SOFT SKILL – III (MANAGERIAL SKILLS) (PSSEC)

COURSE MATERIAL

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VISION & MISSION STATEMENTS

VISION:

- To emerge as the most preferred Business School with Global recognition by producing most competent ethical managers, entrepreneurs and researchers through quality education.

MISSION:

- Knowledge through quality teaching learning process; To enable the students to meet the challenges of the fast challenging global business environment through quality teaching learning process.
- Managerial Competencies with Industry institute interface; To impart conceptual and practical skills for meeting managerial competencies required in competitive environment with the help of effective industry institute interface.
- Continuous Improvement with the state of art infrastructure facilities; To aid the students in achieving their full potential by enhancing their learning experience with the state of art infrastructure and facilities.
- Values and Ethics; To inculcate value based education through professional ethics, human values and societal responsibilities.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1: Placement: To equip the students with requisite knowledge skills and right attitude necessary to get placed as efficient managers in corporate companies.

PEO 2: Entrepreneur: To create effective entrepreneurs by enhancing their critical thinking, problem solving and decision-making skill.

PEO 3: Research and Development: To make sustained efforts for holistic development of the students by encouraging them towards research and development.

PEO4: Contribution to Society: To produce proficient professionals with strong integrity to contribute to society.

Program Outcome;

PO1: Problem Solving Skill: Apply knowledge of management theories and practices to solve business problems.

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PO2: Decision Making Skill: Foster analytical and critical thinking abilities for data-based decision making.

PO3: Ethical Value: Ability to develop value based leadership ability.

PO4: Communication Skill: Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.

PO5: Individual and Leadership Skill: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

PO6: Employability Skill: Foster and enhance employability skills through subject knowledge.

PO7: Entrepreneurial Skill: Equipped with skills and competencies to become an entrepreneur.

PO8: Contribution to community: Succeed in career endeavors and contribute significantly to the community.

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SOFT SKILLS - III

Subject Code	Subject Name	L	T	P	S	C
PSSEC	**MANAGERIAL SKILLS – ADVANCED LEVEL II**	0	0	2	1	2
Course Objectives						
C1	To help students understand the mechanism of stress particularly negative emotions such as anxiety, anger and depression for effective management.					
C2	To introduce the basic concepts of body language for conflict management.					
C3	To give inputs on some of the important interpersonal skills such as group decision-making, negotiation and leadership skills.					
C4	To make students learn and pro-active the steps involved in time management.					
C5	To impart training for empowerment thereby encouraging the students to become successful entrepreneurs.					
SYLLABUS						

Unit. No.	Details	Hours
Unit I	Stress Management • Definitions and manifestations of stress • Stress coping ability and stress inoculation training • Management of various forms of fear(examination fear, stage fear or public speaking anxiety), depression and anger	6
Unit II	Conflict Management Skills • Types of conflict (Intrapersonal, intra group and inter group conflicts) • Basic concepts, cues, signals, symbols and secrets of body language • Significance of body language in communication and assertiveness training • Conflict stimulation and conflict resolution techniques for effective conflict management.	6
Unit III	Interpersonal Skills • Group decision making (Strength and weaknesses) • Developing characteristics of charismatic and transformational leadership • Emotional intelligence and leadership effectiveness – self-awareness, self-management, self-motivation, empathy and social skills	6

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	• Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation	
Unit IV	Time Management • Time wasters – Procrastination • Time management personality profile • Time management tips and strategies • Advantages of time management	6
Unit V	Towards Empowerment • Stimulating innovation and change-coping with "temporariness" • Network culture • Power tactics and power in groups (coalitions) • Managerial empowerment and entrepreneurship • Prevention of moral dwarfism especially terrorism • Altruism (Prosocialbehavior / helping behavior) • Spirituality (clarifications with regard to spirituality)-strong of purpose-trust and respect-humanistic practices-toleration of fellow human beings expressions.	6
	TOTAL HOURS	30

Reference Books

1.	Swamination .VD &Kaliappan K V (2001) Psychology for effective living, Chennai. The Madras Psychology for Society.
2.	Robbins, S B (2005), OrganizationalBehavior,NewDelhi;Prentice Hall of India.
3.	Smith, B (2004) BodyLanguage ,Delhi; Rohan Book Company.
4.	Hurlock, E.B (2005), Personality Development 28[th]Reprint, NewDelhi; Tata Mc Graw Hill.

E-Sources

1.	https://www.skillsyouneed.com/ips/communication-skills.html
2.	https://www.habitsforwellbeing.com/9-effective-communication-skills/
3.	https://www.scribd.com/document/356381544/Communication-Skills-Notes-PDF-Free
4.	http://skillopedia.com

Assessment Tools Used

1.	Activity is conducted for various skills like stress management, conflict management skills,interpersonalskills, time management and empowerment for each 10 marks.
2.	Participation of all the students in group discussion for 10 marks
3.	Students are expected to secure minimum of 20 marks.

Content Beyond Syllabus

1.	Emotional Intelligence could be taught to the students for effective managing of any

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organization. More Yoga techniques and other exercises could be included	

Additional Reference Books

1.	Swamination .VD &Kaliappan K V (2001) Psychology for effective living, Chennai. The Madras Psychology for Society.
2.	Robbins, S B (2005), OrganizationalBehavior, New Delhi; Prentice Hall of India.

Course Outcomes

CO. No.	On completion of this course successfully the students will;	Program Outcomes (PO)
C333.1	Understand the mechanism of stress particularly negative emotions such as anxiety, anger and depression for effective management.	PO4, PO6, PO7
C333.2	Understand the basic concepts of body language for conflict management is evaluated.	PO4, PO6, PO7
C333.3	Have Inputs on some of the important interpersonal skills such as group decision-making, negotiation and leadership skills are learnt.	PO4, PO6, PO7
C333.4	Learn and practice the steps involved in time management.	PO4, PO6, PO7
C333.5	Impart training for empowerment thereby encouraging the students to become successful entrepreneur.	PO3, PO4, PO5, PO6, PO7, PO8

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UNIT-I

STRESS MANAGEMENT

MEANING OF STRESS:

Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. People feel little stress when they have the time, experience and resources to manage a situation.

DEFINITION OF STRESS:

"Stress is defined as '**the adverse reaction people have to excessive pressures or other types of demand placed on them**'.

DEFINITION OF STRESS MANAGEMENT:

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.

CONCEPTS IN STRESS:

- **Stressor** - physical, social, or psychological event that requires adjustment or disrupts homeostasis.

- **Eustress -** stress that presents opportunities for personal growth - Good Stress.

- **Distress** - stress that can have a negative effect on health - Bad Stress

EFFECTS OF STRESS:

Stress has physical and emotional effects on an individual and can create positive or negative feelings. As a positive influence, stress can help compel an individual to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and

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stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, stress is experienced.

STRESSORS:

A wide variety of conditions, situations and pressures can cause stress to any one person at any given moment. These stress-causing situations and pressures are known as "stressors." Stressors can come from external and/or internal factors, such as the ones below:

Common Internal Stressors:

- Chronic worry
- Pessimism
- Negative self-talk
- Unrealistic expectations/Perfectionism
- Rigid thinking, lack of flexibility
- All-or-nothing attitude

 Common External Stressors:

- Major life changes
- Work or school
- Relationship difficulties
- Financial problems
- Children and family

SYMPTOMS OF STRESS:

- **Cognitive Symptoms**: It includes memory problem, inability to concentrate, poor judgments, seeing only the negative, anxious or racing thoughts and constant worries.
- **Emotional Symptoms**: It includes moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and depression.
- **Physical Symptoms**: It includes aches and pains, diarrhea or constipation, nausea or dizziness, chest pain, rapid heartbeat and frequent cold.
- **Behavioral Symptoms**: It includes eating more or less, Sleeping too much or little, Isolating from others, neglecting responsibilities and nervous habits

Coping with Stress:

❖ Get organized

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❖ Visualize the best outcome

❖ Don't Postpone Actions

❖ Be realistic

❖ Sleep, eat, and exercise

There are three major approaches that we can use to manage stress:

❖ **Action-oriented**: In which we seek to confront the problem causing the stress, changing the environment or the situation.

❖ **Emotionally-oriented**: In which we do not have the power to change the situation, but we can manage stress by changing our interpretation of the situation and the way we feel about it; and

❖ **Acceptance-oriented**: Where something has happened over which we have no power and no emotional control, and where our focus is on surviving the stress.

Stress management involves the effort of a person in making emotional and physical changes. The degree of stress and the desire to make the changes will determine the level of change that will take place. The attitude of an individual can influence whether a situation or emotion is stressful or not. A person with a negative attitude will often perceive many situations as being stressful. Negative attitude is the predictor of stress, because this type of person is more affected by stress than a person with a more positive attitude. If the nutritional status of the person is poor, the body is stressed and the person is not able to cope well in a stressful situation. As a result, the person can be more susceptible to infections. A poor nutritional state can be related to unhealthy food choices, inadequate food intake, or an erratic eating schedule. A nutritionally unbalanced eating pattern can result in an inadequate intake of nutrients. Inadequate physical activity can result in a stressful state for body. Physical activity has both physiological and psychological benefits. A consistent programme of physical activity can contribute to a decrease in depression, if it exists. It also improves the feeling of well-being. A minimal or total lack of mutually supportive friendships/relationships due to family problems or other social problems in general can cause stress. Social situations can be beyond the coping ability of a stressed person.

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When a person has no hobbies or means of relaxation, he may be unable to handle stressful situations because the individual has no outlet for stress.

Warnings & Consequences of Physical Signs of Excess Stress

Physical warning	Physical consequences
Insomnia	Arthritis
Headaches	Glaucoma
Heartburn	Multiple sclerosis
Backaches	Stroke
Peptic ulcers	Cancer
Cramps	Leukemia
Indigestion	

Warning and consequences of Mental signs of Excess Stress

Mental warning	Mental consequences
Lack of concentration	Loss of self-confidence
Loss of memory	Physical illness
Anxiety	Total mental breakdown
Unjustifiable fears	Chemical dependencies
Quick to cry	
Quick to anger	
Excessive worry	

Stress by itself can't hurt anyone. It's how we respond to stress that counts.

- Develop positive attitude to overcome stress. Stress is a result of your mental attitude and can pump hormones in your body, which can be profoundly harmful. Yet positive attitude, feelings, and expectations can negate its effects. While stress can destroy, positive attitude can heal!
    - Become aware of stressors and emotional and physical reactions, notice your distress.
    - Don't ignore it.

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- o Don't gloss over your problems.
- o Determine what events distress you.
- o What are you telling yourself about the meaning of these events?
- o Determine how your body responds to the stress.
- o Do you become nervous or physically upset? If so, in what specific ways?

- Recognise what you can change
  - o Can you change your stressors by avoiding or eliminating them completely?
  - o Can you reduce their intensity (manage them over a period of time instead of on a daily or weekly basis)?
  - o Can you shorten your exposure to stress (take a break, leave the physical premises)?
  - o Can you devote the time and energy necessary to making a change (goal setting, time management techniques, and delayed gratification strategies may be helpful here)?

- Reduce the intensity of your emotional reactions to stress

  - o The stress reaction is triggered by your perception of danger, whether from a physical or emotional threat. Are you viewing your stressors in exaggerated terms and viewing a difficult situation as a disaster?
  - o Are you expecting to please everyone?
  - o Are you overreacting and viewing things as absolutely critical and urgent?
  - o Do you feel you must always prevail in every situation?
  - o Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you.
  - o Try to temper your excess emotions. Put the situation in perspective. Do not labour on the negative aspects and the "what if's".

- Learn to notice and moderate your physical reactions to stress:
  - o Slow, deep breathing will bring your heart rate and respiration back to normal.
  - o Relaxation techniques can reduce muscle tension. There are many relaxation techniques viz. Meditation, Trans Meditation, Yoga Nidra, Self

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Hypnosis. It can help you gain voluntary control over such things as muscle tension, heart rate, and blood pressure.

o Medications, when prescribed by a physician, can help in the short term in moderating your physical reactions. However, they alone are not the answer. Learning to moderate these reactions on your own is a preferable long-term solution.

- Build your physical reserves:
  o Exercise for cardiovascular fitness three to four times a week (moderate, prolonged rhythmic exercise is best, such as walking, swimming, cycling, or jogging).
  o Eat well-balanced, nutritious meals.
  o Maintain your ideal weight
  o Avoid nicotine, excessive caffeine, and other stimulants.
  o Mix leisure with work. Take breaks and get away when you can.
  o Get enough sleep. Be as consistent with your sleep schedule as possible.

- Maintain your emotional reserves
  o Look at things more positively, Refocus the negative to be positive, make an effort to stop negative thoughts
  o Develop some mutually supportive friendships/relationships.
  o Pursue realistic goals, which are meaningful to you, rather than goals others have for you that you do not share.
  o Expect some frustrations, failures, and sorrows.
  o Always be kind and gentle with yourself - be a friend to yourself

Stress Factors for Students:

As a student, one might suffer from general lack of concentration. This affects not only their studies but also their holistic development.

Exam Stress: Examstress and exam fear among students is at an all time high. You will hardly fail to read news about students committing suicide on account of pressure in school and college. Students also suffer from lack of concentration and often indulge in eating disorders.

Exam Fear:

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Exams are a way of assessing what a student has learned during the academic year. However, for most students, exams bring with it lot of tension, stress and anxiety. The main reason for this is because of increased pressure and stress that they receive from their parents and teachers to perform well in the exams. Although a little bit of exam fear and anxiousness is important to study and learn before the exams, too much tension can hamper the student's ability to do well. Many times, due to exam fear, students tend to forget what they have learned, thus scoring less than they could have. Hence, it is extremely crucial for students to learn about how to reduce exam fear, so that they can give their examination confidently, subsequently earning good grades.

Here are some important points that are to be taken care of during examinations:

- **Concentration** is one of the most important parts during examinations. Now-a-days it is seen that students report problems in concentrating on their studies. Most of these students blame outside distractions for their problems. Many research studies manipulating noise levels and distractions have found that such disturbances may increase, decrease, or not even affect concentration. These researchers have therefore concluded that distracters don't cause concentration problems directly. It is the way the distracters are interpreted by the students that disrupts their study.

Steps To Improve The Concentration Level:

1. Create a study environment.
2. Find a place to study and keep it for study only. (Don't keep on changing places.)
3. Tool-up the environment with all study needs. (keep stationeries & books on your table)
4. Control noise level and the visual environment to acceptable levels.
5. Avoid relaxing while working; create a work atmosphere. (Don't watch TV while relaxing).

- **Time Management** is also another important part to be taken care of during examinations. Many people fail to understand the importance of planning and utilising time efficiently, the reason for this seems to arise from the many other pressures put upon them.

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As a student, there are some basic principles of Time Management that you can apply.

- o Identify The Best Time for Studying
- o Study Difficult Subjects First
- o Use Distributed Learning and Practice
- o Make Sure the Surroundings are Conducive to Studying Make Room for Entertainment and Relaxation
- o Make Sure you Have Time to Sleep and Eat Properly
- o Try to Combine Activities: (Twofer concept: use the time to study while waiting in a queue)
- o The best formula to remember is revision

- **A proper good night's sleep** is very essential during exams. Sleep plays a very vital role in a normal functioning of a body. Most of the students shorten their sleep duration so that they can dedicate more time for studies. On the contrary, reducing times for sleep results in dizziness and uneasiness thus affecting the course of studies.

- **A healthy and proper diet** is also another essential part during exams. Most students refused to have a balanced diet when exams are at the threshold. Eating and enjoying food is an essential part of a healthy mind

STAGE FRIGHT or FEAR OF PUBLIC SPEAKING:

Stage fright or **performance anxiety** is the anxiety, fear, or persistent phobia which may be aroused in an individual by the requirement to performing in front of an audience, whether actually or potentially (for example, when performing before a camera). In the context of public speaking, this may precede or accompany participation in any activity involving public self-presentation. In some cases stage fright may be a part of a larger pattern of social phobia or social anxiety disorder, but many people experience stage fright without any wider problems. Quite often, stage fright arises in a mere anticipation of a performance, often a long time ahead. It has numerous manifestations: fluttering or pounding heart, tremor in the hands and legs, sweaty hands, diarrhea, facial nervetics, dry mouth, and erectile dysfunction. Stage fright is most commonly seen in school situations, like stand up projects and class speeches.

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Effects of stage fright:

When someone starts to feel the sensation of being scared or nervous they start to experience anxiety. "Anxiety usually has physical symptoms that may include a racing heart, a dry mouth, a shaky voice, blushing, trembling, sweating, and nausea" (Beyond Shyness). It triggers the body to activate its sympathetic nervous system. This process takes place when the body releases adrenaline into the blood stream causing a chain of reactions to occur. This bodily response is known as the "fight or flight" syndrome, a naturally occurring process in the body done to protect itself from harm. The neck muscles contract, bringing the head down and shoulders up, while the back muscles draw the spine into a concave curve.

In trying to resist this position, the body will begin to shake in places such as the legs and hands. Several other things happen besides this. Muscles in the body contract causing them to be tense and ready to attack. Second, "blood vessels in the extremities constrict" (Cyphert). This can leave a person with the feeling of cold fingers, toes, nose, and ears. Constricted blood vessels also gives the body extra blood flow to the vital organs. In addition, those experiencing stage fright will have an increase in blood pressure, which supplies the body with more nutrients and oxygen in response to the "fight or flight" instincts. This, in return, causes the body to overheat and sweat. Breathing will increase so that the body can obtain the desired amount of oxygen for the muscles and organs. Pupils will dilate giving someone the inability to view any notes they have in close proximity, however, long range vision is improved making the speaker more aware of their audience's facial expressions and non verbal cues in response to the speaker's performance. Lastly, the digestive system shuts down to prepare for producing energy for an immediate emergency response. This can leave the body with the effects of dry mouth, nausea, or butterflies.

Fight or Flight: The Human Body in Survival Mode
Those familiar feelings are caused by the production of adrenalin. Your brain receives those primal impulses and your body goes into "fight or flight" survival mode. Your body is reacting to perceived danger - it is primed for anything. Response time is quickened; senses are fine-tuned. You can jump higher, run faster and play daunting technical passages. Although your body is telling you to run, you must stay and complete a performance. So how do you minimize the negative effects of adrenalin? By changing your perception, by viewing the physical

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changes as excitement, not panic. By learning to slow down, breathe deeply and focus that additional energy into a passionate and exciting performance. This takes practice.

- **Prepare! Prepare! Prepare Again!:** Lack of preparation is a leading cause of stage fright.
- **Internal Pressure** (Replace the negatives by feeding your brain positives, practicing that all-important skill of ignoring the mistakes while delivering an exciting performance)
- **External Pressure**(Teachers must be conscious of the subtle messages they give the students. NEVER allow any parent near child before stage public speaking).

HOW TO OVERCOME STAGE FRIGHT:

- **Act the Part**. Performing is as much "acting" a part as it is executing a technical feat. A tool used with students is having them attend a live performance featuring a professional artist on their instrument. Have them pay attention not only to the "music" being performed, but the "music" being portrayed - paying attention to the body language, posture, and breathing of the person on stage. Then have the students do an "imitation" in class. Amazingly, the body becomes more relaxed, the breathing deeper, posture is better. The students have reached outside of themselves and removed the internal pressure by pretending to be someone else. Giving students something external on which to focus actually improves focus on the task at hand, which is a secure, confident performance.
- **Visualization.**
  - Potential memory slips are often a source of anxiety for performers. To remove this internal pressure, have students write a story about the work to be performed, putting specific feelings, actions and pictures with each section. Have them close their eyes and "run" the story in their heads like a movie. The more detailed the story, the more important communicating that story to the audience becomes. Another version of this is to picture the actual music running through the mind, visualizing the rise and fall of the notes.

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- o Anxiety tends to build in situations where waiting is involved, such as for an audition or festival performance. Have the student imagine going to a safe place (i.e. a mountain meadow, a deserted beach). Before the performance, have them go off (alone), close their eyes and imagine playing the piece they are performing in that safe place. Hopefully the peaceful "residue" of this meditation exercise will follow them into the audition room. This takes weeks of practice to be done successfully.
- o Simulate performance parameters for students and allow them several "practice" performances. In a situation with a judge, sit behind a desk and write during their performance. If it's a recital, have them perform for their peers. The more "real time" performance practice the student has, the less frightening the actual performance will be.
- o

DIET, SLEEP AND OTHER MANAGEMENT SKILLS.

- Avoid caffeine and nicotine, weaning yourself as early as two weeks prior to a performance. Both of these substances are stimulants. Increased adrenalin flow only compounds the effects of stimulants already present in your system; thus the tremors and increased heart rate will be much harder to control.
- Avoid processed sugars (i.e., candy, soft drinks). Natural sugars aid the body in converting stored energy to action. Processed sugars provide a brief high, but the overall effect is depressive.
- Eat a good meal, high in complex carbohydrates, low in sugars and fats. Pasta is an excellent choice, along with fresh vegetables and fruit.
- Arrive at the performance as rested as possible, establishing a consistent sleep pattern two weeks before a performance.
- Avoid listening to other performers in an audition situation. It only leads to playing the comparison game, which can lead to negative dialogue.
- Try to remember to breathe deeply. This sounds very elementary, but breathing is the first thing affected by the adrenalin rush, and good oxygen flow to muscles will steady nerves.
- Provide a quiet, safe place for students to relax before performances.
- Laughter is a wonderful tension release; come prepared with a few good jokes.

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ANGER/ANXIETY/DEPRESSION:

Anger: A label we attach to a series of symptoms that seem to be coming from either an internal mechanism (created in the past) or as a reaction to a perceived violation (seems to be occurring in the present moment) or a projection of fear(an imagined or anticipated violation expected to occur in the near future). It shows up in our lives as precise sensory feedback that we are not in control. It can stimulate an impulse to protect ourselves from a perceived threat, by engaging behaviors that will maximise our survival or accelerate our demise. The more a person denies the initial impulses the more they seem to intensify and mutate into behaviors that mask. The masking of what is being resisted (a false viewpoint imagined to be fixed) creates uncontrollable impulses to fixate ones attention on a compulsion or a drive towards revenge. Without an appropriate outlet for the intensity of feelings, a being continues the ride of denial to it's conclusion - quite often resulting in some form of violence. The drive is to self destruct and/or violate others. There is a way out of the anger cycle, increasing one's awareness of the sensory feedback that our body gives us to let us know something is not pleasant. At the moment of recognition, there exists an opportunity to change one's viewpoint and accept more responsibility for the moment that is unfolding. One can choose to react appropriately by including language that expands and clarifies the moment. Or one can choose to ignore the opportunity for increased awareness and allow the surge of feedback to intensify in the body and resurface at a later - less opportune moment usually when one is being less than rational.

MANAGING ANGER– 6 EASY STEPS
1. Stop.
2. Give yourself space.
3. Breathe deeply.
Breathing deeply allows your body to fill with oxygen. This will stop the adrenaline rush that floods your body when you are angry. This extra oxygen flow will relax your body, clam your breathing, slow your heart rate, and allow your brain to resume rational thought. Take a number of slow, even, deep breaths. Put your hand on your stomach and carry the air down until you feel your stomach rise. Try counting or repeating a calming word or phrase.
4. Analyze.

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5. Define the problem.
6. Solve.

Anxiety: seems to be another manifestation of denied opportunities to be honest in any given moment. It also shows up as sensory feedback that originates in a denied or resisted viewpoint. To follow anxiety to it's core results in acknowledging our own dishonesty. Pretension masks our truth...a behavior designed to increase our survival odds. Whenever we allow ourselves to be dishonest, it often shows up as nervous tension...sometimes at the most inopportune times sometimes to gain sympathy or escape responsibility.

MANAGING ANXIETY– 10 EASY STEPS:

1) Practice diaphragmatic breathing regularly, more often when you feel anxious. Diaphragmatic breathing is a form of deep stomach breathing which is linked to increased feelings of calmness and relaxation. Focus on taking breaths which are based and centered in your midsection - around the level of your belly button. Focus on having your stomach go —out‖ when you take a breath —in‖. Do this 5-8 times to help calm and center you. Regular practice can be very beneficial.

2) Practice reframing the anxiety as something positive.

3) If your anxiety is overwhelming or debilitating, seekprofessional help.

4) Get moving (Walking, playing etc)

5) Take responsibility for yourself and what you need.

6) Keep to your word. Deliver what you promise.

7) Find yourself doing something right. Acknowledge this.

8) Schedule a —worry hour‖ each day.In this hour, you do nothing but worry. You worry about your life, your writing, your pets, your family, your friends, your laundry, your dishes, the state of your relationship-anything at all. Worry, worry, worry. At the end of the hour, you're not allowed to worry any more for the rest of the day

9) Avoid —all or nothing‖ or —black/white‖ thinking about your dissertation.

10) Learn to let go of the past.

Depression: seems to have it's root also in unacknowledged feedback. When a person continually distrusts his/her own ability to know what is right for them,

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they lose contact with integrity. The cycle of unexpressed feelings, repress to hidden agendas and resurface as uncontrollable impulses to self destruct or violate others including inappropriate anxiety, which often accompanies the depressed person. To break the cycle of depression, one must also increase sensory awareness (difficult if a person is self medicating) and master the surge of energies that are stimulated by the environment of the sufferer. With some gentle coaching and nurturing the average sufferer can return to the state of awareness that is the knowing creator of his/her life. This includes ackowledging the tendency of beings to self stimulate in the absence of a real threat (we imagine them).

MANAGING DEPRESSION- 6 EASY STEPS:

1: Cultivate supportive relationships
   ❖ Turn to trusted friends and family members.
   ❖ Try to keep up with social activities even if you don't feel like it.

2: Challenge negative thinking:
   ❖Think outside yourself.
   ❖Allow yourself to be less than perfect.
   ❖Socialize with positive people.
   ❖ Keep a —negative thought log."

3: Take care of yourself:
   ❖Aim for 8 hours of sleep.
   ❖Expose yourself to a little sunlight every day
   ❖Keep stress in check.
   ❖Practice relaxation techniques.
   ❖Care for a pet.

4: Get regular exercise:
Here are a few easy ways to get moving:
   ❖Take the stairs rather than the elevator
   ❖Park your car in the farthest spot in the lot
   ❖Take your dog for a walk
   ❖Pair up with an exercise partner
   ❖Walk while you're talking on the phone

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5:Eat a healthy, mood-boosting diet
❖Don't skip meals.
❖Minimize sugar and refined carbs.
❖Focus on complex carbohydrates.
❖Boost your B vitamins.
❖Consider taking a chromium supplement.

6: Know when to get additional help

DEALING WITH CRISISAND DISASTER:

Everyone experiences crisis at some points during life. A crisis may be personal, such as a death or the loss of a relationship; or community-wide, such as a fire on campus. Examples of crisis or trauma situations include deaths, natural disasters, violent crime, sexual assault and abuse, the aftermath of suicide, threats to public health, or campus or domestic violence. People may also experience trauma

HOW TO SUPPORT A FRIEND IN CRISIS:
❖Reach out and spend time with the person in crisis
❖ Make time to talk, encourage the person to express his/her feelings, and listen
❖Respect the person's need to spend time alone
❖ Help with everyday tasks where possible...run errands, share a meal, pick up mail, care for a pet, etc.
❖ Don't try to offer false cheer or "fix things"...listening non-judgmentally to another is a powerful form of support ❖ Help the person connect with supportive resources on campus and in the community
❖ Encourage the person to seek counseling❖ Take care of yourself and know your own limits.

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UNIT-II

CONFLICT MANAGEMENT:

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One of the primary purposes of the organisation is the coordination and integration of the efforts of many people to attain mutual goals and objectives. As people work together, tensions sometimes develop that result in dissension and hostility. Traditionally, conflict has been considered to be something that does not have to take place, but frequently does. It has been viewed as a consequence of greed, self-centeredness and competition. Conflict has been seen as a disruptive force that keeps organisation from being optimally productive. In the traditional view, managers are supposed to eliminate conflict from the organisation. Conflict is seen to be harmful in its consequences.

A more contemporary view sees conflict as inevitable when people work together. Conflict occurs as a consequence of many factors, including the struggle to excel and achieve. Conflict, although sometimes working in a detrimental way, can also have constructive effects on organisational and personal performance. A certain amount of conflict and tension may even be essential for optimal performance to occur. Managers must control conflict so that the result is

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positive and beneficial to the organisation and its members. Successful and unsuccessful outcomes from conflicts may be partially a result of the leadership skills of the supervisors involved. Constructive conflict management may also be a product of the proper identification and treatment of problems areas.

MANAGEMENT'S GOAL WHEN CONFLICT ARISES:

If conflict is to be managed positively and constructively, those who manage need a set of goals and objectives. Although the goals may not always be attainable, they provide a helpful set of guidelines to pursue. When conflict arises, managers and supervisors who are in a position to influence and affect the attitudes and actions of those in disagreement may find it helpful to

(1) Identify the causes and feelings of the parties involved.

(2) Redirect tension and hostilities

(3) Work to integrate ideas rather than accept a compromise.

(4) Achieve unity between the parties in conflict

(5) Accomplish real and permanent solutions,

(6) Achieve a sense of fairness among those involved and

(7) Result in satisfaction for all of the parties involved.

IDENTIFYING WHAT IS BEHIND THE CONFLICT:

Conflict may be symptomatic of more deep-seated problems that may need attention and corrective action. The underlying causes of conflict, if left unattended, can fester and develop into even deeper, more severe problems. Resolution of conflict that deals only with the surface tensions and not with actual causes can be considered only a temporary treatment of conflict. A more thorough approach to conflict is to identify and deal with the causes of conflict rather than the symptoms.

REDIRECTING TENSIONS AND HOSTILITIES:

It is important to avoid the statement, ―Provide for a release of tensions‖, because it has been discovered that people are often more highly motivated when a ―healthy‖amount of tension prevails. If an individual feels strongly enough about something, it would be more helpful to

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channel interests and feelings in a positive direction rather than simply to release feelings and emotions. In other words, when tension is felt, the channeling of that tension toward the discovery and resolution of the problem, rather than toward the simple venting of emotions, may be a productive endeavour.

INTEGRATION OF IDEAS:

It is better to achieve an integration of ideas from the conflicting parties rather to reach a compromise as a solution. Decisions involving more than one person do not have to be reached on the basis of pure compromise in which each party states a position and then the two extremes are conceded to a purely middle-ground position between poles. The middle-ground position tends to represent not the most satisfactory resolution of conflict but simply the most expedient solution. In place of the compromise position, conflict is best resolved with a solution that is most beneficial both for the organisation and for the parties involved. Integration is better than compromise--it represents the best possible position. By integrating the ideas of the conflicting parties, the best ideas and concepts are utilized rather than the most easily agreed upon ideas.

ACHIEVING UNITY:

Unity can be achieved through a meeting of the minds between the parties in conflict. This desired result of the proper handling of conflict is not absolutely essential, but it is helpful. Through unity, the efforts and interests of individuals can be coordinated and cooperation tends to lead to progress. The parties to a conflict tend to distance themselves from each other, and communication diminishes both in amount and in quality.

ACCOMPLISHING REAL AND PERMANENT SOLUTIONS:

Artificial, temporary solutions are quickly recognized by individuals and will not be respected or supported. Only genuine resolutions that attend to the causes of the conflict will be supported by those affected.

ACHIEVING A SENSE OF FAIRNESS AND SATISFACTION:

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It is important to those in disagreement that each party's view be given due consideration. Those who are in conflict usually have emotions and reasons that they deserve to be heard. They may have specific solutions in mind or they may not know what the best answers are. However, if a participant has an opportunity to express feelings and the rationale behind them and to suggest solutions if they are known, the individual will feel a sense of fairness to some degree. Even if the ultimate solution decided upon is not the one the participant preferred, the realization that his or her position has been heard and seriously considered normally helps to achieve better, more objective feelings toward the solution reached. This feeling of fairness and objectivity is likely to result in better resolution of conflict. When individuals and group feel fairly treated, they are more likely to be satisfied with the solutions reached.

SOURCES OF CONFLICT:

The sources can be broadly classified as Problems based upon individual variances, difficulties resulting from perceptual differences, and issues arising out of characteristics of the organisation and functional differences.

INDIVIDUAL DIFFERENCES:

No two persons are identical. People's temperaments vary. Some individuals are aggressive, others are passive, and still others are assertive. Some individuals are extrovert, others tend to be introspective and self-centered. Some people are highly ambitious and upward-bound, while others seek primarily to preserve and protect what they already have. One worker may want to work with other people, while another will prefer working alone. One individual will prefer independence in decision making, while another will seek out the opinions and ideas of others before acting. One worker may be able to withstand criticism and act with a high degree of tolerance, while another may react emotionally at the slightest personal challenge. The attitudes and actions of individuals also differ on the basis of background, involving educational, cultural, social and ethnic dissimilarities. The differences in workers' backgrounds tend to influence the philosophical values of the workers. An individual's philosophy provides a set of guidelines or principles by which the individual's life is conducted. Because individual's backgrounds are different, their philosophies tend to differ. Differences in philosophies will have a direct bearing on individual behavior and may be a significant cause of interpersonal conflict when incongruent philosophies interact.

PERCEPTUAL DIFFERENCES:

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Individual perception is the conscious awareness of occurrences, events, or happenings in one's surroundings. As most people view the activities in their environment, they have a tendency to classify those events either as supportive and beneficial or threatening and derogatory. The perceptions workers have of the events that surround them in their work environment have a direct, important bearing upon the development or avoidance of conflict.

ORGANISATIONAL CHARACTERISTICS AND FUNCTIONAL DIFFERENCES:

Several organisational characteristics contribute to the development or avoidance of conflict. For example, the size of the organisation can be a factor in conflict development. As the number of peoples increases in a department or unit of the organisation, the individuals in one area lose touch with individuals in other departments. The people in each unit may come to think of themselves as separate from others rather than as a part of a team. All of this, of course, leads to individual thinking and action.

The kinds of employees an organisation hires can also affect the level of conflict. If an organisation hires employees with specialized expertise in major numbers, the specialized individuals are likely to group together with similar personnel. For example, the small group of lawyers in a large organisation is likely to develop a close-knit relationship often to the exclusion of others. Conflict is more likely to occur between specialists and other than between generalists and others. The type and strength of external pressures can affect the level of conflict within an organisation. Where there is great pressure from competitors or from the environment, the people within the organisation are more likely to pull together. Where there few or limited pressures, the individuals and units are not forced to work together. Conflict among workers may result when individuals are placed on a win-lose competitive basis for rewards. When a worker recognizes that personal success is gained at the expense of another worker, the potential of interpersonal conflict is present. Conflict may be encouraged by the functional duties of the workers. Other possible organisational sources of conflict include unclear jurisdiction, communication barriers, the degree of interdependence workers have from one another, the degree to which consensus is required, and unresolved prior conflict.

DEGREE OF CONFLICT DEVELOPMENT:

Another factor to consider is the stage of development to which conflict has progressed. Conflict that has just surfaced might be treated very differently from conflict that has continued for a long time. There are five stages of conflict running from just-surfaced conflict to well-cultivated conflict:

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- Stage 1 Just Begun
- Stage 2 Dispute
- Stage 3 Contention
- Stage 4 Limited Warfare
- Stage 5 All out War.

DEALING WITH CONFLICT

In general, people who come to situations of conflict with positive moods are likely to handle conflict in a better way. Individuals and groups with a positive outlook tend to be more optimistic: they hope for a good resolution of conflict. These same individuals are usually more forgiving of others and will use more creativity in seeking solutions. A positive mood triggers a more accurate perception of the arguments that others may present. Those who are in a positive mood tend to be more relaxed so that defensive barriers are lowered and listening is done more effectively.

Basic Concepts, Cues, Signals, Symbols and Signals of Body Language :

Body language is a form of mental and physical ability of human non-verbal communication, which consists of body posture, gestures, facial expressions, and eye movements. Humans send and interpret such signals almost entirely subconsciously. Body language may provide clues as to the attitude or state of mind of a person. For example, it may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, and intoxication, among many other cues.

Understanding body language:

The technique of "reading" people is used frequently. For example, the idea of mirroring body language to put people at ease is commonly used in interviews. Body language can show feelings to other people, which works in return for other people. People who show their body language to you can reveal their feelings and meanings. Mirroring the body language of someone else indicates that they are understood.[It is important to note that some indicators of emotion (e.g. smiling/laughing when happy, frowning/crying when sad) are largely universal however in the 1990s Paul Ekman expanded his list of basic emotions, including a range of positive and negative emotions, not all of which are encoded in facial muscles. The newly included emotions are:

• Amusement

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• Contempt

• Contentment

• Embarrassment

• Excitement

• Guilt

• Pride in achievement

• Relief

• Satisfaction

• Sensory pleasure

• Shame

Physical expression:

Physical expressions like waving, pointing, touching and slouching are all forms of nonverbal communication. The study of body movement and expression is known as kinesics. Humans move their bodies when communicating because, as research has shown, it helps "ease the mental effort when communication is difficult." Physical expressions reveal many things about the person using them. For example, gestures can emphasize a point or relay a message, posture can reveal boredom or great interest, and touch can convey encouragement or caution.

1. One of the most basic and powerful body-language signals is when a person crosses his or her arms cross the chest. This can indicate that a person is putting up an unconscious barrier between themselves and others. However, it can also indicate that the person's arms are cold, which would be clarified by rubbing the arms or huddling. When the overall situation is amicable, it can mean that a person is thinking deeply about what is being discussed, but in a serious or confrontational situation, it can mean that a person is expressing opposition. This is especially so if the person is leaning away from the speaker. A harsh or blank facial expression often indicates outright hostility.

2. Consistent eye contact can indicate that a person is thinking positively of what the speaker is saying. It can also mean that the other person doesn't trust the speaker enough to "take their eyes

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off" the speaker. Lack of eye contact can indicate negativity. On the other hand, individuals with anxiety disorders are often unable to make eye contact without discomfort. Eye contact can also be a secondary and misleading gesture because cultural norms about it vary widely. If a person is looking at you, but is making the arms-across-chest signal, the eye contact could be indicative that something is bothering the person, and that he wants to talk about it. Or if while making direct eye contact, a person is fiddling with something, even while directly looking at you, it could indicate that the attention is elsewhere. Also, there are three standard areas that a person will look which represent different states of being. If the person looks from one eye to the other, then to the forehead, it is a sign that they are taking an authoritative position. If they move from one eye to the other, then to the nose, that signals that they are engaging in what they consider to be a "level conversation" with neither party holding superiority. The last case is from one eye to the other and then down to the lips. This is a strong indication of romantic feelings.

3. Disbelief is often indicated by averted gaze, or by touching the ear or scratching the chin. When a person is not being convinced by what someone is saying, the attention invariably wanders, and the eyes will stare away for an extended period.

4. Boredom is indicated by the head tilting to one side, or by the eyes looking straight at the speaker but becoming slightly unfocused. A head tilt may also indicate a sore neck, trust or a feeling of safety (part of the neck becomes uncovered, hence vulnerable; It's virtually impossible to tilt our head in front of someone we don't trust or are scared of) or Amblyopia, and unfocused eyes may indicate ocular problems in the listener.

5. Interest can be indicated through posture or extended eye contact, such as standing and listening properly

6. Deceit or the act of withholding information can sometimes be indicated by touching the face during conversation. Excessive blinking is a well-known indicator of someone who is lying.

THE IMPORTANCE OF BODY LANGUAGE IN COMMUNICATION:

When working with other people, verbal communication is only one way that you show others emotion, approval, disappointment and confidence. How you walk, how you position yourself when talking and how you use your facial expression are all cues that other people rely on when making assessments about your abilities. and current state of mind.

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Using Body Language in the Workplace

The more you understand body language and its affect on others, the better you will be in communicating with co-workers, bosses, clients, vendors and others you encounter during the day. By making simple adjustments to your posture, facial expressions and mannerisms, you can improve the way others view you. Assessing how people view you is necessary in order to make changes. Ask those around you whose opinion you can trust to determine where improvements need to be made.

Adjustments can include the following:

Maintaining a relaxed posture while walking or during a meeting. Relaxed posture indicates you're comfortable in your surroundings and not under stress. Even if you experience stress while working on a project, when you reduce the appearance of stress, those around you will feel more comfortable and will have more faith in your abilities to lead, delegate responsibility and manage the project. Mannerisms such as fidgeting, moving around a room while talking, breaking eye contact with others frequently and other bodily quirks you have can be seen as a distraction to those around you. These mannerisms can make you appear anxious, unprepared, unorganized, and stressed even if you're not. Learn how to control these mannerisms by taking note of when they occur, how often they occur, and consider ways to alter them. Many times, mannerisms are just old habits that need to be broken.

Assessing the Body Language of Others.:

If you're always the last person in the office to know when something is wrong, then maybe you need to pay closer attention the signals others are sending through their body language. Noticing how people walk, how they carry themselves and how their faces appear during the day can provide you with many clues. Even though they may be sending the wrong signals, you should still take note of them so you can assess situations more confidently instead of relying on the perceptions of others. Become more observant of body language when hiring new employees can also help you choose the right candidates for positions available. Take notice of how they present their resume to you, how they sit and how their facial expressions change as they talk about prior job experiences. Use your observations in conjunction with their resume and references to determine if they are right for the company you work for.

ASSERTIVENESS AND BODY LANGUAGE:

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Many people view assertiveness as a verbal behaviour, believing that they must have ─just the right words‖ to handle a situation effectively. On the contrary, we've found that how you express an assertive message is a good deal more important than what you say.

a) **Role-modelling** the desired behaviour by the therapist or an actor, for the client to imitate
b) **Rehearsal** of the desired behaviour by the client in progressively more challenging role-play exercises
c) **Coaching** from the therapist in shaping ─successive approximations‖ to the ideal behaviour

Based on the extensive experience of training clients in this way, it was found it helpful to distinguish between the following components of non-verbal behaviour:

1) **Loudness of voice**. Are you shouting or speaking too quietly? Can you be heard from a normal distance?

2) **Fluency of words spoken**. Is there stammering or excessive pauses? Is speech ─staccato‖ or flowing?

3) **Eye-contact**. Are eye-movements normal? Are the eyes being diverted or is there staring?

4) **Facial expression**. Does facial expression change? Does it match (congruence) with what is being said?

5) **Body expression**. Is body tense and rigid? Are gestures natural and appropriate to what is being said?

6) **Distance/physical contact**. Are you tending to stand too close or too far away? Are you observing normal body space? Consider a situation where you'd like to be more assertive (or like someone you're helping to be more assertive) and give yourself marks out of ten for each of the six component skills above. It was best to clearly identify a specific problem situation for rehearsal. It was also recommended that training should focus on one component skill at a time. It was very helpful to video tape role-play sessions to be reviewed with the client, although this is not essential. Role-play sessions in assertiveness training typically last about 2-3 minutes and may only need to be done once but are more typically repeated 3-4, or more, times in a single session.

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UNIT-III

TEAM WORK:

Teamwork is the ability to work together towards a common vision. The ability to direct individual does accomplishment toward organizational objectives. It is team-work that allows common people to attain uncommon results. In any organization to ensure that the required tasks are continuously achieved employees of the organization are required to work in different groups. The people in the groups are required to work as a team. This way many groups and teams are formed in a large organization. Ideally speaking together all the employees are required to work as a team to achieve the goals and objectives of the organization. Responsibilities are shared individually and as a team to achieve the goals and objectives of the organization. We need team working for individual and organizational success.

DEFINITION OF TEAM

TOGETHER **E**VERYONE **A**CHIEVES **M**ORE

A team is a group that shares a common purpose and recognizes that it needs the efforts of every one of its members to achieve this.

TEAM BUILDING:

It refers to the process of establishing and developing a greater sense of collaboration and trust between team members. Interactive exercises, team assessments, and group discussions enable groups to cultivate this greater sense of teamwork.

Characteristics of Good Team Building:

❖High level of interdependence among team members
❖Team leader has good people skills and is committed to team approach
❖Each team member is willing to contribute and team develops a relaxed climate for communication
❖Team members develop a mutual trust
❖Team and individuals are prepared to take risks
❖Team is clear about goals and establishes targets
❖Team member roles are defined
❖Team members know how to examine team and individual errors without personal attacks
❖Team has capacity to create new ideas
❖Each team member knows he can influence the team agenda

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Team Effectiveness:

When evaluating how well team members are working together, the following statements can be used as a guide:

- **Team goals** are developed through a group process of team interaction and agreement in which each team member is willing to work toward achieving these goals.
- **Participation** is actively shown by all team members and roles are shared to facilitate the accomplishment of tasks and feelings of group togetherness.
- **Feedback** is asked for by members and freely given as a way of evaluating the team's performance and clarifying both feelings and interests of the team members. When feedback is given it is done with a desire to help the other person.
- **Team decision making** involves a process that encourages active participation by all members.
- **Leadership** is distributed and shared among team members and individuals willingly contribute their resources as needed.
- **Problem solving** Discussing team issues, and critiquing team effectiveness are encouraged by all team members.
- **Conflict** is not suppressed. Team members are allowed to express negative feelings and confrontation within the team which is managed and dealt with by team members. Dealing with and managing conflict is seen as a way to improve team performance.
- **Team member resources**, talents, skills, knowledge, and experiences are fully identified, recognized, and used whenever appropriate.
- **Risk taking and creativity** are encouraged. When mistakes are made, they are treated as a source of learning rather than reasons for punishment. After evaluating team performance against the above guidelines, determine those areas in which the team members need to improve and develop a strategy for doing so.

LEADER AND TEAM BUILDING:

The three vital determinants of teamwork are:

❖Leader
❖Subordinates
❖The environment

These factors are interdependent. It is the leader's responsibility to make the environment conducive to work. He studies the employees individually and insists interest in them. By encouraging the inquisitive employees and by prohibiting insidious elements, he creates

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hygienic environment. He inculcates the sense of collectivism in employees to work as a team. The resultant output will then be efficiency.

Team building:

- TEAM works everywhere.
- TEAM shows the customer that you care
- TEAM builds confidence in you.
- TEAM instils confidence in your customer
- TEAM brings up SYNERGY

Characteristics of a good team:

- Clear objectives
- Roles for all members clearly understood
- Appreciation of each others' qualities
- Openness of thoughts , beliefs and actions
- Trust among members
- Co-operation in team members
- Effective leadership
- Ability to deal with conflict
- Good communication
- Purpose of unity
- Shared goals and objective

Fundamental features of a team:

- Strong and effective leadership,
- The establishment of precise objectives,
- Taking informed decisions,
- The ability to act quickly to carry forward decision, communicate freely, develop the necessary skills and techniques to fulfil the assigned tasks.
- A team is a small group of people with complementary skills, who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.
- Repetitive tasks which require the members to assume a different fixed roles. These tasks are usually familiar work performance and can be fulfilled independently.

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To build up high performance, the following guidelines are required:

❖Establishing urgency and a sense of direction
❖The selection of members should be on the basis of skills and not personality.
❖Teams need complementary skills to perform the jobFor effective performance, a mix of three different categories is helpful.
   a. Technical and functional skills
   b. . Problem solving skills
   c. Interpersonal skills

PRINCIPLES
In order to strengthen an organization it might be necessary to weaken a part of it.

- Assign tasks that will allow the subordinates to grow and take on additional responsibilities.
- Let your team know you appreciate them. Each member has something to add to the team
- Fix measurable goals to keep the team focused
- Everyone in a team thinks in a different way. Have an open door policy if you want to be accessible
- Do not bring problems, bring solutions
- Be tough on problems not people.

WHY TEAMWORK IS REQUIRED?:

A team is therefore created out of necessity, the necessity to perform variety of tasks of a job by group of people. If the entire team performs in an excellent manner, the goals are easily achieved. Goals of the team are to achieve the organization's objectives

❖ A team is developed wherever people have to work together to produce results.

❖ A team is capable of accomplishing much more than the sum total of what the members are capable of accomplishing individually.
❖ Teamwork is stimulating; it encourages members to put in greater effort and helps them to give their best.
❖ Pieces fit together without distortion and together produce some overall pattern. If work of everyone is interdependent and if we want to keep costs low and quality high, then we need to implement actions that will:

   o Facilitate people working together (in other words instil a sense of teamwork (in everyone)

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o Minimize waste and rework, in other words, manage your processes so outputs always meet or exceed specifications with little waste from making mistakes. For this we need to develop team spirit and team values in every employee.

TEAMWORK VALUE:

Everyone has open access to information:

Part of effective decision making at any level of an organization has to do with the information a person has or needs. Today, information technology makes it possible for all employees to push a few buttons and have access to any information they need to do their jobs. INFORMATION FACILITATES COOPERATION

Focus on processes:

The work in an organization is a big process. Teamwork is the collection of many individuals' work. Still many managers tend to forget this and focus on the behavior of individuals separate from the system and its processes as the key to success. We need to focus on the process as a whole and not as an individual's success or failures but that of the team.

Every team needs a good leader.

The performance of any team depends on the quality of its collective thinking. How good are its decisions? This reflects the quality of the decision-making processes. The leader should strive to achieve a positive atmosphere, free from rigidity and envy, in which people compete with ideas- not egos. Team-work does not function if the leader consistently puts forward ideas before others have had the chance to speak. In the classic Japanese method, the leader listens silently until every team member has expressed an opinion before making the decision for the whole team. A true team leader will facilitate, inspire, and implement rather than control

LEADERSHIP:

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although the

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position of a manager, supervisor, lead, etc. gives the authority to accomplish certain tasks and objectives in the organization, this power does not make anyone a leader, it simply makes the boss . Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around. Leaders exist at all levels of the organization, their roles differ.

Leadership Framework–Be, Know, & Do:

If you are a leader that can be trusted, then the people around you will learn to respect you. To be a good leader, there are things that you must be, know, and do. These fall under the Leadership Framework:

BE

A professional.

Seek responsibility and take responsibility for your actions. Search for ways to guide your organization to new heights. And when things go wrong, they will eventually, do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

A professional who possesses good character traits.

Develop good traits within yourself, such as honesty, competence, candor, commitment, integrity, courage, straightforward, imagination. Develop good character traits within your team that will help them carry out their professional responsibilities

KNOW

Yourself
Know yourself and seek self-improvement. In order to know yourself, you have to understand your be, know, and do, attributes. Seeking self improvement means continually strengthening your attributes. This can be accomplished through reading, self-study, classes, etc.

Human nature.

Know human nature and the importance of sincerely caring for your workers.

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Your job.

Be technically proficient. As a leader, you must know your job and have a solid familiarity with your employees' jobs. Train your people as a team. Although many supervisors call their organization, department, section, etc., a team; they are not really teams...they are just groups of people doing their jobs.

Your organization.

Use the full capabilities of your organization. By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

DO

Provide direction.

Make sound and timely decisions. Use good problem solving, decisionmaking, and planning tools. Keep your team informed. Know how to communicate with your team, seniors, and other essential people within the organization.

Implement.
Develop a sense of responsibility in your team. Ensure that tasks are understood, supervised, and accomplished. Communication is the key to this responsibility.

Motivate.
Set the example. Be a good role model for you employees. They must not only hear what they are expected to do, but also see. Know your team and look out for their well being

Factors of leadership:

The four major factors of leadership are the follower, leader, communication, and situation:

Follower: Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person with a poor attitude requires a different approach than one with a high degree of motivation. You must know your team! The fundamental starting point is having a good understanding of

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human nature: needs, emotions, and motivation. You must know your employees' be, know, and do attributes.

Leader:
You must have a honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if a leader is successful. If a follower does not trust or lacks confidence in her leader, then she will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

Communication:
You lead through two-way communication. Much of it is nonverbal. For instance, when you "set the example," that communicates to your team that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.
Situation: All situations are different. What you do in one leadership situation will not always work in another situation. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront a employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. Various forces will affect these factors. Examples of forces

EMOTIONAL INTELLIGENCE:

Emotional intelligence has a lot to do with being intelligent about your emotions. It involves the ability to recognize your own emotions as well as the emotions of other people. It includes understanding emotions. It also has to do with how you manage your emotions and how you manage other people's emotions. Peter Salovey & John Mayer (1990) first used the term ‗Emotional Intelligence'. They defined it as ‗A form of intelligence that involves the ability to monitor one's own & others' feelings & emotions, to discriminate among them and to use this information to guide one's thinking & actions'. In 1997, Salovey & Mayer modified their definition as ‗The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth. Reuven Bar-On (1997) first used the phrase ‗Emotional Quotient' and defined Emotional Intelligence as ‗being concerned with understanding oneself and others, relating to people, and adapting to & coping with the immediate surroundings to be more successful in dealing with environmental demands. You can spot emotionally intelligent people pretty quickly. They're the people who

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❖Successfully manage difficult situations
❖Express themselves clearly
❖Gain respect from others
❖Influence other people
❖Entice other people to help them out
❖Keep cool under pressure
❖Recognize their emotional reactions to people or situations
❖Know how to say the ―right‖ thing to get the right result
❖Manage themselves effectively when negotiating
❖Manage other people effectively when negotiating
❖Motivate themselves to get things done
❖Know how to be positive, even during difficult situations. Although these behaviors don't fit within any formal definition of emotional intelligence, they represent typical behaviors for a person high in emotional intelligence. If the bar sounds high, don't fret — with practice, you can build on your existing skills to become more emotionally intelligent. Emotional intelligence (EI) refers to an assortment of non cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures. It's composed of five dimensions:

❖Self-awareness. Being aware of what you are feeling. It is exhibited by self- confidence, realistic self-assessment, and a self-deprecating sense of humour.

❖Self-management: The ability to manage your own emotions and impulses. It is exhibited by trustworthiness and integrity, comfort with ambiguity, and openness to change.

❖Self-motivation: The ability to persist in the face of setbacks and failures. It is exhibited by a strong drive to achieve, optimism, and high organizational commitment.

❖Empathy: The ability to sense how others are feeling. It is exhibited by expertise in building and retaining talent, cross-cultural sensitivity, andservice to clients and customers.

❖ Social skills. The ability to handle the emotions of others. It is exhibited by persuasiveness, and expertise in building and leading groups and teams. EI differs from emotional labour because the latter is a job requirement (the demand to smile, express enthusiasm, etc.) while the former is regarded as a personality trait. A person with low EI may control his emotions because of request from a manager (thus engaging in emotional labour), but might otherwise not do so. Several studies suggest EI may play an important role in job performance. For instance, one study looked at the characteristics of Bell Labs engineers who were rated as stars by their peers. The scientists concluded that stars were better at relating to others. That is, it was EI, not academic IQ, that characterized high performers. Corporations are acting on the results of these

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studies. A recent poll of human resource managers asked: How important is it for your workers to demonstrate EI to move up the corporate ladder? Forty percent replied ―Very Important. Another 16 percent said ―Moderately Important.‖ Irene Taylor, a consultant with Toronto based Praxis Canada, says her company ―has conducted EQ assessments on about 300 Canadian lawyers over the past five years.‖ She also says that demand to get into the company's EI coaching program is high. Professor John Oesch of the Joseph L. Rotman School of Management at the University of Toronto explains why coaching in EI has become popular: ―It's a solid psychological construct that can be measured and, to a certain extent, taught.

Why Should We Care About Emotions in the Workplace?

There are a number of reasons to be concerned about understanding emotions in the workplace. People who know their own emotions and are good at reading others' emotions may be more effective in their jobs. That, in essence, is the theme underlying recent research on emotional intelligence. The entire workplace can be affected by positive or negative workplace emotions, another issue we consider below. One recent study found that when leaders were in a positive mood, individual group members experienced better moods, and groups had a more positive tone. Groups whose leaders had a positive mood also found iteasier to coordinate tasks, and expended less effort when doing their work.

The benefits of Emotional intelligence at work:

Based on a number of studies that Multi-Health Systems and others have carried out, increasing your emotional intelligence at work has many benefits, including the ability to:

❖Better manage stress at work.
❖Improve your relationships with co-workers.
❖Deal more effectively with your supervisor.
❖Be more productive.
❖Be a better manager or/and leader.
❖Better manage your work priorities.
❖Be a better team player. Because people who have high emotional intelligence are more in tune with the people and situations in the workplace, they generally get comparatively greater pay raises

SELF DEVELOPMENT:

What is Self Development ?

Five Sheaths of Consciousness:

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- ❖Pure Bliss
- ❖Wisdom
- ❖Mental
- ❖Vital
- ❖Material

Regular lifestyle

- ❖Physical Exercise (Yoga, Balancing),
- ❖Food Habits (Drink More Water), etc

Vital
- ❖Sing / Shout
- ❖Pranayama

Mental
- ❖Hobby – Pets, Gardening, etc.
- ❖Pleasant Companionship (eg. Children)
- ❖Role Playing (including Death)

Mind
- ❖Is always oscillating.
- ❖Do not abuse, rather adore the mind.

Social Skills: Promoting Positive Behavior, Academic Success:

Good social skills are critical to successful functioning in life. These skills enable us to know what to say, how to make good choices, and how to behave in diverse situations. The extent to which children and adolescents possess good social skills can influence their academic performance, behavior, social and family relationships, and involvement in extracurricular activities. While most students pick up positive skills through their everyday interactions with adults and peers, it is important that educators and parents reinforce this casual learning with direct and indirect instruction. We must also recognize when and where studnets pick up behaviors that might be detrimental to their development or safety. In the past, the society relied exclusively on families to teach childrenimportant interpersonal and conflict resolution skills. However, increased negative societal influences and demands on family life make it imperative that colleges partner with parents to facilitate this social learning process. This is particularly true today given the critical role that social skills play in maintaining a positive school and college environment and reducing college violence.

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Consequences of Good Social Skills:

With social skills, students will have the ability to make social choices that will strengthen their interpersonal relationships and facilitate success in colleges. Some consequences of good social skills include: Positive and safe college environment. Students who seek appropriate and safe avenues for aggression and frustration. Students who take personal responsibility for promoting school and college safety.

Consequences of Poor Social Skills:

Students with poor social skills have been shown to: Experience difficulties in interpersonal relationships with parents, teachers, and peers. Evoke highly negative responses from others that lead to high levels of peer rejection. Peer rejection has been linked on several occasions with school/college violence. Show signs of depression, aggression and anxiety. Demonstrate poor academic performance as an indirect consequence. Show a higher incidence of involvement in the criminal justice system as adults.

Defining Types of Social Skills:

While there are hundreds of important social skills for students to learn, we can organize them into skill areas to make it easier to identify and determineappropriate interventions. For example, he "Stop and Think" program organizes skills into four areas:

1. *Survival skills* (e.g., listening, following directions, ignoring distractions, using nice or brave talk, rewarding yourself)

2. *Interpersonal skills* (e.g., sharing, asking for permission, joining an activity, waiting your turn)

3. *Problem-solving skills* (e.g., asking for help, apologizing, accepting consequences, deciding what to do)

4. *Conflict resolution skills* (e.g., dealing with teasing, losing, accusations, being left out, peer pressure)

Identifying Social Skills Deficits:

Prior to determining the best means to help a person develop better social skills, it is important to understand specifically he can and can't do. It is crucial to assess and classify the nature of a person's social skill deficits in order to devise and implement the most appropriate intervention. Students may experience difficulty in performing a skill:

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Due to lack of knowledge (acquisition deficits):
e.g., the student does not know the skills or does not discriminate when a skill is appropriate. For example, a student grabs a pencil from a peer in class when she needs one because she does not know how to appropriately ask to borrow it.

Consistently despite knowledge (performance deficits):
e.g., the student knows how to perform the skills but fails to do so consistently or at an acceptable level of competence. For example, although the student understands that he should raise his hand to speak in class, and does so much of the time, he will sometimes blurt out a comment without raising his hand.

To a sufficient degree or level of strength (fluency deficits):
e.g., the student knows how to perform skill and is motivated to perform, but demonstrates inadequate performance due to lack of practice or adequate feedback. For example, a student has earned what to say and do when confronted with bullying behavior, but her responses are not yet strong enough to be successful.

Due to competing skill deficits or behaviors:
e.g., internal or external factors interfere with the studnet demonstrating a learned skill appropriately. For example, depression, anxiety, hyperactivity, or negative motivation can interfere with demonstration of appropriate conflict resolution skills, even though the skills have been taught and learned.

Social Skills Interventions:

Effective social skills programs are comprised of two essential elements: a teaching process that uses a behavioral/social learning approach and a universal language or set of steps that facilitates the learning of new behavior. Interventions can be implemented at a school-wide, specific setting, classroom, or individual level, but at all levels the emphasis is on teaching the desired skill, not punishing negative behaviors.

Facilitate learning through normal activities.
Teachers and parents must take advantage of incidental learning, in which naturally occurring behaviors or events are used to teach and reinforce appropriate social behavior. Adults can reinforce demonstrated positive social skills by praising children when they behave correctly, or offer alternatives to poor decisions to teach the more appropriate behavior. It may be necessary when working with students who have particular difficulty to intentionally "catch" them doing the right thing or devise situations in which they can make a good choice.

Address environmental factors.

The college or home environment can affect a student's ability to learn and perform good social skills. If a student is experiencing difficulty demonstrating a particular skill, it is best to first evaluate the environment to determine what might interfere with the student's appropriate acquisition of that skill. For instance, a student may be unruly at the beginning of the day because the teacher needs to establish more specific routines for coming into class, hanging up coats, checking in, etc. Addressing environmental obstacles like this also will benefit all students in that environment.

NEGOTIATION SKILLS:

Negotiation is a dialogue between two or more people or parties, intended to reach an understanding, resolve point of difference, or gain advantage in outcome of dialogue, to produce an agreement upon courses of action, to bargain for individual or collective advantage to craft outcomes to satisfy various interests of two people/parties involved in negotiation process. Negotiation is a process where each party involved in negotiating tries to gain an advantage for themselves by the end of the process. Negotiation is intended to aim at compromise Negotiation is a fact of life. Everyone negotiates something every day.

PREPARATION:
➤Learn to read the other party's needs
➤Not possible to do much preparation
➤Visualize possible gains & not losses
➤Compromise when negotiate
➤Determine strategy according to the type of negotiation
➤Define an agent's responsibility

PRINCIPLES OF EXCHANGE:

➤Classify your priorities
➤Concede less important points
➤Be flexible – strength

IDENTIFYING OBJECTIVES:

➤Identify objectives in single sentence
➤List them under priority

➤Identify issues those can be compromised/ not

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➢Abandon unrealistic objectives

PREPARING YOURSELF:

➢Be sure to gather all key information
➢Sit in as an observer on other's negotiation
➢Learn from biographies of famous negotiators

Negotiation takes place at two levels:

a. Addresses the substance;

b. Focuses on the procedure for dealing with the substance.

Negotiations often viewed as either:

a. ―Hard"

❖participants are adversaries
❖goal is victory
❖demand concessions as a condition of the relationship
❖distrust others search for the single answer: the one you will accept
❖try to win a contest of wills
❖apply pressure

b. ―Soft"
❖participants are friends
❖goal is agreement
❖make concessions to cultivate the relationship
❖be soft on the people and the problem
❖trust others
❖change your position easily
❖make offers
❖search for the single answer: the one they will accept
❖insist on agreement

CHOOSING A STRATEGY:

➢Let your strategy be simple and flexible➢☐Hide short temper and frustration
➢Never walk out

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➢Draw up a written schedule for brief and rehearse
➢Be silent around the negotiating table

NEGOTIATION STYLES:

Accommodating: Individuals who enjoy solving the other party's problems and preserving personal relationships. Accommodators are sensitive to the emotional states, body language, and verbal signals of the other parties. They can, however, feel taken advantage of in situations when the other party places little emphasis on the relationship.

Avoiding: Individuals who do not like to negotiate and don't do it unless warranted. When negotiating, avoiders tend to defer and dodge the confrontational aspects of negotiating; however, they may be perceived as tactful and diplomatic.

Collaborating: Individuals who enjoy negotiations that involve solving tough problems in creative ways. Collaborators are good at using negotiations to understand the concerns and interests of the other parties. They can, however, create problems by transforming simple situations into more complex ones.

Competing: Individuals who enjoy negotiations because they present an opportunity to win something. Competitive negotiators have strong instincts for all aspects of negotiating and are often strategic. Because their style can dominate the bargaining process, competitive negotiators often neglect the importance of relationships.

Compromising: Individuals who are eager to close the deal by doing what is fair and equal for all parties involved in the negotiation. Compromisers can be useful when there is limited time to omplete the deal; however, compromisers often unnecessarily rush the negotiation process and make concessions too quickly.

Three styles of Negotiator:

❖The fighter- highly task oriented
❖The collaborator –Aiming to get everything into the open, confront ssues and make a creative deal
❖The   compromiser-   looking   always   to   compromise   to   settle   deals

Targets for the first phase of negotiation can be restricted to:

❖Establishing a negotiating climate and procedure which suit our style

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❖Give and get opening statements, confined to general remarks on hopes and fears for the negotiation
❖Seek for control of the procedure and style
❖Break to review and to prepare for next phase of negotiation
❖Re-Assess other party's style and skills

Any method of negotiation may be judged by three criteria:

❖Should produce wise agreement if agreement is possible;
❖Should be efficient;
❖Should improve or at least not damage the relationship between the parties.

Four basic points:

❖Separate the people from the problem.
❖Focus on interests, not positions. ❖Generate a variety of possibilities before deciding what to do.
❖Insist that the result be based on some objective standard.

Four basic steps for inventing options:

Step 1: Define the problem.
Step 2: Analysis—diagnose causes of the problem.
Step 3: Approaches—what are possible strategies?
Step 4: Action ideas.

Problem solving:
Problem solving is a mental process and is part of the larger problem process that includes problem and problem finding.Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitiveprocess that requires the modulation and control of more routine or fundamental skills. Problem solving occurs when an individual needs to move from a given state to a desired goal state. The nature of human problem solving methods has been studied by psychologists over the past hundred years. There are several methods of studying problem solving, including; introspection, behaviorism, simulation, computer modeling and experiment.

Characteristics of problems:

❖Intransparency (lack of clarity of the situation)

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❖Polytely (multiple goals)
❖Complexity (large numbers of items, interrelations and decisions)
❖Dynamics (time considerations)

Problem-solving techniques:

Abstraction: solving the problem in a model of the system before applying it to the real system

Analogy: using a solution that solved an analogous problem

Brainstorming: (especially among groups of people) suggesting a large number of solutions or ideas and combining and developing them until an optimum is found.Divide and conquer: breaking down a large, complex problem into smaller, solvable problems

Hypothesis testing: assuming a possible explanation to the problem and trying to prove (or, in some contexts, disprove) the assumption

Lateral thinking: approaching solutions indirectly and creatively Means-ends analysis: choosing an action at each step to move closer to the goal

Morphological analysis: assessing the output and interactions of an entire system

Reduction: transforming the problem into another problem for which solutions exist

Research: employing existing ideas or adapting existing solutions to similar problems.

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UNIT IV
TIME MANAGEMENT

TIME MANAGEMENT:

Time and tide wait for none‖ is a common popular proverb known to all of us from our childhood. Time is continuously flowing or passing like the flow of tide in the ocean. Nobody can think of storing or stopping it for future. In telecommunication field, all of us are provided with different resources to get our work done. Among all the resources, time is a peculiar resource and limited. All of us have the same amount of time to use it effectively to get success in our life either in our profession or personal. Time is precious than Gold‖ is a popular proverb. It is seen that Human Beings are running after gold but never seen anybody running after Time. It is simply because they never realize the value of Time till they reach the evening of their lives. Time is equal to Life. Wasting of Time is as good as wasting of valuable Life. Proper utilization of time is the cause of the steering in successful life.

TIME WHAT EXACTLY ITIS?:

Can time be seen, smelt, heard, tasted, or felt? Can the timeless flow be manipulated, changed or influenced in any way by any of us? Can time be made to wait for any one? If nothing can be done by us with time, then, what is time management? In fact time is not managed; we manage ourselves to execute the job in available time successfully. Following are some strategies for managing ourselves.

Clock or Compass:

❖Set your compass to the goal
❖Steer the life to the goal
❖Enjoy the process
❖Enjoy the result. That's how we manage time
 ❖That's how we manage life
❖Time management is nothing but life management.

Check If:

❖Do you feel timelessness for important things?
❖Do you keep a diary for time management – for urgent tasks, important tasks, appointments etc?
❖Do you frequently postpone many tasks?
❖Are many people easily taking away your valuable time?

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❖Do you keep other people waiting generally?
❖Are others keeping you waiting?
❖Do you find time to work, rest and play?
❖Do you feel stressed at any time due to lack of time?

TIME WASTING FACTORS:

Time wasting factors can be divided into the following four major categories.

External Factors: Interruptions, unexpected visitors, unanticipated events, breakdown of services, external delays etc.
❖**Organizational Factors:** Organizational structure, culture, and communication system.
❖**Managerial Factors:** Poor delegation, incompetence of subordinates, poor filing system, too much of unproductive paper work, lack of priorities and unclear objectives.
❖**Personal Factors:** Indecision, inferiority and fear complexes, impatience with details, habit to defer tasks, stress etc.
The above list is not exhaustive, nor is the categorization rigid. Identification of time wasters would always be with reference to one's own function, work situation and the personal factors.

PRINCIPLES OF TIME MANAGEMENT:

To use or manage time (control) properly ask yourself the following questions.

❖How I am utilizing my time?
❖How I am wasting my time?
❖In future how I can utilize my time in better way?
❖How I am utilizing my timewith my co-workers with my friends and known persons?

BENEFITS OF TIME MANAGEMENT:

❖Control over your activities
❖Balance between work, rest and play
❖Be proactive
❖A stitch in time saves nine
❖Problem solving before they grow
❖Time for self development

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❖Saving and having money
❖Important tasks completed
❖Time to listen to others / children
❖Relieve pressure and stress
❖On time everywhere home / office
❖Trusted and liked by others
❖You will like yourself

TIME MANAGEMENT STEP:

Time management step can be divided into the following four steps.

❖**Step 1:** Determine your goals: Immediate, Short term and Long term
❖**Step 2:** Prioritize as Urgent - or - Important: U+I, NU+I, U+NI, NU+NI
❖**Step 3:** Prepare the schedule, adhere to it, Focus is: Compass, not merely Clock!
 Step 4: Achieve goals, Enjoy the effort, Celebrate the results

Goal & Role Determination:

- Clarify your value system
- Identify your deeper interests
- Identify your strengths & weaknesses
- Determine your goals for a 3- 5 year period
- Break the goals into annual goals
- Break current year goals into quarterly goals
- Now identify weekly goals for the current quarter.

Urgent + Important:

❖Crisis
❖Pressing problems
❖Deadline driven task
❖Meetings
❖Illnesses

Not Urgent + Important:

❖Long term goals

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❖Planning
❖Preparation
❖Value clarification
❖Relationship building
❖Empowerment

Urgent + Not Important:

❖Interruptions
❖Some phone calls
❖Popular activities
❖Some mail
❖Some reports

Not Urgent + Not Important:

❖Time wasters
❖Escape activities
❖Some phone calls
❖Spam, useless mail
❖Excessive TV

TIME MANAGEMENT ON ADAILY BASIS:

- Remember – time management without goal orientation –is not time management but waste of time
- Success:- plan properly + act as per plan
- Avoid urgency addiction
- Keep focus on the important
- Week's plan is the real action plan
- Keep your (5 year) vision & be enthusiastic
- Balance your roles – at office, home & society
- Keep integrity in the moment of choice
- Beware of enemy within & enemy outside
- Think win-win, Get info; give info; delegate; get feedback.

PIT FALLS TO AVOID:

- Enemy Inside (Laziness, Ill-health, TV, Inefficiency, Indecision, Habits etc.)

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- Enemy Outside (Interruptions, Phone Calls, TV, Popular Activities, Delayed Transport, Inefficiency of Others etc.)
- Too Many Goals / Non-Synergetic Goals Spoiling Important Relationships Procrastination / To Many Tasks at a TimeUnorganized (Clutter on Table / at Home) Planning More / Less than CAPABILITY

SOME TIPS FOR BETTERTIME UTILIZATION:

❖**Start Early:** Keep a few minutes margin of reaching earlier than the regular or scheduled time so that in case of unavoidable delay you can makeup.
❖**Become Clock Conscious:** Always keep your watch correct. Fix the start and end times of various activities in advance.
❖**Avoid Interruption:** While doing important work, do not allow others to interrupt you.
❖**Assigning Work or Sharing Tasks Properly:** Share the tasks properly with other colleagues. Keep them informed in advance.
❖**Communicate Effectively-** Be clear with words.
❖**Use Technology:** Phone, fax, calculator, diary etc. - to reduce repetitive work and for keeping data.
❖**Switch Task,** or take breaks after some time & come back to them after such breaks.
❖**Gossip & Rumour-** can wreck you, your home & your organization. Avoid it. It is also a time waster.
❖**Ensure Time for Play-** with your spouse, with children, with parents, with friends   etc.
❖**Plan Day's Work:** Plan timings and sequence of various activities. Keep a list of tasks to be done, with priority. Your plan is a guide. It need not be RIGID. Review it.
❖**Tighten Your Own Schedule:** Keep a good habit of doing all works at right time. Personal works may also be scheduled like, eating, going to bed, getting up etc.
❖**Avoid Unproductive Activities:** If you know that an activity is not going to give a useful result, better avoid it.
❖**Practice self-discipline:** Discipline cannot be imposed from outside by others. It comes from within. Auto-suggest yourself to be disciplined. Discipline is not only following the rules and regulations of the office and society but also believing that they are necessary for you

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UNIT V
TOWARDS EMPOWERMENT

CHANGE MANAGEMENT:

"When the rate of change internally is not equal to the rate of change externally the end is in sight"-----Jack Welch

Why Change ? Causes of Change :

❖Technological change continues to accelerate so the speed with which obsolescence occurs is also increasing. Organizations can not ignore development which could give advantages to their competitors and it is only very rarely that a new development can be substituted for an old one without causing changes to skills, jobs, structures and often culture.

❖Competition is increasing and becoming more global. Modern organizations are compelled to attain the standards of quality and cost achieved by the pace-markers in the industry.

❖Customers are more demanding and will no longer accept poor service or low quality. To be competitive organizations have to respond more rapidly to customer needs and these change over time.

❖Shareholders demand more value. The influence of the money markets on demands for corporate performance. What happens when organizations fail to adapt? the answer is unequivocal : They become extinct. But much before such a catastrophe, one can diagnose the yndromes of organizational maladjustment.

Here is a list of some such syndromes:

❖Lack of strong direction from top management. Not enough structure order or guidance leading to activity trap i.e. doing things without knowing where one is heading to. (Amoeba)

❖A Situation upheaval where leadership, responsibilities, functions and resources are in dispute. (Anarchy)

❖Clinging to obsolete products, services and practices which no longer have potential for sustaining livelihood. (Buggy whip)

❖No future orientation little thought to strategy, sense of direction and advance planning. Live day to day, week to week. (Myopia)

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❖Toxic climate coming from oppressive, primitive, slave driving policy. (Rat race)

❖Too much administrative or, executive control from the parent body Decision marking autonomy is seriously impaired. (Remote control)

The above list of syndromes of organizational maladjustment is meant to draw the attention to the fact that failure to change at an appropriate time typically results in some acute or chronic malaise for an organization eventually forcing it to die.

NATURE OF CHANGE:

Organization introduce changes through people. Unless the people are willing to accept the need and responsibility for organizational change, indeed changes can never be translated into reality. Individual change and organizational change : When the issue before you is management of change, it may be useful to note the difference between individual change and organizational change, although the two are interwoven. Individual change is behavioral determined by individual characteristics of members such as knowledge, attitudes, belief, needs, expectations etc. It is possible to bring about a total change in an organization by changing behavior of individual members through participative educative strategy.

HOW ORGANIZATIONAL CHANGE AFFECTS PEOPLE?:

The following are among the most common consequences of organizational change as it affect people ..
❖Change in the job content
❖Changes in status
❖Changes in location
❖Redundancy
❖Change in social grouping
❖Loss of earning or earning potential
❖Change in conditions of employment
❖Change in people's belief values and assertions.

Resistance to Change:

One of the finding from studies of individual & organizational behavior is that organizations and their member resist change.

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Six major sources of organizational resistance:
- Structural Inertia
- Limited focus of change
- Group inertia
- Threat to expertise
- Threat to established power relationships
- Threat to established resource allocation

MANAGING PLANNED CHANGE:

Change : Making things different

Planned change : change activities that are intentional and goal oriented. First it seeks to improve the ability of the organization to adapt to changes in its environment. Second, it seeks to change employees behavior. If an organization is to survive, it must respond to changes in its environment. Who is in organizations responsible for managing change activities ? The answer is change agents. Change agents is defined as the persons who act as catalysts and assume the responsibility for managing change activities.

What are the change options?
- Structure
- Technology
- People

Changing structure involves making an alteration in authority relations, coordination, mechanisms, job redesign or similar structural variables.
❖Changing technology encompasses modifications in the way work is processed and in the method and equipment used. Role of information technology may be main here.
❖Changing people refers to changes in employees attitude skills, expectations, perceptions and /or behavior.

Recognizing the Driving Forces:

Recognizing major changes in the environment and problem within the organization is the first step toward organizational change. This leads to recognition of need for change.

Increasing Driving Forces:

Once the need for change is identified, it has to be communicated to the people who will be involved in the changing process. As noted earlier, if members know

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why the change is needed , they are more likely to adopt it. We can employ the following strategies to increase acceptance of a change by the members.

❖Express the need for change
❖Communicate the potential benefit
❖Protect the interest of concerned people
❖Get people involved in the process

Overcoming Resistance to Change: Six tactics have been suggested for use by change agents in dealing with resistance to change :
❖Education and communication
❖Participation
❖Facilitation and support
❖Negotiation

GROUP DYNAMICS:

Organizations consist of people. Managers are designated to get work done from people. Although no two individuals are same yet many may have similar traits and likings etc. This characteristic enables the manager to devise appropriate strategies for best results.

What is a Group?

A group is:―Two or more people who share a common definition and evaluation of themselves and behave in accordance with such a definition‖. A collection of people who interact with one another, accept rights and obligations as members and who share a common identity.

Criteria for a group include:

Formal social structure, face-to-face interaction, 2 or more people‗s common fate, common goals, interdependence, self-definition as group members, recognition by others. Societies can be seen as large groups consisting of a myriad of sub-groups.

Group types:

Formal: A designated work group defined by the organization‗s structure.

Informal: Group that is neither formally structured nor organizationally determined; appears in response to the need for social contact.

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Interest: Those working together to attain a specific objective with which each is concerned.

Friendship: Those brought together because they share one or more common characteristics.

Why do people join Groups?

Security: By joining the group, individuals can reduce the insecurity of ―Standing alone‖ People feel stronger, have fewer self- doubts, and are more resistant to threats when they are part of a group.

Status: Inclusion in group that is viewed as important by others provides recognition and status for its members.

Self-esteem: Groups can provide people with feelings of self-worth

Affiliation: Groups can fulfil social needs

Power: What cannot be achieved individually often becomes possible through group action. There is power in numbers

Goal Achievement: There are times when it takes more than one person to accomplish a particular task- there is a need to pool talents, knowledge, or power in order to complete a job.

Achieving a Cooperative Group Structure:

❖Members must interact, give and receive help from one another, and share ideas, information, and resources to help accomplish the group's goals.
❖The group goal of getting the task done at the highest level possible must be accepted by everyone, and members need to develop commitment to the group   goal.
❖Because the possibility exists of different group members doing different sub-tasks, groups may divide the labor in various ways to accomplish their goals.
❖Rewards, if any, must be based upon the quality and quantity of group performance, not individual performance.

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Group Decision Making Process:

❖Set goal(s) & prioritize them
❖Brainstorm options for achieving goals
❖Evaluate the different options and examine how the options meet the goal(s)
❖Determine the decision-making strategy to be used
❖Decide on an option using one of the following criteria
- Best serves highest priority goals
- Best serves all goals
- Serves goals without creating any negative outcomes
- Creates the least negative outcomes

EMPLOYEE AND MANAGERIAL EMPOWERMENT & ENTREPRENEURSHIP:

Employee involvement is a philosophy practiced by companies that gives their employees stake in decisions that directly affect their jobs, while employee empowerment is a corporate structure that allows non-managerial employees to make autonomous decisions. Each one is a distinct practice and is usually mutually exclusive to one another, though the benefits can be similar. The main benefits of employee involvement and empowerment are enhanced morale, more productivity, healthier coworker relationships and creative thinking. Managers play a key role in a model of empowerment. Issues of organizational goal accomplishment and employee trust. Managers are likely to play a vital role in the successful implementation of empowerment. Employee expectations My immediate supervisor . . .

1. Encourages me to believe in myself
2. Gives me the freedom and flexibility to experiment
3. Wants me to get involved when I see a need and not wait to be told or given permission
4. Helps remove roadblocks
5. Inspires me to do more than I thought I could
6. Establishes trust and credibility when relating to me
7. Encourages me to openly express my feelings and concerns
8. Helps me set meaningful goals
9. Encourages me to focus on what can be done rather than what has always been done
10. Recognizes that the betterment of the team is as valuable as the results achieved
11. Conveys ownership by talking in terms of our customer, our budget, our business
12. Encourages a long-run, patient, disciplined approach versus a ―flash in the pan‖ approach
13. Is willing to give his or her time when I need it

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14.Develops a trusting relationship by sharing information
15.Encourages improvement through analysis of every process and action within my control

Employee empowerment helps to cultivate innovation. Employees that have a stakein the company growth and sustainability will offer more ideas and problem-solving solutions when obstacles arise. Moreover, as the employee meets particular challenges or finds improvements in policies, procedures or products, it will foster growth and more critical and imaginative thinking. Employees may see a particular issue differently than a manager and be able to think of a creative solution, which may not be considered in a closed circle of managerial staff. Employee involvement and empowerment translates directly into increased productivity. Employees with an investment in the company's best interest, increase their role in the company, fostering a stronger work ethic. When employees are given independence and expected to be more self-sufficient, they become more efficient over time, as they earn to navigate their responsibilities with minimal interference and/or relying less on managerial staff for direction. This allows managerial staff more time to attend to responsibilities other than giving assignments to subordinates and decreases micromanagement, which retards productivity. Although employee empowerment is largely designed to give each employee autonomy, it likewise fosters better relationships between employees and with their managers, because employees that are given more independence tend to form better working relationships. Each sees the other as mutually benefiting from their working relationship. In addition, more self-governance in the workplace lessens dependence on managers and supervisors and redirects that reliance laterally to coworkers and output increases.

ENTREPRENEURSHIP

What Is Entrepreneurship?

The concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since. Many simply equate it with starting one's own business. Most economists believe it is more than that. To some economists, the entrepreneur is one who is willing to bear the risk of a new venture if there is a significant chance for profit. Others emphasize the entrepreneur's role as an innovator who markets his innovation. Still other economists say that entrepreneurs develop new goods or processes that the market demands and are not currently being supplied. In the 20th century, economist Joseph Schumpeter (1883-1950) focused on how the entrepreneur's drive for innovation and improvement creates upheaval and change. Schumpeter viewed entrepreneurship as a force of "creative destruction.

"The entrepreneur carries out "new combinations," thereby helping render old industries obsolete. Established ways of doing business are destroyed by the creation of new and better

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ways   to   do   them.
Business expert Peter Drucker (1909-2005) took this idea further, describing the entrepreneur as someone who actually searches for change, responds to it, and exploits change as an opportunity. A quick look at changes in communications – from typewriters to personal computers to the Internet – illustrates these ideas. Most economists today agree that entrepreneurship is a necessary   ingredient   for stimulating economic growth and employment opportunities in all societies. In the developing world, successful small businesses are the primary engines of job creation, income growth, and poverty reduction. Therefore, government support for entrepreneurship is a crucial strategy for economic   development.

What Makes Someone an Entrepreneur?

Who can become an entrepreneur? There is no one definitive profile. Successful entrepreneurs come in various ages, income levels, gender, and race. They differ in education and experience. But research indicates that most successful entrepreneurs share certain personal attributes, including: creativity, dedication, determination, flexibility, leadership, passion, self-confidence, and "smarts."

• Creativity is the spark that drives the development of new products or services, or ways to do business. It is the push for innovation and improvement. It is continuous learning, questioning, and thinking outside of prescribed formulas.

• Dedication is what motivates the entrepreneur to work hard, 12 hours a day or more, even seven days a week, especially in the beginning, to get the endeavor off the ground. Planning and ideas must be joined by hard work to succeed. Dedication makes it happen.

• Determination is the extremely strong desire to achieve success. It includes persistence and the ability to bounce back after rough times. It persuades the entrepreneur to make the 10th phone call, after nine have yielded nothing. For the true entrepreneur, money is not the motivation. Success is the motivator; money is the reward.

• Flexibility is the ability to move quickly in response to changing market needs. It is being true to a dream while also being mindful of market realities. A story is told about an entrepreneur who started a fancy shop selling only French pastries. But customers wanted to buy muffins as well. Rather than risking the loss of these customers, the entrepreneur modified her vision to accommodate these needs.

• Leadership is the ability to create rules and to set goals. It is the capacity to follow through to see that rules are followed and goals are accomplished.

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• Passion is what gets entrepreneurs started and keeps them there. It gives entrepreneurs the ability to convince others to believe in their vision. It can't substitute for planning, but it will help them to stay focused and to get others to look at their plans.

• Self-confidence comes from thorough planning, which reduces uncertainty and the level of risk. It also comes from expertise. Self-confidence gives the entrepreneur the ability to listen without being easily swayed or intimidated.

•Smarts‖ is an American term that describes common sense joined with knowledge or experience in a related business or endeavor. The former gives a person good instincts, the latter, expertise. Many people have smarts they don't recognize. A person who successfully keeps a household on a budget has organizational and financial skills. Employment, education, and life experiences all contribute to smarts.

Every entrepreneur has these qualities in different degrees. But what if a person lacks one or more? Many skills can be learned. Or, someone can be hired who has strengths that the entrepreneur lacks. The most important strategy is to be aware of strengths and to build on them.

The Strengths of Small Business:

Any entrepreneur who is contemplating a new venture should examine the strengths of small businesses as compared to large ones and make the most of those competitive advantages. With careful planning, an entrepreneur can lessen the advantages of the large business vis-à-vis his operation and thereby increase his chances for success. The strengths of large businesses are well documented. They have greater financial resources than small firms and therefore can offer a full product line and invest in product development and marketing. They benefit from economies of scale because they manufacture large quantities of products, resulting in lower costs and potentially lower prices. Many large firms have the credibility that a well-known name provides and the support of a large organization.

How can a small firm possibly compete?

In general, small start-up firms have greater flexibility than larger firms and the capacity to respond promptly to industry or community developments. They are able to innovate and create new products and services more rapidly and creatively than larger companies that are mired in bureaucracy. Whether reacting to changes in fashion, demographics, or a competitor's advertising, a small firm usually can make decisions in days – not months or years. A small firm has the ability to modify its products

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or services in response to unique customer needs. The average entrepreneur or manager of a small business knows his customer base far better than one in a large company. If a modification in the products or services offered – or even the business's hours of operation – would better serve the customers, it is possible for a small firm to make changes. Customers can even have a role in product development. Strength comes from the involvement of highly skilled personnel in all aspects of a start-up business. In particular, start-ups benefit from having senior partners or managers working on tasks below their highest skill level.

Another strength of a start-up is that the people involved – the entrepreneur, any partners, advisers, employees, or even family members – have a passionate, almost compulsive, desire to succeed. This makes them work harder and better. Finally, many small businesses and start-up ventures have an intangible quality that comes from people who are fully engaged and doing what they want to do. This is "the entrepreneurial spirit," the atmosphere of fun and excitement that is generated when people work together to create an opportunity for greater success than is otherwise available. This can attract workers and inspire them to do their best.

MORAL AND ETHICAL CONDUCT:

Morals refer to the accepted customs of behavior in a society and to the individual's acceptance of and practice in relation to these customs. Covey (1998) compares moral principles with the compass that orients and directs people so they do not get lost and argues that moral agents need an internal moral compass to guide their behavior. BA compass has a true north that is objective and external, that reflects the natural laws or principles. Principles are proven, enduring guidelines for human conduct. They are objective, basic, unarguable''

ETHICS:

Ethics is (a) a theory of moral knowledge which concerns itself with ethical language and its uses and conventions'' (Almond, 1999: 2), and (b) the study of moral principles and the reasons that govern our oral choices and decision. Ethics, ethical, and moral are sometimes used interchangeably due to the semantics of the words. Ethics derives meaning from the ancient Greek word etho which originally meant Bdwelling together,'' Bto be used to something.'' The ancient Greek word ethos, also derived from etho meant Bcustom'' or moral in Latin, which explains why the words are used as synonyms. Ethics is knowing the difference between what you have a right to do and what is right to do.

What is Work Ethics?

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❖Cultural norm that advocates being personally accountable and responsible for the work that one does
❖Usually associated with people who work hard and do a good job

Breaches of ethical conduct:

❖Fraud, corruption, maladministration and waste
❖Unauthorised access to and use of information, money/finances, vehicles, equipment, resources
❖Improper public comment on matters relating to the government and/or the organisation
❖ Falsifying records
❖ Dishonesty

Benefits of Ethical Behaviour:

❖ Removes undue stress.
❖ Cultivates strong teamwork and productivity.
❖ Better Image of Organisation
❖ Customer faith
❖ Improvement in Organisational Culture
❖ Employees feel proud of being part of Organisation

Steps towards Ethical Behaviour:

❖ Understanding the obstacle :— Everyone Does It Making a resolve to improve on the different components of Ethics – Self Discipline

❖ When in doubt, put yourself in place of your counterpart

Integrity

Integrity is like the weather: everybody talks about it, but nobody knows what to do about it. Integrity is that stuff that we always want more of. Hardly anybody stops to explain exactly what we mean by it, or how we know it is a good thing, or why everybody needs to have the same amount of it. Indeed, the only trouble with integrity is that everybody who uses the word seems to mean something slightly different. HRD practitioners are honest, fair, and respectful of others... They do not make statements that are false, misleading, or deceptive. They strive to be aware of their own belief system, values, needs, and limitations and the effect of these on their work. They avoid potentially conflicting relationships. Public and private organizations are

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promoting professional behavior and culture based on ethical thinking, ethical decision-making, and regular communication of ethical issues that maintain a supportive environment. Thus, professional conduct implies that each individual has a basic understanding of what kind of behavior is morally acceptable and what is considered morally inadmissible even if within this framework lie a multitude of variables that quite often have their roots in the individual's own ethics.

ALTRUISM:

Altruism(also called the ethic of altruism, moralistic altruism, and ethicalaltruism) is an ethical doctrine that holds that individuals have a moral obligation to help, serve, or benefit others, if necessary, at the sacrifice of self interest. Auguste Comte's version of altruism calls for living for the sake of others. One who holds to either of these ethics is known as an "altruist." Philosopher C. D. Broaddefines altruism as "the doctrine that each of us has a special obligation to benefit others." Philosopher W. G. Maclagan defines it as "a duty to relieve the distress and promote the happiness of our fellows...Altruism is to...maintain quite simply that a man may and should discount altogether his own pleasure or happiness as such when he is deciding what course of action to pursue."

PROSOCIAL BEHAVIOUR:

Prosocial behavior occurs when someone acts to help another person, particularly when they have no goal other than to help a fellow human. So why does this altruistic behavior appear? One thought, of *Kin Selection*, is that it is a genetic response to supporting the broader gene pool. Social conditioning can also have be a cause and prosocial parents lead to prosocial children.

The Reciprocity Norm may also have an effect, where people help others, knowing that one day they may want someone else to help them in the same unselfish way. Demonstrating such social norms is likely to get you admiration from other people around you. Prosocial behavior varies with context as much as between people. Men will tend to be chivalrous for short periods, whilst women will work quietly for longer periods. People who are in a good mood are more likely to do good, as are people who are feeling guilty. People in small towns are more likely to help than those squashed together in cities.

SPIRITUALITY AND HUMANISTIC PRACTICES:

An inner path enabling a person to discover the essence of his/her being; or the "deepest values

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and meanings by which people live." Spiritual practices, including meditation, prayer andcontemplation, are intended to develop an individual's inner life;

Secular Spirituality Emphasizes humanistic ideas on qualities such as love, compassion, patience, tolerance, forgiveness, contentment, responsibility, harmony, and a concern for others

Authentic spirituality involves an emotional response, the spiritual response, which can include feelings of significance, unity, awe, joy, acceptance, and consolation. Such feelings are intrinsically rewarding and so are sought out in their own right, but they also help us in dealing with difficult situations involving death, loss, and disappointment. There are many words that come to mind when the term spirituality is mentioned: Higher consciousness, Faith, self reliance, Self-realization, Self-actualization, Enlightenment, The Divine, Love

Codes of Tolerance and Respect for Each of us:

1. Those in the minority should respect the culture of the majority and be tolerant of their religion, culture and behavior. Do not demand too much of the other side, either as a majority or minority, but instead balance your approach

2.Yes for Tolerance! Each and every day we must practice tolerance in our families and society; we must make every effort to live in peace in an increasingly international world with human beings who are unlike us. At home we give tolerance; abroad we receive tolerance. At home someone else is the stranger; in other countries you may be the stranger. Here you are a majority; there you are a minority. Everyone needs tolerance sometime, somewhere.

3. The elite in each of the 190 countries of the world—in politics, religion; culture, business, and sports—must promote tolerance in their society and affinity groups. We have to establish a new system of global common values of freedom, liberty, peace and social responsibility which will bring us together.

4. Accept that people are different and let them live as they like, unless they harm others. Tolerance requires the recognition of difference. We must know ourselves before can show tolerance to others. The world does not revolve around you; it revolves around the sun which shines on all people.

5. Tolerance always has two sides: you and another. Each person needs tolerance. Treat other human beings just as you would like to be treated by them.

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6. Treat everybody's children as if they were your own. It is paramount that children are brought up not to hate.

7. Accept that you live in a global village and do not tolerate that which can destroy it. Ethnic cleansing, expulsions, and terrorism are the greatest crimes against humanity.

8. We must not only tolerate our fellow human beings, but go one step further towards acceptance. Acceptance of others' choices and individualities can help us discover positive powers within ourselves and to become better human beings.

9. Generosity can truly influence the view of people with a different outlook, opening their minds to cooperation. This is the right course in living together, based on humanity.

10. Patriotism is a product of love, not of hate. Pure nationalism, however, can degenerate into chauvinism, is inhuman, and sooner or later leads to war.

11. Hatred between people can only be conquered in the long run if terrorism is stamped out. Terrorism is a fruit of ideology, which must be defeated in the hearts and minds of people.

12. Working together as Christians, Muslims, Jews, Buddhists, and Hindus, we must put hate and ideology behind us and endeavor to achieve unity and mutual goodwill through tolerance.

13. All people must take the risk of a new, fresh start. By thinking only in categories of retaliation, fuelled by the desire for revenge, a person also dehumanizes himself, failing to give others a chance.

14. The idea of reconciliation as a balm with the power to heal memory is the fundamental principle of living together. They must tread this path courageously, with a —Thoughtful Heart and a Loving Mind.

15. Moral tolerance commands esteem and respect towards the other, the unfamiliar, those fellow human beings so different from myself. Rejection and chauvinism are repressed through a definite relationship toward divine unification, precisely because we are all children of God—not mere possessions of others.

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