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PERSONALITY DEVELOPMENT

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Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 1 UNIT 1 – PERSONALITY DEVELOPMENT: A MUST FOR LEADERSHIP AND CAREER GROWTH CONTENTS Learning Objectives Introduction 1.1 Learning about Personality Development 1.2 Personality Analysis 1.3 Freudian Analysis of Personality Development 1.3.1 Structural Model (id, ego, superego) 1.3.2 Topographical Model 1.4 Swami Vivekananda's Concept of Personality Development 1.5 Personality Begets Leadership Qualities 1.6 Interpersonal Skills 1.7 Personality Attribute of Taking Bold Decisions 1.8 Personality Types and Leadership Qualities 1.9 Personality Tests 1.9.1 Projective Test 1.9.2 Types of Projective Tests 1.9.3 The 'Big Five' Factors Personality Model – OCEAN Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Define Personality Development z Describe the qualities of some famous personalities z Compare the qualities of managers and leaders Personality Development Notes 2 z Understand Freud and Swami Vivekananda's concepts of Personality Development INTRODUCTION An individual's personality refers to his/her appearance, characteristics, attitude, mindset and behavior with others. Personality development for students is the need of the hour as it is required for all round development of children for their survival in this competitive world and to withstand in the race. After the college education, success doesn't solely depend on the degree or certificate achieved but on the combination of studies and quality of personality both. Regular behavioral problems noticed in kids and adolescents can be prevented or cured if a base is made at an early age towards holistic personality development. 1.1 LEARNING ABOUT PERSONALITY DEVELOPMENT Personality development grooms an individual and helps him make a mark of his/her own. Individuals need to have a style of their own for others to follow them. Do not blindly copy others. You need to set an example for people around. Personality development not only makes you look good and presentable but also helps you face the world with a smile. Personality development goes a long way in reducing stress and conflicts. It encourages individuals to look at the brighter sides of life. Personality development helps face even the worst situations with a smile. Trust me, flashing your trillion dollar smile will not only melt half of your problems but also evaporate your stress and worries. There is no point cribbing over minor issues and problems. An individual with a negative attitude finds a problem in every situation. Rather than cribbing and criticizing people around, analyze the whole situation and try to find an appropriate solution for the same. Remember, if there is a problem, there has to be a solution as well. Never lose your cool. It would make the situation worse. It is essential for individuals to behave well with people around. Being polite with others will not only make you popular among other people but also earn you respect and pride. You can't demand respect by being rude with people around. Personality development plays an important role in developing not only your outer but also inner self. Human being is a social animal. One needs people around. An individual needs to have that magnetic power which attracts people towards him. You need to have that charisma of yours. Personality development helps you gain recognition and acceptance from the society as well as people around.

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 3 Personality development plays an essential role not only in an individual's professional but also personal lives. It makes an individual disciplined, punctual and an asset for his/her organization. An in-disciplined individual finds it difficult to survive in the long run. Personality development teaches you to respect not only your Boss and fellow workers but also family members, friends, neighbours, relatives and so on. Never make fun of anyone at the workplace. Avoid criticizing and making fun of your fellow workers. One should never carry his/her attitude or personal grudges to work. Office is not a place where you can be rude to others just because you had a fight with your friend last night. Personality development sessions help you differentiate between your personal as well as professional life. It is really essential to keep a balance between both the lives to lead a peaceful and stress free life. Personality development helps an individual to inculcate positive qualities like punctuality, flexible attitude, willingness to learn, friendly nature, eagerness to help others and so on. Never hesitate to share information with others. Always reach office on time. Some people have a tendency to work till late. Late sittings not only increase your stress levels but also spoil your personal life. Sitting till late at the office indicates that an individual is extremely poor in time management skills. Personality development helps you develop an impressive personality and makes you stand apart from the rest. Personality development also plays an essential role in improving one's communication skills. Individuals ought to master the art of expressing their thoughts and feelings in the most desired way. Personality development makes you a confident individual who is appreciated and respected wherever he goes. Nelson Mandela Nelson Mandela (1918 – 2013) was a South African political activist who spent over 20 years in prison for his opposition to the apartheid regime. He was released in 1990 and, in 1994, was later elected the first leader of a democratic South Africa. He was awarded the Nobel Peace Prize (jointly with F.W. de Klerk) in 1993 for his work in helping to end racial segregation in South Africa. He is considered the father of a democratic South Africa and widely admired for his ability to bring together a nation, previously divided by apartheid. Nelson Mandela is one of the most admired political leaders of the Twentieth and Twenty First Century for his vision to forgive and forge a new 'rainbow' nation. Contd...

Personality Development Notes 4 Mandela's death sentence was commuted to life imprisonment and from 1964 – 1981 he was incarcerated at Robben Island Prison, off Cape Town. In prison the conditions were sparse; however, Mandela was with many other political prisoners and there was a strong bond of friendship which helped to make more bearable the difficult prison conditions. Also, in prison Nelson Mandela was highly disciplined; he would try and study and take part in exercise every day. He later said these year of prison were a period of great learning, even if painful. Mandela also created friendships with some of the guards. Mandela would later say that he felt he was fighting the apartheid system and not individual white people. It was in prison, that Mandela became aware of the passion that Afrikaners had for rugby, and he developed an interest himself. Just like Nelson Mandela we have many more examples from various nations who have inspired millions of hearts and will keep inspiring them lifelong. Personality of these individuals have made researchers ponder upon the charisma they carried in themselves to influence people. z Mother Teresa (1910 – 1997) – A modern day saint who sought to identify with and offer compassion to the unloved and destitute. She lived a life of voluntary poverty and service to the poor. z Helen Keller (1880 – 1968) – Despite disability of both deafness and blindness, she learned to read and write, becoming a champion of social issues and helping to improve the welfare of deaf people. z Mahatma Gandhi (1869 – 1948) – Gandhi was the principle figurehead of the Indian independence movement. Taught a philosophy of non-violence and peaceful protest. z Buddha (c 563 – 483BC) – Buddha was a young prince who gave up the comforts of palace life to seek the meaning of life meditating in the forests. After gaining realisation, the Buddha spent the remainder of his life travelling around India teaching a middle path of meditation and inner peace z Marie Curie (1867 – 1934) - Marie Curie is one of the few scientists to win a Nobel Prize for both Chemistry and Physics. Her discoveries with radiation helped advance medical science. Her achievements were even more remarkable at a time when few women had the opportunity to gain education. z Abraham Lincoln (1809 – 1865) – Abraham Lincoln overcame many setbacks to become the most influential American President. In his famous Gettysburg speech, he inspired the nation with his noble words and helped to bring about the abolishment of slavery. Among them and many more, reading the biographies of these people you would be able to learn the crux behind enigmatic personality. It takes years of experience, handwork and determination to be able to earn a name of repute in

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 5 this world. A man is a character of his own actions. Hence, personality is not just restricted to be taught as a subject but to earn as a jewel for life. Self Assessment Fill in the blanks: 1. Personality development goes a long way in reducing ..... and conflicts. 2. Personality development plays an important role in developing not only your ..... but also inner self. 3. Personality development sessions help you differentiate between your personal as well as .....life. 4. Personality development helps an individual to inculcate positive qualities like punctuality, ..... attitude, willingness to learn, friendly nature, eagerness to help others and so on. 5. Individuals ought to master the art of expressing their ..... and feelings in the most desired way. 6. Personality development also plays an essential role in improving one's ..... skills. 1.2 PERSONALITY ANALYSIS When analyzing someone's personality for different purposes, some tests prove very important and beneficial. A personality analysis can provide us with a way to categorized different characteristics or traits that we might otherwise not be aware of. Additionally, this categorization will help us learn how others might react to something in their environment. These tests can be used for self-reflection and understanding, for job placement, and for learning how to better interact with others in a team or work group. If a job requires specific characteristics and personality types, then a personality analysis can be used for placement purposes. For example, if you are joining a company where you will be placed into one of several close knit teams, the company might use a personality test to determine which group of people you would work best with. In addition, if the personality analysis is conducted to identify people who will be highly satisfied with important aspects of a job, hiring such people will significantly reduce turnover. For example, if a large part of the job requires

Personality Development Notes 6 the daily performance of a series of highly routine tasks, then it behooves a supervisor to hire people who can not only perform the tasks, but will be very satisfied performing the tasks over an extended period of time. The personality analysis can provide just that type of information. In other words, organizations interested in hiring high quality employees and reducing turnover. A prospective employee's personality can tell an employer a lot about the drive and performance potential of the employee. This is particularly important in competitive fields like marketing or in commission-based sales positions. An employee who lacks drive or who does not display the desire to close sales will not fare well in those industries and is therefore not an ideal candidate for hire. When hiring, an employer must consider how a prospective employee's personality may mesh with the existing staff. Too many strong personalities with leadership characteristics can lead to a lack of teamwork, whereas a staff composed primarily of conservative personalities may lack the initiative necessary to achieve the business' goals. 1.3 FREUDIAN ANALYSIS OF PERSONALITY DEVELOPMENT Sigmund Freud explored the human mind more thoroughly than any other who became before him. His contributions to psychology are vast. Freud was one of the most influential people of the twentieth century and his enduring legacy has influenced not only psychology, but art, literature and even the way people bring up their children. Sigmund Freud's Theory is quite complex and although his writings on psychosexual development set the groundwork for how our personalities developed, it was only one of five parts to his overall theory of personality. He also believed that different driving forces develop during these stages which play an important role in how we interact with the world. 1.3.1 Structural Model (id, ego, superego) According to Freud, we are born with our Id. The id is an important part of our personality because as newborns, it allows us to get our basic needs met. Freud believed that the id is based on our pleasure principle. In other words, the id wants whatever feels good at the time, with no consideration for the reality of the situation. When a child is hungry, the id wants food, and therefore the child cries. When the child needs to be changed, the id cries. When the child is uncomfortable, in pain, too hot, too cold, or just wants attention, the id speaks up until his or her needs are met.

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 7 The id doesn't care about reality, about the needs of anyone else, only its own satisfaction. If you think about it, babies are not real considerate of their parents' wishes. They have no care for time, whether their parents are sleeping, relaxing, eating dinner, or bathing. When the id wants something, nothing else is important. Within the next three years, as the child interacts more and more with the world, the second part of the personality begins to develop. Freud called this part the Ego. The ego is based on the reality principle. The ego understands that other people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. It's the ego's job to meet the needs of the id, while taking into consideration the reality of the situation. By the age of five, or the end of the phallic stage of development, the Superego develops. The Superego is the moral part of us and develops due to the moral and ethical restraints placed on us by our caregivers. Many equate the superego with the conscience as it dictates our belief of right and wrong. In a healthy person, according to Freud, the ego is the strongest so that it can satisfy the needs of the id, not upset the superego, and still take into consideration the reality of every situation. Not an easy job by any means, but if the id gets too strong, impulses and self gratification take over the person's life. If the superego becomes too strong, the person would be driven by rigid morals, would be judgmental and unbending in his or her interactions with the world. You'll learn how the ego maintains control as you continue to read.

### 1.3.2 Topographical Model

Freud believed that the majority of what we experience in our lives, the underlying emotions, beliefs, feelings, and impulses are not available to us at a conscious level. He believed that most of what drives us is buried in our unconscious. If you remember the Oedipus and Electra Complex, they were both pushed down into the unconscious, out of our awareness due to the extreme anxiety they caused. While buried there, however, they continue to impact us dramatically according to Freud. The role of the unconscious is only one part of the model. Freud also believed that everything we are aware of is stored in our conscious. Our conscious makes up a very small part of who we are. In other words, at any given time, we are only aware of a very small part of what makes up our personality; most of what we are is buried and inaccessible. The final part is the preconscious or subconscious. This is the part of us that we can access if prompted, but is not in our active conscious. It's right below the surface, but still buried somewhat unless we search for it. Information such as our telephone number, some childhood memories, or the name of your best childhood friend is stored in the preconscious.

Personality Development Notes 8 Because the unconscious is so large, and because we are only aware of the very small conscious at any given time, this theory has been likened to an iceberg, where the vast majority is buried beneath the water's surface. The water, by the way, would represent everything that we are not aware of, have not experienced, and that has not been integrated into our personalities, referred to as the non-conscious.

### 1.4 SWAMI VIVEKANANDA'S CONCEPT OF PERSONALITY DEVELOPMENT

Swami Vivekananda, known in his pre-monastic life as Narendranath Datta, was born in an affluent family in Kolkata on 12 January 1863. His father, Vishwanath Datta, was a successful attorney with interests in a wide range of subjects, and his mother, Bhuvaneshwari Devi, was endowed with deep devotion, strong character and other qualities. A precocious boy, Narendra excelled in music, gymnastics and studies. By the time he graduated from Calcutta University, he had acquired a vast knowledge of different subjects, especially Western philosophy and history. Born with a yogic temperament, he used to practise meditation even from his boyhood, and was associated with Brahmo Movement for some time. Five dimensions are involved in forming the human personality. These are: 1. Physical self, 2. Energy self, 3. Intellectual self, 4. Mental self, and 5. Blissful self. Well-integrated personality is the sum total of harmonious expression of these five dimensions. Physical self relates to our senses. Proper nourishment and growth of physical faculties is essential by way of balanced diet, recreation, music, and care and concern from near and dear ones. A simple pat on the back for any achievement in life goes a long way to build up confidence. However, discretion and discrimination are the key words in this regard. Otherwise, there is every chance that senses would create havoc by way of infatuation and attachment to the sense objects. Energy self is somewhat subtler than the first. It relates to metabolism and the gross manifestations of energy (Prana), for instance the act of breathing. The control of Prana is achieved by control of anger, anxiety, and restlessness. Intellectual self concerns with discriminative power and knowledge, what we call "buddhi". In addition to sincere and formal studies, reading other books

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 9 like biographies of great and noble persons and invigorating literature helps us develop this faculty. Mental self is related to stress and psychology. Here selflessness, control, concentration, and calmness of mind plays essential role. Anandamaya Kosha or blissful self is the function of state of being. It calls for remaining calm and unaffected, nay to remain happy, in all the frivolities of world, in neck break competition and struggle, in calamities and disasters, in suffering and loss, in failure and success. The five fold method to attain to such state of heightened perfection and purity are a) self-effort, b) self-control, c) self-reliance, d) self-sacrifice, and e) self-knowledge. Next, a practical program is needed to make this 'intellectual gymnastic' real in our lives. The simple action plan, to start with, consists of daily physical exercise for ten minutes, reading good literature for half an hour, sincere prayers for two to five minutes, and meditation and yoga for about ten minutes.

### 1.5 PERSONALITY BEGETS LEADERSHIP QUALITIES

Your combination of personality preferences prepares you well to be a leader, both at work and at home. You have an inborn ability to not judge or criticise others, but are instead able to deeply understand people, know what motivates them, and acknowledge their unique contributions. These qualities mean that people are naturally attracted to you and you find yourself surrounded by many friends. In turn, the quality of your relationships, and the esteem and affection you receive from people, fuels you to peak levels of personal achievement. Leaders and managers share 6 things in common, they are: 1. People: Both leaders and managers work with people. However, for a leader, people are the reason, the cause for whom an endeavor is taken on, a vision attained or a project completed. For a manager, people are primarily a means to achieve a significant achievement, accomplishing an important task or completing a project. 2. Reality: Both managers and leaders understand that there is a collective condition, a Reality, that's unacceptable to a group of people. A leader's intention, however, is to help those people believe in the Vision of a solution to their Reality. The manager's intention is to motivate them on a gradual path to a Vision. 3. Vision: People often form a Vision of how they want things to be, which is important to both leaders and managers. Leader(s) help people forge a shared vision that they believe in and communicate it back to them to get their agreement. Manager(s) help people make that Vision actionable by

Personality Development Notes 10 breaking it down in incremental goals, projects and tasks and providing the necessary resources for moving forward in the direction of the Vision. 4. Gap or Cognitive Dissonance: The gap between the Reality and the Vision, also known as Cognitive Dissonance in psychology, gives rise to an endeavor. Leaders use Cognitive Dissonance to help people carve out a path from Reality to Vision that they can believe in. Managers use Cognitive Dissonance to help people take specific action steps on a specific path. 5. Path: Both leaders and managers understand that people need to choose a common path to go from their Reality to their Vision. Once the path is chosen, leaders make certain that people remain on the right path to the right Vision. Managers, however, make sure that their progress on that path is pursued efficiently as quickly as possible and at the minimum expenditure of resources. 6. A Higher Purpose (Optional): People often share a sense of mission or purpose that transcends the avoidance of Reality and achieving of a Vision. Both leaders and managers make use of Higher Purpose. Leaders bring out the best in people, their higher angels, so they will give their whole beings to the achievement of the Vision. Managers tap into people's higher purpose and transform it into a selfless sense of persistence, endurance and perseverance. 1.6

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**INTERPERSONAL SKILLS** Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

Employers often seek to hire staff with 'strong interpersonal skills' - they want people who will work well in a team and be able to communicate effectively with colleagues, customers and clients. This section of the chapter, is full of information and practical advice that you can use to improve your interpersonal skills. Interpersonal skills are not just important in the workplace, our personal and social lives can also benefit from better interpersonal skills. People with good interpersonal skills are usually perceived as optimistic, calm, confident and charismatic - qualities that are often endearing or appealing to others. Through awareness of how you interact with others - and with practice - you can improve your interpersonal skills. We aim to help you learn and develop your interpersonal skills by providing an extensive library of quality content. We hope that you find our content useful and rewarding.

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 11 A List of Interpersonal Skills Interpersonal skills includes: 1. Verbal Communication - What we say and how we say it. 2. Non-Verbal Communication - What we communicate without words, body language is an example. 3. Listening Skills - How we interpret both the verbal and non-verbal messages sent by others. 4. Negotiation - Working with others to find a mutually agreeable outcome. 5. Problem Solving - Working with others to identify, define and solve problems. 6. Decision Making - Exploring and analysing options to make sound decisions. 7. Assertiveness - Communicating our values, ideas, beliefs, opinions, needs and wants freely. Find out how to improve and develop your interpersonal skills including: 1. Learn to Listen: Listening is not the same as hearing. Take time to listen carefully to what others are saying through both their verbal and non- verbal communication. Choose Your Words. Be aware of the words you are using when talking to others. Could you be misunderstood or confuse the issue? Practise clarity and learn to seek feedback to ensure your message has been understood. Encourage others to engage in communication and use appropriate questioning to develop your understanding. 2. Understand Why Communication Fails: Communication is rarely perfect and can fail for a number of reasons. Learn about the various barriers to good communication so you can be aware of - and reduce the likelihood of - ineffective interpersonal communication and misunderstandings. 3. Relax: When we are nervous we tend to talk more quickly and therefore less clearly. Being tense is also evident in our body language and other non-verbal communication. Instead, try to stay calm, make eye contact and smile. Let your confidence shine. 4. Clarify: Show an interest in the people you talk to. Ask questions and seek clarification on any points that could be easily misunderstood. 5. Be Positive: Try to remain positive and cheerful. People are much more likely to be drawn to you if you can maintain a positive attitude 6. Empathise: Understand that other people may have different points of view. Try to see things from their perspective. You may learn something whilst gaining the respect and trust of others

Personality Development Notes 12 7. Understand Stress: Learn to recognise, manage and reduce stress in yourself and others. Although stress is not always bad, it can have a detrimental effect on your interpersonal communication. Learning how to recognise and manage stress, in yourself and others, is an important personal skill. 8. Learn to be Assertive: You should aim to be neither passive nor aggressive. Being assertive is about expressing your feelings and beliefs in a way that others can understand and respect. Assertiveness is fundamental to successful negotiation. 9. Reflect and Improve: Think about previous conversations and other interpersonal interactions; learn from your mistakes and successes. Always keep a positive attitude but realise that you can always improve our communication skills. 10. Negotiate: Learn how to effectively negotiate with others paving the way to mutual respect, trust and lasting interpersonal relations. 11. Working in Groups: We often find ourselves in group situations, professionally and socially. Learn all about the different types of groups and teams. Self assessment Fill in the blanks 1. Interpersonal skills are not just important in the workplace, but our personal and .....can also benefit from better interpersonal skills. 2. Non-Verbal Communication is what we communicate without words, ..... is an example. 3. Assertiveness is communicating our values, ....., ....., opinions, needs and wants freely. 4. When we are nervous we tend to talk more quickly and therefore less..... 5. Learning how to recognise and manage....., in yourself and others, is an important personal skill. 1.7 PERSONALITY ATTRIBUTE OF TAKING BOLD DECISIONS

Sometimes the elements and possible consequences of a big decision are so complicated your brain gets muddled, and confusion and indecision grip you like a vice. You become frozen like a deer in headlights. To be bold is to create opportunities for your success, rather than waiting for opportunity to come to you. Waiting around for something good, to happen can be a long and frustrating experience. Read on to learn how to pick yourself up, dust yourself off, and get what you want. Boldness is the opposite of hesitation. Whenever

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 13 you're feeling hesitant in interactions with others, or in making a decision for yourself, learn to swallow your pride and make the first move. Here are some keys to bold decision-making with your gut and without holding a grudge:

- z Seek diverse advice – Be honest that you are in exploration mode, and talk to every kind of stakeholder related to your quest. Customers, users, subject matter experts, investors, successful entrepreneurs, failed entrepreneurs, authors, journalists, bartenders. Ask and listen, and always give them something appropriate in return.
- z Find the patterns in the fodder – Take your ego out of it, and let the most important threads emerge. Do it alone, do it with others. Just don't try to find answers – because you still might not be asking the right question. Notice what is there.
- z Frame the question – Figure out exactly what you need to know, and what the implications are. What would you do if you had the answer to the question? (Is it worth answering this at all?) Test this with your team.
- z Ask experts for a reality check – Figure out who the top 3 people are you'd like to have answer the question. If you can't get those people, try finding others with a similar DNA. Share your question, the implications, and any of the answers that seemed to emerge already.
- z Trust your gut – You know the answer even if you don't want to admit it. Write down your decision as if it doesn't matter. (It's like hitting save instead of send on that email you wrote in haste.)
- z Practice communicating your decision. Imagine you are talking to your customers and your team – your ultimate stakeholders. Share your decision in 50 emotions. Say it with sadness, joy, fear, anger, delight... Does it feel authentic? Say it so many ways, that the only thing you feel at the end is confident that no matter how you say it, it's right.
- z Implement your decision – Own your success and your failure. Don't be afraid to make a mistake, because the only mistake you can make is not actually making a decision. Remember, there's a difference between being reckless and accepting risks. Reckless people don't accept risks because they don't even think about them. A bold person, on the other hand, is well aware of the risks, and has decided to go through with the decision anyway, ready and willing to accept the consequences if things don't work out.

Personality Development Notes 14 1.8 PERSONALITY TYPES AND LEADERSHIP QUALITIES There are eight leadership styles in the MMDI™ system (which is based on the theories of Isabel Briggs Myers and C.G. Jung). These leadership styles depend upon the personality type of an individual. Figure 1.1: MMDI™ Leadership Styles: Based on Myers Briggs/Jungian theory Participative leaders achieve through people, through team work, and through collective involvement in the task. Participative leadership involves engendering ownership amongst the follower group so that they feel jointly responsible for the direction taken and its achievement. Participative leaders make people feel valued as an integral part of the team, and make the group itself become the focus for the team, so that they achieve through their relationships and cooperative teamwork. Ideological leaders achieve through the promotion of certain ideals and values, and keeping the focus of the group on those things that are most important. Ideological leadership is founded on a strong belief system that is shared by the group, and it focuses the bulk of time and effort into supporting those beliefs or championing causes with which they are associated. A consequence of this is that unimportant things are given relatively little attention or none at all, because of the selective direction of effort. A change-oriented leader tries to promote exploration of new and better ways of doing things, or trying to uncover hidden potential in people, things or situations. Change-oriented leaders work towards a better future, but they may not know at the outset what that future is. They introduce change based on an expectation that things can be improved, and then learn from experimentation where exactly that potential lies. This means that some of their initiatives succeed, but others fail, and it is the ones that succeed that may then be pursued further, in order to uncover even more potential.

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 15 A visionary leader is someone who develops a canny sense of the unknown, which can include the long-term future, what potential customers are looking for, or the hidden trends in the market or industry in which they operate. Visionary leaders can often envisage, in general terms, the various ways in which the organisation might respond to those developments, and thereby have a sense of vision that can position the organisation to meet those challenges. Their vision is often emergent and laden with possibilities, so it cannot be articulated in clear terms, but can often only be expressed in terms of a general direction which may take a more definite shape over time. When someone is being a executive leader, they introduce organisation into the way things are done. This can cover a wide range of areas, such as the organisational structure/framework, or the processes, procedures and systems used, or the skills/competencies of the people involved, or the performance management systems that relate achievement and reward. Executive leadership may be exercised directly through a command and control structure, or through a system of policies and quality assurance processes that can be used to monitor and improve the organisational performance. When someone is being a leadership theorist, they are trying to identify the best models or explanations of how the organisation works and how it can improve its performance. Leadership theorists often try to keep abreast of different types of leadership research, and incorporate the better theories into their own understanding of how the organisation they are leading operates. A leadership theorist often influences an organisation by improving the hidden dynamics that can have a positive impact on overall performance. Action-oriented leadership involves taking action and leading by example. An action-oriented leader has a strong sense of immediacy, focusing on the task in hand and seeing it through to fruition. Other people in the organisation often see their own roles as supporting the action-oriented leader, who is the prime achiever. This leadership model tends to work best either in small or medium- sized teams. It can work in larger organisations if the nature of the task is simple enough for everyone to observe and relate to. Goal-oriented leadership involves setting clear and specific goals where it is known, based on established experience that they know can be achieved. A goal-oriented leader is grounded in knowledge and a realistic outlook, being aware of the context in which the organisation operates, such as his traditions on which it is based, and the risks being taken. Goal-oriented leadership may involve establishing a hierarchy of goals that cascade down the organisation, or a sequence of goals that acts as steps towards a long-term objective.

Personality Development Notes 16 1.9 PERSONALITY TESTS A personality test is a questionnaire or other standardized instrument designed to reveal aspects of an individual's character or psychological makeup. The first personality tests were developed in the 1920s and were intended to ease the process of personnel selection, particularly in the armed forces. Personality tests are used for: z For assessing theories z To look at changes in personality z To evaluate the effectiveness of therapy z Diagnosing psychological problems z Screening job candidates

1.9.1 Projective test In psychology, a projective test is a type of personality test in which the individual offers responses to ambiguous scenes, words or images. This type of test emerged from the psychoanalytic school of thought, which suggested that people have unconscious thoughts or urges. These projective tests were intended to uncover such unconscious desires that are hidden from conscious awareness. 1.9.2 Types of Projective Tests There are a number of different types of projective tests. The following are just a few examples of some of the best-known projective tests. The Rorschach Inkblot Test The Rorschach Inkblot was one of the first projective tests and continues to be one of the best-known. Developed by Swiss psychiatrist Hermann Rorschach in 1921, the test consists of 10 different cards that depict an ambiguous inkblot. The participant is shown one card at a time and asked to describe what he or she sees in the image. The responses are recorded verbatim by the tester. Gestures, tone of voice and other reactions are also noted. The results of the test can vary depending on which of the many existing scoring systems the examiner uses. The Thematic Apperception Test (TAT) In the Thematic Apperception Test, an individual is asked to look at a series of ambiguous scenes. The participant is then asked to tell a story describing the scene, including what is happening, how the characters are feeling and how the story will end. The examiner then scores the test based on the needs,

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 17 motivations and anxieties of the main character as well as how the story eventually turns out. Figure 1.2: TAT being conducted by Expert Psychologist 1.9.3 The 'Big Five' factors personality model – OCEAN 'The Big Five' is the commonly used term for the model of personality which describes the five fundamental factors of our personality. For reasons explained below the model is commonly referred to as OCEAN, being an acronym for names often used for the five traits. The alternative acronym CANOE is less commonly used. The big five model - five 'bipolar' scales The bold names in the left column are the recommended names (by Paul Sinclair) for these factors. Other names are used for each of the factors, which might equate to names in the left or right columns. See the OCEAN names below. Extraversion vs Introversion Confidence vs Sensitive Detail-conscious vs Unstructured Tough-minded vs Agreeable Conforming vs Creative These scales are commonly alternatively represented by the OCEAN acronym and descriptions: z Openness to experience (equates to Creative, opposite Conforming above) z Conscientiousness (equates to Detail-conscious above)

Personality Development Notes 18 z Extraversion/Introversion (same as above) z Agreeableness (equates to Agreeable, opposite Tough-minded above) z Neuroticism (equates to Sensitive, opposite Confidence above) The Big Five is a very useful model for assessing non-managerial staff, but it lacks some of the rigour required for assessing people in or destined for managerial and executive roles. The Big Five model gives us an accurate and fast way of assessing the main drivers of someone's personality. But the model by itself is not able to drill down into complex management capabilities or competencies. For this we must refer more to work-related behaviours rather than 'pure' personality. Management performance depends more on the subtle use of discretionary elements of the job, which the Big Five will not measure. The Big Five is a 'broad brush' personality methodology. A different approach is required for management assessment, to gauge the 'components' of people's behaviour and the detailed combinations of working style. Each of the Big Five factors consists of 'sub-traits', for example, 'Agreeable' (at the opposite end of the 'Tough-minded' scale) consists of sub-traits (behavioural elements) such as 'Tactful', 'Diplomatic', 'Team-centred', 'Submissive', 'Warm', 'Friendly', 'Tolerant' and 'Democratic'. In typical use of the Big Five model and tests, a person's score on the 'Agreeable' scale will be an average of how they match the sub-traits. Showing the detail and variance of the sub-traits scores would entail a vastly more complex and time-consuming analysis. The strengths of the Big Five Factor model lie in its speed and ease of use and this makes it a very useful tool for gaining a rapid overview of a person's key drivers. The Big Five Factor model, has been very well validated, and while it has shown correlations with performance in jobs, studies indicate that the correlation with particular jobs does not exceed 0.30, which accounts for no more than 15% of the variables. There is a big difference between measuring job suitability, style, etc., and measuring personality per se. The Big Five model is a modern, widely replicated and validated methodology for understanding, explaining and measuring personality. Various Big Five tests have been developed. The first to be launched in the UK, and one of the most popular, is the RPQ (Rapid Personality Questionnaire), which is available from various suppliers.

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 19 Self Assessment Fill in the blanks: 1. Leadership theorists often try to keep abreast of different types of....., and incorporate the better theories into their own understanding. 2. ....leadership involves setting clear and specific goals where it is known, based on established experience that they know can be achieved. 3. A ..... test is a type of personality test in which the individual offers responses to ambiguous scenes, words or images 4. The strengths of the .....model lie in its speed and ease of use. Learning Activity Make a chart of your positive and negative personality traits and how to correct them. SUMMARY z A basic communication model consists of five components: the sender and receiver, the medium, contextual factors, the message, and feedback. z Regular behavioral problems noticed in kids and adolescents can be prevented or cured if a base is made at an early age towards holistic personality development. z Personality development goes a long way in reducing stress and conflicts. z Personality development plays an important role in developing not only your outer but also inner self. z Personality development sessions help you differentiate between your personal as well as professional life. z Personality development helps an individual to inculcate positive qualities like punctuality, flexible attitude, willingness to learn, friendly nature, eagerness to help others and so on. Individuals ought to master the art of expressing their thoughts and feelings in the most desired way. z Personality development also plays an essential role in improving one's communication skills. z Personality is not just restricted to be taught as a subject but to earn as a jewel for life. z To be bold is to create opportunities for your success, rather than waiting for opportunity to come to you.

Personality Development Notes 20 KEYWORDS Personality: An individual's personality refers to his/her appearance, characteristics, attitude, mindset and behavior with others. Personality analysis: A personality analysis can provide us with a way to categorized different characteristics or traits that we might otherwise not be aware

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of. Interpersonal skills: these are the life skills we use every day to communicate and interact with other people, both individually and in groups.

Problem Solving: Working with others to identify, define and solve problems. Decision Making: Exploring and analysing options to make sound decisions. Ideological leaders: they achieve through the promotion of certain ideals and values, and keeping the focus of the group on those things that are most important. Participative leadership: This involves engendering ownership amongst the follower group so that they feel jointly responsible for the direction taken and its achievement. REVIEW QUESTIONS 1. Explain the concept of Personality development in detail. 2. Personality development goes a long way in reducing stress and conflicts. Give your views. 3. Write a passage on the topic "Personality is not just restricted to be taught as a subject but to earn as a jewel for life." 4. Describe the Five dimensions involved in forming the human personality by Swami Vivekananda. 5. How will you improve and develop your interpersonal skills? 6. Explain in detail the various personality types. 7. What are leadership qualities? 8. Describe the qualities of decision making and problem solving. 9. Explain the meaning and types of personality and Projective tests 10. Discuss the aspects and Strategies for Developing Speaking Skills. 11. What is OCEAN model?

Lesson 1 - Personality Development: A Must for Leadership and Career Growth Notes 21 Answers to Self Assessment 1. Stress 2. Outer 3. Professional 4. Flexible 5. Thoughts 6. Communication 7. social lives 8. body language 9. ideas, beliefs 10. clearly 11. leadership research 12. Goal-oriented 13. Projective 14. Big Five Factor FURTHER READINGS Personality Development And Soft Skills (English), Oxford University Press, Author: Barun K Mitra Self-Awareness: The Hidden Driver of Success and Satisfaction by Travis Bradberry, 2009 by Perigee Trade The Definitive Book of Body Language, Author: Barbara Pease, Allan, Manjul Publishing House Pvt. Ltd 2004 Good to Great: Why Some Companies Make the Leap... and Others Don't by Jim Collins, Published 2001 by HarperBusiness Body Language in The Work Place (English) BARBARA PEASE, ALLAN, Publisher: Manjul Publishing House Pvt. Ltd WEBLINKS <http://omshivam.wordpress.com/2010/05/12/personality-development-by-swami-vivekananda/>

<http://www.testsonthenet.com/atctests/type-specimen.html> [www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp) [www.personality.org/](http://www.personality.org/) Personality Development Notes 22 UNIT 2 – SOFT SKILLS: DEMANDED BY EVERY EMPLOYER CONTENTS Learning Objectives Introduction 2.1 Soft Skills as a Competitive Weapon 2.2 Antiquity of Soft Skills 2.3 Classification of soft skills 2.3.1 Strong Work Ethics 2.3.2 Positive Attitude 2.3.3 Good communication 2.3.4 Conflict Resolution 2.3.5 Time Management Abilities 2.3.6 Problem-Solving Skills 2.3.7 Acting as a Team Player 2.3.8 Self-Confidence 2.3.9 Ability to Accept and Learn From Criticism 2.3.10 Flexibility/Adaptability 2.3.11 Working Well Under Pressure 2.3.12 Critical Observation Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Understand the meaning and need of soft skills for being a successful manager z Describe the qualities of an Effective Team Player

Lesson 2- Soft Skills: Demanded by Every Employer Notes 23 z Explain the classification of soft skills z Define the Problem solving, Negotiation and listening skills INTRODUCTION

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Soft skills is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.

In this competitive world, this is a sought after need, a requirement for making a mark in one's mind. Whether personal or professional relations, soft skills influence others greatly, it can create a positive image and increase credibility of yourself and your organization. 2.1 SOFT SKILLS AS A COMPETITIVE WEAPON Soft skills complement hard skills which are the occupational requirements of a job and many other activities. They are related to feelings, emotions, insights and (some would say) an 'inner knowing' i.e. they provide an important complement to 'hard skills' and IQ. Example: Some of the most common soft skills employers are looking for and will be assessing you on include: BENEFITS TO ORGANIZATION BENEFITS TO INDIVIDUALS • Increased credibility with Customers • Increased customers satisfaction • More productive employees • Out – service the competition • Increased employee ROI • Strong team and leadership • Demonstrated dedication to customer Service and support • Measurable results and improvements • Demonstrated knowledge and expertise of service and support strategies, processes and technologies. • Incentives, rewards, and challenges for Employees • Recognition from the industry, Employer and peers • New employment opportunities • Promotions and advanced opportunities • Increased ability to perform on The job • Increased responsibilities • Lifelong credential • Professional accomplishment • Businessman • Public sector Executives



Personality Development Notes 24 2.2 ANTIQUITY OF SOFT SKILLS To be a successful manager, the various soft skills you need to be good at are: 1. The ability to relate to others. Having the ability to relate to others and their position or viewpoint is crucial in business. By having a well- rounded personality and set of experiences, it's usually possible to relate to almost anyone. Sometimes being able to relate to others simply means that you're willing to agree to disagree with mutual respect; letting them know you understand their position. 2. Strong communication skills. This is the most fundamental people skill because it encompasses your persona and ability to get along with other colleagues, persuade others to listen to your ideas, and much more. If you have a gift for the spoken and written word, you will always put your best foot forward. Being articulate is highly prized in today's workplace, when time is at a premium and technology requires constant communication. 3. Patience with others. If you're patient with others and can keep a level head in stressful situations, it will definitely be noticed by management and perceived as a very strong asset. When your boss is forced to deal with a situation where people have lost their cool he or she will certainly remember the troublemakers when the next promotion comes available. 4. The ability to trust others. You can only accelerate your career if you're trustworthy. Without it, you can't get projects done or get cooperation. No one can operate in a vacuum for long. 5. Knowing how and when to show empathy. Offer support, sympathy and feedback in your daily business life. It will bring you positive emotional returns part of 'corporate karma. If you contribute to a dehumanized company, both you and your employer will have limited growth potential. Things are not always black and white, and in order to have effective relationships with others we need to show compassion where appropriate. In a perfect world there would be no hiccups, but life happens and knowing when to show compassion when others face challenges is important. 6. Active listening skills. Hearing someone and actively listening to them are two different things. Most people hear someone speak and start to

Lesson 2- Soft Skills: Demanded by Every Employer Notes 25 form a response in their mind (or worse, starting talking) before the person finishes what they're saying. The key is to actively listen, which takes more time but produces better results. It means you listen without interruption and then take the time to think and form a response before replying. It takes practice, but it pays off. 7. Genuine interest in others. People know when you're truly interested in them. If you're not showing a genuine interest asking thoughtful questions and considering about their answers your interaction can actually have an opposite effect to the one intended. Take care to remember names, dates and important life events. 8. Flexibility. Being "likable" or having a "good personality" are highly contingent and context dependant attributes. Your prison-bound uncle's personality may not be likeable at the Thanksgiving table, but it may serve him well once incarcerated. Supreme communicators have a keen ability to shift gears when the context calls for it, and a deep well of communication options to choose from. This way, they can respond accordingly to what the current situation requires. 9. Good judgment. Good judgment is a key people skill that comes directly from learning, listening to others and observing the world around you. It allows you to wisely select friends and associates, determine reactions and responses, and make sound decisions. 10. The ability to persuade others. There's a good chance that at some point in your career you'll have to sell others on your ideas, products or services. Example: Whether you're up for a promotion, pitching a project, or selling clothing in a retail store, you need to be able to form a strong, convincing argument for why you, or your products, are the very best, or the "right" one. 11. Negotiation skills. Good negotiating skills are beneficial with both internal and external discussions. Internally, job offers and salary discussions greatly benefit from solid negotiating, as well as when it's time to pitch a new idea or sway coworkers to your way of thinking. Externally, both vendors and customers often require negotiations and you can really become the hero when you are successful in either scenario. 12. The ability to keep an open mind. To create trust and respect in others, people need to know that their point of view and feedback will be considered and used.

Personality Development Notes 26 Being known as someone who keeps an open mind also makes you more approachable and easier to work with. 13. A great sense of humor. Who doesn't enjoy laughing? It's 'the great diffuser' of tension and conflict. If you can jam the system of tension or routine with levity, you will thrive in your job. It was once said that 'nobody ever died of laughter,' and if you can retain some lightheartedness in your job, you're likely to get more air time during meetings and overall. 14. Knowing your audience. Knowing what, how, and when to say things to others is critical. For Example: if someone just loss their job, it's probably not a good idea to talk about your promotion. This seems trivial, but it's one of the primary reasons why people encounter communication breakdowns with each other. 15. Honesty. The saying, "honesty is the best policy" is not only true, it's essential in building trust among your colleagues. Once you lose it, it's almost impossible to regain. 16. Awareness of body language. The importance of body language cannot be emphasized enough, since it makes up the majority of how we communicate with others. "The reality is, we're communicating with people all the time even when we're not speaking. Being mindful of what our gestures, expressions, voice, and appearance are communicating can greatly help or harm our people skills. 17. Proactive problem solving. Work is a series of problem solving situations, but if you're proactive, you'll take the pressure off your boss and colleagues. This is a great people skill to have in the workplace. 18. Leadership skills. If you can motivate a team and help those around you do their best work, you'll be more successful even if you're not in management. 19. Good manners. "Using 'please' and 'thank you' goes a long way in the realm of people skills. While seemingly obvious, some need little reminders. Keeping a post it with a smile or another icon can remind us that work is more than getting something accomplished, it's how we get it accomplished.

Lesson 2- Soft Skills: Demanded by Every Employer Notes 27 20. The ability to be supportive and motivate others. "People want others to believe in them, regardless of how successful they might be. By showing support in the form of encouragement, you can put someone back on track or keep them headed in the right direction. Self Assessment State whether the following statements are true or false: 1. Being "likable" or having a "good personality" are highly contingent and context dependant attributes. 2. If you can motivate a team and help those around you do their best work, you'll be more successful only if you're in management. 3. By showing support in the form of encouragement, you can put someone back on track or keep them headed in the right direction. 4. If you are an individual with a strong work ethic, you embody the qualities that will keep you in demand but only for a short span. 2.3

CLASSIFICATION OF SOFT SKILLS 2.3.1 Strong Work Ethics Employers seek it; performance depends on it; satisfaction is derived from it; and career progression is the fruit of it. 1. Performance depends on it: Companies that want to hold a position of leadership in their industry know it requires talent with the skills and motivation to consistently produce outstanding results. The caliber of their workforce has everything to do with their performance. So, this becomes the standard that guides their hiring decisions. If you are an individual with a strong work ethic, you embody the qualities that will keep you in demand by top companies throughout your career. 2. Satisfaction is derived from it: No matter what profession you find yourself in, when you are skilled at what you do and people recognize it, there is a deep sense of satisfaction that wells up within you. It's the result of knowing you have something valuable to offer and seeing your job whether it is emptying the trash or closing a business deal as an important part of the bigger picture. Individuals with a strong work ethic derive greater satisfaction from their work because they are fully engaged in what they are doing every day. 3. Career progression is the fruit of it: If you desire to advance in your profession, a strong work ethic will keep your career moving upward.

Personality Development Notes 28 Every employer wants an employee with this kind of mentality. Your willingness to work hard and give 150 percent will not go unnoticed. When the opportunity for promotion comes, you will be the one shining brightly at the top of the list. For Example: By demonstrating a strong work ethic in your job, you'll discover you are more marketable, in demand, satisfied and promotable than those content to watch the clock and collect a paycheck! 2.3.2 Positive Attitude A positive attitude in the workplace can help you whether you own your own business, work as an employee, or manage others within a business environment. You'll enjoy your work more and achieve your workplace or business related goals more easily and faster. Use these ten tips for developing a positive attitude in the workplace: 1. Gratitude – Be appreciative of everyone who does a good job and gets things done on time. Be especially appreciative of those who go above and beyond what they're required to do. 2. Celebrate the Victories - For some reason, many people tend to focus on everything they don't like and that's going wrong. Try instead to focus your attention on things that are going well by taking time often to celebrate the victories at work. Reward yourself or praise another individual for a job well done. 3. Turn Problems Into Opportunities – If problems are encountered, don't just focus on them. Instead, change your focus by asking yourself or your team. 4. Keep Healthy and Well Rested – It's tough to have a positive attitude when you're feeling run down and tired. Make sure you're getting enough sleep, eating lots of fresh fruits and vegetables, drinking enough water, and getting regular exercise. This may all sound time-consuming, but you'll end up having much more energy and focus and you'll actually be able to get more done in less time. 5. Smile – Force yourself to smile, even if you don't feel like it. A smile will actually shift how you feel internally. And when others see you smiling, they feel better as well. 6. The "No Complaining" Policy – No one likes a complainer. If you're a manager, tell your team that you would like them to not come to you with an issue unless they have a proposed solution to go with it. If you report to someone else, refrain from whining to them. Instead, go to your boss and explain that you have a challenge and would like to offer a way to solve it.

Lesson 2- Soft Skills: Demanded by Every Employer Notes 29 7. The Win-Win Policy – Make it your own personal philosophy or make it a requirement in your workplace that each agreement reached must be win-win. Agreements and negotiations must never favour one party. 8. Put People into Positions that Use Their Strengths– What better way for people to enjoy their job than to have them doing things they're good at and that they enjoy. People will be more motivated and get better results when they enjoy what they do. Some people like crunching numbers: get them to work on the spreadsheets that need to be done. 9. Trust others and Evaluate People Based on Their Results– If you are a manager, trust your people to do the jobs they were hired for. If you give people the authority to do their jobs, you will get amazing results, much better than if you hover over them. Tell your people what you want them to achieve, and then let them go do it. When you trust them to do it well, they will want to honor that trust. 10. Focus on What You Enjoy. Improve the Things You Don't Enjoy– Make a list of the things you enjoy about your job and your workplace. Make it a point to review this list often as a reminder that there are good things about your workplace. For the things you don't enjoy, ask yourself how you could make them tolerable. 2.3.3 Good communication Good communication skills are keys to success in life, work and relationships. Without effective communication, a message can turn into error, misunderstanding, frustration, or even disaster by being misinterpreted or poorly delivered. The steps for acquiring good communication skills: 1. Know what you want to say and why. Understand clearly the purpose and intent of your message. Know to whom you are communicating and why. Consider any barriers you may encounter such as cultural differences or situational circumstances (gender, age, or economic biases). Ask yourself what outcome you want to achieve and the impression you want to leave. 2. How will you say it? We're all aware by now, that it's not always what you say, but how you say it that counts. Begin by making eye contact. You inspire trust and confidence when you look a person in the eyes when you speak. Second, be aware of your body language since it can say as much, or more, than your words. By standing

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with arms easily at your side you tell others that you are approachable and open to hearing what they have to say.

Personality Development Notes 30 3. Listen. Communication is a two way street. After you've said what you have to say, stop, listen, and look for feedback and clues of comprehension. While the person is responding avoid any impulses to cut them off or listen only for the end of the sentence so that you can blurt out more ideas or thoughts that come to your mind. Respectfully give them your full attention. 4. Reach understanding, agreement or consensus. Once you have had to opportunity to discuss your message and the feedback to it, re-visit the purpose of the interchange. Have you reached common ground, solved a problem, or clarified your position? If the purpose was to teach or instruct, have you accomplished your goal? To communicate well is to understand and be understood. 2.3.4 Conflict Resolution Conflict is defined as any situation in which incompatible goals, attitudes, emotions, or behaviors lead to a disagreement or opposition between two or more individuals, such as employees. That's not to say conflict can't be a healthy measure of a company, because there are certainly instances where conflict is productive. Rather, the type of conflict that can damage personal or professional relationships can just as easily send a business into a nosedive. Getting at the Root of the Issue Where does conflict come from? Consider the possibilities: z Insufficient information z Misunderstanding z Differences in values, beliefs, perceptions, or opinions z Personality clashes z Lack of cooperation z Lack of trust z Frustration or irritability z Credibility issues z Authority issues z Competition for limited resources The impact of conflict, whether functional or dysfunctional, can be far-reaching. Functional conflict likely creates positive consequences. It seeks a mutually acceptable solution, creating trust among employees and within your place of business as a whole. It increases the involvement of those who view the subject of the conflict as important and stimulates new ideas and suggestions for your business. Employees can grow and learn from each experience with functional conflicts. You'll quickly see employees express

Lesson 2- Soft Skills: Demanded by Every Employer Notes 31 their thoughts or opinions in a stress-free manner, critical for open and honest communication and a staple for any successful business. 2.3.5 Time Management Abilities The one resource a manager will never have enough of is time. To succeed as a manager, it is vitally important that you develop, and continually improve your skill, in time management. In addition to the ability to prioritize and to delegate, which reduce the number of things you have to do, you have to be able to maximize what you do get done in the time you have. Time management is important because: z You gain extra productive hours: Because of better time management, you gain extra productive hours. You tend to be more disciplined when at work instead of talking about gossip with your co-workers or aimlessly browsing the internet. z Your efficiency and productivity increase: You work harder in the same time span as another man. More work done, means more things learned. Therefore you'll gather much more experience than others for the same time invested. z You have more control over your life: When you practice time management, you can control the way your life goes. You have a better perception of what work you can do and what work will be done. You are better organized and prevent deadlines from becoming a problem. Deadline emergencies are unknown to you, instead you spend your time relaxing when others are stressing about work. z Spend more time for enjoyment: If you love life, you need to practice time management. Because it allows you to enjoy life to the fullest, do what you want to do and experience what you want to experience. Because your work hours are much more productive, you can actually work less while achieving more. This results in more free time to spend with your family and doing leisure activities. Self Assessment Fill in the blanks: 1. For ....., reward yourself or praise another individual for a job well done. 2. Make sure you're getting ....., ..... and vegetables, drinking enough water, and getting regular exercise for positive attitude in workplace. 3. For good communication skills, understand clearly the purpose and intent of your .....

Personality Development Notes 32 4. .... seeks a mutually acceptable solution, creating trust among employees and within your place of business as a whole. 5. Be aware of your ..... since it can say as much, or more, than your words. Figure 2.1: Time Management Grid 2.3.6 Problem-Solving Skills Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis; some of these problems are obviously more severe or complex than others. It would be wonderful to have the ability to solve all problems efficiently and in a timely fashion without difficulty, unfortunately there is no one way in which all problems can be solved. You will discover, as you read through our pages on problem solving, that the subject is complex. However well prepared we are for problem solving there is always an element of the unknown. Although planning and structuring will help make the problem solving process more likely to be successful, good judgement and an element of good luck will ultimately determine whether problem solving was a success. Working through basic problem-solving processes To approach most problems you will need to: z Define the task clearly. What exactly is required? z Set priorities. What must be done first? What can be left until later? z Develop an appropriate strategy: what steps must you take to address the task?

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- z Use experience from similar problems: what do you already know or what have you already done that would offer a starting place or guidance on how to approach the current problem?
- z Set targets: what steps must you accomplish by when? How will you know you have achieved each target? How will you measure your progress?
- z Develop an action plan. List all the steps necessary to achieve each target. Identify the best order for accomplishing each step and a deadline for each.
- z Get started. Do not wait until the last minute, start early on the tasks that you can begin straight away. Keep yourself focused and motivated.
- z Monitor your performance against targets and indicators. Check regularly whether you are meeting your targets and revise your action plan accordingly.
- z Evaluate your performance. How well did you achieve your targets? What did you learn that will be of use to you for future problems and tasks?

2.3.7 Acting as a Team Player Teams are created for several reasons. They may need to deliver a one-time project, or work together on an ongoing basis. Either way, if you take advantage of a group's collective energy and creativity, the team can accomplish much more in less time. What does this mean for you? Well, teams are probably an integral part of how things are done in your organization. If you show that you have the ability to work well with others, this could have a major impact on your career. Being a valuable team member can open new career opportunities, because leaders may see firsthand what a great job you're doing. You may even be invited to bring your strengths into play in another team setting – and in higher profile, business-critical projects. This is why learning to be a good team player is so important. If you make a good impression, you never know what possibilities might open for you. The Belbin model says that people tend to assume 'team roles' – and there are nine such roles that underlie the team's success. These roles are as follows:

1. Shapers – people who challenge the team to improve.
2. Implementers – the people who get things done.
3. Completer-Finishers – the people who see that projects are completed thoroughly.
4. Coordinators – people who take on the traditional team leader role.
5. Team Workers – people who are negotiators, and make sure the team is working together.
6. Resource Investigators – people who work with external stakeholders to help the team meet its objectives.
7. Plants – people who come up with new ideas and approaches.
8. Monitor-Evaluators – people who analyze and evaluate ideas that other people come up with.
9. Specialists – people with specialist knowledge that's needed to get the job done.

Ten Qualities of an Effective Team Player

1. Demonstrates reliability
2. Communicates constructively
3. Listens actively
4. Functions as an active participant
5. Shares openly and willingly
6. Cooperates and pitches in to help
7. Exhibits flexibility
8. Shows commitment to the team
9. Works as a problem-solver
10. Treats others in a respectful and supportive manner

2.3.8 Self-Confidence Everyone knows that self-confidence is very important but what is not known to everyone is the degree of its importance. Self-confidence is more important than you can imagine. Self confidence can change your whole life to the better while lack of confidence will definitely have a negative effect on your social relations, career, achievements and even your mood. The following list will give you a better idea of the importance of self-confidence:

- z The more confident you are the less disappointed you will feel upon being rejected. whether it was a rejection letter, relationship rejection or personal rejection. What makes many people feel down when they get rejected is their own lack of confidence in their abilities and not the rejection itself. Contd...

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- z The more self-confident you become the more risks you will be willing to take and so the more opportunities you will encounter
- z The more confidence you have the less will criticism affect you. Instead of feeling bad when being criticized you will just ignore it and laugh
- z The more Self-confidence you have the less anxious you will be. One of the major reasons for experiencing anxiety is that we doubt our ability to handle a situation. If we were confident that we can handle it correctly we wouldn't have felt anxious.
- z When being lonely you won't feel that bad compared to someone who is not confident. Confident people have a better power of solitude which is the ability to feel good even when you are alone.
- z If you are a confident person, you will feel that you are worthy, regardless of your social or economic status. Even if you currently don't have someone who loves you or even if you aren't rich you will still feel adequate.
- z People will love you: people love confident ones and look up to them. By being self-confident you will be a role model for many other people.

2.3.9 Ability to Accept and Learn From Criticism The ability to accept constructive criticism comes very easily to some people, while others have a difficult time processing any comments that touch on the abilities or competence of the individual. Learning to accept suggestions that are intended to improve performance in some aspect of our lives can be the first step in becoming a better person. Here are a few things to keep in mind about the nature of constructive criticism and how to become more comfortable with receiving and processing this form of personal critique.

- One of the first steps in accepting suggestions for improvement is to remove emotions from the equation. This may be difficult to accomplish, but the effort is well worth the results. By not allowing our sense of ego or our tender feelings to stand in the way of objectively considering the comments concerning our behavior, we open the door to possibly accept constructive criticism and learn something that will help improve the quality of our lives.
- Second, it is important to recognize that the person offering the criticism is doing so in an effort to help, not hurt. Choosing to see the remarks in this light makes it easier to see the critic as an ally, rather than a foe.

Personality Development Notes 36 Ultimately, both of you have the same goal in mind, which is to help you become even better at something than you already are. When you can accept constructive criticism as a tool for improvement offered by a friendly source, you go a long way toward achieving personal growth. • Last, defuse any seemingly harsh comments by asking for clarification from the critic. The fact is that most of us sometimes have trouble choosing the right words. If something your critic states does not seem to have merit, ask for examples of your behavior that illustrate the point he or she is trying to make. This exercise will help you understand how your actions are perceived, and also present the chance for both of you to examine a real life situation and explore together how that event could have been handled in a more productive manner. Accepting constructive criticism is important for just about everyone. Whether in the workplace, in the community, or even in the home, the ability to receive and accept constructive criticism can have a positive impact on our relationships. By remaining objective, asking clarifying questions, and seeing your critic as your ally, it is possible to learn to accept constructive criticism in the spirit that was intended. Self Assessment Fill in the blanks: 1. Lack of confidence will have a negative effect on your social relations, career, ..... and even your mood. 2. Lack of confidence will have a negative effect on your social relations, career, ..... and even your mood. 3. If you are a confident person, you will feel that you are worthy, regardless of your social or ..... status. 4. One of the first steps in accepting suggestions for improvement is to remove ..... from the equation. 5. It is important to recognize that the person offering the ..... is doing so in an effort to help, not hurt. 2.3.10 Flexibility/Adaptability By definition, flexibility is the capacity to be bent, usually without breaking and adaptability is the ability to adjust oneself readily to different conditions. In a time of unrest and rapid change, these two skills are becoming increasingly valuable at work and home. When applying this lesson to today's marketplace, it is essential that regardless of age, we seek to develop these skills. Potentially, the older we are the more difficult it is, but I believe that the desire to learn to roll with life can go a long way in getting us to the goal.

Lesson 2- Soft Skills: Demanded by Every Employer Notes 37 Being flexible and adaptable increase our employability because employers know they can depend on us to be steady during turbulent times. It also demonstrates our ability to cope with new and changing responsibilities. As business owners, we can manage our stress more effectively by being able to handle what life throws at us. To respond positively to change, despite being fearful of it or resistant to it, we suggest the following strategies: z Define and acknowledge what is over and what is not. Honor those feelings of loss. Face them and do not deny any emotions that might surface. At the same time, identify what is not changing. z Look for the pony. No matter how tumultuous the change, there are opportunities available if people are open to looking for them. Identify the positives for yourself and the company, and then set your focus on them. z Jump on the bandwagon early. Once change is inevitable, people can choose to accept it or actively resist. Whatever they choose, the change will take place. Those who engage sooner, rather than later, will be noticed and remembered, and so will those who go kicking and screaming. z Acquire new skills and knowledge that change necessitates. Be clear about what you need to learn in order to implement the change and take the initiative to do so. Read, take classes and seek opportunities to learn on the job. z Share with colleagues why the sudden change presents opportunities. Support peers by exploring with them ways that they can benefit from the change and help them take advantage of potential opportunities. They will appreciate your efforts, as will management. 2.3.11 Working Well Under Pressure Truly, the best way to work well under pressure is using many of the tips already shared on this web site: time management, effective communication, problem solving skills, staying positive, etc. The top five steps to handling pressure without ever letting them see you sweat include: 1. Organize. Make a list of all the tasks you need to do to avoid forgetting anything. Determine the best way to accomplish each task and write this down. Making a guide will help you concentrate more on the things you have to finish. Rank each task according to importance. You can either do the least important tasks first or do them last. Personality Development Notes 38 1. Set Goals. With all your tasks listed, Have a main goal and create sub goals for each assignment. It'll be easier for you to work if you're just concentrating on small goals. This way, you don't get overwhelmed with the big things. As you work on your mini goals, you eventually get to complete your main goals. Dividing your work load into small tasks will take the pressure off you by diverting your attention from big tasks to your sub goals. 2. Manage Your Time. Having a time schedule will ensure that you don't waste time on unnecessary things. This will also help you meet your deadlines on time. Make sure to allot ample amount of time for each assignment. Determine how long you should complete each task. Try to work within the time limit you set. Don't forget to give time for breaks and relaxation. 3. Complete Tasks. Don't be overwhelmed by your work load. Try to finish one task first before starting on the next one. Starting on different tasks without getting anything done will only make you miss deadlines. This is why planning is very important. When you have a list of things to do, you'll be able to focus more on important things. 4. Relax. Getting stressed out will only make you panic more. Don't push yourself to finish your work if you're too tired. Give yourself time to rest. Deep breathing exercises are effective in releasing tension in your body. This also clears your mind so you can think and concentrate better. When you're on break, don't eat fast. Meal times are good times to rest and relax your mind. When you get back to work, you'll feel refreshed and be ready to continue your tasks 2.3.12 Critical Observation Most of us don't pay attention to the world around us. What makes a detective good is the ability to notice small details. Critical thinking skills are skills that children (and adults) need to learn to be able to solve problems. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. The core of critical thinking is being responsive to information and not just accepting it. Questioning is the most important part of critical thinking. It is a part of scientific, mathematical, historical, economic and philosophical thinking, all of which are necessary for the future development of our society. Here are a few ways to teach critical thinking that can be used whether you are a teacher or a parent.

Lesson 2- Soft Skills: Demanded by Every Employer Notes 39 1. Observe and draw conclusions. ™ When we begin to make detailed observations about objects or information, they are then able to draw conclusions or make judgments based on those observations. ™ When a child asks the question "Why?," respond with "Why do you think?" to encourage the child to draw his or her own conclusions. ™ This is the beginning of scientific observation skills that will be useful and necessary throughout life. 2. Compare and contrast items and topics. ™ This allows us to tell the ways things are similar and different and helps them analyze and categorize information. An Example of this activity is to have children compare and contrast an apple and an orange. Allow them to describe all the ways they are similar and different. 3. Clarify the difference between opinion, judgment and fact. z Comparing and contrasting stories is another way to encourage critical thinking. We analyze characters, settings, plot and other story elements when they list the way stories are the same and different. z Task Make a group of your batch mates and discuss the soft skills each one possess and also how to develop the essential ones for a successful career. SUMMARY • If you can motivate a team and help those around you do their best work, you'll be more successful even if you're not in management. • By showing support in the form of encouragement, you can put someone back on track or keep them headed in the right direction. • If you are an individual with a strong work ethic, you embody the qualities that will keep you in demand by top companies throughout your career. • Make sure you're getting enough sleep, eating lots of fresh fruits and vegetables, drinking enough water, and getting regular exercise. • For good communication skills, understand clearly the purpose and intent of your message.

Personality Development Notes 40 • Be aware of your body language since it can say as much, or more, than your words. • Once you have had to opportunity to discuss your message and the feedback to it, re-visit the purpose of the interchange. • Functional conflict likely creates positive consequences. It seeks a mutually acceptable solution, creating trust among employees and within your place of business as a whole. • You are better organized and prevent deadlines from becoming a problem. • When you practice time management, You tend to be more disciplined when at work instead of talking about gossip with your co-workers or aimlessly browsing the internet. • However well prepared we are for problem solving there is always an element of the unknown. • Check regularly whether you are meeting your targets and revise your action plan accordingly. • If you take advantage of a group's collective energy and creativity, the team can accomplish much more in less time. • Self confidence can change your whole life to the better while lack of confidence will definitely have a negative effect on your social relations, career, achievements and even your mood. • One of the first steps in accepting suggestions for improvement is to remove emotions from the equation. • Second, it is important to recognize that the person offering the criticism is doing so in an effort to help, not hurt. • Flexibility is the capacity to be bent, usually without breaking and adaptability is the ability to adjust oneself readily to different conditions. KEYWORDS

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Soft skills: This is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people

Conflict: Conflict is defined as any situation in which incompatible goals, attitudes, emotions, or behaviors lead to a disagreement or opposition between two or more individuals, such as employees

Lesson 2- Soft Skills: Demanded by Every Employer Notes 41 Monitor-Evaluators : people who analyze and evaluate ideas that other people come up with. Specialists: people with specialist knowledge that's needed to get the job done. Completer-Finishers: the people who see that projects are completed thoroughly. Coordinators: people who take on the traditional team leader role. Team Workers: people who are negotiators, and make sure the team is working together REVIEW QUESTIONS 1. Explain the meaning of soft skills and their importance to a manager in professional world. 2. List the benefits of soft skills of employee to the organization. 3. Communication is a two way street. Elaborate. 4. How does leadership and negotiation skills prove beneficial to an employee? 5. What is the role of work ethics? 6. Discuss the tips for developing a positive attitude in the workplace. 7. Write a note on Conflict Resolution. 8. Explain in detail the Problem-Solving Skills. 9. What are the team roles? Explain The Belbin model. 10. What is the role of self confidence and criticism on an individual? 11. How is your performance under pressure? Discuss the measures to overcome the problems. Answers to Self Assessment 1. True 2. False 3. True 4. False 5. positive attitude 6. enough sleep, eating lots of fresh fruits 7. message 8. Functional conflict

Personality Development Notes 42 9. body language 10. achievements, mood 11. economic 12. emotions 13. criticism FURTHER READINGS Personality Development And Soft Skills (English), Oxford University Press, Author: Barun K Mitra Raymond V. Lesikar & Marie E. Flatley, Basic Communication, 10th Edition, Tata McGraw Hill Publications, p. 278-280. Francis Soundraraj, Speaking and Writing for Effective Business Communication, Macmillan, New Delhi, P. 207. ASHA KAUL, EFFECTIVE BUSINESS COMMUNICATION , PHI Learning Pvt. Ltd., 01-Jan-2000 Good to Great: Why Some Companies Make the Leap... and Others Don't by Jim Collins, Published October 16th 2001 by HarperBusiness Self-Awareness: The Hidden Driver of Success and Satisfaction by Travis Bradberry, 2009 by Perigee Trade Body Language In The Work Place (English), Barbara Pease, Allan, Publisher: Manjul Publishing House Pvt. Ltd WEBLINKS en.wikipedia.org/wiki/Soft\_skills http://www.mindtools.com http://www.skillsyouneed.com www.tatainteractive.com/soft-skill-training.html

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 43 UNIT 3 – COMMUNICATION SKILLS: SPOKEN ENGLISH, PHONETICS, ACCENT, INTONATION CONTENTS Learning Objectives Introduction 3.1 Code and Content 3.2 Stimulus and Response 3.2.1 Communication is about stimulus-response 3.3 Speaking Skills 3.3.1 Aspects of Effective Speaking 3.3.2 Strategies for Developing Speaking Skills 3.4 Effective Speaking Guidelines 3.5 Pronunciation Etiquettes 3.6 Phonetics 3.7 Syllable 3.8 Stress 3.9 Accent 3.10 Rhythm 3.11 Intonation Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Explain the basic communication skills and communication model z Define the terms Phonetics, Accent, Intonation, Stress, Rhythm etc. z Describe the steps of pronunciation etiquettes

Personality Development Notes 44 INTRODUCTION Whether an organization is large, small, or virtual, sharing information among its parts and with the outside world is the glue that binds the organization together. When you join a company, you become a link in its information chain. Whether you are a top manager or an entry-level employee, you have information that others need in order to perform their jobs, and others have information that is crucial to you. In fact, communication is the lifeblood of an organization. We can say that A manager's success depends largely on his ability to communicate. There are various factors that affect your communication skills, in this lesson we will focus on those. 3.1 CODE AND CONTENT A basic communication model consists of five components: the sender and receiver, the medium that carries the message, contextual factors, the message itself, and feedback. To target your messages effectively, you need to consider the variables that can affect each of the components in the model. Following are the five components of communication skills training model. 1. Sender and receiver: Certain factors can complicate communication between a sender and receiver: <sup>TM</sup> Different beliefs, values, and personalities influence the way the sender and receiver perceive information. So senders and receivers may have different reactions to the same information. <sup>TM</sup> Various barriers to communication prevent a sender's message from being understood as intended. Examples include bad grammar and word choice, and the nature of the relationship between the sender and receiver. 2. Medium: You communicate through speech in a face-to-face conversation, as well as through e-mail, an instant message, a telephone call, or a written letter. To choose the right medium, you should consider several factors: <sup>TM</sup> Importance of the message – Generally, you should deliver really important messages face-to-face or over the phone. This makes more impact and enables the receiver to respond immediately. E-mail is suitable for less important messages, or those to which you don't need an urgent response. Instant messaging is best used for casual messages. <sup>TM</sup> Practicality – When senders and receivers are geographically dispersed, using telecommunications media – such as the phone, e-mail, and instant messaging – is more practical than arranging face-to-face meetings. Also, it's more practical to use a text-based medium like e-mail if you need to send someone a lot of data or to keep a record of

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 45 what's discussed. Other practical considerations are the costs, physical space requirements, and potential delays associated with using different communication media. <sup>TM</sup> Your and the receiver's preferences – Some people just prefer certain media over others. To communicate effectively, you should consider the other party's preference. Sometimes this may also be influenced by the established communication processes in the person's organization. <sup>TM</sup> Receiver's communication style – Some people respond best to information that's presented visually. Others rely more on what they hear, or on information that's text-based. And some learn best by doing – building models or putting ideas into practice. In trying to choose an effective medium, you should consider the preferred communication style of the receiver. You should also consider the receiver's willingness to receive your message. For example, it's better to communicate sensitive information, rather than via e-mail. <sup>TM</sup> Need for feedback – If you need feedback from the receiver without delay, you should choose a medium that allows this – like a face-to-face meeting or a phone call. If the need for feedback is less urgent, a medium like e-mail might be appropriate. If you don't require feedback at all, you can opt for a less personal medium that doesn't support two-way communication. 3. Contextual factors: Various contextual factors can play a role in how well a sender and receiver of a message communicate: <sup>TM</sup> Body language – Body language refers to all the nonverbal ways people communicate, including facial expressions, physical gestures, and posture. In face-to-face conversations, these play an important role. They often communicate things that are left unsaid – such as a person's enthusiasm, attentiveness, or even annoyance. When you're speaking to someone, it's important to ensure your body language is appropriate. It's also important to read the other person's body language so you can respond to it. <sup>TM</sup> Timing – It's best to time messages for when you know the receiver has time to attend to them properly. The timing of a message can influence how well or badly it's received. <sup>TM</sup> Environment – Factors like the formality or informality of a setting, noise in the surroundings, and room temperature can all affect the abilities of a sender and receiver to communicate. Their physical proximity also plays a role.

Personality Development Notes 46 You also need to consider these contextual factors when you communicate with others: <sup>TM</sup> the type of language you use for your message <sup>TM</sup> the assumptions you make when formulating your message <sup>TM</sup> the willingness of the receiver to engage in dialog about your message, and <sup>TM</sup> your tone of voice, volume, and the rate at which you speak <sup>TM</sup>

Communication can also be distorted by "noise" which is anything that causes a receiver to incorrectly receive the message, including distracting sounds, faulty hearing, mispronunciation, and errors in transferring the message. 4. Message: A message is defined as the object of communication or the thing that is being communicated. A message may be spoken, written, visual, and physical signals. Some qualities of a message include its wording, directness, and purpose. Each message has a specific purpose: <sup>TM</sup> to convey important facts or information <sup>TM</sup> to persuade the receiver to accept or reject certain conditions or actions <sup>TM</sup> to motivate the receiver to act in a specific way <sup>TM</sup> to stimulate discussion about a particular issue, or <sup>TM</sup> to entertain the receiver Messages can have many other purposes, like instructing, warning, greeting, or requesting information. For a message to be effective, you should know exactly why you plan to send it. 5. Feedback: Feedback is any response to a communicated message. It takes the form of a message itself, and may be verbal, visual, or written. Often, feedback is essential, because it's what turns one-way communication into two-way communication. Feedback may be positive or negative: <sup>TM</sup> Positive feedback indicates the receiver has received and understood the message. <sup>TM</sup> Negative feedback indicates that the receiver either has not received the message or has not understood its content

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 47 Feedback is important during communication because it helps the sender to make any necessary adjustments so that the message is correctly received. Feedback is also important after you've delivered a message. It enables further clarification or discussion. Because each component is affected by many variables and varies across situations, it's essential that communicators take the time and effort to plan and target their messages carefully. Self Assessment Fill in the blanks: 1. A basic communication model consists of ..... components. 2. Generally, you should deliver really important messages ..... or over the phone. 3. A ..... is defined as the object of communication or the thing that is being communicated. 4. Feedback is any ..... to a communicated message. 3.2 STIMULUS AND RESPONSE 3.2.1 Communication is about stimulus-response Response is what the audience grasps, understands, or remembers. Stimulus is the way we can elicit the response in the audience's mind. Response and stimulus must correspond to each other, but they should not be a mirror image of each other. Figure 3.1: Stimulus Response Theory

Personality Development Notes 48 For Example, Let's say that I have to meet a bunch of new acquaintances. For whatever reasons, I want these people to get the impression that I'm funny. This means, "Mita is funny" is the desired response. To trigger this intended response, I can do several things. I can tell a joke, doing a funny dance, or wearing hilarious clothes. The joke, the funny dance, and the hilarious clothes are the stimuli. However, there's one thing that I should not do: telling them directly that I'm funny. This is what I mean by stimulus should not be the echo of the response. Figure 3.2: Stimulus Response Example Why can't we simply echo the response in the stimulus? Will it not make the communication more direct and easier to understand? Don't we see many TV commercials telling the audience directly that "Brand X tastes good" or that "Brand Y makes you beautiful"? Just because you see many people do it, doesn't mean the action is right. If we insist on mirroring the stimulus and response, this is what can happen: z The audience will be more likely to find the communication not credible z The communication will fail to attract the audience's attention. If they don't pay attention, they won't remember it. z The communication will fail to engage the audience emotionally. If they are not emotionally engaged, they are more likely to forget about it. Determining the desired response lies at the heart of communication strategy. If we plan to communicate about anything for whatever purposes, the starting point should always be "What do we want the audience to remember?" not "What do we want to say?"

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 49 We should start with "What do we want the audience to remember?" because it forces us to be mindful that 1. The audience's attention span is limited, so be as concise as possible 2. The audience is also exposed to other things, so be noticeable 3. The audience's attention is directed to whatever they think will satisfy their needs or solve their problems, so be relevant. This is what I called as audience-centric planning, and this is a deliberate act of respecting the audience. It's not about what we have to tell them, it's about what they want to pay attention to and remember. To sum up: z Communication is about stimulus and response z Don't echo the response into the stimulus z It's always about "What do we want the audience to remember?" Never "What do we want to say?" 3.3 SPEAKING SKILLS The sound of a voice and the content of speech can provide clues to an individual's emotional state and a dialect can indicate their geographic roots. The voice is unique to the person to whom it belongs. For instance, if self-esteem is low, it may be reflected by hesitancy in the voice, a shy person may have a quiet voice, but someone who is confident in themselves will be more likely to have command of their voice and clarity of speech. Your voice can reveal as much about your personal history as your appearance. 3.3.1 Aspects of Effective Speaking Effective speaking has nothing to do with the outdated concept of 'elocution' where everyone was encouraged to speak in the same 'correct' manner. Rather, effective speaking concerns being able to speak in a public context with confidence and clarity, whilst at the same time reflecting on your own personality. For Example, An exercise to help develop your effective speaking skills: Personality Development Notes 50 Find a document to read, something about two pages in length - the first few pages of a book would work well. Read your document through silently first, then read it aloud in your normal speaking voice. Don't worry if you stumble or falter, just pick up and continue to the end. Now read it a third time, recording your voice if possible and remember: z Slow down: It is a natural reaction to want to get it over as fast as possible and this often causes people to stumble over their words. Speeding up also occurs when you are nervous and usually makes you more difficult to understand. z Keep your head up: Try not to tuck your chin into the book as your voice is then addressing the floor. Hold your book higher and project your voice. z Pause occasionally: Let the end of a sentence or the end of a paragraph give you a chance of a small, two or three second rest. Pauses can be useful for emphasis. Practice this exercise as often as you can. 3.3.2 Strategies for Developing Speaking Skills Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn. 1. Using minimal responses: Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. 2. Recognizing Scripts: Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and



Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 51 making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. 3. Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. Self Assessment State whether the following statements are true or false: 1. Response and stimulus should be a mirror image of each other. 2. If the audience is not emotionally engaged, they are more likely to forget about it. 3. Stimulus should be the echo of the response. 4. Audience-centric planning is a deliberate act of respecting the audience. 5. Someone who is confident in themselves will be more likely to have command of their voice and clarity of speech. 6. Don't stumble or falter, or leave and one should not continue to the end for effective speaking. 3.4 EFFECTIVE SPEAKING GUIDELINES Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental. Here are some proven tips on how to control your butterflies and give better presentations: 1. Know your material. Pick a topic you are interested in. Know more about it than you include in your speech.

Personality Development Notes 52 Use humor, personal stories and conversational language – that way you won't easily forget what to say. 2. Practice. Practice. Practice! Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause and breathe. Practice with a timer and allow time for the unexpected. 3. Know the audience. Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers. 4. Know the room. Arrive early, walk around the speaking area and practice using the microphone and any visual aids. 5. Relax. Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. ("One one-thousand, two one-thousand, three one-thousand. Pause. Begin.) Transform nervous energy into enthusiasm. 6. Visualize yourself giving your speech. Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence. 7. Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you. Consequently, it's important to have a strong introduction that delves quickly into the talk. If you can begin, with a joke, even better. But don't wait for the laughter, just keep going. 8. Don't apologize for any nervousness or problem the audience probably never noticed it. 9. Concentrate on the message – not the medium. Focus your attention away from your own anxieties and concentrate on your message and your audience. 10. Gain experience. Mainly, your speech should represent you – as an authority and as a person. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need in a safe and friendly environment.

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 53 It seems small, but music benefits both you and the audience. Music is comforting; it forces everyone in the room to relax a bit and realize this is entertainment - not a boring lecture. For speakers, starting a talk with some of your favorite music immediately takes the edge off, sets the tone, and tells the audience a little more about you as a person. 3.5 PRONUNCIATION ETIQUETTES Suppose you want to say the word determine. Only, you don't know how to pronounce it, so you take a guess – DEE-tur-mine, to rhyme with mine. That is a mistake (the correct pronunciation is /dɪ'tɜːmɪn/), but you don't know that, so you say it again and again, until it becomes natural for you. Whoops – you've developed a "bad habit"! Because English pronunciation is unpredictable, guessing is a terrible strategy. It often leads to errors, which lead to bad habits. If you guess, you can teach yourself the wrong pronunciation of hundreds of words. Even if you learn the correct pronunciation later, the wrong pronunciation can be difficult to eliminate, because you've repeated it so many times. European schools are full of people who mispronounce something every time they open their mouth. The reason is always the same: they think they can guess how to pronounce English words. You may think that when you make a mistake, somebody will correct you, so you won't form a bad habit. But in reality, you can't count on that. Correcting someone's mistakes takes not only great English skills, but also time and effort. It's really hard to find someone who would be willing to correct all your written and spoken sentences. "I'm sorry, I don't understand? Can you say that again, please?" Have you heard these particular lines before? Then you can probably understand just how embarrassing it often is to repeat something again and again. Communication difficulties can easily hold you back in this current fast-moving, global business arena. More and more people are hiding their particular abilities, gifts and talents from those around them because of a worry of speaking out only to be misunderstood. Hence we suggest seven simple steps to guide you pronounce words carefully and clearly, to avoid any glitches.

Personality Development Notes 54 Step 1: Talk Slowly It follows, that; the faster you talk, the more difficult it can be for your listener to understand you. The most effective way to quickly improve your pronunciation is to simply talk slowly. Step 2: Take a Breath A pause is a very useful tool which can be used in many scenarios. A pause tends to be the length of one breath in and one breath out and they are used to clearly make a distinction between the end of one sentence and the start of another. Pauses are also used when you want to start talking about another topic. Step 3: Speak Up If you want to say something, truly say it! Take a deep breath in, as you do so stand up straight then speak on the exhale. Do not cover your mouth with your hand, fingers, a book, your notes, or a pen. You should also look into the eyes of your listeners, do not look down to the floor or look left, right or up to the ceiling – speak directly to them and maintain eye contact! Step 4: Pronounce Word Endings As we hurry to get our words out, we can often forget to say our word endings – the grammatical markers at the ends of words, for example the plural 's' or past tense 'ed.' If you do not pronounce these end sounds, it sounds like you're making very simple but very confusing grammatical errors and the meaning of your sentence can be lost. Step 5: Use Clear Consonant Sounds Here are some good examples of frequently confused consonant sounds: /b/ & /p/, /d/ & /t/, /g/ & /k/, /f/ & /v/. The first sound in each pair is voiced, while the second sound is voiceless. Why not quickly practice voiced and voiceless? Place a hand in front of your mouth and say these pairs of words out loud: big/pig, Dan/tan, van/fan. When you are pronouncing the /b/ and /p/ sounds properly, you will feel an explosion of breath as you make the /b/ sound. Step 6: Stress Words Consistently What is considered appropriate or inappropriate word stress? Correct word stress is a little harder to understand as it can be very dependent upon where the native English speakers come from originally. Unfortunately "inappropriate" word stress can make your listener feel uncomfortable especially if it deviates from their norm because this can

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 55 highlight the fact that the speaker in an outsider. Sometimes this can be rather FRUstrating (US)/frusTRATING (UK) to a non-native speaker especially if they are attempting to get their point across. "So which way, is the right way?" The easiest answer? Choose the stress form which you are most comfortable with and stick to it! If you are comfortable and consistent you are more likely to make yourself understood! Step 7: Keep it Simple Keep your sentences simple. Don't use a long word when a short one will do. You may think this common rule is the norm, however you'd be surprised by how few people actually put it into practice it! Your primary aim in each and every voiced interaction is to ensure that both your message and your intentions are understood by your listener. You can guarantee this by keeping your vocabulary simple and learning to use the common English words or High Frequency Words. Your first goal in learning English pronunciation should be to "get it right in your head". First, learn to recognize all the English sounds. Second, learn which sounds occur in which words, even if you can't pronounce them very well yourself. If your knowledge is right, your physical skills will surely follow. Self Assessment State whether the following statements are true or false: 1. stimulus should be the echo of the response. 2. European schools doesn't have people who mispronounce something. 3. A pause is a very harmful tool which can be harm in many scenarios. 4. Correct word stress is a little harder to understand as it can be very dependent upon where the native English speakers come from originally. 3.6 PHONETICS Phonetics is a branch of linguistics that comprises the study of the sounds of human speech, or in the case of sign languages the equivalent aspects of sign. It is concerned with the physical properties of speech sounds or signs (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status.

Personality Development Notes 56 The field of phonetics is a multilayered subject of linguistics that focuses on speech. In the case of oral languages there are three basic areas of study: z Articulatory phonetics: the study of the production of speech sounds by the articulatory and vocal tract by the speaker. z Acoustic phonetics: the study of the physical transmission of speech sounds from the speaker to the listener. z Auditory phonetics: the study of the reception and perception of speech sounds by the listener. A linguist who specializes in phonetics is known as a phonetician. Phonetics is an important aspect of teaching in the English language, but is rarely taught at schools or universities. For a teacher to be effective, they need to view teaching pronunciation as an essential part of the course. Skilled pronunciation teaching can do much good. It can give life to a class because it can reveal feelings and reactions. International Phonetic Alphabet International Phonetic Alphabet is a system of phonetic notation composed of symbols and letters. Its purpose is being able to create a standardized and accurate method of representing the sounds of the English language. Figure 3.3: International Phonetic Alphabet Chart

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 57 3.7 SYLLABLE A syllable is an uninterrupted part of speech with sonority, without any other sounds of less sonority. Counting the number of syllables in a word can help with pronunciation; it's a common learning technique for students beginning to read. Finding the number of syllables in any word is a useful skill. Figuring out the number of syllables in a word requires you to sound out the word to determine how many natural pauses exist within the word. Clapping along with the word is a good method to discover the number of syllables. Instructions Pronounce the word slowly and distinctly, feeling for natural pauses or breaks in the rhythm of your speech. Clap along with the pauses. For example, while dividing the word communicates into syllables you would clap four times (com-mun-i-cate). The total number of claps is the number of syllables in the word. You may be wondering how to you actually make a syllable sound stressed. Here is how: 1. Pitch: Your pitch should be higher for a stressed syllable 2. Length: A stressed syllable should be longer than an unstressed one 3. Loudness: A stressed syllable is usually louder than an unstressed one 4. Vowel sounds: The vowel sound in a stressed syllable is normally more pronounced, your tongue is further away from the middle of your mouth than an unstressed one. Example: Here is an example 'Company' com pa ny For this word, 'com' is stressed and 'pa' is not stressed. For this reason, the vowel in 'pa' is not stressed, and when you say this syllable, your tongue is in the middle of your mouth. This neutral vowel sound is called 'schwa'

Personality Development Notes 58 3.8

STRESS In linguistics, stress is the relative emphasis that may be

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given to certain syllables in a word, or to certain words in a phrase or sentence. Stress is

typically signaled by such properties as increased loudness and vowel length, full articulation of the

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vowel, and changes in pitch. The terms stress and accent are often used synonymously, but they are sometimes distinguished, with certain specific kinds of prominence (such as pitch accent, variously defined) being considered to fall under accent but not under stress. In this case, stress specifically may be called stress accent or dynamic accent.

In speaking class, we try to emphasize the importance of word stress to students. Word stress is very important to knowing how to properly pronounce words in the English language. In the English language, word stress deals with the syllables involved in each word. Most English words will have one syllable said louder than the other syllables. This is very confusing for many students since most students can not remember which syllable is stressed in a particular vocabulary word. Moreover, when suffixes are added to the vocabulary words, students become even more confused. As a result, I would like to give a few hints for students to follow when it comes to word stress for words that include suffixes. In English, suffixes cause word stress to change among the various syllables of a word depending on what the suffix is. For example, you may have a suffix that causes the syllable before the suffix to be stressed. On the other hand, you may have a suffix that makes the second syllable before the suffix to be stressed. Still, you may have some suffixes that are stressed in the word. See the chart below for a few examples. I hope this helps you to understand how to pronounce confusing vocabulary words that include suffixes. This list is in no way meant to show the only suffixes. There are many more suffixes in the English language. These are just a few of the common suffixes.

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 59 Stressed syllable Suffixes Examples Syllable before suffix -ic; -ical; -ity; -tion; -graphy; -ia; -ial; -ian; -ible; -inal; -ious; -logy; -nomy; -sion • conditions • quality • illegible • statistics Second syllable before suffix -ary; -ate; -graph; -ize; -tude • congratulate • itemize • photograph • vocabulary Stress is the reason that forty nights and fourteen nights sound different to a native English speaker. It's FORTY NIGHTS, and fourTEEN NIGHTS. That's the reason that non-native speakers often don't sound right, even when their pronunciation is perfect. Every word in English that is longer than one syllable has word stress. Stress is the emphasis on one syllable in the word. This means one vowel sound. The vowel sound might be combined with consonants. Fourteen and forty both have two syllables: four-teen, for-ty. When you stress a syllable, several things happen. You enunciate. You lengthen the sound. You raise your voice. All of this together creates word stress. Here's more detail below. Table 3.1: How to Stress English Vowels Sound Stressed Unstressed Short vowel (a, e, i, o, u) Stays a short vowel: cat, egg, sit, hot, cut Becomes ə or i: a in about, e in exact, i in tropic, o in lesson, u in understood Long vowel (a, e, i, o, u, y) stays a long vowel: ate, feet, high, boat, lute stays a long vowel: second a in mandate, y in angry, first i in itinerary, o in hippo, first o in zoology (Exceptions: the o in 'to' can become a ə in everyday speech) Diphthongs [oi, ou, ew, ai(r), ea(r)] stays long: oil, loud, fuel, air, ear stays long: ow in however Consonants (b, c, d, f, etc.) Aspirated slightly aspirated at the beginning of words, not aspirated at the end.

Personality Development Notes 60 Word stress is very important. Every English teacher should know about it and include it in their lessons. Every English student should learn it. It can be the difference between sounding like a foreigner and sounding like a native. It can mean the difference between whether or not you are understood. Word stress should be included with every vocabulary lesson. 3.9 ACCENT Regional and ethnic accents are positive; they are part of individual personality. Gradually, over the years, through the migration of people and exposure to the media, accents are being broken down and neutralised. In some ways this is a shame because accents can add a dimension and distinctiveness to voice and emphasise individuality. It is important to get used to the sound of your own voice. Most people are more relaxed in a private situation, particularly at home, where there are no pressures to conform to any other social rules and expectations. This is not the case in public situations when there are all sorts of influences exerted upon the way people speak. Task Try recording your own voice in an informal setting, like at home. Listen carefully to how you sound in order to become accustomed to your own voice. You might also note any aspects of your speech which reduce the overall effectiveness of your message. Often people don't like the sound of their own recorded voice - in the same way that some people don't like photographs of themselves - they can feel embarrassed. Most of us are not used to hearing our own voices and these feelings are totally normal. Get past the initial, 'Do I really sound like that?' stage and develop a better understanding of your voice. When relaxed you will feel more confident, therefore by listening to your voice at home you will have an idea of how you sound to other people. Although you cannot hear your voice in the same way that others hear you, you can develop an awareness of its impact on others. Understanding the physical nature of your voice will give you more control over the way that you use it. Individuals are all used to using language in an informal way in their everyday lives, but as soon as a hint of formality is suggested, they can become self-conscious and seize up. This becomes especially obvious when speaking in front of strangers in a public setting.

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 61 The more you get used to the sound of your voice functioning in a slightly more formal way, the easier it is when doing it 'for real'. In conversational mode, individuals tend to speak in short phrases, a few at a time. Reading aloud helps you to become used to the more fluent sound of your voice. 3.10 RHYTHM You can study English reading, writing and grammar for many years, but when you begin to talk with English speakers from other countries, especially fluent speakers talking together informally, you may be surprised to find that spoken English is very different from written English. The reason for this is that there are several important features of spoken English which are not apparent in the written language. Understanding these features can be a great help to English learners, but unfortunately they are not always taught in English classes. We learn the rhythm of our native language in the first months of life, and tend to mistakenly apply that rhythm to any new language we learn. It is important to learn the unique rhythm of each language. English is one of the "stress-timed" languages, and the basic unit of English rhythm is the syllable. The rhythm of English is largely determined by the "beats" falling on the stressed syllables of certain words in phrases and sentences. Stressed and unstressed syllables occur in relatively regular alternating patterns in both phrases and multi-syllable words. In phrases, "content words" (words that have meaning) rather than "function words" (words with grammatical function only) usually receive the stress. Rhythm, actually, is timing patterns among syllables. However, the timing patterns are not the same in all languages. There are, particularly, two opposite types of rhythm in languages: stress-timed and syllable-timed. According to Mackay (1985), stress-timed rhythm is determined by stressed syllables, which occur at regular intervals of time, with an uneven and changing number of unstressed syllables between them; syllable-timed rhythm is based on the total number of syllables since each syllable takes approximately the same amount of time. English, with an alternation of stressed and unstressed syllables, is obviously stress-timed, while Chinese, with nearly equal weight and time in all syllables, is syllable-timed. These two languages, therefore, are very different in rhythm. Unfortunately, many Chinese students seem not to be aware of this striking difference. As a consequence, they tend to apply the rhythm of Chinese (syllable-timed rhythm) when speaking English. They do not even know that their English speech rhythm is affected by the rhythm of Chinese, nor do they know that this improper rhythm makes their English speech unnatural and hard

Personality Development Notes 62 to be understood. In order to help students realize that English rhythm is so different from Chinese rhythm, we can use the following illustrations to show a contrast between the two rhythms. Example: Pronunciation is important. In the above illustrations, the English rhythm is composed of adults (stressed syllables) and children (unstressed syllables), which suggests that English has different syllable length and weight. The rhythm of English is largely determined by the "beats" falling on the stressed syllables Common Problems in Sentence Rhythm The two important features of sentence rhythm, stress and syllables grouping, causes much difficulty to many students. If you have a tendency to stress every word and syllable equally, you might sound abrupt, angry, adamant, or impatient without intending to. On the other hand, if you fail to show which words are stressed or unstressed, the listener will probably have difficulty understanding the meaning of the sentence due to the lack of clear stressed words. Another common problem with sentence rhythm is that they tend to pronounce words separately, and that they randomly pause wherever they want, especially when they are asked to read aloud a longer sentence where there is very few punctuation to help them out. Many of them simply do not have the idea that grouping syllables appropriately makes listeners easier to catch a small unit of message in ongoing speech. Again, this tendency may be caused by their mother tongue. Failure to do appropriate pausing and linking in English makes the speech sounds choppy and unclear. Techniques and Tools in Teaching Sentence Rhythm One popular way to teach sentence rhythm, again, is to have students listen and repeat after the tape or the teacher to imitate. It can be effective for some students, but it may not work for many others. Sentence Stress Pattern Building 1. Learn the "basic" emphasis pattern of English. 2. Find content words 3. Listen for stressed words. 4. Practice saying rhymes to catch sentence stress patterns naturally.

Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 63 3.11 INTONATION Intonation is the variation in volume and pitch in a whole sentence. Intonation is important for questioning, agreeing, disagreeing and confirming sentences, expressing emotions and feelings. 1. The normal pattern of intonation is the rise/fall intonation. This is when the pitch slowly changes from rise and falls down, indicating the speaker has finished his/her statement. 2. The second intonation is the fall/rise intonation. The fall/rise intonation indicates surprise, disagreement, or request of a response/confirmation from listener. 3. The third and last intonation is the flat intonation. This intonation indicates the speaker probably does not want to speak. Self Assessment Fill in the blanks: 1. The field of ..... is a multilayered subject of linguistics that focuses on speech. 2. Counting the number of ..... in a word can help with pronunciation 3. The total number of claps is the number of ..... syllables in the word. 4. Most English words will have one syllable said ..... than the other syllables. 5. .... is the reason that forty nights and fourteen nights sound different to a native English speaker. 6. The two important features of sentence rhythm, ..... And ..... grouping, causes much difficulty to many students 7. the pitch slowly changes from rise and falls down, indicating the speaker has ..... his/her statement. SUMMARY z A basic communication model consists of five components: the sender and receiver, the medium that carries the message, contextual factors, the message itself, and feedback. z Generally, you should deliver really important messages face-to-face or over the phone. z Body language refers to all the nonverbal ways people communicate, including facial expressions, physical gestures, and posture.

Personality Development Notes 64 z A message is defined as the object of communication or the thing that is being communicated. z Feedback is any response to a communicated message. z A syllable is an uninterrupted part of speech with sonority, without any other sounds of less sonority. z Counting the number of syllables in a word can help with pronunciation; it's a common learning technique for students beginning to read z Over the years, through the migration of people and exposure to the media, accents are being broken down and neutralised. z The rhythm of English is largely determined by the "beats" falling on the stressed syllables of certain words in phrases and sentences. z Intonation is important for questioning, agreeing, disagreeing and confirming sentences, expressing emotions and feelings. z

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In linguistics, stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a

phrase or sentence. z Phonetics is a branch of linguistics that comprises the study of the sounds of human speech, or in the case of sign languages the equivalent aspects of sign. KEYWORDS Articulatory phonetics: the study of the production of speech sounds by the articulatory and vocal tract by the speaker. Acoustic phonetics: the study of the physical transmission of speech sounds from the speaker to the listener. Auditory phonetics: the study of the reception and perception of speech sounds by the listener. Body language: Body language refers to all the nonverbal ways people communicate, including facial expressions, physical gestures, and posture. Message: A message is defined as the object of communication or the thing that is being communicated. Feedback: Feedback is any response to a communicated message. Intonation: It is the variation in volume and pitch in a whole sentence.

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Stress: In linguistics, stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a

phrase or sentence. Syllable: A syllable is an uninterrupted part of speech with sonority, without any other sounds of less sonority. Lesson 3 – Communication Skills: Spoken English, Phonetics, Accent, Intonation Notes 65 REVIEW QUESTIONS 1. Explain the components of a communication model. 2. Provide guidelines of pronunciation etiquettes. 3. List the simple steps to guide you pronounce words carefully and clearly. 4. Communication is about stimulus-response. Comment 5. Define phonetics and its branches. 6. Write notes on: <sup>TM</sup> International Phonetic Alphabet <sup>TM</sup> Accent <sup>TM</sup> Rhythm 7. What is the importance and types of intonation? 8. Explain the importance of Speaking skills. 9. Explain Stress and Syllable in detail. 10. Explain the various features of speaking with the help of examples. Answers to Self Assessment 1. Five 2. face-to-face 3. message 4. response 5. False 6. True 7. False 8. True 9. True 10. False 11. True 12. False 13. False 14. True 15. Phonetics 16. Syllables Personality Development Notes 66 17. Syllables 18. louder 19. Stress 20. stress and syllables 21. Finished FURTHER READINGS Keith Davis, 1993, Human Behaviour, McGraw Hill, New York. P.D. Chaturvedi, Mukesh Chaturvedi, Business Communication – Concepts, Cases and Applications, 2007, Pearson Education. Keying In: Newsletter of the National Business Education Association 10, No.3 (2000). D. Perry, Do You Have the Skills Most in Demand Today? Career Journal from The Wall Street Journal, 2002. Raymond V. Lesikar & Marie E. Flatley, Basic Communication, 10th Edition, p. 278-280. Tata McGraw Hill Publications. Francis Soundraraj, Speaking and Writing for Effective Business Communication, P. 207. Macmillan, New Delhi. WEBLINKS <http://www.forbes.com/sites/victorlipman/2012/11/12/a-quiet-persons-guide-to-effective-public-speaking/> <http://mirfoote.hubpages.com/hub/Speak-English-Like-a-Native-The-Importance-of-Stress> <http://www2.nkfust.edu.tw/~emchen/Pron/papers/paper-2.html> Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 67 UNIT 4 – YOUR RESUME OR CURRICULUM VITAE- THE FIRST STEP FORWARD CONTENTS Learning Objectives Introduction 4.1 Difference between resume and Curriculum Vitae 4.1.1 Resume 4.1.2 Curriculum vitae 4.1.3 Difference between Resume and Curriculum Vitae 4.2 Strategies of resume writing 4.2.1 Planning your Resume 4.2.2 Writing Your Resume 4.2.3 Completing 4.3 Favourable first impression 4.3.1 Specimen 1: Chronological Resume 4.3.2 Specimen 2: Functional Resume 4.3.3 Specimen 3: Skills Resume 4.4 Main body of resume Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Define the resume and format of CV z Differentiate between a resume and CV z Describe the strategies for writing a resume z Explain the essentials of writing a resume Personality Development Notes 68 INTRODUCTION Resume writing is an art and is regarded as an important method of communication. When candidates search for jobs, they need to write a resume pertaining to their qualification, experience and capabilities. For most of the time, candidates use one resume for different kinds of employment searches. As a matter of fact, in some cases, a person prepares different resumes for different jobs. In this chapter, resume designs are discussed. The skills and techniques of writing your own resume will also be discussed in the chapter. In French, résumé means summary 4.1 DIFFERENCE BETWEEN RESUME AND CURRICULUM VITAE 4.1.1 Resume Resume writing is an art and is regarded as an important method of communication. When candidates search for jobs, they need to write a resume pertaining to their qualification, experience and capabilities. For most of the time, candidates use one resume for different kinds of employment searches. As a matter of fact, in some cases, a person prepares different resumes for different jobs. There is no one right way to write a resume. Every person's background, employment needs, career objectives are different. Experts have given unique resume designs. 4.1.2 Curriculum vitae A Curriculum vitae (CV) provides a summary of one's experience and skills. Typically longer than resumes (at least two or three pages), CVs are used almost exclusively in countries outside of the United States. Within the United States, people in academia and medicine tend to use CVs rather than resumes. CVs include information on one's academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements. 4.1.3 Difference between Resume and Curriculum Vitae It is generally seen that the words resume and curriculum vitae are used interchangeably to mean what is even more commonly called 'bio-data'. No doubt, they are similar in the sense that both are sent, sometimes accompanied by an application letter (called job application letter), to potential employers

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 69 when you are seeking job interviews. But there is a technical difference between a resume and a CV. Curriculum Vitae: It is a Latin expression that literally means 'course of life'. A CV is a summary of candidates' qualifications and experience. It does not provide any insight into the capabilities of the candidate. It is 'one-size-fits all' type of bio-data. It reveals nothing about the personality of the candidate. It is simply a chronological statement of biographical details. The chronology, however, is in reverse order, starting with the latest. These days it is outmoded. But some companies still ask for CV instead of resume in their requirements. Therefore, one should be careful regarding what is demanded a resume or a CV. Resume: Resume is more descriptive as compared to CV. It is a selective record of not only of your background your educational qualifications and work experience but also a summary of your skills, accomplishments, abilities, and so on. Thus, it spells out the contributions made by the candidate. The positive feature of a resume is that it is a self-marketing device that is used to market one's skills. Most researchers in business communication do not make any serious distinction between a CV and a resume. The difference is only a matter of degree and not kind. A CV is a summary of a candidate's qualifications and experiences whereas resume involves more description including a summary of skills, achievements and capabilities. Self Assessment State whether the following statements are true or false: 1. A CV does provide an insight into the capabilities of the candidate. 2. The positive feature of a resume is that it is a self-marketing device that is used to market one's skills. 3. CV is more descriptive as compared to resume. 4.2 STRATEGIES OF RESUME WRITING While looking for employment, you will need to send out messages such as resumes, application letters, job inquiries, and follow-up letters. Whenever you send out such employment messages, you have an opportunity to showcase your communication skills, skills valued highly by the majority of employers. So write these messages carefully by following the three-step writing process.

Personality Development Notes 70 1 Planning 2 Writing 3 Completing (a) Analyze (b) Investigate (c) Adapt Study your purpose and your audience to tailor your message for maximum effect. Gather relevant information about you and about the employer you are targeting. Establish a good relationship by highlighting those skills and qualifications that match each employer. (a) Organize (b) Compose Use the AIDA approach in letters and choose the most appropriate resume format to highlight your strongest points. Make your letters friendly, businesslike, and slightly more formal than usual. For resumes, use action verbs and make your style direct, brief, and crisp. (a) Revise (b) Produce (c) Proofread Evaluate content, revising for both clarity and conciseness. Ensure a clean, sharp look whether your message is printed, e-mail, or online. Look carefully for errors in spelling and mechanics that can detract from your professionalism. Figure 4.1: Three-Step Writing Process 4.2.1 Planning your Resume Your resume must be more than a simple list of jobs you have held. As with other business message, planning a resume means analyzing your purpose and your audience. Analyze A successful resume inspires a prospective employer to invite you to join the company. Thus, your purpose in writing your resume is to create interest—not to tell readers everything about you. In fact, it may be best to only hint at some things and leave the reader wanting more. The potential employer will then have even more reason to contact you. Investigate To provide all the information your audience will need, gather every scrap of pertinent personal history you can think of, including all the specific dates, duties, and accomplishments of any previous jobs you've held. Collect every piece of relevant educational experience that adds to your qualifications, such as formal degrees, skills certificates, academic awards, or scholarships. Also, gather any relevant information about personal endeavours: dates of your membership in an association, offices you may have held in a club or professional organization, any presentations you might have given to a community group. You'll want to have every bit of this information at your fingertips before you begin composing your resume.

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 71 Adapt Because your resume will have little time to make an impression, be sure to adopt a 'you' attitude and think about your resume from the employer's perspective. A good resume is flexible and can be customized for various situations and employers. It is up to you to combine your experiences into a straightforward message that communicates what you can do for your potential employer. Think in terms of an image or a theme you'd like to project. Are you academically gifted? A campus leader? A well rounded person? A creative genius? A technical wizard? Don't exaggerate, and don't alter the past or claim skills you don't have. However, don't dwell on negatives, either. By knowing yourself and your audience, you will focus successfully on strengths needed by potential employers. 4.2.2 Writing Your Resume To write a successful resume, you need to convey seven qualities that employers seek. You want to show that you z Think in terms of results, z Know how to do it, z Are well rounded, z Show signs of progress, z Have personal standards of excellence, z Are flexible and willing to try new things, and z Possess strong communication skills. As you organize and compose your resume, think about how you can convey those seven qualities. Organize Although you may want to include a little information in all categories, emphasize the information that has a bearing on your career objective, and minimize or exclude any that is irrelevant or counterproductive. Following are some common problems and some quick suggestions for overcoming them: z Frequent job changes: Group all contract and temporary jobs under one if they're similar. z Gaps in work history: Mention relevant experience and education gained during time gaps, such as volunteer or community work. Offer honest explanations about your absences. z Inexperience: Do related volunteer work. List relevant course work and internships.

Personality Development Notes 72 z Over-qualification: Tune down your resume, focusing exclusively on pertinent experience and skills. z Long-term employment with one company: Itemize each position held at the firm to show "interior mobility" and increased responsibilities. Don't include obsolete skills and job titles. z Job termination for cause: Be honest with interviewers. Show you're a hardworking employee and counter their concerns with proof such as recommendations and examples of completed projects. z Criminal record: Consider sending out a "broadcast letter" about your experience, rather than a resume and cover letter. Prepare answers to questions that interviewers will probably pose. Compose To focus attention on your strongest points, adopt the appropriate organization approach make your resume chronological, functional, combination or skills resume. The 'right' choice depends on your background and your goals. 4.2.3 Completing The last step in the three-step writing process is no less important than the other two. Revise The key of writing a successful resume is to adopt the 'you' attitude and focus on your audience. Think about what the prospective employer needs, and then tailor your resume accordingly. Employers read thousands of resume every year and they complain about the following common problems: z Too long: The resume is not concise, relevant, and to the point. z Too short or sketchy: The resume does not give enough information for a proper evaluation of the applicant. z Hard to read: A lack of "white space" and of devices such as indentions and bold facing makes the reader's job more difficult. z Wordy: Descriptions are verbose, with numerous words used for what could be said more simply. z Too slick: The resume appears to have been written by someone other than the applicant, which raises the question of whether the qualifications have been exaggerated. z Amateurish: The applicant appears to have little understanding of the business world or of a particular industry, as revealed by including the wrong information or presenting it awkwardly. z Poorly reproduced: The print is faint and difficult to read.

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 73 z Misspelled and ungrammatical throughout: Recruiters conclude that candidates who make spelling and grammar mistakes lack good verbal skills which are important on the job. z Boastful: The overconfident tone makes the reader wonder whether the applicant's self-evaluation is realistic. z Dishonest: The applicant claims to have expertise or work experience that he or she does not possess. z Gimmicky: The words, structure, decoration, or material used in the resume depart so far from the usual as to make the resume ineffective. Produce With less than a minute to make a good impression, your resume needs to look sharp and grab a recruiter's interest in the first few lines. A typical recruiter devotes 45 seconds to each resume before tossing it into either the 'maybe' or the 'reject' pile. Most recruiters scan a resume rather than read it from top to bottom. If yours does not stand out, chances are the recruiter won't look at it long enough to judge your qualifications. 1. To give your printed resume the best appearance possible, use a clean typeface on high-grade, letter-size bond paper (in white or some light earth tone). 2. Your stationery and envelope should match. 3. Leave ample margins all around, and make sure that any corrections are unnoticeable. Avoid italic typefaces which are difficult to read, and use a quality printer. 4. Try to keep your resume to one page. If you have a great deal of experience and are applying for a higher-level position, you may need to prepare a somewhat longer resume. The important thing is to have enough space to present a persuasive, but accurate, portrait of your skills and accomplishments. 5. Lay out your resume to make information easy to grasp. Break text with headings that call attention to various aspects of your background such as work experience and education. 6. Underline or capitalize key points set them off in the left margin. 7. Use lists to itemize your most important qualifications and leave plenty of white space, even if doing so forces you to use two pages rather than one. Proofread Once your resume is complete, update it continuously. Keep in mind that your resume is a concrete example of how you will prepare material on the job. So in every format, remember to pay close attention to mechanics and details.

Personality Development Notes 74 Check all headings and lists for parallelism, and be sure that your grammar, spelling, and punctuation are correct. As already mentioned, employment is becoming much more flexible these days, so it's likely you'll want to change employers. Besides, you'll also need your resume to apply for membership in professional organizations and to work toward a promotion. Keeping your resume updated is a good idea. During your job search, you may be asked to send an electronic resume. An electronic resume is submitted to an employer by e-mail (either within the body or as an attachment) or entered into an online form or database. Both the electronic resume and the scannable resume are relatively plain some would say unattractive because they have been stripped of most word processing codes so they can be transmitted and/or processed correctly by electronic software. The organization and appearance of these resumes are essential to the success of your job search. Self Assessment Fill in the blanks: 1. Whenever you send out employment messages, you have an opportunity to showcase your ..... skills, skills valued highly by the majority of employers. 2. Your resume must be more than a simple list of ..... you have held. 3. Collect every piece of relevant educational ..... that adds to your qualifications 4. A good resume is ..... and can be customized for various situations and employers. 5. As you organize and compose your resume, think about how you can convey the important ..... qualities. 4.3 FAVOURABLE FIRST IMPRESSION 4.3.1 Specimen 1: Chronological Resume A chronological resume summarizes what you did in a timeline (starting with the most recent events and going backward in reverse chronology). It emphasizes degrees, job titles, and dates. In chronological resume, the work experience section dominates and is placed in the most prominent slot, immediately after the name and address and the objective. You develop this section by listing your jobs sequentially in reverse order, beginning with the most recent position and working backward toward earlier jobs. Under each

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 75 listing, describe your responsibilities and accomplishments, giving the most space to the most recent positions. The chronological approach is the most common way to organize a resume, and many employers prefer it. This approach has three key advantages: 1. Employers are familiar with it and can easily find information 2. It highlights growth and career progression, and 3. It highlights employment continuity and stability. Use a chronological resume when your education and experience show 1. A logical preparation for the position for which you are applying. 2. A steady progression leading to the present. 3. A strong employment history.

**ROBERTO CORTEZ OBJECTIVE EXPERIENCE**  
**EDUCATION INTERCULTURAL AND TECHNICAL SKILLS** 5687 Crosswoods Drive Falls Church, Virginia 22046 Home: (703) 987-0086 Office: (703) 549-6624 Accounting management position requiring a knowledge of international finance March 1999 Staff Accountant/Financial Analyst, Inter-American Prepare accounting reports for wholesale giftware importer (\$ 15 million annual sales) Audit financial transactions with suppliers in 12 Latin American countries Created a computerized model to adjust accounts for fluctuations in currency exchange rates Negotiated joint-venture agreements with major suppliers in Mexico and Colombia Implemented electronic funds transfer for vendor disbursements, improving cash flow and eliminating payables clerk position Handled budgeting, billing, and credit-processing functions for the Mexico City branch Audited travel/entertainment expenses for Monsanto's 30-member Latin American sales force Assisted in launching an online computer system to automate all accounting functions. George Mason University (Fairfax, Virginia) Fluent in Spanish and German Traveled extensively in Latin America Excel Access HTML Visual Basic to present Imports (Alexandria, Virginia) October 1995 Staff Accountant, Monsanto Agricultural Chemicals to March 1999 (Mexico City, Mexico) 1993 to 1995 Master of Business Administration with emphasis on International business 1990 to 1993 Bachelor of Business Administration, Accounting University of Texas, Austin Draws reader's attention to important points: Organizes information chronologically and emphasizes that organization with format Makes each description concise, easy to read and informative: Avoids the word/ throughout Uses no unnecessary words Highlights important skills by breaking them out into a list in a separate section Provides the some of specific information on duties and accomplishments that catches an employer's eye Highlights duties and work achievement in bulleted lists Uses active language to describe duties Includes informative headings throughout making it easy for potential employers to find work-related, educational, or skills information Combines accounting expertise with international experience in the mind of employers by stating it in an overall objective

4.3.2 Specimen 2: Functional Resume A functional resume emphasizes a list of skills and accomplishments, identifying employers and academic experience in subordinate sections. This pattern stresses individual areas of competence, so it is useful for the people

Personality Development Notes 76 who are just entering the job market, want to redirect their careers, or have little continuous career-related experience. Glenda S. Johns **OBJECTIVE RELEVANT SKILLS EDUCATION WORK EXPERIENCE LEADERSHIP EXPERIENCE** Home : 457 Mountain View Road College : 1254 Main Street Clear Lake, Iowa 50428 Council Bluffs, Iowa 51505 (515) 633-5971 (712) 438-5254 Retailing position that utilizes my experience - Personal Selling/Retailing - Led housewares department in employee sales for spring 2000 - Created end-cap and shelf displays for special housewares promotions - Sold the most benefit tickets during college fund-raising drive for local community center - Public Interaction - Commended by housewares manager for resolving customer complaints amicably - Performed in summer theater productions in Clear Lake, Iowa - Managing - Trained part-time housewares employees in cash register operation and customer service - Reworked housewares employee schedules as assistant manager - Organized summer activities for children 6-12 years old for city of Clear Lake, Iowa-Including reading programs, sports activities and field trips - Associate in Arts, Retailing Mid-Management (3.81 GPA/4.0 scale), Iowa Western Community College, June 2000 - In addition to required retailing, buying, marketing, and merchandising courses, completed electives in visual merchandising, business information systems, principles of management and business math. - Assistant manager, housewares, at Jefferson's Department Store during off-campus work experience program, Council Bluffs, Iowa (fall 1999- spring 2000) - Sales clerk, housewares, at Jefferson's Department Store during off campus work experience program, Council Bluffs, Iowa (fall 1998-spring 1999) - Assistant director, Summer Recreation Program, Clear Lake, Iowa (summer 1998) - Actress, Cobblestone Players, Clear Lake, Iowa (summer 1997) - Student Co-Chair for Clear Lake Women's Auxiliary Board Fashion Show 2000 (raised \$45,000) - President of Phi Kappa Phi Sorority 1999 - Student representative (high school) to Clear Chamber of Commerce (2 years) Uses action verbs to enhance resume effectiveness Calls attention to leadership abilities and experience by listing her leadership positions in a separate section Describe relevant skills first because John is a recent graduate Describe but does not emphasize John's sketchy work history The functional approach also has three advantages: 1. Without having to read through job descriptions, employers can see what you can for them, 2. You can emphasize earlier job experience, and 3. You can de-emphasize any lack of career progress or lengthy unemployment.

4.3.3 Specimen 3: Skills Resume A skills resume emphasizes the skills you have used, rather than the job in which or the date when you used them.



Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 77 Allyson Karnes 195 W. Ninth Street 6782 Fenwick Drive Columbus, OH 43210 Solon, OH 44121 (614) 55-3498 (216) 555-6182 Kernes.173@osu.edu - Created headlines and print ads for a variety of audiences. - Persuaded team members, business owners, and lawyers to accept my ideas. - Self-starter who sees a project through from start to finish BA in Advertising, June 2006, The Ohio State University, Columbus, OH Core courses: Copywriting, promotional strategies, magazine writing, graphics, media planning Harvard University Writing Program, Summer 2002, Boston, MA Led the team that developed the winning promotional strategy for Max & Erma's Restaurants. - Developed idea for theme for a year's campaign of ads - Wrote copy for radio sports, magazine ads, and billboards. One billboard ad had the headline "Multiple Choice" and boxes for burgers, chicken, and salads—with all the boxes checked. - Presented creative strategy to Max & Erma's CEO and the Head of Advertising. - Strategy won first place from among 17 proposals Wrote more than 15 ads or Copywriting class, including - Ad for cordless phone: "Isn't It Time to Cut the Cord?" - Slogan for Ohio University's Springfest Jamboree: "In Short, It Jams" - Billboard for Columbus Boy's School: "Who Said It's Lonely at the Top?" Created ads and revised menu for The Locker Room (restaurant). Wrote "Commuter Flights" (humor). Created more than 30 magazine articles as part of courses at Harvard University and Ohio State. Researched and wrote legal briefs as part of course at Harvard. Summarized research on \$7 million medical malpractice case for Garson and Associates. 2002-06 Child care and house management, Worthington, OH. Part-time daily during school year. Summar Maid, Harvard Student Agency, Boston, MA. Part-time while attending Harvard 2002 University Writing Programs Summers Law clerk, Garson and Associates, Cleveland, OH. Did independent case research 1998-2001 firm to win \$7 million malpractice out-of-court settlement for the client. Qualifications for Writing Creative Ads That Make People Remember the Product Education Experience Creating Ads Other Writing Experience Employment History Portfolio Available on Request used by the A border creates visual variety. She varies the usual "Summary of Qualifications" to make it specific to the job. This really is Allyson's philosophy— and it's one an agency will appreciate Permanent and campus addresses help readers to locate you. Skills resume allows her to combine experience from classes and life. Details, wording demonstrate her ability. Allyson chooses Unusual bullets rather than the standard dots or squares in a resume for an ad agency the bullets work. Reverse chronology A position of emphasis Use a skills resume when 1. Your education and experience is not the usual route to the position for which you are applying. 2. You are changing fields. 3. You want to combine experience from paid jobs, activities or volunteer work, and courses to show the extent of your experience in administration, finance, speaking, etc. 4. Your recent work history may create the wrong impression (e.g., it has gaps, shows a demotion, shows job-hopping, etc.)

Personality Development Notes 78 You should periodically update your scanned resume because this database also is used to locate candidates for job advancement. 4.4 MAIN BODY OF RESUME In a one-page resume, the body is the middle portion. In this section, details of education and work experience are furnished. This information is arranged in reverse chronological order. In the body section, you also include your accomplishments, for example publications, certifications, and equipment you are familiar with, and so on. Resumes can be defined according to how information on work and educational experience is handled. There are several basic, commonly used plans or designs you can consider using. 1. You can divide it functionally into separate sections for work experience and education. 2. You can divide it thematically into separate sections for the different areas of experience and education. Functional design: The functional design starts with a heading; then presents either education or work experience, whichever is stronger or more relevant; then presents the other of these two sections; then ends with a section on skills and certifications and one on personal information. Students who have not yet begun their careers often find this design the best for their purposes. People with military experience either work the detail into the education and work- experience sections as appropriate; or they create separate section at the same level as education and work experience. Thematic design: Another approach to resumes is the thematic design. It divides your experience and education into categories such as project management, budgetary planning, financial tracking, personnel management, customer sales, technical support, and publications—whichever areas describe your experience. Often, these categories are based directly on typical or specific employment advertisements. If the job advertisement says that Company XYZ wants a person with experience in training, customer service, and sales, then it might be a smart move to design thematic headings around those three requirements. If you want to use the thematic approach in your resume, take a look at your employment and educational experience what are the common threads? Project management, programme development, troubleshooting, supervision, maintenance, inventory control? Take a look at the job announcement you're responding to what are the three, four, or five key requirements it mentions?

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 79 Functional Design Objective Experience Highlights Professional Experience Planning Education Technical Skills Personal Background Project Management Work History Education Thematic Design Figure 4.2: Functional and Thematic Resume Use these themes to design the body section of your resume. These themes become the headings in the body of the resume. Under these headings, you list the employment or educational experience that applies. Essentials of Writing effective Resume Writing an effective resume is a challenging job. It becomes more so when you feel you have nothing much to write or when you have no job experience, etc. Candidates sometimes believe that they have to prepare a common resume to be sent to all the prospective employers. This is a wrong notion. You have to customize your resume in accordance with the kind of job or company you are applying for. The focus of an effective resume is its readability, effective design, and most importantly, adaptation to audience expectations. 1. Readability: Readability is the first and most important attribute of a good resume. There should be no dense paragraphs over 5 lines. No one has time to read through big thick paragraphs. Try to keep paragraphs under 5 lines long. 2. White space: In a good resume, there is more white space in the margins and between sections of the resume. Picture a resume crammed with detail, using only half-inch margins all the way around, a small type size, and only a small amount of space between parts of the resume. A prospective employer might be easily put affect the mere sight of such a resume. Thus, he will be less inclined to pore through that. 3. Clipped writing style: The challenge in most resumes is to get it all on one page (or two if you have a lot of information to present). Thus, it is advisable to use 'snappish' or clipped writing style (but only up to a

Personality Development Notes 80 point). You should not write "1 edited weekly magazine." You should write "Edited a weekly magazine..." However, you don't leave out necessary words. 4. Special fonts and styles: Use special typography, but keep it under control. Resumes are great places to use all of your fancy word-processing features such as bold, italics, different fonts and different type sizes. Don't go crazy with it! Too much fancy typography can be distracting (plus make people think you are hyperactive). 5. Page fill: Do everything you can to make your resume fill out one full page and to keep it from spilling over by 4 or 5 lines to a second page. At the beginning of your career, it's tough filling up a full page of a resume. As you move ahead in your career, it gets hard keeping it to one page. If you need a two-page resume, see that the second page is full or nearly full. 6. Clarity of boundary lines between major sections: Design and format your resume so that whatever the main sections are, they are very noticeable. Use well-defined headings and white space to achieve this. Similarly, design your resume so that the individual segments of work experience or education are distinct and separate from each other. 7. Reverse chronological order: The candidate should list education and work-experience items starting with the current or most recent and working backwards in time. 8. Translations for 'inside' information: Don't assume readers will know what certain abbreviations, acronyms, or symbols mean. Always elaborate the abbreviations. 9. Grammar, spelling, usage: Watch out for these mistakes. These mistakes leave a very bad impression on the reader and may even become the cause of your rejection, because this will convey a careless attitude. 10. Consistency of format: Make sure that you use special format consistently throughout the resume. Whatever style you adopt, it must be consistently applied to the whole resume. Consistency should be followed in the following: <sup>TM</sup> Consistent margins: Make sure to align all appropriate text to the margins. <sup>TM</sup> Consistency of bold, italics, different type size, caps, other typographical special effect. Also, whatever special typography you use, be consistent with it throughout the resume. Avoid All Caps text its less readable. <sup>TM</sup> Consistency of phrasing: Use the same style of phrasing for similar information in a resume for example, past tense verbs for all work descriptions.

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 81 <sup>TM</sup> Consistency of punctuation style: For similar sections of information, use the same kind of punctuation for example, periods, commas, colons. 11. Producing the final draft of the resume: When you've done everything, you can think of to fine tune your resume, it's time to produce the final copy the one that goes to the prospective employer. This is the time to use nice paper and a good printer and generally take every step you know of to produce a professional-looking resume. Format and style: z Use short noun phrases and action verbs, not whole sentences. z Use facts, not opinions. z Adopt a 'you' attitude. z Omit personal pronouns (especially I). z Omit the date of preparation, desired salary, and work schedule. z Use parallelism when listing multiple items. z Use positive language and simple words. z Use white space, quality paper, and quality printing. Self assessment Fill in the blanks: 1. The key of writing a successful resume is to adopt the 'you' attitude and focus on your..... 2. Most recruiters ..... a resume rather than read it from top to bottom. 3. Use lists to itemize your most important ..... and leave plenty of white space. Task Research on the formats of CVs and prepare a skills and functional resume for an opening in an MNC. SUMMARY z This chapter has demonstrated the application of written communication skills to prepare resumes.

Personality Development Notes 82 z A resume is a self-introduction to present you successfully. It summarizes your qualification for employment. z Resume is known by several names such as CV, personal profile, bio-data, and qualification sheet, etc., in fact resume is a self introduction which you attach with an application form. z There is a technical difference between resume and a CV. z A CV is a summary of candidate's qualification and experiences but it does not provide any insight into the capabilities of the candidates. z A resume is more descriptive as compared to CV. The chapter also emphasizes the essentials of an effective resume such as readability, effective designing, reverse chronological orders, consistency, etc. z There are four types of resumes that are discussed in this chapter with their respective advantage and disadvantages. z The chronological resume summarizes what you did in the past, i.e. your degree, job title and dates, etc. The functional resume summarizes the list of skills and accomplishment. z A combine resume is a mixture of chronological and functional resume as it includes the features of both. Skills resume includes the skills you have used. z Planning includes analyzing, investigating and adapting. Writing comprises organizing and composing. Completing includes revision, production and proofread. z Finally an electronic resume is also discussed which is classified into two parts—scannable and online. A scannable resume is a paper copy of a resume that is standby electronic technology. z Online resume are those which are posted on the web and is accessible to all through internet. KEYWORDS A resume: this is a self-introduction to present you successfully. It summarizes your qualification for employment. CV: This is a summary of candidate's qualification and experiences but it does not provide any insight into the capabilities of the candidates. Functional design: The functional design starts with a heading; then presents either education or work experience, whichever is stronger or more relevant. Thematic design: It divides your experience and education into categories such as project management, budgetary planning, financial tracking, personnel

Lesson 4 - Your Resume or Curriculum Vitae- The First Step Forward Notes 83 management, customer sales, technical support, and publications—whichever areas describe your experience. REVIEW QUESTIONS 1. What is a resume? 2. How is a resume different from a CV? 3. Explain and illustrate the format and design of resume. 4. What are the essentials of an effective resume? 5. Discuss the various types of resumes. 6. What is the difference between functional and thematic design? 7. Explain three-step writing process in preparing resumes. 8. Write notes on: <sup>TM</sup> Scannable resumes <sup>TM</sup> Online Resumes Answers to self assessment 9. True 10. True 11. False 12. Communication 13. jobs 14. experience 15. flexible 16. seven 17. Audience 18. Scan 19. Qualifications FURTHER READINGS Kitty O Locker, Stephen Kyo Kaczmarek, "Business Communication- Building Critical Skills", 2008, McGraw Hill, p.457.

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Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 85 UNIT 5 – GROUP DISCUSSION: A TEST OF YOUR SOFT SKILLS CONTENTS Learning Objectives Introduction 5.1 Ability to work as a team 5.1.1 Communication 5.1.2 Respect 5.1.3 Collaboration 5.1.4 Problem Solving 5.1.5 Common Goal 5.1.6 Improved Employee Relations 5.1.7 Increased Accountability 5.1.8 Learning Opportunities 5.2 Communication Skills 5.2.1 What is effective communication? 5.2.2 Interpersonal Communication Skills 5.3 Including active listening 5.3.1

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Signs of Active Listening 5.3.2 Verbal Signs of Attentive or Active Listening 5.4

Non-verbal communication 5.4.1 Non-verbal Messages Allow People To: 5.4.2 Body Language or Body Movements (Kinesics) 5.4.3 Posture 5.4.4 Eye Contact 5.4.5 Para-language 5.4.6 Closeness and Personal Space (Proxemics) 5.5 Leadership and assertiveness 5.5.1 Assertive Leadership 5.5.2 Assertiveness Contd..

Personality Development Notes 86 5.6 Reasoning 5.6.1 Storage and retrieval skills 5.6.2 Matching skills 5.6.3 Execution Skills 5.7 Ability to influence 5.8 Innovation 5.9 Creativity and lateral thinking 5.9.1 Using Creativity 5.9.2 Lateral thinking 5.10 Flexibility 5.10.1 Flexibility involves: 5.10.2 How can you show a recruiter that you are adaptable? 5.11 Steps to succeed in group discussion 5.12 Group discussion types 5.12.1 Formal and Informal Group Discussions 5.12.2 Real and Simulated Group Discussions 5.14 Responsibility of the first speaker Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Describe non verbal communication and group discussion z Explain the importance of team work z Understand Creativity and flexibility INTRODUCTION Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another.

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 87 Professionally, if you are applying for jobs or looking for a promotion with your current employer, you will almost certainly need to demonstrate good communication skills. One of the most important characteristics of a good team is open communication. For testing your interpersonal communication skills with the purpose of selecting an appropriate candidate, group discussion is used. It is a nice medium to display your performance in a team and as a speaker. 5.1 ABILITY TO WORK AS A TEAM Teamwork can provide collective strength and staying power for your business or organization. Whether you are managing employees or volunteers, strong teams can help your group be more productive and create a friendlier, more open environment. By instilling positive teamwork habits, you can build a powerful group that can tackle even the toughest problems. Ability to work as a team includes following capabilities in a person: 5.1.1 Communication One of the most important characteristics of a good team is open communication. Each team member must be able to communicate with the rest of the group for project updates, questions, ideas and general input. A team that encourages open communication allows everyone to be able to share their ideas and opinions without fear. 5.1.2 Respect For a team to be a comfortable and safe place for all members, each person must respect everyone else. Members should respect every aspect of other members, though they may not agree with it: ideas, communication abilities, background, religion, work style and cultural traditions. Because a great team requires open communication, respect can create the trust that will allow members to be vulnerable. 5.1.3 Collaboration Teamwork requires effective collaboration; each person must figure out how her skills and talents fit with those of the other team members. For a team to work, everyone must understand what their role is and how to use it to contribute to the team's success. Depending on the team, the roles might be as simple as providing support and morale; a well-functioning team uses each person's complementary skill sets. Each member of the team should understand that everyone's part in the project is equally valid. 5.1.4 Problem Solving An effective team must develop its own strategy of problem solving and conflict management. The strategy will differ from team to team based on the Personality Development Notes 88 situation and the individual members; the individual team must work out the problem-solving methods that work best for it. When your team members can work through roadblocks together, the team will be able to work smoothly even during rough times. 5.1.5 Common Goal A shared mission can help a group of people work together and create enthusiasm. When everyone is using their own abilities to work toward a common goal, the result is greater than the efforts of a single person. In a strong team, the good of the common goal comes before the individual preferences and interests of the members. The goal also contributes to a smooth operation; the team can resolve problems and disagreements by determining what is best for the team and the end goal. 5.1.6 Improved Employee Relations Teamwork is important in an organization because it provides employees with an opportunity to bond with one another, which improves relations among them. Workers who constitute a team working on a project often feel valued upon the successful completion of such tasks. A situation in which all of them find a chance to contribute towards the tasks improves relations within the team and enhances their respect for each other. Improved employee relations also result from the fact that teamwork enhances cohesion among members, thanks to increased trust among them. 5.1.7 Increased Accountability Teamwork increases the accountability of every member of the team, especially when working under people who command a lot of respect within the business. Team members do not want to let each other down and hence do their best to contribute to the successes of their teams. In contrast to working solo on a project, peer pressure is usually high within teams such that cases of low morale are less likely to impact individuals. As a business owner, you would benefit from increased productivity through efficient team projects, which may be completed well ahead of the deadline. 5.1.8 Learning Opportunities Cooperating on a project is an opportunity for new workers to learn from more experienced employees. Teams often consist of members who differ from one another in terms of skills or talents. Working together is a great opportunity to acquire skills that an employee never had beforehand. Unlike working alone on a project, teamwork affords people the opportunity to challenge the ideas of each other and come up with a compromise solution that contributes to the successful completion of the task.

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 89 5.2 COMMUNICATION SKILLS Communication can

be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice).

Developing your communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It's never too late to work on your communication skills and by doing so improve your quality of life. Professionally, if you are applying for jobs or looking for a promotion with your current employer, you will almost certainly need to demonstrate good communication skills. Example: the ability to: speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely and work well in a group all require good communication skills. Many of these are essential skills that employers seek. As your career progresses, the importance of communication skills increases; the ability to speak, listen, question and write with clarity and conciseness are essential for most managers and leaders. 5.2.1 What is effective communication? In the information age, we have to send, receive, and process huge numbers of messages every day. But effective communication is about more than just exchanging information; it also about understands the emotion behind the information. Effective communication can improve relationships at home, work, and in social situations by deepening your connections to others and improving teamwork, decision-making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust. Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you're communicating with.

Personality Development Notes 90 While effective communication is a learned skill, it is more effective when it's spontaneous rather than formulaic. Example: A speech that is read, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become. Effective listening can: Make the speaker feel heard and understood which can help build a stronger, deeper connection between you. Create an environment where everyone feels safe to express ideas, opinions, and feelings, or plan and problem solve in creative ways. Save time by helping clarify information, avoid conflicts and misunderstandings. Relieve negative emotions. When emotions are running high, if the speaker feels that he or she has been truly heard, it can help to calm them down, relieve negative feelings, and allow for real understanding or problem solving to begin. 5.2.2 Interpersonal Communication Skills Interpersonal Skills are the skills we use when engaged in face-to-face communication with one or more other people. What we say is an important way of getting our message across but using our voice is only the tip of the iceberg. We actually communicate more information using non-verbal signals, gestures, facial expression, body language even our appearance. z When we communicate we spend 45% of our time listening. Most people take listening for granted but it is not the same as hearing and should be thought of as a skill. Active Listening provides a lot more information about how to listen effectively and can help you to avoid misunderstandings. You may recognise some of the bad habits you or other people have picked up when listening. Reflection and clarification are both common techniques used to ensure that what you have heard and understood is what was intended z Good interpersonal communication skills enable us to work more effectively in groups and teams, which may be either formal, like at work, or informally in social situations. It is often desirable to build strong relationships with others, which can in turn lead to better communication and understanding. z Interpersonal communication skills are essential to developing other key life skills. Being able to communicate well with others is often essential to solving problems that inevitably occur both in our private and professional lives. Decision making is another area which can benefit from good communication skills as it often requires communicating complex information so that the most appropriate decision can be made. 5.3 INCLUDING ACTIVE

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**LISTENING** Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop. 'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener. Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly. Listening is the most fundamental component of interpersonal communication skills. Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that. Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. Generally Personality Development Notes 92 speakers want listeners to demonstrate 'active listening' by responding appropriately to what they are saying. Appropriate responses to listening can be both verbal and non-verbal.

### 5.3.1 Signs of Active Listening

This is a generic list of non-verbal signs of

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listening, in other words people who are listening are more likely to display at least some of these signs. However these signs may not be appropriate in all situations and across all cultures.

**Smile** Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

**Eye Contact** It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers - gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.

**Posture** Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.

**Mirroring** Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention.

**Distraction** The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 93 5.3.2

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**Verbal Signs of Attentive or Active Listening**

**Positive Reinforcement** Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. Although some positive words of encouragement may be beneficial to the speaker the listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message. Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point.

**Remembering** The human mind is notoriously bad at remembering details, especially for any length of time. However, remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood - i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.

**Questioning** The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions the listener also helps to reinforce that they have an interest in what the speaker has been saying.

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Reflection Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding. Clarification Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary. Personality Development Notes 94 Summarisation Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarising involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary.

Self Assessment Fill in the blanks: 1. One of the most important characteristics of a good team is ..... communication. 2. An effective team must develop its own strategy of ..... and conflict management. 3. In a strong team, the good of the common goal comes before the ..... preferences and interests of the members. 4. Teams often consist of members who differ from one another in terms of skills or ..... 5. The ability to communicate ..... accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. 6. Effective communication combines a set of skills including nonverbal communication, ....., the ability to manage stress and the capacity to recognize and understand your own emotions and those of the person you're communicating with. 5.4 NON-VERBAL COMMUNICATION

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Interpersonal communication not only involves the explicit meaning of words, the information or message conveyed, but also refers to implicit messages, whether intentional or not, which are expressed through non-verbal behaviours. Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics). These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. 5.4.1

Non-verbal Messages Allow People To: z Reinforce or modify what is said in words. For example, people may nod their heads vigorously when saying "Yes" to emphasise that they agree with the other person, but a shrug of the shoulders and a sad expression when saying "I'm fine thanks," may imply that things are not really fine at all! z Convey information about their emotional state. Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 95 z Define or reinforce the relationship between people. z Provide feedback to the other person. z Regulate the flow of communication, for example by signalling to others that they have finished speaking or wish to say something. The types of interpersonal communication that are not expressed verbally are called non-verbal communications. These include: z Body Movements (Kinesics) z Posture z Eye Contact z Para-language z Closeness or Personal Space (Proxemics) z Facial Expressions z Physiological Changes 5.4.2 Body Language or Body Movements (Kinesics) Body movements include gestures, posture, head and hand movements or whole body movements. Body movements can be used to reinforce or emphasise what a person is saying and also offer information about the emotions and attitudes of a person. However, it is also possible for body movements to conflict with what is said. A skilled observer may be able to detect such discrepancies in behaviour and use them as a clue to what someone is really feeling. 5.4.3 Posture Posture can reflect people's emotions, attitudes and intentions. Research has identified a wide range of postural signals and their meanings 5.4.4 Eye Contact Eye contact is an important aspect of non-verbal behaviour. In interpersonal interaction, it serves three main purposes: z To give and receive feedback z To let a partner know when it is their 'turn' to speak z To communicate something about a relationship between people 5.4.5 Para-language Para-language relates to all aspects of the voice which are not strictly part of the verbal message, including the tone and pitch of the voice, the speed and Personality Development Notes 96 volume, at which a message is delivered, and pauses and hesitations between words. 5.4.6 Closeness and Personal Space (Proxemics) Every culture has different levels of physical closeness appropriate to different types of relationship, and individuals learn these distances from the society in which they grew up. In today's multicultural society, it is important to consider the range of non-verbal codes as expressed in different ethnic groups. When someone violates an 'appropriate' distance, people may feel uncomfortable or defensive. Their actions may well be open to misinterpretation. Non-verbal communication is an extremely complex yet integral part of overall communication skills. However, people are often totally unaware of the non-verbal behaviour they use. A basic awareness of non-verbal communication strategies, over and above what is actually said, can help to improve interaction with others. Knowledge of these signs can be used to encourage people to talk about their concerns and can lead to a greater shared understanding - the purpose of communication. Self Assessment Fill in the blanks: 1. Non-verbal communication is ..... to verbal communication. 2. Kinesics means ..... 3. .... expressions are a part of body language. 4. .... are the physical movements of arms, legs and limbs. 5. ....

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is the study of how we communicate with the space around us. 6. ....

means 'like language' 7. The word ..... expresses its meaning. 8. Use of mutually understood symbols is done in ..... Cognitive restructuring is a useful technique for understanding unhappy feelings and moods, and for challenging the sometimes-wrong 'automatic beliefs' that can lie behind them. 5.5 LEADERSHIP AND ASSERTIVENESS If you want to become the kind of leader who inspires confidence and commitment, you will need to adopt an assertive attitude where you express what you are thinking in ways others can hear. This can involve speaking up

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 97 when you have objections rather than remaining quiet and abandoning using power and manipulation to succeed. Hence we may say that the trait of leadership involves: z Being able to motivate & direct others z Taking responsibility for the direction & actions of a team z Setting objectives. z Organising & motivating others. z Taking the initiative z Persevering when things are not working out. z Taking a positive attitude to frustration/failure. z Accepting responsibility for mistakes/wrong decisions. z Being flexible: prepared to adapt goals in the light of changing situations. 5.5.1 Assertive Leadership There are many leaders who feel that being assertive will make them seem too aggressive or pushy. What can leaders do to be assertive without becoming obnoxious? To answer this question we looked at the most assertive managers who were also rated as best leaders to identify the skills that balance out assertiveness to make it an ideally positive leadership trait. 1. Connect and communicate with everyone. The visual image of many highly assertive leaders is of a "steamroller". They simply smash everything in their path. The most successful assertive leaders, however, take care to connect with people at all levels of the organization. They make themselves accessible to everyone. They also spend the time to communicate clearly and personally about changes. 2. Give honest feedback in a helpful way. All of our research on feedback indicates that it is a very volatile, high impact activity that can have highly positive or negative outcomes. Feedback delivered in the wrong way can discourage, de-motivate, and anger an employee. Feedback that is offered with sensitivity can encourage and guide people to success. 3. Use good judgment to make decisions. Assertive leaders who are perceived as having good judgment have a high probability of being successful, but what can a leader do to improve their judgment? Gathering all the facts, careful analysis, and examination of the trends will help this process but one of the best practices is involving others in the decision making process. Inevitably, if others are involved and feel encouraged to comment, disagree, or challenge assumptions, better decisions emerge. 4. Walk your talk. Sometimes assertive leaders see the need for other people to change their behavior, but they themselves are immune from the Personality Development Notes 98 change. The most effective, assertive leaders model the changes they desire in others. 5. Maintain excellent relationships. An assertive leader that is respected, admired and liked by others can exert influence and ask others to take on difficult tasks. An assertive leader who is disrespected and disliked can try with all his or her might to exert influence, and all they will get is resistance. Strong relationships can help to cover these gaps. 6. Look for opportunities to collaborate. Some assertive leaders make the assumption they can do things themselves without the cooperation and support of other people or groups. The motive is often personal recognition. This philosophy is doomed to fail. Taking the time to get other groups or organizations on board with changes and improvements ensures the success of any project or change. Being an assertive leader is an excellent quality that compels people to achieve more. You can be assertive without crossing the line to obnoxious and pushy. By utilizing these six balancing behaviors, you can turn assertiveness into exceptional leadership. 5.5.2 Assertiveness It's not always easy to identify truly assertive behavior. This is because there is a fine line between assertiveness and aggression. Some definitions are helpful when trying to separate the two: 1. Assertiveness is based on balance. It requires being forthright about your wants and needs while still considering the rights, needs, and wants of others. When you are assertive, you ask for what you want but you don't necessarily get it. 2. Aggressive behavior is based on winning. It requires that you do what is in your own best interest without regard for the rights, needs, feelings or desires of others. When you are aggressive, you take what you want regardless, and you don't usually ask. So, that boss was being aggressive. Yes, he had work that needed to be done. However, by dumping it on his employee at such an inappropriate time, he showed a total lack of regard for the needs and feeling of his employee. The employee on the other hand, demonstrated assertive behavior when she informed her boss that the work would be done, but it would be done after she returned from vacation. She asserted her rights while recognizing her boss' need to get the job done. Assertiveness is not necessarily easy, but it is a skill that can be learned. Developing your assertiveness starts with a good understanding of who you are and a belief in the value you bring. When you have that, you have the basis of self-confidence. Assertiveness helps to build on that self-confidence and

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 99 provides many other benefits for improving your relationships at work and in other areas of your life as well. In general, assertive people:

- z Get to "win-win" more easily – they see the value in their opponent and in his/her position, and can quickly find common ground.
- z Are better problem solvers – they feel empowered to do whatever it takes to find the best solution.
- z Are less stressed – they know they have personal power and they don't feel threatened or victimized when things don't go as planned or expected.
- z Are doers – they get things done because they know they can.

When you act assertively you act fairly and with empathy. The power you use comes from your self-assurance and not from intimidation or bullying. When you treat others with such fairness and respect, you get that same treatment in return. You are well liked and people see you as a leader and someone they want to work with.

### 5.6 REASONING

Basic reasoning skills are those processes basic to cognition of all forms. There are four categories of basic reasoning skills: (1) storage skills, (2) retrieval skills, (3) matching skills, and (4) execution skills.

#### 5.6.1 Storage and retrieval skills

Storage and retrieval skills enable the thinker to transfer information to and from long-term memory. These are the encoding strategies discussed in Chapter 6. The learner does something on purpose to focus on the information being studied or to relate it to information that is already in long-term memory. An example of a commonly used storage and retrieval technique is visual imagery mediation. The learner purposely develops a visual (or auditory, kinesthetic, or emotional) representation for the information to be remembered. Mnemonic strategies are also examples of storage and retrieval skills.

#### 5.6.2 Matching skills

Matching skills enable a learner to determine how incoming information is similar to or different from information already stored in long-term memory. There are five types of matching skills: Categorization enables learners to classify objects or ideas as belonging to a group and having the characteristics of that group. This has been referred to as chunking in chapter 6. It speeds up the thinking process, making it possible to generalize and to go beyond the information immediately given by the isolated object or idea.

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When you look at an animal and call it a cat, you are categorizing. When you listen to a comedian and decide that a particular story was a stupid joke, you are categorizing. Any time you classify something as being an example of something you already know, you are categorizing. In the sense that it is used here, categories are synonymous with concepts.

Extrapolation enables learners to match the pattern of information from one area to that found in another area. This strategy assists the thinking process by making it unnecessary to start from scratch when learners encounter new information. Instead, the learner takes information that already exists for a different purpose and adapts it to a new situation.

Analogical reasoning involves seeing the similarities among essentially different objects or ideas and using existing knowledge about the first set of objects or ideas to understand the others. For example, a computer-literate person reading Chapter 6 of this book might realize that the short-term memory is similar to random access memory (RAM) and that long-term memory is similar to a hard drive. By using this analogy, the person would have a basis for understanding short-term memory, long-term memory, and the relationship between them.

Analogical reasoning enables learners to combine the first two basic reasoning processes (categorization and extrapolation) in order to deal with new information and new relationships more effectively.

#### 5.6.3 Execution Skills

Executive procedures are the final set of basic reasoning skills. These skills are executive in the sense that they coordinate a set of other skills in order help learners build new cognitive structures or drastically restructure old ones. (They act much like the executives in corporations, who coordinate the activities of other employees in order to achieve commercial goals.) There are three basic executive skills: Elaboration is the process of inferring information not explicitly stated in what the learner saw or heard. Learners use such skills as categorization, elaboration, analogical reasoning, and information retrieval to make these inferences. For example, in the previous discussion of matching information to value systems, I made reference to attitudinal and motivational components of learning. I did not present in that paragraph a description of exactly what I meant by these terms - you had to infer that information. For example, I didn't tell you why a person's attitude would influence his judgment of its value. You had to figure that out for yourself, and you probably did so without effort. If you made a good inference, you had a good chance of understanding what I was talking about. If you made an incorrect inference, you probably missed the point of that paragraph. I tried to help you by writing as clearly as possible and by referring to chapters where the information is explained in detail.



Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 101 Problem solving is the process of finding information or a strategy to achieve a goal; to overcome an obstacle. In school, the goal is usually to find declarative or procedural information in a content area. For example, a student may want to know the capital of South Dakota or how to calculate the actual cost of a house that he could buy for \$80,000 with a 25-year loan at 9% interest. In life outside the classroom, the goal may be to overcome any sort of obstacle. Composing is the process of creating new information to express an idea. It can be viewed as a specific type of problem solving, in which the problem is to communicate ideas in an appropriate way to achieve a goal. Composing can consist of either written or oral communication of ideas. Although composition skills are often taught in English or language arts classes, they are employed in all areas of the curriculum. For example, social studies students may use their composing skills to integrate their ideas regarding the causes of the American Civil War or the progress of the human rights movement.

5.7 ABILITY TO INFLUENCE In his seminal book *Influence: The Psychology of Persuasion* Professor Robert Cialdini gives six laws or rules which govern how we influence and are influenced by others. The law of scarcity Items are more valuable to us when their availability is limited. Scarcity determines the value of an item. For example if a customer is told that an item is in short supply which will soon run out they are more likely to buy it. Time also works here. A time limit is placed on the customer's opportunity to buy something. Customers are told by the seller that unless they buy immediately, the price will increase next week. Auctions such as ebay create a buyer frenzy often resulting in higher prices than the object's value. If something is expensive, we tend to assume that it must be of high quality because it is in demand: one jewellery shop doubled the priced of its items and were surprised to find that sales increased! For example, if you let an interviewer know that you have other interviews coming up, they will be more interested in you as you are perceived as a sought after candidate

The Law of reciprocity If you give something to people, they feel compelled to return the favour. People feel obliged to return a favour when somebody does something for them first. They feel bad if they don't reciprocate. "You scratch my back and I'll scratch yours". After someone has turned down a large request, they are very likely to agree to a smaller request. This is why shop staff are trained to show the most expensive item first. A salesman who suggested a 3 year warranty costing £100 Personality Development Notes 102 found that most customers refused but were then happy to buy 1 year warranty costing £30. The law of authority We are more likely to comply with someone who is (or resembles) an authority. In other words, people prefer to take advice from "experts". There is a deep seated duty to authority within us learned from parents, school, religious authorities etc. The law of liking We are more inclined to follow the lead of someone who is similar to us rather than someone who is dissimilar. We learn better from people who are similar to us. We are more likely to help people who dress like us, are the same age as us, or have similar backgrounds and interests. We even prefer people whose names are similar to ours. For this reason, sales trainers teach trainees to mirror and match the customer's body posture, mood and verbal style. The law of social proof We view a behaviour as more likely to be correct, the more we see others performing it. We assume that if a lot of people are doing the same thing, they must know something that we don't. Especially when we are uncertain, we are more likely to trust in the collective knowledge of the crowd. This explains herd or lemming behaviour. For example when there is panic in the stock market everyone follows everyone else and sells, however great investors such as Warren Buffett, know that this is the time when the best bargains are to be had, and instead, buy. The law of commitment and consistency Consistency is seen as desirable as it is associated with strength, honesty, stability and logic. Inconsistent people may be seen as two-faced, indecisive and "butterflies": never committing themselves for long enough to complete tasks. People will do more to stay consistent with their commitments and beliefs if they have already taken a small initial step. If you can get someone to do you a small favour, they are more likely to grant you a larger favour later on. If someone does you a favour, let them know afterwards what happened: they will appreciate your feedback and may be able to help you further in future. We evaluate a university more positively when we have got into it or a car we have bought when we own it. We look for the good points in the choice we have made or items we have bought as this justifies to ourselves our consistency of choice.

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 103 Diplomacy: the art of letting someone have your own way. There are three sides to any argument: your side, my side and the right side. Always and never are two words you should always remember never to use. You can close more business in two months by becoming interested in other people than you can in two years by trying to get people interested in you. Dale Carnegie

5.8 INNOVATION Innovation is a new idea, device or process. Innovation can be viewed as the application of better solutions that meet new requirements, in articulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society. The term innovation can be defined as something original and, as a consequence, new, that "breaks into" the market or society. While a novel device is often described as an innovation, in economics, management science, and other fields of practice and analysis innovation is generally considered to be a process that brings together various novel ideas in a way that they have an impact on society. Innovation differs from invention in that innovation refers to the use of a better and, as a result, novel idea or method, whereas invention refers more directly to the creation of the idea or method itself. Innovation differs from improvement in that innovation refers to the notion of doing something different rather than doing the same thing better. Skill of innovation can be groomed by practicing five key skills: z Questioning allows innovators to challenge the status quo and consider new possibilities; z Observing helps innovators detect small details in the activities of customers, suppliers and other companies that suggest new ways of doing things; z Networking permits innovators to gain radically different perspectives from individuals with diverse backgrounds; z Experimenting prompts innovators to relentlessly try out new experiences, take things apart and test new ideas; z Associational thinking drawing connections among questions, problems or ideas from unrelated fields is triggered by questioning, observing, networking and experimenting and is the catalyst for creative ideas.

Personality Development Notes 104 Self Assessment State whether the following statements are true or false: 1. The most effective, assertive leaders model the changes they desire in others. 2. Assertiveness helps to build self-confidence and provides many other benefits for improving your relationships only at work. 3. Analogical reasoning involves seeing the variations among essentially different objects or ideas. 4. Composing can consist of only written communication of ideas. 5. Innovation differs from invention in that invention refers to the use of a better one. 5.9 CREATIVITY AND LATERAL THINKING Often the only difference between creative and uncreative people is self-perception. Creative people see themselves as creative and give themselves the freedom to create. Uncreative people do not think about creativity and do not give themselves the opportunity to create anything new. Being creative may just be a matter of setting aside the time needed to take a step back and allow yourself to ask yourself if there is a better way of doing something. Edward de Bono calls this a 'Creative Pause'. He suggests that this should be a short break of maybe only 30 seconds, but that this should be a habitual part of thinking. This needs self-discipline, as it is easy to forget. Another important attitude-shift is to view problems as opportunities for improvement. While this is something of a cliché, it is true. Whenever you solve a problem, you have a better product or service to offer afterwards. 5.9.1 Using Creativity Creativity is sterile if action does not follow from it. Ideas must be evaluated, improved, polished and marketed before they have any value. Other sections of Mind Tools lay out the evaluation, analysis and planning tools needed to do this. They also explain the time and stress management techniques you will need when your creative ideas take off. 5.9.2 Lateral thinking Lateral thinking recognizes that our brains are pattern recognition systems, and that they do not function like computers. It takes years of training before we learn to do simple arithmetic – something that computers do very easily. On the other hand, we can instantly recognize patterns such as faces, language, and handwriting. The only computers that begin to be able to do these things do it by modeling the way that human brain cells work. Even then, computers will

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 105 need to become more powerful before they approach our ability to handle patterns. The benefit of good pattern recognition is that we can recognize objects and situations very quickly. Imagine how much time would be wasted if you had to do a full analysis every time you came across a cylindrical canister of effervescent fluid. Most people would just open their can of fizzy drink. Without pattern recognition we would starve or be eaten. We could not cross the road safely. Unfortunately, we get stuck in our patterns. We tend to think within them. Solutions we develop are based on previous solutions to similar problems. Normally it does not occur to us to use solutions belonging to other patterns. We use lateral thinking techniques to break out of this patterned way of thinking. Lateral thinking techniques help us to come up with startling, brilliant and original solutions to problems and opportunities. It is important to point out that each type of approach has its strength. Logical, disciplined thinking is enormously effective in making products and services better. It can, however, only go so far before all practical improvements have been carried out. Lateral thinking can generate completely new concepts and ideas, and brilliant improvements to existing systems. In the wrong place, however, it can be sterile or unnecessarily disruptive. 5.10 FLEXIBILITY The world of work is changing at an ever increasing pace so employers actively seek out graduates who can adapt to changing circumstances and environments, and embrace new ideas, who are enterprising, resourceful and adaptable. Some people thrive on change and the unexpected and enjoy alteration to their routines: they are naturally adaptable. If you are the kind of person who always has a 'to do' list and doesn't like it when something arises which isn't on your list, then you probably aren't naturally adaptable. Flexibility in the workplace is about adapting successfully to changing situations and environments. No workplace environment ever stays the same, so you will need to be able to change your job role and responsibilities at short notice. Being able to multi-task and perform several tasks at once is also vital in the workplace. New graduates will increasingly be recruited for their adaptability 91% of HR directors think that by 2018, people will be recruited on their ability to deal with change and uncertainty says The Flux Report by Right Management. 60% of HR directors identified employee wellness and resilience as key to enabling organisations to achieve their strategic objectives. 53% said that

Personality Development Notes 106 employees' ability to deal with unanticipated problems is THE key attribute for future business success. 49% of organisations had already introduced improved flexible working arrangements to help staff cope with flux. Other initiatives include increased internal communication from leadership to maintain morale (42%) and promotions but with minimal pay rises (36%). The Report found that people in their 30s are perceived to be best equipped to deal with changes at work, whilst those in their 50s and 60s were considered least able to cope. You can learn to cope with change But you can also learn to become more adaptable and to develop your ability to cope effectively with change. You can learn how to become adaptable through experience. You might even have the advantage over others as you will have used your planning and organising skills to change your behaviour. 5.10.1 Flexibility involves: z Adapting successfully to changing situations & environments z Keeping calm in the face of difficulties z Planning ahead, but having alternative options in case things go wrong z Thinking quickly to respond to sudden changes in circumstances z Persisting in the face of unexpected difficulties z Anticipating & responding positively to changing environments z Ability to adapt to change positively in response to changing circumstances z Taking on new challenges at short notice. z Dealing with changing priorities/workloads 5.10.2 How can you show a recruiter that you are adaptable? It's not sufficient just to say "I am adaptable", you need to give evidence of your adaptability by giving examples. You can draw on situations like these to help you demonstrate your adaptability: z Working in a part-time job whilst doing a degree z Changing holiday plans at the last minute z Living in another country.

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 107 5.11 STEPS TO SUCCEED IN GROUP DISCUSSION A group discussion is simply a method instrumental in judging the team spirit, leadership qualities, out of the box thinking, and other managerial qualities in an individual. In a layman's language, a group discussion is a discussion involving a group of around seven to eight participants. Following are some of the things which you must take care off to succeed in the GD. Read voraciously Make a habit of reading voraciously on every subject. This will keep you ready for any topic for a discussion in GD Your knowledge is your most important weapon in a discussion. Initiate the discussion Most of us have a misconception that initiating the discussion would give you an advantage over others. It does give you an advantage but only if you know the subject well and have something relevant to start the discussion otherwise it is a disadvantage. For e.g. When a group was given a subject "Is Capital punishment right?" some members of the group heard the word punishment and jumped at starting the discussion with out understanding the meaning of Capital Punishment. The evaluators kept hearing for 2 minutes after which they intervened and asked the group if they knew the meaning of Capital Punishment. Not to say, the members who initiated were quite looking at each other's faces. That is when a quite member of the group got up and explained the meaning of the topic. From this incidence, you can easily tell who must have succeeded in the GD, the ones who initiated the discussion or the one who explained the topic and gave it a right direction. They say, "Speaking just for the sake of speaking is noise". So, don't create noise in the GD rather make some useful and resourceful contributions to get noticed in the discussion. Speak politely and pleasantly As you speak make sure that you do not speak at the top of your voice. You should be audible and clear. Remember that you are participating in a discussion which is different from a speech given out by the leaders in their rallies. Even if you disagree with the other's point of view, disagree politely. Use phrases like, I would like to disagree a bit here, I am sorry but I think I have a slightly different point of view here.

Personality Development Notes 108 Be précised Abstain from using irrelevant information and data from your talks during a GD Speak precisely so that others also get a chance to put across their point of view. Acquire and apply knowledge Stay attentive to the ideas put forward by other group members and keep writing the important points discussed during the GD As you get a chance to speak, put forward your views about the topic. You can also agree or disagree with other's ideas, based on your knowledge about the subject. Agree with the right Don't take a stand on either extreme when the discussion begins. It might happen that you get convinced by other's argument and want to change your stand. Respect other's opinion as well and agree with what is right, even if you initially had a different opinion. Speak confidently Maintain your confidence as you speak. Establish eye contact with other members of the group and do not let your voice tremble. Moderate Try to moderate the discussion if any arguments arise. This is necessary to ensure that the group doesn't wander from the goal of the GD Use positive body language Your body language should not demonstrate dominance or low self confidence. Show your interest in the discussion through your gestures like bending forward a bit, nodding your head. Be a team player Last but not the least; be a team player as this is a group activity. Be comfortable with the group members and vice versa.

5.12 GROUP DISCUSSION TYPES There are mainly two types of group discussions:

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 109 5.12.1 Formal and Informal Group Discussions Formal Discussions

These are formal and are led by the chairperson. Participants indicate a desire to speak in a predetermined way. They wait for permission to speak and there are no interruptions. This is a large group activity. Informal Discussions In this context, turn-taking comes from cues such as body language, intonation, eye gaze, and knowledge of the social courtesies. This is a small group activity and all participants need to be visible to each other. Children need to learn the courtesy of turn-taking and rules exist to ensure this happens.

5.12.2 Real and Simulated Group Discussions Corporate Group Discussions (Real Group Discussions) These are those that take place in corporations and business organizations. These group discussions are organized to arrive at a consensus decision on an issue that affects everyone in an organization. Simulated Group Discussions Group discussion has become a popular simulation technique as a potentially effective way to improve communication skills. Simulated group discussions are also conducted as personality test of the aspirants prior to their entry to various institutes and organizations.

5.14 RESPONSIBILITY OF THE FIRST SPEAKER In some cases, the opportunity to lead a group discussion can arise on the spur of the moment; in others, it's a more formal arrangement, planned and expected. In the latter case, you may have the chance to choose a space and otherwise structure the situation. In less formal circumstances, you'll have to make the best of existing conditions. We'll begin by looking at what you might consider if you have time to prepare. Then we'll examine what it takes to make an effective discussion leader or facilitator, regardless of external circumstances. How active you are might depend on your leadership style, but you definitely have some responsibilities here. They include setting, or helping the group to set the discussion topic; fostering the open process; involving all participants; asking questions or offering ideas to advance the discussion; summarizing or clarifying important points, arguments, and ideas; and wrapping up the session. Let's look at these, as well as some do's and don't's for discussion group leaders.

Personality Development Notes 110 z Setting the topic. If the group is meeting to discuss a specific issue or to plan something, the discussion topic is already set. If the topic is unclear, then someone needs to help the group define it. The leader – through asking the right questions, defining the problem, and encouraging ideas from the group – can play that role. z Fostering the open process. Nurturing the open process means paying attention to the process, content, and interpersonal dynamics of the discussion all at the same time – not a simple matter. As leader, your task is not to tell the group what to do, or to force particular conclusions, but rather to make sure that the group chooses an appropriate topic that meets its needs, that there are no “right” answers to start with (no foregone conclusions), that no one person or small group dominates the discussion, that everyone follows the ground rules, that discussion is civil and organized, and that all ideas are subjected to careful critical analysis. You might comment on the process of the discussion or on interpersonal issues when it seems helpful (“We all seem to be picking on John here – what’s going on?”), or make reference to the open process itself (“We seem to be assuming that we’re supposed to believe X – is that true?”). Most of your actions as leader should be in the service of modeling or furthering the open process. z Involving all participants. This is part of fostering the open process, but is important enough to deserve its own mention. To involve those who are less assertive or shy, or who simply can’t speak up quickly enough, you might ask directly for their opinion, encourage them with body language (smile when they say anything, lean and look toward them often), and be aware of when they want to speak and can’t break in. It’s important both for process and for the exchange of ideas that everyone have plenty of opportunity to communicate their thoughts. z Asking questions or offering ideas to advance the discussion. The leader should be aware of the progress of the discussion, and should be able to ask questions or provide information or arguments that stimulate thinking or take the discussion to the next step when necessary. If participants are having trouble grappling with the topic, getting sidetracked by trivial issues, or simply running out of steam, it’s the leader’s job to carry the discussion forward. A good group discussion leader has to pay attention to the process and content of the discussion as well as to the people who make up the group. She has to prepare the space and the setting to the extent possible; help the group establish ground rules that will keep it moving civilly and comfortably; provide whatever materials are necessary; familiarize herself with the topic; and make sure that any pre-discussion readings or assignments get to participants in plenty of time.

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 111 Task Act as a first speaker in a GD on a topic of your choice and perform the responsibilities you learned. SUMMARY • Non-verbal communication is more important than verbal communication. People try to understand more about non-verbal communication. • Researchers have found that even in a spoken message, the listener perceives non-verbal communication as more important than the words. • Now, more and more writers on the subject of business communication are stressing the importance of non-verbal communication. • A group discussion is simply a method instrumental in judging the team spirit, leadership qualities, out of the box thinking, and other managerial qualities in an individual. • Lateral thinking recognizes that our brains are pattern recognition systems, and that they do not function like computers • Innovation is a new idea, device or process. Innovation can be viewed as the application of better solutions that meet new requirements, in articulated needs, or existing market needs • Flexibility in the workplace is about adapting successfully to changing situations and environments. KEYWORDS A group discussion: it is a method instrumental in judging the team spirit, leadership qualities, out of the box thinking, and other managerial qualities in an individual. Innovation: it is a new idea, device or process. Innovation can be viewed as the application of better solutions that meet new requirements, in articulated needs, or existing market needs Non-verbal Communication: Communication without the use of spoken or written words. Kinesics: ‘Kinesics’ is the systematic study of body language works through facial expression, eye contact, gestures, head position, body shape, posture and appearance. Body language accounts for more than half of all communication. Proxemics: Proxemics’ is the study of space language. Any successful communicator makes effective use of it. Distance wise the space around us can be divided into four

Personality Development Notes 112 kinds- intimate, personal, social and public. Only very social or important people enter our intimate space. Gestures: Gestures are the physical movements of arms, legs, hands, torso and head, made to express or help to express thought or to emphasize speech. They play a very important role in conveying meaning without using words. Para Language: ‘Para’ means ‘like’. Hence, ‘para language’ literally means ‘like language’ and ‘paralinguistic’ is the systematic study of how a speaker verbalizes his words/speech. It is defined as “a type of non-verbal communication that includes articulation, pronunciation, rate, pitch, volume, pauses and other vocal qualities. Sign Language: Communication through signs, visuals, etc. is called Sign Language. REVIEW QUESTIONS 1. Discuss the signs of Active Listening 2. Explain how non-verbal messages are instinctive in nature? 3. Write short notes on: (a) Gestures (b) Touch (c) Audio Signals. 4. Professor Robert Cialdini gives six laws or rules which govern how we influence and are influenced by others. Describe them. 5. What are the Basic reasoning skills? 6. Explain the steps and types of Group discussion 7. Write notes on flexibility and creativity. 8. Explain sign language in detail. 9. What is the use of facial expressions and eye contact in communication? Explain with examples. 10. “A cry of agony is more powerful than a tale of woe”. Elaborate the statement in the context of non-verbal communication. 11. What is Kinesics? What is the role of body language in communication? 12. Define Proxemics. What is included in proxemics? Answers to Self Assessment 1. open 2. problem solving 3. individual 4. talents 5. information 6. attentive listening 7. Complimentary 8. Body language

Lesson 5 - Group Discussion: A Test Of Your Soft Skills Notes 113 9. Facial 10. Gestures 11. Proxemics 12. Paralanguage 13. Stress 14. Sign Language 15. True 16. True 17. False 18. False 19. false FURTHER READINGS Raymond V. Lesikar & Marie E. Flatley, Basic Communication, 10th Edition, Tata McGraw Hill Publications, p. 278-280. Bowman, Joel and Branchaw, Business Communication: From Process to Product, Dryden Press. Courtland Bovee and John Thill, Business Communication Today, Random House, New York. Kitty Locker, Business and Administrative Communication, Irwin. Self-Awareness: The Hidden Driver of Success and Satisfaction by Travis Bradberry, 2009 by Perigee Trade WEBLINKS <http://www.skillsyouneed.com/ips/active-listening.html> <http://www.mindtools.com/CommSkll/FirstImpressions.htm> [http://www.helpguide.org/mental/effective\\_communication\\_skills.htm](http://www.helpguide.org/mental/effective_communication_skills.htm) <http://www.wikihow.com/Develop-Good-Communication-Skills>

Personality Development Notes 114 UNIT 6 – JOB INTERVIEWS: THE GATEWAY TO THE JOB MARKET CONTENTS Learning Objectives Introduction 6.1 Types of interviews 6.2 Groundwork before the interview 6.2.1 Candidate's Preparation 6.2.2 Checklist for Interview Preparation 6.3 Abide by the dress code 6.4 Importance of body language in interviews 6.5 Need for proper articulation 6.5.1 Strategies for Proper Articulation 6.6 Interview questions 6.7 Telephonic and Video Interview 6.7.1 Telephonic Interview 6.7.2 Video Interview 6.8 Mock interview Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Define the purpose of interviews z Explain the various types of interviews z Describe the Importance of body language and dress code in interviews

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 115 INTRODUCTION An interview is a communication between two or more people (interviewer and interviewee), where questions are asked by the interviewer to obtain information or assess the knowledge of interviewee. Interview is a form of oral communication, in which an individual interacts with others to know each other. Interviews consist of another significant facet of social and business communication. They take place between individuals, or individuals and organisations, and are always goal oriented. Interviews relate to a meeting, often on a formal note, where some kind of an information gathering and assessment takes place. The objective of any interview is, to find out as much as possible/necessary about a person or an event. There are two parties to any interview – the interviewer and the interviewee. The objective of an interview, in its broader sense, is to gather details and to elicit relevant information by talking to the interviewee, and thereafter making an assessment, appraisal or evaluation about the suitability of the candidate for the offer or position available with the interviewer.

Although most interviews take place through formal meetings and discussions, there are also occasions when there is no personal meeting, like in the case of a telephonic interview. The following are some of the definitions of an interview: z An interview is a formal meeting in which a person evaluates or consults another person. z Interview can be defined as an oral tool to test a candidate's traits for employment or admission to a premier institution of learning. z An interview reveals the view, ideas and attitudes of the person being interviewed as well as the skills of the interviewer.

6.1 TYPES OF INTERVIEWS In social and business life, there are various types of interviews. They can be more clearly identified on the basis of specific purposes or the approach towards the interviews in terms of conducting it and attending candidates through the interview process. Following are the different types of interviews which could be conducted for a variety of purposes: 1. Selection Interview: Interview conducted by an organisation or institution, to employ persons for specified posts. It is essential for the employer as well as prospective employee, as both are looking forward to fill up "the right candidate for the right job". Through an interview, the potentialities of interested recruits are assessed. This is also called the job interview and is the most important and common type of interview. Generally, when we speak of an interview, in most of the cases, it refers to job selection interviews. This may be a "Walk in" interview, wherein the

Personality Development Notes 116 candidates are called at a very short notice, usually through an advertisement and spot interviews are conducted. They may be properly planned interviews, conducted after due scrutiny of application forms, or merely Telephonic Interviews, wherein, the candidates are assessed on the basis of his/her answers/conduct over the telephone call, made by the company executives after the preliminary assessment. 2. Promotion Interview: Promotion interviews are conducted by organisations for their own eligible employees who are desirous of moving up in the hierarchy. The objective of this interview is two fold: to give one, an opportunity. The interview panel, for promotion interviews would normally comprise of executives from the organisation itself. Unlike the job selection interview where the candidates face new people and unfamiliar environs, give the fact that promotion interviews are often conducted in house. The latter are relatively less formal. Their conduct should be such as to show the required seriousness, and any impression of a casual approach should be avoided. The candidate should also not exhibit any undue familiarity with the interviewers. The replies given by the candidate, especially about past performance, are verifiable and as such, the candidate has to ensure factual correctness and be sincere and truthful in replying to the questions. 3. Exit Interview: Exit interviews are conducted by organisations for those employees who are resigning or retiring. The objective here is to know the causes of leaving and obtain feedback from the outgoing employees, in a frank and forthright manner so as to bring about improvements. Those employees, who are resigning, in particular, would be in position to give valuable feedback by way of comments and suggestions. Given the investments made by the organisation in terms of training and orientation and also the time and effort involved in finding suitable replacements, every effort is made to minimise the attrition level. Though not all companies conduct them. Most organisations recognise entry and orientation interviews as well as exit interviews, as desirable and worthwhile HRD systems. Specific and well thought-out formats are designed to get relevant feedback through the exit interview. These formats would essentially cover: z Personal details. z Service and experience. z Reasons for leaving the job. z Comments on work atmosphere, policies and practices. z Suggestions for improvement. The interview is normally conducted by a senior officer, executive or Branch In-charge in a cordial manner, with a positive approach. Both the parties

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 117 should recognise the need for objectivity and stay away from personal biases and negative approach. The person conducting the interview should give a report or feedback based on the exit interviews to the appropriate authority within the organisation for further action.

1. Reprimand Interview: Reprimand implies a severe or formal reproof or censure. A reprimand interview is conducted to express rebuke or disapproval. It is done to pull up or correct, usually with a kindly intent. Reprimand interview is usually done in private, where the erring or misbehaving employee is called by the supervisor or the person in authority and advised to mend or improve his or her behaviour. The objective here is to draw attention to the wrong doing and counsel/instruct the person concerned to correct oneself.
2. The interviewer explains what is wrong and rebukes the person. It consists of cautioning, suggesting that any repetition of such an act would entail more stringent action. In an organisational context, a reprimand interview should be appropriate in dealing with absentees, insubordination, inter-personal problems, poor performance and other such deficiencies. The ultimate objective is to ensure correction in behaviour, attitude and performance.
3. Grievance Interview: A grievance interview relates to any dissatisfaction, distress or resistance to something that may or may not have happened and has made the person concerned carry a grievance. Unless the grievance is dealt with and redressed, it may create further damage. In the business and organisational context, there would be essentially two kinds of grievances – grievance relating to the employees and grievance relating to costumers. There should be swift response in dealing with people and matters, when things go wrong. A grievance interview relates to a face-to-face talk, where the aggrieved person gets an opportunity to meet a person in authority to share the distress and seek remedial action. A grievance interview provides an opportunity to the aggrieved person to hear. The person responding to the aggrieved person, has to have good listening skills. By providing an opportunity to the aggrieved person the organisation shows that it cares for the feeling of the employees, or customers, as the case may be. In a grievance interview, the interviewer makes the interviewee comfortable and lends a patient ear and uses placating skills to diminish hurt feelings, clear misconceptions and gather all relevant facts.
4. Stress Interview: Stress interview, as the name suggests, is conducted for assessing the ability of the interviewee to face high levels of strain or mental pressure. Certain types of jobs, which are regarded as difficult assignments, do require the person concerned to process relatively greater emotional and mental strength to deal effectively with people and situations. Security forces dealing with border events, police personnel in Personality Development Notes 118 responding to violent mobs and arson, industrial relations personnel in organisations dealing with militant unions, etc. are some examples of situations where an unperturbed and tactful response would be desirable. In order to carry out the job effectively, the person concerned should be able to face the situations boldly, keep cool even under extreme provocation, and not buckle under pressure. This calls for a certain temperament and disposition. The members of the panel, conducting the stress interviews are generally well versed in conducting such specialised interviews. They may be curt and businesslike. They provoke, challenge and corner the candidate into submission or accepting the unacceptable or find fault with the candidate's actions.
5. Orientation Interview: Orientation interview, as the name suggests, is aimed at orienting the candidate towards the organisation or the task. Orientation interviews are conducted after the selection interviews and are in the nature of briefing sessions. The interviewer makes the interviewee comfortable and shares all relevant details about the organisation and task in a cordial manner. It is by way of appraisal or education, rather than assessment or evaluation. Apart from providing oral input during the interviews, the interviewer may also provide relevant literature to the interviewee to facilitate smooth and quick orientation.
6. Admission Interview: This is conducted by the authorities of a school, college, professional institutes like IIMs, etc. The purpose is to assess the candidate's eligibility for admission into a particular course of study or a professional body or association. This usually follows a written exam and group discussion.
7. Appraisal Interviews: For appraising the performance of the employees, performance appraisal interviews are conducted. The feedback of this interview is provided to the management as well as to the employee himself, so that he may know how to improve his performance in the organisation and what is expected from him.
8. Mock Interviews: Some educational institutions or academic bodies conduct imaginary interviews, for preparing the candidate mentally for the actual interview. This is very popular in coaching and business schools. This helps the students to learn how to face a real interview during the visit of the companies in the campus or when they go for employment interviews.
9. Panel Interviews: The interviews may also be classified as Panel Interviews, in which a panel of experts or interviewers ask questions to a candidate, based on the purpose and plan of the interview. The panel represents experts from different backgrounds.
10. Problem Interviews: This may be conducted in an organisation with employees who are creating problems, to gauge the reason behind their erratic behaviour. Also, the interviews of experts in a particular area, to discuss a particular problem, are called problem interviews.
11. Ladder Interview: In this type of interview, the answer for one question becomes the basis for next question and so on, to reach at a finally justified answer or a realisation. Self Assessment Fill in the blanks:
12. The objective of any interview is, to find out as much as possible necessary ..... about a person or an event
13. Those employees, who are resigning, in particular, would be in position to give valuable ..... by way of comments and suggestions.
14. Generally, when we speak of an interview, in most of the cases, it refers to ..... interviews.
15. Unlike the job selection interview, ..... are relatively less formal.
16. The objective of ..... is to draw attention to the wrong doing and counsel/instruct the person concerned to correct oneself.
17. Security forces dealing with border events, police personnel in responding to violent mobs and arson are examples of ....., situations where an unperturbed and tactful response would be desirable.
18. Some educational institutions or academic bodies conduct imaginary interviews, for preparing the candidate mentally for the actual interview which is called .....
19. Exit interviews are conducted by organisations for those employees who are ..... Interviews may also be classified as directive or non-directive. In directive interviews, similar questions are asked to all the candidates, where as in a non-directive interview, different set of questions are asked to the candidates. These are usually conducted for higher posts.

Personality Development Notes 120 Interview Definition Admission interview Admission to a school, college, library, club, association, etc. Job Interview Selection for a post in any organisation. Orientation Interview Post-selection interviews to familiarize the selected person with the job or assignment. Promotion Interview Elevation to a higher position within the organisation. Selection Interview Selection for a specific assignment, project, foreign posting, etc. Exit Interview Seeking relevant information when a person quits an organisation or after an event. Reprimand Interview Where the superior meets the recalcitrant employee or student and reprimands. Grievance Interview Where the complainant, or the person with a grievance, meets the grievance redressal authority and seeks redressal. Assessment Interview Credit worthiness assessment of borrowers, suitability for empanelment of various agencies, etc. Psychological Interviews Counselling and guidance meetings with criminals, people under stress, etc. Evaluation of temperament. Media Interview Where the newspaper, magazine, radio or television representative seeks views and details. Consumer Interview Where organizations, marketing and advertising agencies seek responses on products and preferences from consumers and prospects. Matrimonial Interview Spouse selection through boy-meets-girls interviews.

6.2 GROUNDWORK BEFORE THE INTERVIEW

By and large, all interviews are taken seriously by both the parties involved in the interview process. The interviewees stand to gain and benefit when they put up their best during the interview. It is therefore expected that the candidate for the interview shows a high level of keenness to face and do well in the interview. This should translate into reaching on time, being presentable, displaying good listening skills, sincere communication and proper body language. Final selection of the candidate would often depend upon the performance of the candidates in all these areas. In view of the competitive nature of the interview, the preparation for it should commence well in advance. The candidate appearing for the interview should aim at scoring over other competitors and approach the interview with the required seriousness. Attire, appearance, body language, communication skill, confidence, keenness and a good understanding of the job requirements would contribute to the success in the interview, in addition to having his sound knowledge of the functional areas. Each member of the interview panel would be provided with a profile of each candidate, covering relevant details such as experience, age, seniority, qualifications, and positions handled, significant contribution, positive and negative attributes, performance appraisal and annual ratings. Based on this, the interview panel will be in a position to assess the performance and suitability of every candidate. The interviewer will be in a position to assess the performance and suitability of every candidate.

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6.2.1 Candidate's Preparation A candidate needs to prepare at various levels for the interview. Physically, mentally, and psychologically, the interviewee needs to groom himself to be successful in the interview. The candidate needs to prepare himself in the following aspect:

Physical Preparation: z Good formal dress up z Good Posture z Good manners. Mental Preparation: Mentally, the candidate needs to: z Revise the subject knowledge z Get information about the current affairs and important issues z Information about the Company, its products, competitors, etc. z Prepare general and personal questions. Psychological Preparation: z Practicing honesty z Practicing negotiating skills z Inculcating will power and determination. Self Assessment of oneself: The candidate needs to evaluate his strengths, weaknesses, opportunities and threats, that is, he should carry out his own SWOT Analysis. This will help him to know where he stands.

6.2.2 Checklist for Interview Preparation

The interviewee can refer to the following checklist to see his preparation is complete in every respect:

20. Know yourself: The candidate should be confident about himself and know his own interests, strengths and weaknesses.

21. Know your resume: He should thoroughly study his resume to be ready to answer any questions related to it.

22. Know the company: He should know about the company in which he is going to appear.

23. Know the position: He should know about the position of responsibility of Job, for which he is applying.

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24. Know some questions and answers (anticipate): He should anticipate some questions which the interviewers may ask and prepare the answers for them beforehand. This will make him confident.

25. Know that your non-verbal appearance communicates loudly: His posture, body language, gestures, etc., play an important role in giving an impression about him.

26. Know that your oral delivery also communicates: Only non-verbal communication is not sufficient, what he speaks and how he speaks, it is also of great relevance.

27. Know the meeting place, time and other details: The candidate should know these details in advance so that he reaches the interview place in time and without many hassles.

28. Know some basic salary ranges: This will help him to negotiate for himself with confidence and conviction.

29. Know that you must rehearse: "Practice makes a man perfect." The candidate must practice by attending mock interviews or by rehearsing with his friends.

6.3 ABIDE BY THE DRESS CODE

Knowing what to wear on a job interview is half the battle of the interview itself. The old adage could never be so true, "You never get a second chance to make a first impression." When you're going on a job interview, your appearance is extremely important. Whether or not you look professional or sloppy could play a huge role on if you get hired.

Interview dress code for Males

Nothing too fancy, nothing too casual: A suit is not always the best choice for what to wear on a job interview. If you show up wearing a suit and tie and all the employees are wearing shorts and flip-flops, you will look out of place, feel uncomfortable and give off the wrong energy. The same is true of the opposite. If you show up wearing shorts and flip-flops to a company that wears professional attire, you will be just confirming that you don't fit into the company.

Match the interviewer: If you want to get the job, your choice of what to wear on a job interview should match or be slightly dressier than the normal work attire of the company. For example, if the normal work attire of the company is business casual, it's ok to wear a suit to impress. If the normal work attire is casual, it's ok to wear a business casual outfit to impress as well. Appropriateness is the

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 123 most important factor on what to wear on a job interview. After you decide whether a professional, business casual, or casual outfit the most appropriate for your interview, here are some guidelines you will want to stay with in when deciding what to wear on a job interview. The key is to wear clothing that you feel comfortable and look great in, while at the same time matching the corresponding dress code of the company. That way you'll give off great energy and your true personality shine through. Interview dress code for Females Your appearance not only shows that you're taking the opportunity seriously, that you are eager to make a good impression, and that you'd fit in nicely within the corporate culture; it can also communicate that you have respect for the interviewer. Those who dress inappropriately—too informal, for example— may be seen as having a more casual attitude toward work and authority, as well as possessing a lack of understanding of business etiquette. Women's Interview Attire z Solid color, conservative suit z Coordinated blouse

Personality Development Notes 124 z Moderate shoes z Limited jewellery z Neat, professional hairstyle z Tan or light hosiery z Sparse make-up & perfume z Manicured nails z Portfolio or briefcase Don'ts for Women z Short skirt or extreme form fitting garments z Textured, patterned or bright colored hosiery z Wet hair z Strong perfume or heavily scented body products z Distracting or noisy jewelry z Visible body piercing and tattoos (Cover tattoos with a band aid or flesh colored tape)

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 125 z Jeans, t-shirts, sneakers, canvas slip-ons z Sunglasses worn as a headband z Exposed technology; turn off cell phone and keep out of sight z Carrying a book bag rather than briefcase 6.4

IMPORTANCE OF BODY LANGUAGE IN INTERVIEWS Regarding the importance of body language, management consultant Nancy Austin says, "when people don't know whether to believe what they are hearing or what they are seeing, they try to follow the body language which often tells the truth. You can play fast and get loose with words, but it's much more difficult to lose with gestures." Psychologist Paul Ekman says, "we talk with our vocal cords, but we communicate with our facial expressions, tone of voice and our entire body." Understanding body language has immense practical use. In this regard education psychologist Marilyn Maple says, "When you can consciously 'read' what others are saying unconsciously, you can deal with issues—at work and at home before they turn into full blown problems." It has been observed that most of the non-verbal communication at the workplace centres on a single theme, namely power which alone gives one status consciousness. On careful observation, in a meeting, we can look around and see who has the highest status. In every species and society, those who are in control, try to appear large, strong and fearless. Professor Albert Mehrabian has very aptly illustrated this point by giving the example of the office-soldier relationship, in the army. He says, "status manifests itself subtly in a relaxed posture and way of interacting. The classic example is the soldier standing at attention in the presence of a superior officer. His body is extremely tense and in perfect symmetry showing signs of subservience". Almost the same situation prevails in any other organisation when a junior worker has to appear in the presence of a senior executive/officer. It is their status and role-relationship that is reflected in this way manner. The term "body language" includes just about any manner, gesture, or posture that conveys meaning to the observer. Body language is especially meaningful in an interview as your interviewer will be paying as much attention to nonverbal cues as to what you have to say.

Personality Development Notes 126 You should avoid nervous or bored body language like repeatedly crossing and uncrossing your legs or arms, fiddling with your hair or clothes, continually touching your face, scratching your head. Particularly avoid anything your interviewer might find annoying, like playing with a button or pen. Constant or bold gesturing is also to be avoided. Since some of these mannerisms are often triggered by nervousness, solid interview preparation and rehearsal may help you to feel more relaxed. On the other hand, some body language shows you're engaged in the interview. Some positive examples of body language in an interview include leaning forward slightly to show your enthusiasm and nodding whenever is appropriate, particularly when your interviewer is making an important point. Shake hands the proper way One of the first things you'll probably do in an interview is shake hands with your interviewer. The handshake is a simple symbol of introduction, a polite way to acknowledge the other person. But it can also be an unspoken gauge of personality. Hiring managers say that while a limp or unenthusiastic handshake won't necessarily destroy an interview, it can cause one to start off on a bad note. The same goes for a sweaty palm. To alleviate the latter problem, keep your hands open, not balled into fists, prior to your interview. This will reduce perspiration. Put a handkerchief or a few tissues in your pocket, just in case. Also, remember that while a limp handshake is bad, a bone-breaking handshake isn't much better. Clasp your interviewer's hand firmly and confidently, but don't overdo it. Maintain Eye Contact A lack of eye contact during an interview can lead your interviewer to think that you're shy, disinterested, or dishonest. For some technical positions, especially for programmers, there's a stereotype that people are shy and awkward around others. Being able to comfortably maintain eye contact helps you to go against that stereotype. However, shifting your eyes to and from the interviewer's face can also send the wrong message. It's no wonder "shifty-eyed" is a term used to describe a character who is deceitful or insincere. While you don't want to stare at your interviewer to the point of making him or her uncomfortable, do maintain eye contact as much as seems appropriate. If you are speaking to more than one interviewer, you can shift your gaze between them, but be sure to look each interviewer in the eye for at least a couple of seconds. Direct your answers to all of the people in the room. Smile When You Mean It Smiling, the universal sign of happiness, is a great way to convince your interviewer that you're genuinely pleased to be there. On the other hand, an oversized or artificial grin used too often during the interview will lead to the



Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 127 opposite result. Your interviewer will know you're forcing yourself to act a certain way. According to Discover Magazine, when a person is sincerely amused, a part of the brain called the basal ganglia is activated, leading to the unconscious contracting of certain facial muscles. A forced smile, however, uses a different group of muscles, which is why it's generally easy to recognize a person who is legitimately pleased versus one who is only pretending to be. During an interview, be sure to smile-but only when you mean it. It's infinitely better to smile occasionally but earnestly than to smirk constantly for no reason at all. Be Mindful Of Personal Space Individual cultures and even individual people have different interpretations of what constitutes an appropriate amount of personal space. While one person might feel at ease speaking only inches from someone's face, another person might need several feet of separation. When facing your interviewer, be mindful of how close you stand or sit. Try to maintain a distance of about three feet. Communicating at a closer range may cause your interviewer to feel uncomfortable. On the other hand, sitting or standing too far away is also impolite. When appropriate, mimic your interviewer's body language cues. Be open to criticism Many candidates tend to lose their cool when they are grilled during the interview process. At times, they may feel offended when criticized about their shortcomings. You should keep your cool in such tight situations. Do not try to defend your weaknesses and prove yourself to be picture perfect. The main aim of many an interviewer is to create an uneasy situation for the candidate just to know how he/she deals with uneasy situations. Be attentive You should try to impress the interview board with your attentive attitude. You should be attentive while listening to whatever they are saying. You can even use a pen and pencil to note down the important points, which can further add to your chances of being perceived as an attentive, enthusiastic, and obedient candidate. Try to maintain constant eye contact with the interviewers and drop a little smile here and there, wherever required, as per the mood in the room. Self Assessment 30. success in the interview also depends on having sound knowledge of the ..... areas. 31. Physically, mentally, and psychologically, the interviewee needs to groom himself to be successful in the interview. 32. Matching the corresponding ..... code of the company will give off great energy and your true personality shine through.

Personality Development Notes 128 33. Communicating at a ..... range may cause your interviewer to feel uncomfortable. 34. Since some of these mannerisms are often triggered by ....., solid interview preparation and rehearsal may help you to feel more relaxed Body language is so important because it can often contradict what we say in words. For example you might be demonstrating a time when you displayed confidence but telling the story while looking down at your hands and avoiding eye contact! Because body language is more spontaneous and less controlled it usually shows our true feelings and attitudes. 6.5 NEED FOR PROPER ARTICULATION Good articulation is the art of speaking and involves the study of the muscles we use for speech. Good articulation has many advantages. It enables us to speak for long periods of time without tiring. As in any sport, muscles used correctly can work more effectively for much longer than muscles used incorrectly. It enables you and the audience to concentrate more on the content of what you are saying rather than how you are saying it – they don't need to decipher it. Articulation is certainly the most socially-visible sign of speech impairment. It is also a likely indicator of other speech related problems. It is now clear to many that have investigated the issue that there is a direct link between a student's environment and the development of their speech processes. Because articulation is a good indicator of academic and personal progress it was used exclusively to study the effect of the 1965 Head Start program. A student with poor articulation often also suffers from low self-image, a bad deit, frequent changes in address, and a unstable family situation. Researchers have found that a child's speech matures most rapidly in the early years. Therefore using good articulation would help anyone that was listening to understand much easier. 6.5.1 Strategies for Proper Articulation 35. Know your subject. Speak on matters where you are able to bring more clarity to others or help add to the discussion. Speaking from a desire to add something or just get your voice heard, will not add to your perceived level of articulateness. Let others speak about things that they are an expert in and add to that discussion through articulate questions. Do your research and know the alternative perspectives but be willing to quit sharing when you move outside your current knowledge.

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 129 36. Think before you speak. This helps to eliminate the verbal pauses and may prevent you from saying something that does not make sense. It's okay if this slows you down a bit. In fact, pausing before you give a real answer will make you look more thoughtful and intelligent than someone who just blurts out a string of nonsensical phrases as soon as a question is posed. For Example: If someone asks you a question and you really want to think it through, don't be afraid to say, "Come back to me in a minute. I need to gather my thoughts." You will sound much more prepared after you have time to think. 37. Expand your vocabulary. Using a variety of words that mean the same thing creates more interest and color in your speech. If you do not understand the words you read, consult a dictionary or thesaurus. The easiest way to expand your vocabulary is to read, read, and read. Knowing synonyms for words can be helpful, but you should make sure you use them correctly instead of using a word you've only ever seen in a dictionary aloud for the first time. 38. Exude confidence. If you want to sound articulate and intelligent, then you have to look confident when you deliver your message. Make eye contact with the audience, sound like you really mean what you say, and speak loudly enough for people to hear you. If you seem comfortable with your message and like you believe in your words, instead of second-guessing yourself, then people will be more likely to believe in it too. 39. Be more concise. Saying more by saying less can make some people shut down or quit listening. Add content to discussions that is as condensed as possible without being vague. Talking until you get to your point will ensure half of your audience has already tuned out. State your point up front and people will know what you are trying to elaborate about. 40. Use your hands. If you keep your hands in your pockets, you are more likely to stutter, forget what you have to say, or to confuse your audience. That's because using your hands to gesture can help you explain what you mean and can get your whole body into the speaking process. Communication doesn't just come from your mouth, but from your posture, your eye contact, you're gesturing, and your body language it's part of a whole package. So the next time you speak, take those hands out of your pocket. Even if you don't use them to gesture a ton, you'll feel more comfortable if you gesture a little. 41. Make your content even more interesting. Another way to wow a crowd or a co-worker and to get your message across is to make sure that your message is worth listening to. Though telling an amazing and inspiring story about how you finished a marathon with a sprained ankle may not be perfectly stated, if you make the story interesting enough, people will be able to overlook the times you pause, stutter, or use verbal filler.

Personality Development Notes 130 The next time you're nervous about talking to people, don't just focus on how you state the message focus on making the message itself as engaging as possible. 6.6 INTERVIEW QUESTIONS There are questions that employers commonly ask at job interviews and it's important to be prepared to respond to those interview questions. You don't need to memorize an answer, but do think about what you're going to say, so you're not put on the spot during the job interview. Review certain questions about yourself for the interview which you'll most likely be asked at a job interview, plus the best answers. Also, review the other questions you may be asked, so you're prepared to ace the interview. 42. Tell me about yourself. About 80% of all interviews begin with this "innocent" question. Many candidates, unprepared for the question, skewer themselves by rambling, recapping their life story, delving into ancient work history or personal matters. 43. What are your greatest strengths? This question seems like a softball lob, but be prepared. You don't want to come across as egotistical or arrogant. Neither is this a time to be humble. 44. Tell me about your experience at Company X. In other words, how does your past experience relate to the job the hiring manager is looking to fill? When answering this question, you want to convince the hiring manager that you can hit the ground running and bring value to the team by providing specific examples that resulted in successful outcomes. It's also helpful to identify how your current and prospective employers differ. This will help you determine which skills to emphasize. 45. What is your biggest professional accomplishment to date? This is your opportunity to provide an example that shows you can do the job. Think about the skills detailed in the job description and which of your accomplishments most directly relate. The goal is to convey to the hiring manager not only your past successes but also what you are capable of accomplishing if offered the job. 46. How would people you have worked with describe you? This question centers on how well you work with others and your ability to manage relationships with your peers, managers and direct reports. Give examples of situations that illustrate how you work with people across various functions. Answer truthfully, as the hiring manager will reach out to your references at a later point to ensure your perception of yourself is in line with theirs.

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 131 47. What is your greatest weakness? Often dreaded by job candidates, the key to answering this question is to be honest yet strategic. On my site, I go into more detail on new and effective ways to answer this question truthfully without taking yourself out of the running. You also need to address the unspoken follow up, which is what you are doing to overcome your weakness. Ultimately, you want to show the hiring manager that you are self-aware, thoughtful and proactive about your strengths and weaknesses. 48. Why are you the best person for this position? In asking this question, the hiring manager is looking for you to succinctly convey what sets you apart from the other candidates. Think of your most impressive and unique strengths that closely relate to the job description and use those to pitch yourself in a way that clearly illustrates the skill set and qualities you bring to the table. 49. Tell me about something you did or failed to do that you now feel a little ashamed of. There are some questions your interviewer has no business asking, and this is one. But while you may feel like answering, "none of your business," naturally you can't. Some interviewers ask this question on the chance you admit to something, but if not, at least they'll see how you think on your feet. Some unprepared candidates, flustered by this question, unburden themselves of guilt from their personal life or career, perhaps expressing regrets regarding a parent, spouse, child, etc. All such answers can be disastrous. Say you harbor no regrets, then add a principle or habit you practice regularly for healthy human relations. 50. Where do you see yourself five years from now? One reason interviewers ask this question is to see if you're settling for this position, using it merely as a stopover until something better comes along. Or they could be trying to gauge your level of ambition. If you're too specific, i.e., naming the promotions you someday hope to win, you'll sound presumptuous. If you're too vague, you'll seem rudderless. Reassure your interviewer that you're looking to make a long-term commitment...that this position entails exactly what you're looking to do and what you do extremely well. As for your future, you believe that if you perform each job at hand with excellence, future opportunities will take care of themselves. 51. Describe your ideal company, location and job. This is often asked by an experienced interviewer who thinks you may be overqualified, but knows better than to show his hand by posing his objection directly. So he'll use this question instead, which often gets a candidate to reveal that, indeed, he or she is looking for something other than the position at hand. The only right answer is to describe what this company is offering, being sure to make your answer believable with specific reasons, stated with sincerity, why each quality represented by this opportunity is attractive to you.

Personality Development Notes 132 6.7 TELEPHONIC AND VIDEO INTERVIEW 6.7.1 Telephonic Interview This era of information and communication technology has also influenced the current job market which includes sending interview call letters by SMS, schedule a telephonic interview and even intimation of final result on a ten digit mobile number. Now the Human Resource (H.R.) Department of many organizations is short listing and calling the candidates by telephonic conversations. The time is left far behind when there was long wait for the interview call letter to be delivered by the postman. Now, almost every organization believes in the screening the candidates by telephonic interviews rather than sending sealed envelopes with postage stamps. There are many reasons due to which telephonic interviews are planned. Telephonic interviews are scheduled to determine whether the candidate is competent to face the personal interview or not. Basically, a telephonic interview is the first contact, the candidate establish with the company. Such interviews are often used for shortlisting the candidates in order to narrow the crowd of applicants who will be invited for face-to-face interviews. Moreover, telephonic interviews minimize the expenses involved in interviewing distant candidates. In many cases, candidates belong to remote area and cost of traveling and accommodation is to be reduced by conducting a telephonic interview to save too much time, money and cost. Obviously, in telephonic interviews, no time is spent in railway stations, bus stands, airports or on the highway. Also there is no expenditure on flights, hotels and meals. Candidate can appear in the telephonic interviews while sitting at their home or any other place of convenience. Tips to succeed in Telephonic Interview 52. Do not switch-off your phone: The candidates should keep their mobile phone always ON because the phone call can ring anytime. The battery of mobile phone should be fully charged. In case of meeting or other official appointments, the phone may be placed in vibration or silent mode rather than switched-off. It leaves very bad impression on employer if the phone of candidate is in switched-off mode or giving message that the number is out of service due to low balance. 53. Attend call at quiet room: Select a quiet, private room with a cell phone in good working condition. Make sure that you do not receive other phone calls if you know the time of telephonic interview. 54. Keep important documents ready: Keep yourself free atleast at the time of interview and make sure that that there is no background noises to disturb and hinder the interview process. You should be having the copy of your Resume (Professional Profile/CV) that was sent to the company. It will give you the information which information you have sent to the

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 133 company. You should have a Pen and Paper to note the points. The candidate should keep a calculator and a calendar ready so that any schedule can be fixed or to perform some calculations. 55. Avoid rescheduling of the interview: If you want to change the interview time due to busy schedule, don't reschedule the interview again and again. It will give bad impression of non-seriousness to the interviewers. Try to reschedule the interview only once if unavoidable. You should not reschedule the interview because of not being prepared. Try to have all the certificates and testimonials with you so that you are ready to give any information on demand. 56. Respond within seconds rather than minutes: In telephonic interview, the candidate should respond to questions within 1 minute. In case you are thinking for the answers, the first response should be delivered within 10 seconds otherwise simply say sorry. Candidates should avoid lengthy responses because the interviewer expects short answers on phone rather than long stories. 57. Avoid answers in "yes, no, ya" like words: The candidate should avoid answers in "Yes", "No" or "Ya" words. The response delivered by the candidate should be well explained so that it is understood by the interviewer. The candidate should keep the voice clear, conversant and non confusing. 58. Justify yourself: The candidate should be well prepared to justify his/her performance in last few years. It will leave a very good impression on the employer regarding your current status and performance evaluation. Moreover, there is an impression of being confident to the interviewer. The candidate should be able to describe the goals and objectives of professional life. Here, the interviewee should not give more attention of salary and promotion. 59. Stay alone during the interview: Sometimes, the candidates take help of friends during the interview. It is not advisable. You should be alone while appearing for a telephonic interview rather than friends or kids around you. The candidate should thank the interviewer for spending the valuable time and considering you atleast for the telephonic interview. The candidates are not advised to smoke, chew gum, eat or drink anything when the interview is going on. It gives the caller a feeling that you are trying to steal some time before answering. 60. Deliver honest and true information: One of the important points the candidate should remember is not to give any manipulated or false information while answering the Tell Me about Yourself Interview question. Now days, the organizations are taking help of detective agencies to keep track of candidates' personal and professional background. Such checks have become very important and strict today. The employer may dismiss the person even after years of working, on the Personality Development Notes 134 basis of some false information provided during the initial phase of interview. Follow-up a phone interview the same way you would an in-person interview. Email a thank-you note that refers to details of the interview together with short and crisp points on how you can contribute to the company if you got the job. Before signing off, say that you're excited about the opportunity and ask what the next step in the process will be. This will give an impression that you are enthusiastic to join the company, however, do not sound desperate. 6.7.2 Video Interview The use of video interviewing is growing. It started with high tech companies, but diverse employers are increasingly aware of the benefits of web based video interviewing. There is consistency - all candidates are asked the same set of questions. Questions can be specifically tailored for the job the employer is hiring for. Hiring managers have the opportunity to replay, review, and rate the interviews online, so they can compare candidates without having to remember who said what or review their notes. After hiring managers review the video interviews, they can select certain candidates for managers to review. Again, the manager can see each candidate answering the same questions, and can compare the responses. For the employer, video interviewing can save time and hiring expenses, because there are reduced travel costs and management time. The Video Interview Process z The company selects candidates for video interviews. z Arrangements for an interview are scheduled - at home with your own webcam, a company office, an off-site location with a webcam setup, or via a webcam sent to the applicant. z A tutorial will provide instructions on the webcam and the interview. z There will be 10 - 15 questions related to the job the company is hiring for. z The applicant will have 30 seconds to read the question and two minutes to respond. Video Interview Tips z Review all the instructions. Ask for help (which is typically available online or by telephone) if you're not sure how the webcam works or if you have questions. z Follow the directions.

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 135 z Dress appropriately in professional interview attire, just like you would for an in-person interview. z Practice - if you have a webcam, record yourself to see how you appear on camera. z Be aware of your surroundings and the lighting. z Look at the camera, not down at the desk or table. It's important to remember that a video interview is a "real" interview, just like when you interview in an office. Your answers will be weighed and selection decisions will be made, just as they would if the interview was in-person. In fact, given that the interview can be scored and reviewed, it can be even more important than a typical first round phone or screening interview. Self Assessment Fill in the blanks: 61. You should be alone while appearing for a ..... interview rather than people around you. 62. There is consistency - all candidates are asked the same set of questions in ..... 63. It's important to remember that a video interview is a ..... interview, just like when you interview in an office. The ways communication is conveyed in these interviews is 55% via human face, 38% tone of voice, and only 7% from the words that are said. 6.8 MOCK INTERVIEW A mock interview is an emulation of an interview used for training purposes. The interview tries to resemble a real interview as closely as possible, and provides experience for the candidate. The mock interview helps the job applicant learn what is expected in a job interview, and improves the applicant's self-presentation. Mock interviews are often videotaped, and the candidate is shown the tape after the session, along with feedback from the interviewer. The mock interview coach will provide constructive feedback on all aspects of the interview process. Mock interviews are most common for job interviews, but may also be used to train people to handle journalists. Many job applicants absolutely dread interviews. Truly, they can be a double-edged sword: On one hand, they are essential to gainful employment; on the other hand, they can be extremely stressful events. In order to be certain your next job interview flows well (and lands you the position!), why not try setting up some "mock" job interviews? These are

Personality Development Notes 136 meetings that you arrange with a trusted friend or work colleague so that you can be better prepared for your face-to-face. Mock interviews are a way for you to feel easier about your impending appointment for a number of different reasons, including those listed below: 64. Mock Interviews Can Help Expose and Strengthen Your Weaker Areas: During a mock interview, the person sitting opposite you are likely to ask at least one question that leaves you totally stumped. Taken aback, you may stutter or even fall silent, trying to think of an answer. Though this sounds like an awkward scenario, it's actually a terrific learning opportunity; after all, you're in a safe setting. That means if a weak spot is exposed, you'll have time to figure out how to answer a difficult inquiry before your actual interview takes place. 65. You'll Get Instant Feedback on Your "performance": If your friend or colleague is truly honest (and insist upon it or the mock interview will be less effective), you'll get plenty of information on how you came across during the interview dialogue. For example, you may find out that you tended shift in your seat while discussing certain topics, or you may discover that you were too quiet, thus appearing timid or self-conscious. Though this type of feedback can be hard to hear, it's better to receive it from someone who cares about you than have it observed by a prospective employer who is hardly impressed. 66. Your Friend May be Able to Offer Some Pointers: The person playing the interviewer may actually be able to give you some pointers you never imagined because he or she will bring to the table his or her own unique experiences. For instance, your friend might tip you off to a bad habit (like cracking your knuckles) or to a verbal "tic", such as saying "um" between every sentence that you never even realized you had. And the more you know about yourself, the more opportunity you'll have to keep those behaviours in check on the day of your actual interview. Though they might be difficult to eliminate completely, it's still better to know about them than to remain in the dark. 67. You Can Sit in the Interviewer's Seat: One type of mock interview that you might not have tried in the past but which is incredibly effective is for someone to play you... and allow you to play the role of the interviewer. Thus, you'll be able to see what the experience is like from the advantage point of the person who will be asking you questions. It's a wonderful role-reversal experience, and will completely change your perspective on your upcoming meeting.

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 137 It'll also be slightly amusing to hear how your friend or colleague portrays you and your strengths, experiences, and achievements. (Give him or her your CV in advance so he or she can "study" a little ahead of time.) By engaging in mock interviews, you'll find that most of your concerns begin to disappear, leading to a much more fulfilling (and hopefully lucrative) job seeking experience. What to Expect During the Session A mock interview should be conducted in a setting that is as close as possible to the actual environment you will be in during a real-life interview. Therefore, you can expect to begin your mock interview with a brief introduction and handshake. After introducing yourself, you will then sit down and begin the next portion of your interview by answering questions. Typically, a mock interview will last for approximately 20 to 30 minutes, but it may go longer if your chosen career requires extensive or challenging questioning styles. During your mock interview, the interviewer may take notes or ask you to expand further on your answers. Remember that it is important to focus on providing the same level of answers that you will provide to an actual employer. Following your interview, ask for a critique of your skills and feedback about any areas in which you may need to improve. Task Prepare a mock interview with you being the interviewee and your friends form a panel of interviewers. SUMMARY z Interview is a form of oral communication, in which an individual interacts with others to know each other. Interviews consist of another significant facet of social and business communication. z Interview can be defined as an oral tool to test a candidate's traits for employment or admission to a premier institution of learning. z An interview reveals the view, ideas and attitudes of the person being interviewed as well as the skills of the interviewer. z Interview conducted by an organisation or institution, to employ persons for specified posts. z Promotion interviews are conducted by organisations for their own eligible employees who are desirous of moving up in the hierarchy. z Exit interviews are conducted by organisations for those employees who are resigning or retiring.

Personality Development Notes 138 KEYWORDS Interview: this is a form of oral communication, in which an individual interacts with others to know each other. Interviews consist of another significant facet of social and business communication. Selection Interview: Interview conducted by an organisation or institution, to employ persons for specified posts. Promotion Interview: Promotion interviews are conducted by organisations for their own eligible employees who are desirous of moving up in the hierarchy. Exit Interview: Exit interviews are conducted by organisations for those employees who are resigning or retiring. Good articulation: It is the art of speaking and involves the study of the muscles we use for speech. Problem Interviews: This may be conducted in an organisation with employees who are creating problems, to gauge the reason behind their erratic behaviour. REVIEW QUESTIONS 68. Define interviews. 69. Describe the various types of interviews. 70. Interviews consist of significant facet of social and business communication. Elaborate. 71. Highlight the importance of dress code in interviews. 72. List the things to be taken care of while preparing for a job interview. 73. What is effect of body language in interviews. 74. Provide tips for successful telephonic interviews 75. What are the features of a video interview? 76. List the Do's and don'ts of interviews. 77. Write a note on Mock Interview. 78. As per your experience of any type of interview, frame some questions. Answers to Self Assessment 79. Information 80. Feedback 81. job selection 82. promotion interviews

Lesson 6 - Job Interviews: The Gateway to the Job Market Notes 139 83. reprimand interview 84. Stress interview 85. Mock interviews 86. resigning or retiring 87. functional 88. psychologically 89. dress 90. closer 91. nervousness 92. telephonic 93. Video 94. real FURTHER READINGS Courtland Bovee and John Thill, Business Communication Today, Random House, New York. Personality Development and Soft Skills (English), Oxford University Press, Author: Barun K Mitra Raymond V. Lesikar & Marie E. Flatley, Basic Communication, 10th Edition, Tata McGraw Hill Publications, p. 278-280. Francis Soundraraj, Speaking and Writing for Effective Business Communication, Macmillan, New Delhi, P. 207. The Definitive Book of Body Language, Author: Barbara Pease, Allan, Manjul Publishing House Pvt. Ltd 2004 WEBLINKS <https://career.berkeley.edu/Guide/Interviewing.pdf> <siteresources.worldbank.org/WBI/Resources/.../5Final-Interviews.pdf> [careers.usc.edu/docs/handouts/Interview\\_Different\\_Types.pdf](careers.usc.edu/docs/handouts/Interview_Different_Types.pdf) <www3.ul.ie/careers/careers/applications/Interview%20Presentation1.ppt> [www.cc.ntut.edu.tw/~wwwae/CDS/.../cpbe\\_interview\\_wk02\\_Slides.ppt](www.cc.ntut.edu.tw/~wwwae/CDS/.../cpbe_interview_wk02_Slides.ppt)

Personality Development Notes 140 UNIT 7- BODY LANGUAGE: REVEALS YOUR INNER SELF AND PERSONALITY CONTENTS Learning Objectives Introduction 7.1 Emotions displayed by body language 7.1.1 Reading Body Language 7.1.2 How to read and interpret body language 7.2 Most common body language 7.2.1 Handshake 7.2.2 Eyes 7.2.3 Personal Space 7.3 Body language exhibited during different professional interactions 7.3.1 Body Language and its relevance 7.3.2 Body Language during Interviews 7.3.3 Body Language in Business Meetings 7.3.4 Body Language during a Group Discussion (GD) Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Describe the importance of body language z Discuss the emotions displayed by Body language z Understand the most common Body languages INTRODUCTION Body language can help you read people's emotions and understand their feelings with an accuracy that is close to 100%. Body language doesn't only Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 141 allow you to read people's emotions but it can also help you give the impression you want to people. Example: If you took the body language confidence gestures you will be able to give people the impression that you are a confident person. 7.1 EMOTIONS DISPLAYED BY BODY LANGUAGE Researchers say body language conveys how a person feels when they experience a wide array of emotions ranging from triumph or crushing defeat, to exhilaration or agony. As reported in the journal Science, Princeton University researchers discovered facial expressions can be ambiguous and subjective when viewed independently. In the study, researchers asked participants to determine from photographs if people were experiencing feelings such as loss, victory or pain from facial expressions or body language alone, or from both. In some cases, a facial expression associated with one emotion was paired with a body experiencing the opposite emotion. In four separate experiments, participants more accurately guessed the pictured emotion based on body language alone or combined with facial expressions than on facial context alone. 7.1.1 Reading Body Language A research was held at the University of Pennsylvania to determine to what extent a person's body language can affect the impression people form of him. The shocking result the research came up with is that body language was found to be more responsible for the impression people form of you than your words. The following are the detailed findings they came up with: z 55 percent of the impression people form of you is based on your postures , body movements and gestures z 38 percent was based on the tone of your voice (tempo and frequency). z Only 7 percent was based on what you say. This means that a total of 93 percent of the impression people form of you is determined by your body language (which includes both Body gestures and voice tone) while only 7 percent is based on the words you say. Personality Development Notes 142 7.1.2 How to read and interpret body language Body language researchers have succeeded in identifying a large number of feelings and their corresponding postures. Anyone with enough information can effectively read people's feelings through their body language. Learning how to interpret body language is not a hard task; you just need to know the familiar postures in body language and their associated emotional states then link them together. For Example: When a person is overwhelmed: - Both palms to forehead, fingers splayed (This gives me a headache.) - Covering eyes with one hand (If I can't see the world, it can't see me ...) - Eyes wide and staring into space, hands gripping the table in front of her (... Woah.) When a person is Thinking something: - Steepling fingers (I will think better if I center myself and focus.) - Pinching nose, sometimes with closed eyes (Focus, focus—I just need to focus.) - Tugging on an ear (This will help me remember!) - Stroking a real or imaginary beard (People with beards look smart.) - Furrowed brow, narrowed eyes, sometimes tilted head and pressing lips together (I can't see it—I will try harder!) - Resting his chin on his hand (Thinking makes my head heavy.) When a person portrays Attentive behaviour - Slow head nodding with a furrowed brow - Leaning forward, toward the speaker, and sitting up - Taking notes - Looking over the top of her glasses In Confusion expressions are usually: - Tilting head with narrowed eyes - A furrowed brow - Shrugging Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 143 When annoyed expressions are usually: - Pressing lips together into a thin line - Narrowing eyes sometimes with slight head tilt (Why do you still exist?) - Rolling eyes, often paired with a long-suffering sigh When a person is Bored - Resting his head on his palm, peeking out between the fingers, maybe even slipping so his head "accidentally" hits the table - Tapping toes, twirling pencil, doodling, and otherwise fidgeting - Staring out a window, or at anything remotely more interesting (Which is everything ...) When a person is Distressed - Wide eyes and shallow, rapid breathing - Beating the walls, or huddling into a corner - Clasping hands over his head protectively - Rocking himself - Hand wringing - Running his hands through his hair 7.2 MOST COMMON BODY LANGUAGE 7.2.1 Handshake The handshake evolved as a way men could cement a commercial deal with each other. In 2001, William Chaplin at the University of Alabama conducted a study into handshakes and found that extroverted personalities use firm handshakes while shy, neurotic personalities don't. Chaplin also found that women who are open to new ideas used firm handshakes. Men used the same handshakes whether they were open to new ideas or not. So it makes good business sense for women to practice firmer handshakes, particularly with men. The Submissive Handshake The opposite of the dominant handshake is to offer your hand with your palm facing upwards (as the man below on the right is doing), symbolically giving the other person the upper hand, like a dog exposing its throat to a superior dog. This can be effective if you want to give the other person control or allow him to feel that he is in charge of the situation if for example, you were making an apology. Personality Development Notes 144 How to Create Equality When two dominant people shake hands, a symbolic power struggle takes place as each person attempts to turn the other's palm into the submissive position. The result is a vice-like handshake with both palms remaining in the vertical position and this creates a feeling of equality and mutual respect because neither is prepared to give in to the other. Figure 7.1: A handshake The Hand-on-Top Technique When a power player presents you with a Palm-Down Thrust, respond with your hand in the Palm-Up position then put your left hand over his right to form a Double-Hander and straighten the handshake. Queens Fingertips This is quite common in male-female encounters. As women need more personal space than men, they will stretch out their hand (sometimes in an awkward position) from a distance allowing the other person to barely grasp the two or three fingers without a good grip of the hand. It is also used by individuals who feel superior to the other person, e.g: The Queen, therefore stretching out their hands with their palms downwards (a sign of authority/superiority) and only allowing a hold of the fingers. 7.2.2 Eyes Our eyes are a very significant aspect of the non-verbal signals we send to others.

Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 145 To a lesser or greater extent we all 'read' people's eyes without knowing how or why, and this ability seems to be inborn. Eyes - and especially our highly developed awareness of what we see in other people's eyes - are incredible. Example: we know if we have eye contact with someone at an almost unbelievable distance. Far too far away to be able to see the detail of a person's eyes - 30-40 metres away or more sometimes - we know when there is eye contact. This is an absolutely awesome capability when you think about it. Incredibly also, we can see whether another person's eyes are focused on us or not, and we can detect easily the differences between a 'glazed over' blank stare, a piercing look, a moistening eye long before tears come, and an awkward or secret glance. We probably cannot describe these and many other eye signals, but we recognise them when we see them and we know what they mean. When we additionally consider the eyelids, and the flexibility of the eyes to widen and close, and for the pupils to enlarge or contract, it becomes easier to understand how the eyes have developed such potency in human communications. Signal Part Of Body Possible Meaning(s) Detailed Explanation Left and right are for the person giving the signals and making the movements. looking right (generally) eyes creating, fabricating, guessing, lying, storytelling Creating here is basically making things up and saying them. Depending on context this can indicate lying, but in other circumstances, for example, storytelling to a child, this would be perfectly normal. Looking right and down indicates accessing feelings, which again can be a perfectly genuine response or not, depending on the context, and to an extent the person. looking left (generally) eyes recalling, remembering, retrieving 'facts' Recalling and then stating 'facts' from memory in appropriate context often equates to telling the truth. Whether the 'facts' (memories) are correct is another matter. Left downward looking indicates silent self-conversation or self-talk, typically in trying to arrive at a view or decision. looking right and up eyes visual imagining, fabrication, lying Related to imagination and creative (right-side) parts of the brain, this upwards right eye-movement can be a warning sign of fabrication if a person is supposed to be recalling and stating facts. looking right sideways eyes imagining sounds Sideways eye movements are believed to indicate imagining (right) or recalling (left) sounds, which can include for example a person imagining or fabricating what another Contd...

Personality Development Notes 146 person has said or could say. looking right and down eyes accessing feelings This is a creative signal but not a fabrication - it can signal that the person is self-questioning their feelings about something. Context particularly- and other signals - are important for interpreting more specific meaning about this signal. looking left and up eyes recalling images truthfulness Related to accessing memory in the brain, rather than creating or imagining. A reassuring sign if signalled when the person is recalling and stating facts. looking left sideways eyes recalling or remembering sounds Looking sideways suggests sounds; looking left suggests recalling or remembering - not fabricating or imagining. This therefore could indicate recalling what has been said by another person. looking left down eyes self-talking, rationalizing Thinking things through by self-talk - concerning an outward view, rather than the inward feelings view indicated by downward right looking. direct eye contact (when speaking) eyes honesty - or faked honesty Direct eye contact is generally regarded as a sign of truthfulness, however practised liars know this and will fake the signal. direct eye contact (when listening) eyes attentiveness, interest, attraction Eyes which stay focused on the speakers eyes, tend to indicate focused interested attention too, which is normally a sign of attraction to the person and/or the subject. widening eyes eyes interest, appeal, invitation Widening the eyes generally signals interest in something or someone, and often invites positive response. Widened eyes with raised eyebrows can otherwise be due to shock, but aside from this, widening eyes represents an opening and welcoming expression. In women especially widened eyes tend to increase attractiveness, which is believed by some body language experts to relate to the eye/face proportions of babies, and the associated signals of attraction and prompting urges to protect and offer love and care, etc. rubbing eye or eyes eyes disbelief, upset, or tiredness Rubbing eyes or one eye can indicate disbelief, as if checking the vision, or upset, in which the action relates to crying, or tiredness, which can be due boredom, not necessarily a need for sleep. If the signal is accompanied by a long pronounced blink, this tends to support the tiredness interpretation. eye shrug eyes frustration An upward roll of the eyes signals frustration or exasperation, as if looking to the heavens for help. pupils dilated (enlarged) eyes attraction, desire The pupil is the black centre of the eye which opens or closes to let in more or less light. Darkness causes pupils to dilate. So too, for some reason does seeing something appealing or attractive. The cause of the attraction depends on the situation. In the case of sexual attraction the effect can be mutual - dilated pupils tend to be more appealing sexually than contracted ones, perhaps because of an instinctive association with darkness, night-time, bedtime, etc., although the origins of this effect are unproven. Resist the temptation to imagine that everyone you see with dilated pupils is sexually attracted to you. Contd...

Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 147 blinking frequently eyes excitement, pressure Normal human blink rate is considered to be between six and twenty times a minute, depending on the expert. Significantly more than this is a sign of excitement or pressure. Blink rate can increase to up to a hundred times a minute. Blink rate is not a reliable sign of lying. blinking infrequently eyes various Infrequent blink rate can mean different things and so offers no single clue unless combined with other signals. An infrequent blink rate is probably due to boredom if the eyes are not focused, or can be the opposite - concentration - if accompanied with a strongly focused gaze. Infrequent blink rate can also be accompanied by signals of hostility or negativity, and is therefore not the most revealing of body language signals. eyebrow raising (eyebrow 'flash') eyes greeting, recognition, acknowledgement Quickly raising and lowering the eyebrows is called an 'eyebrow flash'. It is a common signal of greeting and acknowledgement, and is perhaps genetically influenced since it is prevalent in monkeys (body language study does not sit entirely happily alongside creationism). Fear and surprise are also signalled by the eyebrow flash, in which case the eyebrows normally remain raised for longer, until the initial shock subsides. winking eyes friendly acknowledgement, complicity (e.g., sharing a secret or joke) Much fuss was made in May 2007 when George W Bush winked at the Queen. The fuss was made because a wink is quite an intimate signal, directed exclusively from one person to another, and is associated with male flirting. It is strange that a non-contact wink can carry more personal implications than a physical handshake, and in many situations more than a kiss on the cheek. A wink is given additional spice if accompanied by a click of the tongue. Not many people can carry it off. Additionally - and this was partly the sense in which Bush used it - a wink can signal a shared joke or secret. (link: <http://www.businessballs.com/body-language.htm#eyes-body-language>) Self Assessment Fill in the blanks: 1. Maintaining eye contact is the best way to convey you are interested and ..... about what is being said. 2. Make sure your dress is clean, ..... and your shoes are shining. 3. Show your interest in the discussion through your gestures like .....a bit, nodding your head. 4. Stay attentive to the ideas put forward by other ..... and keep writing the important points discussed during the GD. 5. Your body language should not demonstrate ..... or low self confidence.

7.2.3 Personal Space The technical term for the personal space aspect of body language is proxemics. The word was devised by Edward Twitchell Hall (b.1914), an

Personality Development Notes 148 American anthropologist and writer on body language and non-verbal communications, especially relating to cross-cultural understanding. His 1963 book, Proxemics, A Study of Man's Spatial Relationship, no doubt helped popularize the new word. Proxemics - personal space - is defined as (the study of) the amount of space that people find comfortable between themselves and others. Personal space dimensions depend notably on the individual, cultural and living background, the situation, and relationships, however some general parameters apply to most people, which for Western societies, are shown below. There are five distinct space zones, which were originally identified by Edward T Hall, and which remain the basis of personal space analysis today. The first zone is sometimes shown as a single zone comprising two sub-zones. Zone Distance For Detail 1. Close intimate 0-15cm 0-6in lovers, and physical touching relationships Sometimes included with the 2nd zone below, this is a markedly different zone in certain situations, for example face-to-face contact with close friends rarely encroaches within 6 inches, but commonly does with a lover. 2. Intimate 15-45cm 6-18in physical touching relationships Usually reserved for intimate relationships and close friendships, but also applies during consenting close activities such as contact sports, and crowded places such as parties, bars, concerts, public transport, queues and entertainment and sports spectating events. Non-consenting intrusion into this space is normally felt to be uncomfortable at best, or very threatening and upsetting at worst. Within the intimate zone a person's senses of smell and touch (being touched) become especially exercised. 3. Personal 45- 120cm 18in-4ft family and close friends Touching is possible in this zone, but intimacy is off-limits. Hence touching other than hand-shaking is potentially uncomfortable. 4. Social-consultative 1.2-3.6m 4-12ft non-touch interaction, social, business Significantly hand-shaking is only possible within this zone only if both people reach out to do it. Touching is not possible unless both people reach to do it. 5. Public 3.6m+ 12ft+ no interaction, ignoring People establish this zonal space when they seek to avoid interaction with others nearby. When this space is intruded by another person is creates a discomfort or an expectation of interaction.

Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 149 7.3 BODY LANGUAGE EXHIBITED DURING DIFFERENT PROFESSIONAL INTERACTIONS 7.3.1 Body Language and its relevance When we communicate, it is very essential for us to have the correct body language to avoid offence to anyone. In a group discussion, Positive body gestures are a sign of confidence and security. They are a sign of active participation and leave a good impression. z Positive gestures include Walking upright, Shaking hands confidently etc. z Often body language conveys a lot of messages that words may not. z A positive body language increases an impact on others. z Body language helps to build a rapport with others. z Body language helps to understand what others may try to convey. z Body language helps to control aggression and conflicts. z Body language can show you are energetic in a group discussion. 7.3.2 Body Language during Interviews Your body language can have a significant impact on how you're perceived, and so you have to be aware of it from the moment you step through the door. That's right, you're being judged even before you've uttered your first word. Here are some handy hints to ensure your body language makes a good impression. Positive Body Language to make a Good Impression 1. Do: Make eye contact: This is the best way to show you're actually paying attention and engaging with the situation. Of course this doesn't mean stare blankly at your interviewer, but strive to hold eye contact for a few seconds at a time. Address the person who asked the question, then hold eye contact with the other interviewer for a few seconds, before returning your attention to the first interviewer. 2. Do: Use your hands: Subtly, of course touching your fingertips together suggests authority but, as with all things, use it in moderation. Keeping your palms facing up is a sign of openness and honesty, so keep them in your lap. Try not to clench your fists or wave your hands around to make a point, it will make you seem nervous and unpredictable. And please don't bite your nails. You'll look nervous and it's really distracting!



Personality Development Notes 150 3. Do: Smile: Smile and nod where appropriate, and laugh when the interviewer does. You want to show you have a personality and you're paying attention to what's being said. It goes without saying that you should listen attentively and try not to interrupt. Focus on keeping your tone of voice even and polite. Too soft and you'll seem timid, too loud and you'll seem domineering. 4. Do: Mirror: You can quickly get on good terms with your interviewer by matching their positive body language. But do so sparingly and carefully, if you're too bold you're more likely to frighten the poor interviewer! Mirroring a nod or a subtle shift in posture can create common ground between two people, while matching a handshake is always a good equaliser. When it comes to handshakes, always remember to stick to the middle ground. Too firm is arrogance, too weak is a pushover. Negative Body Language signals in Interviews 1. Don't: Move about: This includes tapping your fingertips in the arm rest or jiggling your leg up or down. It's a sign of boredom and impatience. Keep both feet planted firmly on the floor to avoid the temptation. It'll help to keep your posture straight and focused on your interviewer, which in turn will make you seem more focused. 2. Don't: Touch your face: People who play with their hair or excessively touch or rub their noses can seem dishonest and untrustworthy. Also try to avoid rubbing your head or neck; it can give the impression of being bored or disinterested. Same goes for sitting with your arms crossed, it just makes you look defensive and unapproachable. All your personal gestures should be open and expressive. Keep your shoulders relaxed and facing the interviewer to ensure they're always involved in what you're saying. 3. Don't: Slouch: Sitting hunched forward, or lounging with arms and legs everywhere has the effect of looking a little too relaxed. You don't want to sit there tightly clutching your fists in your lap, but you also don't want to portray a casual, not really bothered attitude. From the moment you arrive in the reception area, you need to keep your posture perfect. Always be aware of your body position and avoid angling yourself towards the door, it'll look like you're planning a quick escape! Sit up straight and lean forwards a little when you're asked question, it gives a sense of curiosity and engagement. 7.3.3 Body Language in Business Meetings Success of a business meeting depends on many factors. Selecting an impressive venue from event venues is a magnificent idea. Providing

Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 151 comfortable accommodation and tasty food during the meeting also helps largely. However, body language also plays a very important role. Your demeanor, posture, and facial expressions are noticed by clients, and they will be forming an opinion about you based on this. Here are some important tips on portraying powerful body language. Posture Avoid slumping in your chair, leaning too far back, or slouching over the conference table. All these are nonverbal cues that reveal you are not engaged or alert, and you do not care about other people's time. All such postures can also be taken as a mark of disrespect or being disinterested. It is best to sit straight with your shoulders squared. Leaning slightly forward with a straight back is a sign of being attentive. Body Movements and Fidgeting Fidgeting and unnatural body movements can reveal lack of interest, impatience, or fear. Clicking the pen repeatedly, tapping it on the table, doodling on the notepad, shaking your legs, are all to be avoided. Generally, it is best to keep still with hands on the table and listen attentively to what is being discussed, even if the topic does not interest you. Standing When you stand, keep your back straight, middle section in alignment with your back, shoulders back, and head up. This posture connotes comfort with yourself and ease in the situation. Slouching, sticking your belly out, stuffing your hands in your pockets, and folding your arms defensively all suggest aggressive unease. Head movements Head movements communicate important information. Nodding in agreement can be immensely helpful to others, but too much nodding makes you look like a bobble-head doll. Shaking your head can signal disagreement or disapproval, but avoid shaking your head too much. Eye Contact Maintain eye contact with whoever is talking, and do not try to read notes or start looking at your watch. When you are addressing the meeting maintain eye contact with individual members for brief moments of time and look at all member together from time to time. Maintaining eye contact is the best way to convey you are interested and sincere about what is being said. Shifty eyes and avoiding eye contact on the other hand gives the impression of dishonesty and being disinterested and impatient. Personality Development Notes 152 Dress Code and Appearance The dress you wear and the way you look, has a lot to do with body language. Attend all meetings attired in the required dress code. Make sure your dress is clean, pressed crisply, and your shoes are shining. This gives you a professional look and others will know you mean business, and treat you with respect. Shabby attire, uncombed hair will give the impression that you are lazy and unorganized. This is definitely not the impression you would want to make on other participants in the meeting, especially when they are business clients. 7.3.4 Body Language during a Group Discussion (GD) Read voraciously: Make a habit of reading voraciously on every subject. This will keep you ready for any topic for a discussion in GD. Your knowledge is your most important weapon in a discussion. Speak politely and pleasantly: As you speak make sure that you do not talk at the top of your voice. You should be audible and clear. Remember that you are participating in a discussion which is different from a speech given out by the leaders in their rallies. Even if you disagree with the other's point of view, disagree politely. Use phrases like, 'I would like to disagree a bit here' or 'I am sorry, but I think I have a slightly different point of view'. Be precise: Abstain from using irrelevant information and data from your talks during a GD. Speak precisely so that others also get a chance to put across their point of view. Acquire and apply knowledge: Stay attentive to the ideas put forward by other group members and keep writing the important points discussed during the GD. As you get a chance to speak, put forward your views about the topic. You can also agree or disagree with other's ideas, based on your knowledge about the subject. Speak confidently: Maintain your confidence as you speak. Establish eye contact with other members of the group and do not let your voice tremble. Moderate: Try to moderate the discussion if any arguments arise. This is necessary to ensure that the group doesn't wander from the goal of the GD. Use positive body language: Your body language should not demonstrate dominance or low self confidence. Show your interest in the discussion through your gestures like bending forward a bit, nodding your head. Be a team player: Last but not the least, be a team player as this is a group activity. Be comfortable with the group members and vice versa.

Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 153 Self Assessment Fill in the blanks: 1. In a group discussion, Positive body gestures are a sign of confidence and..... 2. Providing comfortable ..... and tasty food during the meeting helps in the success of meetings. 3. Leaning slightly forward with a straight back is a sign of being..... 4. Generally, it is best to keep still with ..... and listen attentively to what is being discussed, even if the topic does not interest you. 5. Shaking your head can signal ..... or disapproval, but avoid shaking your head too much. Task Summarize the points of role of Body Language in a Group Discussion SUMMARY z Positive gestures include Walking upright, Shaking hands confidently etc. z Often body language conveys a lot of messages that words may not. z A positive body language increases an impact on others. z Body language helps to build a rapport with others. z Body language helps to understand what others may try to convey. z Body language helps to control aggression and conflicts. z Body language can show you are energetic in a group discussion. z Body language Researchers have succeeded in identifying a large number of feelings and their corresponding postures. z Anyone with enough information can effectively read people's feelings through their body language. z Learning how to interpret body language is not a hard task; you just need to know the familiar postures in body language and their associated emotional states then link them together. z Shaking your head can signal disapproval, but avoid shaking your head too much.

Personality Development Notes 154 z Maintaining eye contact is the best way to convey you are interested about what is being said. z Make sure your dress is clean, pressed crisply, and your shoes are shining. KEYWORDS Body language: Body language conveys a lot of messages that words may not helps to understand what others may try to convey. Proxemics: Proxemics' is the study of space language. Any successful communicator makes effective use of it. Distance wise the space around us can be divided into four kinds- intimate, personal, social and public. Only very social or important people enter our intimate space. Gestures: Gestures are the physical movements of arms, legs, hands, torso and head, made to express or help to express thought or to emphasize speech. They play a very important role in conveying meaning without using words. REVIEW QUESTIONS 1. What are the emotions displayed by body language? 2. Explain the most common body languages in details. 3. how can we interpret body languages? 4. What is Kinesics? What is the role of body language in communication? 5. Define Proxemics. What is included in proxemics? 6. What is the use of facial expressions and eye contact in communication? Explain with examples. 7. What are the advantages and limitations of proxemics? 8. List the do's and dont's of body language during an interview. Answers to self assessment 1. sincere 2. pressed crisply 3. bending forward 4. group members 5. dominance 6. Security 7. accommodation

Lesson 7 - Body Language: Reveals your Inner Self and Personality Notes 155 8. attentive <sup>TM</sup> hands on the table <sup>TM</sup> disagreement FURTHER READINGS Barbara Pease (Author), Allan Pease, The Definitive Book of Body Language Hardcover, 2006 Peter Clayton ,Body Language at Work: Read Signs and Make the Right Moves, 2003, Hamlyn. Bowman, Joel and Branchaw, Business Communication: From Process to Product, Dryden Press. Courtland Bovee and John Thill, Business Communication Today, Random House, New York. Kitty Locker, Business and Administrative Communication, Irwin. WEBLINKS <http://www.citehr.com/93163-10-tips-get-noticed-your-gd-body.html> <http://www.businessballs.com/body-language.htm#eyes-body-language> [www.scienceofpeople.com/wp.../PDF-Secrets-of-Body-Language.pdf](http://www.scienceofpeople.com/wp.../PDF-Secrets-of-Body-Language.pdf) [www.mvc.edu/files/ep-body-language-basics.pdf](http://www.mvc.edu/files/ep-body-language-basics.pdf) [pdfstuff.blogspot.com/.../how-to-read-body-language-pdf-book-free](http://pdfstuff.blogspot.com/.../how-to-read-body-language-pdf-book-free)

Personality Development Notes 156 UNIT 8- ENHANCE YOUR WRITING SKILLS TO CREATE AN IMPRESSION CONTENTS learning Objectives Introduction 8.1 principles to increase clarity of communication 8.1.1 Why should you care about clarity? 8.1.2 Which factors increase message complexity? 8.1.3 Sending and Receiving 8.1.4 Communication Context 8.1.5 A Summary of Guidelines 8.2 Usage of Correct Grammar 8.3 Getting E-mail Right 8.3.1 How to Write Emails That Convince, Influence and Persuade: Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Elaborate the writing skills which can create an impression z Describe the factors which increase message complexity z Understand the usage of correct grammar z Discuss the rules for writing influential e-mails INTRODUCTION People must communicate clearly with each other in order to receive information to accomplish the mundane tasks of life and to experience the depths of dialogue with another person. Good written communication skills

Lesson 8 - Enhance Your Writing Skills to Create an Impression Notes 157 help a great deal to create an everlasting impression. Written documents are records which can also be kept future reference. But if there is Lack of clarity, it is the number-one time-waster. When our communication is unclear, our target audience is unlikely to understand us; and if they don't understand us, they will not agree with us. One should develop one idea at a time, and take one step at a time. In this chapter, we will discuss the principles and practices related to communication through messages, rules related to e-mail writing and also the usage of correct grammar and factors increase message complexity 8.1 PRINCIPLES TO INCREASE CLARITY OF COMMUNICATION There are certain principles to be kept in mind for better communication, which includes: 8.1.1 Why should you care about clarity? The costs or losses associated with the following real-life business situations will clear the point of clarity, For Example, • Losing the support of an important stakeholder of your business strategy because he does not understand the rationale behind your strategy. z Missing the opportunity to win the business of a major investor because he cannot fully comprehend your novel business model. z Alienating a group of government officials because they do not properly appreciate the scope and inherent risks of your new technology. z Having entire customer groups defect because your new service package creates confusion, information overload, and paralysis by analysis, instead of a clear picture. z A group of journalists report on a recent mishap in your organization in a distorted and negative manner because they were not able to "get" your version of what happened. z Losing important employees because of unclear instructions that create stress and ultimately increase fluctuation. In each of these cases, the cost or losses involved will always be too high – no organization can afford such communication failures. However, situations like these are all too common. They occur when organizations fail to systematically manage clarity in their managerial and corporate communication. The root cause of such a lack of management may be the false belief that clear communication is something that can be left to the talent and inspiration of

Personality Development Notes 158 individual communicators. One of the objectives of this study is to show the negative implications of such a dangerous assumption. As Frank Lloyd Wright noted, "Lack of clarity is the number-one time-waster." When our communication is unclear, our target audience is unlikely to understand us; and if they don't understand us, they will not agree with us. If they don't agree, they are unlikely to make a decision or take action in our favor. In such a case, the communicator will have spent time and money without achieving the desired results. What is particularly problematic, however, is that this waste often goes undetected. Communication managers may not even be aware of their communication failures, as they often do not receive immediate or direct feedback and the results of their messages only become visible after considerable time delays. Therefore, because this negative feedback is visible to anyone who is online, the cost of unclear communication can include temporary or even permanent damage to the sender's reputation.

8.1.2 Which factors increase message complexity? An excessively complex message can be caused by any of the six bad practices summarized in the COMPLEX acronym, which stands for:

- C omplicated technical jargon
- O verloaded sentences and documents (too many details)
- M essy document structures (no clear, consistent sequence or format)
- P olysemic (ambiguous) terms that are vague and can be interpreted in many ways
- L inks that divert the readers' attention (too many connections to other messages)
- E ver-changing communication formats that force readers to learn new structures
- X tra (or excessive) elements that deviate from the main point.

"Getting things straight" is a difficult communication task; yet people must communicate clearly with each other in order to receive information to accomplish the mundane tasks of life and to experience the depths of dialogue with another person. Fortunately, absolute clarity is unnecessary. Effective communication is accomplished when the amount of clarity or accuracy achieved is sufficient for handling each situation adequately.

Lesson 8 - Enhance Your Writing Skills to Create an Impression Notes 159 According to information theorists, the purpose of communication is to reduce uncertainty. Certain practical principles and guidelines for reducing uncertainty and increasing the accuracy and clarity in inter-personal communication can be suggested. To achieve greater clarity in speaking, the individual should have the desire to do so and want to understand the communication process more completely. The communicator can try to analyse and shape his message according to the following factors: sending and receiving, the communication context, encoding a message and communication channels. Of course, the degree of clarity achieved in a given situation is likely to result from the combined effects of several of these factors. Since communication is a process, the factors being considered are inter-related, making it difficult to differentiate one from another.

8.1.3 Sending and Receiving Several principles and guidelines are observable in any attempt to send a clear message from one person to another. These guidelines can be seen in terms of pictures, attitudes, skills, and the frame of reference.

Pictures: A person needs to have a clear picture of what he hopes to communicate to another individual. The preacher needs a proposition to help him know what he is trying to accomplish with a sermon. The teacher needs instructional objectives to help him know what he wants his pupils to learn. The administrator needs both short- and long-range objectives to help him plan organisational goals and interpret them to his colleagues. Well-stated goals or objectives aid the effective communicator in developing a clear picture of what he wants to say. The first guideline is particularly valid when dealing with complex, ambiguous, or vague topics. If a topic or idea is unclear to the person sending the message, its lack of clarity is likely to be magnified by the person trying to understand it. Although there are times when a person may find inter-personal communication helpful in clarifying the pictures in his own head, it is imperative that the communicator first be clear about his ideas before he attempts to convince or influence others, give data, or share feelings.

Attitudes: Accuracy in communication varies with the attitudes of the communicators toward their topics. If a person's attitudes are very positive or very negative, the resulting communication tends to be less accurate. Indeed, persons often organise data according to their biases.

Personality Development Notes 160 Communication clarity is also influenced by the attitudes of the communicators toward each other. It seems reasonable that communication between people who respect or love each other would be more accurate. However, research indicates that the accuracy is inversely correlated with either positive or negative attitudes that the communicators hold toward each other. Thus, an analysis of the extent of one's positive or negative attitudes toward the topic and toward the listener is important for clarity and accuracy of communication.

Communication skills: Clarity of communication is also influenced by the extent to which those listening and those sending are aware of their communication skills. It is possible to evaluate the assumptions one holds about his ability to communicate messages. Persons with careless speech communication habits are often convinced that they are successful communicators because they are able to open their mouths and utter a stream of words. Actual skills in interpersonal communication, however, are quite different. An accurate assessment of one's own communication weaknesses and strengths is important. Often, strengths can be maximized and weaknesses improved. One person may have a sparkling personality that aids him in communication. Another may have a way with words. Yet another may be able to communicate in such a way that others feel he understands them. The communicator should also try to assess the listening skills of the person receiving the message. Good "hearing" is not necessarily good "listening". As listening is an active rather than a passive process, people's poor listening habits often take the form of day dreaming, defensiveness, inattention etc.

Psychological Frame of Reference: Because communication is a function of shared or common meanings, meaning does not occur simply because words are spoken. Words have no meaning in and of themselves. Meaning is what people attribute to words; meanings lie within the experiences and feelings of persons. Thus meanings are within people. Each person is unique. What he is has been determined by his individual experiences and choices in or with his family, friends, school, church, and culture. Each person has his own set of perceptions, thoughts, feelings, and behaviors. This uniqueness has a profound impact upon the success or failure of communication. It is impossible to know what another person is sensing or feeling. Because a listener can only guess about the communicator's meaning, it is essential that the person speaking avoid basing his communication on unexamined assumptions about that person.

Lesson 8 - Enhance Your Writing Skills to Create an Impression Notes 161 To assess what he is communicating, the sending person needs to know the psychological frame of reference of the person receiving the message. How does the listener see, feel, and act with respect to others and their world? The psychological frame of reference of a child is quite different from that of an adult. Persons from cities see life differently than do people from the country. Some people prefer to quench their thirst with Pepsi-Cola rather than 7-Up; others choose Dr. Pepper. Some people like Henry Kissinger; others intensely dislike him. People respond quite differently to the words they hear. One person may react warmly to the words "Jesus saves", while another person may become angry and hostile, and yet another may be indifferent and display no strong sentiment. Indeed, what is clear and rational to one person may seem vague and ridiculous to someone else. A person can increase the clarity of his communication by constantly trying to place himself inside the psychological framework of the other person. He must try to see the communicative situation from the listener's point of view. If the person communicating understands the other person, he can make his communication more relevant to this person's self-understanding and needs. 8.1.4 Communication Context A second set of factors affecting the clarity of communication is the context in which communication occurs. Is the setting an office, someone's home, or the golf course? For Example, Communicating with a professor in his office is altogether different from communicating with a friend at the bowling alley. The "rules" in the two situations are distinctly different. The context of communication is important in determining the amount of accuracy needed or possible between persons in a given situation. How much clarity can be achieved is somewhat determined by the person's communication skills, the number of communication channels available to the person sending, how much repetition he can incorporate into his message, and the nature of the relationship between the persons communicating. Attempting to communicate with a person in another room presents more difficulties for the clarification process than does speaking face-to-face. In short, the speaker needs to develop a realistic expectation for the degree of clarity obtainable in a given context.

Personality Development Notes 162 8.1.5 A Summary of Guidelines A person wishing to achieve greater clarity in his interpersonal communication should find the following guidelines helpful. The communicator seeking to improve his communication clarity should:

- z Have a clear picture of what he wants the other person to understand.
- z Analyse the nature and magnitude of his attitudes toward both the topic and the person with whom he is communicating.
- z Assess his own communication skills and those of the person listening.
- z Seek to identify himself with the psychological frame of reference of the person receiving his ideas.
- z Develop a realistic expectation for the degree of clarity obtainable in a given context.
- z State his ideas in the simplest possible terms.
- z Define before developing and explain before amplifying.
- z Develop one idea at a time, take one step at a time.
- z Use appropriate repetition.
- z Compare and contrast ideas by associating the unknown with the known.
- z Determine which ideas need special emphasis.
- z Use as many channels as necessary for clarity.
- z Watch for and elicit corrective feedback in a variety of channels.
- z Eliminate or reduce noise if it is interfering.

One should take care to make the message relevant to the person listening by using that person's language and terms. Self Assessment Fill in the blanks: 1. Written documents are records which can also be kept ..... reference. 2. Communication failures occur when organizations fail to systematically manage clarity in their ..... and corporate communication. 3. The cost of ..... communication can include temporary or even permanent damage to the sender's reputation. 4. According to ..... theorists, the purpose of communication is to reduce uncertainty. 5. The administrator needs both short- and long-range objectives to help him plan ..... and interpret them to his colleagues.

Lesson 8 - Enhance Your Writing Skills to Create an Impression Notes 163 6. The ..... of each person has a profound impact upon the success or failure of communication. 7. An accurate ..... of one's own communication weaknesses and strengths is important. 8.2 USAGE OF CORRECT GRAMMAR Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable. A Sentence is a self-contained unit of meaning Meaning should flow from one sentence to the next, carrying the argument or point of view forward in a clear and concise manner. If you do not use correct grammar and punctuation, or your sentences are too long and complex, what you are trying to say will become unclear and the reader will be unable to follow the text because the flow of meaning is interrupted. If writing is a relatively new experience, or it is some time since you last wrote anything, write in fairly short, simple sentences. Aim to make one point in each sentence or paragraph if the point is more complex. If a sentence delivers two points, consider splitting it into two sentences. Inconsistencies of grammar and mistakes in grammar blur the meaning of written work and cause confusion in the mind of the reader. They slow the reader down and distract him or her from the meaning of the sentences and the key messages contained. 8.3 GETTING E-MAIL RIGHT Before we dig deep into what works in an email and what doesn't, let us set the facts straight: If you are trying to influence someone, email isn't always the best tool of communication. Relationships that rely on e-mail may have an uphill battle and even one short phone call can completely change the dynamic of an exchange. 8.3.1 How to Write Emails That Convince, Influence and Persuade: 1. Rule One: Start on a Personal Note. Example: Not just a "hope you are well" but something more personal like "how was your fishing trip this weekend?" or, when emailing strangers, start by saying something personal such as "I am a huge fan of your site and your recent piece on feminism really struck a chord with me".

Personality Development Notes 164 It's good to get to the point, but including a personal note or two can warm up the whole exchange. 2. Rule Two: Tame those Emotions Emotions, especially anger and desperation, totally seep through your fingers into your email message and high emotion words like angry, unacceptable, unprofessional and disrespectful are especially dangerous in a new email exchange when you don't have your facial expressions to soften the meaning. Try looking for softer alternatives or, better yet, if you're feeling angry, misunderstood, or otherwise intense, do not write that email! 3. Rule Three: Keep it Short and Sweet A longer email doesn't mean that you have covered all points, it just means you have given more zone-out room where people blank out your message because it just draaaaaags. Use this fool proof formula instead: z Two lines personal opener z One paragraph (4-5 lines) body of the issue z Two lines next actions or desired outcome z Two lines closure on a warm note 4. Rule Four: Read it Twice Did you read the email at least once (ideally twice at some interval) before sending it? This is especially important for emails in which you're sharing information that can be potentially misinterpreted or where a certain action is required. One final reading can mean the difference between dismissal and immediate action. 5. Rule Five: The Coffee Cup Rule If it's a critical email, DO NOT under any circumstances send it right away. Write the email and then save it as a draft before you send it (especially for those middle-of-the-night, half-asleep missives). Leave the email in the draft folder and have a cup of coffee before you hit that send button. You will see the email in a new light after that cuppa...promise! 6. Rule Six: Master the Subject Line Does the subject line of your email serve its purpose? Consider using desired actions as email subjects rather than subject matter and you will see how your mail will get opened and produce a response. Example: In an email to a client or a team leader, something like "Need Your Action Please" would get the task done much faster rather than subject line "The Meeting Notes".

Lesson 8 - Enhance Your Writing Skills to Create an Impression Notes 165 Self Assessment Fill in the blank: 1. If you do not use correct grammar and ....., or your sentences are too long and complex, what you are trying to say will become unclear 2. Aim to make ..... point in each sentence or paragraph in an email. 3. Emotions, especially anger and....., totally seep through your fingers into your email message. 4. If it's a ..... email, do not under any circumstances send it right away. 5. One final reading can mean the difference between dismissal and ..... action. Task Summarize the precautions taken while writing e-mails in context of business communication. SUMMARY z Communications managers must become aware of the risks and high costs of unclear communication. This is not only important for traditional communication contexts, where feedback is indirect, but also for social media, where the feedback to unclear communication is immediate and often brutally direct. z To achieve greater clarity in speaking, the individual should have the desire to do so and want to understand the communication process more completely. z Since communication is a process, the factors being considered are inter-related, making it difficult to differentiate one from another. z Well-stated goals or objectives aid the effective communicator in developing a clear picture of what he wants to say. z Accuracy in communication varies with the attitudes of the communicators toward their topics. z However, research indicates that the accuracy is inversely correlated with either positive or negative attitudes that the communicators hold toward each other. z A person can increase the clarity of his communication by constantly trying to place himself inside the psychological framework of the other person.

Personality Development Notes 166 z The context of communication is important in determining the amount of accuracy needed or possible between persons in a given situation. z If you do not use correct grammar and punctuation, or your sentences are too long and complex, what you are trying to say will become unclear and the reader will be unable to follow the text because the flow of meaning is interrupted. z If you are trying to influence someone, email isn't always the best tool of communication. z Consider using desired actions as email subjects rather than subject matter and you will see how your mail will get opened and produce a response. KEYWORDS • COMPLEX acronym, stands for: <sup>TM</sup> C omplicated technical jargon <sup>TM</sup> O verloaded sentences and documents (too many details) <sup>TM</sup> M essy document structures (no clear, consistent sequence or format) <sup>TM</sup> P olysemic (ambiguous) terms that are vague and can be interpreted in many ways <sup>TM</sup> L inks that divert the readers' attention (too many connections to other messages) <sup>TM</sup> E ver-changing communication formats that force readers to learn new structures <sup>TM</sup> X tra (or excessive) elements that deviate from the main point. REVIEW QUESTIONS 1. Good "hearing" is not necessarily good "listening". Support this statement. 2. It is said that Words have no meaning in and of themselves, express your views on this topic. 3. List down the principles to increase clarity of communication. 4. Elaborate the acronym COMPLEX in reference with complex messages. 5. Describe how can one achieve greater clarity in his interpersonal communication. 6. Each person has his own set of perceptions, thoughts, feelings, and behaviors. Throw some light on this. 7. List down the rules to write Emails that can Convince, Influence and Persuade. 8. Write a sample e-mail to influence someone for a lucrative job.

Lesson 8 - Enhance Your Writing Skills to Create an Impression Notes 167 Answers to Self Assessment 1. future 2. managerial 3. unclear 4. information 5. organisational goals 6. uniqueness 7. assessment 8. punctuation 9. one 10. desperation 11. critical 12. immediate FURTHER READINGS Francis Soundraraj, Speaking and Writing for Effective Business Communication, Macmillan, New Delhi, P. 207. Lesikar, Raymond V. and Marie E. Flatley Basic Business Communication. New Delhi: Tata McGraw-Hill Publishing Company Ltd, Second Edition, 2005 Raman, Meenakshi and Sangeeta Sharma Technical Communication: Principles and Practice. New Delhi: Oxford University Press, Second Edition, 2005 Good to Great: Why Some Companies Make the Leap... and Others Don't by Jim Collins, 2001 by HarperBusiness Barun K Mitra, Personality Development and Soft Skills (English) Oxford University Press WEBLINKS [www.griffith.edu.au/\\_\\_\\_data/assets/pdf\\_file/0006/162906/written.pdf](http://www.griffith.edu.au/___data/assets/pdf_file/0006/162906/written.pdf) [eslbee.com/whywrite.pdf](http://eslbee.com/whywrite.pdf) [www.esf.edu/fnrm/.../fnrm\\_communications\\_handbook2008.pdf](http://www.esf.edu/fnrm/.../fnrm_communications_handbook2008.pdf) [www.citehr.com](http://www.citehr.com) > ... > Human Resource Management

Personality Development Notes 168 UNIT 9- FOG INDEX: PROVIDES GUIDANCE FOR PROPER WRITING CONTENTS Learning Objectives Introduction 9.1 FOG index or clarity index 9.2 Passages with high and low fog index 9.3 Infogineering clarity rating 9.4 Flesch reading ease index 9.5 Readability indices Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Define Readability and Fog Index with examples z Describe the various aspects of Readability and Readability Indices z Understand the FOG Readability Formula and Infogineering clarity rating INTRODUCTION What's readability? When you search online you will find that readability is: z Reading ease, especially as it results from a writing style. z The quality of written language that makes it easy to read and understands. z Characteristic of printed messages that are easy to read and understand. z The level of difficulty in a written passage. z The reading comprehension difficulty of a text. I bet we can simplify things by defining readability as:

Lesson 9 - Fog Index: Provides Guidance for Proper Writing Notes 169 Readability is how easy your writing is to read. Readability depends on lots of things, such as: z how you write z how your reader reads (slowly or quickly) z where your reader reads (a quiet library or a noisy cafeteria) z what your reader is reading (a paperback book or an e-Reader) z what experience your reader has (beginning or advanced) Readability can even depend on how your writing is presented or designed. Before making the items above a bullet-point list, lets have them all in one paragraph separated by semicolons. In this chapter, we will study the various aspects of readability and also the various indices made for improving our readability. 9.1 FOG INDEX OR CLARITY INDEX In linguistics, the Gunning fog index measures the readability of English writing. The index estimates the years of formal education needed to understand the text on a first reading. A fog index of 12 requires the reading level of a U.S. high school senior (around 18 years old). The test was developed by Robert Gunning, an American businessman, in 1952. The fog index is commonly used to confirm that text can be read easily by the intended audience. Texts for a wide audience generally need a fog index less than 12. Texts requiring near-universal understanding generally need an index less than 8. The Fog Index is build on the premise that short words and sentences are easy to understand, long words and sentences more difficulty. The index does not determine directly if the writing is too basic or too advanced for the audience. It does not even measure reading comprehension but rather is a mathematic calculation of the ease or difficulty of reading. To indicate this ease or difficulty, the index reflects the equivalent of a grade level. As the writer, you will decide what level is appropriate for your intended readers. You also will decide how much readers are interested in what you are writing, for this too will affect how you write. These decisions are part of the strategy of public relations. In analyzing your publics, you assess their reading abilities and their interest in the subject matter.

Personality Development Notes 170 Self Assessment State whether the following are true or false: 1. Readability can even depend on how your writing is presented or designed. 2. The Gunning Fog Index can not measure the readability of English writing. 3. The Fog Index is build on the premise that long words and sentences are easy to understand, short words and sentences more difficulty. 4. The fog index is commonly used to confirm that text can be read easily by the intended audience. 9.1.1 The Gunning's Fog Index (or FOG) Readability Formula The steps in FOG Readability formula are: Step 1: Take a sample passage of at least 100-words and count the number of exact words and sentences. Step 2: Divide the total number of words in the sample by the number of sentences to arrive at the Average Sentence Length (ASL). Step 3: Count the number of words of three or more syllables that are NOT (i) proper nouns, (ii) combinations of easy words or hyphenated words, or (iii) two-syllable verbs made into three with -es and -ed endings. Step 4: Divide this number by the number or words in the sample passage. For Example, 25 long words divided by 100 words gives you 25 Percent Hard Words (PHW). Step 5: Add the ASL from Step 2 and the PHW from Step 4. Step 6: Multiply the result by 0.4. The mathematical formula is: z  $Grade\ Level = 0.4 (ASL + PHW)$  z  $ASL = Average\ Sentence\ Length$  (i.e., number of words divided by the number of sentences) z  $PHW = Percentage\ of\ Hard\ Words$  The underlying message of The Gunning Fog Index formula is that short sentences written in Plain English achieve a better score than long sentences written in complicated language.

Lesson 9 - Fog Index: Provides Guidance for Proper Writing Notes 171 The ideal score for readability with the Fog index is 7 or 8. Anything above 12 is too hard for most people to read. For instance, The Bible, Shakespeare and Mark Twain have Fog Indexes of around 6. The leading magazines, like Time, Newsweek, and the Wall Street Journal average around 11. 9.2 PASSAGES WITH HIGH AND LOW FOG INDEX To make the concepts clear, we will now discuss the high and low fog indices with the help of examples. 9.2.1 Examples of High Fog Index Following is a passage of gobbledygook from an old Government manual. Its fog index is very high, 25.2. The words underlined are those considered complex because they have three or more syllables. "It is essential that departments handle as quickly as possible any case where it appears that the health of an officer or employee is impairing, in other than a temporary manner, his ability to perform his duties. This is essential both so that staff is kept informed of where they stand and of likely action in respect of their cases, and so that, as far as possible, situations are avoided were a staff members' paid sick leave credits expire before a final decision is made about redeployment to another position, or retirement. In this connection it should be noted that the Common Rule re Sick Leave (Public Service Arbitrators's Determination No. 119 of 1951) provides that the maximum period allowable with pay in respect of any continuous absence through illness is 52 weeks, unless War Service Sick Leave and Compensation Leave are granted."  $0.4 \times [(143\ words/3\ sentences) + 100\ (23/143\ words)] = 0.4 \times [47 + 16] = 25.2$  9.2.2 Examples of Low Fog Index Following is a passage from Seth Godin's book, Tribes: We Need You to Lead Us. Its fog index is a low 10, and it's one of the reasons why his books and blog are widely read. "The second reason we have factories has nothing to do with efficiency and a lot to do with human nature. Part of us wants stability. We want the absence of responsibility that a factory job can give us. The idea of "I'm doing what you told me to do" is very compelling, especially if the alternative is foraging for food or begging on the streets. So when factories showed up, we ran to join them. On a recent trip I took to India, this mind-set was made crystal clear. Ask almost anyone there what the perfect job would be, and the answer is: working as a government bureaucrat."

Personality Development Notes 172  $0.4 \times [(108 \text{ words}/7 \text{ sentences}) + 100 (11/108 \text{ words})] = 0.4 \times [15 + 10] = 10$  Self Assessment Fill in the blanks: 1. ASL: .....(i.e., number of words divided by the number of sentences) 2. PHW : ..... 3. FOG: ..... Readability Formula 4. .... =  $0.4 (ASL + PHW)$  9.3 INFOENGINEERING CLARITY RATING Let's now discuss the infogineering clarity rating. 9.3.1 Background of Infogineering In the 1980's, the United States' Army produced a report that was designed to teach their personnel how to write clearer. Since the Army (as any large organisation) has various levels of intelligence, people at one level need to make sure they are being clear to another. Using obscure and overly-descriptive terms can mean that other people may not be able to understand what they are saying. In the field of battle, where seconds of confusion can cost lives, it is critical that people should understand what they are being asked to do. One of the major outcomes of this Army report was a simple technique that gives you a Clarity Index for your writing. This is a simple way of taking any block of text you write (around 200 words) and performing a relatively simple calculation on it. The result is a number, which is your Clarity Index. Generally, the lower the number, the clearer you are being. The Clarity Index calculation uses a combination of two factors: 1. The percentage of all words that are longer than three syllables 2. The average number of words per sentence In both cases, the target is 15. By adding the two numbers together, you get the Clarity Index. The aim is get to get this number to around 30. Above 40, and your sentences are too long or your words are too complicated. Below 20, and you may be too abrupt. However, there are also other factors that could be used to make text clearer. For Example, the number of sentences in a paragraph.

Lesson 9 - Fog Index: Provides Guidance for Proper Writing Notes 173 9.3.2 About Infogineering Clarity Rating The Infogineering Clarity Rating builds on the Clarity Index and adds the average paragraph length into the equation. This is significant, because our attentions lower after the first couple of sentences in a paragraph – so very long paragraphs tend not to be read. One other difference is that the Infogineering Clarity Rating defines long words as over 8 characters – unlike the Clarity Index which uses words over 3 syllables. There are two reasons for this. 1. It is faster to count words based on their letter number than their syllable count, as you have to speak the words slowly to do the latter. 2. The English language is constructed in a way that the more frequently used words (such as "the, a, of, we, or, and") are shorter than less-used words (such as "relentlessly", "pertinent", "regarding"). Therefore, a simple way to make your writing more clear is to find a shorter word that does the same thing. For Example, rather than saying "approximately five people," say "about five people." The downside of adding paragraph length into our calculation is that it makes the formula more detailed, and longer to calculate. 9.3.3 The Calculation Take any two numbers as before (words per sentence, and percentage of long words), then add five times the average sentences per paragraph. Since the target number for sentences per paragraph should be 3, this will also give you 15. Then divide the sum of these three numbers by 2. The target is 15-25. 9.4 FLESCH READING EASE INDEX Flesch Reading Ease Formula is considered as one of the oldest and most accurate readability formulas. Rudolph Flesch, an author, writing consultant, and a supporter of the Plain English Movement, developed this formula in 1948. Raised in Austria, Rudolph Flesch studied law and earned a Ph.D. in English from the Columbia University. Flesch, through his writings and speeches, advocated a return to phonics. In his article, A New Readability Yardstick, published in the Journal of Applied Psychology in 1948, Flesch proposed the Flesch Reading Ease Readability Formula.

Personality Development Notes 174 The Flesch Reading Ease Formula is a simple approach to assess the grade-level of the reader. It's also one of the few accurate measures around that we can rely on without too much scrutiny. This formula is best used on school text. It has since become a standard readability formula used by many US Government Agencies, including the US Department of Defense. However, primarily, we use the formula to assess the difficulty of a reading passage written in English. 9.4.1 The Flesch Reading Ease Readability Formula The specific mathematical formula is:  $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$  Where, RE = Readability Ease ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences) ASW = Average number of syllables per word (i.e., the number of syllables divided by the number of words) The output, i.e., RE is a number ranging from 0 to 100. The higher the number, the easier the text is to read. z Scores between 90.0 and 100.0 are considered easily understandable by an average 5th grader. z Scores between 60.0 and 70.0 are considered easily understood by 8th and 9th graders. z Scores between 0.0 and 30.0 are considered easily understood by college graduates. If we were to draw a conclusion from the Flesch Reading Ease Formula, then the best text should contain shorter sentences and words. The score between 60 and 70 is largely considered acceptable. The following table is also helpful to assess the ease of readability in a document: 90-100 : Very Easy 80-89 : Easy 70-79 : Fairly Easy 60-69 : Standard 50-59 : Fairly Difficult 30-49 : Difficult 0-29 : Very Confusing

Lesson 9 - Fog Index: Provides Guidance for Proper Writing Notes 175 Though simple it might seem, the Flesch Reading Ease Formula has certain ambiguities. For instance, periods, explanation points, colons and semicolons serve as sentence delimiters; each group of continuous non-blank characters with beginning and ending punctuation removed counts as a word. The problem with Flesch Reading Ease Formula, each vowel in a word is considered one syllable subject to: (a) -es, -ed and -e (except -le) endings are ignored; (b) words of three letters or shorter count as single syllables; and (c) consecutive vowels count as one syllable. Task Make your group read a paragraph and use the Flesch Reading Ease Readability Formula to assess the grade-level of the readers. 9.5 READABILITY INDICES Moving further, we will learn about some other readability indices. 9.5.1 Dale-Chall readability formula The Dale-Chall readability formula is a readability test that provides a numeric gauge of the comprehension difficulty that readers will have when reading a text. It uses a list of words that groups of fourth-grade American students could reliably understand, considering any word not on that list to be difficult. The formula for calculating the raw score of the Dale-Chall readability score is given below: If the percentage of difficult words is above 5%, then add 3.6365 to the raw score to get the adjusted score, otherwise the adjusted score is equal to the raw score. Score Notes 4.9 or lower easily understood by an average 4th-grade student or lower 5.0–5.9 easily understood by an average 5th or 6th-grade student 6.0–6.9 easily understood by an average 7th or 8th-grade student 7.0–7.9 easily understood by an average 9th or 10th-grade student 8.0–8.9 easily understood by an average 11th or 12th-grade student 9.0–9.9 easily understood by an average 13th to 15th-grade (college) student 10.0 or higher easily understood by an average college graduate

Personality Development Notes 176 9.5.2 SMOG (Simple Measure of Gobbledygook) The SMOG grade is a measure of readability that estimates the years of education needed to understand a piece of writing. SMOG is the acronym derived from Simple Measure of Gobbledygook. It is widely used, particularly for checking health messages. The SMOG grade yields a 0.985 correlation with a standard error of 1.5159 grades with the grades of readers who had 100% comprehension of test materials. The formula for calculating the SMOG grade was developed by G. Harry McLaughlin as a more accurate and more easily calculated substitute for the Gunning fog index and published in 1969. To make calculating a text's readability as simple as possible an approximate formula was also given count the words of three or more syllables in three 10-sentence samples, estimate the count's square root (from the nearest perfect square), and add 3. Procedure to calculate SMOG 1. Count a number of sentences (at least 30) 2. In those sentences, count the polysyllables (words of 3 or more syllables). 3. Calculate using 9.5.3 Accessible publishing Accessible publishing is an approach to publishing and book design whereby books and other texts are made available in alternative formats designed to aid or replace the reading process. Alternative formats that have been developed to aid different people to read include varieties of larger fonts, specialised fonts for certain kinds of reading disabilities, Braille, e-books, and automated Audiobooks and DAISY digital talking books. The aim of accessible publishing is to make reading easier for those who have difficulties doing such. This group includes people who are blind or visually impaired, people with learning disabilities, and people who are learning a second language. Accessible publishing also aims to allow people to read whichever format allows them to read fastest or allows them to absorb the information in a better way.

Lesson 9 - Fog Index: Provides Guidance for Proper Writing Notes 177 In the twenty-first century, the accessible publishing aim is to make every book available in all formats so that every reader can read with ease and proficiency. 9.5.4 Coleman–Liau index The Coleman–Liau index is a readability test designed by Meri Coleman and T. L. Liau to gauge the understandability of a text. Like the Flesch–Kincaid Grade Level, Gunning fog index, SMOG index, and Automated Readability Index, its output approximates the U.S. grade level thought necessary to comprehend the text. Like the ARI but unlike most of the other indices, Coleman–Liau relies on characters instead of syllables per word. Although opinion varies on its accuracy as compared to the syllable/word and complex word indices, characters are more readily and accurately counted by computer programs than are syllables. The Coleman–Liau index is calculated with the following formula: L is the average number of letters per 100 words and S is the average number of sentences per 100 words. As an Example, we shall use the abstract from Coleman and Liau's original 1975 paper introducing the index: Existing computer programs that measure readability are based largely upon subroutines which estimate number of syllables, usually by counting vowels. The shortcoming in estimating syllables is that it necessitates keypunching the prose into the computer. There is no need to estimate syllables since word length in letters is a better predictor of readability than word length in syllables. Therefore, a new readability formula was computed that has for its predictors letters per 100 words and sentences per 100 words. Both predictors can be counted by an optical scanning device, and thus the formula makes it economically feasible for an organization such as the U.S. Office of Education to calibrate the readability of all textbooks for the public school system. The abstract contains 5 sentences, 119 words, and 639 letters or digits; L is 537 and S is 4.20. Therefore, the abstract is at a grade level of 14.5, or roughly appropriate for a second-year undergraduate.

Personality Development Notes 178 Self assessment Fill in the blanks: 1. The Flesch Reading Ease Formula is a simple approach to assess the ..... of the reader. 2. Accessible publishing also aims to allow people to read whichever ..... allows them to read fastest or allows them to absorb the information in a better way. 3. The SMOG grade is a measure of readability that estimates the ..... of education needed to understand a piece of writing. 4. Dale–Chall readability formula is a readability test that provides a ..... gauge of the comprehension difficulty that readers will have when reading a text. SUMMARY z Readability depends on lots of things, such as, how you write, how your reader reads (slowly or quickly), where your reader reads (a quiet library or a noisy cafeteria). z Some other factors include what your reader is reading (a paperback book or an e-Reader), what experience your reader has (beginning or advanced). z The Fog Index is commonly used to confirm that text can be read easily by the intended audience. z Clarity Index tells that generally, the lower the number, the clearer you are being. z The Flesch Reading Ease Formula is one of the few accurate measures around that we can rely on without too much scrutiny. z The aim of accessible publishing is to make reading easier for those who have difficulties doing such. This group includes people who are blind or visually impaired, people with learning disabilities, and people who are learning a second language. z Existing computer programs that measure readability are based largely upon subroutines which estimate number of syllables, usually by counting vowels. KEYWORDS Accessible publishing: This is an approach to publishing and book design whereby books and other texts are made available in alternative formats designed to aid or replace the reading process. Coleman–Liau index: The Coleman–Liau index is a readability test designed by Meri Coleman and T. L. Liau to gauge the understandability of a text.

Lesson 9 - Fog Index: Provides Guidance for Proper Writing Notes 179 Flesch Reading Ease Formula: The Flesch Reading Ease Formula is a simple approach to assess the grade-level of the reader. Dale–Chall readability formula is a readability test that provides a numeric gauge of the comprehension difficulty that readers will have when reading a text. SMOG grade: The SMOG grade is a measure of readability that estimates the years of education needed to understand a piece of writing. REVIEW QUESTIONS 1. Write a note on readability and the factors governing it. Define: 2. Fog Index and 3. Clarity Index Give examples to explain 4. Low Fog Index 5. High Fog Index 6. Dale–Chall Readability Formula 7. Flesch Reading Ease Formula 8. Explain Accessible publishing in detail. 9. Describe the Infogineering Clarity Rating Answers to self assessment 1. True 2. False 3. False 4. False 5. Percentage of Hard Words 6. Average Sentence Length 7. Gunning's Fog Index 8. Grade Level 9. grade-level 10. format 11. years 12. numeric



Personality Development Notes 180 FURTHER READINGS Personality Development And Soft Skills (English), Oxford University Press, Author: Barun K Mitra Raymond V. Lesikar & Marie E. Flatley, Basic Communication, 10th Edition, Tata McGraw Hill Publications, p. 278-280. Francis Soundraraj, Speaking and Writing for Effective Business Communication, Macmillan, New Delhi, P. 207. Good to Great: Why Some Companies Make the Leap... and Others Don't by Jim Collins, Published October 16th 2001 by HarperBusiness Self-Awareness: The Hidden Driver of Success and Satisfaction by Travis Bradberry, 2009 by Perigee Trade Body Language In The Work Place (English), Barbara Pease, Allan, Publisher: Manjul Publishing House Pvt. Ltd WEBLINKS [www.infogineering.net/writing-clarity-rating.html](http://www.infogineering.net/writing-clarity-rating.html) [www.softwaretestingclub.com/forum/.../requirement-clarity-index](http://www.softwaretestingclub.com/forum/.../requirement-clarity-index) [www.yourwritingguru.com/clarityindex.html](http://www.yourwritingguru.com/clarityindex.html) <https://readability-score.com/> [www.online-utility.org/english/readability\\_test\\_and\\_improve.jsp](http://www.online-utility.org/english/readability_test_and_improve.jsp) [office.microsoft.com/.../test-your-document-s-readability](http://office.microsoft.com/.../test-your-document-s-readability)

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 181 UNIT 10- BEWARE OF PITFALLS: AVOID ERRORS CONTENTS Learning Objectives Introduction 10.1 Perplexing Prepositions 10.2 Proper Pronouns 10.3 Valid Verbs 10.4 Articles 10.5 Indianisms in English Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Define perplexing prepositions z Understand the proper usage of pronouns z Explain the rules of verbs and z Describe the common errors in the use of articles INTRODUCTION For a message to be understood correctly and for proper communication, we need to be careful to avoid any errors. Improper grammar proves an important hindrance. English prepositions perform so many functions that their nuances cause quite a bit of confusion. Personal pronouns can be tricky too. You might consider grammar an annoying technicality, a minuscule detail of speech and writing not worth much effort, but after going through this lesson, you will understand its importance.

Personality Development Notes 182 10.1 PERPLEXING PREPOSITIONS A preposition tells a reader when and where something occurred as well as how it occurred. English prepositions perform so many functions that their nuances cause quite a bit of confusion. Example: these are a few of prepositions that illustrate 14 of the most common mistakes. 1. Beside and besides: Students often get confused about the meaning and usage of these two words. Beside means 'by the side of' and besides means 'in addition to'. <sup>TM</sup> The house was beside the river. (= by the side of the river) <sup>TM</sup> He stood beside me. (= by my side) <sup>TM</sup> He plays tennis besides (in addition to) basketball and football. <sup>TM</sup> Besides (in addition to) being a good speaker, he is also an excellent actor. 2. Since and for: This is another set of prepositions often confused by foreign students. Since refers to the starting point of an action. It means 'from a particular point of time in the past' and it should be used with the present perfect tense of the verb. <sup>TM</sup> He has been absent since last Monday. (NOT He is absent since last Monday.) <sup>TM</sup> It has been raining continuously since yesterday morning. (NOT It is raining since yesterday morning.) For is used to talk about duration. It refers to a period of time. <sup>TM</sup> I have been waiting here for two hours. <sup>TM</sup> We have been living here for three years. A common mistake is to use since when referring to a period of time. You must not say 'He has been absent since two days' or 'I have been studying since two hours.' 3. Between and among: We use between to say that somebody or something is between two or more clearly separate objects. <sup>TM</sup> You have to choose between these two options.

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 183 <sup>TM</sup> I stood between John and Peter. <sup>TM</sup> They marched up the aisle between the pillars. <sup>TM</sup> He shared his money between his wife, his daughter and his son. Among is used with more than two people or things. <sup>TM</sup> The British were able to conquer India because the Indian prince quarreled among themselves. <sup>TM</sup> The United Nations tries to maintain peace among the nations of the world. 4. By and with: By is used to refer to the doer of an action; with is used to refer to the instrument with which the action is done. <sup>TM</sup> He was killed by his servant. <sup>TM</sup> He was killed with an axe. <sup>TM</sup> The tiger was shot by me with my new gun. 5. In and At: In is generally used to refer to large places – countries, districts, large cities etc. At is generally used to refer to small and unimportant places like villages, small towns etc. <sup>TM</sup> We shall meet them at the club this evening. <sup>TM</sup> My brother lives at Mumbai. This rule is not very rigidly followed now, and in is often used for small places too, though at is seldom used for big places. 6. On, in, at and by: While speaking about time at indicates an exact point of time, on a more general point of time and in a period of time. <sup>TM</sup> I shall be there at 4 pm. <sup>TM</sup> We set out at dawn. <sup>TM</sup> I was born on May 26. <sup>TM</sup> The postman brought this letter in the morning. <sup>TM</sup> I shall visit them in summer. <sup>TM</sup> It is very hot in the day and quite cold at night. Note that 'at night' is an exception to this rule. By is used to show the latest time at which an action will be finished. So it is usually used with the future tenses. <sup>TM</sup> I shall be leaving by 6 o' clock. <sup>TM</sup> I hope to finish the work by the end of this year.

Personality Development Notes 184 7. On and upon: On is generally used to talk about things at rest and upon to talk about things in motion. <sup>TM</sup> He sat on a chair. <sup>TM</sup> He jumped upon his horse. However, this rule is not rigidly followed now, and on is often used to talk about things in motion too. 10.2 PROPER PRONOUNS Personal pronouns can be tricky. People tend to be fairly comfortable identifying the difference between subjects and objects but at times find it difficult to know when to use which. Here is a basic layout of what's what: Pronouns following Prepositions z Always use the object pronoun after prepositions. Example: z They sent the letter to her. z That present is from them. z How about we keep this between you and me? DO: Remember when to use subject pronouns Subject pronouns are used to rename the subject. They include he, she, I, and you. First person, singular subject pronoun is "I" or "we" for plural. The second singular or plural person subject pronoun is the word "you." The third person. Singular subject pronouns are "he" for male, "she" for female, and "it" for gender neutral things, and the plural form is "they." Self Assessment Fill in the blanks: 1. .... refers to the starting point of an action. 2. Among is used with more than .....people or things. 3. Students often get confused about the ..... and ..... of two words- beside and besides. 4. People tend to be fairly comfortable identifying the difference between ..... and objects. 5. Subject pronouns are used to ..... the subject.

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 185 10.3 VALID VERBS A verb must agree with its subject in number, person and gender. Our followers are but a handful. (Here the plural verb are agrees with the plural subject followers.) One of the boys was selected. (Here the singular verb was agrees with the singular subject one.) He is an old friend of mine. Rule 1: In a compound sentence, a single verb can fit in with two subjects, provided the form of the verb agrees with the subject. Example: His mouth was open, his nose twitching. But the following sentence is incorrect: His mouth was open, his eyes staring. Rule 2: Two auxiliary verbs can be used with one principal verb, provided the form of the principal verb suits both the auxiliaries. Example: I never can or will hurt a fly. But the following sentence is incorrect: He never has and never will refuse a bribe. Rule 3: One auxiliary verb can be used with two principal verbs, provided its form suits both principal verbs. Example: Several victims have been killed and several buried. But the following sentence is incorrect: A new secretary has been elected and the old resigned. Rule 4: The use of shall and will Many of the precise distinctions concerning the use of shall and will have passed out of informal speaking and writing. But formal writing still prohibits the arbitrary use of these two forms of the verb.

Personality Development Notes 186 Shall is used in the first person and will in the second and third person to express simple futurity. Example: I shall We shall You will They will 10.4 ARTICLES You might consider grammar an annoying technicality, a minuscule detail of speech and writing not worth much effort. But a study last year from the Society for Human Resources and Management shows that 45% of employers plan to increase training for grammar and other language skills. We've compiled a list of the top mistakes people commit while using articles. Read them carefully and become a maestro in usage of Articles in English Grammar. 10.4.1 Common errors in the use of articles Incorrect: We live in village. Correct: We live in a village. OR We live in the village. Incorrect: She works in pub. Correct: She works in a pub. OR She works in the pub. A singular common noun (e.g. boy, girl, tree, country, teacher, village etc.) must have an article. A plural common noun can be used with or without an article. Incorrect: He is best player in the team. Correct: He is the best player in the team Incorrect: She is fastest runner. Correct: She is the fastest runner. The definite article the must be used with superlative adjectives. Incorrect: The Paris is big city. Correct: Paris is a big city. Incorrect: I live in the Mumbai. Correct: I live in Mumbai.

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 187 If the noun is proper it will take no article. Note that a proper noun is the name of a particular person, place or thing. Examples are Sam, Mary, India, Paris, London etc. Incorrect: The iron is a useful metal. Correct: Iron is a useful metal. Incorrect: The gold is yellow. Correct: Gold is yellow. Articles are not used with material nouns. Examples are gold, silver, iron, wheat, rice etc. Incorrect: We should not make noise. Correct: We should not make a noise. Incorrect: I have an urgent business. Correct: I have urgent business. OR I have some urgent business. Note these fixed expressions. Incorrect: Do you sell eggs by kilo or by dozen? Correct: Do you sell eggs by the kilo or by the dozen? The is used in measuring expressions beginning with by. Self Assessment Fill in the blanks: 1. In a ..... sentence, a single verb can fit in with two subject. 2. Two auxiliary verbs can be used with ..... verb, provided the form of the principal verb suits both the auxiliaries. 3. Shall is used in the first person and will in the ..... and .....person to express simple futurity. 4. .... writing still prohibits the arbitrary use of these two forms of the verb. 10.5 INDIANISMS IN ENGLISH Indianism refers to a word or phrase which is a characteristic of Indian English. Indianism may also refer to the way a sentence has been structured as if it was literally translated from an Indian language to English. Some examples of common Indianism mistakes include:

Personality Development Notes 188 Table 10.1: Examples of Indianism vs. Correct English Indianism Correct English Are you having a pen? Do you have a pen? I myself will do it I will do it Let us discuss about politics Let us discuss politics What is your good name? What is your name? Indianism is a significant factor when hiring for ITeS companies, especially if they are dealing with international calls. In an actual work scenario, while most of these Indianism would sound as bad grammar and poor sentence structuring to the caller (client), some can actually cause miscommunication resulting in serious issues. The biggest problem with Indianism is that many candidate who otherwise have good Spoken English, still use Indianism unknowingly, and it doesn't get detected easily during the selection process of companies, leading to bad hires. As a result, companies have to invest significant time and efforts to make the candidates un-learn these Indianism which they have been using thinking its correct English. In order to help companies assess and filter candidates based on their usage of Indianism, Aspiring Minds developed an additional module on Indianism, as a part of their SVAR assessment (Aspiring Minds Automated Spoken English Evaluation tool). A study was conducted at one of India's biggest ITeS company to understand if assessments on Indianism at the time of recruitment can provide any incremental value, post assessment of Pronunciation, fluency, grammar, vocabulary etc parameters of a candidate's spoken English. Around 100 applicants were assessed on SVAR and scored on the following parameters: z Pronunciation z Fluency z Spoken English Understanding z Active Listening z Grammar z Vocabulary z Indianism Recruitment cutoffs were applied on the first six parameters, and 32.9% candidates who met the required cutoffs were shortlisted. Additional cutoffs on Indianism were applied on these shortlisted candidates and 25% of them did not meet them and were additionally filtered. The fact that an automated tool can filter candidates based on Indianism, before the interview, has two fold benefits:

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 189 z Better interview throughput - these candidates would have got rejected during interview as recruiters assess and filter candidates on Indianism. Thus the tool was able to provide more refined shortlist z Reduced possibility of bad hire (type I error) - there is a possibility that some of these candidates, when interviewed might have cleared the manual evaluation, leading to a bad hiring decision This indicates that filtering on Indianism can provide an increment value of 25% to the screening process. The following table illustrates the study results: Table 2 - Value provided by assessment and filtering on Indianism Shortlist Percentage after applying cutoffs on Spoken English parameters (other than Indianism) Shortlist Percentage post applying additional cutoffs on Indianism on the shortlisted candidates Incremental Value provided by assessment and filtering on Indianism 32.9% 24.7% 25% In this section we shall discuss the influence of the global language English over an Indian language, Malayalam. The influence is on both the languages as one uses the other whenever there is a need. The speakers of Indian languages have got influenced by English and even an uneducated common man uses English letters and fuses them with those of his native words and sentences. English, as a global language, is spoken by 750 million people around the world. In India the superiority and prestige of English over other languages of the country remain unquestioned. "India is the third largest English using population of the world, after USA and UK". This language plays an important role in the domains of education, management, commerce and political relations, judiciary, engineering, and is therefore an entry to social mobility, higher education, and better job opportunities. English has also become an effective tool used by Indians to communicate among themselves across their language boundaries. It is however ironical that even though English enjoys a high status in India, its teaching, speaking and learning in the educational institutes in India. Emergence of Dialects of Indian English The heterogeneity of people with different languages, cultures and traditions is the characteristic of the country. This leads to the development of a number of Indian English dialects which remains completely different from the British English. The dialectal English spoken in India varies depending on the socio- linguistic background of the person. For instance, there are Tamil-English,

Personality Development Notes 190 Malayalam-English, Kannada-English, Bengali-English, Hindi-English and so on among the various regional English dialects used in India. English Spoken by the People of Kerala The English spoken by the people of Kerala is the subject of study in this article and this variety has its own characteristics. Kerala has the highest literacy rate and this means that most people of Kerala have some introduction to English in their schools. Spread of literacy has no impact on the style and mode of speaking English in Kerala. Malayalam speakers easily (and excessively, some might say) display an influence of their mother tongue in English they speak. This makes their English utterances unintelligible to the native speakers. The various peculiarities which are well understood within the country would seem quite different to a foreigner. Native speakers of Malayalam are conscious of pronouncing all the sounds of their mother tongue as represented in their script with a correct pronunciation. For Example, compared to Tamilians, native speakers of Malayalam correctly pronounce the grooved palatal lateral (one of the three distinct lateral sounds) used in both Tamil and Malayalam. Perhaps this consistent adherence to the standard values of their sounds as represented in their script may be one of the reasons why their Malayalam accent is easily transferred to their English pronunciation. They speak English with direct translation of the Malayalam sentence in their mind. This bilingualism is easily noticed in educated native speakers of Malayalam. In addition, native speakers of Malayalam seem to use English words in their Malayalam conversation more frequently than most other groups of language speakers in India. Native speakers of Malayalam do not keep away from their mother tongue while speaking in English. Some words in the following sentences reveal the influence of their own regional language: z Where has 'ungle' (uncle) gone? z He has gone to 'Oofees'. (Office) z Is 'Anndy' (Aunty) there inside the house? z No, she has gone to buy some 'Ooranges'. (Oranges) z Please come in and have a cup of 'Koofee'. (Coffee) z I hired an 'ooto'. (Auto) z Where did you 'werk' (work) before? z I was there in 'Thubai' (Dubai).

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 191 Self Assessment Fill in the blanks: 1. Indianism is a significant factor when hiring for ITeS companies, especially if they are dealing with ..... calls. 2. Kerala has the highest ..... rate and this means that most people of Kerala have some introduction to English in their schools. 3. In ..... the superiority and prestige of English over other languages of the country remain unquestioned. 4. In order to help companies .....candidates based on their usage of Indianism, Aspiring Minds developed an additional module on Indianism, as a part of their SVAR assessment. Task Write a passage on INDIANISM adding some new content, after researching on the internet. SUMMARY z A preposition tells a reader when and where something occurred as well as how it occurred. z A verb must agree with its subject in number, person and gender. z While speaking about time at indicates an exact point of time, on a more general point of time and in a period of time. z People tend to be fairly comfortable identifying the difference between subjects and objects but at times find it difficult to know when to use which z Indianism refers to a word or phrase which is a characteristic of Indian English. z Indianism is a significant factor when hiring for ITeS companies, especially if they are dealing with international calls. z In an actual work scenario, while most of these Indianism would sound as bad grammar and poor sentence structuring to the caller (client) KEYWORDS Preposition: A preposition tells a reader when and where something occurred as well as how it occurred. Valid Verb: A verb must agree with its subject in number, person and gender. Indianism: It refers to a word or phrase which is a characteristic of Indian English.

Personality Development Notes 192 Subject pronoun: These are used to rename the subject. They include he, she, I, and you. First person: singular subject pronoun is "I" or "we" for plural. The second singular or plural person subject pronoun is the word "you." The third person: Singular subject pronouns are "he" for male, "she" for female, and "it" for gender neutral things, and the plural form is "they." REVIEW QUESTIONS 1. Define perplexing prepositions. 2. Describe the proper usage of pronouns. 3. Give some examples of perplexing pronouns. 4. Explain the rules of valid verbs. 5. What are the common errors in the use of articles. 6. Describe the features of English Spoken by the People of Kerala. 7. Write a note on Indianisms in English. 8. Aspiring Minds developed an additional module on Indianism, as a part of their SVAR assessment. Describe it. 9. Explain the emergence of Dialects of Indian English. Answers to self Assessment 1. Since 2. Two 3. meaning and usage 4. subjects 5. rename 6. compound 7. one principal 8. second, third 9. Formal 10. international

Lesson 10 - Beware of Pitfalls: Avoid Errors Notes 193 11. literacy 12. India 13. assess and filter FURTHER READINGS Personality Development And Soft Skills (English), Oxford University Press, Author: Barun K Mitra Raymond V. Lesikar & Marie E. Flatley, Basic Communication, 10th Edition, Tata McGraw Hill Publications, p. 278-280. Francis Soundraraj, Speaking and Writing for Effective Business Communication, Macmillan, New Delhi, P. 207. Good to Great: Why Some Companies Make the Leap... and Others Don't by Jim Collins, Published October 16th 2001 by HarperBusiness Self-Awareness: The Hidden Driver of Success and Satisfaction by Travis Bradberry, 2009 by Perigee Trade WEBLINKS [www.englishdaily626.com/c-errors.php](http://www.englishdaily626.com/c-errors.php) [www.englishgrammar.org/grammar-exercise](http://www.englishgrammar.org/grammar-exercise) [www.englishpractice.com/common-mistakes-english-u.blogspot.com/2009/04/errors-in-use-of-articles-5.html](http://www.englishpractice.com/common-mistakes-english-u.blogspot.com/2009/04/errors-in-use-of-articles-5.html)

Personality Development Notes 194 UNIT 11- LANGUAGE LABORATORY AND MODERN METHODS OF LEARNING CONTENTS Learning Objectives Introduction 11.1 Advantages of language laboratory 11.2 Types of language laboratory lesson 11.3 Improving listening skills and speaking skills 11.4 Language laboratory session 11.5 Advanced language laboratory 11.6 Language Laboratory Material 11.7 E-learning 11.8 Soft skills and personality development through e-learning 11.9 Advantages of E-learning Summary Keywords Review Questions Further Readings LEARNING OBJECTIVES After studying this lesson, you should be able to: z Explain the modern methods of teaching z Discuss the advantages of E-learning and language lab z Describe the four kinds of language laboratories z Understand how to improve reading and listening skills INTRODUCTION It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. Thus, the significance of the language laboratory has been much felt in the domain of communication.

Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 195 Scientific advancements have produced a number of innovative products to assist the learning process. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are very useful for students learning languages for communication. In this lesson, we will focus on the modern methods of teaching and language labs, and also you will get tips to improve listening and reading skills. 11.1 ADVANTAGES OF LANGUAGE LABORATORY We live in a multilingual and multicultural world, which is being shrunk to the size of a village by the advancement of science and technology. The language laboratory exists to help one to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language (Richards, 2001). This is precisely the function of the language laboratory. Some highlights of the language laboratory are given below: 1. ACOUSTICS: The language lab provides all students, no matter where they are seated in the room, equal opportunity to hear the instructor and to be heard by the instructor. Each student can listen to the lesson material at a level set by themselves for their own comfort. None of the lesson material is misheard due to the direct nature of the sound transmission heard by each student via his or her individual headset. 2. PRIVACY: The headset/microphone provides students with a psychological privacy that promotes their speaking ability. It reduces the inhibitions felt in normal classroom situations and encourages the shy student to speak. The instructor can speak to a single or group of students in privacy without disturbing the rest of the class. 3. OVERCOMING SHYNESS: The use of a language learning system encourages students to talk freely and lose their inhibitions when talking in front of their peers. Lab systems tend to make students more anonymous. 4. ATTENTION: As the language lab allows the student to listen to the program stimulus individually, each individual student's attention is focused on the program material being studied, ultimately increasing the attention span of the student and teaching the student to listen and analyze the content of the lesson. 5. INDIVIDUALIZATION: Labs provide the capability for dividing the class into several groups. These groups can be listening to different programs on varying subject matter and at different levels of interactivity. 6. DEVELOPING LISTENING SKILLS: Listening skills are an essential element in becoming linguistically fluent. The language lab helps students develop good listening skills and aids the process of communication.

Personality Development Notes 196 Students hear the correct language patterns all the time through their headsets instead of mimicking other students who may be pronouncing incorrectly. 7. SELF-PACING: The students may work through the lesson material at a pace suited to their ability. The lab is for them a personal tutor. 8. NATIVE SPEAKER/DIFFERENT VOICES: The lab provides the students with a variety of model voices rather than just the voice of the teacher (who is often not a native speaker). All modern systems have a Model Voice feature allowing a native speaker to converse and be used as a model voice subject for the rest of the class. 9. EXCITEMENT: Students become excited when using learning lab systems. The student's attention is heightened and the boredom of repetitive learning is lifted. Students will complain if the lab lesson is canceled due to public holidays, etc. 10. EFFICIENCY: The teacher can monitor individual students (and talk to them) much more efficiently than in a regular classroom. Usually in a regular classroom all other students stop speaking when the teacher communicates with an individual student. In a lab they will continue working without interruption. Also, a teacher can interact with many more students since he/she merely presses a mouse key or touches a button in order to be in contact with a student. The language lab makes most efficient use of time, improving the teacher/student time ratio and allowing the instructor to maximize the use of time in a given lesson. In a single teaching session, individual students can have more opportunity to speak than during an entire semester in an average class of 30 students. 11. VARIETY: The language lab provides variety from regular classroom situations. The teacher's role is changed and the students are more active for longer periods of time. The use of visual stimulus coupled with selective audio materials increases the attention span of the students. 12. IMPROVED DISCIPLINE: The instructor can improve the discipline of the class by privately conversing with individual students who are being objectionable. By utilizing a system of seat management, any equipment faults or acts of minor vandalism can be reported by the next student entering the booth. If not reported by the student, they become the target of the investigation when the next student enters the booth. Students have great difficulty talking to each other when wearing headsets (unless they are in pair or group conference mode). 13. RECORD/COMPARING: The students have the ability to record their own voices along with the master stimulus. Each student can be working

Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 197 interactively on different segments within the same program or be working with completely different program material. 14. SIMPLIFY RECORD KEEPING: The instructor can easily generate records of attendance, grading and oral responses to true/false or multiple choice taped tests. An automated record keeping process can save much time. 15. ORAL TESTING: Oral test features allow instructors to test students with a question or stimulus and only record the student's answer. Instructors can then play back the recorded answers at a later time for grading, without having to listen to the questions. 16. TEACHER MONITORING: Since the teacher is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses. The instructor has more time to produce materials and oversee class activities due to the automatically, rather than manually, controlled instructor console features. 17. ROLE PLAYING EXERCISES: Using the random pairing/random grouping feature that all advanced modern learning systems incorporate, instructors can generate a variety of exercises structured around role- playing. Students can be paired or grouped together in small numbers and hold conversational practice with each other. Due to the random selection of student partners the students interest level is always high in anticipation of who their paired partner is likely to be. The instructor can also allow the students to listen to a stimulus from the console allowing the students to practice with each other while responding to the master stimulus. 18. BUILDING STUDENT EXPERIENCE: Students can build on their existing experiences and gain further knowledge of computers while learning in the computer language lab. Practicing with systems, software and new applications enhances exportable skills. The more experience students have with computer technology, the more successful they will be in the "real world". 19. INTERNET ACCESS: The new generation of multimedia systems allows the students to be connected to the World Wide Web and to be able to access information on a global basis. This allows instantaneous access to information worldwide and communication in the following ways: <sup>TM</sup> Viewing English and target language web sites. <sup>TM</sup> Person-to-person communication through email, chat rooms, internet phone, etc. <sup>TM</sup> Student-to-student video conferencing with local and foreign classes. <sup>TM</sup> Direct communication with other students from their country and culture of study.

Personality Development Notes 198 <sup>TM</sup> Access to foreign literature and museums for research and study. <sup>TM</sup> Watching live TV broadcasts and listening to foreign radio broadcasts. Self Assessment Fill in the blanks: 1. We live in a multilingual and multicultural world, which is being shrunk by the advancement of ..... and ..... 2. The headset/microphone provides students with a psychological privacy that promotes their .....ability. 3. .... skills are an essential element in becoming linguistically fluent. 4. The ..... makes most efficient use of time, improving the teacher/student time ratio and allowing the instructor to maximize the use of time in a given lesson. 5. With the help of internet access to foreign ..... and museums for research and study is possible.

11.2 TYPES OF LANGUAGE LABORATORY LESSON The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years. Four kinds of laboratories are being focused on here: 1. Conventional Laboratory: This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common. 2. Lingua Phone Laboratory: This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible. There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side, and as a repeater on the right side that helps one to record one's voice and play it back for comparison. 3. Computer Assisted Language Laboratory (CALL): CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with

Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 199 a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behavioristic CALL, Communicative CALL and Integrative CALL (Barson & Debski, 1996). Though the development of CALL has been gradual, its acceptance has come slowly and unevenly. 4. Multimedia Hi-Tech Language Laboratory: There is a lot of software available in the market that can be used in the multimedia language laboratory, For Example: z Renet z Aristoclass z Hiclass z Gloadina z Console OCL-908W z Histudio MHi Tech z Online Software 11.3 IMPROVING LISTENING SKILLS AND SPEAKING SKILLS To have a good command of the language for communication purposes, what helps one to acquire such proficiency in a language is the process and the method of learning that language. The curriculum of the present educational system in India does not have a laboratory session for arts subjects. Only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very common in Western countries to train children in the laboratory to enrich their language learning experiences. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are designed to enhance not only language teaching but also class room grading and distance learning.

Personality Development Notes 200 The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication. Self Assessment Fill in the blanks: 1. The language laboratory assists educators in delivering ..... language instruction. 2. .... Laboratory is a conventional type of lab, with a little modernization. 3. Laboratories with computers with a connection to the Internet are called ..... 4. The language laboratory offers broadcasting, television programmes, web- assisted materials and videotaped in the ..... language. 11.4 LANGUAGE LABORATORY SESSION The purpose of the Language Centre lab sessions is to provide you with dedicated listening practice, to help you develop skills of aural comprehension. This will include dictations. A second purpose of your lab sessions is to give you some informal language lessons and oral practice, with the assistance of a real live native speaker of the respective language which you intend to learn. Usually a language laboratory session is conducted in following manner: z 10-minute warm-up: Computer-Based Comprehension Exercises z Starting at 15 minutes past the hour: Dictation And Comprehension Test z 5-minute cool-down: Pronunciation Practice Exercises Lab monitors will read out the dictation script to you: this will be a text in the language you are learning, and you should write down in that language what you hear. The dictation will be read out in the traditional way: once through;

Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 201 then twice slowly, phrase by phrase; finally once more through for rereading and correction. The dictation will be followed by 2 or 3 short questions about what you just heard and transcribed, to test your comprehension; that may include translation into English. At the end of the test, hand your test in to your lab monitor; they will convey tests to the section instructors; your instructor will mark your test and return it to you in class the next week. There will also be some time at the end of class for pronunciation exercises: this is purely voluntary and optional for you, an opportunity for practice with the lab monitors. The lab monitors are there to help to guide you, informally. 11.5 ADVANCED LANGUAGE LABORATORY The principle of a language lab essentially has not changed. It's still a teacher- controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language labs have the same principle. A software-only language lab changes the concept of where and what a language lab is. Software can be installed and accessed on any networked PC anywhere on a school, college, or university campus. Software-only systems can be located in one room, from room-to- room or campus-to-campus. Figure 11.1: Advanced Language Laboratories 11.6 LANGUAGE LABORATORY MATERIAL Usually in colleges and institutes the new state-of-the-art equipments are established for the users as given below: For Students z LCD Lift desks with headsets z Speaker System z Projector z HP Network Laser Printer

Personality Development Notes 202 z HP Desktop PCs z Atajo z Microsoft Office X Instructor Lectern z HP Desktop w/DVD drive z Symposium z Amplifier Self Assessment Fill in the blanks: 1. The purpose of the Language Centre lab sessions is to provide you with dedicated ..... practice. 2. A language lab is still a .....system connected to a number of student booths. 3. A ..... language lab changes the concept of where and what a language lab is. 11.7 E-LEARNING Understanding e-Learning is simple. E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. There are many terms used to describe learning that is delivered online, via the internet, ranging from Distance Education, to computerized electronic learning, online learning, internet learning and many others. We define e-Learning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, video tape or over a television channel. It is interactive in that you can also communicate with your teachers, professors or other students in your class. Sometimes it is delivered live, where you can "electronically" raise your hand and interact in real time and sometimes it is a lecture that has been prerecorded. There is always a teacher or professor interacting /communicating with you and grading your participation, your assignments and your tests. E-Learning has been proven to be a successful method of training and education is becoming a way of life for many citizens in the world.

Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 203 11.8 SOFT SKILLS AND PERSONALITY DEVELOPMENT THROUGH E-LEARNING Until now, it is extremely difficult for a teacher to determine the optimal learning strategy for every learner in a class. And even if a teacher is able to determine all the strategies, it is even more difficult to apply all multiple teaching strategies in a classroom. Today's development of searching technology provides learners a new way to break of the traditional educational models "one size fits all" approach. It makes it possible to "customize down to the individual" and hence for effective personalized and creative learning. In response to individual needs, personalization in education not only facilitates students to learn better by using different strategies to create various learning experiences, but also teacher's designer's education needs in preparing or designing varied teaching or instructional packages. Each learner has a preference for a teaching style that allows him to learn better. Some one likes to listen and talk, others prefer to analyze a text, or simply using a visual medium. So to learn effectively, learners have to be aware of their preferences that make easy to manage their own way of learning. This information will enable the learner to improve the effectiveness of its approach to learning and to exploit its own resources. Jungian based psychologists add that people's personality preferences influence the way they may or may not want to become more actively involved in their learning, as well as take responsibility for the self-direction and discipline. So we have to identify a person's individual learning style and then adapt instruction toward that person's strengths and preferences. It is commonly believed that most people prefer some kind of interacting with, taking in, and processing stimuli or information. In the wake of all these above arguments the concept of online education (E- learning) is developing fast all over the world. More and more institutions are coming up with various online courses. It is a convenient, cheap and time effective method of imparting education in a systematic way. By virtue of this technological breakthrough, LCD monitors and projector screens are replacing the old age blackboards. Latest technologies, like Flash Player and Power Point, etc. are used to transmit the lessons and project images and voices through internet or from electronic devices in different forms in which lessons are already stored. With this technology your room may be converted into a classroom and a classroom may become live at your desired time though the teacher is sitting on the next corner of the globe.

Personality Development Notes 204 11.9 ADVANTAGES OF E-LEARNING There are a number of benefits associated with implementing e-learning and our customers come to us for different reasons. Here are some of the top reasons why Learning Pool customers use our services. 1. Scalable, Efficient and Fast: E-learning gives you the ability to quickly create and communicate new policies and training. By using our Authoring Tool and our Learning Management System you'll be able to roll-out to large audiences cost-effectively. 2. Capacity and consistency: E-learning offers the ability to achieve high levels of coverage among your target audience and ensures the message communicated is consistent. This means all learners get the same training. 3. Higher Learning Retention than traditional learning: Blended learning results in higher knowledge retention rate as it appeals to a wider range of learning styles. There's also the added ability to refresh or update coursework whenever it's needed and learn at a pace that suits your learners. 4. Using e-learning saves you time and money: It reduces time away from the workplace, cuts down on expensive travel and reduces the need for costly classroom-based training. 5. Measuring learning activity and proving return on investment: Using our Learning Management System, tracking Learner progress is a breeze and reporting on activity is a button press away. 6. Reduce your carbon footprint: By delivering your training online and testing your staff through online quizzes you're providing alternatives to paper-based forms of learning and testing. 7. Flexibility and finding hard to reach people: E-learning can give staff the freedom to learn when and where they want, and at their own pace. You can train staff who would usually be in remote locations and have trouble getting to and from classroom training venues. Self Assessment Fill in the blanks: 1. e-Learning are courses that are specifically delivered via the ..... to somewhere other than the classroom where the professor is teaching. 2. Today's development of searching technology provides learners a new way to break of the traditional educational models ..... approach. 3. .... learning results in higher knowledge retention rate as it appeals to a wider range of learning styles.

Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 205 4. By virtue of this technological breakthrough, LCD monitors and ..... screens are replacing the old age blackboards. Task Prepare a report on the ways e-learning has influenced the present world. SUMMARY z By virtue of this technological breakthrough, LCD monitors and projector screens are replacing the old age blackboards. z The more experience students have with computer technology, the more successful they will be in the "real world". z The purpose of the Language Centre lab sessions is to provide you with dedicated listening practice, to help you develop skills of aural comprehension. z The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years. z We define e-Learning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. z Each learner has a preference for a teaching style that allows him to learn better. Some one likes to listen and talk, others prefer to analyze a text, or simply using a visual medium. z So to learn effectively, learners have to be aware of their preferences that make easy to manage their own way of learning. z There are a number of benefits associated with implementing e-learning. KEYWORDS Conventional Laboratory: The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. Computer Assisted Language Laboratory: CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. E-Learning: This is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom

Personality Development Notes 206 e-Learning courses: It refers to courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. Lingua Phone Laboratory: This is a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Oral Testing: Oral test features allow instructors to test students with a question or stimulus and only record the student's answer. REVIEW QUESTIONS 1. What is a language lab? Discuss its types. 2. Elaborate the advantages of language lab. 3. How can you improve speaking and listening skills? 4. Describe the Language Centre lab sessions. 5. List the Language Laboratory Material for students as well as instructor. 6. Write an essay on E-learning. 7. Describe Soft skills and personality development through E-learning. 8. The more experience students have with computer technology, the more successful they will be in the "real world". Express your views. Answers to Self Assessment 1. science and technology 2. speaking 3. Listening 4. language lab 5. literature 6. foreign 7. Lingua Phone 8. Web Assisted Language Laboratories (WALL) 9. Target 10. listening 11. teacher-controlled 12. software-only 13. internet 14. one size fits all Lesson 11 - Language Laboratory and Modern Methods of Learning Notes 207 15. Blended 16. projector FURTHER READINGS Lesikar, Raymond V. and Marie E. Flatley Basic Business Communication. New Delhi: Tata McGraw-Hill Publishing Company Ltd, Second Edition, 2005 Raman, Meenakshi and Sangeeta Sharma Technical Communication: Principles and Practice. New Delhi: Oxford University Press, Second Edition, 2005 Good to Great: Why Some Companies Make the Leap... and Others Don't by Jim Collins, 2001 by HarperBusiness Barun K Mitra, Personality Development And Soft Skills (English) Oxford University Press Huang, Shih-Jen, Communicative Language Teaching in a Multimedia Language Lab, Internet TESL Journal. WEBLINKS [http://www.academia.edu/2392852/Personality\\_and\\_its\\_effects\\_on\\_learning\\_performance\\_Design\\_guidelines\\_for\\_an\\_adaptive\\_E-learning\\_system\\_on\\_the\\_user\\_model](http://www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model)

87%

**MATCHING BLOCK 18/18**

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[http://www3.telus.net/linguisticsissues/lab\\_files.eric.ed.gov/fulltext/ED026929.pdf](http://www3.telus.net/linguisticsissues/lab_files.eric.ed.gov/fulltext/ED026929.pdf)

### Hit and source - focused comparison, Side by Side

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1/18

**SUBMITTED TEXT**

46 WORDS

**100% MATCHING TEXT**

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INTERPERSONAL SKILLS Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

Interpersonal Skills Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

W <http://www.skillsyouneed.com/>

2/18

**SUBMITTED TEXT**

25 WORDS

**91% MATCHING TEXT**

25 WORDS

of. Interpersonal skills: these are the life skills we use every day to communicate and interact with other people, both individually and in groups.

of Interpersonal Skills Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups.

W <http://www.skillsyouneed.com/>

3/18

**SUBMITTED TEXT**

26 WORDS

**65% MATCHING TEXT**

26 WORDS

with arms easily at your side you tell others that you are approachable and open to hearing what they have to say.

with arms relaxed at your sides tells anyone around you that you are approachable and open to hearing what they have to say.[4]

W <http://www.wikihow.com/Develop-Good-Communication-Skills>



<b>4/18</b>	<b>SUBMITTED TEXT</b>	35 WORDS	<b>84% MATCHING TEXT</b>	35 WORDS
<p>Soft skills is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.</p> <p><b>W</b> <a href="https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHS1307.pdf">https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHS1307.pdf</a></p>		<p>Soft skills is a term often associated with a person's Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, etc. that characterize relationships with other people.</p>		
<b>5/18</b>	<b>SUBMITTED TEXT</b>	36 WORDS	<b>80% MATCHING TEXT</b>	36 WORDS
<p>Soft skills: This is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people</p> <p><b>W</b> <a href="https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHS1307.pdf">https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHS1307.pdf</a></p>		<p>Soft skills is a term often associated with a person's Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, etc. that characterize relationships with other people.</p>		
<b>6/18</b>	<b>SUBMITTED TEXT</b>	19 WORDS	<b>75% MATCHING TEXT</b>	19 WORDS
<p>given to certain syllables in a word, or to certain words in a phrase or sentence. Stress is</p> <p><b>SA</b> Khaled Kordi Tamandani (GH9192) - Thesis.docx (D28863188)</p>				
<b>7/18</b>	<b>SUBMITTED TEXT</b>	55 WORDS	<b>85% MATCHING TEXT</b>	55 WORDS
<p>vowel, and changes in pitch. The terms stress and accent are often used synonymously, but they are sometimes distinguished, with certain specific kinds of prominence (such as pitch accent, variously defined) being considered to fall under accent but not under stress. In this case, stress specifically may be called stress accent or dynamic accent.</p> <p><b>SA</b> Project 2015 NAVARRETE DOUGLAS LEON NELLY.docx (D14415970)</p>				
<b>8/18</b>	<b>SUBMITTED TEXT</b>	24 WORDS	<b>80% MATCHING TEXT</b>	24 WORDS
<p>In linguistics, stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a</p> <p><b>SA</b> Project 2015 NAVARRETE DOUGLAS LEON NELLY.docx (D14415970)</p>				
<b>9/18</b>	<b>SUBMITTED TEXT</b>	25 WORDS	<b>81% MATCHING TEXT</b>	25 WORDS
<p>Stress: In linguistics, stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a</p> <p><b>SA</b> Project 2015 NAVARRETE DOUGLAS LEON NELLY.docx (D14415970)</p>				

<b>10/18</b>	<b>SUBMITTED TEXT</b>	17 WORDS	<b>95% MATCHING TEXT</b>	17 WORDS
Signs of Active Listening 5.3.2 Verbal Signs of Attentive or Active Listening 5.4		Signs of Active Listening Non-Verbal Signs of Attentive or Active Listening		
<p><b>W</b> <a href="http://www.skillsyouneed.com/ips/active-listening.html">http://www.skillsyouneed.com/ips/active-listening.html</a></p>				

<b>11/18</b>	<b>SUBMITTED TEXT</b>	366 WORDS	<b>95% MATCHING TEXT</b>	366 WORDS
<p>LISTENING Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop. 'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener. Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly. Listening is the most fundamental component of interpersonal communication skills. Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that. Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. Generally Personality Development Notes 92 speakers want listeners to demonstrate 'active listening' by responding appropriately to what they are saying. Appropriate responses to listening can be both verbal and non-verbal. 5.3.1 Signs of Active Listening This is a generic list of non-verbal signs of</p>		<p>Listening Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop. 'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener. Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly. Listening is the most fundamental component of interpersonal communication skills. Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that. Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. Generally speakers want listeners to demonstrate 'active listening' by responding appropriately to what they are saying. Appropriate responses to listening can be both verbal and non-verbal, examples of which are listed below: Signs of Active Listening Non-Verbal Signs of</p>		
<p><b>W</b> <a href="http://www.skillsyouneed.com/ips/active-listening.html">http://www.skillsyouneed.com/ips/active-listening.html</a></p>				

listening, in other words people who are listening are more likely to display at least some of these signs. However these signs may not be appropriate in all situations and across all cultures. Smile Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood. Eye Contact It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker. Posture Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand. Mirroring Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention. Distraction The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

**W** <http://www.skillsyouneed.com/ips/active-listening.html>

listening, in other words people who are listening are more likely to display at least some of these signs. However these signs may not be appropriate in all situations and across all cultures. Smile Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood. Eye Contact It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker. Posture Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand. Mirroring Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention. Distraction The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

13/18	SUBMITTED TEXT	256 WORDS	99% MATCHING TEXT	256 WORDS
	<p>Verbal Signs of Attentive or Active Listening Positive Reinforcement Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. Although some positive words of encouragement may be beneficial to the speaker the listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message. Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point. Remembering The human mind is notoriously bad at remembering details, especially for any length of time. However, remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later. Questioning The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions the listener also helps to reinforce that they have an interest in what the speaker has been saying.</p> <p><b>W</b> <a href="http://www.skillsyouneed.com/ips/active-listening.html">http://www.skillsyouneed.com/ips/active-listening.html</a></p>		<p>Verbal Signs of Attentive or Active Listening Positive Reinforcement Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. Although some positive words of encouragement may be beneficial to the speaker the listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message. Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point. Remembering The human mind is notoriously bad at remembering details, especially for any length of time. However, remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later. See our page: Note-Taking. Questioning The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions the listener also helps to reinforce that they have an interest in what the speaker has been saying.</p>	

14/18	SUBMITTED TEXT	139 WORDS	94% MATCHING TEXT	139 WORDS
	<p>Reflection Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding. Clarification Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary. Personality Development Notes 94 Summarisation Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarising involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary.</p> <p><b>W</b> <a href="http://www.skillsyouneed.com/ips/active-listening.html">http://www.skillsyouneed.com/ips/active-listening.html</a></p>		<p>Reflection Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding. See our page: Reflection. Clarification Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary. See page on Clarification. Summarisation Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarising involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary.</p>	

15/18	SUBMITTED TEXT	40 WORDS	39% MATCHING TEXT	40 WORDS
	<p>be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice).</p> <p><b>SA</b> 207208EP181.pdf (D154799833)</p>			

<b>16/18</b>	<b>SUBMITTED TEXT</b>	76 WORDS	<b>93% MATCHING TEXT</b>	76 WORDS
<p>Interpersonal communication not only involves the explicit meaning of words, the information or message conveyed, but also refers to implicit messages, whether intentional or not, which are expressed through non-verbal behaviours. Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics). These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. 5.4.1</p>				
<p><b>SA</b> Project 2015 NAVARRETE DOUGLAS LEON NELLY.docx (D14447454)</p>				

<b>17/18</b>	<b>SUBMITTED TEXT</b>	15 WORDS	<b>87% MATCHING TEXT</b>	15 WORDS
<p>is the study of how we communicate with the space around us. 6. ....</p>				
<p><b>SA</b> communication skills assignment one.pdf (D50731538)</p>				

<b>18/18</b>	<b>SUBMITTED TEXT</b>	2 WORDS	<b>87% MATCHING TEXT</b>	2 WORDS		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model</p> </td> <td style="width: 50%; vertical-align: top;"> <p>www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model 1</p> </td> </tr> </table>					<p>www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model</p>	<p>www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model 1</p>
<p>www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model</p>	<p>www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidelines_for_an_adaptive_E-learning_system_on_the_user_model 1</p>					
<p><b>W</b> <a href="http://www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidel...">http://www.academia.edu/2392852/Personality_and_its_effects_on_learning_performance_Design_guidel ...</a></p>						