



Empowering Self for Success

8 pt. Success Agenda for All

Group Captain O.P. Sharma

Empowering Self for Success

The book 'Empowering self for Success' through eight point success Agenda for Self improvement option is the synergistic work by an eminent personality developer. The book provides step by step direction for securing cutting edge to be the winner. It is practical module is christened by the author, as P-R-I-D-E, which when expanded reads Performance Results for Individual Development through Evaluation for achieving excellence in all pursuits whether at home, in office, in business in society, in academics, in training, in placement, in career growth, in profession, in fact in everything and anything that one does.

The thrust in on turning around A-B-C (Attitude-Behaviour, Character). The A-B-C is linked with eight areas of management of self (MS). These are Self-esteem, Wellness, Positivism, Bettering the best, Communication, Human relations, Assertiveness and time management, Characteristically, labeled by the author respectively as Collar up, Holistic health, lens Competitive Edge. Top skill, Thumps up. Saying 'No' and Do it now. Thus we get the sub-little A-B-C.MS.

The book spells out a development package for management of self through the process of self knowing and self improving. The package as contained in the book has been experimented for last 25 years with 100% success in developing requisite life skills in students, management trainees, teachers, principals, educators, administrators, businessmen, executives, bureaucrats, house hold and others. The focus is on transforming the reader/client into a wholeman who is physically enduring, emotionally mature, intellectually enlightened aesthetically developed, morally sound and spiritually inclined.

The book will help those who look for upgrading the quality of their life through the pursuit of excellence. This will provide "Add-on" to the list of achievements. Remember the virtue of achievement is victory over one self and those who know this will never know defeat.



Founder Director General of MAHARISHI UNIVERSITY Eminent Educationist and Motivational Guru Professor Group Captain OP SHARMA has authored 25 books on SELF DEVELOPMENT for holistic role play as applicable for all in all situations. He is the founder President of OMNI HEALTH FOUNDATION and the founder CEO of 3L PADC LEARNING LAB for LIFE SKILLS personality assessment and development center. Contact dg@muit.in mobile 9582804820



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Preface

ABC of Management of Self is the synergistic effort of the last 25 years. These years saw me deeply dwelling in the self knowing and self improvement processes for students, teachers, parents, executives, officers, senior citizens and a host of professionals while conducting PEP (Personality Enhancement Programme). The PEP is an innovated training package in the area of management of self. Developing life skills is the undercurrent.

The clients always looked up for appropriate reading material. The present volume is the endeavour to meet their such aspirations.

Many authors, thinkers, writers, friends, officials have been constantly strengthening my resolve to complete the present work. The acknowledgement page provides the share of their support. I have always been singularly blessed to have an excellent team around to work with.

It was on 3 Nov. '95 when I entered into the enjoyable working partnership with Col Satsangi VSM, the Chairman and founder of CSKM Educational Complex at Mehrauli, New Delhi (India) for activating the PADC (Personality Assessment and Development Centre). I selected the area of my choice—a field in which I had been operating for last 25 years.

I dedicate this book to him who anchored my motivation to enrich the personality of clients, after my retirement from the IAF. Incidentally, 03 Nov. is my birthday.

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Sunil and Siva, Grand Children Saiba and Ushmey

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Air Chief Marshal S.K. Kaul
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FOR EXECUTION SUPPORT

M. Javed

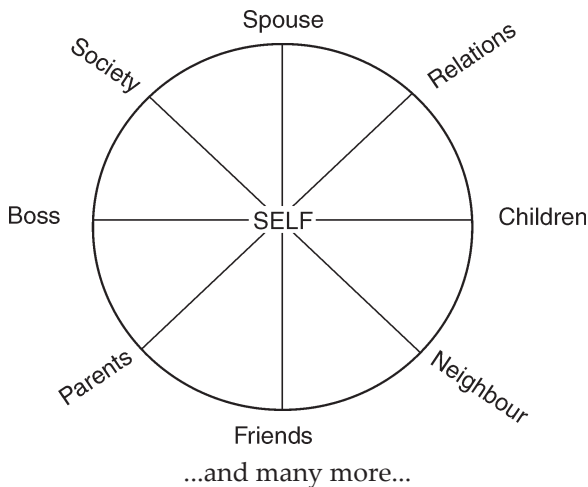
Gulab Singh Negi

S.M. Katial

1

Management of Self

Management of self is essentially self organising. The complete thesis of Management of Self as postulated by me is based on the concept that Self is the cause and Self is the effect. Management of Self is the process of doing things for the purpose of self actualization. The Self refers to the individual. I am convinced that each SELF is in the mould of Godliness and has tremendous potential. The tapping mechanism of such potential diversity is SELF ACTUALIZATION. The processes involved therein are the core of Management of SELF. The concerns in role profile have to be linked with the process of Self Knowing and the process of Self improvement. Most of it has to be Self work. However we strongly recommend the review of life through consultation and counseling by an experienced behavioural scientist with proven profile.



The mbo technique is to be employed for Turning Around the attitude TA-A, Turning Around the Behaviour TA-8 and Turning Around the Character TA-C. Turning around of A-8-C is to be linked with individual performance results in all related dimensions including group dynamics.

The 'SELF' is in the centre of role play. The Self is required to integrate itself with various link points in the role circle. In some cases there is integration, in some there is an attempt for integration. In other cases, there is waiver. Apparently, there is crisis of role integration. It is this non-integrated role performance which leads to unproductive efforts resulting in stress and conflict. Analysis will show that a person who has not integrated with the system, howsoever competent, will surely be a liability for himself in meeting his individual, personal as well as organizational commitments. What we want is an integrated personality. What is needed is to transform ourselves from human beings into humane beings and for this transformation 'e' is required to be added and this 'e' stands for 'education'. Education is the process of converting human into humane. And this leads to integration. Who is this 'Humane' being. This humane being is a wisdom worker-an integrated, personality. Analysing others is knowledge. Managing others requires skills. Mastering oneself takes inner strength. What separates winners from losers is that they like to face difficulties, make adjustments and go on...like bamboo they bend but do not break. Preserving inner self they stay original....What happens around us or what happens between us is never so important as what happens within us.

Management is the process of optimizing resources. Remember, you yourself are the resource. Management is the concern of 3 Ms and 1 T - M for Men, M for Money, M for Material (including infrastructure and machines) and T for Time.

How do we manage ourselves. Let us examine various factors. One has to meet individual, personal and organizational commitments by achieving best results. There is no denying that organisational commitments will necessarily be fulfilled if an individual successfully meets all his individual as well as personal commitments. The reason for my thesis is that if one is at peace with oneself in his private life, his public life will accordingly

reflect peace and prosperity. One can ill-afford to maintain a split personality-something at home and different at work place. As an individual you have your own body, mind and soul. It is for you as an individual to take care of yourself. Your health, education and training are essentially individual commitments. No one else can read for you. No one else can eat for you. No one else can play for you. This you have to do yourself. To keep oneself updated in the profession is essentially an individual commitment. Personal commitments arise out of expansion of self. When self expands, the obligations grow and belongingness increases. This gives rise to certain intellectual and emotional bonds. The commitment for the family, for the friends, for the neighbours would necessarily be personal commitments. Organisational commitments are those obligations that one is required to discharge as member of a group. It may be social commitments, commitments for the club, for the association, for the society, for the factory, for the school, for the office, for the country and the like. You need to review your own role profile. How well do you meet your individual commitments. Pitiably is the state of reading habits. The health and its care can be judged from the ever increasing expenses on medicine. What do we do to keep ourselves fit or for that matter to keep our family physically fit. The commitments are diversified and one needs to strike the balance. Remember in every role performance only best results are required to be achieved. See the common sight of wastage of water on account of sheer negligence in turning off the tap. Would sermonizing that water must be conserved; it must not be allowed to waste, close the taps when water is flowing, help? Is this enlightened citizenship? The Head, Heart, Hand, Humane are four 'H' that make for education but generally the 4th H for Humane being is a missing link. It is because the individual fails to integrate with the system. Apparently, he has not contributed outwardly.

How do we proceed to get these diversified roles integrated? While playing various roles, the linkage has to be established with all congruence. It is role making end not role taking, which is necessary. There is lot of space in the role circle for contribution. That contribution has to be outward. What is to be remembered

is that each role is important and equally important, though in performance one may allot first priority for any specific role performance. Non-integration in performance would result in stressful work environment leading to unproductivity. The task must be shared. The incongruence must convert into coherence. Only then the organisational commitment can be fulfilled. One should work on the strength of the system and convert weaknesses into strength so as to promote effectiveness. It is 'his work' and not 'my work' is not the right approach. It is 'our work' is the recommended approach.

For managing self effectively, one should develop the habit of introspection. The insight to self is the integral of maturity. Having evaluated the day's performance the individual must focus on failings and determine the cause for the failings. Having done that he should devise the strategy to improve, so as to take care of those failings. This process of retrospection should include total performance whether it relates to individual commitments, personal commitments or organisational commitments.

Effectiveness is the synonym for excellence and excellence knows no bounds. It is a cyclic operation. We are good. We got to transform into better and better into best and then re-cycling takes place. Any knowledge worker with intelligence and imagination can be effective. We all know that habits can be acquired, changed and improved. These are observable, changeable and improvable. While deciding the process to go about doing a job effectively one should cultivate the habit of managing the time. While doing so, the priorities for competing tasks must be thoughtfully allotted and one should work on first thing first and second thing never. One should take up the second thing, when it assumes first place in the order of priorities. Secondly, to be effective, one must make sound decisions. Decision taking ability is essentially a logical step. We weigh various alternatives as are available in the given situation. The best alternative is the one which finds an enduring solution to the problem with economy of efforts. Third practice for being effective would require to focus on outward contribution. Outward contribution is the demonstrative result-oriented performance which can be measured by others. To be happy with

one's own glorification will not meet the requirement. The glory through work performance must be experienced by others. The fourth dimension of effectiveness is that the individual should work on one's strength, on the strength of the system, on the strength of other co-functionaries and not on weaknesses. To work on weaknesses is a negative trait. Whereas one should be conscious of one's limitation of personality or for that matter the limitation in the system or the organisation this should not serve as 'Escape Valve' for ineffective performance.

KNOW THYSELF

We give below a list of 'Bad habits'. Check which one is applicable in your case. Measure the extent and evolve appropriate strategy to convert the weakness into strength.

-
- | | |
|---|--|
| <ul style="list-style-type: none"> - You stress the negative - You are accusing, blaming blinded by your own point of view - You passively participate in anything you do. - You give negative criticism. - You with hold positive evaluations. - You get by and procrastinate - You are controlled by outer events. - You seek punishment, revenge. - You criticize others for their weakness and limitation. - Making false promises. - Intolerance with religions/castes - Drinking, smoking, gambling, etc. - Resistance to change. - To work without planning. - Expecting something for nothing. - Not doing more than what you are for. - Having no value for your own and other's time. - Not putting yourself in other's shoes, while dealing with others. | <ul style="list-style-type: none"> - You think this is the way it has to be. - It is always do or die. - You will do it when you feel good. - You regard mistakes as wrong of others - You think your view- point is the truth. - You see yourself as a star. - You think the world or someone owes you something. - Always having destructive thoughts. - Being a slave of fear. - Over-cautious. - Indecisive - Inertia. - Trying to please everybody. - Always trying to do the things which are urgent, - Prejudices. - Reacting without reasoning. - Self-Pity - Self-limiting thoughts. - Resentments. - Low self Esteem |
|---|--|
-

Management of SELF is an ongoing process. It is not something we do only once or occasionally. We make it a process by thoughtful organising for LIVING WITH DIGNITY. Worthwhile goals and Balanced life are two hallmarks for

effective management of Self. The former is the result performance for our planned objectives. These are to be rooted in a sound value system. The latter is suggestive of integrated role profile. It is a challenge to achieve greater fulfilment in equal measure in both professional and personal lives. Plainly speaking, management of Self is the process of optimising our talents-our total Being by appropriately employing various management techniques. The goal statement should read to develop as WHOLEMAN who is physically enduring, emotionally mature, intellectually enlightened, aesthetically developed, morally sound and spiritually inclined. The performance results should be transformational- for being effective role player to be useful to yourself-to your family-to your society-to your country-to the mankind.

TECHNIQUE

(Management of Objective)

mbo is the recommended technique for management of SELF. The basis of the mbo technique is GRPRO syndrome (G = Goal, R = Role, P= Purpose, R = Result, O = Objective). You should connect yourself with the goal and then gradually shift the emphasis from goal to role, role to purpose, purpose to results and finally from results to objectives. The second step in the mbo process is the critical analysis of SWOT (S for strength, W for weakness, O for opportunity and T for threat). The individual first determines the strength of his personality, the strength of the system, the strength of other resources, the strength of the functional unit and equally deliberates upon the weaknesses. Normally, we tend to over-play 'strength', factor of our own and shift the accountability by ignoring the strength of other components of the organisational unit. We tend to under-play our weaknesses and over-play the weaknesses of other components which possibly suits us to transfer the responsibility for lack of result-oriented performance. To assume that one has no limitation in one's personality is itself a demonstration of one's own specific weakness. The entire life span is short for acquiring perfection. This is a reality which needs to be accepted. Opportunity signifies those situations which come by naturally

and facilitate your personal growth. Remember! it is not a negative condition. It is a positive connotation which should be understood for improving one's own profile in promoting the objectives. The fourth factor while working out the results leading to objective is T in SWOT meaning thereby T for threat. There are certain factors which provide intervention while working for results. Such factors have compulsive force to restrict the performance. These are the constraints rather checks or we may call them-in-bounds to draw the limit for one's performance. Remember! we have no control over T factor. Threats are required to be managed by coping with them. T is the pointer of harsh reality for operational strategy. The objective should have four qualification-QQCT (Q for quantity, Q for quality, C for cost effectiveness and T for time). The fourth factor-time effectiveness is a safeguard against procrastination. Action plan is the next step in the process of mbo. A blue print is needed to be drawn for each objective, which must ultimately be related to a particular result. The sequence of activity; who is to do, what to do, when to do, how to do including monitoring, should be tabulated. The evaluation during the 'Activity' is to be done with regard to meeting the target and if required the action plan could be modified or redesigned. Remember 'QQCT' (Quantity, Quality, Cost and Time) should be the guiding factor while drawing the action plan. The blue print should have involvement details. The conventional techniques, will have to be adopted within the ambit of mbo.

Process of management consists of a number of functions, i.e., planning including forecasting, organising, directing, co-ordinating and controlling. Planning is a creative co-ordinating process which guides from the present into the future. In order to accomplish the objective, it sets the stage for other functions of management. It not only selects the objective but also makes policies, programmes and procedures for achievement. Organising is the process of establishing relationship between functions, materials and men grouped together for a common purpose. Determination of task, establishing of structures and allocating the resources are three guiding principles of organising. Once the plans have been drawn, the organisation is designed

and the resources are deployed, the directives are issued to implement the plans and activate the organisation. Directing is the process by which the leadership converts its plans into action. Motivating is an essential part of directing. Co-ordinating is integrating all details necessary for the accomplishment of the objectives. The direct result of a lack of co-ordination is chaos. Co-ordination achieves orderly unification of efforts which provides concentration of efforts in the pursuit of the purpose. Controlling is establishing and applying fully the necessary tools to ensure that plans, orders and policies are completed in such a manner that the objectives are achieved. Through controlling, one evaluates and seeks to regulate the organisational constraints to meet the requirement of the plans in order to achieve the objectives. All these functions of management are not separate.

They are integral of the total process. They are interdependent and interconnected. This is what makes the total process dynamic. The time sequence cannot be followed. It is the realignment strategy which brings quality in attainment. These functions have the quality of being iterative, i.e., they are repeated within each other. It is for you to harness these characteristics of management process. The value system must receive the overriding priority.

Mbo is the logical extension of planning and control function of management. Its implications of goal clarity and role clarity facilitate excellence in issue analysis and decision making. Briefly stated, mbo is a result-oriented management. The emphasis is on goal and role clarity at all levels of organisational activity whether functional, directional or conceptual. It envisages a systematic, structured and analytical approach for indentifying Key Result Areas (KRAs) and setting up verifiable objectives. It is a dynamic process designed to enhance effectiveness.

Two recommended approaches for drawing the blue print of KRAs are:

- (a) Analysis of hard data like reports, returns, resource utilisation data and feed back.
- (b) Brainstorming session to obtain ideas and perceptions about KRAs.

All this will facilitate information generation on internal as well as external work environment for finalising the action plan. Consultation, we find, is integral of mbo process. What is to be remembered is that mbo is an INSIDE OUT approach.

RECALLING THE STEPS

With objective as backdrop, Let us recall the steps.

- Do the SWOT exercise: List your strengths and weaknesses. Then seek the opportunities present in your present situation as well as the strengths and weakness of your working unit today (opportunity) and then the threats (restraints).
- Define the long and short range goals and strategies. What are you trying to achieve? What is your mission, your special contribution?
- Determine key result areas: In the light of these goals, examine your profile to see what are the key results you must provide. In what areas would excellence of performance have an extraordinary impact on goal attainment? In what areas would poor performance be particularly damaging? Select three or four vital areas, the areas that determine success or failure of your efforts.
- Realistic, measurable time-bound objectives are then set for each key area.
- At regular intervals, report your progress to yourself, and think of new improvements. It goes on in a 'living', flexible, participative, self- managing way.
- Draw the blue print; (a) State the objective. (b) Restate the objective in measurable terms. (c) Give the reasons for the selection of this objective. (d) State the specific steps to be taken with the timings for their beginning and completion. (e) State what resources. (i) Men (ii) Money (iii) Material (iv) Information. (f) State the cost of attaining the objective. (g) State when to go ahead on schedule.

Constancy of evaluation is integral for the effectiveness of the process. The effectiveness can be evaluated through certain parameters. Action research suggests that we must evaluate the effectiveness of our performance through four factors which are proficiency, discipline, team-spirit and morale. We will discuss these aspects at length later.

A TYPICAL OBJECTIVES STATEMENT

- G** My goal is to live with dignity and to make a difference in the lives of others.
- R** These roles will take priority in achieving my objective.
- As Husband/Wife: He/She is the most important person in my life. Together we contribute harmony, balance and happiness.
 - As Father/Mother: I help my children experience progressively greater joy in their lives.
 - As Son/Brother/Daughter/Sister: I am frequently 'there' for love and support.
 - As Neighbour: The love of God is visible through my actions towards others.
 - As Change Agent: I am a catalyst for developing high performance in whatever I do.
 - As Scholar: I learn important new things every day.
- P** The Purpose will be to promote the goal through each specific activity.
- R** The results will be in my 'witness' profile showing genuine concern for each of my role target in changing the life style of the persons of my concern.
- O** Following objectives will emerge :
- I will seek to balance career and family as best I can, both are important to me.
 - My home will be a place where I and my family and guests find joy, comfort, peace, and happiness. I will seek to create a clean and

orderly environment, liveable and comfortable. I will exercise wisdom in what we choose to eat, read, see and do at home. I especially want to teach my children to love, to learn, and to laugh and to work and develop their unique talents.

- I value the rights, freedoms, and responsibilities to our democratic society. I will be a concerned and informed citizen, involved in the political process to ensure my voice is heard and my vote is counted.
- I will be a self-starting individual who exercises initiative in accomplishing my life goals. I will act on situations and opportunities, rather than to be acted upon.
- I will always try to keep myself free from addictive and destructive habits. I will develop habits that free me from labels and limits and expand my capabilities and choices.
- My money will be my servant, not my master. I will seek financial independence over time. My wants will be subject to my needs and my means. Except for long term home and car loans, I will seek to keep myself free from consumer debt. I will spend less than I earn and regularly save or invest part of my income.
- I will use what money and talents I have to make life more enjoyable for others through service and charity.
- Not to forget that the realization of godliness in self will emerge as a consequence of principled living.

It means to be responsible to my own self to commit myself to the principled living so that the paradigms from which my attitude and behaviour flow are congruent with my deepest values and in harmony with correct principles. It also means to begin each day with those values firmly in mind. Then as the

challenges come, I make my decisions based on those values. I will be truly value driven.

Let us illustrate. Tonight I have invited my wife to go to a theatre for a movie. I have the tickets; she is excited about going. It is 5.00 pm. All of a sudden, my boss calls me into his office and says he needs help through the evening to get ready for an important meeting at 9 am on the following day.

If I am looking through spouse-centred lens my main concern will be my wife. I may tell the boss that I cannot stay. I take her to the movie. In case I feel I have to stay and protect my job. I will do so grudgingly, anxious about her response, trying to justify my decision and protect myself from her anger. If I am money centred, my main thought will be of overtime. I may call her up, 'I have to stay', assuming she will understand that economic demands come first. If I am work-centred, I may be thinking of the opportunity. I can learn more about the job. I can make some points with the boss and further my career. My wife should be proud of me.

As we consider various ways of looking at a single event, we see how fundamentally our centres affect us? Right down to our motivations, daily decisions, our actions (or, in too many cases, our reactions), are our interpretations of events? To be effective one has to be principle based. As a principle-centred person, we try to stand apart from the emotion of the situation and from other factors that would act on us, and then evaluate the options rationally, looking at the balanced whole- the work needs, the family needs, other needs that may be involved and the possible implications of the various alternative decisions- we'll try to come up with the best solution, taking all factors into consideration.

As a principle centred person I will see things differently; I will judge differently and I will act differently. The sound foundation of performance profile deeply rooted in the value system forms a solid unchanging core of effective personality. The leading principles are: Integrity, potential growth, excellence, service, patience, dignity and joy. These are to be linked with the intellectual, social and dynamic attributes of the individual personality.

See → Judge → Act and Not see → Act → Judge

FOR EFFECTIVENESS IN SELF WORK

Develop a priority task list for each day. Determine which needs to be satisfied first.

Assign a priority letter-‘M’ for Must be done-‘S’ for Should be done and ‘C’ for Could be done. The critical items will fall in ‘M’ category; items really worth spending time and effort under ‘S’ list and things worth thinking about and doing after you complete ‘M’ and ‘S’ in ‘C’ list.

There is a need to allocate inter-se priority in these three lists. This can be done by assigning a number say $M_1 - M_2 - M_3 - S_1 - S_2 - S_3 / C_1 - C_2 - C_3$

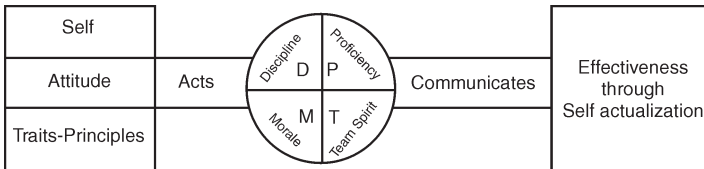
We evaluate our performance results for individual development. We call it PRIDE (Performance Results for Individual Development and their Evaluation). We should internalise it. Internalization of the concept of PRIDE in A-Attitude, B-Behaviour, C-Character perspective of your total being is the measure of your effectiveness in the area of management of SELF. All these aspects are dealt in the succeeding chapters; Chapter 2 with A-B-C of management of SELF, Chapter 3 with P-R-1-D-E module of management of self, Chapter 4 with Self Audit and Chapter 5 with a brief on our Life skills learning Lab-PADC (Personality Assessment and Development Centre).

2

A-B-C

When expanded A-8-C reads Attitude-Behaviour- Character. The self is demonstrated through these aspects of the personality of the individual and consequent to the discovery of real self, the process of self improvement generates for reinforcing the strengths and remedying the weaknesses. The process of evaluation is facilitated through specific indicators of personality effectiveness. Let us look at our model of personality effectiveness.

OP* Model for Personality Effectiveness.



The being of self is manifested through behaviour profile which is inclusive of action and communication. The profile is reflective of attitude and character dimensions of the individual personality.

The goal is self actualization which means complete fulfilment in terms of tapping one's potential. This is what effectiveness is.

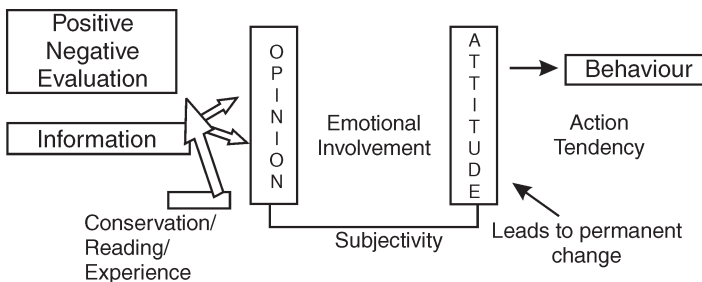
The process of action is an ongoing activity. The performance results are to be evaluated. The indicators are discipline, proficiency, morale and team spirit. We shall discuss all these aspects in the succeeding text.

* OP – Author Group Caption O.P. Sharma

A-ATTITUDE

Attitude, is the forerunner of behaviour. It is the evaluation of facts and integration of desired feelings with the proposed behaviour pattern which could be positive or negative.

The positive attitude converges itself into result- oriented performance and accomplishment of task. Attitude is an enduring system of positive or negative evaluation of emotions, leading to action tendency towards an individual or an object. The concept is illustrated thus:



The basic elements for the attitude are evaluation, emotional involvement and action tendency. The formation of the attitude depends on information needs of the individual personality of the individual and group influence, Information is gathered through interaction with individual experiences and through reading.

It is the fulfilment of a need which leads to positive attitude performance and vice-versa. The emotions have physical characteristics and create inborn and acquired determinants of the attitude. Each person willy-nilly is the member of a group. Group may be formal or informal. Each group has social norms involving its attitude towards certain things and that in turn will affect attitudes of the group members. We can measure attitudes through a formal questionnaire or feed back or interview or interaction with various people.

Attitudes are information-based and involve emotions. These are invariably subjective. However, the degree of their subjectivity can be reduced by learning their behavioural dynamics. We append here a self-evaluation module for measuring attitudes.

A	B
<ul style="list-style-type: none"> - Realistic view of self capabilities and limitations. - Moderate amount of time spent dealing with fantasies. - Confident of personal abilities. - Flexible. - Informal and moderate trust level. - Self-assertive, independent, high sense of efficacy typified by original behavior - Original and fluent in thought. - Logical response to problems and clear thinking - Co-operative - Able to compete - Planful, foresighted. 	<ul style="list-style-type: none"> - Over-estimates/under estimates abilities/ expectations - Disproportionate time spent in fantasizing. - Lacks in self confidence. - Rigid in face of change, - Very formal, gullible or suspicious. - Manipulative, low sense of efficacy, typified by pawn behaviour, dependent on others. - Suggestible and overly influenced by others. Restricted in outlook and interests. - Irrational response to problems, initiates changes with little planning. - Cautious, wary, insistent, impatient. - Changes competition to power-plays. - Lacks long-term direction.

Incase you choose to belong to category B, there is a need for immediate attitude renewal.

For Developing Positive Attitude, we provide the following 8 point action plan.

- Desire to succeed
- Prepare to succeed
- Enjoy work
- Love People
 - Caring for oneself
 - Caring for one's family, friends and peers.
 - Caring for other people.

- Caring for the social, economic and ecological welfare.
- Caring for human rights.
- Caring for other species.
- Caring for the liveability of the earth.
- Caring for truth, knowledge and learning.
- Caring for Humanism.
- Caring for gentlemanly conduct.
- Secure against negative
- Profit by disappointment
- Keep working
- Act on the self motivator.

LOVE REINFORCES

The attitude that there is plenty available for every body. It generates the cooperative competition. Most people are deeply rooted in scarcity mentality. They see life as having only so much, as though there is only one pie. And if someone were to get a big piece of the pie, it would mean less, for everybody else. The scarcity mentality is the negative paradigm of life. People with a scarcity mentality have a very difficult time sharing recognition and credit, power or profit even with those who help them. They have a hard time being genuinely happy for the success of other people, and even sometimes specially, members of their own family close friends and associates. It is almost as if son family or is being taken from them when someone else something is being taken from them when someone else receives special recognition or gain or has remarkable success or achievement. Although they might verbally express happiness for others' success, inwardly they are eating their hearts out. Their sense of worth comes from being compared with others, and someone else' success, to some degree, means their failure. Many people can be 'A'. Only one person can by 'number one'. To 'win' simply means to 'beat'. This is absolutely sinful. Abundance mentality is the indicator of positive, attitude. This is the beginning of success.

B-BEHAVIOUR

Behaviour is a systematic and basic psychic determinant to explain the causal aspect of human activity. It is **observable, variable, changeable, self-directed** and **self-generated**. Response of an organism to a stimulus, is behaviour. Behaviour of an individual at any one time is the result of the demand placed on him by environment and his internal state. **Behaviour is observable** only when it is being enacted. Any other method of understanding behaviour will lack reliability. Research has confirmed that the human being has tremendous capacity to develop and to develop, one has to change. An average man, uses only 10% of his potential during his whole life.

Human behaviour is the nucleus of effectiveness notwithstanding the typology of the commitment, whether it is individual, personal or organisational. Though abstract and variable, it is the point from where the process of effectiveness starts.

Human behaviour gets structured and functions within certain limits. If studied systematically, it can be anticipated and controlled. Self-improvement by self-management is the right approach and the only approach for behavioural modification. This is to be preceded by a preparatory phase and that is the process of value reinforcement.

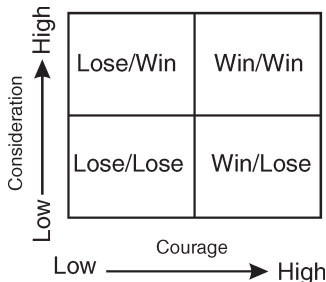
Behavioural Development postulates:

- Absence of deficits in behavioural skills.
- Absence of weaknesses in behavioural skills.
- Absence of debilitating anxiety reactions. Capacity to relax.
- Ability to assert oneself.
- Capacity for self-control by shaping environmental consequences.
- Capacity for self-control by cognitive self regulation.
- Adequacy as a behavioural model.

Through our experiencing and feed back we should keep evaluating ourselves on the scale of maturity. Some guidelines for mature behaviour are:

- Living in present rather than in the past or the future.
- Self-Reliance
- Absence of approval-seeking.
- Knowing how to laugh and create laughter.
- Accepting own self without complaint.
- Appreciation of the natural world.
- Insight into the behaviour of others.
- Being a doer and a helper.
- Honest in dealings.
- Self disciplined without craving to fit others into one's own perception of how everything ought to be done.
- Aggressively curious.
- No fear of failures.
- Lack of defensiveness.
- Motivating self by a desire to grow.
- Having universal values.

'Maturity Continuum', focuses on a growth and development process from dependency through independency to interdependency. You not only have to be empathic, you have to be confident. You not only have to be considerate and sensitive, you have to be brave. To do that, to achieve that, balance between courage and consideration, is the essence of real maturity.



If you are high on courage and low on consideration, you will be strong and ego bound. You will have the courage of your convictions, but you will not be very considerate to others. To compensate for lack of internal maturity and to emotional strength, you might borrow strength from your position and

power, or from your credentials, your seniority, etc. If you are high on consideration and low on courage, you will be so considerate to others' convictions and desires that you will not have the courage to express and actualize your own.

High courage and consideration are both essential for success. It is the balance that is the mark of real maturity, if you have it, you can listen, you can empathically understand, and you can also confront courageously.

Three behavioural dimensions that merit discussion are communication, assertiveness and interpersonal relations. These are dealt in detail in Chapter 3. However a brief on these aspects is given hereunder.

Communication is defined as mutual exchange of facts, thoughts and perceptions resulting in common understanding of all parties to the communication. Communication is the means for a social process whereby one person influences the other as well as is influenced by him. Communication makes interaction amongst people possible. All functions of the organisation are done through the process of communication. It is, therefore, necessary that one guards against distortion by acquiring adequate skills in communication. The meaning of communication is determined through language, frame of reference, situational context and physical setting. To be able to communicate effectively, there is a need to develop empathy. Empathy is the ability to perceive, think and feel like the other person.

Assertiveness is often confused with being aggressive. A friend of mine once referred to assertiveness workshops as 'courses for learning how to be rude to other people'. The assertive person is the one who can state clearly and calmly what he wants to say, does not back down in the face of disagreement and is prepared to repeat the point, if necessary. A continuum may be drawn for a range of types of behaviour ranging from the submissive to the aggressive, with assertive behaviour being the mid-point on such a continuum.

Human Relations skill is at the root of interpersonal relationship. This covers all aspects of role performance. Love, which is an absolute value and means caring and sharing, admits

no return. Love is the foundation of all interpersonal relationship. Infact, there has to be constant effort to increase the area of influence in the circle of concern. This is possible when you concern yourself for others unconditionally. Non-conditionality is the corner- stone *for* developing successful interpersonal skills. From the foundation of character, we build and maintain successful relationship.

Trust, is the essence of success. Without trust, the best we can do is compromise. Without trust, we lack the credibility for open and mutually beneficial relationship. With trust, we deeply respect each other. We focus on the issues, not on personalities or positions. In such a relationship, both the parties are deeply committed to ideal synergy. That relationship neither makes the issues any less real or important, nor eliminates the differences in perspective. But, it does eliminate the negative energy, normally focussed on differences in personality and position. We give below an exercise on behaviour orientation of inter personal relationship.

F-I-R-O-8–Fundamental Interpersonal Relationship Orientation of Behaviour.

Place the number of the answer that best applies to you in the box at the left of the statement. Lead options are given in bold.

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never.

1. I try to be with people. 2. I let other people decide what to do. 3. I join social group. 4. I try to have close relationships with people. 5. I tend to join social organisations when I have an opportunity, 6. I let other people strongly influence my actions. 7. I try to be included in informal social activities. 8. I try to have close personal relationship with people. 9. I try to include other people in my plans. 10. I let other people control my actions. 11. I try to have people around me. 12. I try to get close and personal with people. 13. When People are doing things together I tend to join them. 14. I am easily led by people. 15. I try to avoid being alone. 16. I try to participate in group activities.

1. Most people 2. Many people 3. Some people 4. A few people 5. One or two people 6. Nobody

17. I am easily led by people. 18 I let other people decide what to do. 19. My personal relations with people are cool and distant. 20. I let other people take charge of things. 21. I try to have close relationships with people. 22. I try to get close and personal with people. 24. I let other people control my action. 25. I am cool and distant with people. 26. I am easily led by people. 27. I try to have close, personal relationships with people. 28. I like people to invite me to think. 29. I like people to get close and personal with me. 30. I try to influence strongly other people's actions. 31 I like people to invite me to join in their activities. 32. I like people to act close towards me. 33. I try to take charge of things when I am with people. 34. I like people to include me in their activities. 35. I like people to act cool and distant towards me. 36. I try to have other people do things the way I want them done. 37. I like people to let me participate in their discussions. 38. I like people to act friendly towards me. 39. I like people to invite me to participate in their activities. 40 I like people to act distant towards me.

1. Usually 2. Often 3. Sometimes 4. Occasionally 5. Rarely 6. Never

41. I try to be the dominant person when I am with people, 42. I like people to invite me to think. 43. I like people to act close towards me. 44. I try to have other people to do things I want done. 45. I like people to invite me to join their activities. 46. I like people to act cool and distant towards me. 47. I try to influence strongly other people's actions. 48. I like people to include me in their activities. 49. I like people to act close and personal with me. 50. I try to take charge of things when I am with people. 51. I like people to invite me to participate in their activities. 52. I like people to act distant towards me. 53. I try to have other people to do things the way I want them done. 54. I take charge of things when I am with people.

Now evaluate yourself. It is an exercise, which must be done spontaneously and honestly. It produces six dimensions (three on behaviour expressed towards others and three on the behaviour wanted from others) two each in the areas of inclusion, control and affection. It also measures the desire for such behaviour from others thus indicating the extent to which one wants to include them, invite them to join him/her, influence and lead them, and express friendly and affectionate feelings towards them. The six scores can be summarized as follows:

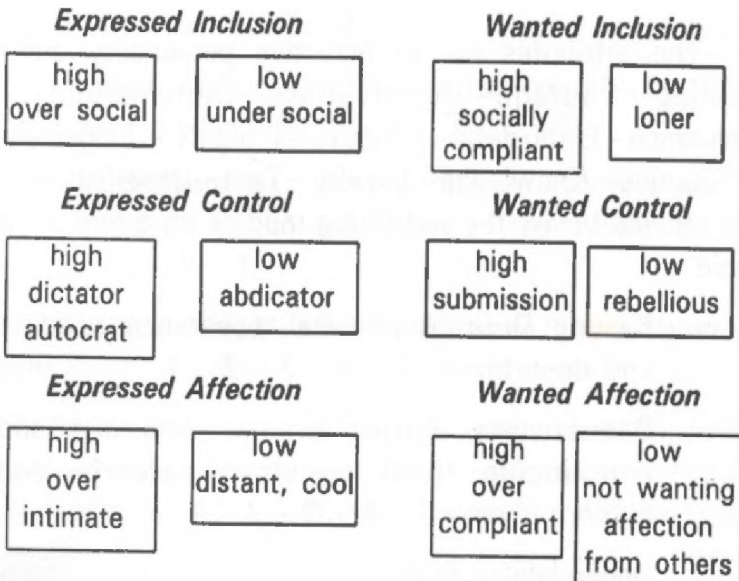
	I Inclusion	C Control	A Affection
e = expressed towards others	I join others and include others	I take charge and influence others	I get close to people
w = wanted from others	I want people to include me	I want people to lead me	I want people to get close and personal with me

The **e** (expressed) reflects an active-passive tendency. Low scores on the 'e' scale indicates that a person is passive and a high score that he is active. **w** (waned) does not mean 'want to control' or 'want to include others' but that you 'want others to control you' or others to include you.

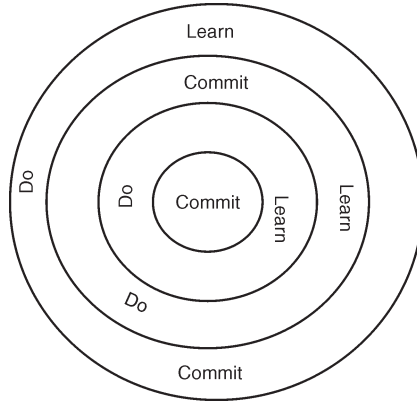
<i>The Key</i>			
<i>Expressed Inclusion (eI)</i>		<i>Expressed Control (eC)</i>	<i>Expressed Affection (eA)</i>
1	1,2,3	30	1,2,3, 4 1,2
3	1,2,3,4	33	1,2,3 8 1,2
5	1,2,3,4	36	1,2 12 1
7	1,2,3	41	1,2,3,4 17 1,2
9	1,2	44	1,2,3 19 4,5,6
11	1,2	47	1,2,3 21 1,2
13	1,2	50	1,2 23 1,2
15	1	53	1,2 25 4,5,6
16	1	54	1,2 27 1,2

<i>Wanted Inclusion (wI)</i>	<i>Wanted Control (wC)</i>	<i>Wanted Affection (wA)</i>
28 1,2	2 1,2,3,4	29 1,2
31 1,2	6 1,2,3,4	32 1,2
34 1,2	10 1,2,3	35 5,6
37 1	14 1,2,3	38 1,2
39 1	18 1,2,3,4	40 5,6
42 1,2	20 1,2,3,4	43 1
45 1,2	22 1,2,3,4	46 5,6
48 1,2	24 1,2,3	49 1,2
51 1,2	26 1,2,3	52 5,6

Regarding the interpretation, the best way to do this is to rely on the personal experiences of the individuals. The score is indicative. The final judge is you who should be honest with yourself.



We will close our discussion on behaviour by looking at **THE UPWARD SPIRAL**—This is the way to grow.



C-CHARACTER

Character is the core of personality. Besides focussing on values, we discuss the attributes for their growth orientation.

The attributes for an effective personality are—Bearing—Courage—Decisiveness—Dependability—Endurance- Enthusiasm—Initiative—Integrity-Judgement—Justice—Knowledge—Loyalty—Tact—Unselfishness. We provide below the self rating module on a five point scale:

- **Bearing.** Desirable physical appearance, conduct and deportment. 5 - 4 - 3 - 2 - 1
- **Decisiveness.** Taking prompt decisions and announcing them concisely, clearly and authoritatively. 5 - 4 - 3 - 2 - 1
- **Dependability.** Practice of carrying out instructions and plans of superiors irrespective of supervision. 5 - 4 - 3 - 2 - 1
- **Endurance.** That extra perseverance of both body and mind which is often responsible for success against odds. 5 - 4 - 3 - 2 - 1
- **Enthusiasm.** Display of genuine interest and zeal in the performance of tasks. 5 - 4 - 3 - 2 - 1
- **Initiative.** Ability to see quickly what needs to be done, making up one's mind and doing it without delay. 5 - 4 - 3 - 2 - 1

- **Judgement.** Ability of the mind to weigh and analyse various factors and arrive at a rational solution. 5 - 4 - 3 • 2 - 1
- **Justice.** Quality, of being impartial and consistent in exercising authority.
- **Knowledge.** Mastery of subject, methodology, general knowledge, etc. 5 - 4 - 3 - 2 - 1
- **Loyalty.** Faithfulness to all-juniors, seniors, equals, family, organisation, society and the country. 5 - 4 - 3 - 2 - 1
- **Tact.** Ability to deal with others without creating unpleasantness. 5 - 4 - 3 - 2 - 1
- **Unselfishness.** Quality of subordinating one's interest to the well being of the others. 5 - 4 -3-2-1

And now a detailed description as to how to develop them.

Bearing: Appearance, carriage and personal conduct. It should reflect competence and confidence for creating favourable impression. Dress, haircut, gait, language, manner, style of action and order. Dignity of being honourable-Exemplary is the watch word. To develop bearing : Require of yourself the highest standards in appearance and conduct. Avoid coarse behaviour and use of vulgar language. Habitually maintain a dignified manner

Courage: Physical, Mental, Emotional and Moral. Facing the situation with calmness and firmness. To help yourself attain and demonstrate courage: Study and understand your reaction to the emotion of fear. Control your 'Fear' by self discipline and calmness. Keep orderliness in your thought process. Do things you fear from till you contain fear. Stand for what is right in face of popular condemnation. Accept the blame, when you are at fault.

Decisiveness: Making decisions promptly and announcing them in clear and forceful manner. Decision after considering all possible alternatives. **To develop decisiveness:** Be positive. Do not beat about the bush. Get the facts, make-up your mind and then act with confidence, Re-check your decisions if they were sound and timely. Analyse decisions made by others. If you do

not agree, determine if your reasons are sound. Broaden your view points by studying the actions of others.

Dependability: Certainty of proper performance of duties. High sense of duty-subordinating personal interest to the role unit. **To develop dependability :** Do not make excuses. Do the task to the best of your ability regardless of personal beliefs. Be exact in details. Form the habit of being punctual. Carry out intent as well as the literal meaning of an order. When conflict appears, seek clarification.

Endurance: Ability to withstand pain, fatigue, stress and hardship-Mental and physical stamina. **To develop endurance :** Avoid non-essential activities that may lower stamina. Cultivate physical training. Test you endurance by working under stress. Force yourself to continue when you are tired or sluggish.

Enthusiasm: Display of sincere interest and zeal in performance of duties. Working with a cheerful and optimistic attitude. Determined to do a good job. **To Develop enthusiasm :** Understand and believe in your mission. Be cheerful and optimistic. Know the 'why' of uninteresting and distasteful jobs. Capitalize on success. Do not get stale. Relax and recreate.

Initiative: Seeing what has to be done and commencing a course of action even in the absence of specific direction. Allied quality of resourcefulness. Ability to deal with the situation in the absence of normal means or methods. **To develop Initiative:** Stay mentally and physically alert. Train yourself to recognise tasks that need to be done and do them without having been told and without hesitation. Learn to anticipate by thinking ahead. Look for and readily accept responsibilities. Utilise available resources in a more effective and efficient manner.

Integrity: The uprightness of character, soundness of moral principles and quality of absolute truthfulness and honesty. **To develop Integrity :** Practise absolute honesty and truthfulness at all times. Stand for what you believe to be right. Whenever tempted to compromise, place honesty, sense of duty and moral principles, above all.

Judgement: Quality of logically weighing facts and possible solutions on which to base sound decisions. **To improve judgement :** Practise making estimate of the situation. Anticipate

situations which require decisions. Avoid making rash decisions. Approach problem with a common sense attitude. Be as technically qualified as possible.

Justice: Quality of being impartial, fair and equitable. **To develop the trait of Justice :** Be fair, consistent, prompt and impersonal when imposing punishment. Consider each case on its own merit. Punish with dignity and human understanding. Permit no personal prejudice to influence your decision. Analyse cases of others who have reputation of being just.

Knowledge: of profession, of environment, of fellow functionaries, of broad spectrum of information on national and international events. **To increase knowledge :** Keep updated professional notes and personal library. Study allied literature. Read professional periodicals. Read daily news papers/magazines and try to evaluate 'News' correctly. Form the habit of developing serious conversation. Evaluate your experience and the experience of others. Be alert, listen, observe, and conduct research on matters you do not understand, See, Judge and Act.

Loyalty: Quality of faithfulness to profession, juniors, superiors and equals, community, country and humanity at large. **To develop Loyalty :** Be quick to defend your people from abuse. Never give the slightest hint to your juniors of your disagreement with your superiors. Practice doing task to the best of your ability. Wholeheartedly support decisions of your superiors. Stand up for your country, service, seniors, juniors and associates whenever they are abused. Never criticise your seniors in the presence of juniors. Do not play 'One-up-manship' with your associates. Be discreet in discussing your unit of work to others.

Tact: Ability to deal with others without creating offence. To say and to do the proper thing at the right time- understanding of human nature and consideration for the feeling of others. Courtesy is part of Tact. **To develop tact :** Be courteous and cheerful. Be considerate to others. Study the behaviour and action of others who are reputed to be 'Skilled' in tact. Gain enough knowledge of human behaviour. Develop the habit of co-operating in spirit as well as in action. Be tolerant. Treat others as you desire others to treat you. Know when to be seen officially

and socially. Anticipate when your absence or presence may embarrass yourself or others.

Unselfishness: The quality of avoiding providing for one's own comfort and personal advancement at the expense of others. To be able to share same danger, hardship and discomfort as your role targets. A keen and persistent desire of service for others.

To develop unselfishness : Avoid using position or rank for personal gain at the expense of others. Give credit to your people for work done. Give first consideration to the interest of country, service, students, superior, peers and then your own. Be considerate to the problems of your people and assist them. Develop 'Helping Attitude'.

The Principles regulating the behaviour are :

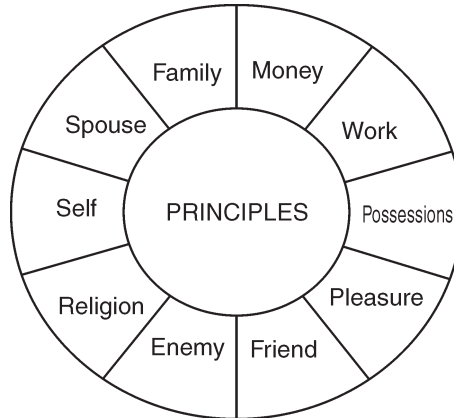
Know thyself and seek improvement: Evaluate yourself and recognise your own strengths and weaknesses. (a) Analyse yourself to determine your strong and weak points. (b) Make efforts for improvement. (c) Solicit the honest opinions of others so as to see how you can improve. (d) Learn by studying the causes of success or failure of other leaders past and present. (e) Develop genuine interest in people. (f) Acquire human touch. (g) Master the art of effective writing and speaking. (h) Cultivate friendly relations with others. (i) Develop a philosophy of life and work. (j) Have definite goal and plan to attain it.

Be Proficient: Broad general knowledge–Competence in functional areas–Deficiency results in lack of confidence. (a) Seek well rounded education through courses, reading, research and study. (b) Seek out and foster association with capable leaders. (c) Observe and study their actions. (d) Broaden your knowledge through association of allied or like professionals. (e) Seek opportunities to apply knowledge. (f) By study and frequent visits to your people, know the grass root applications. (g) Prepare for next stage of your higher promotion/upgradation. (h) Understand and apply principles of management.

Set Example: (a) At all times keep physically fit, mentally alert, well groomed and correctly dressed. (b) Master your emotions. (c) Maintain optimistic outlook. (d) Conduct yourself in a manner so that your personal habits are not open to censure. (e) Co-operate in spirit as well as in facts. (f) Exercise initiative.

(g) Be completely loyal. (h) Avoid development of cliques. (i) Be mentally courageous. (j) Share dangers and hard-ships.

We need to be principle centred



We should keep evaluating our performance. Four indicators are Morale, Esprit-de-Corps, Discipline and Proficiency. All are interdependent to contribute to effectiveness.

KEEP EVALUATING

Morale is individual's state of mind. It depends on satisfaction of needs. It can be evaluated (a) By observation of appearance, personal conduct, courtesy, personal hygiene, use of recreational facilities, indulgences in harmful or irresponsible behaviour, upkeep of living area, care of equipment, response to orders and instruction, job proficiency and motivation. (b) By administrative report on indiscipline, damage to property, absence, request for transfer, sick report, punctuality. The reinforcement strategy should be - To develop belief in the results and objectives. - To build confidence. - To ensure satisfaction. - To keep informed of your concern for professional interest. - To feel that you are an essential part of the system.

Esprit-de-Corps is loyalty to, pride in and enthusiasm for the team shown by its members. It is team's personality and expresses its will to work with determination. It depends on the satisfaction people get from belonging to the team, their attitude towards other members and confidence in their leader. Esprit-de-corps can be evaluated through: (a) Expression of enthusiasm for the pride in the group. (b) Reputation among other similar organisations. (c)

Competitive spirit. (d) Willing participation in all activities. (e) Pride in the tradition. (f) Readiness to help one another (g) Belief that We are better than any other. For reinforcing - Have a well thought out reception programme. - Develop the feeling that school/college/family/unit/industry/organisation must excel. - Recognise achievement and publicise. - Use competition to develop team spirit. - Make proper use of awards/rewards.

Discipline is individual or group attitude which ensures prompt obedience to orders and proper initiation of appropriate action in the absence of orders. It is willing and cheerful obedience. Evaluation can be done by (a) Attention to details. (b) Devotion to duty (c) Proper relationship. (d) . Proper conduct on or off duty. (e) Standard of cleanliness, dress and courtesy. (f) Promptness in responding to direction. (g) Adherence to chain of authority. For reinforcing discipline -Demonstrate discipline by your own conduct. -Institute a fair and impartial system for punishment and equitable distribution of privileges. Work for mutual confidence and respect through training.

Proficiency is technical, administrative and physical ability of the individual to perform the job proficiently. Training is an essential process. Proficiency is evaluated by (a) Personal appearance and physical condition. (b) Appearance and condition of equipment and other area (c) Attitude towards work whether primary or secondary. (d) Promptness and accuracy in disseminating orders, instructions and information. (f) Quality and promptitude in accomplishment of task. (g) Technical and administrative performance. For reinforcing Proficiency - Train your self in the individual duties - Emphasise team work - Participate in realistic training programmes. - Set high standards of performance - Ensure prescribed standards of performance.

Focus	Strategy
To develop as a whole-man who is :	To transform as an Effective Role Player :
- Physically enduring	To be useful to yourself
- Emotionally mature	To be useful to your family
- Intellectually enlightened	To be useful to your organisation
- Aesthetically developed	To be useful to your society
- Morally Sound	To be useful to your country
- Spiritually inclined	To be useful to the mankind

The focus throughout has to be on two aspects; first wholeman concept and second model role play. The wholeman concept includes both men and women and envisages the balanced growth of a fuller personality (physical, intellectual, emotional, aesthetic, moral and spiritual). All these values are mutually inclusive. They do not cut across. What is required is to aim at full development of a human being. An individual may be at the top intellectually but if he has a trace of moral deviation, he is not an individual who meets the requirement of the wholeman concept. Thus, the thrust of management of self is on personality enrichment in behavioural perspective. The second implication of wholeman concept would be balancing of role play and this is what has been specifically described as the second item of focus. One has to play the 'model' and this model has to be with reference to all diversified roles. An effective professional but impoverished father will not make a complete man. Therefore, the need is, that the individual himself must manifest these two basic attributes in his conduct and he should then develop others through example.

EFFECTIVENESS

The last item in the sequence is that growth is an **on-going process**. It is never ending. One should keep on evaluating the success of his plan and if needed should realign. The attempt has to be on **result oriented performance** which is the synonym of excellence. Excellence is bringing out the best in oneself even though this might not be the best of another. It is the degree of qualitative improvement from good to better and from better to best and then best becomes good and recycling takes place. There is no end to excellence. One has to play all roles excellently whether the role is to meet one's individual commitment or personal commitment or organisational commitment. In brief, it is **effective management of self**. Only in that case, the process of development can be successful. The target group must determine the efficacy and the effectiveness of role play so as to be not only satisfying but equally, inspiring and motivating. **Effectiveness is excellence**. It evokes in the striver Joy, Security, Fulfilment, Confidence, Satisfaction and Legitimate Pride and in

the person who witnesses, New Insight, Emulation, Positive Attitude, Trust, Admiration and Inspiration. **Habits of self evaluation, Critical analysis, Rationality, Attention to details and Perservance** lead to effectiveness. Remember there is no excellence which can be separated from the **right living**.

How effective one is, is measured through feed back, disclosure and revelation. Joharry window is one of the recommended tool.

	Known to Self	Unknown to Self
Known to Others	Free	Blind Feedback
Unknown to Others	Hidden	Dark Revelation

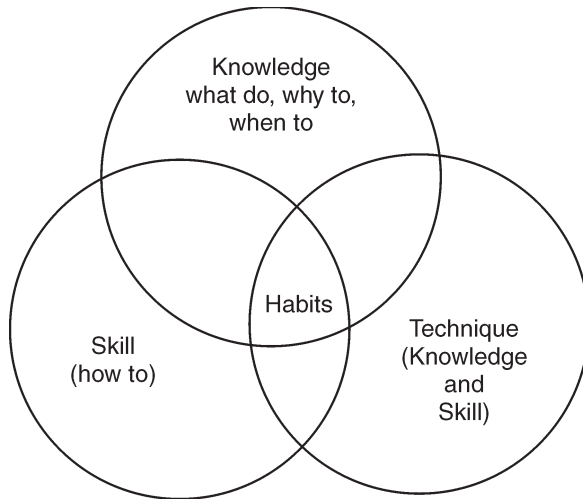
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This exercise involves the kind of inner self- exploration. One of the areas of our perceiving life-our seeing life, must include how we see ourselves-our self- image. This is related to the learning process and how we affect others- as to how people reflect data back to us. This model of behaviour is called the Joharry Window for the two men who first wrote about it were Joe-Luft and Harry Ingram. The whole square is made up of four boxes of the SELF. That part of yourself which is known both to you and to others is the *FREE* area of your life- the area of mutual sharing and interaction. That part of yourself which is known to you but not shared with others is the *HIDDEN* area of your life. What is hidden may well remain hidden; but it might also clear the air and aid relations with others, if more of your self were known and shared. That part of you which is known to others but unknown to you is the part of you to which you yourself are *BLIND*. The tone of your voice, a nervous habit, a good trait of which you are not aware- all may be in this area. That part of yourself which is unknown to others and also unknown to you is the *DARK* area of your life.

Here are talents and abilities which you do not know you have and others have never seen, but are part of you nonetheless.

Feedback is one way by which others open up your **BLIND** self, letting you know what they see in you which you do not see yourself. If it is offered in a supportive, responsible way. It can serve to inform you about what is of good effect in your behaviour and what does not seem to contribute toward other's responding well to you and your ideas. **Disclosure** is one way of sharing more of your **HIDDEN** self with others. You have the choice whether or not to open up more of your life to others. Others have no right to try to force you to disclose the hidden area of yourself. **Revelation** is the means by which the **DARK** area of yourself is opened. A slip of the tongue may reveal something you and others did not know. Revelation comes spontaneously. It cannot be planned.

A-B-C get unified in our action profile which solidifies in Habits. Habits are the interaction of knowledge, skills and technique.



All these have to be principle centred with regard to the relationships, agreement, processes and systems. Integrity is overriding. It is the value that we place on ourselves.

We recommend self personality profiling. Keep evaluating.

ABC provides backdrop for the MS module PRIDE. The succeeding chapter outlines the details.

3

P-R-I-D-E Module for MS

With 100% rate of success through experiencing over last 25 years in the area of self development of different clients – students (from KG to PG), teachers, principals, educational administrators, Hostel staff, management trainees, executives, officers, supervisory staff, parents (young, old, young old) newly weds, in- laws, businessmen of all categories, I have evolved a 8-point package for personality enrichment. Such a package of self management is christened by me as P-R-I-D-E (P) Performance (R) Results for (I) Individual (D) Development and their (E) Evaluation. This is based on mbo management technique and involves both-the process of self knowing and the process of self improvement. The P-R-I-D-E module has eight points. These 8 points are interlinked with the specific issues related to A-Attitude, B-Behaviour, C-Character. The thrust is on turning around of all the three - ABC. These H points are :

Collar up	3.1	Top Skills	3.5
Holistic Health	3.2	Thumbs up	3.6
Lens	3.3	Do it now	3.7
Competitive Edge	3.4	Saying No	3.8

The text is, hereafter distributed in these 8 sections serially numbered 3.1 to 3.8.

3.1 COLLAR UP

Collar up signifies the self concept of being something. It is a matter of self esteem. Self esteem. Self esteem comprises feeling of competence, autonomy, independence, freedom, dominance,

strength, achievement, acquisition, retention and confidence. Esteem from others includes the need for recognition, attention, importance, appreciation, reputation, prestige, status, power and authority.

Self-esteem is the way you perceive yourself. A self esteemed individual considers himself competent in most situations. Those perceived as having high self-esteem are often chosen as leaders when presented with opportunities.

Self-esteem translates itself into self-worth. When you place a high value on yourself as a person, you respect your abilities and status and have confidence in what you can accomplish. If you have self esteem, you accept challenges. You are a professional.

KNOW YOUR DEGREE OF COLLAR UP

Mark 'T' for true and 'F' for false for statement as it relates to your thinking.

- I feel my work/career has progressed more because of luck and not because I deserve it.
- I often find myself thinking. "Why can I not be more successful".
- I do not believe I am working up to my potential.
- I consider it a failure when I do not accomplish my set goals.
- When others are nice to me I often feel suspicious.
- Giving others compliments about their strengths often makes me feel uncomfortable.
- I do not necessarily believe that my mind has a direct influence on my physical well being.
- When things are going well, they usually will not last for me.
- I place a high value on what others think of me.
- I like to impress my supervisor.
- I find it difficult to face up to my mistakes.
- I am not comfortable always saying what I mean.
- I find it hard to say I am sorry.

- I tend to accept change slowly because of fear.
- Procrastination is a good word to describe my work habits.
- I often find myself thinking. "Why even try, I won't make it".
- When my teacher/boss praises me, I usually do not believe him or her.
- I avoid people who I think do not like me.
- My attitude toward life could improve.
- If honest with myself, I tend to blame my parents for how my life is turning out.
- I find it difficult to look for goodness in others.
- I do not think people can change their attitudes.

If you scored over half of the items 'TRUE', you may want to spend some quality time with a counsellor, thinking about your life. Think about why you have these feelings. If the majority of your answers were 'FALSE', you seem to have a good self-esteem and are on your way to greater success.

You are constantly instructing others through your language (including body language) and behaviour how they should view you. By sending negative or weak messages about yourself, you are telling others to take you and your ideas less seriously. The way to unlock yourself from this trap is to maintain high self-esteem. Some guidelines are:

- Pick up the physical traits of confident, assertive people.
- Stand straight, hold your head up. Use a firm handshake, speak clearly, smile and use strong and decisive body language.
- Look relaxed, but show that you have energy. Look at people with a strong gaze.
- Allow yourself to make mistakes. Everyone does. Learn from them. And do not dwell on past mistakes that feeds a negative self-image.
- Do not put yourself down at work. Making demeaning remarks about your appearance or skills, projects a low self-image.

- Speak up about how you or others could handle a problem. Do not portray yourself as a victim. Show that you are responsible for your own decisions and results.
- Gracefully accept compliments. Do not say that your performance was not much of an accomplishment, or that anyone could have done it or that it contains mistakes.
- Do not undersell your own ideas.
- Words like think, believe and might are weak and signal that you have little faith in your thinking.
- When you have made a poor suggestion, face it. Restate your position confidently.
- Be bold about asking for what you need from others. Avoid "I know you are busy but ... ?" and "I hate to bother you with this but..." Be direct. "I need some of your time, Please".
- Do not allow others to interrupt you. Assuredly tell the other speaker that you are still talking then continue.
- Do not accept blame for others moods or problems "I am sorry I am making you so angry".

MAKING IT GROW

We have reached a moment in history when self- esteem, which has always been a supremely important psychological survival need, has now become a supremely important economic survival need as well. You need confidence in your ability to think and cope with life's challenges, to be productive, competitive and creative in a demanding global environment. To enhance your self esteem

- Trust your own informed decisions. Do not try to reach every conclusion by consensus or committee. You are qualified to make many decisions on your own.
- Notice how your work makes a difference in someone's life. What do your accomplishments mean for your colleagues, staff, customers and family?

- Do not base your self-esteem on factors that are not in your control.
- Do not question your abilities when a situation demands more of you. Think about the skills you have learnt so far. What do you know about learning unfamiliar subjects that could help you with these new challenges? Give yourself credit for what you have already accomplished. Periodic self renewal is necessary for being physically enduring, intellectually enlightened, emotionally mature, aesthetically developed, morally sound and spiritually inclined. Constantly review your wholeman profile of being useful to yourself, to your family, to your organisation, to your society, to your country, and to the mankind by living with dignity so as to contribute something for others.
- Take responsibility for your own success. Do what you can to master your job, work and life skills and understand how you fit in the organization. Do not blame others for your career or job status.
- Do not define yourself solely in terms of your job or professional accomplishments. Your self esteem will take a big hit if your job disappears or your accomplishments become sporadic. Develop other facets of your life, true friends, family, community, hobbies.
- Pick yourself up and keep going even when you fail to reach the goal. You may need to update, restate or reschedule it. Also examine the failure. Ask yourself, what can I do about this? What did I overlook? What did I miscalculate? Now, move on to the next challenge.

KEEP EVALUATING

Do you believe all or any of the following? What do you tell yourself-yes or no?

- I must be loved or approved by almost every significant person in my life.
- My worth is not constant. It fluctuates.
- In order to consider myself competent and lovable, I must be perfectly competent in achieving all that I do.
- I can only feel good about myself when others are pleased by what I am accomplishing.
- I have little or no control over my own happiness.
- The more I accomplish, the better person I am.
- If my life does not work out the way I had planned, it will be awful.
- My past history and experiences determine my behaviour.
- Because something once strongly affected my life, it must continue to do so indefinitely.
- I cannot do anything about the bouts of depression.
- If anyone knew me as really am, they would not love me.
- Compared to others I am basically not worth much.

Did you say 'YES' to any of these beliefs? If so, you are programming yourself for unhappiness for they are all erroneous and distorted.

Ideas, beliefs, perception cause our feelings. Any distortion in our basic ideas and perceptions then, can make us needlessly unhappy. Happiness is an inside job. Take full responsibility then for your thoughts and feelings. Never blame others. They are yours. Our feelings are scrambled because we hang on to wrong ideas, ideas that are irrational. ideas that do not fit reality.

Having a high degree of self esteem usually gives one a comfortable secure feeling inside that manifests itself in a positive, confident attitude. This is good news, but people who think well of themselves still need to be sensitive when building relationships with others. Self- esteem is a precious commodity that needs to be balanced with a degree of humility.

Before we close our deliberations on self esteem, Let us look at the contrast between self esteem and ego esteem.

Self Esteem	Ego Esteem
<ul style="list-style-type: none"> - Is courageous, can take a risk. 	<ul style="list-style-type: none"> - Motivated by fear of not being outstanding.
<ul style="list-style-type: none"> - Motivated by internal controls; feels good about self and is concerned about what others think. 	<ul style="list-style-type: none"> - Motivated by external controls 'I am the important one'
<ul style="list-style-type: none"> - Feels respected 'Im okay' 	<ul style="list-style-type: none"> - Feels unappreciated 'Nobody cares'
<ul style="list-style-type: none"> - Has a strong sense of purpose 	<ul style="list-style-type: none"> - Finds little meaning or purpose in task; just goes through the motions.
<ul style="list-style-type: none"> - I creative and spontaneous. 	<ul style="list-style-type: none"> - Is rigid and compulsive.
<ul style="list-style-type: none"> - Recognizes that no one is to blame but all are responsible for resolving road-blocks and problems. 	<ul style="list-style-type: none"> - Blames others

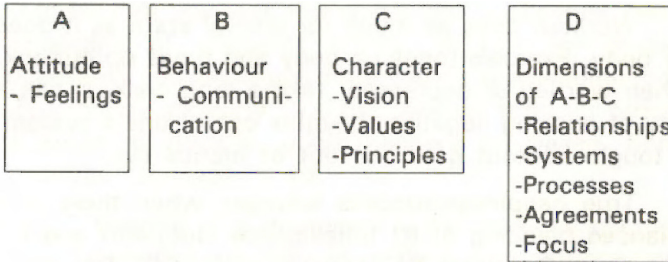
People with self-esteem possess self-worth, self- respect, and self-confidence. They can view failure, lack of progress, and mistakes as corrective feedback instead of devastating experiences.

They value and respect themselves. These traits enable them to put their full energy into their work because they are not distracted by secondary issues.

Positive self-image results when behaviour is consistent with beliefs; it becomes a self-fulfilling prophecy. Remember that no one can persuade another to change. Each of us guards a gate of change that can only be opened from the inside. We cannot open the gate of another, either by argument or emotional appeal. This is all a matter of management of self.

SELF WORK

Collar Up-Self worth-Self-esteem-Self image is the core of Self Concept- the real me. This is the destination of the Journey of Self Discovery. Who am I ? A healthy personality is a process, not a state of being; a direction, not a destination. There are four level crossings at which we should pause.



By taking an honest look at yourself at each of these levels, you can come to see yourself as you are right now, and what you may wish to change, in order to become the 'real' you. This will enable you to know your self worth, the self esteem-the Collar Up status. My recommendation is to draw a long list of achievements including the insignificant ones and gradually inject a sense of pride-fulfilment-self actualization. This will pave the way for doing collar up and then keep adding to keep the collar up then and always.

3.2 HOLISTIC HEALTH

Positive health-the health, as defined by WHO is a state of complete physical, mental and social well being and not only an absence of disease and infirmity. There is a direct wellness-success connection. When you are well, there is normally a feeling of vitality and personal confidence. You feel in tune with your environment. Your energy's high. When unwell, you feel tired, draggy, and down. Nothing seems right. Health is not only absence of illness. It is a positive propeller for excellence. The health comprise physical, mental, emotional as well as spiritual. Wellness, then, is a holistic concept. When you weave all these elements into one fabric you have the foundation upon which to build your total being-the Self. Without wellness, your personal goals and dreams may never be achieved.

Workout does as much for mental state as it does for body. Exercise tones up body and tunes up outlook. When worried or depressed, take a long walk. It has a way of pushing negative thoughts out of one's system. A tough workout gets one out of mental rut.

True happiness/success emerges when there is a balanced blending of IQ (Intelligence Quotient) and EQ (Emotional Quotient). The formula is $IQ+EQ=SA$. SA is Self Actualization.

Attitudinal wellness is reflected in positive and mature perspective. The behavioural dimensions of healthy being are seen in performance profile when there is:

- Absence of deficits in behavioural skills.
- Absence of weakness in behavioural skills.
- Absence of debilitating anxiety reactions.
- Capacity to relax.
- Ability to assert oneself.
- Capacity for self control by shaping environmental consequences.
- Capacity for self control by cognitive self regulation.
- Adequacy as a behavioural model.

Wellness is in being a wholeman who is physically enduring; emotionally mature; intellectually enlightened; aesthetically developed; morally sound and spiritually inclined. It is in becoming the effective role player to be useful to himself, to be useful to his family, to be useful to the organisation, to be useful to his society, to be useful to his country and to be useful to mankind.

This is only possible with the Principled Living, which demands that you got to mind your manners. If you are feeling dejected about your business and or professional life, it could be that you lack the polish and confidence that a knowledge of etiquette brings. If you are already successful, you could win more friends and become more influential by showing tact and consideration for others, on which all rules of good manners are based. Some attributes for success are:

- **Bearing.** The appearance, carriage and personal conduct. It should reflect competence and confidence for favourable impression-dress, hair cut, gait, language, manner and style of action and orderliness. Dignity of being honourable. Exemplary is the watchword.

- **Adjustability.** Degree of adjustment to external environment, ability to get along with others, appreciation and consideration of others view point, degree of acceptancy by the group.
- **Social Conduct.** Degree of mixing with others, suitability and extent of endeavours to be social.
- **Etiquette.** Degree of proficiency in acquisition of manners, expected for gentlemanly conduct in all conceivable situations.
- **Up-keep and Maintenance.** Quality of maintenance of personal surroundings, orderliness, extent of interest in ensuring maintenance of common areas.

PERSONAL GROWTH

Rate yourself on your state of wellness. Consider the following factors:

- The kind of exercise schedule that you consistently practice,
- The nutrition programme you follow. Weight maintenance.
- The success you have had in managing stress.
- Your ability to relax and sleep normal hours.
- How well you have been able to 'balance your life'.

Getting feedback, asking for the impressions of others, especially those who know you well, gives clues that can lead to insight and self-discovery.

Use the following checklist with two or more friends. First fill the response yourself. Then ask your friends to fill it as they see you. Use the following code: + [to do more] – [to do less] = [no change]. Compare their impressions with your own. This will, enable you to think and keep growing. [S for self and O for others).

Determine What is holding you back; How do you intend to overcome these obstacles; Who can help you and What immediate action will you take?

<ul style="list-style-type: none"> - Expressing myself positively, plainly. - Saying 'No" when I want to say 'No". - Amount of talking. - Thinking before I speak. - Sharing my feelings. - Taking responsibility for my feelings. - Being authentic, real. - Taking a stand on issues. - Relating warmly to others. - Listening to others, real interest. - Sensitivity to others, feelings. - Expressing thanks when helped. - Taking initiative, being resourceful. - Availability when needed. - Cooperating with others. - Keeping a wide circle of friends. - Disagreeing agreeably. - Thinking positively, optimistically. - Being loyal to those absent. - Apologizing when wrong or offending. - Sensitive to nature, the beautiful. - Spirit of adventure. - Flexible, many ways of action. - Frustration, ambiguity tolerance. - Wide range of interests. - Deferring/delaying commitments. - Goal-oriented, sense of direction. - Maintaining basic joy. - Committed to the welfare of others. - Balanced sense of humour. 	S	O	O
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Your behaviour, feelings, vision, values they all tell you much about yourself. Who, then, is the real you? Can you describe yourself. Some questions may help....

- In your past experiences, what has given you the greatest sense of accomplishment? What has given you the least?
- What would you say are your two greatest strengths and your two greatest weaknesses?
- Can you say who you are, through five sentences? The essential you?
- If you only had two words to describe yourself, what two words would best say who you are?

- What is the one day-dream about the future that you frequently have?

Work→←Work→←Work

I recollect people saying 'I don't have a life'. This is one way people describe the imbalance between work and the rest of their existence. It sounds like a joke, but it is really so. It, however, does not reflect a healthy, happy, effective way to live and work. It could reflect the underpinnings of workalcoholic addicts. Workalcoholism is more than burnout, long hours or overachievement.

It is a chronic and progressive pattern of using work to compensate for deficiencies in our lives, or making work the centrepiece of life at the expense of other important commitments. Some characteristics of work addicts are:

- Using job to escape unpleasant areas of life (marriage, children, relatives, house duties) to feel better about yourself.
- Being a perfectionist.
- Hearing family and friends complain that you do not pay attention to them. Having few friends away from work.
- Feeling guilty when you are not working. Thinking about work when you are supposed to be doing something else.
- Routinely taking work home and on vacation.
- Being consumed by rushing. Failing to take time to think.
- Turning small problems into emergencies, giving yourself more reasons to work longer.
- Working for many hours seven days at a time, with scarcely any break.
- Experiencing mounting physical problems such as inability to sleep, headaches, digestive troubles.

Life is to be lived. Synergy is to be obtained by balancing the role profile. All roles are equally important. Some suggested strategies for handling excessive devotion to work are:

- Do not confuse working hard with work addiction. Hard workers, who are balanced, work overtime when necessary but do not feel compelled to do routinely. They rest when tired and take time off. Work is only one part of their lives.
- Review your beliefs about work. Are they realistic? Are your work habits really virtuous. Do they match what you truly value in life?
- Identify what triggers your excessive behaviour (taking a leadership role, setting goals, being asked to solve a stubborn problem)
- Question whether working longer or more compulsively truly makes you more productive. It probably has the opposite effect. Rushing exhaustion leads to errors and poor quality work.
- Do not expect techniques like exercise or time management to do wonders to check a growing addiction. You will need to address deeper issues.
- Surround yourself with healthy, balanced people. Enlist their help and support.
- Tackle change one day at a time.

I recall the title of a book 'Are you killing yourself Mr. Executive', that I had read 20 years before. See- Judge-Act for your good and for the good of all others you concern for. We act in haste and then suffer stress at leisure. Hypnosis either by self or others is no answer to stress. It, at best, puts self-awareness to death. Yoga elevates and exalts our consciousness.

MANAGING STRESS

Stress is inevitable. Therefore one has to learn to cope with the stress syndrome in life. Some instant techniques are listed below:

- Talk about it. Ask a trusted co-worker or friend for some new ideas for handling the problem or find someone who will just listen while you blow off steam. But do not overdo it; release that negative energy and move on.

- Use visualization. Imagine yourself somewhere that makes you happy and relaxed—a favourite vacation spot, at home in a warm bubble bath, hiking in the woods. In a few minutes you can capture the pleasure of being there or think about something enjoyable you will do when you leave work.
- If you are in the middle of a meeting, cut the tension by creating a break. Call a time out to get something from your office or your briefcase or go to the rest room. This lets you stop the action, change positions, look around, get a different perspective or just catch your breath.
- Have some fun. Take a minute to laugh with a co-worker, call a friend, read the comics or work on a task you really enjoy.
- Finish something. Give yourself a sense of accomplishment by tackling an easy, 10 minute task.
- Concentrate on breathing. If you are tense, your breathing may be shallow, hurried and erratic. Loosen up by taking a big cleansing breath. Then take easy, relaxed, deep breaths in through your nose and out through your mouth. Breathe deeply from your stomach and lower abdomen instead of your chest.
- Give yourself a mini shoulder and neck massage. For headaches, cover your eyes with your hands for about 30 seconds. Then slide your palms to the sides of your head and gently make circles over both temples for about 30 seconds or use your finger tips to rotate your scalp in as many directions as you can.
- Avoid caffeine and sugar. Try herbal teas, herbal water or wholesome foods instead.
- Use progressive relaxation. Start with your feet. Tense them, then release. Now, your calves. Do this with your whole body, moving from one section to the next.
- Exercise, Stretch. Walk.
- Look for quick, minor adjustments you can make in your job. Could you ask your supervisor for more

authority in a current project? Can you delegate a task?
Ask for more feedback. Adjust your goals for the day?

The heavy stress can be off loaded by relaxation exercises. We provide below a typical relaxation exercise.

EXERCISE

Begin now by taking a few deep breaths in and out. As you breathe in, take in new energy and as you breathe out release old tensions. Ensure that you are sitting comfortably and that your legs are uncrossed and your feet firmly on the ground. Sit with a straight back with the base of your spine in the back of the chair.

Next as you breathe in, hold the muscles of your stomach in tightly and then as you breathe out release them. Do this a couple times more until you can feel the difference between feeling tense and relaxed in your feet and legs.

Next, as you breathe in, hold the muscles of your stomach in tightly and then as you breathe out release them. Do this a couple more times until you can feel the difference for yourself between tension and relaxation in your stomach.

Check that your feet and legs are still relaxed. If not tense and then relax them. Keep your breath relaxed and comfortable.

Now clench your hands into tight fists as you breathe in and release them as you breathe out. You may like to shake both of your hands before tightening them again while breathing in and then on the next out breath.

On the next in breath, lift your shoulders as far up to your ears as possible and hold them. Drop them at the next out breath. Do this a couple of times, specially if you suffer from headaches and/or back trouble.

Rotate your neck round slowly to the left three times and then slowly to the right three times. Then rotate your jaw to the left and then to the right a few times. Do not be surprised if you hear some cracks as if one release tension from this part of the body.

Then tighten the muscles in your face as you breathe in and as you breathe out. Release all the tension from your jaw and face.

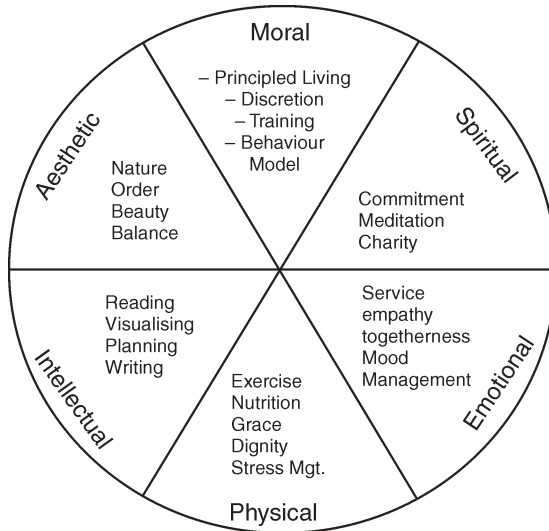
Finally, remembering to keep your breathing relaxed and comfortable, check that all parts of your body are relaxed and if not, tighten that part while breathing in and release it on an out breath.

Open your eyes and look around the room. Take a deep breath in and then out. Stand up, and if it feels right to you, simply shake your feet and your hands.

Read at intervals the extracts-selections from spiritual/holy books. This will lift up your spirits then and always- This is the way for restoring balance in life and secret of genuine success.

SELF RENEWAL

Stress hardens many people. It is a handicap in effective performance Self renewal is the answer for remaining healthy. It is preserving and enhancing the greatest asset you have. It is YOU. It is renewing the six dimensions of your personality; physical, mental, social/emotional, aesthetic, moral and spiritual.



3.3 LENS

Lens that you use in viewing things, persons and situations is the way you communicate your mood to others. When you are optimistic and anticipate successful results, you transmit a positive attitude and people usually respond favourably. When

you are pessimistic and expect the worst, your attitude often is negative; and people tend to avoid you. Inside you, where it all starts, attitude is a mind set. It is the way you look at things mentally. Think of attitude as your mental focus on the outside world. Like using a camera, you can focus or set your mind on what appeals to you. You can see situations as either opportunities or failures: a cold winter day as a day either beautiful or ugly, a departmental meeting as interesting or boring. It is within your power to concentrate on selected aspects of your environment and ignore others, Quite simply, you take the picture of life that you want to take.

Emphasizing the positive and diffusing the negative is like using a magnifying lens. You can place the lens over good news and feel better, or you can magnify bad news and make yourself miserable. Magnifying situations can become a habit. If your continually focus on difficult situations, the result will be exaggerated distortions of problems. A better approach might be to imagine that you have binoculars. Use the magnifying end to view positive things, and reverse them (using the other end) whenever you encounter negative elements to make them appear smaller. Once you are able to alter your imagery to highlight the positive, you are on the right road.

What do you do when you have a bright idea and would like to test it? Will you not like to check the idea before you put them in front of other people? You are certain to go first to a positive thinker. A person whose automatic reaction will be to look for positive possibilities. He will help you to achieve three things : First, you will build your confidence; second you will see even more scope for your ideas; and third you will find the negative aspects put aside. Now let us see the whole picture from the other side. How many people approach you in the same sort of situation looking for positive help? If the answer is fewer then you would like, then there is need to do something to improve the way you think.

NEGATIVE AND POSITIVE THINKING

Almost all of us have heard comments like “This idea will not work...”, “Let us tackle this problem some other time...”, “We

have no chance to improve the situation... “, Let us wait till he is back... “. This is negative thinking. If the person in front of you says ‘Yes, but...’ you are talking to a negative thinker. Negative thinkers have a defensive attitude. They see any new situation as threatening. The origin of negative thinking can often be traced back to the person’s childhood.

This can develop into a feeling of insecurity which has devastating effects on the person’s later adult thinking. Selfish thinking which can only evaluate things from one’s own point of view, accelerates negative attitude. Other people’s ideas are either completely dismissed or totally rearranged into one’s own shape. Positive thinker always sees new opportunities in every situation. If you hear someone say, “yes”, there you are facing a positive thinker. You will see that he explores new and interesting aspects of what you have just been saying. He looks for something useful. He helps you take your own idea a stage further. He learns from the past and talks more about the future than past.

How do you become a positive thinker? It is not impossible though difficult because the "No, No" attitude is ingrained in the person's character. Till that is eliminated, nothing will improve. Once the person commences to appreciate the difference between negative and positive thinking, the process is initiated. You can take the following steps:

- Beware of your negative thinking. Take note of the number of times you use the phrase "No, No" or but... Once you become aware of the habit, you attempt to improve.
- In the situation where another person puts a new idea to you, try to add atleast one extra reason why the idea is realistic.
- Look for creative possibilities.
- Eliminate vagueness from the thoughts.
- Remember attitudes influence the performances of the people. A person’s attitude reflects his likes and dislikes, gained through experience over a certain period of time.
- See new opportunities in every situation.

Now you go through the following exercise:

- Describe at least one vision for the next year or two.
- Try to visualise your life, in terms of your vision, a year or two from now.
- What is the first step that will take you in that direction?
- Which person or persons will you use for support?

SELF WORK

Visualise. Spend 90 seconds imagining how you will achieve all your goals. What will you look like? What will you be doing? How will you solve problems? Let that picture guide your thoughts and actions. Act like the person in that vision.

Be your own leader, even if you are a part of a team. Know who you are, what you want, where you are going. Trust your intuition and be confident about your informed decisions.

Consider working as a pleasure as you strive towards success. Discuss your experiences. Give yourself feedback and hold each other accountable for progress. Ask your co-partner or co-worker to alert you when you start speaking or acting negatively.

Focus only on what you can control yourself. Take responsibility for your problem. Blaming others robs you of control over your own life. It says, that others have the power, attitude to develop new thought habits in you.

Address one weak attitude or negative habit at a time. With daily work, it takes two to four weeks to develop new thought habits.

Do not just dream about where you want to be in three months or three years. Write down your professional and personal goals. Identify skills you need to develop. Create a plan, with a time-table, for reaching your goals.

Nurture positive thoughts by taking positive actions. Try a new task at work, learn a new skill, help a co-worker, compliment a colleague.

Surround yourself by positive thinkers who support your goals and have the characteristics you want to develop.

NETWORKING

Studies have shown that the way you think about yourself makes a big difference as to whether you achieve it or not. So, with regard to the goal you have chosen, build up a network by doing these eight steps.

1. State your goal in measurable, time-bound terms.
 - Poor : to reduce absenteeism
 - Good : to reduce absenteeism to 10% by May 1st
 - Poor : to improve my family's living arrangement
 - Good to acquire a three room flat by October.
2. State why it is important to you.
3. Imagine vividly how you will feel if you succeed.
4. Imagine vividly how you will feel if you fail.
5. What obstacles exist within you?
6. What obstacles to your goal exist outside?
7. Who can help you?
8. What immediate action steps can you take? Make a start.

ATTITUDE RENEWAL

You must occasionally engage in some form of attitude renewal. Renewal means to restore; to rejuvenate your approach; to re-establish your positive focus and/ or to repair the damage of wear and tear to your attitude. Weekends, holidays, and vacation periods are frequently used as stops for attitude adjustment. This is necessary to combat the external shock waves, self image problems and negative drift.

- **External shock waves.** Your attitude reflects tremors caused by financial reversals, personal disappointments, family problems, health concerns, and the like. There is no way to fully insulate yourself from such waves. Accept them.
- **Self-image problems.** We, frequently become critical of the way we appear to ourselves. Maybe we have put on a few kilos or are not as well-groomed as in

the past. This creates a negative self-image- a kind of dirty lens that keeps us from thinking of ourselves in a positive way. When this happens, working on a better image is mandatory. Health clubs, clothing stores, fashion boutiques, barber and beauty shops are attitude adjustment stations.

- **Negative drift.** Nobody can explain why it happens, but sometimes, even when the environment is calm and you have a good self- image, there can be a movement towards a negative attitude. Some blame this drift on the negative aspects in today's society.

Regardless of the reason, you need to adjust to track it back on positivism occasionally. Attitude renewal at the first level is a daily process. For some, a few moments of meditation may be the answer. Others, who seem to get off to a bad start, have learned to call a friend for a pepup. Still others use music or comedy as part of their daily routine. 'Feeling low' situation can be well managed by sharing and self reassurance.

The following road map is recommended.

- All work is joyful.
- Reward for the work is in the doing.
- Ambition of joyful work by itself is a joy.
- All work is spiritual work.
- The joy demands owning the process.
- Joyful work requires constant use of self.

To determine whether you enjoy the work, ask yourself these questions - Do I care about the work itself? - Do I express myself through the work to get a sense of fulfilment. -Am I committed to the managing of the work? -Am I tenacious to do the work well? and then reenergise appropriately to march on the road to success. Seek necessary counselling. Remember you are the cause and you are the effect.

3.4 COMPETITIVE EDGE

Two cornerstones for acquiring and staying with competitive edge are excellence and creativity. Excellence is result-oriented

performance and creativity is the tool for such performance Easy answers are for everyone but creative answers are only for the Best.

EXCELLENCE

Good-better-best is the operative cycle for excellence-excellence is effectiveness. The success formula is that you have to compete against yourself. The process is self knowing and self improvement. The answers have to be obtained to the following four questions :

- Where are you?
- Where do you want to go?
- How do you intend to go there?
- How do you know that you have gone there?

and the process continues. The first is the question of situation, the second of task, the third of process and fourth of evaluation. The quality of work performance in all areas of activity is to be kept upgraded through the constant self renewal and this is what excellence is all about. Effectiveness is the synonym for excellence and excellence knows no bounds. It is a cyclic operation. We are good. We get to transform into better and better into best and then re-cycling takes place. Any knowledge worker can be effective.

We know that the habits are the practices and that practices can be acquired, changed and improved. These are observable, changeable and improveable. While deciding the process to go about doing a job effectively, one should cultivate the practice of managing the time. While doing so, the priorities for the competing task must be thoughtfully allotted and one should work first thing first and second thing never. One should take up the second thing, when it assumes first place in the order of priorities. Secondly, to be effective, one must take sound decisions. Decision taking ability is essentially a logical step. We weigh various alternatives as available in the given situation. The best alternative is one which finds enduring solution to the problem with economy of efforts. Third practice for being effective would require the functionary to focus on outward

contribution. Outward contribution is the demonstrative result-oriented performance which can be measured by others. To be happy with one’s own glorification will not meet the requirement. The glory through work performance must be experienced by others. The fourth dimension of effectiveness is that the individual should work on one’s strength.

If you are serious about excellence, then you have to be serious about vision. There is no other way. People give their best when they see meaning, value, significance in their work. People need to believe in the work they do. Need to believe that what they do matters. Commitment is a value response. A vision is like a three dimensional picture or a hologram. What you see depends on how you look at it. Two men breaking rocks; ‘What are you doing?’ One : ‘I am breaking stones;’ other; ‘I am building a temple.’ What a difference! You have to believe the vision, embody it and voice it at every opportunity. Vision shows us the meaning and stimulates us to see, judge and act.

COMPETING AGAINST YOURSELF

Most of us live and act far below our capacity. Research suggests that we develop only ten per cent of our potential. We assume limits where none exist. Setting realistic goals at specific intervals will help us grow. Let us illustrate:

- A Shorthand speed 85 wpm-Improvement desired.
- B Forty subscribers to News Service-Increase desired.
- C 40% marks in Language-Higher % desired.
- D 4.03 timing for 1 km run-Better timing desired.

As you set your goal, measure where you are. Use this as starting point. Then ask yourself, what is my target? Break it up in a series of terminal objectives. Give a number to each of these. The level series may be minimum acceptable-satisfactory improvement and outstanding (good, better and best).

Activity	Present Level	Minimum Acceptable	Satisfactory	Outstanding
A	85 wpm	+ 5	+ 10	+ 15
B	40	+ 10	+ 15	+ 20
C	40%	+ 10	+ 15	+ 20
D	4.03	- .01	.02	.03

Learn to take smart risks and continue the process

To convert challenges into opportunities a few developable aspects are:

- Know what you want so you can decide if this risk would meet your needs. What is important to you? What are your goals? Would taking this risk help you in those areas?
- Research the risk first. Do not go on hunches or the words of others. Find out what would improve your chances of success. Is this risk realistic? Is this the best time and place for it?
- Make sure there is a reasonable chance that you will succeed if you take this risk, or make your goal simple to learn. Then, even failing could be beneficial.
- Manage your fear. Do not try to eliminate it. That is unrealistic. Measure it instead. If you have a lot of fear this might not be the best time for that risk. If you have a little fear (you, feel uncomfortable but still think you might be able to do it) push ahead.
- Tackle a particularly scary risk a little at a time. Give yourself some practice so you will gain confidence and expertise for the next step.
- You are terrified of public speaking. Try leading a small meeting or lunchtime discussion first, then graduate to bigger groups.
- Acknowledge your feelings about failure. It is normal to feel angry, inadequate and embarrassed. Discuss your feelings with a confidante who would not sit in judgement on you. And remember that failing once does not mean you will fail every time or most of the time.
- Look at the worst result that could occur if you take a risk and fail. It may not be that bad, or maybe it is something you could recover from readily.
- Do not wait for others to dictate your next risk. Think about how you need to grow personally and professionally. Go for it on your own. Create your own opportunities.

- Do not confine all your risk-taking to work. Often that is what we do. This must cover all areas of your role profile.

PROFIT BY DISAPPOINTMENTS

Profit by disappointments is the success tip for achieving higher level of performance. A few guidelines are:

- Be sure that you really have made a mistake and are not just being hard on yourself. Sometimes we tear ourselves down, over analyze or be obsessed with what we do or say, imagining that we came off worse than we really did.
- Forgive yourself. Accept the fact that mistakes are unavoidable, specially if you are stretching yourself. Remind yourself how you have recovered from past mistakes. Look people in the eyes to show them that you have not lost your confidence.
- Analyze the mistake before trying to explain it to anyone. What were you trying to do? What did you forget? Did you make one mistake or a series of errors?
- Tell about the mistake before the other person finds out some other way. Everyone will be more likely to forgive you if you accept responsibility. When you talk, focus on learning than explaining it or assigning blame. Apologize and say that you understand what happened. You might add that your good intentions backfired. Promise that you will be more careful in future.
- Be prepared for anger from other person but do not argue back or make excuses.
- Offer to do whatever you can to help repair the damage. Share the resulting workload. Apologize for the inconvenience. Be a problem solver.
- Search for a lesson. Do you need to learn more, prepare better, ask for help.

SELF WORK

This exercise is designed to measure your attitude toward quality work *Quality is a frame of mind*. Say Yes (Y) or No (N) as applicable for each statement.

1. I would take personal pride in working for higher quality standards.
2. I feel good about doing something right even if it is routine work, and I must perform the same function over and over again.
3. I like being orderly, organized, and efficient. It bothers me to make a mistake.
4. I would rather be reprimanded for being slow than sloppy.
5. I have little patience with anyone who has a "get by" attitude.
6. Speed is to be admired in any job as long as quality is not sacrificed.
7. I would rather re-do a lengthy report in my own time than submit it with a single error.
8. I cannot call myself a professional in any job unless I put quality first.
9. I believe in the two phrases "haste makes waste" and "safety first".
10. I enjoy doing things right even if no one will know about it except me.

More 'yes' are suggestive of positive attitude for excellence. Less than five 'yes' enjoin on you to review your life style for better results.

UPGRADE YOUR SKILLS

Look for new skills, experiences and responsibilities. Try to pick up a few major accomplishments or new skills every six months. Get as much training as possible. Be able to do more than one job.

Show an entrepreneurial spirit. Take risks, use current trends, design better ways to do your job. Move away from what is familiar and comfortable.

Become known as a helpful, resourceful person. Do not be overly concerned about what is your job and what is not. Role making is the requirement.

Analyze your performance by pretending to apply for your own job. What qualities would your boss seek? How could you become a better candidate? How would you convince your boss that you would bring more value than expense?

Ask for formal or informal comments on your current abilities from people outside your work group, peers, subordinates, professional associates and clients.

Identify the “hot buttons” of the key players in your organization (cost containment, quality improvement). Find ways to tie your work to those areas.

Be tuned in to job market changes. Read a variety of publications to keep abreast of new products and innovations. Attend professional association meetings. Call human resources managers and organizations that fit your target interests.

Do not socialize and discuss work only with your peers. Move in different age groups who have different values and experiences. Seek perspectives and opinions from people.

Do not be the last to know. Develop networks so you learn about your organization’s values, plans and trends as they emerge. Keep up with changes in your field through professional organizations. Keep up with changes in your community through civic, social or religious organizations.

Continuously set and work on professional goals, even if you have already made sizeable accomplishments. Adjust the goals regularly to stay in line with changes in your organization and industry.

Get feedback on your work from a variety of sources, not just current supervisors. Ask other supervisors, peers, new employees, professional associates and subordinates.

Don’t let yourself become a stereotype. Keep your dress, habits, lifestyles, interests and hobbies current.

Use your experience, contacts and perspectives to help your organization. Look for ways to share your expertise with others. But also practice listening as much or more than you talk. This helps you tune in to changes at work and shows that you are willing to seek new information.

Show interest in expanding your skills at all stages of your career. Ask your supervisors to include you in training programmes. Look for training and development opportunities that give you handsome skill-building practice and immediate feedback.

Demonstrate your interest in change. Volunteer to take on new responsibilities, work on a cutting-edge project or lead a strategic planning session.

CREATIVITY

A cake is to be divided into eight equal pieces. Only 3 cuts are allowed. In trying to solve the problem, you probably notice picturing the cake or even trying it mentally and get a quick feel of the problem. Some of you may even strike a solution straightaway, even if you have not, you may have experimented with some cuts perhaps dividing the cake into four equal pieces with two equal cuts then you get stuck. Perhaps you go back and try some different cuts or may be you just look at it once, how one more cut can get you four pieces. The longer you are stuck, more than likely you get frustrated. Possibly, you may give up and decide to read on and look ahead for the answer, then, suddenly out of the blue, you may see, how to do it. You make some assessment, leave that assessment and allow yourself to see another way of tackling the problem and finally, just to make sure you have found the solution, you count the number of pieces and check quickly that they are of the same size. You may see that it is not so. This assessment may lead to some other solution.

You may logically recapitulate to discover that the five elements of the process of creativity must have been gone through by you while attempting the problem. These are preparation, frustration, incubation, insight and working out. PREPARATION is concerned with analysing the task covering data, looking for

patterns, trying out ideas and questioning as usual. FRUSTRATION occurs when we are unable to resolve the issue, feel bored, irritated and doubt our own ability. INCUBATION is a time when we give up. Take the issue as 'hold' and leave it to the unconscious mind. INSIGHT is the inspiration, the 'Aha' moment being normally associated with creativity. WORKING OUT involves testing the insight and turning it into form. These phases may not always occur in the same order or at such discrete stages. Very often they occur so quickly that we hardly notice them. At other times, the phases may occupy hours, days or even years.

The fundamental principles for acquiring the creative skill to attain competitive edge are:

- Every one is creative. Creativity reduces risk. This is the ability to take anything and make something from it. There are no impossible dreams or problems; only limited dreams and problem solvers. No wayIt can't be done... should give way to yes... it can be done.
- Subconscious is a full partner in the process of creativity. -Creative thinkers work with all situations without compromise-To be creative you must care. And deepen your caring about your resolution, the more it means to you, the greater creative you will become.

There are three methods: (a) trial and error (b) gradual analysis (c) insight. In creative thinking, the solution is arrived at mainly by insight which envisages developing ideas along new and unorthodox lines. Imagination and logic are the sources for creative ideas. A step by step realistic reasoning by gradual analysis facilitates the process of creativity in finding answers in alternative. However, many of the best ideas do not come like a 'flash' but they find their beginning in fantasy that leads to creative ability. Creativity is improved through greater awareness of the process, through understanding the process and by eliminating the blocks that hinders its growth. Following are the hinderances in creativity.

- (a) Lack of appreciation about the new ideas and new methods.

- (b) Set ideas and lack of imagination to appreciate new possibilities.
- (c) Traditional and custom-bound attitude.
- (d) Lack of initiative and flexibility.
- (e) Inadequate preparation with the new idea(s)

For developing creative power one has to be original and sensitive. The basic principle of creative thinking is permitting generation of ideas for a given time without evaluating. Evaluation of an idea at this stage tends to put a stop to generation of new ideas. Certain practical aids for idea generation are:

- (a) **Make notes.** Remember, a note book is an idea trap.
- (b) **Optimise productive time.** Each individual has a particular time when he is most creative. Through self-analysis, one must determine this and reserve that slot for creativity.
- (c) **Optimise curiosity.** One must develop the approach of challenging the obvious.
- (d) **Matching of system.** One should exercise one's mind in creating new discovery by different sets of combinations.
- (e) **Innovative creations** change adjusting patterns through rearrangement or reversing the position.
- (f) **New Suggestions** to get ideas from others.

A few more guidelines for developing creativity skill are:

- **Keep an idea list.** Always have a small notebook handy for recording ideas that pop into your head. Review them periodically to see if any are ripe for use.
- **Doodle.** It activates creative juices.
- **Build unstructured, free-thinking time into your schedule,** even if it is just a few minutes a day.
- **Broaden your ideas by becoming more of a generalist.** Cultivate curiosity in many subjects. Adopt a hobby that seems unlike you. Spend time with people *different* from you. Spend a day or two every month outside your usual work area.

- **Vary your daily routine** to keep your mind flexible. Take a different route to work. Eat lunch at a different place with different people. Hold your next staff meeting at a new location.
- **Invite different kinds of people** with new perspectives to your meetings and brainstorming sessions (employees from another department, customers or potential clients). Do not rely on the same people all the time.
- **Avoid conformist thinking.** When everyone automatically agrees on a course of action at a meeting, table the issue for a few days or weeks until different approaches surface.
- **Use lateral thinking.** Look for ways to apply technology or concepts that work in one area to another issue.
- **Allow your ideas to be illogical.** Two concepts or objects that seem completely unrelated may have many links. Look for common qualities in two dissimilar objects, such as a lamp and a mushroom.
- **Break rules.**
- **Spend time in what** and if Take a current project and come up with three statements to help you think of new solutions. (What if we dropped that product line?)

SOLVING PROCESS

- Turn the situation upside down to get some new ideas. For example, if your goal is to improve quality ask; what could we do to worsen quality?
- Describe the problem with feeling, words that trigger emotions and creativity. Do not define meetings as unproductive. Call them boring.
- Apply manipulation or action verbs to your problem. If you are trying to improve a product or service, ask: What would happen if I twist it? Raise It? Reduce, eliminate, complicate or simplify it? Animate it, electrify it, speed it, make it fly, purify it?

- Ask these problem-solving questions : How can I improve on what has worked before? What is the ideal solution over the long term? What elements can I combine to develop a new idea? What basic assumptions can I challenge and what new ideas would result?
- Look at what makes this problem different from other situations. Do not automatically try to solve it the same way you did similar problems.
- Try looking at the problem from others' point of view (that could be your boss, a consumer, a co- worker any other role target).
- If you are faced with several problems at once, concentrate first on the one that caused the most trouble in the most important area.
- Do collect relevant data, but do not get so bogged down in it that you miss-good alternatives. Stay focussed on solutions, not facts and figures.
- Try mind mapping. Write the problem in the centre of a large sheet of paper. Using coloured markers, jot down the ideas that spring from yourself or your group. Write all on the paper. Link related ideas with coloured lines. Watch creative solutions pop out.
- Do not work too hard at being creative. If you are stuck, just start somewhere.

You might conclude that your job is non-creative because it involves mostly routine tasks. If so, take a second look. You may be bypassing some excellent opportunities to contribute some imaginative ideas and along the way improve your advancement possibilities.

FINAL WORD

Creativity is any thought that manifests itself into suggestions that will increase effectiveness. Often simple ideas are the best. Doing something only slightly different can produce a saving in the use of paper, or improve morale, or increase efficiency through, may be, rearranging of office furniture. The creativity is not limited to selected individuals or blockbuster ideas. It is everyone's preserve.

The fundamental principle of excellence is striving after the best for its own sake. The pursuit of excellence is the condition for true success in life. I have my limitations, but within my framework. I will strive to make every work of my life, big or small, a perfect job. The sign of my personality must be in everything I do... "It is my work, therefore it must be perfect".

Whether people see what I do or not ... Whether they appreciate my work or not ... Whether they congratulate me or notI will work with same intensity and at the level of the highest standard within my reach.

Whether there is an exam at the end or not...I will study with the same zest. Whether the marks of the test are counted for the final result or not... I will write with the same care. Whether the cricket match is for a coveted trophy or just a friendly match...I will play with the same enthusiasm.

3.5 TOP SKILL-COMMUNICATION

Virtually everyone communicates at work. No matter what the field, and no matter how much you know about your job. Specialised knowledge alone is not enough to guarantee success. Communication skills are vital. The table below lists the results of a survey of 1,000 professionals. The respondents identified the top three skills for job performance as involving communication. Other important attributes-including technical competence, work experience and academic background, all lagged behind.

Skills Most Important in Helping Obtain Employment

Factor/Skills Evaluated	Rank/order	Skills/Factor	Rank/order
Oral Communication	1	Evaluated performance	9
Listening ability	2	Resume	10
Enthusiasm	3	Specific degree	11
Written communication	4	Grade point average	12
Technical competence	5	Part-time employment	13
Appearance	6	University	14
Poise	7	Leadership activities	15
Work Experience	8	School attended	16

Our experience suggests that communication skills make the difference between being selected and being rejected. In a study of the 'wanted' sections of 160 Sunday newspapers, nearly 6,3000 classified ads specifically asked for applicants with high communication skills. A survey of 154 employers who recruit on college campuses showed that one of the three most preferred areas of skill was oral and written communication, the other two were professional competence and behavioural skills. When 170 well-known business and industrial firms were asked to list the most common reason for not offering jobs to applicants, the most frequent replies were 'inability to communicate' and 'poor communication skills'.

Communication is defined as mutual exchange of facts, thoughts and perceptions resulting in common understanding of all parties to the communication. Communication is the means for a social process, whereby one person influences the other and is influenced by him.

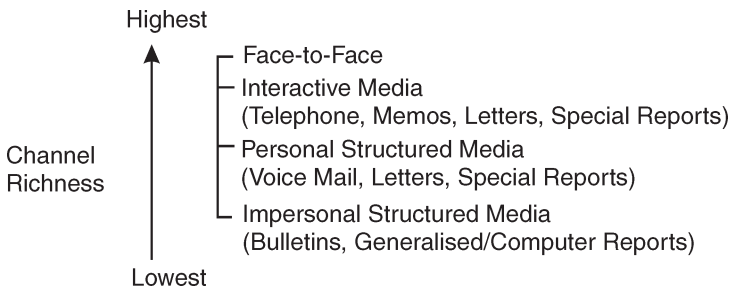
To be able to communicate effectively there is a need to develop empathy. This will enable the communicator to communicate wholesomely. Empathy is the ability to perceive, think and feel like the other person.

The meaning of communication is determined through language, frame of reference, situation context, physical and emotional setting. There are four elements in any communication whether it is verbal or non verbal; communicator, recipient, message and effect. Distortion is inherent in the process of communication. It is, therefore, necessary that one guards against distortion by acquiring adequate skills in communication. This can be done by following certain basic principles. These are the principle of clarity, principle of attention and principle of integrity. The principle of clarity demands that the communication should suit the receiver. This will require familiarity with the language pattern and level of knowledge of academics of the target group. The principle of attention emphasizes that both communicator as well as receiver should give full attention while engaging in the process of communication, whether it is verbal (oral or written) or non-

verbal. The third principle of integrity is related to the purpose of communication. All communication should support the organisational objectives; which means in practical terms that the channel of communication should not be broken unless the urgency, so demands.

OPTIMAL CHANNEL

Deciding which communication channel to use is not a trivial matter. Sometimes a written message succeeds where an oral fails; at other times talking to the recipient in person will produce results that the printed word cannot match. An understanding of these two channels will help you make the best about how to deliver your important messages. The richness of communication channels is shown below:



The specific dimensions of communicative ability are speaking, listening, reading and writing. We will briefly dwell on all these aspects.

SPEAKING

How well do you speak? Following statements provide insight into the individual speaking skill. Know your rating. Mark A-for Always–U for Usually – S for Some – R for Rarely – and N for Never – as applicable.

1. I take an easy posture and before speaking. I take an easy breath, wait, look at the audience, establish eye contact, pause and then begin.
2. Even if there is little time for preparation, I think of how I will begin and end my talk.

3. As far as time and opportunity allow, I try to get details of my audience before I begin work on my speech.
4. I do not use a microphone unless it is quite necessary.
5. I prefer to stand on the same level as my audience rather than on a platform above them.
6. At the beginning of my talk I check whether those in the rear can hear me.
7. I use the quality of discussion, talk generates as a rough estimate of my talk.
8. Even if I do not write out my speech, I will at least have a half-page systematic outline of it.
9. I stand erect, yet relaxed, being careful neither to lean on anything nor to cross my legs.
10. I fill my talk with comparisons, and striking statements or questions.
11. I go through my speech to cut out abstract, pictorial sentences, specially where they occur consecutively.
12. I am conscious that I speak to the audience through many channels other than my voice, my eyes, my facial expression, my arms, shoulders and whole body.
13. I am aware that it is most important in the beginning to set up a warm relationship with the audience.
14. While I am concerned about my message I am even more concerned about the audience.
15. I am conscious of the fact that my talk should end with a sustained motivation. I must provide a lingering thought.

A-U-S are suggestive of being right. The tilt towards R and N shows low profile. Professional orientation, is then recommended.

Also mark as many characteristics that you think apply. Take help from some professional.

‘M’ FOR MATTER

- How attention-getting was your beginning...
- How effective was your ending...
- Was there sufficient imagery, instance and example or was the talk excessively abstract...
- Was the talk structured with easy to follow contents.

‘M’ for Manner

- Volume/Projection : Varied/Loud/Weak/Monotonous
- Enunciation : Clear/Slurred.
- Speed : Fast/Slow/Varied/Monotonous
- Inflection : Used it well/Monotonous/No inflection.
- Contact : Looked at everyone/Only a few/Nobody.
- Posture : Direct/Distracting/Used gestures.

SELF WORK

Speaking is an artful skill. We recommend self work gradually ranging from short duration on easy sub-topics to increased duration on difficult topics. Drill through mirroring is the key.

CONVERSATION

Conversation is yet another dimension of speaking skill. Some people delight us with their conversation.

They seem to be full of joy and life. Moments with them are memorable. These are the people who excel in the art of conversation. Some guidelines for starting conversation, keeping conversation going and closing the conversation are given below:

Starting conversation - You have three possible starting points-you, the other person, the situation. Observe first what the other is doing, saying or reading. Start with that. When situation is good and then watch for ‘free’ information, e.g., “Waiting on the platform is tiring, isn’t it? Or, Is this train frequently late?”

Keeping conversation going. Ask open-ended questions : ‘How?’ ‘Why?’ ‘In what way’ Avoid closed questions : Who? When? Where? Undivided attention and listening is the key. Build on the ‘free’ (extra) information given. Use body language that shows you are interested. Ask the right question at the right time, then keep quiet. Questions that come close to the person’s real interest get the best answers. Questions that deal with a person’s feelings are more rewarding than those that deal with facts. Look for common interest. Have a dual perspective. The item should be one you both enjoy. For example, do not invite a person to a cricket match if you know he does not like cricket.

Making conversation interesting. Be direct : Use a positive sentence. Start small. Invite over a cup of tea before you seek commitment. Be casual. Do not make it a matter of win or lose. If you get a refusal, continue genuine efforts.

Closing conversation. Frequently we have to move from one group to another, specially while playing host at meeting or other get-togethers. Leaving one group to join another can be done. Be brief, explanatory and pleasant.

Handling irritants. Criticism expressed in an inappropriate way or a remark that belittles the other person causes irritants. In such a situation do not swallow the ‘put-down’. It really does not help the relationship. Do not ask for an elaboration and do not use ‘I’ in your reply. Learn a few phrases in handling ‘put-downs’ “Someone is in a bad mood today”.

LISTENING

Empathy and listening go together and these come with maturity and conscious development. Most of the interpersonal communication gaps account for absence of empathy. Interpersonal relationship suitably determines the quality and effectiveness of communication.

The best communicators are good listeners. Most of us listen at only 25% of our ability. How would your closest friends/your family rate you? Would some people suggest that you should talk less and listen more. Listed below are some statements. Indicate your degree of agreement : 1 for Strongly Disagree, 2 for Disagree, 3 for Undecided, 4 for Agree, 5 for Strongly Agree.

1. An effective listener pays attention both to what a person is saying and what she or he is not saying.
2. We can understand another person well even if we do not 'hear' him/her.
3. We tend to hear things which support our prejudice, and not hear things which counteract them.
4. Words fully express what one feels.
5. Persons who listen with understanding run the danger of being changed themselves.
6. Listening with understanding to another means agreeing with him or her.
7. Some things can only be said with the help of the listener.
8. Our very natural tendency to evaluate is a help to effective listening.
9. As I listen, I should be aware of my own feelings.
10. Listening is primarily a word process and not a people process.
11. It is more important that the other be given a chance to talk than that he or she be understood.
12. Silence is not communicative.

Agreement with sl 1, 3, 5, 7, 9, 11 and Disagreement with sl 2, 4, 6, 8, 10, 12 are suggestive of right options in evaluating the listening skills.

NON-VERBAL

All of us constantly send clues about our feelings - not by what we say, but what we do. This is called non-verbal communication. Much non-verbal communication is expressed through the body, the facial expression, posture, gestures, etc. Conceptually, non-verbal communication is any means of conveying meaning without the use of verbal language. The ability to communicate with others goes far beyond one's ability to write or speak well. Non-verbal communication not only affects our personal and business relationships, it significantly affects our sending and receiving of messages. Non-verbal

communication is so important because most people believe “how you say it”, rather than “what you say”.

Non-verbal communication also carries a great deal of meaning. Where words normally express ideas, non-verbal behaviour conveys attitudes and emotions. Non-verbal messages are always available, since it is impossible to avoid communicating non-verbally. These messages should be interpreted with caution, since they are usually ambiguous and often culture-bound. Non-verbal messages can be expressed through appearance (physical stature and clothing), and through the face, eyes, posture, gesture, distance, and time.

The physical environment in which an organization operates also has an important effect on communication, both internal and external. The location and design of a building often makes a statement to employees and the public about the organization’s philosophy and power structure. In addition, the spatial arrangement of units can make interaction between them easy or difficult, and it can also indicate their relative perceived importance. The type and arrangement of space and objects within a given area also have a strong effect on communication, affecting who talks with whom, the amount of interaction and the quality of that interaction.

SELF WORK

Demonstrate the impact of non-verbal communication by finding both positive and negative examples of behaviour in each of the following categories. Describe in behavioural terms precisely what the difference is between the effective and ineffective examples you have found.

- | | |
|------------------|---------------------------------------|
| 1. Voice | 4. Postures |
| 2. Dress | 5. Personal space and use of distance |
| 3. Face and eyes | 6. Time |
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READING

Reading is a skill that is acquired through training. It is rightly said that the people who lead are the people who read. The question is not how much you read but it is how well do

you read. The formula for reading is SURVEY Q3R Survey- 5, Question - 5 Read - 30, Restate - 15, Review - 5. This means that if you have one hour for reading spend five minutes surveying, five minutes raising questions in your mind, thirty minutes actually 'reading', fifteen minutes restating and five minutes reviewing. Preview and Review are integral or effective reading.

WRITTEN COMMUNICATION

Written communication comes in a variety of forms. Letters, memos, bulletins, and reports are familiar fixtures in almost everybody's career. Written messages have a different set of advantages and drawbacks than their spoken counterpart have. Unlike speech, written communication is permanent. Once your words are drawn on paper, they are saved for future reference either to your delight or to your undying embarrassment. While people may have trouble accurately recalling what you said a few hours ago, they can refer to your written remarks or your letter. Even if the receiver has lost or forgotten your message, you can always supply a copy from your files.

Along with its permanence, written communication can be easier to understand than speech. Readers can study complex passages as many times as necessary, a luxury they do not have when the same message is delivered orally. They can take a break if their interest wanes and, after a cup of coffee or a quick stretch, come back to what they were reading refreshed and ready to go on.

Perhaps the greatest advantage of written communication is that you can compose it in advance. You can take as much time as necessary to shape a message just as you want it, pondering over every word, if necessary. You can try out several versions on text readers to anticipate the reactions of your real audience, and you can make changes until you get the desired response.

Finally, written messages are less prone to errors. Even the best-rehearsed oral presentations can go awry. You can miss an important set of papers or forget to mention a key idea. Furthermore, the spontaneity that makes spoken communication so effective can backfire. Your attempt to improvise might sound confusing or lame, and the joke you thought would make the

perfect ice breaker might fall flat. Every speaker has thoughts, after presentation, “If only I had said” When you communicate in writing, you have time to choose exactly the right words.

The following statements provide a checklist for your writing habits. Check the column that best describes your actual practice. Assigning 5, 4, 3, 2, 1 respectively for A (Always), U (Usually), S (Sometimes), R (Rarely), N (Never).

- I prefer vivid picture words to abstract words.
- I prefer one syllable words to two syllable words.
- I picture the reader clearly in my mind.
- I write in terms of the experience of the reader.
- I prefer the active to the passive voice.
- I ask myself: “What do I want to say” before beginning.
- I have one thought only in each paragraph.
- I avoid the use of qualifiers, e.g., ‘very’ ‘little’.
- I try to avoid beginning sentences with ‘however’, ‘and’, ‘or’, ‘but’, ‘nor’.
- My style is informal, punchy and image-filled.
- I keep my average sentence length short.
- I go back over my writing to see which words I can cut out.

Add up your score by using numbers assigned for each column. Good- 48 and above; below 40 (more practice is needed.)

USING HUMOUR

Humour, deep down inside, is an expression of joy that comes from being free. It is a form of communication. It is fun to laugh. According to many medical experts, laughter is a therapeutic experience. But humour does not come as easily to some as it does to others. Thus, to develop a sense of humour requires an awareness of its value to the person who makes the effort. Please ask yourself these questions.

- Do you view humour as a way to enhance effect of the communication?
- Do you view telling laughable stories or jokes as way

of building better relationships with others?

- Do you feel that many people take life too seriously (including yourself)?
- What is your humour quotient? That is, just how good are you at dispensing humour?

Violation of the standards of what your listeners find acceptable can antagonize your audience and destroy your credibility. Humour can be especially tricky. The joke that you find clever and amusing may offend your audience. A joke will probably backfire under the following conditions.

- When someone in the audience will feel embarrassed.
- When one or more listeners' feelings are hurt.
- When someone's weakness provides the laugh.
- When everyone present cannot join in the laughter.

The right joke can be an effective way to get attention, make a point, and increase your audience's liking for you. But, jokes are not the only kind of humorous opener. Sometimes, you can make an amusing remark that will set the tone perfectly.

IMPROVING COMMUNICATION

Communication is a matter of practice. A few guidelines are:

- Strive to make your communication clear, direct, planned, realistic, consistent, concise, problem solving, respectful, open-minded and considerate.
- Make sure that the other person has time to listen, can concentrate on your message and can hear. Give the other person time to question you. Make sure that person has enough background information to make sense of your comments and gestures.
- Share some of your feelings and thoughts with others. People will more likely communicate honestly with you when you are open.
- Send out memos or written communication when you cannot get your message out in person. Written words often can be misinterpreted because of readers different perspectives. Get your message across verbally first.

Then follow up with a written note to confirm the details.

- Accept responsibility for your own communication. When others do not grasp what you are saying look at how they should have listened better.
- Take responsibility for having clear communication. Initiate discussion about uncomfortable situation. Invite positive and negative feedback.
- Ask your co-workers for feedback often. Were your instructions and comments clear? What could have been better? What problems do they see in your communications.

No matter what the job is communication is a critically important process. It makes the difference between success and failure for the individual. It is indeed a top skill. Before we end, a flash on communication.

FLASH

<ul style="list-style-type: none"> - Seek to Clarify - Examine true purpose - Consider total physical and human setting - Consult with others when appropriate - Follow up your communication. 	<ul style="list-style-type: none"> - Take opportunity of conveying something of value - Communication for today as well as for tomorrow. - Be sure your actions support what you say. - Seek to understand. - Be a good listener.
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3.6 THUMBS UP

Did you do thumbs up on reading the title? Or you were reluctant to do so, Think. How good are you at Human Relations. This is a question which covers all aspects of role performance. Love which is an absolute value and means caring and sharing, admits on return. Love is the foundation of all interpersonal

relationship. Infact, there has to be constant effort to increase the area of influence in the circle of concern and this can only be done through Love. This is possible when you concern yourself for others unconditionally. Non- conditionality is the corner stone for developing successful interpersonal skills. From the foundation of character, we build and maintain human relationship. Trust is the essence of success. Without trust, we lack the credibility for open and mutually beneficial relationship. When our trust is high, credibility is no longer an issue. You know and I know that we deeply respect each other. We are focussed on the issues, not on personalities or positions. A relationship where parties are deeply committed to each other, is the ideal springboard for tremendous synergy. The trust relationship does not make the issues any less real or important, nor eliminates the differences in perspective, but it does eliminate the negative energy, normally focussed on differences in personality and position. It creates a positive, cooperative energy focussed on thoroughly understanding the issues and resolving them in a mutually beneficial way.

APPRAISING YOUR HUMAN RELATION SKILLS

We find some people measurably better at protecting themselves from the negative attitudes of others. They are able to throw up a protective shield and stay positive no matter what it is. We can call these people human relations smart. How good are you in protecting your positive attitudes while working with others? As you rate yourself take the following into consideration.

- The value you place on your positive attitude.
- The importance you place on good human relations.
- Your tolerance level regarding the behaviour of others.
- Your freedom from prejudice(s).
- Your sensitivity to the relationship between good human relations and productivity effective work environment.

Working in a negative environment and keeping yourself positive is rather difficult. Yet at one or other time every one must deal with this problem. For effective management for

success in the area of human relations three major challenges are:

1. To work with negative people without becoming negative.
2. To keep a healthy relationship with all both in vertical and horizontal lines.
3. To patch the cracks in relationship in quick time.

EFFECTIVE RELATIONSHIPS

To build and maintain relationships, trust is the essence. Without trust, the best we can do is compromise. Because we trust each other, we are open. We put our cards on the table. Even though we see things differently, I know that you are willing to listen with respect and so am I. We are both committed to try to understand each other's point of view deeply and to work together for the third alternative, the solution, that will be a better answer for both of us.

You make deposits into the Trust account through genuine courtesy, respect, and appreciation for that person and for the other's point of view. You stay longer in the communication process. You listen more. You listen in greater depth. You express yourself for strength of character to be proactive. You keep hammering it out until the other person begins to realize that you genuinely want the resolution to be a real win for both of you. That very process is a tremendous deposit.

If you had a positive trust account with me, of course I would support and hope you were right and I was wrong. I would work to make your decision work. But if the trust account were not there and if I were reactive I would on your face support you, but behind your back I would not be very enthusiastic.

Self discipline and self mastery are the foundation of good relationship. Six sign posts are:

- Understanding the individual
- Little things matter much
- Keeping the commitments
- Clarifying expectations
- Showing personal integrity role model

- Apologising when wrong

Laws of love and Laws of life are the same. You show unconditional love to others and you will get it back in abundance. This is the success formula for Thumbs up. This is what Covey calls 'Inside Out' and this means to start with self first even more fundamentally with the most inside part of your self-Your character, your attitude.

If you want to have a happy marriage, be the kind of person who generates positive energy. If you want to have a more pleasant, cooperative teenager, be a more understanding empathic, consistent, loving parent. If you want to have more freedom in your work be a more responsible, more helpful, a more contributing employee. If you want secondary greatness of recognised talent, focus first on primary greatness of character. It will be futile to try to improve relationships with others before improving ourselves. Remember that private victory precedes public victory. It is a continuing process from dependence to independence to inter-dependence. The fundamentals are:

- Each person is equally important
- Each person is dependent on other for effective functioning.
- Constant communication is vital for human relationship.

The *golden* rule is that some compromise is necessary. One can ill afford to do things that one likes. It is not 'I do things that I like, 'but I like things that I do'. Here are some points to think over.

- Do not be surprised at disagreement or conflict. With our different backgrounds, experiences and motivations, it is inevitable that we will fail to view every situation in the same way. Very often this can be productive.
- Interpersonal conflict is best confronted, not smoothed over, denied or run away from.
- Be slow to every 'personality conflict'. Often the real difficulty is that the people involved have never shared their expectations of one another.

- Beware of the self fulfilling prophecy. This is a prophecy that you make about the future behaviour of another which proves to be true, not because you read the future accurately but because you behave in such a manner towards the other as to make him behave in the manner predicted.
- When we are annoyed, it is often better to express that annoyance appropriately. Small negative feelings are like the warning of lights, if disregarded or suppressed they will later lead to a major breakdown.
- We all have ambivalent feelings towards authority. We like it, and we also do not like it. Those in authority should be ready to absorb non- defensively, a certain amount of negative feelings.

Generally we go wrong in transferring our feelings by being judgmental. This causes a defensive situation to the person we are going full back. We recommend the following:

- Refer to the specific piece of behaviour rather than being judgmental. 'You are inconsiderate' is detrimental to good relationship. Read this... 'when you did that... without consulting me I felt annoyed...'
- Describe the feelings, reactions and perceptions rather than attempting to import motives or intentions.
- Adapt your feedback to the capacity of the individual rather than saying something on which the individual has no control.
- Describe your reactions or feelings accurately rather than diluting the feedback by due rationalization.

Reflect deep down how do you feel about yourself. Take full responsibility for your thoughts and feelings. They are yours. Never blame others. How often we hear, he makes me angry....The fact is that you make yourself angry. Take responsibility for your anger. Rationalize the process. The process is dynamic and the result is growth. You will learn 'your real self'. By changing our inner attitudes, we can change the outer aspects of our life.

WORKING WITH DIFFICULT PEOPLE

We all know a few jerks, bone heads and pains in the neck. They are the co-workers, clients, supervisors and others who make it so difficult for the rest of us to accomplish anything. They make unreasonable demands or ridiculous decisions, that we pay for. They drain our energy. It is difficult just to be around them. You may not be able to change those impossible people, but you can use strategic thinking to deal with them more effectively. Try to bring the difficult person over to your side by pinpointing an adversary you both share {a competitor, an uncooperative co-worker, outdated equipment). The difficult person will think of you as an ally if you fight the same foe. If you are dealing with the power maniac who ranks higher than you, present an overwhelming argument in favour of your approach. Provide a scapegoat so the higher up can shift gears and go with your idea.

Do not assume that a difficult person is an idiot, specially if it is your boss. That person has some smart traits to have reached this level. May be your boss knows more than you think but sees the world differently. Also do not discount anyone's potential importance to you and your goals. Anyone could help or hurt you, so do not treat anyone like dirt or doormat.

Give trouble makers some of what they want. If one prefers a crisis, ask for help that we can offer. If one is bureaucrat find a file that is important to that person and show how your idea will uphold it. Remember that your job is a path to your personal and professional goals. Do not devote your career to conquering the bonehead. Learn to work with or work around that person so you can attain your true goals. Do not confront jerks. Leave if you really cannot take anymore. You will lose something valuable if you don't speak up. You can win the argument if you can control your emotions and you are ready to face the consequences.

Do not enter others' territory until you have talked with them about what you need to do. Show that you understand that this is their turf, ask for help.

When a difficult person confronts you angrily, catching you off guards ask for time to stop and think. You have hit me cold

with this. I just cannot respond right now, let us meet after lunch. If you give an immediate response, it probably may be a non productive counterattack.

If someone yells at you, do not say anything till the yelling stops. Then ask, 'Could you repeat that for me again more slowly?' Who can yell and speak slowly at the same time?

Change the way you react to difficult people, so what if they act like jerks? Don't give them control over you. There is only one way in which one can endure other man's inhumanity and that is to try in one's own life to exemplify his humanity to others. Always remember you are the cause and you experience the effect.

MANAGING CRITICISM

We all face criticism specially if we are in authority. Some people handle it well, others do not. When you are criticised, learn to handle it productively. Manage it.

Unproductive or counter productive handling of criticism is to avoid it, to pretend you did not hear. Change subject- 'I am not', 'I did not', 'Excuse' 'you are worse than I am,' these reactions are not helpful because they fail to assure the person that his or her point has been registered, or that you have taken the point seriously. They generate defensiveness. If this manner of responding becomes habitual, you can be manipulated. The better way is to ask for details, why do you say that? Criticism is usually given in general terms-You are inconsiderate-or You are being unfair or You are irresponsible and the like. Asking for details enables you to learn which specific behaviour of yours is in question. That in itself is a progress. It tends to bring both to the adult level. Then if the criticism is correct, agree with it. Even if on examination it is not correct, you can accept that he or she honestly sees it that way, and agree with the person's right to see it differently. This method of responding to criticism avoids much sterile conflict and reflects the principle that while you may not be responsible for the criticism, you are responsible for the way you respond to it.

SECURING CO-OPERATION

I tried but they did not co-operate-No body co- operates with anybody around here-how often we hear such complaints. Often, however, the fault is with those who complain. Co-operation works best when both parties gain by co-operating. So, for solid co-operation, keep an eye to stress on mutual benefits. If the benefits are flowing only in one direction, do not be surprised if co-operation flags. People work for personal goals. If you want them to work for organisational goals, then somehow they must be able to personalise these goals, i.e., to make them their own. This means that they must have an opportunity goals to be motivated to work for them. If you want co-operation, then check how you are using your authority. Force alienates- Money buys a calculating response. Openness, participation in decision making, and a genuine cause generate commitment. If a subordinate body can do something sufficiently well, then do not bring in a higher body to do it.

SELF WORK

We recommend periodical review of personal relationship.

3 Questions will help : How we see us? How we see them? How we think they see us? Having obtained the responses in the group dynamics setting, efforts should be made to resolve the contradictions through appropriate action plan.

3.7 DO IT NOW

Not now ... will do it later, is suggestive of procrastinating frame of work profile. Procrastinating is the tendency of putting things off. This is one of the major time wasters. The acknowledged time wasters, other than procrastination are classified into two categories; External (telephone, visitors, meetings, paper work, systems) and Internal (ineffective communication, worry, stress, personal disorganization, inability to say 'no'). In case we successfully eliminate internals, externals are better managed. Procrastination emerges due to various reasons like taking the task to be difficult or disliking a particular

task or the task involving unpleasant decision making. We shall examine these aspects a little later. Let us first review our time-management profile.

Say Yes or No....

1. I would rather do the right thing than do things right. ()
2. If I dislike task (A) and like another task (B), I do first B. ()
3. I try to handle every piece of paper only once. ()
4. I find that many tasks I delegate come back to me. ()
5. I make a daily priority list, same place; same time. ()
6. I often feel I am doing the work of my staff or others. ()
7. I have secured timings for planning and meditation. ()
8. I do not find time for exercise. ()
9. I go for the priority tasks in any prime time. ()
10. I spent much time on small decisions. ()
11. I organize my time and execute around priorities. ()
12. I find that my work is jeopardising my marriage. ()
13. I often ask; What is the best use of my time right now. ()
14. I find it hard to say 'No'. ()
15. I do not let routine work displace my non routine work. ()
16. If a job is worth doing, it is worth doing perfectly. ()
17. I find time to strengthen key relationships. ()
18. I am not finding time for my children. ()
19. I do weekly planning to balance various roles in my life. ()
20. I put off big, projects till I have long periods. ()

Score yourself. In case you said 'yes' and 'no' alternatively, your rating with regard to time management is satisfactory. Or else you need to work smarter to keep your life under your charge.

Let us look at some helpful principles as well as practices. Managing time really means managing ourselves.

At the same time every day, either early morning or at the end of the day, and at the same place, make a list of all the things you would like to accomplish during the day. Then prioritise them A, B, C (A= very important, B = less important, C-least important) then do the A's and do not do the B's or C's till the A's are over. People keep busy doing the B's and C's but these are not priorities, not the right things. Small things may be important because of their crisis or growth potential; i.e., a toothache small now but could grow into something serious.

By dividing the items of our time into important and not important, urgent and not urgent, the matrix makes the management of our time easier by showing that it is important but not urgent that we should go after. The important and urgent force themselves upon us. We have no choice, but if we pursue the important - not-urgent, then the volume of items in the important and urgent area itself will tend.

		URGENT		NOT URGENT	
		I		II	
		<i>Activities</i>	<i>Result</i>	<i>Activities</i>	<i>Result</i>
I M P O R T A N T	- Pressing Problems	- Stress	- Crisis	- Prevention	Balance
	- Deadline driven projects	- Putting out fires		- Relationship building	- Discipline
				- Recognizing new opportunities	- Control
				- Planning recreation	
		III		IV	
		<i>Activities</i>	<i>Result</i>	<i>Activities</i>	<i>Result</i>
N O T I M P O R T A N T	- Interruptions	- Short term		- Trivial work	- Irresponsible Image
	- Select mail	- Timely		- Select calls	- Dependent for basics
	- Proximate matters	- Feels out of control			
	- Popular Activities	- Broken Relationships		- Pleasant activities	

Before discussing the impact of staying in a typical quadrant, let us look at the activities and results linkage in each of these. Urgent matters are usually visible. They press on us; they insist on action. They are often popular with others. They are usually right in front of us. Often they are pleasant, easy, fun to do. But so often they are unimportant. Importance, on the other hand, has to do with results. If something is important, it contributes to your mission, your value, high priority goals. We react to urgent matters. Important matters that are not urgent require more initiative, more productivity, We must act to seize opportunity, to make things happen.

Look at the four quadrants in the time management matrix. Quadrant I is both urgent and important. It deals with significant results that require immediate attention. We usually call the activities in Quadrant I, problems. We all have some Quadrant I activities in our lives. But, Quadrant I consumes many people. They are crisis managers, problem-minded people, deadline-driven producers. As long as you focus on Quadrant I, it keeps getting bigger and bigger until it dominates you. A huge problem comes and knocks you down and you are wiped out. You struggle back up only to face another one that knocks you down and slams you to the ground. Some people are literally beaten up by problems all day, every day. The only relief is in escaping to the not important, not urgent activities of Quadrant IV. So when you look at their total matrix, 90 per cent of their time is in Quadrant I and most of the remaining 10 per cent is in Quadrant IV, with only negligible attention paid to Quadrant II and III. That is how people who manage their lives by crisis live. There are other people who spend a great deal of time in 'urgent, but not important' Quadrant III. They spend most of their time reacting to things that are urgent, assuming they are also important. But the reality is that the urgency of these matters is often based on the priorities and expectations of others. People who spend time almost exclusively in Quadrants III and IV basically lead irresponsible lives. Effective people stay out of Quadrants III and IV because urgent or not, they are not important. They also shrink Quadrant I in size by spending more time in Quadrant II. Quadrant II is the heart of effective personal management. It deals

with things that are not urgent, but are important. It deals with things like building relationships, writing a personal mission statement, long range planning, exercising, preventive maintenance, preparation for all those things we know we need to do, but somehow seldom get around to doing, because they are not urgent. Effectiveness takes quantum jump when we do Quadrant II activities. Quadrant II activities have the impact that would make the difference in life, if done on regular basis.

IDENTIFYING PRIME TIME

In order to manage your time effectively, you will need to understand certain characteristics about yourself. You will also need to conquer certain shortcomings of yourself. The important thing is that you understand what makes you tick so that you can programme yourself to take advantage of your strong points and sideline your weaknesses. In other words, it is the effort to identify your "prime time" and try to get the maximum out of it. In order to identify your "prime time" from the time management perspective, you need to identify yourself; What kind of a person are you, a morning person or a night person? Morning people have the tendency to wake up refreshed and be ready to get going. They tend to get up early on their own accord. The hours before noon are very productive for them. On the contrary, the afternoon hours are less productive for them. The morning persons are often completely burnt out by four O'clock. On the other hand, the night person wakes up slowly and needs some effort in doing so. By the time he finds himself ready to get going, half day is approaching. These people find it difficult to adjust themselves to the usual 9 to 5 schedule, because they are reaching their peak at around five O'clock. These types can often work up to midnight and beyond without much slip in their concentration. Once you have decided the type you belong to, try to discover what your "prime hours" are and shape your day around them.

FINDING MORE TIME IN YOUR DAY

Despite "time saving" devices available, many of us still are hunting for spare minutes to get our work done. We are getting

more duties and responsibilities but no extra time or resources to do them. Our calendars are jammed with meetings, appointments and the like. There always will be only 1,440 minutes in a day. We can make them count more by being more effective and efficient in our task.

- Be honest about your time. Tell visitors that you cannot meet them right now but could at a specific time later. Tell people on the phone that you only have a few minutes to complete this call. Do not promise more than you know you can complete in the time allotted.
- List what you need to cover during your phone conversations before you make the calls.
- Try to conclude almost every phone call in five minutes or less, no matter who you are talking to.
- If you use an answering machine, do not promise on your recording that you will return every call.
- Find a single daily planning system that works for you. You might use a simple pad on which you write daily lists of tasks to do, jobs to delegate and people to call—all on one page. Check out various calendar planning systems available on office supply stores and catalogues or those advertised in business magazines or look at compact electronic organizers that keep schedules and maintain phone numbers and addresses.
- Do not keep multiple lists or schedules in different places. Build on success as you tackle your prioritised 'to do' list. Start with one or two easy but important tasks you know you can complete. Enjoy your achievement and boost your collar up status.
- Drop low priority tasks from your list; you will probably never get to them anyway.
- Develop a system to help you keep track of communication who called or wrote, asking for what, by when, how you responded, what happens next. You might use a large desk or wall calendar. Post in with notes, notes on your phone message slips, your daily planner notebook and project scorecards.
- Prefer BF list, which refers to Brought Forward items.

SELF WORK

Check what causes you to procrastinate:

- Confusion - Lack of Priorities - Lack of Responsibility
- Fear of Risk-Taking - Escape from Unpleasant Tasks
- Anxiety or Depression - Obsessive/Compulsive Behaviour - Monotony or Boredom - Fatigue - Outside Distractions - Lack of Analytical Ability - Forgetfulness
- Dependence on Others - Manipulation of Others
- Physical Disabilities - Add your own.

We suggest :

- Get over the most difficult task first.
- If you dislike a particular task, analyse the reasons
- Avoid taking too much at a time
- When more than one task has to be accomplished, set priorities. Also set deadlines regarding the completion of the task.
- Promise yourself a reward on the completion of the task, like a cup of coffee or tea or outing on the completion of a particular job or a part of it.

JUST DO IT...

One day when I was a teenager, my father gave me some advice about a task I had been avoiding. "Just do it" he said.

"What does this mean?" I enquired. When you face a difficult climb just do it. Then you will figure out how enjoyable it is... !

Acknowledge the simple fact that you are pro-crastinating. Then make up your mind to stop doing it; 'I have procrastinated in the past, but I am not going to do it anymore'. For securing commitment sign it. Learn as much as you can about procrastination. Recognise what it is. Figure out why you do it. Find out what you can do to stop. Make a list of specific things you are going to start doing right away to break this habit. First, I am going to ... then, I will... and finally I will... Carry out your plan of action. Commit yourself to get rid of procrastination and Do it now!

Time is a resource which is highly elastic yet very regular in its supply. This resource can be put to many divergent uses. The studies have revealed that the problem of lack of time is often a symptom rather than a problem. The real problems are often lack of planned objectives, insufficient or improper delegation, ineffective communication, poor and procrastinated decision making and insufficient work habits. These could probably be taken as symptoms of deeper malaise of attitudes and motivation in the value system. It is, therefore, worthwhile to analyse the position and get to the root of the problem to find the lasting solution.

For managing time, we recommend that one should **work** to schedule. Planning the day ahead listing out the most important things to be done in order of priorities with due delegation helps in time management. Effective individuals set aside time for innovative thinking. It is necessary to develop the habit of disposing off the task at the first opportunity. Tomorrow and not today is the sure way of not managing time.

3.8 SAYING NO

Saying No or Yes when you want to say so, is indicative of your assertive skills. To assert means to affirm positively, assuredly, plainly and strongly. It means knowing what you think and want, and saying it directly and clearly. 'This is what I think'. This is what I feel. This is the way I see the situation'. Expressing yourself clearly in a way which does not violate the rights of others as well as your own has many pluses—self direction, good feelings, better relationships, effective teamwork.

Assertive behaviour is active, direct, and honest. It communicates an impression of self-respect and respect for others. By being assertive, we view our wants, needs and rights as equal with those of others, We work towards 'win-win' outcomes. An assertive person wins by influencing, listening, and negotiating so that others choose to cooperate willingly. This behaviour leads to success without retaliation and encourages honest and open relationships.

Non Assertive behaviour is passive and indirect. It communicates a message of inferiority. By being non assertive

we allow the wants, needs, and rights of others to be more important than our own. Non assertive behaviour creates 'win-lose' situations. A person behaving non assertively will lose while allowing others to win. Following this road leads to being a victim, not a winner. Aggressive behaviour is more complex. It can be either active or passive.

Aggression can be direct or indirect, honest or dishonest but it always communicates an impression of superiority and disrespect. By being aggressive, we put our wants, needs, and rights above those of others. We attempt to get our way by not allowing others a choice. Aggressive behaviour is usually inappropriate because it violates the rights of others. People behaving aggressively may win by making sure others lose but in doing so they set themselves up for retaliation. No one likes a bully.

Assertiveness is often confused with being aggressive. A friend of mine once referred to assertiveness workshop as courses for learning how to be rude to other people. An assertive person is the one who can state disagreement clearly and calmly and is prepared to repeat the point, if necessary. A continuum may be drawn for a range of types of behaviour ranging from the submissive to the aggressive, with assertive behaviour being the midpoint on such a continuum. Most people, when they are learning how to assert themselves, experience anxiety and as a result tend to be either submissive or aggressive.

Other people handle that anxiety by swinging right through the continuum. They start submissively, then gain a sort of confidence and rush into an aggressive attack on the other person. Alternatively, some deal with their anxiety by starting an encounter very aggressively and quickly back off into submission. The level and calm approach of being assertive takes practice, nerve and confidence.

Assertive behaviour can be broken down into the following components:

- **Eye contact.** The assertive person is able to maintain eye contact with another person to an appropriate degree.

- **Body posture.** The degree of assertiveness that we use is illustrated through our posture, the way in which we stand in relation to another person and the degree to which we face the other person squarely and equally.
- **Distance.** There seems to be a relationship between the distance we put between ourselves and another person and the degree of comfort and equality we feel with that person. If we feel overpowered by the other person's presence, we will tend to stand further away from them than we would do if we felt equal to them. Proximity in relation to others is culturally dependent but, in a common way, we can establish the degree to which we, as individuals, tend to stand away from others or feel comfortable near to them.
- **Gestures.** Appropriate use of hand and gestures can emphasize the assertive approach. Lack of appropriate hand and arm gestures can suggest lack of self confidence and lack of spontaneity.
- **Facial expression and tone of voice.** It is important that the assertive person is congruent in their use of facial expression. Congruence is said to occur, when what a person says is accompanied by an appropriate tone of voice and by appropriate facial expressions. The person who is incongruent may be perceived as unassertive. An example of this is the person who says he is angry but smiles as he says it. The result is a mixed and confusing communication.
- **Fluency.** A person is likely to be perceived as assertive if he is fluent and smooth in the use of his voice. This may mean that those who frequently punctuate their conversation with 'urns' and 'ers' are perceived as less than assertive.
- **Timing.** The assertive person is likely to be able to pay attention to his 'end' of a conversation. He will not interrupt the other person excessively, nor be prone to leaving long silences between utterances.

- **Listening.** The assertive person is likely to be a good listener. The person who listens effectively not only has more confidence in his ability to maintain a conversation but also signals her/his interest in the other person. Being assertive should not be confused with being self-centered.
- **Content.** To be perceived as assertive, it is important that a person learns to use appropriate words and phrases.

The assertive approach to living is much clearer in dealing with other people. The submissive person often loses friends because they come to be seen as duplicitious, sycophantic or as a 'doormat'. On the other hand, the aggressive person is rarely popular perhaps, simply, because most of us do not particularly like aggression. The assertive person comes to be seen as an 'adult' person who is able to treat other people reasonably and without recourse to childish behaviour.

HOW ASSERTIVE ARE YOU

Answer the questions below honestly. They will help you gain some insight about your current level of assertiveness. Assign a number to each item using this scale. Always 5, usually 4, sometimes 3, rarely 2 and never 1.

1. I ask others to do things without feeling guilty or anxious.
2. When someone asks me to do something I do not want to do, I say 'No' without feeling guilty.
3. I am comfortable when speaking to a large group of people.
4. I confidently express my honest opinions to the person in authority.
5. When I experience powerful feelings (anger, frustration, disappointment, etc.) I verbalize them easily.
6. When I express anger, I do so without blaming others of making me angry.

7. I am comfortable speaking up in a group situation.
8. When, disagreeing with the majority opinion in a meeting I can stick to my viewpoint without feeling uncomfortable or being abrasive.
9. When I make a mistake, I acknowledge it.
10. I tell others when their behaviour creates a problem for me or for others.
11. Meeting new people in social situations is something I do with comfort.
12. When discussing my beliefs, I do so without labelling the opinions of others as 'crazy', 'stupid', 'ridiculous', 'irrational'.
13. I assume that most people are competent and trustworthy and do not have difficulty delegating tasks to others.
14. When considering doing something I have never done, I feel confident I can learn to do it.
15. I believe, my needs are as important as those of others and I am entitled to have my needs satisfied.

Total the sum of 15 items. If your total is 60 or higher you have a consistently assertive philosophy and probably handle most situations well. If your total is 45-50 you have a fairly assertive outlook. If your total is 30-45, your natural response is often non-assertive or aggressive. If your total is 15-30 you have considerable difficulty being assertive.

DEVELOPING ASSERTIVENESS

For developing assertiveness:

- Do not automatically try to avoid arguments. They can be positive if you govern yourself with self control and confidence instead of emotions. Arguments can bring difficult issues out into the open, which usually is better than letting them ferment. Arguments strengthen effective relationships by telling others how to respect differences and survive criticism.

- Think of arguments or disagreements as communication breakdowns. Focus on how to clarify the communication. And try to figure out what caused the breakdown. Among the possibilities are a personality clash, and or a point 'misinterpreted'.
- Avoid using the words I, me and my in arguments. They pit people against people instead of ideas against ideas. They indicate that emotions and ego are getting in the way of objectivity. Remember that the more emotional your opponent gets during a communication breakdown, the less likely you are to reach agreement.
- Rely on facts, figures and experts to make your points. This will encourage your opponent to accept your ideas. And it can keep the discussion from becoming inflammatory.
- Treat others' opinions with respect, even if you disagree. People tend to see their opponents as part of themselves. It is tough to give them up.
- Be specific, constructive and empathic when you do not agree. Do not be judgmental or arrogant.
- Hear the other person first. Then talk about where you agree and disagree. Acknowledge your opponent's good points before you begin mentioning the faulty ones.
- When your opponent makes a weak conclusion, use it to your advantage. Press for explanations of the reasoning. Question the soundness of data. If you can shoot holes in the reasoning then you have a good chance of winning the argument.
- Concentrate on issues instead of personalities.

SELF WORK

In the following situation use body assertively in three ways. Look at the person directly in the eyes, not below. Speak in a firm, positive tone. Keep your body straight, shoulders back, head up.

Walk up to an acquaintance of yours. Looking at the person

in the eyes, say one thing that you like about him or her (a) Refer to specific behaviour (b) Be sincere (c) Use the name of the person.

All of us have had experiences of saying 'Yes' when we really wanted to say 'No'. Distinguish here 'likes and wants'. I can responsibly say 'Yes' to matters I do not like but which I want. For example, I may not like going to the bazaar, but I may want to go there with you if you request me, for valid reasons. Liking is not wanting. Here are some exercises that may be helpful.

- With a friend of yours recall the last time you said 'Yes' when you wanted to say 'No'. Describe the situation vividly to your partner and your consequent remorse. When he has 'caught the situation', have him play the part of the person who made the unreasonable request to you. This time looking at him directly in the eyes, say 'No'. Do not dilute your responses with long explanations.
- When you say 'No', do you feel guilty? Reasons? Share with others.

Examples of how assertiveness can be useful, will include the situations like:

- When used by a colleague who feels he is being exploited by another colleague;
- When used by a person who has never been able to express her wants and needs in a marriage;
- When used by the professional, when facing bureaucratic processes in trying to get help for another person;
- In everyday situations (in shops, offices, restaurants, etc.), where a stated service being offered is not actually being given.

Sharing moments when you were not assertive is another effective process of learning assertiveness.

4

Self Audit

Self Audit is essentially forward looking. It seeks to evaluate the enduring aspects of self profile reflecting attitude, philosophy and value system as manifested in respective behavioural dimensions. It encompasses evaluation of the following:

- (a) Attitude, Behaviour, Knowledge, Skills and Principles.
- (b) Management Processes-Planning, Organising, Coordinating, Directing and Controlling.
- (c) Functional, directional and conceptual areas.
- (d) Activities-Individual, Personal and Organisational - Family, Social and Professional.
- (e) Dimensions-Physical, Emotional, Intellectual, Aesthetic, Moral and Spiritual.
- (f) Strengths and Weaknesses.
- (g) Status Report and Promotional follow-up.

We give below self profile scale for facilitating periodic evaluation. Descriptive assessment for each quality has been evolved to make the assessment scientific so as to obtain the balance assessment. The rating could be under five grades ABCDE respectively for exceptional, very good, good, satisfactory and unsatisfactory. On a five point scale, the graded numerical assessment could be 5 for exceptional (Ex), 4 for very good (VG), 3 for good (G), 2 for satisfactory (Sat) and 1 for unsatisfactory (Unsat). Graded description for the specific attributes is described hereunder:

BEARING

Appearance, carriage, personal conduct, it should reflect competence and confidence for favourable impression, dress, hair cut, gait, language, manner and style of action and orderliness. Dignity of being honourable.

- Ex-5 Always smartly turned out. Always exhibits a praiseworthy conduct in any group.
- VG-4 Mostly well-turned out. Conducts himself adequately and appropriately in all types of groups.
- G-3 Generally well turned out. Carries himself well in selected groups.
- Sat-2 Pays just sufficient attention for his bearing. Conducts himself in an acceptable manner.
- Unsat-1 Does not pay adequate attention to his bearing. Not very careful about his conduct in varied company.

DISCIPLINE

Personal conduct in conformity with the specific code and ability to work in time.

- Ex-5 Displays exemplary conduct and behaviour in keeping with the requirements of gentlemanly conduct.
- VG-4 Conforms to specific orders, rules and regulations willingly and cheerfully.
- G3 Conducts himself/herself in acceptable standards of behaviour as per laid down rules and regulations.
- Sat 2 Satisfies the minimum requirement of laid down rules and regulations and occasion only may fall short of term
- Unsat 1 Apt to ignore and consistently violates laid down orders, ranks and regulations, sets a poor example of discipline for others.

EFFECTIVE INTELLIGENCE

Degree and speed of grasp in perceiving essentials of various situations. Degree of appropriate reactions to situations as observed through formal/informal associations.

- Ex-5 Readily perceives the essentials of the most difficult problem and reacts to them quickly and effectively.
- VG-4 Quick on the uptake. Able to discern the essentials of a problem. Reacts to various situations adequately.
- G-3 Grasps the essentials of a situation without difficulty. Reacts to ideas and situations in a satisfactory manner.
- Sat-2 Takes time to grasp the essentials of a situation. Slow in reacting to new ideas.
- Unsat-1 Slow in grasping even elementary issues. Gets confused in new situations and fails in an appropriate manner.

EXPRESSION (WRITTEN) DEGREE OF EFFECTIVENESS

- Ex-5 Displays exceptional skill for clear and concise writing even under pressure. Quick in preparing notes and papers. Neat in presentation. Pays attention to details.
- VG-4 Has marked ability for clear and concise writing, produces good written work.
- G-3 Can convey his ideas clearly in working language. Provides written work of fair standard.
- Sat-2 Can express himself in routine and stereotyped manner. Does not provide consistently good written work.
- Unsat-1 Lacks ability to convey his.. ideas coherently. Makes many mistakes in written work.

INTEGRITY

Degree of honesty and uprightness including intellectual integrity. Management of personal affairs.

- Ex-5 Shows absolute honesty and propriety, manages personal affairs and resources effectively.
- VG-4 Displays highest sense of honesty and propriety. Sincere and upright. Manages his resources and personal affairs well.
- G-3 Generally, displays honesty and propriety. Keeps his personal affairs and resources under control.
- Sat-2 Cannot always discriminate between propriety and impropriety, management of personal affairs and resources just satisfactory.

- Unsat-1 Apt to use others funds and resources for personal gains. Does not exercise adequate control over personal affairs and resources.

LOYALTY

Identification of personal interests with organisational objectives, contribution towards fulfilment of the task, subordination or personal interests to overall interests of the working unit.

- Ex-5 Demonstrates unquestionable loyalty. Always keeps school interest uppermost in his mind. Displays high degree of sincerity and honesty of purpose.
- VG-4 Subordinates personal interest to overall interest of the unit. Demonstrates firm allegiance to organisations objectives.
- G-3 Generally keeps personal interest subordinate to organisational interest. Lives up to the trust in the task completion.
- Sat-2 Sometimes finds it difficult to demarcate clearly between personal interest and organisational interest.
- Unsat-1 Subordinates organisational interest to personal interest. Displays inadequate honesty of purpose. Shows tendency to betray the trust.

QUALITY AND OUT PUT OF WORK

Extent and quality of performance in functional and social life and assignments, extent of participation.

- Ex-5 Superb quality without errors or flaws. Plays adequate attention to details. Results far exceed the expected standard. Able to deliver goods well ahead of target dates.
- VG-4 High quality works done with thoroughness and accuracy. Output more than expected. Can finish assignments within target dates.
- G-3 Accurate and neat work, output commensurate with the resources employed. Can manage to adhere target dates for accomplishing results.

- Sat-2 Fairly systematic though occasionally makes mistakes, work output just up to the expected level. Does not always adhere to target dates. Needs more time for job.
- Unsat-1 Lacks neatness, and accuracy. Work output far below expected level and not commensurate with the resources. Always short of target as well as target dates.

ATTITUDE TO WORK

Dedication to work, degree of involvement, willingness to accept occasional increased load, attitude while working under stress.

- Ex-5 Dedicated to his job. Highly motivated in the discharge of his duties. Always willing to accept extra load of work.
- VG-4 Well motivated in discharging his duties to the best of his ability, willingly accepts additional load of work.
- G-3 Motivated in discharging his duties willingly. Accepts extra duties and occasional increased spell of work.
- Sat-2 Requires some coaxing and goading to discharge his duties. Undertakes extra load of work rather reluctantly.
- Unsat-1 Shirks work. Does only what has is told to do. Does not like to shoulder occasional extra load of work.

INITIATIVE

Ability to take necessary and appropriate action in unforeseen situations without guidance and instructions, speed and frequency of showing the initiative, quality of initiative.

- Ex-5 Self starter, shows exceptional resourcefulness, manage unforeseen events effectively.
- VG-4 Self-reliant, generally takes necessary and appropriate action in handling unforeseen tasks and situations. Never waits to be told for getting things done.
- G-3 Sometimes takes necessary action on his own when held up for want of decisions and precedents. Occasionally requires instructions.
- Sat-2 Hesitant in taking action in the absence of proper instructions and precedents. Would act only when compelled to do so.

- Unsat-1 Does not act without instructions even when the task is urgent and needs priority. Does not apply mind in getting things done.

PLANNING AND ORGANISING ABILITY

Foresight and vision in anticipating work needs, degree of competence in making effective of resources while organising various assignments. Punctuality.

- Ex-5 Shows adequate foresight, vision and sense of perspective beyond his limit of specific responsibilities, makes effective use of resources.
- VG-4 Normally anticipates work needs and can effectively plan ahead, by allotting correct priorities. Makes good use of the available resources.
- G-3 Quite effective and systematic in planning familiar task and situations of moderate complexity. Makes fair use of the available resources.
- Sat-2 Can plan task of routine nature. Foresight and sense of perspective is limited to immediate tasks. Can organise day-to-day routine situations.
- Unsat-1 Very unsystematic and haphazard in his work. Allots incorrect priorities. Does not plan well. Makes poor use of resources.

CO-OPERATION

Sharing of ideas and resources and acting together for a common cause. It is evoked of sympathy in making one available to others for rendering the required help by way of assistance and aid.

- Ex-5 Provides whole hearted co-operation to all. Finds ready acceptance by good contribution to functioning of the group.
- VG-4 Willingly co-operates in gaining acceptance by the group. Makes adequate contribution to functioning of the group.
- G-3 Offers co-operation as and when asked. Can make his place in the group. Makes fair contribution to group functioning.

- Sat-2 Provides fair co-operation to those who ask for it. Gets accepted in the group as a passive member. Does not strive much for the group functioning.
- Usat-1 A loner in all situations, content to work for and by himself_ Does not show concern for group objectives.

DEPENDABILITY

The confidence that one generates in the superior in accomplishing the task notwithstanding the difficulties. It is willingness to accept additional- task with cheer.

- Ex-5 Consistently accomplishes desired results without supervision. Willingly accepts additional load. Needs no follow up.
- VG-4 Makes all out effort to complete assignments to the best of his ability. Needs minimal follow-up.
- G-3 Can be depended upon usually to complete all ordinary work successfully. Requires normal follow-up.
- Sat-2 Can be relied upon to discharge only normal routine work. Requires frequent follow up.
- Unsat-1 Undependable in the discharge of his duties and function entrusted to him. Requires constant follow-up.

COURAGE

Degree of capacity to withstand mental and physical stress, boldness in facing uncommon situations demanding stamina and endurance. Is enduring physically.

- Ex-5 Displays adequate moral courage to stand up for what is right. Is enduring physically.
- VG-4 Daring and enterprising. Can stand for his convictions.
- G-3 Plucky and hardy in meeting dangerous situations. Shows discretion in standing for what is right.
- Sat-2 Either rash or cautious in dealing with unforeseen situations. Feels hesitant in voicing his opinion and standing for what is right.
- Unsat-1 Either timid or reckless, is scared to put across his point of view even when right.

ADJUSTIBILITY

Degree of adjustment with school environment, ability to get along with others, appreciation and consideration of other's view point, degree of acceptance by the group.

- Ex-5 Sensitive to other's feelings and views, shows confidence and fellow feeling in dealing with others. Maintains harmonious relations with all.
- VG-4 Appreciates things from other's point of view. Shows understanding, balance, respect and fairness in dealing with others. Feels at ease in inter-personal transactions.
- G-3 Is considerate to other's views and feelings. Does not find much difficulty in getting along with others. Maintains cordial relations.
- Sat-2 Can maintain working relations with others. Lacks spontaneity and warmth of emotions in his dealings with others. Occasionally apt to create friction.
- Unsatil-1 Does not feel confident or at ease in the company of others. Knows only to serve his own ends. Ignores the feelings & views of others.

SOCIAL CONDUCT

Degree of mixing with others, suitability and extent of endeavours to be social.

- Ex-5 Adjusts himself very well in any group. Offers very amiable and pleasant company. Takes initiative in getting to know others. Possesses a marked cheerful disposition.
- VG-4 Has adequately sociable habits, often liked by others. Possesses cheerful disposition. Is amiable and friendly.
- G-3 Does not find difficulty in feeling easy in a strange company, has likeable qualities, reasonably pleasant.
- Sat-2 Manages to be liked by others. Apt to be retiring. Feels happy when isolated. Needs to be drawn in company. Has limited social group.
- Unsat-1 Feels happy in lone company. Does not mix at all. Tends to be singled out in a gathering, ignores social needs. Is highly individualistic.

ETIQUETTE

Degree of proficiency in acquisition of manners expected for gentlemanly conduct in all conceivable situations.

- Ex-5 Has acquired excellence in etiquettes. Displays refinances in his related conduct.
- VG-4 Is highly adept in etiquettes. Generally carries himself well in all situations.
- G-3 Is reasonably up in the application of acceptable norms of etiquette.
- Sat-2 Just sufficient to satisfy minimum acceptable standard. Needs guidance.
- Unsat-1 Lacks basics. Needs constant guidance extent of interest in ensuring maintenance of common areas.
- Ex-5 Maintains always very high standard of upkeep of his surroundings, evinces keen interest in upkeep of the building. Very prompt in getting repairs done. Has unique sense of exercising care and safety of building and holdings.
- VG-4 Generally keeps the surroundings neat and tidy. Is quick in activating maintenance agencies for necessary repairs.
- G-3 Exhibits adequately satisfying maintenance standards. Feels satisfied in just following the routine complaint procedures. Shows just minimal interest in general maintenance.
- Sat-2 Rather reluctant in participating in maintenance programmes. Apt to feel satisfied with just minimum required. Does not care to get repairs done promptly.
- Unsat-1 Poor, unsystematic and disinterested in maintenance programmes. Fails to meet the- minimum required. Needs to be chased all the time.

SELF-CONFIDENCE

Ability of being sure of one self in all situations, work or social.

- Ex-5 Feels relaxed and adequately at ease in all situations.
- VG-4 Exhibits poise and balance.
- G-3 Feels self assured and generally exhibits equilibrium.

- Sat-2 Exhibits self consciousness in different situations.
- Unsat-1 Gets perturbed easily. Fails to maintain poise and confidence.

GROUP CONTROL ABILITY

Leadership ability to direct, control and co-ordinate the activities of the team.

- Ex-5 Directs, controls and coordinates the work and activities of the group without interfering in routine work. Delegates judiciously. Gives credit to the team and takes discredit.
- VG-4 Skilfully exercises good control. Intervenes at appropriate time. Knows when and whom to delegate.
- G-3 Exercises fair control. Apt to interfere. Delegates but does not keep in mind appropriate limits.
- Sat-2 Exercises loose control. Does not take timely corrective action, delegates too much or too little.
- Unsat-1 Leaves things to others. Fails to exercise adequate control. Alternatively keeps everything to himself and curbs the initiative of group members.
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5

PADC:

A Learning Lab for Life Skills

Located in 40 acres pollution free sprawling huge educational complex, the Personality Assessment and Development Centre, is working in the field of Psycho testing, Counselling, Personality Enhancement and Managerial Development for last 30 years. The focus of the PADC is on two processes-the process of self knowing and the process of self improving. It is developmental and not eliminative in orientation. The Centre works on the concept that each individual has leadership potential, which can be unlocked through training. In brief, learning the technique of management of self is on the agenda of the PADC. The P-R-I-D-E is the training module of the PADC.

We are a team of professionals specialized in the area of assessment and development with rich experience in the field of management education and training. We claim exclusiveness in preparing individuals for achieving their set objectives through self management module- be it academic enrichment, or competitive edge in ab-initio placement or growth orientation for greater success. Currently, we are conducting P-R-I-D-E for Business Schools, Public Schools, HRD Institutes, Industrial houses and individual clients. The span of operation at PADC includes students, teachers, non-teaching staff, parents, management trainees, Executives, Businessmen and households.

There are five main programmes. These are PEP- Personality Enhancement Package, PADC Guardianship; EDP - Executive

Development Programme; PPCE : Preparatory Programme for Competitive Edge for select career options and ISDP Individual Self Development Package.

By developing mental, social and application factors of each participant, the PADC helps in improving performance in academics, in profession, in business, at home and in society. These factors are :

Mental	Social		Application
<ul style="list-style-type: none"> - Good thought process - Observation & collection of data - Sifting essential from non-essentials - Finding solutions which are workable & practical 	<p>Individual</p> <ul style="list-style-type: none"> - Integrity - Sense of responsibility - Work standards - Adaptability - Emotional balance - Respect for authority - Attitude to work 	<p>Inter-personal</p> <ul style="list-style-type: none"> - Sensitivity - Inter personal warmth - Enjoying, variety in conversation - Dress - Conviction - Perseverance 	<ul style="list-style-type: none"> - Enthusiasm - Applying one self with all resources - Whole hearted commitment to task - Determination in face of difficulties & stress - Emotional Maturity - Sustained Efforts

The methodology used is interactive. The methods are Syndicate discussion, Individual work, Group work, Role-Play, Gaming, Case-Study, Feed-Back, Reflection, Screen Display and Social Enquiry.

PADC believes in Total Quality Management in Education. Its VISION is a new generation. Its MISSION is to develop each participant as a wholeman who is physically enduring, emotionally mature, intellectually enlightened, aesthetically developed, morally sound and spiritually inclined. Its STRATEGY is to transform each subject as effective role player to be useful to himself, to his family, to his organisation, to his society, to his country and to mankind. Its COMMITMENT is value addition to the individual personality of each participant.

The PADC programmes are client oriented. These provide specific package in knowledge through unique contents management with central focus on developing the individual

personality through personality profiling, counselling and integrated processes in class room situations.

The PRIDE (Performance Review for Individual Development through Evaluation) is a 50 hours package. The contents have been designed to turn around Individual Attitude TA-A-Individual-Behaviour TA-Band Individual Character TA-C. Through PRIDE, the participants achieve the following:

- New competence in coping with problems and situations.
- New freedom from boredom, pressure, tension and worries.
- New effectiveness in expressing thoughts, feelings and ideas.
- New success in getting along with others and reaching mutual goals.
- New enthusiasm for work, responsibility and living.
- New motivation to reach for life’s highest reward.

The programme enables the participants-to develop as a positive, cultured and integrated persons; to harness the innate potential and develop leadership traits through thoughtful application of leadership principles; to acquire human relations and other behavioural skills and to learn the technique of self evaluation.

The focus is on developing life skills:

Areas	Objectives	Dimensions
Sensing	<ul style="list-style-type: none"> - Awareness of physical senses in self and others - Control of bodily systems - Awareness of relationship between physical and emotional expression - Awareness of emotions in self and others - Effective expression of feeling - Learning to accept all feelings as valid 	<ul style="list-style-type: none"> - Listening (empathic understanding) - Sending information - Self Disclosure - Conflict resolution - Problem solving and planning - Decision making
Feeling	<ul style="list-style-type: none"> - How to handle negative feelings in self and others - Develop creativity 	<ul style="list-style-type: none"> - Anxiety management - Coping with sexuality

Thinking	<ul style="list-style-type: none"> - Develop and crystallize values - Awareness of interests and needs - Examining the rationality of needs - Developing commitments - Awareness of strengths and weaknesses - Moral Development - Developing behavioural goals - How to make effective decisions - Operating efficiently in groups - Helping others to solve problems - How to receive help from others - How to initiate relationships - How to maintain relationships 	<ul style="list-style-type: none"> - Effective making of important life transitions - Getting job settlement - Getting married - Becoming a parent - Handling a bereavement - Handling redundancy or retirement - Role balancing
Doing	<ul style="list-style-type: none"> - How to use conflict constructively - How to be assertive effectively - How to create and manage - Self actualization personal change - How to communicate interpersonally, verbally and non-verbally. 	<ul style="list-style-type: none"> - Wholman growth - Living with dignity - Effective outward contribution - Giving model

The programmes are so scheduled that the participants confront themselves with real life settings over a period of time. For professionals, the programme spreads over 25 Saturdays, 2 hours on each Saturday for a period of 6 months. Each succeeding session is tailored to incorporate experiential situations provided by the participants. For management students, the programme is conducted in syndicates of 20 participants, two sessions a week for each syndicate spreading over second and third semester. For school students, the programme is scheduled on weekends for 25 weekends 2 Hours on each weekend. The group structure is limited to 15 in a group. For other clients the schedule is structured as per mutual convenience.

The participants who have undergone the programme have reported improved performance in academics, training, placement, in profession, in business, at home and in society. The feedback suggests greater achievement motivation for effective role play by being more useful to themselves, to their organisation, to their family and to the society. We collate some of the benefits which participants have reported.

- Increasing Self confidence and enthusiasm.

- Greater skill in presenting ideas and programmes.
- Inspiring others to get things done.
- Making sound decisions even under pressure.
- Talking with more poise and confidence.
- Improving human relations and team work.
- Initiating interesting conversation and keeping it going.
- Overcoming tension resulting from worry.
- Strengthening family ties, friendship, associations.
- Making living more interesting and satisfying.
- Maintaining positive attitudes about people and situations.
- Enhancing technical competence by developing functional integrated skills.
- Qualitative and quantitative higher percentage in academic results and other aspects of role profile.

We provide below some reflections from the clients from their respective case studies :

'PADC motivates a person to achieve good things in life. My whole philosophy of life has changed. It helped me to raise my abilities. Before joining the PADC, I used to get around 50% but after joining PADC I get around 70%. It helped me to improve my concentration. It also taught me how to be serious in life. If an individual puts all his efforts to achieve something he will surely achieve it. It helps in making a complete man.' A senior student. ' ... It taught me how to walk my talk with different people in different situations. I am indeed very thankful to the PADC....' An executive. '... I had come to be guided for facing an interview with Mis Dawoos Industrial Catering, Muscat for post of Catering Manager. I was on the charge of the PADC only for three days. The interactive sessions overhauled me thoroughly. I got selected. I am indeed a different person... 'grateful' 'After having attended PADC classes I now find a major change in my personality. PADC has helped me to improve my academics... PADC enabled me to bring out better of me... ' A Senior Student. 'Knowing the PADC and attending its counselling sessions has been a God sent opportunity for me, my wife and my daughter... extremely beneficial 'A Production Engineer in Maruti Udyog'.I could not be where I am now....The

PADC 48 hrs PEP gave me new thrust....It is worth 48 years gain....May God bless the PADC....' An executive in American Embassy. 'PADC electrifies you...a new direction... Any amount worth spending' A physician couple. '...PADC helped me greatly in my selection for defence forces....'. '...PADC – a great teacher...no words to express gratitude...for my selection in Merchant Navy....' '...Fantastic! 3 days PADC Orientation did the trick... ' ...I am now doing engineering in Singapore Merchant Shipping....' '... can never forget what PADC has done to me... A total turn around...I am a different man... my selection as Bank PO was a cake walk.... Thanks to PADC... Group Captain O.P. Sharma... " A PGDBA student who joined as PO during the course. 'Attitudinal change brought about by the PADC enabled me to top the school in the board examinations and selection in DCE as well as in SSB... ' Thanks!' 'A +2 school topper. ' ... But for the PADC my ambition to join IIM would have been a dream.... Great! who thought of the PADC... ' A Management Trainee. ' My heart and soul would ever remain indebted to the to the PADC throughout my life for the Self empowerment that it has provided to me.... Success and success....'An Executive in Escortes Ltd. 'An excellent success programme conducted by a Raj Rishi...' unparalleled holistic development programme for all... ' Chairman, Principal's forum. ' Such enduring success... very obliged.... ' A bureaucrat of JS status. ' The PADC does some magic. What a transformation of my son...in debted. Not knowing how to repay. 'A Diplomat'.

Contact details

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Further Reading

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