set will reflect reality and will help us to lead a fulfilling life. The order of developing a good mind-set is:

- (a) To find the beliefs those are most supportive.
- (b) Check if the beliefs are in harmony with (a potential) reality.

We want to use our mind-set to *make a positive change*. That's why our beliefs don't necessarily have to reflect our current reality. But of course the reality we believe in, should be possible. If one believes "*I am a successful entrepreneur*", one will act in that way. If one believes "*I want to be a successful entrepreneur*", one will act in this way too: like one is not a successful entrepreneur but want to become one. Adopting beliefs that seem slightly out of reach is very powerful, because it changes our mind-set and therefore we strive for better. It lets one grow.

In a *fixed mind-set*, people believe that their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success without effort. They're wrong.

In a *growth mind-set*, people believe that their most basic abilities can be developed through dedication and hard work. Brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have these qualities. Teaching a growth mind-set creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.



*Eg of growth mind set*  
**Dr. A. P. J. Abdul Kalam**  
 (Former President of India and renowned scientist )

## 4.2 How to Change our Mindset

**Get the Best Information only:** We should try to find the very best information in our field and focus on learning this information only. In any worthwhile field, there is more information available as needed, especially in the internet. We have to narrow down the information input to the most effective. One of the critical personal skills today is not only to find information, but to select the best information and avoid the rest.

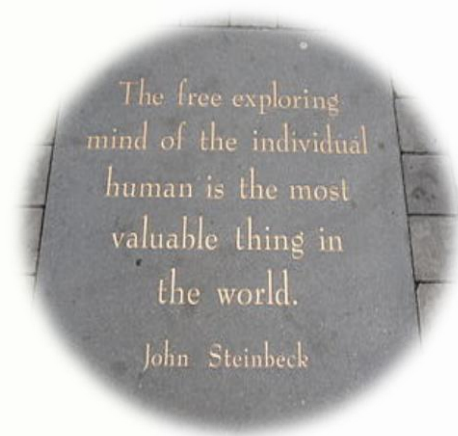
**Role Model:** We should look for the best people in our field and try to model what they did right. Adopt their kind of thinking and mind-set and *follow them*. Of course, we should keep and only add what we think is right for us. That way we can actually improve and personalize their mind-set to fit perfectly for us. It's not copying; it's taking what works for us by getting inspiration and quality input.

**Examine Current Beliefs:** We must examine our mind-set by looking at our current belief-system. Are these beliefs supporting us or *are they self-limiting beliefs*? We have to identify those possible blocks and turn them around, because whether we know about limiting beliefs or not, they are working in our subconscious mind. To uncover our beliefs we should ask ourselves *the right questions* about where we want to go and what is standing in our way right now. The key then is to turn those beliefs around by declaring supportive statements on the same belief. To internalize these new supportive beliefs we can make use of *affirmations*.

**Shape Our Mind-set with Vision and Goals:** A proactive approach to build our mind-set is to clearly see where we want to go. *Seeing a vision* i.e. images describing our end result clearly in our mind's eye, will create a strong pull towards this end result. Thereafter, we should go on and *break our vision into goals*. It will shape our mind-set to become conform to our vision. We should learn and adapt from our own experience and always try to look deeper for the real reasons why we get the results we are getting.

**Find Our Voice:** One of the most beautiful happening in our life is when we find our very own way, something what we could call finding our voice. To help us find this, we should attempt to find answer to these four questions:

- What are we good at? i.e. our mind.
- What do we love doing? i.e. our heart.
- What need can we serve? i.e. the body.
- And finally, what is life asking of us? What gives our life meaning and purpose? What do we feel like we should be doing? In short, what is our conscience directing us to do? That is our spirit.



**Protect Our Mind-set:** It very important for us to protect our mind-set *against the nay sayers* and people who want to drag us down. We also have to protect us against bad and overload of information. Keeping *our confidence* is very important too; we should stay firmly on the right path, strive to improve ourselves and to help others along the way.

**Let Go of Comparisons:** Where we are at this very moment is all that matters. We should try to stay focused on our own situation, needs and dreams without worrying about what other people are doing. We must focus on our own successes. When we switch that focus to what others may have or be doing we may change our course of action that will not end well. The reality of other people's situations is not transparent; the full picture or the reality may be totally different. E.g. the family with two luxury cars and a large house may be deeply in debt. The woman who seems to have it all may be lonely while her husband works 90 hour weeks so they can have those material possessions. What are *our values and goals*? Those are the key questions we can use to direct our path.

**Put an End to Perfectionism:** *Perfectionism* is often the biggest roadblock we face. Too many people feel that if they can't deliver 100% with everything right and *"just so"*, then they should abandon the idea completely. One should learn to take one step at a time, build on things (skills, tasks, writing) and accept that it will never be perfect. It is important to look at growth over time and acknowledge that putting something imperfect out there in the universe is better than staying safe and never attempting anything new.

**Look at the Evidence:** When we hear ourselves saying we can't do something or are not good enough, we should force ourselves to seek the evidence to back up the negative thoughts. Most of what we are thinking can be counter argued and disproved when we look at what we have done in the past, the feedback we have received, etc. Eg. We may tell ourselves that we are not as good a blogger as someone else who is in the limelight, no one comments or cares about what we write etc. When we challenge that thought and look for evidence we see that, we have received some comments and positive feedback. We may feel alone and think we are *"never"* included in social events, but when questioning this, we will admit that we have been to an event last month or had coffee with a friend last week. We may not be as busy as we wish to be, but we are actually included and can make the decision to organise a social event ourselves.

**Redefine What Failure Means:** Fear of failing holds many of us back, especially high achievers who may be afraid to deviate from their comfort zones. If we go through life, afraid of failure, we may often end up living a life where we never try anything new. When we re-define *"failure"* to mean *"lessons learned"* we can start to see how every step we take brings us closer to our dreams. When an idea or project fails to take off it offers us an opportunity to ponder about and learn: What could we do differently? What did not work and why? Is there a better path for us to travel down?

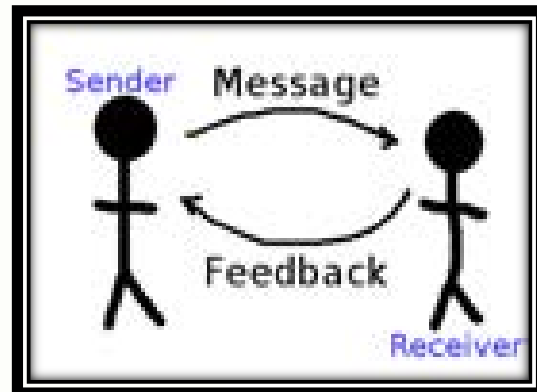
**Stop Worrying about What "People" Think:** We can never please everyone; so basing our decisions on what other people will think of what we do or say is an exercise in frustration. This is

true whether it is business where we cannot have everyone as our target market or our personal life, where our friends and family have their own ideas separate to our own. Most people are not even thinking about us and our actions on a day to day basis so why hand over power to them and let their potential reactions influence our actual actions?

## 5. COMMUNICATION SKILLS

Communicative and language skills acquired through personal effort, practice and experience positively influences our personality. Communication is the exchange of information between people, e.g. by means of speaking, writing or by using a common system of signs or behaviour. Man is a social animal, and communication is intrinsic to human nature.

Communication may be defined as *"A process of sharing facts, ideas, opinions, thoughts and information through speech, writing, gestures or symbols between two or more persons"*. It is something that is universal and happens all the time. We are communicating all the time with others.



Communication Process

Source:

<http://counselingcentennial.com/2013/07/07/why-passive-can-be-dangerous/>

### 5.1 Understanding Basics of Communication

Communication is conveying a message – **verbally, written or through the use of signs**. If we do not talk with others, then they will not know what we are thinking and they will not be able to understand us. One will feel terribly lonely this way. For some people, it is the problem of not knowing how to communicate. For others, it may be that they are too afraid to talk about their problems, share their views, and let others know what is going on in their mind. In fact, without communication, our relationships with others are likely to be dominated by suspicion, guesses, misunderstandings and false assumptions. Empathy creates wonderful results only when we are willing to let others know how we feel.

Lack of communication breeds problems in our relationships. We tend to assume that others know what we want or how we feel. When they do not react as we expect they should, we get upset. We are annoyed when others may not know why! We expect people to understand us. The truth is they do not understand us, as we choose to believe that, ideas can get across at the unspoken level! All too often, the communication between us and our loved ones is merely functional – out of necessity. We waste many opportunities to enhance our understanding of each other and improve our relationship.



For instance, if a person is used to his/her mother's cooking every day, and assume it is her role to cook and therefore, there is no need to make her feel special about it, she may increasingly find cooking a chore. In reality, a lot of effort goes into the cooking task. Each time the mother goes into the kitchen, she puts in her affection into the food by choosing the type of vegetables or ingredients her family members like. More often, when she dishes out the food, she silently hopes that her son/daughter/ other family members will enjoy it and tell her how good it was. She may be able to tell from the way one gobbles up the food, but nothing is more powerful than a communication through language at that moment if one can simply say: *"Mummy, it's delicious, I love it!"*. This complement will make her day! One can do it every day to make her feel appreciated, even though it is not in our culture, or habit.

There are many such moments for us to express affection, especially to our near and dears. Relationship, like a reservoir, requires constant nourishment. Imagine what would happen to a reservoir if we keep drawing water from it but there was no rainfall to fill it up. Similarly, we cannot draw affection without investing affection. Things begin to fall apart when relationships are taken for granted.

We often find people harbouring grudges against each other for being unhelpful, uncaring, not showing sufficient understanding. Many times, we stop talking to people for long durations because of anger. This long silence is like a time bomb, which may explode one day at the slightest provocation. Long silence does not help to resolve problems. On the contrary, it breeds bitterness. When our heart is bitter, we cannot be happy and loving; even though we can suppress the bitterness and pretend that we are fine.

We all have fears, worries, and concerns; talking with somebody we trust is an effective way to relieve ourselves of mental stress. If we can share our inner world with others, we may realize that we are not alone – others have the same problems too. That will make us feel instantly better.

## 5.2 Styles of Communication

There are three styles of communications:-

- (a) **Aggressive:** In this type of communication, people believe that everyone should be like them. Aggressive communicators have a close mind and are poor listeners. They have difficulty in seeing other person's point of view; they interrupt and monopolize. They tend to dominate and put down others. They are bossy. While communicating they frown, stare, talk loudly or have a yelling tone of voice. Most often they tend to think 'I am never wrong' or 'I've got rights, but you don't.'
- (b) **Passive:** In such a communication, people do not express their true feelings; they do not disagree and think that others have more rights than they do. Their communication style is indirect, they always agree and do not speak out and are very hesitant. While communicating they often lack facial expression and stand with downcast eyes.



- (c) **Assertive:** In such a communication, the person believes that the views expressed by him/her and others are valuable. He/she knows that, if she/he has the rights to express, then others too have the rights. Here the individuals are active listeners and check on other's feelings. They are action oriented, attentive, vocal, expressive, good listeners, aware, supportive, persuasive, fair, open and consistent in behaviour. Their expectations are realistic. They have open and natural gestures. They maintain an eye contact while communicating.



Source: <http://intoleadership.com/?p=114>

### Ways of communication:

- (a) **One Way Communication:** Communication from a single channel. There is no opportunity for clarifying doubts. For example, Principal announces- Saturday is a working day and student can wear coloured dresses.
- (b) **Two Way Communications:** Communication between two channels. Opportunity for clarifying doubts exists. For example, parents deciding on the duration of the vacation to a hill station after discussion with the children.

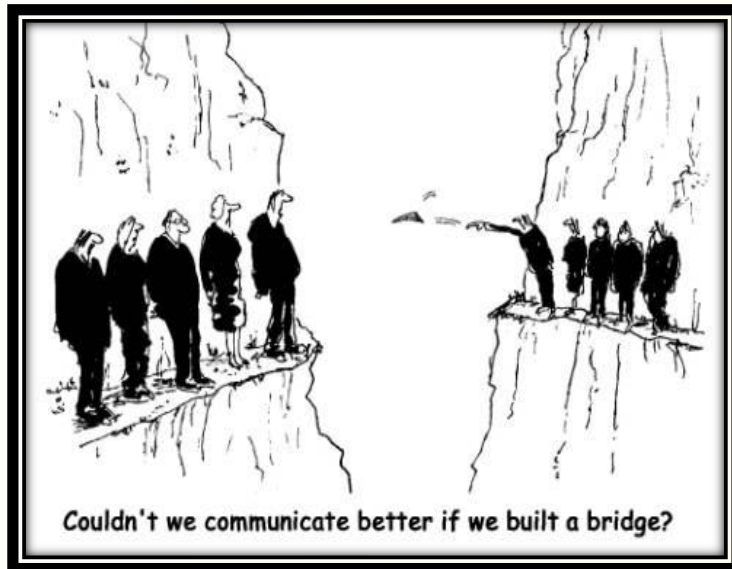
## 5.3 EFFECTIVE COMMUNICATION

This involves:

- (a) **Verbal Communication:** In Verbal Communication one person talks and others listen and react. The conversation can be informative, in the form of questions, a negotiation, and statement or open ended questions, instruction, etc. The situation can be formal or informal. In relationships, communication is usually informal. A speaker, to clear up misunderstanding of what has been said may ask questions to gain information and may repeat it in a different way (paraphrase). Speech problem, too long sentences, mumbling, speaking too softly,

hearing problems, listeners interrupting the speaker, loud external noises, etc. all hamper proper verbal communication.

- (b) **Non-Verbal Communication:** Non-verbal communication is that which gives meaning to what is said and may communicate both appreciation and rejection. It includes tone of voice, a nod of head, using silence, frowning, smiling, body posture, touch, shaking of the head to communicate approval or disapproval, lifting of the eyebrows to show surprise, distance between persons, playing with something in hand instead of focusing etc. The body language communicates a lot in the communication process. Body language can be easy to read, but at the same time easy to misinterpret. It is not only important to observe the non-verbal communication of others and understand how well they receive or reject the communication, but also use proper body language to communicate effectively. We should ensure that we appreciate others through body language. We can react to what others say by nodding, smiling and generally showing that we are listening.



Effective Communication

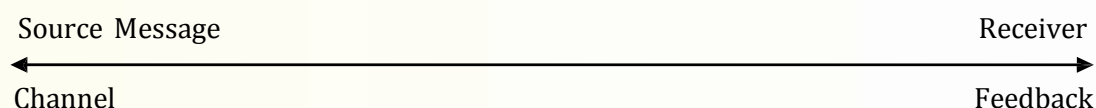
- (c) **Listening:** During communication, one person talks and another person listens. The listeners must give attention to all that is said, without interrupting the speaker and react later in a relevant manner. Many people may listen but may not know what the full message is. There are people who listen “*selectively*”, who miss much of the message and only focus on points relevant to him or her. Sometime we do not listen to our friends and other people; sometimes they do not listen to us. In either situation, there will be a problem in communication and understanding.

**How would we know if someone is not listening properly to us? When the person:**

- Looks away.
- Interrupts.
- Looks at the watch.
- Gets up to do something and returns.
- Gives advice.

- f) Talks to someone else.
- g) Answers the phone.
- h) Begins to do some work.
- i) Does not stop doing work.
- j) Says that she/he will be back in a minute and does not return.
- k) Looks bored.

## Components of Communication

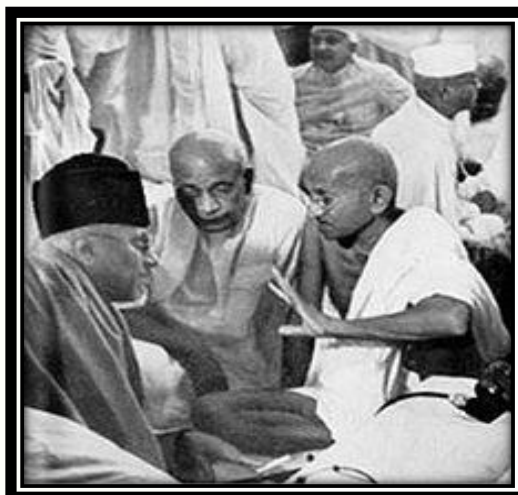


All the components must be present for effective communication.

**Importance of Effective Communication for Young People:** Adolescence being a period of immense change, communication during this transitional phase of life assumes even more importance. Young people should be equipped to effectively communicate with others regarding their feelings and emotions or decisions. Also, a young person who is in need of advice or who harbours some fears, needs to talk to others and express himself/herself.

## 6. LEADERSHIP

Legends and myths about what distinguishes 'great leaders' from 'commoners' seem to have always attracted human beings. Bass writes: *'The study of leadership rivals in age the emergence of civilization, which shaped its leaders as much as it was shaped by them. From its infancy, the study of history has been the study of leaders – what they did and why they did it.'* Leadership still fascinates scholars as well as the general public. However, the term 'leadership' means different things to different people. Definitions of leadership vary in terms of emphasis on leader abilities, personality traits, influence relationships, cognitive versus emotional orientation, individual versus group orientation, and appeal to self versus collective interests.



*The three great Indian leaders Azad, Patel and Gandhiji at AICC meeting in Mumbai in 1940*

According to House & Shamir, 1993, "leadership is the ability of an individual to motivate others to forego self interest in the interest of a collective vision, and to contribute to the attainment of that vision and to the collective by making significant personal self-sacrifices over and above the call of duty, willingly." (Leadership in Organizations by DEANNE N. DEN HARTOG and PAUL L. KOOPMAN).

Generally speaking, leadership is the process whereby one member of a group takes *executive control* over a groups *function* and aims. The leader typically has desired characteristics and qualities. They may be overseen by a group who, whilst aren't active in the day-to-day activities, have the final vote in matters of importance - an *executive* committee. (Ref: *What is LEADERSHIP? definition of LEADERSHIP (Psychology Dictionary)*)

## 6.1 Leadership Traits

In the past much of leadership training had centred on life studies of some eminent military figures. This historic approach, which was later reinforced by an extensive survey conducted after World War II taught that there are some common traits in the lives and careers of all successful leaders. Fourteen traits were found to be common amongst eminent leaders of the past.

It is common knowledge that there indeed are certain traits which are necessary in leadership. For instance it is inconceivable that a leader can function without some of those traits like enthusiasm, judgment and knowledge. For searching leadership at junior level the “*Trait Approach*” continues to be the most effective method available and is of importance to the Armed Forces.



Source:<http://marykmahoney.wordpress.com/2011/08/30/the-common-traits-of-leaders/>



Leadership traits are human qualities that are of great value to a leader. Possession of these traits simplifies the task of applying the leadership principles and assists greatly in winning the confidence, respect and cooperation of other men. Individuals possess these traits in different degree according to the constitution of their character. These cause variation in the type of leadership exercised by individuals and make leadership a personal function. An individual can benefit by studying the traits considered important to a leader. But with careful self-analysis and application, he can develop those traits in which he is deficient and further strengthen those in which he is strong.

## 6.2 Important Leadership Traits

A study of great military leaders reveals that, none possessed all the leadership traits in the maximum degree but their weakness in one trait was compensated by the strength in the other. A good leader will capitalize on his strong traits and at the same time take steps to improve his weak traits. It would, however, be recognized that the leader's goal, the personalities of the people with whom he is working and the circumstances of the specific situation, all will have a profound effect on which particular trait needs most emphasis. Traits that are of paramount importance to a leader are:

- (a) **Alertness:** In battle, a Commander is offered fleeting opportunities by the enemy, which if seized and exploited can bring decisive victories to his force. Alertness of mind is what helps a Commander to pick up these opportunities at the right time and exploit the situation to his own advantage.



*Commander leading parade*

Source: [http://www.worcestershireregiment.com/o\\_patrickson.php](http://www.worcestershireregiment.com/o_patrickson.php)



- (b) **Bearing:** Denotes desirable physical appearance, dress and deportment. A leader and more so an officer should, therefore remember that his personal bearing will exercise a dominating and permeating influence not only with his own men but with the general public too. In public therefore, as on parade, he must conduct himself in such a fashion that the uniform he wears is regarded by the general public not merely as a uniform but as the hall mark of a great profession of arms to which he belongs; a profession whose prestige in times of war is virtually bound with a nation's destiny.
- (c) **Courage:** Courage is a mental state. It gets its strength from spiritual and intellectual sources. The way in which these spiritual and intellectual elements are blended, produces roughly two types of courage. The first are emotional state which urges a man to risk injury or death is **physical courage**. The second, a more reasoning attitude which enables him coolly to stake career, happiness, his whole future on his judgment of what he thinks either right or worthwhile is **morale courage**. A leader must possess both forms of courage.
- (d) **Decisiveness:** A logical thought process is essential for solving a problem or making a plan. Thereafter the leader's intention and his proposed method of execution must be made perfectly clear to all taking part. He must therefore acquire the ability to make decisions promptly when required and announce them authoritatively, concisely and clearly. The leader's power of decision results from his ability to remain unperturbed in a crisis. His greatest assets are the ability to think rationally when his men have ceased to think, to be decisive in action when they are paralyzed by fear.
- (e) **Dependability:** We cannot get very far in any sphere of activity without reliability. We should set ourselves high standards both for the amount of worry we get through and the quality of work irrespective of supervision. We should make a practice of carrying out all instructions and plans of our superiors to the best of our ability, and always on time. We must always be ready to help out in an emergency even if it interferes considerably with our personal conveniences. '*Business before self*' should be the rule. Whatever has to be done, we should take it in our stride, and never allow ourselves to appear moody. Dependability has to be built up slowly by deliberate effort. It can be lost overnight if not guarded zealously.
- (f) **Endurance:** A time comes in battle when both the opposing forces feel that probably they are fighting a losing battle. It is a time when battles are won or lost. The side which has that little extra endurance wins. It is the leader who has that extra endurance both of mind and body that can inspire his troops to produce that extra endurance required to win battle or accomplish the assigned task. Mental and physical endurance are complementary. The old adage "*A healthy body – a healthy mind*" still holds good and both are essential for a leader.



*Alexander the great*

*Alexander was a cavalry commander at 18, king at 20, complete ruler of the Persian Empire at 26, explorer of the Indian frontier at 30. As commander, he was not only a superb tactician, but also a motivational leader. He led by example and from the front and this instilled a solid belief from his army. His movements were marked by speed; his logistical, intelligence, and communications operations were flawless; and his ability to improvise was unrivalled.*

*Unlike other successful generals, Alexander excelled at all forms of warfare - set battles, small scale skirmishes, naval operations, night attacks and sieges - something very rare indeed.*

*Alexander won every single battle he entered. The battles were usually won with minimal loss on his side, in spite of the fact that he was frequently outnumbered and was usually at the end of a relatively long supply line. Alexander is widely acknowledged as a military genius and was used as a model by later leaders as notable as Julius Caesar and Napoleon Bonaparte. His campaigns and their insightful strategies are still studied in military academies throughout the world.*

- (g) **Enthusiasm:** It is the display of genuine interest and zeal in the performance of duties. Enthusiasm comes from liking our job, having a living interest in all facets of our work and seeing the possibilities for development of new ideas and techniques. However humdrum an occupation may seem to some people, there is nearly always some feature in it which inspires the imagination. Jobs only appear dull, routine or mechanical when they are looked at with dull eyes and a dull mind.

- (h) **Initiative:** Initiative is the willingness to act or offer well considered recommendations in the absence of orders. In other words initiative means one should not wait for things to happen but one should have the ability to see quickly what needs to be done, making up one's mind to do it and accomplishing it. When a choice between two courses is available, one cautious and other bold and daring, the daring initiative should be undertaken.
- (i) **Integrity:** As a leader one has to be honest, not only to oneself but with the men one leads and the people with whom one works. Honesty and integrity are absolute qualities that one cannot compromise or alter. Any loss or weakness in moral character will result in losing the confidence of our superiors, contemporaries and subordinates.
- (j) **Judgment:** This is the power of the mind to assess various factors and values quickly, often under difficult circumstances and arrive at a wise decision. It is learned by experience and practice. At times a mistake or error of judgment may result, but it is more positive to learn from the mistake or error, rather than fight for exercising the power of judgment.
- (k) **Justice:** The quality of being impartial and consistent in exercising command is the justice trait. One should dispense justice quickly as – "*Justice delayed is justice denied*".
- (l) **Knowledge:** A leader must know more than the men he commands. Until he does, he has no business to be called their leader. The profession of arms require a great deal of study, practice and experience not only of military hardware, organization, tactics and battle drills and procedures but more importantly of characteristics and capabilities of the men he leads. The process of acquiring knowledge never ends. There is always something new to learn even from re-reading or re-thinking of the same material or problem.
- (m) **Loyalty:** It is the quality of being faithful to the country, the army, the unit, subordinates, colleagues and superiors. It is given by subordinates to a leader, in the manner in which the leader gives the same to them and to his/her own leaders. A leader must never take shelter behind the shortcomings or mistakes of his/her subordinates. When plans for which he/she is responsible go wrong he/she must take the blame, correcting the mistakes of subordinates by himself/herself. Every leader has the right to express his/her views to his/her superiors on any question under consideration but once a decision has been reached, he/she must act on it as if it were his/her own decision.
- (n) **Sense of Humour:** It is the ability to appreciate the many amusing or lighter moments in everyday life especially those which pertain to the leader himself/herself. It is also the ability to remain cheerful under stress. At times when things go wrong in battle and tensions mount, humour, if it comes naturally at the appropriate time can go a long way in defusing a situation or raising sagging spirits. This together with a sense of balanced optimism, are useful traits to develop. However, attempts at artificial coarseness and sarcasm do more harm than good.

## OTHER USEFUL TRAITS

Some other traits though not described are important and are listed below:-

- (a) Truthfulness.
- (b) Esprit-de-corps.
- (c) Unselfishness.
- (d) Humility and sympathy.
- (e) Tact without loss of moral courage.
- (f) Patience and a sense of urgency as appropriate.
- (g) Self-confidence.
- (h) Maturity.
- (i) Mental and emotional stability.



*The uniform, the cadet wears is regarded by the general public not merely as a uniform but also as the hall mark of a great profession of arms to which he/she belongs*

## 6.3 Types of Leadership Styles

We have already learnt about the 'Trait Theory' concept. Traits are human qualities that are of great value to the leader in winning the confidence, respect and co-operation of men. However, a uniform style of leadership cannot be effective at all times as the goals and the people with whom the leader has to work will be different at different times. An effective leader must therefore be able to carry his/her style of leadership if he/she is to get the best out of his/her men/women.



Leadership involves accomplishing the task with and through men under command. The need to accomplish his/her task should not blind him/her from the importance of his/her relationship with the group. Style of leadership refers to the manner and techniques employed to accomplish the task. This will draw comment, debate, argument and attention from subordinates, equals and superiors. The popular belief that all leaders are stereotyped holds no validity when a comparison is made of the personalities of successful leaders of the past.

Basically there are two styles of leadership. It must however be realised that there is a wide range of styles between the two extremes, the autocratic and the democratic.

#### **Autocratic Style of Leadership:**

The traditional autocratic style implies the total concern for mission accomplishment with little or no concern for human relations. It is based on the assumption that a leader derives power from the position he holds.

A military leader holds an appointment position in a formal organisation. The accountability for decisions and subsequent actions within his/her unit or command rests entirely with him/her. The higher officers in the organisation use a highly centralised and autocratic style of leadership for making decisions and seldom consult subordinates. They rely primarily on their own ability and experience. But the officers must never ignore the fact that the men they command are neither lazy nor unreliable. They are loyal and hard working. It is important to win their confidence for they will even lay down their lives for their leader and the nation.



**The Leadership**

Source: <http://2020workplace.com/blog/?p=336>

**Democratic Style of Leadership:** This is also known as non-directive style. This stresses the concern for human relationships. In this style of leadership, the leader shares the responsibilities with his subordinates by involving them in both the planning and execution of tasks. This style assumes that the real power of a leader is granted by the group he leads. This style also assumes that people can be basically self-directed and creative at work if properly motivated. Democratic style encourages group discussion and decisions are arrived through consensus.



If the leader delegates much of authority for decision making and execution to the subordinates and invariably consult the views of subordinates before making key decisions, his/her style of leadership will be democratic.

To a large extent, the persuasive leader bases his/her skill in leadership upon his/her personal examples and ability.

### RANGE OF LEADERS STYLES

There are, of course, a wide variety of styles of leadership between the two extremes of Autocratic and Democratic. An effective leader should be able to vary his/her style to meet the demand of the situation.

Studies conducted on autocratic and democratic styles have revealed results as under:

- The group reacted favourably towards democratic leadership by displaying enjoyment, constructive work, and by continuing to function effectively even when the leader was not physically present on the scene of action.
- The autocratically led group on the other hand, displayed more hostility, aggression, lower morale and tended to fall apart during the leader's absence.
- The quality and quantity of work under the autocratic leader was better than it was under the democratic leader. Also the autocratic leader got his job done speedily.

In essence, these studies reveal that a democratic style of leadership is generally more desirable than an autocratic one. However, in certain situations, the autocratic style has its advantages viz. when adequate time is not available to accomplish mission or when the subordinates are not mature enough. An effective leader should vary his/her style as per the demands of the situation and people.

**The Best Style:** The question of whether a leader should be exacting or easy on his subordinates has no simple answer. A democratic leader can be a hard task master at times. Similarly, an autocratic leader may be a fatherly figure revealing fairness and consideration when the occasion demands. What is important is that one must be aware of the variety of styles and select the appropriate one depending on the nature of the mission, time available and the men under his command.

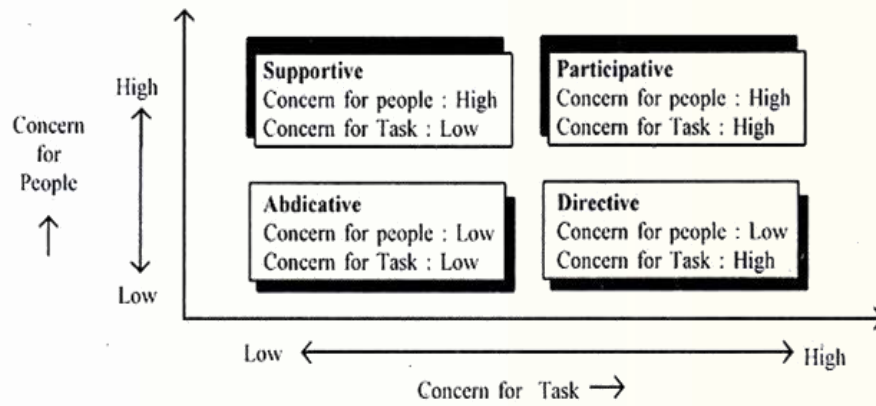
### 6.4 Two Dimensional Leadership Model

Traditional leadership is taught to lay more or less equal emphasis on mission accomplishment and concern for men. At times, especially under the stress of combat, these two conflict each other and the leader faces the question - which is more important. Some leaders emphasize mission accomplishment while others concentrate on welfare.

## AUTOCRATIC OR AUTHORITARIAN LEADERSHIP

This style leads to complete control of the leader over the subordinates. Salient features are:

- ❖ Centralised power-base at the leader.



### Two Dimensional Leadership Model

**Source:** <http://www.transtutors.com/homework-help/industrial-management/leadership/autocratic-or-authoritarian-leadership.aspx>

- ❖ All decisions by leader without mutual consultancy among subordinates
- ❖ Complete dominance, command and drive through coercion actions
- ❖ No delegations of authority

Therefore, autocratic leadership is a directive style in which power is centred in leader or a core-group of individuals. It focuses on task, centralized personal power, and, therefore, has extremely low concern for people.

## 7. TIME MANAGEMENT

***"We all have one thing in common — a 24 hour day. It is how we use our time that makes the difference."***

What is time? As far as we know, animals do not experience it. *Tempus fugit* – *Time flies* – is a universal refrain. But what is time? We all know what we mean by time but we cannot say what it is. If we are travelling at a speed faster than another person, time will go slower for us. The nearest we can come to grasping the concept of time is, to look upon it as a dimension. Being human, we tend to measure time and change in terms of our life span. As we advance in life, we acquire a keener sense of the value of time. For a very old person sitting in hospital waiting to go home, time can seem like eternity. Yet for such a person, paradoxically, there may be only days or hours of time left.



*Time Slides*

Time is our most important asset, because it is the only one we can't re-order or renew. It is irreplaceable and irreversible. Few things are more important to us than learning how to save time and how to spend it wisely. Paradoxically, to save time we must spend time. Both time and money are limited resources. Therefore time (like money) is a valuable commodity. It cannot be borrowed, saved or squandered. We can make money; we can't make time.

An old Chinese proverb says '*An inch of gold cannot buy an inch of time.*' Time is really infinitely more precious than money.

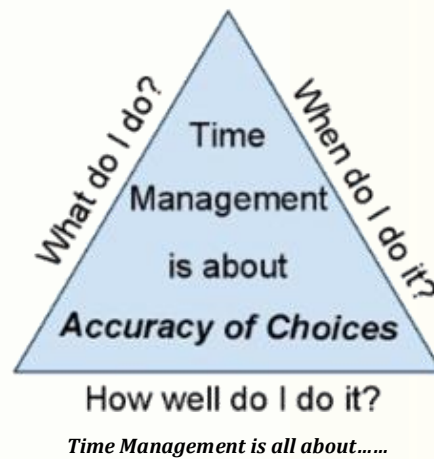
Time management is a set of skills, tools, and systems that work together to help us to get more value out of our time and use it to accomplish what we want. Successful people use time management to achieve outstanding results, both personally and professionally. The key to time management is to realize that we cannot possibly do everything that there is to do; instead, we have to consciously decide what we are going to do with the limited amount of time that we have at our disposal.



Time is Money

### 7.1 Time management helps us to:

- (a) Reduce or eliminate wasted time and effort so we'll have more productive time each day.
- (b) Improve our productivity so we can accomplish more with less effort.
- (c) Focus our time and energy on what is most important and make time for the things we want and value. Thus time management helps us to find greater balance and fulfilment.
- (d) Improve our performance while reducing stress.
- (e) Set and achieve our long-term goals.



## 7.2 Time Wasters

Time is like a precious jewel. It must be guarded well and worn with discretion or we will suddenly realize that it has been stolen. Major time-wasters are:

- (a) **Telephone:** We should learn to control the telephone, or it will control us. We must regard telephone as a business tool, not a social one. We should practice having a quick, to the point conversations.
- (b) **Visitors:** Visitors should be met outside. When faced with the question: 'Have you got a minute?', if there is no time, we should learn to say a polite no, and then tell them when they can see us. A complete open-door policy, which has been a popular management technique for some years, is not conducive to good time management. Managers must have at least one or two hours in the day when they can work without interruption.

We can try some of these techniques if a visitor overstays their time:

- (i) At the finish of business, stand up.
  - (ii) Let the visitor see us looking at our watch.
  - (iii) We should not make eye contact with the chatty one. Keep our head down and continue working.
- (c) **Paper:** The best guideline for paperwork is to either file it or throw it away. We never use 80% of the paperwork we keep. Computer printers produce over two and a half million pieces of paper every minute throughout the world.
    - (i) We should try, where possible, to make a decision about each piece of paper when first handling it.
    - (ii) We should not handle our daily mail until we are ready to deal with it properly. If we take a quick look and then go back to it later, we have just doubled those minutes.
    - (iii) Every time we handle something again we increase our distraction time. Can some of it be passed on to others?



(iv) We must learn to read selectively.

(v) We should learn to throw out what we probably won't need.

**(d) Lack of Planning:** The best way to avoid crises is to anticipate them. Common reasons are lack of planning, unrealistic time frames, and reluctance by subordinates to break bad news. Tips to help deal with the situation are :

(i) Firstly, one must take time to think. Then ask questions- What is the real problem? Where possible, one must get input from more than one source. What can one ask others to help with?

(ii) Once we have made a decision, we should get on with it. Whoever hesitates is lost!

(iii) What can be done to avoid the same problem happening again?

**(e) Socializing:** As far as possible, one must avoid extended tea-breaks, regular social lunch-hours, and lots of chats in the corridors. Better to do it outside of work time.

**(f) Indecision:** This is caused by ignorance, fear, or lack of confidence in the facts. We must improve our fact-finding procedures, and learn to listen to our intuition. If we can learn to make decisions quickly, we can save time. Successful people make decisions quickly. They're not necessarily always right, but they do decide.

**(g) Television:** Can be a huge time-waster.

**(h) Procrastination:** Procrastination, which comes from the Latin word for 'tomorrow' is the world's number one time-waster. Procrastination can best be defined as 'putting off the doing of something that should be done – instantly and habitually'. If one suspects that he/she is prone to procrastination he/she should always ask "Why am I putting this off?" If one can see no good reason one should brace himself/herself and take action the same day. By off-loading today's work to tomorrow we are simply storing up work for ourselves. It may be a small or large matter, an overdue apology, a meeting with one's boss, or an unpleasant task we know we should tackle.

The best tool to fight time-wasters is, a firm decision to concentrate on the few things in a day, this will make a long-term difference. People and opportunities waiting to waste our time, surround us. Any activity which is not, in some way, moving us in the direction we wish to go, is a time-wasting activity.

### 7.3 Principles of Time Management

There are 10 basic principles of time management:

**(i) Develop a Personal Sense of Time:** Put time under the microscope. One cannot manage time that is past. But we can examine how we managed it in an objective and realistic way.

- (a) **Time Log:** *'Time Log'* is a record of how one is spending one's time. Time log involves dividing each day for the next week or two into one hour intervals. At the end of each day our record will show how each hour was spent. We may find that, our 15 or 30 minute coffee break usually runs into thirty to forty minutes!

After keeping the logs for three or four days we may begin to notice opportunities for improvement. Could some tasks be delegated? What would happen if they were not done at all? Are we giving the really important tasks the correct priority? When looked back at the end of each week, we may be surprised that a comparatively small percentage of our time is actually going on the top-priority tasks on our list. Having identified how our time is truly spent we can then proceed to invest it more beneficially for the future.

- (b) Developing a personal sense of time includes developing a personal sense of the value of other people's time.

**(ii) Identify Long-Term Goals:**

- (a) The foundation of good time management is to first, find out what matters deeply to us—what we really want to achieve in life. In this, we must concentrate on four key areas of our life – Self and Well being, Community and Humanity, Home and Family, Business and Career. For instance, we may want to join a health club and participate very regularly, because we value keeping fit. We may also want to be upgraded in our teaching post because we value our job. When we analyze the time commitments for both activities, we may have to make a choice because we are so busy that there's only time for one. Thus, in all these key areas, we should learn to focus on the vital few things which will make a long-term difference.
- (b) This will tend to give us either a direction (or set of directions) in which we should be going, or a goal (or set of goals). As a principle, the further we look ahead the more likely we will be thinking in terms of directions or aims rather than goals or objectives.
- (c) Thereafter, on a monthly basis, in each of the four key areas, consider what two or three main goals (or objectives) we would like to focus on, and record them. For e.g., We can identify five or six key areas of our job. A key area is an area in which our performance will be directly or indirectly measured. In each of these key areas we need next to define or set objectives. That will give us a list of objectives for the middle term. It is often a good idea to make a *'time budget'* for our objectives. We have only 168 hours each week. Common mistake is to underestimate the time it will take us to achieve a particular result. With practice and experience we should be able to forecast realistically and accurately how much of our time a job will take. At the end of the month, we must review our performance.

**(iii) Concentrate on High Return Activities:**

In any organisation there are a few basic functions, which are central to its effective functioning. For a classroom teacher the high-return activity will be enabling the children to learn well. For a principal it will be empowering staff to be effective teachers by having a smoothly running school. For a landscaper it will be building the right structures as economically as possible. Therefore, we should identify those activities which are going to give us the highest return and concentrate on them.

**(iv) Weekly and Daily Planning:**

- (a) **The Mechanics of Weekly Planning:** Planning on a weekly basis helps us to take more control of our lives. This helps us to achieve the things, which really matter Viz. two or three major goals (or objectives) for each key area. We probably won't want to work on them all every week. So what happens to the ones not chosen this week? They are there to be observed. We must have an awareness of it. For instance, may be an individual wants to start exercising more. This week his/her schedule is full and he/she doesn't have a chance of doing any extra exercise. By observing this reality, the individual is more likely to plan a sensible programme next week.
- (b) **Have realistic Planning:** We should not try and bite off more than what we can chew. One has to be realistic. We should base our decision on what else is already planned for the week ahead. The trap that people often fall into is that they try and take on too much, and then give up in disappointment when they don't reach their objectives.
- (c) At the beginning or end of each week we should set about fifteen minutes aside to plan the coming seven days. We can review our monthly goals and reflectively consider which ones will need some attention this week. In each key area we wish to work in, we must aim for one or two small goals for the coming week. Review what we have done or not done in the preceding week. We may need to reschedule some things that remain to be done. Now, on our weekly planning sheet, in the time that we can control, we can block in appointments to do the proactive activities we have just decided on (and also keep plenty of uncommitted time, because things always take longer than we think). The things we have blocked in are our high priorities. All the other things need to be listed somewhere so we don't forget them, but treat them as the less important things (may be jot them on the back of our weekly planning sheet). Fewer activities should be scheduled at the end of the week.
- (d) **Daily Planning:** The longest journey begins with a single step. We will never achieve an objective if we do not break it down into manageable steps. Each day, we should be able to reach some steps nearer to our desired result. We should not leave any planning to the last minute.



Daily Planner

- (i) A simple way of daily planning:
  - (a) Write down all the tasks for today.
  - (b) Identify the five most important tasks, and number them in order of priority.
  - (c) Start with no 1; finish the task or at least a major portion of it and start on the next item.
  - (d) Any new or extra items/task can be dealt on the same day if necessary/ urgent; Otherwise it can be added to the list.
  - (e) When the top five items have been completed, or taken as far as possible, the prioritizing process can be repeated, including other things, which have jumped onto the list during the course of the day.
  - (f) Practise this system until fully learnt/mastered.
- (ii) We should review each day briefly, identify the successes and analyze the reasons for failures. If we find that our daily planning is not working very well, we should ask ourselves first 'am I at least achieving my highest priorities?' If the answer is 'No' or



*'Doubtful', we should work through the following checklist:-*

- (a) *Are we trying to accomplish too much in a day?*
- (b) *Did some tasks not get done because we were not ready at that time to do them?*
- (c) *Was the item or task clearly formulated? Were all the information available?*
- (d) *Was task abandoned because it was too difficult or too boring?*
- (iii) *A review of this kind can establish whether or not our time budget is realistic in the first place. If it is, then the problem lies in the execution.*

**(v) Make the Best Use of our Best Time**

The quality of our attention or concentration varies at different times. We may notice that we tend to be more mentally alert, habitually, at certain times of the day. We should learn to focus on the vital few things which will make a long-term difference:

- (a) One should try to find out how much of a morning or night person one is and regularly programme the day so that 'best time' is given to the highest-grade activities.
- (b) One's manual dexterity (the speed and co-ordination with which one performs complicated tasks with one's hands) peaks during the afternoon. Therefore such activities should be taken up during afternoon.
- (c) Tasks which involve short-term memory and cognitive tasks (things that require the juggling of words and figures in one's head) should be attempted in the morning hours (in fact, one is, about 15% more efficient than at any other time of the day).

**(vi) Organise Office Work:** Office is the place where much of the work is done. Therefore one must concentrate on two key areas - controlling interruptions and organising paper work.

**(a) Controlling Interruptions:**

- (i) Set a time limit and stick to it. Get them to the point.
- (ii) With casual droppers – in, remain standing.
- (iii) Arrange to meet in the other person's office; one can then determine when to leave.
- (iii) Avoid small talk when busy.
- (iv) Have a clock available where visitors can see it and don't be afraid to glance at it a few times.

**(b) Organising Paper Work:** One should strive for good order in one's office. We must establish systems for dealing with predictable and maintain them. Then we will find that we are free for the unpredictable – be they problems, crises or opportunities. A few points can be practiced in this regard:

- (i) Clear the desk of all papers except those relating to the particular job in hand.
- (ii) Workspace to be organized so that the things needed can be found at hand's reach.
- (iii) Try to handle each piece of paper only once.
  - a) Sort paperwork into categories in priority order.
  - b) Eliminate unnecessary paperwork, and simplify the reminder where possible.
  - c) Learn to pick out quickly the key points or critical issue in letters and reports.
  - d) Decide well, what must be read through carefully and what can be skimmed.
  - e) Develop a clear and succinct way of writing.

**(vii) Manage Meetings:** Meetings of all kinds – involve others. Therefore they are a potential time threat. The average person spends three to five years of their life in meetings and about 50 percent of the time is wasted! Points to be borne in mind while organizing / attending meetings are:

- (a) Always keep the objectives of meetings clearly in mind.
- (b) Plan ahead. Decide who is to be present and circulate the agenda in advance.
- (c) Fix time limits in advance, and start on time.
- (d) Budget specific amount of time for each item on the agenda.
- (e) End on a positive note, with a summary of decisions taken and action to be implemented.



Team Work

Source: [http://www.worcestershireregiment.com/o\\_patrickson.php](http://www.worcestershireregiment.com/o_patrickson.php)

*We should ask ourselves three fundamental questions while going for a meeting:*

- i) *Is this meeting really necessary?*
- ii) *If so, how much of one's time is the subject really worth?*
- iii) *Will it begin on time and end on time?*

**(viii) Delegate Effectively:** Every position or role in an organisation has – defined responsibilities or functions, together with the authority to carry them out. Delegation saves our time and develops subordinates; it improves results by making fuller use of resources. In order to delegate effectively, we should keep in mind:

- (a) Decide what to delegate-Repetitive routine work of an administrative nature, minor decisions, technical or functional speciality activities, projects or tasks can be delegated to the subordinates as per their capabilities and education. This in turn will provide growth opportunities for employees and will give variety or add to job satisfaction.
- (b) Demonstrate job, get feedback and comment from the subordinates and then delegate the job and observe. Resist temptations to get involved. If the subordinates seek any help, try not to provide the answers but help them to find them. Aim is to develop the initiative of the subordinate. However, check progress at agreed points.
- (c) To check if one is a good delegator, these questions should be answered: Are there areas of work that one should be delegating, but for some or other reason one is not ready to do so? Does one work for more than nine hours a day? Does one take homework at weekends? Are the delegated tasks clearly defined and does the person who is carrying them out know exactly what is expected of them?

**(ix) Make Use of Committed Time:** We may sometimes complain that we lack time. But we have all the time there is for us. At work there is the time which you can choose to spend at your will – a committed time. If we are alert we may find portions of it, which are actually free time. E.g. *Travel time:* It can be put to profitable use for thinking, reading, and writing. *Waiting time* is another committed time which could be put into use. It is healthier and more time efficient to travel by rail. We should remember that a day has a hundred pockets of time if we know where to look for them.

**(x) Manage Your Health:**

- (a) Even a few weeks off being avoidably ill is going to involve one in a major waste of productive time. To give to our work and to others high quality time one must top up our energy levels. Therefore our body, mind and spirit have to be in perfect health for good time management and quality task outcomes.

- (b) A good eight hours of sleep, healthy diet, regular exercise, meditation , occasional holidaying all contribute to efficient and effective time management and fruitful outcomes.



Meditation to remain healthy

## 8. LIFE SKILLS VS OTHER SKILLS

### Activity-Skills

- (a) **Step1:** Write the words 'SKILLS' in big bold letters on the flipchart. Ask the participants to name a few skills they are familiar with.
- (b) **Step 2:** Categorize the responses as Vocational, Functional, Literary, Language, and Numeric skills, Cultural, Recreational and Life Skills.
- (c) **Step 3:** Initiate a discussion on the following topics:





- (i) The difference between skilled and unskilled persons.
- (ii) Why is it necessary to have skills?
- (iii) How does one acquire skills?
- (iv) Why should the skills be enhanced?

Based on the brainstorming session, the following will be elaborated about the various types of skills:-

- (a) **Literacy Skills:** Reading, writing and arithmetic skills.
- (b) **Language Skills:** Communicating using a language in writing and speech.
- (c) **Functional Skills:** Filling up bank forms to deposit or withdraw money, able to read map, booking railway tickets, fix a fused bulb or leaky tap etc.
- (d) **Vocational Skills:** Enhancing livelihood opportunities- carpentry, tailoring. Making handicrafts, fisheries etc.
- (e) **Sports Skills:** Capable of playing on the field as part of a team or as a single player.
- (f) **Cultural Skills:** Capacity to lighten the spirits of the group he or she belongs to with activities that can break the monotony. For example, use of jokes, energizers etc., thinking, effective communication, interpersonal relationship, decision making and problem solving, coping with stress, coping with emotions.

## 8.1 The Concept of Life Skills

Skills are acquired through practice and patience. A skilled person uses less time, energy and resources to do a job and produces quality results. Enhancing Life Skills enables us to adapt to situations and people and helps us to lead a healthy and positive life.

According to WHO *“Life Skills are abilities for adopting positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.”*

There are ten core Life skills which helps in enhancing the personality of an individual. They are:

- (a) **Self-awareness:** Recognition of “self”, our character, our strengths and weaknesses, desires, likes and dislikes, and skills. Being aware of the good points about oneself helps the youngsters to build a sense of self-esteem and self-confidence. Being aware of their weaknesses will make young people be willing to learn more. This also helps them utilize the opportunities available to them in relation to their abilities. Self-awareness is necessary for developing a positive attitude towards life.
- (b) **Empathy:** Is the ability to be sensitive to another person’s situation, to understand his/her concerns, worries, fears and needs and how they feel. Empathy works wonders when we apply it to our relationships – with our loved ones, classmates, parents, friends, cousins and

colleagues. It helps us move closer to solutions, to resolve conflicts, and enhance our quality of life.

- (c) **Critical Thinking:** Is the ability to analyze information and experience in an objective manner. It can help us recognize and assess the factors that influence our attitude and behaviour, such as media and peer pressure influences.
- (d) **Creative Thinking:** Creativity is the ability to generate new ideas by combining, changing, or reapplying existing ideas. It helps us to look beyond our direct experience, and to respond adaptively and with flexibility to situations in our daily lives.
- (e) **Problem Solving Skills:** Enable us to deal with problems in our lives in a constructive manner. The process of problem solving involves various steps. They are: identifying the problem, exploring the available alternative and deciding on the best possible solution.
- (f) **Decision Making:** Decision making is to choose from the varied options based on the existing knowledge of the topic under consideration keeping in mind the positive or negative consequences of each of the option.
- (g) **Interpersonal Relationship:** Ability to establish positive relationships helps us to relate in positive ways with the people we interact with. This means being able to make and maintain friendly relationships, which can be of great importance to our mental and social well-being. It may also mean being able to end relationships constructively. Positive relationships help in the growth of the individuals involved.
- (h) **Effective Communication:** It is the ability to express, verbally through spoken or written language and non-verbally through gestures and body movements, in ways that are culturally acceptable.
- (i) **Coping with Emotions:** Being aware of the predominant emotion that preoccupies the mind at any point of time, knowing how emotions influence behaviour, and being able to respond to emotions appropriately.
- (j) **Coping with Stress:** Means recognizing the source of stress in our lives, recognizing how this affects us physically and emotionally, and acting in ways that help us control our levels of stress, by changing our environment or life style and learning how to relax.

## 8.2 Use of Core Skills in Daily Life

### Activity – Life Skills In Daily Life:

**Step 1 - Game Kho-Kho:** Inform the participants that it is time for ‘Kho-Kho’, a popular game in rural and urban areas. Both teams of boys and girls can play this game. Randomly divide the participants into two teams and ask them to organize the game and play. Observe the process

adopted by the groups (who takes the leadership, how they organize themselves, how they interact with each other, whether they function as a team, what decisions are being made, body language used and how they carry on the game etc.).



## Step2 - Analysis of the Game for Understanding Life

**Skills:** On completion of the game, initiate an interactive discussion to understand their experience in the whole process and their feelings while playing the game. The following questions may be asked:

- Who took the lead?
- Who gave instructions?
- Was there team work?
- Was there any pressure on the team to perform? How did the team cope up with that?
- Was there a chance for the team to perform better than what they did? If yes, why?
- How was the communication between the opponents? (Body/language, sign language, shouting etc.)
- Was there any new technique used in the game?
- When someone got hurt, how did the others feel about it?
- Who resolved problems in the team? (A player not moving fast enough or not actively participating).
- Who cheered the team?
- Who pointed out the shortcoming of the game?

**Step 3:** On completion, explain the game in terms of Life Skills:

- Self Awareness:** The strength and weakness each one has – (can run very fast, very strong etc.).
- Empathy:** Response of the team members when one of them gets hurt.
- Critical Thinking:** Think how the opponent is planning the next move; identify the shortcomings of the game.
- Creative Thinking:** Use a new technique to capture a player.
- Effective Communication:** Verbal and non-verbal communication within and between teams.
- Interpersonal Relationship:** Accepting other team members as friend and being with them as a team.

- (g) **Critical Thinking, Problem Solving and Decision Making:** When someone did not play as per team's requirement, to decide to change the strategy immediately.
- (h) **Coping with Stress:** Stress of not being caught, not being eliminated for not following rules or for foul play, to win the game along with others.
- (i) **Coping with Emotions:** Reaction on winning or losing the game.

The following story of "**Hunter and Pigeons**" is to be narrated to the class and Life skills therein will be internalized through brain storming session.

### Story of Hunter and Pigeons

A group of pigeons enjoyed the fresh grains in a field every day. One day a hunter spotted them and decided to catch them. He spread a net in the field and waited for them to come. The pigeons were caught in the net. They realized that the hunter will take them away soon. The leader pigeon said, "We have to get out. There must be a way out. Let us think." But they could not find a way out. The net was strong. Each pigeon tried to escape by pulling the net in different directions. But it increased the fear and confusion among them more than helping them.

A young pigeon said, "Why don't we all try and fly together instead of trying to escape individually? When we pull individually, we waste our energy." The leader pigeon was not in agreement. He said, "No it may be difficult." But the young pigeon insisted that they try it once. The leader finally agreed when he spotted the hunter at a distance. When he said "fly", all of them lifted together and flew away with the net. The hunter arrived at the scene to see the pigeons fly away together as one group with his net.

### Life Skill Used by the Characters

- (a) **Self-Awareness:** The pigeons knew that they were in trouble and had to find a way out of the net.
- (b) **Creative by the Hunter:** Spreading grains under the net to catch the pigeons.
- (c) **Creative Thinking by the Pigeons:** Identified a creative solution of flying together.
- (d) **Critical Thinking:** The young pigeon identified that they were wasting energy and time by trying to fly individually.
- (e) **Decision Making:** They decided to fly as a group.
- (f) **Effective Communication:** The young pigeon assertively communicated his suggestion of flying together.
- (g) **Interpersonal Relationship:** The young pigeon could make suggestion to the leader without fear.



## SUMMARY

*In reality, we may be playing many roles. i.e. Husband/wife, mother/father, son/daughter, teacher/student, boss/employee; each of these roles elicit different aspects of our personality and require a different set of behaviour and responsibilities. A combination of the roles we play each day, becomes the sum total of our personality. Developing a fine personality can be within anybody's grasp. It can be attained through systematic steps in personal development. It can be the direct result of man's positive attitude combined with all the above factors. In the final analysis, it is our skill in maintaining a balanced approach to making our life healthier and happier.*

*Self-Awareness is called the mother of all skills. It is a thinking social and coping skill. It is one of the most difficult skills to master. Many great saints spent their life meditating and looking inward but only a few like Buddha actually achieved complete self - awareness. Awareness about our self is the first step towards creation. This understanding then gives us the opportunity and freedom to change those things we would like to change about ourselves and create the life we want.*

*Developing the right mind-set is really crucial to succeed in anything. One must work to make changes in the mind-set areas that are acting as the roadblocks to one's success*

*The ability to effectively communicate with other people is an important skill. Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly, but without sacrificing their own needs and integrity.*

*In a battle, there is no substitute for good, sound and robust leadership. What needs attention is the cultivation of these qualities and their application. Essentially a leader must gain and keep whatever the circumstances, the respect and confidence of his troops so that they willingly accomplish the mission. Leadership is a mixture of personal example, persuasion and compulsion. It is by discipline that an Army is welled into a fighting machine; it is by leadership that the men and machines are led to victory.*

*The trait principle concept gives us an insight into our behaviour and by knowing it we can cash on the strong point. Since in the Army we are basically concerned both with mission accomplishment and welfare of men under our command, we must be aware of our style of leadership. It is not always possible to equally balance the two needs, yet we can learn to reach one through the other.*

*Time management should be fun. It should be kept as simple as possible. We can make more effective use of our time. We must always remember the keyword of time management which is 'NOW'. If we want to reap good in the future, we have to sow now. And, 'Our Time Starts Now'!*

*Life Skills help in building self-confidence and self-esteem and enable us to adapt to situations and people. Life skills are learnt from our own experience, perceptions, insight, stories, books, parents, teachers, religion, media, culture etc. Life Skills are presents in every individual. To get the best out of them we need to sharpen them regularly.*

## Comprehension Questions:

**Q1. Answer the following in about 15 words:**

- (i) Why one might become uncomfortable by being honest with one's self?
- (ii) What are recognized under self-awareness?
- (iii) What are the reasons for unhappiness and poor adjustments in persons?
- (iv) What factors boost up self-confidence?
- (v) List the various activities for which self-motivation is required.
- (vi) Give two examples of values.
- (vii) What is mindset?
- (viii) How do people react when their interpretations go extreme on things?
- (ix) How can we develop a right mindset?
- (x) What is the starting point in the growth of mindset?
- (xi) Who must be your role model to change your mindset?
- (xii) What are the various ways of communication?
- (xiii) What is intrinsic to human nature?
- (xiv) What happens if we have bitterness in our hearts?
- (xv) What will happen if people start taking their relationships for granted?
- (xvi) How can we make others feel that we are listening to them?
- (xvii) What are leadership traits?
- (xviii) Name the three traits which every leader must have.
- (xix) What are the sources from which courage gets its strength?
- (xx) Which quality helps a leader to take a decision in a crisis situation?
- (xxi) Why should a leader possess leadership traits?
- (xxii) How many leadership styles are there? Name them.
- (xxiii) Who is responsible for all the decisions and actions in an autocratic style of leadership?
- (xxiv) Why is time considered most important asset?
- (xxv) Name the major time wasters.
- (xxvi) What do you understand by 'manual dexterity'?
- (xxvii) What are the reasons that hamper the decision-making process?

**Q2. Answer the following in about 50 words:**

- (i) What is the full form of SWOT? What does SWOT analysis focus on?
- (ii) What are the aspects on which one needs to concentrate in order to have complete self-awareness?
- (iii) What do you understand by 'personality dimensions'? List some dimensions of personality.
- (iv) Explain the three different types of attitude displayed by a person.
- (v) What is proactive approach to change one's mindset?
- (vi) Name the things that must be done for the protection of one's mindset.
- (vii) What do you understand by 'communication'?
- (viii) Why is it important to communicate our feelings to others?
- (ix) How can stress be relieved?
- (x) What factors hamper effective communication?
- (xi) What are the qualities of assertive people?
- (xii) Who are 'selective listeners'?
- (xiii) Why is the study of leadership traits important for an individual?
- (xiv) Which factors help the leader to decide the traits on which he/she should lay more emphasis?
- (xv) Why is a uniform style of leadership cannot be effective at all times?
- (xvi) What does autocratic and democratic style of leaderships believe in?
- (xvii) What do you understand by Time Management?
- (xviii) In what sense is telephone a time waster?
- (xix) Define 'procrastination'.
- (xx) How can one avoid a crisis situation?
- (xxi) What is the foundation of good time-management?
- (xxii) What is the common mistake that people make while managing their time? How can it be corrected?

**Q3. Answer the following in about 75 words:**

- (i) What are the various aspects in which a person perceives himself?
- (ii) Explain any two dimensions of personality.

- (iii) How does comparison help in changing mindset?
- (iv) What is the biggest hurdle in developing a right mindset and how is it the biggest hurdle?
- (v) 'Your inner voice plays a vital role in developing a right mindset.' Explain.
- (vi) What are the various internal negative aspects that one needs to improve?
- (vii) Discuss the various ways of communication.
- (viii) What are the things that indicate non-verbal communication?
- (ix) Why is effective communication important for youth?
- (x) What is the significance of the uniform worn by a leader? How should a leader conduct himself / herself?
- (xi) Given two situations: a) To work as per your convenience or b) To work as per the demands of your job, Which one will you choose and why?
- (xii) Why should a leader have a good sense of humor?
- (xiii) What time decides the winning or losing of a battle? What leadership trait helps at this time and how?
- (xiv) According to you, which of the two leadership styles is better and why?
- (xv) Do you think emotions and human relationships should be given a place in leadership? Why/ Why not?
- (xvi) List the principles of time management.
- (xvii) How does maintaining a Time log helps to save time?
- (xviii) Why is it important to identify long term goals?
- (xix) Why planning on a weekly basis is more important than daily planning?
- (xx) What are the various ways of evaluating oneself as a good delegator?

**Q4. Answer the following in about 150 words:**

- (i) 'Every single human being is born in this world with different qualities inherent and later they acquire some as they live and learn.' Comment.
- (ii) What do you understand by positive external conditions? How can one take advantage of these?
- (iii) Explain any 4 ways through which mindset can be changed.
- (iv) 'Sometimes we feel that we are unable to do something or we are not good enough.' What is the reason for such feelings? How can they be changed?



- (v) Explain the statement: 'People who communicate effectively know how to interact with others but without sacrificing their own needs and integrity.'
- (vi) Discuss the three styles of communication.
- (vii) How does appreciation create a difference in anyone's life? Substantiate your answer with a suitable example from your life.
- (viii) What are the advantages of effective communication?
- (ix) Which two qualities are indispensable for a leader to have and cannot be compromised on? Why are they so important?
- (x) Why is reliability important in any sphere of a activity?
- (xi) What does loyalty mean to you? Explain with suitable examples.
- (xii) Explain the two styles of leadership.
- (xiii) What were the revelations of the studies conducted on two leadership styles?
- (xiv) What do you understand by daily planning? How can it be done in a simple way?
- (xv) What are the advantages of time management?
- (xvi) Explain the two key aspects that must be considered while organising office work.
- (xvii) Why is it important to be realistic while doing time management?

**Q5. Answer the following in about 250 words:**

- (i) What is the purpose of SWOT analysis? What are the various strengths of a person upon which he may rely while planning anything in life?
- (ii) "Developing a right mindset is a way of learning something new". Justify the statement with suitable examples.
- (iii) What are the components of communication? Enumerate their role in effective communication.
- (iv) 'Relationships require constant nourishment'. Do you agree? why/ why not?
- (v) What role does body language play in the process of communication?
- (vi) Explain any five important leadership traits.
- (vii) 'Justice delayed is justice denied'. Elucidate the statement with suitable examples.
- (viii) Explain diagrammatically the two dimensional leadership model.
- (ix) What factors must determine the choice of leadership style?
- (x) 'The longest journey begins with a single step'. Discuss the statement by giving relevant examples.

- (xi) How does the quality of our attention or concentration effects time management?
- (xii) What do you understand by delegation? What role does it play in effective time management?

**Q6. HOTS:**

- (i) Why is Self - awareness called mother of all skills?
- (ii) Suppose your friend studied hard for class X examination but still did not get good marks because of which he is depressed and considers himself as a failure. How will you help your friend in changing his current mindset and make him see the brighter aspect of life?
- (iii) 'Long silence is like a time bomb'. Explain the statement with reference to your real life example.
- (iv) 'The process of acquiring knowledge never ends.' Examine the statement?
- (v) 'Motivation is pivot in leadership'. Discuss.
- (vi) Explain the statement: ' To save time, you must spend time'.
- (vii) Write an essay (100-120 words) about a good friend, someone you know well. Describe his/her characteristics. Include in this description those elements of the ways in which he or she interacts with, or adapts to the physical, social, and intra-psychic environments.