
HUN 101- LIFE SKILLS



COURSE OBJECTIVES

- To develop communication competence in prospective engineers.
- To enable them to convey thoughts and ideas with clarity and focus.
- To develop report writing skills.
- To equip them to face interview & Group Discussion.
- To inculcate critical thinking process.
- To prepare them on problem solving skills.
- To provide symbolic, verbal, and graphical interpretations of statements in a problem description.
- To understand team dynamics & effectiveness.
- To create awareness on Engineering Ethics and Human Values.
- To instill Moral and Social Values, Loyalty and also to learn to appreciate the rights of others.
- To learn leadership qualities and practice them.

SYLLABUS

- **Module 1- Overview of Life Skills and Life skills for professionals**
- **Module 2 - Self-awareness, Stress Management, Coping with emotions and Morals, Values and Ethics.**
- **Module 3 - 21st century skills and Steps in problem solving.**
- **Module 4 - Group and Team Dynamics**
- **Module 5- Leadership**
- **Lab Activities:**
 - **Verbal-Effective communication and Presentation skills, Introduction to presentations and group discussions, Learning styles, Note-taking skills, Memory techniques, Time management.**
 - **Non Verbal-Non-verbal Communication and Body Language**

EXPECTED COURSE OUTCOMES

- **Define and Identify different life skills required in personal and professional life**
- **Develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.**
- **Explain the basic mechanics of effective communication and demonstrate these through presentations.**
- **Take part in group discussions**
- **Use appropriate thinking and problem solving techniques to solve new problems**
- **Understand the basics of teamwork and leadership**

EVALUATION

- **Continuous Internal Evaluation**
 - **Total Marks: 50**
 - **Attendance : 10 marks**
 - **Regular assessment : 15 marks**
 - **Series test : 25 marks**
- **Regular assessment**
 - **Group Discussion -9 marks**
 - **Presentation Skills -6 marks**
- **End Semester Examination-50 marks**

REFERENCE BOOKS

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- **Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.**
- **Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.**
- **Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.**
- **Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.**
- **Daniel Goleman, "Emotional Intelligence"; Bantam, 2006.**
- **Remesh S., Vishnu R.G., "Life Skills for Engineers", Ridhima Publications, First Edition, 2016.**
- **Butterfield Jeff, “Soft Skills for Everyone”, Cengage Learning India Pvt Ltd; 1 edition, 2011.**
- **Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India; 6 edition, 2015.**
- **The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education; 1 edition, 2013.**

MODULE I

- **Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Selfawareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.**
- **Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ**

MEANING AND SIGNIFICANCE OF LIFE SKILLS:

What are Life Skills

- Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”





Learning

Identify & Self-Awareness

Fitness & Health

Emotional Development

Solving Problems

Kindness

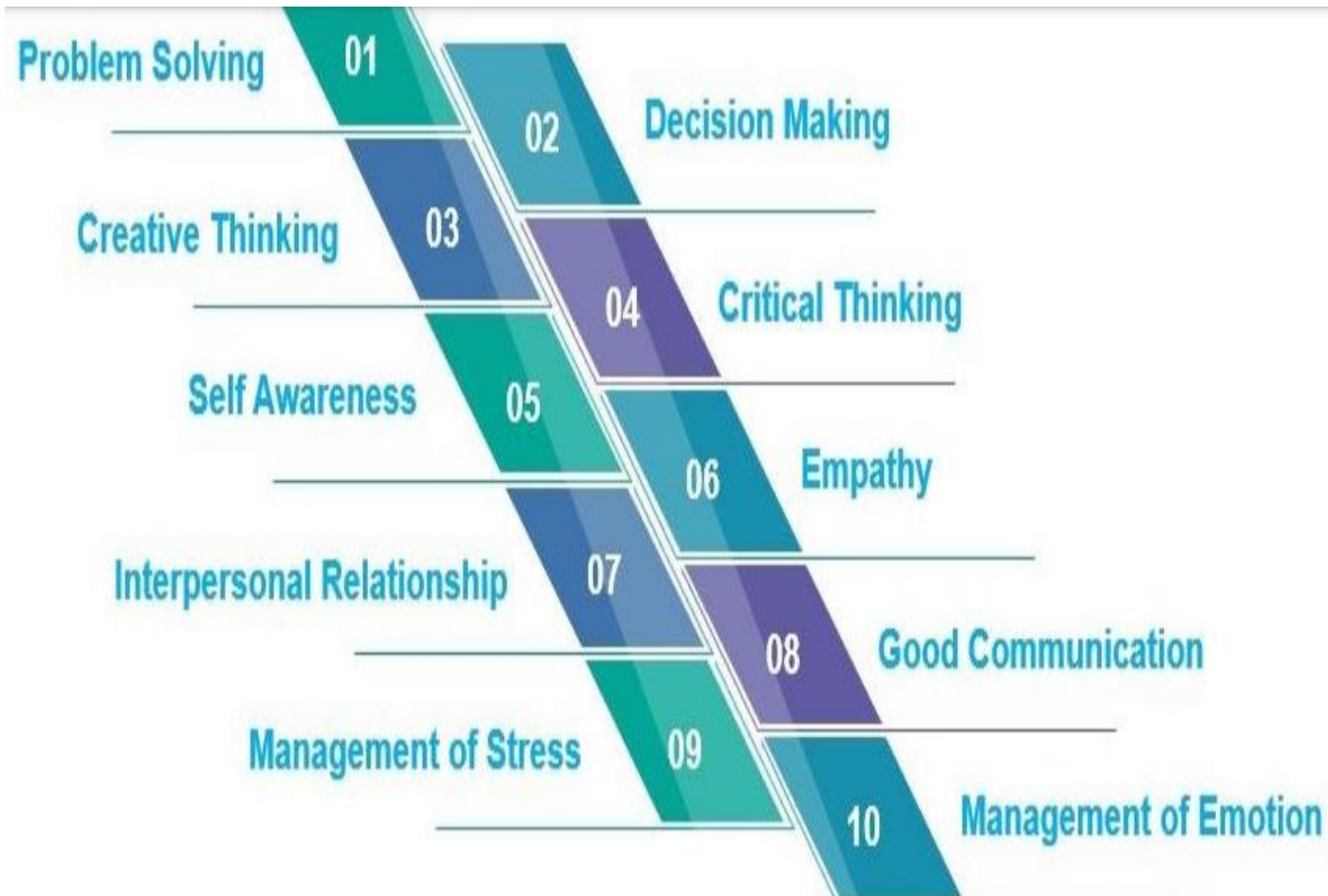
Intimacy

Living in Balance

Letting Go

Social

LIFE SKILLS RECOMMENDED BY WHO:



SELF AWARENESS:

- Self awareness means recognition of ‘self’ and of our character, our strengths and weaknesses, our likes and dislikes.
- Developing self awareness can help us in recognising when we are stressed or feel under pressure.
- It is often pre-requisite to effective communication and interpersonal relations as well as for developing empathy for others.

EMPATHY:

- It is the ability to understand what life is like for another person, even in a situation with which we may not be familiar.
- Empathy can help to accept others who may be very different from us.
- This can improve social interactions, especially in situations of ethnic and cultural diversity.
- Empathy can also encourage the adoption of a nurturing attitude towards people in need of care and assistance or tolerance and understanding, as in the case of people on whom they depend for support.

CRITICAL THINKING:

- It is the ability to analyse information and experiences in an objective manner.
- It can contribute to healthy living by helping us in recognising and assessing the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

CREATIVE THINKING:

- It is a novel way of seeing and doing things.
- It consists of four components:
 - Fluency (generating new ideas)
 - Flexibility(shifting perspective easily)
 - Originality (conceiving something new)
 - Elaboration(building on other ideas)

DECISION MAKING:

- It helps us to deal constructively with important issues in our lives and take appropriate action.
- It teaches us how to be proactive in making decisions about our life in relation to a healthy assessment of the different options available and in determining what effects these different decisions are likely to have.

PROBLEM SOLVING:

- It helps us to deal constructively with problems in our lives.
- Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

EFFECTIVE COMMUNICATION:

- It means that we are able to express ourselves clearly and effectively both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express our opinions and desires, and also our needs and fear.
- It means being able ask for advice and help in times of need.

INTERPERSONAL RELATIONSHIP:

- It helps us to relate in positive ways with the people with whom we interact.
- This means being able to maintain friendly relations with family, friends and colleagues, which can be of great important source of social support.
- It also means being able to end relationships constructively without bitterness and anger.

COPING WITH STRESS:

- It means recognising the source of stress in our lives, recognising how stress affects us and acting in ways that help us control these levels of stress by changing our environment or lifestyle and by learning how to relax.

COPING WITH EMOTION:

- It means recognising our emotions as well as those of others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have an effect on our health if we do not respond appropriately.



LIFE SKILLS FOR PROFESSIONALS

POSITIVE THINKING

- Positive thinking is the idea that you can change your life by thinking positively about things.
- You can't change the world, but you can change how you perceive it and how you react to it. And that can change the way that you feel about yourself and others, which can in turn have a huge effect on your well-being.
- Developing Habits of Positive Thinking
 - If you think about positive thinking as 'being happy', it is much easier to work out what you should do to develop habits based on it.
 1. Meditation
 2. Writing
 3. Play



WARNING! DON'T FORCE IT

- Positive thinking is good. But you should not try to use it to block out everything negative that happens in your life.
- Sometimes bad stuff happens, and you will feel down about it. It's no good pretending that you don't because forced positive thinking can be counterproductive.
- What you need to avoid is the 'developing disaster' scenario (the 'my life is a total disaster' tape that plays in your head).
- The best way to do that is NOT to tell yourself that your life is perfect. Instead, you need to recognise what has gone wrong but set it in context.
- For example:
- "Yes, I'm having a bad day, but tomorrow will be better. I will go home now and I will be able to think of a solution to the problem in the morning when I am less tired."
- Tamar Chamsky, a clinical psychologist, calls this 'Possible Thinking', and research suggests that it is the best way to recover from difficult events.

QUICK TIPS TO ENABLE POSITIVE THINKING:

- *Gain Control of Yourself*
- *Don't Be A Complainer*
- *Learn to Relax*
- *Boost Your Own Morale*
- *Congratulate Yourself*
- *Learn to Channel Nerves and Tension Positively*
- *Learn to be Assertive*

RIGHT ATTITUDE

- Attitude is how we respond, towards a person, idea or object and situation
- A predisposition to respond positively or negatively to any stimuli
- Attitude often arise from the environment, experiences and conscious learning
- If we are not self aware, we cannot correct negative attitudes

ATTENTION TO DETAIL

This includes

- checking for accuracy of facts and figures
- checking for completion of data and task
- checking for consistency in modus operandi

Paying attention to details makes one a competent professional

HAVING THE BIG PICTURE

- But to be a good leader, or master of the situation , one should look at the larger picture – “not seeing the forest for the trees”
- It helps one to broaden our vision
- Seeing the bigger picture as well as paying attention to finer details helps one to be a pragmatic leader
- Stories: Farmer & Zen Master; Three stonecutters

LEARNING SKILLS

What is learning skills?

- It helps one to learn, understand and retain.,
- accepting feedback and criticism to improve ones performance.
- It also includes, prioritizing, logical arguments, information gathering, effective communication, project management, time management, decision making, analytical skills, critical thinking, attention to detail, ability to process large amounts of information, and problem solving

RESEARCH SKILLS

- What is Research skills.

Research means systematic investigation for knowledge for a specific topic

- Clifford Woody describes research as “the process of defining and redefining problems; formulating hypothesis, collecting , organizing, and evaluating data; reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the hypothesis.”

PERSEVERENCE

- Steadfastness in doing something despite difficulty or delay in achieving success.
- Perseverance is an essential element when you need to achieve a high level of success.
- It is a great tool to use, and it doesn't require any college education or training.
- It comes naturally and requires a strong will.
- It requires a higher level of patience to develop perseverance in you.

SETTING GOALS AND ACHIEVEING THEM

- A goal is the intended outcome of a task
- Helps to be more productive and have job satisfaction.
- Before setting goals, get clarity with respect to two important points
 1. Why is this goal important?- big picture
 2. Is this goal about proving yourself or improving yourself

S.M.A.R.T. GOALS

- SPECIFIC
- MEASURABLE
- ATTAINABLE
- RELEVANT
- TIME-BOUND

USEFUL TIPS FOR PURSUING GOALS

- Choose only a few goals at any time; need to prioritize
- Make sure that these goals pass the S.M.A.R.T criteria
- Anticipate setbacks and visualize the steps that help you overcome them
- Set deadlines and review progress
- Adopt Kaizen; take 'small steps everyday' towards your goal

HELPING OTHERS

- **1. Helping makes you feel connected.**
- **2. Helping can build new skills.**
- **3. Helping makes you grateful.**
- **4. Helping creates new relationships — and improves the ones you have.**
- **5. Helping makes you live longer.**
- **6. Helping can expand your identity.**
- **7. Helping builds your reputation as a giver.**
- **8. Helping boosts your self-esteem.**
- **9. Not helping can stress you out.**
- **10. Helping builds your resume.**

LEADERSHIP

- Leadership is the ability to lead or guide people towards the accomplishment of a common goal.
- A leader is one who knows the way, goes the way and shows the way. Leaders lead people by their influence and charisma rather than authority.

MOTIVATION

- Motivation is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life.
- Understanding and developing your self-motivation can help you to take control of many other aspects of your life.
- Motivation is one of the three areas of personal skills that are integral to the concept of emotional intelligence.
- Daniel Goleman, the author of several seminal books on Emotional Intelligence, identified four elements that make up motivation:
 - **Personal drive to achieve**, the desire to improve or to meet certain standards;
 - **Commitment** to personal or organisational goals;
 - **Initiative**, which he defined as ‘readiness to act on opportunities’; and
 - **Optimism**, the ability to keep going and pursue goals in the face of setbacks. This is also known as resilience.

SELF MOTIVATION AND MOTIVATING OTHERS

- Self-motivation is, in its simplest form, the force that drives you to do things.
- The topic of self-motivation, however, is far from simple.
- People can be motivated by many things, both internal and external, such as desire to do something, love of someone, or need for money.
- Usually, motivation is a result of several factors.
- The ability to motivate yourself—self-motivation—is an important skill.
- Self-motivation drives people to keep going even in the face of set-backs, to take up opportunities, and to show commitment to what they want to achieve.
- Types of Motivators: Intrinsic and Extrinsic Motivators
 - **Intrinsic** = related to what we **want** to do.
 - **Extrinsic** = related to what we **have** to do.

THE ELEMENTS OF SELF-MOTIVATION

- 1. Personal drive to achieve
- 2. Commitment to goals
- 3. Initiative
- 4. Optimism or resilience

PERSONALITY DEVELOPMENT

- Personality development is actually the development from the organized pattern of attitudes and behaviors which makes an individual distinctive.
 - Don't compare your life
 - Don't have negative thoughts or things you cannot control. Instead invest your energy in the positive present moment
 - Don't waste your precious energy on gossip
 - Dream more while you are awake

INTELLIGENCE QUOTIENT (IQ)

- Intellectual abilities to store, retrieve information, analyze and solve problems
- Eg. PSC and other competitive exams; Aptitude tests

EMOTIONAL QUOTIENT (EQ)

- Ability of a person to manage his emotions
- Daniel Goleman's Book- "Emotional Intelligence"
- Self awareness, Self confidence, Self motivation, Self control, adaptability, commitment, optimism, and a host of other qualities come under EQ

SOCIAL INTELLIGENCE(SQ)

- Social Intelligence refers to the ability of a person to connect positively with others and get along with them.
- Social Intelligence is a part of Gardner's Multiple Intelligence theory



MODULE 2



SELF AWARENESS

- Being aware of the self
- Metacognition, being aware of your thoughts and metamood, being aware of your feelings
- Objective self assessment of your own strengths and weaknesses
- Accepting yourself and being confident
- Daniel Goleman, emotional awareness means;
- Being able to recognize and name own emotions
- Understanding the causes of feelings
- Recognizing the difference between feelings and actions

Story-Belligerant Samurai and Zen master

NEED OF SELF AWARENESS

- More productive in the classroom and at home.
- Better communication with teachers and peers.
- More confidence.
- More satisfaction with performance.
- Lead to happier and healthier students.
- Increased self-awareness leads to more self-care in medical students.
- A better understanding of one's strengths and capabilities along with a boost to emotional intelligence in law students.

HOW TO IMPROVE SELF AWARENESS



CREATE SPACE AND TIME

- Connect with yourself daily
- Avoid digital distractions
- Carve out solitude



PRACTISE MINDFULNESS

- Pay attention to your inner state as it arises
- Try mindful walking, eating, listening



JOURNAL YOUR AWARENESS

- Process your thoughts through writing
- Record your inner states



PRACTISE LISTENING

- Pay attention to speaker
- Observe emotions and body language
- Don't judge or evaluate



GAIN A DIFFERENT PERSPECTIVE

- Ask for feedback

COPING WITH STRESS AND EMOTIONS

WHAT is Stress?

Stress is something we experience when we face a situation & our ability to cope is challenged. We feel we've lost control of events. It is also a perceived threat or imaginary fear.

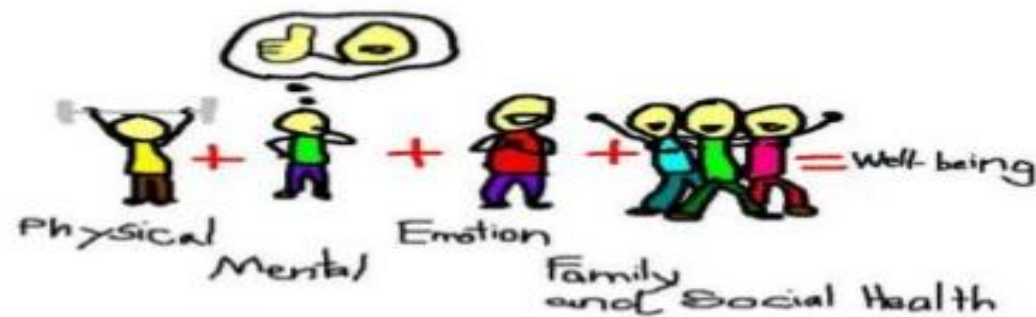
Response: Flight or Fight

Good stress (Manageable stress) – helps us in preparedness, taking action.

Bad stress (Unmanageable stress) – Negative impact on our well being.

Manifestation of Stress:

1. Mind (*Cognition*)
2. *Emotions*
3. Body (Physical response)
4. Behavior (How we act)
5. Spirituality
6. Work life & Personal life



Stress negatively impacts WELL-BEING

COPING WITH STRESS AND EMOTIONS

- Recognizing effects of emotion on others and ourselves.
- Being aware of how emotions influence behaviours.
- Able to respond to emotions appropriately.

HUMAN VALUES

- Values are our **choices in life to promote well being**
- Principles that reflect one's judgment of what is important in life – **efficiency, competence, self-reliance, confidence and innovation.**
- Ethical values are those that govern virtuous behaviour – **honesty, integrity, service, sharing, caring, empathy etc.**
- Some values assume priority over others depending upon the need levels of the individual

TOOLS AND TECHNIQUES OF SELF AWARENESS

- Questionnaires
- Journaling
- Reflective questions
- Meditation
- Mindfulness
- Psychometric tests
- Feedback

QUESTIONNAIRES

- According to Odendaal et al (in Noeth 1990:131), a questionnaire comprises a list of questions concerning a specific subject to which answers must be provided.
- A questionnaire is used by researchers in order to gather required information
- The purpose of this questionnaire is to determine your competency and skills in different fields.
- This knowledge will help you to identify those competencies and skills which may possibly cause you.
- Example Question: **I worry about my schoolwork**
- Answer: **Yes or No**
- If you have marked A, it means that you worry about your schoolwork. If you have marked B, it means that you do not worry about your schoolwork.
- **REMEMBER** that you must answer whatever is true as far as you are concerned and not answer to please other people problems. By giving the required attention to them, you may improve them.

JOURNALING

- As everyone continues to ask: in the digital age, what is the use of the written word? Well, one of them is self-awareness.
- In the way society is structured today, there is just very little to no avenue to express self-awareness.
- Keeping a journal helps you keep track of your thoughts.
- The simple act of writing down how you feel aligns your mind, body, and spirit.
- It is true that one must never underestimate the power of the



REFLECTIVE QUESTIONS

- It may sound too simple, but thoughtful questions are useful self-awareness tools.
- You must practice the habit of asking yourself questions that prompt introspection.
- Jot down at least three reflective questions at the beginning of each day, so you have the entire day to think about them.
- Raising self-awareness is a process of delving inside yourself to understand your place in the world.
- Without conscious contemplation, this is quite impossible.



MEDITATION

- When it comes to connecting with your inner self, nothing is more powerful than meditation.
- Quiet and peace are crucial in realizing your spiritual well-being.
- Of course, it begins with conditioning your physicality to get in touch with your inner essence. The mind and spirit soon follow.
- In the entirely still yet conscious state of meditation, your self-awareness becomes stronger than ever



MINDFULNESS

- So many of us spend our days just running from moment to moment.
- We are busy, have demands coming from several different areas of life, and simply don't feel like there is time to stop and smell the roses.
- However, with a focused effort, we can take the time to slow back down.
- Through mindful living practices, we can find more happiness, joy, and meaning in our lives.
- That said, being mindful is not as easy as it sounds.
- It is a habit that you have to develop.

MINDFULNESS

- A list of eight habits that have helped in the quest to be more mindful.

- #1 Sit in the morning
- #2 Eat mindfully
- #3 Spend time outside
- #4 Meditate
- #5 Focus on one task at a time
- #6 Feel Feelings
- #7 Create Something
- #8 Engage in Physical Activities You are Passionate About



PSYCHOMETRIC TESTS

- Measuring attributes like height, weight, and strength is reasonably simple.
- But what about factors that aren't so easy to measure?
- Traits such as personality, intelligence, attitude, and beliefs are important characteristics to measure and assess.
- One way to gather this information is through psychometric tests.
- Psychometric tests can measure interests, personality, and aptitude.
 - **Interest tests** measure how people differ in their motivation, values, and opinions in relation to their interests.
 - **Personality tests** measure how people differ in their style or manner of doing things, and in the way they interact with their environment and other people.
 - **Aptitude tests** measure how people differ in their ability to perform or carry out different tasks.

FEEDBACK

- The definition of effective feedback as that which is clearly heard, understood and accepted.
- Those are the areas that are within your power. You have no control over whether the recipient chooses to act upon your feedback, so let's put that to one side.
- Develop your feedback skills by using these few rules
 1. Feedback should be about behavior not personality
 2. Feedback should describe the effect of the person's behavior on you
 3. Feedback should be as specific as possible
 4. Feedback should be timely
 5. Pick your moment
- Always thank the person who has given you the feedback.
- They have already seen that you have listened and understood, now accept it.
- Acceptance in this way does not mean that you need to act on it.
- Do them the courtesy of at least giving the matter some consideration.

WHAT IS STRESS?

- **Stress** is the body's reaction to any change that requires an adjustment or response. The body reacts to these changes with physical, mental, and emotional responses.
- **Stress** is a normal part of life.
- You can experience **stress** from your environment, your body, and your thoughts

STRESS MANAGEMENT

- Early man-dangers; extreme weather, wild animals, hostile clansmen etc.
- Choice is “fight” or “flight”
- A cocktail of hormones released into bloodstream like adrenaline and cortisol;
- Preparing the body to respond to the threat and take immediate action by increasing the blood pressure, heart rate, breathing speed, muscle tension, and sharpness of senses
- Today the world is much safer a place to live in
- The “fight” or “flight” response is so deeply ingrained in us
- Our bodies react in the same primitive way
- Thus Stress is the body’s way of responding to any demand or threat it faces
- When body starts responding in such a manner repeatedly, stress becomes harmful and causes damage to your health, career, relationships, personality, and quality of life.

REASONS AND EFFECTS OF STRESS

- Academic or workplace pressures
- Hectic schedules
- Major life changes
- Financial problems
- Family problems
- Pessimism
- Uncertainty
- Negative self-talk
- Perfectionism

IDENTIFYING STRESS

Stress manifests itself in different forms

- **Cognitive effects:** problems with memory and concentration, anxious thoughts, and continuous worrying
- **Emotional effects:** feeling unhappy or depressed, anxiety, irritable behaviour, loneliness, isolation, feeling overwhelmed
- **Physical effects:** unexplained pain, digestive problems, nausea, chest pain, increased heart beat rate, and frequent illness
- **Behavioural effects:** Disrupted appetite and sleep, reduced social interaction, procrastination, substance abuse, and repetitive behaviour like nail biting

STRESS MANAGEMENT TECHNIQUES

- It is impossible to completely avoid stressors in our lives
- It is possible to regulate our responses to them; stress then stays in tolerable limits
- Use a STRESS DIARY.

STRESS MANAGEMENT TECHNIQUE - STRESS DIARY

Recording and analyzing stressors and our responses to them

- Date and Time
- The most recent stressful experience you had
- How happy you feel on a scale of 0 (unhappiest) to 10 (happiest)
- Your current mood
- How effectively you are working now: from 0 (most ineffective) to 10 (most effective)
- Fundamental cause of stress
- The physical symptoms that you felt (butterflies in the stomach, anger, headache, raised pulse rate, sweaty palms, and so on)
- How well you handled the problem; did you solve the problem or made things worse?

FOUR A'S OF STRESS -AVOID

- Avoid- avoid situations and people who cause stress.
- Prior planning and prioritization will help schedule tasks in such a manner to avoid stress

Ex. No to a movie invitation for an assignment

Ex. Leaving early to avoid traffic

FOUR A'S OF STRESS - ALTER

- Alter- continuation of the “avoid” strategy, if you cannot avoid
- Modifying situations in whatever manner possible to reduce stress

FOUR A'S OF STRESS - ACCEPT

- When a stressful situation cannot be avoided or altered, the only choice is to accept it
- This can be done by practicing forgiveness, acknowledge one's own feelings and emotions about the situation, and trying to maintain a positive outlook

FOUR A'S OF STRESS - ADAPT

- Most situations become stressful because of our high expectations
- Ask questions like; Will this matter five years from now?, How important is this in the larger scheme of things?

STRESS MANAGEMENT TECHNIQUES

- Breathing Exercise- regulate breathing and shifting our focus to that rhythm
- Meditation- A practice or technique by which an individual focuses their attention on a particular entity to attain a calm and clear mental state
- Cognitive reframing- adopting a different way of looking at things ex. A tough examination can be seen as catastrophe or as learning experience
- Regular exercise and appropriate diet
- Mindfulness- the practice of being completely aware of and immersed in the present moment without dwelling on the past or having anxious thoughts about the future
- Better Social Relationships- Friends and family can provide us emotional support, encouragement, and taking on our responsibilities when we need time off.

STRESS MANAGEMENT: APPROACHES

- Action Oriented Approach
- Emotion Oriented Approach
- Acceptance Oriented Approach

ACTION ORIENTED APPROACH

- Time Management and Planning
- Delegating/ Learning to say No
- Managing conflict with other people
- Modifying work or home environment

EMOTION ORIENTED APPROACH

- Cognitive reframing
- Positive thinking
- Being aware of thoughts and thereby avoiding unsuitable thoughts
- Using affirmations and visualizations

ACCEPTANCE ORIENTED APPROACH

- Meditation
- Physical Exercise
- Interpersonal connections and social support
- Coping with change

RESILIENCE

- Thomas Alva Edison failing over a thousand times before he could make an incandescent lamp
- Resilient people do not linger on the bad feelings that failure brings; they view failure as an opportunity, reevaluate and move on.
- Resilience has three essential components:
- Challenge- learning to see the adverse situations as an opportunity rather than a catastrophe
- Commitment- commitment to a cause, an ideal, an activity, a person or persons, or oneself; provides the motivation to overcome the current bad situation and move on
- Personal Control- Resilient people dwell on their strengths and take action within their power to mitigate the situation

RESILIENCE

- Identify five people from history who have shown amazing
 - resilience in their personal and public life

GRATITUDE TRAINING

- Writing down the things for which we are thankful
- When we are faced with diversity, we tend to forget that life has given us good things too
- A gratitude journal may be written daily or at regular intervals
- Make a conscious decision to be happier and less stressed

EMOTIONS

- Strong feelings beyond reasoning and k relationships
- Emotion Wheel



d or interpersonal

IDENTIFYING EMOTIONS

- What am I feeling now?
- What are my senses tell me?
- What is it that I want?
- What judgments or conclusions have I made (and are they accurate)?
- What is this emotion telling me?
- How do others feel, and how do I know?

MANAGING EMOTIONS

- Emotions are potent forces that can work for or against you.
- Ex. If you identify that you are feeling sad, you can actively take steps to make yourself happier
- Ex. A friend carelessly tosses away your project idea-you are hurt-heart beat rate increases, muscles stiffen, feel like yelling at him, causing trouble and probably losing friendship-respectfully disagree with him-find a safe outlet for your hurt feelings

HARMFUL WAYS OF DEALING WITH EMOTIONS

- **Denial**- refuses to accept that anything is wrong
- **Withdrawal**- may result in extreme loneliness, misunderstanding, anger, and distorted thinking
- **Bullying**- using force, threats, or ridicule to exert power over others is known as bullying. Bullies feel inferior and try to gain self esteem by making others feel bad
- **Self Harm** – abnormal eating habits, engaging in undue risks
- **Substance abuse** – alcohol and other drugs

PATH METHOD OF EMOTION MANAGEMENT

- Pause-take a break from the situation
- Acknowledge-your feeling, understand that they are legitimate
- Think-what can you do to improve the situation?
- Help-take action to help yourself

RELAXATION TECHNIQUES

- Breath Focus
- Body scan-breathe deeply, focus on one body part
- Guided imagery- imagine soothing scenes, places or experiences
- Mindfulness mediation-sit comfortably, focus on your breathing

MODULE III

PART -I



- Creativity
- Critical Thinking
- Collaboration
- Problem Solving
- Decision Making
- Need for Creativity in the 21st century
- Imagination
- Intuition
- Experience
- Sources of Creativity
- Lateral Thinking
- Myths of creativity
- Critical thinking Vs Creative thinking
- Functions of Left Brain & Right brain
- Convergent & Divergent Thinking
- Critical reading & Multiple Intelligence

CREATIVITY

- Creativity is the skill of producing something new and valuable; be it a product, an idea, a concept, a process or a solution to a problem.
- It involves the ability to acquire knowledge, break it down and rearrange it in a different manner to generate something new and valuable.
- A creative person is able to use the existing knowledge in new ways to search for all the possible solutions to the problems he confronts with.
- Creative feelings cannot always be expressed in words.

In short, creativity is

- A basic capability of the human brain.
- A skill which can be learned and improved.
- The product of disciplined thinking.
- The result of being open to experiences and thinking about them.
- A process that involves trial and error. Creative people learn from experiences

CRITICAL THINKING

- Critical thinking is clear, rational and disciplined thinking where the thinker is open to recognize and raise the efficiency of thought process. It is a tool to improve one's thinking capacity.
- Critical thinkers analyze, unify and evaluate what is heard, seen or read by them.

COLLABORATION

- Collaboration skills are what enable you to work well with others. Most work environments require collaboration, so these skills are essential.
- These skills include understanding a variety of perspectives, managing priorities from everyone in the group, and meeting expectations as a reliable member of a team.
- Successful collaboration requires a cooperative spirit and mutual respect.
- Employers typically seek employees that function effectively as part of a team and are willing to balance personal achievement with group goals.

PROBLEM SOLVING

- Problems are obstacles thrown in front of us to hamper our progress. These problems must be solved and overcome.
- Problems can arise in personal, professional and social contexts. Some problems can be solved alone, some can be by collective thought and some by using external aids.
- Problem solving requires a number of different thinking styles. Some problems require critical thinking while others need creative thinking styles.
- There is a problem solving cycle which has been identified by **Bransford and Stein and is known as the IDEAL model.**

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2. Definition of Goals

Defining the goals of the solution is important to decide the direction of the problem solving process. There must be clear understanding of what the requirement is. The constraints, various interests, etc must be taken for consideration in this step.

PROBLEM SOLVING

3. Exploration of Possible Strategies

This stage needs a considerable amount of iteration. There are several methods like formal and informal for the generation of alternatives. The goals, constraints and interests must be constantly re analysed with respect to the strategy we adopt for problem solving. Every possible strategy must be tried before we take a decision.

4. Anticipation of Outcomes and Action

Every possible outcome must be analysed after deciding a strategy. The already fixed strategy may have to be modified or even discarded. Inappropriate assumptions which were made earlier can be rectified in this stage.

5. Learning through Retrospection

This is the key for all the possible and further progress. It helps to understand the mistake we made and learn from the past experiences. This helps in adopting the most suitable strategy in future.

DECISION MAKING

- In its simplest sense, decision-making is the act of choosing between two or more courses of action.
- In the wider process of problem-solving, decision-making involves choosing between possible solutions to a problem.
- Decisions can be made through either an intuitive or reasoned process, or a combination of the two.
- Decisions need to be capable of being implemented, whether on a personal or organizational level.
- You do, therefore, need to be committed to the decision personally, and be able to persuade others of its merits.

NEED FOR CREATIVITY IN THE 21ST CENTURY

- Learning is complete and holistic only when a student is able to effectively perform and fulfil his/her responsibilities and duties towards self, school, family, society and above all, the nation.
- The goal is to enable today's student to be a good citizen and a responsible human-being who is well-aware of his potential and competence.
- Simply teaching to test or learning for exams is not going to help a student face everyday life situations.
- 21st Century Skills are key to the empowerment of Children and adolescents to deal with the issues and concerns related to their life.
- They experience a number of feelings, many of which are related to their growth and development from childhood to adolescence and beyond.
- These are important for Children with Special Needs for developing their independence in their home, school, and community environments.

IMAGINATION

- Imagination is the ability to see the impossible or unreal.
- To do something in a different way, we often rely upon imagination.
- In creativity, we need to focus on ideas which might be possible.
- Imagination requires less actual knowledge and it relies rarely on facts.
- The ability to imagine one's self in another person's place is very important to social relations and understanding.
- Albert Einstein said, "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world".
- A vivid imagination is more than dreaming up movie stories.
- It is the origin of creativity and innovation, expressed in everything from technology and science to arts and literature.
- Working on your powers of imagination will help you think outside the box – a useful skill at both in academics and work.
- Though some people are more naturally imaginative than others, there are ways you can cultivate your creative juices.

IMPROVING IMAGINATION SKILLS

- **Turn off the TV / watch less movies.**
- **Try to avoid time wasting activities.**
- **Read creative literature and watch creative films.**
- **Listen to music without lyrics.**
- **Write for fun.**
- **Try visual art forms.**
- **Learn a musical instrument.**
- **Decorate your home.**
- **Have stimulating conversations.**
- **Do something boring.**

INTUITION

- Intuition is the ability to know something without using reasoning or rational thinking.
- It is knowledge that we never consciously know that we had.
- All the experiences we receive store in our mind without our attention.
- It is believed that these stored experiences will help us in problematic situations.
- The sub conscious mind helps us connecting the stored information and provides solutions for the problems we face.
- Intuition represents non linear thinking where the mind makes a jump from the known and predictable to the unknown and unpredictable.
- Intuition can be systematically developed and trained.

EXPERIENCE

- Experience is the source from which we acquire knowledge.
- Our brain develops databases through different experiences and knowledge is increased by our experiences.
- People with more experience are usually more creative.
- People who are more experienced are intellectually curious, comfortable with expressing and experiencing emotions and willing to try new things.

SOURCES OF CREATIVITY

- Creativity is expressed in many different ways and situations.
- **It is widely accepted that creativity is a product of the interplay of three components – knowledge, creative thinking skills and motivation.**

LATERAL THINKING

- Lateral thinking is a term coined by Edward de Bono.
- It represents a way of problem solving by an indirect and non sequential method using reasoning.
- It is a process that starts with the generation of new ideas.
- The logical continuity of steps to reach and solve a problem is not important here.

According to Edward de Bono, 4 types of thinking tools are used for lateral thinking, and are,

1. Idea generating tools to break routine thinking patterns.
2. Focus tools to identify new focus areas or ideas.
3. Harvest tools to create more value from the ideas generated.
4. Treatment tools to consider real world constraints and opportunities.

MYTHS OF CREATIVITY

- Most people think creativity is divinely-inspired, unpredictable and bestowed on only a lucky few.
- There are a lot of popular myths about business creativity, yet none of them have much scientific evidence. A new study based on the latest research-- "The Myths of Creativity," by David Burkus -- helps demystify what's behind the forces and processes that drive innovation.
- Burkus' research supports what I have always believed -- that with the proper training, anyone with a common-sense mindset grounded in reality can deliver creative and innovative new ideas, projects, processes, and programs.
- The first step is to not limit your thinking.

MYTHS OF CREATIVITY

- Ten long-standing myths about creative thinking
- **1. Eureka myth.**
- **2. Breed myth.**
- **3. Originality myth.**
- **4. Expert myth.**
- **5. Incentive myth.**
- **6. Lone Creator myth.**
- **7. Brainstorming myth.**
- **8. Cohesive myth.**
- **9. Constraints myth.**
- **10. Mousetrap myth.**

CRITICAL THINKING VS CREATIVE THINKING

CRITICAL THINKING	CREATIVE THINKING
Mostly linear	Often non linear
Selective (works by elimination)	Generative (generates new possibilities)
Converges towards single answer	Moves away from a single answer
Looks for correct answer	Looks for possibilities
Remains objective and logical	Suspends judgments

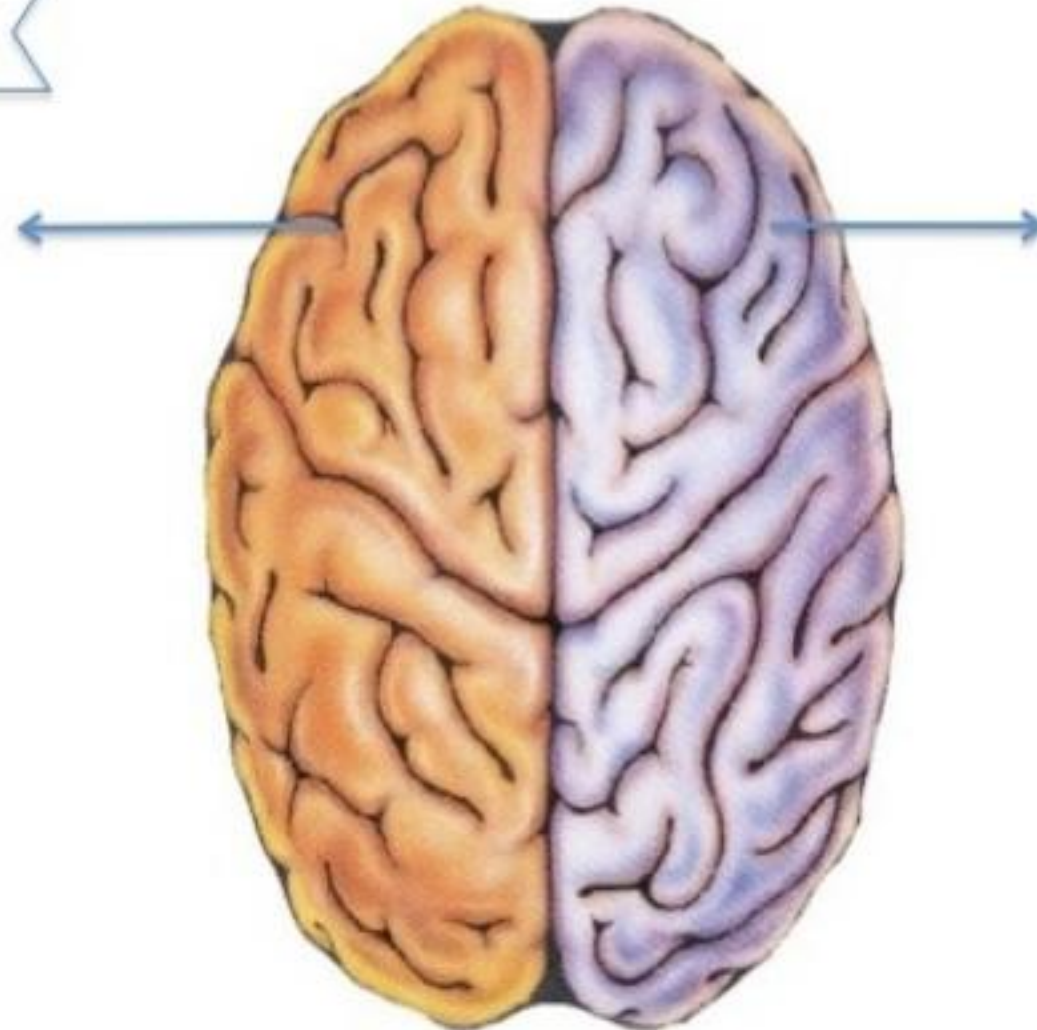
THE HUMAN BRAIN

- *The human brain is divided into two distinct cerebral hemisphere connected by the corpus callosum which give as right brain VS left brain functions.*
- The sides resemble each other but the functions of each side are distinctly different.
- Broad generalizations are made in popular psychology about certain function on one side or the other.
- Actually, scientists continue to explore how some cognitive functions tend to be dominated by one side or the other, that is, how they are lateralized.
- The left side of your brain controls the right side of your body and vice versa for the right side.
- Different parts of the brains control different functions of the body.

LEFT BRAIN VS RIGHT BRAIN



Analytical
Logical
Precise
Repetitive
Organized
Details
Scientific
Detached
Literal
Sequential



Creative
Imaginative
General
Intuitive
Conceptual
Big picture
Heuristic
Empathetic
Figurative
Irregular

LEFT BRAIN & RIGHT BRAIN

LEFT BRAIN	RIGHT BRAIN
1. Responsible for the 3R's(Reading, wRiting and aRithmetic)	1. The sensory, spatial and synthesising part.
2. Information processed linearly. Arranges pieces of data logically before reaching to conclusions (from parts to whole).	2. Information processed holistically. Proceeds from the answer to the details (from whole to parts)
3. Controls feelings and emphasizes logic.	3. Acknowledging feelings and emotions.
4. Tasks are processed sequentially. Completes tasks in order. Responds well to schedules and lists. Comfortable with planning and structuring.	4. Tasks are processed randomly. Not systematic and changes from one task to the other.
5. Skillful in processing data represented by symbols and numbers.	5. Skillful at processing concrete concepts.
6. Logical. It sees cause and effect. Looks for logical conclusions when confronting with too many issues.	6. Intuitive. Sees correspondences and similarities.
7. Prefers validated and quantified data.	7. Prefers elusive and uncertain ideas.
8. Skillful at seeing differences and dissimilarities. Works by contrast.	8 Skillful at seeing underlying similarities.
9. Highly verbal. Responds better to verbal instructions.	9 Predominantly non verbal. Responds well to visual/graphical instructions.
10. Responsible for optimism and jolliness	10 Emotive and pessimistic.

CONVERGENT & DIVERGENT THINKING

- **Convergent thinking** refers to the ability of a person to arrive at a single and the most appropriate and often correct answer to a question.
- The questions in this case do not demand much creativity. The emphasis here is on speed, accuracy, logic, etc.
- It is a good problem solving tool. Critical thinking is an example for convergent thinking.
- **Divergent thinking** is the opposite of convergent thinking. It is a thought process works by generating and exploring different alternatives for a single problem.
- The thought process is non linear and spontaneous. Creative thinking is an example for this.
- Divergent thinking is associated with personality traits such as curiosity, persistence and openness to risks.

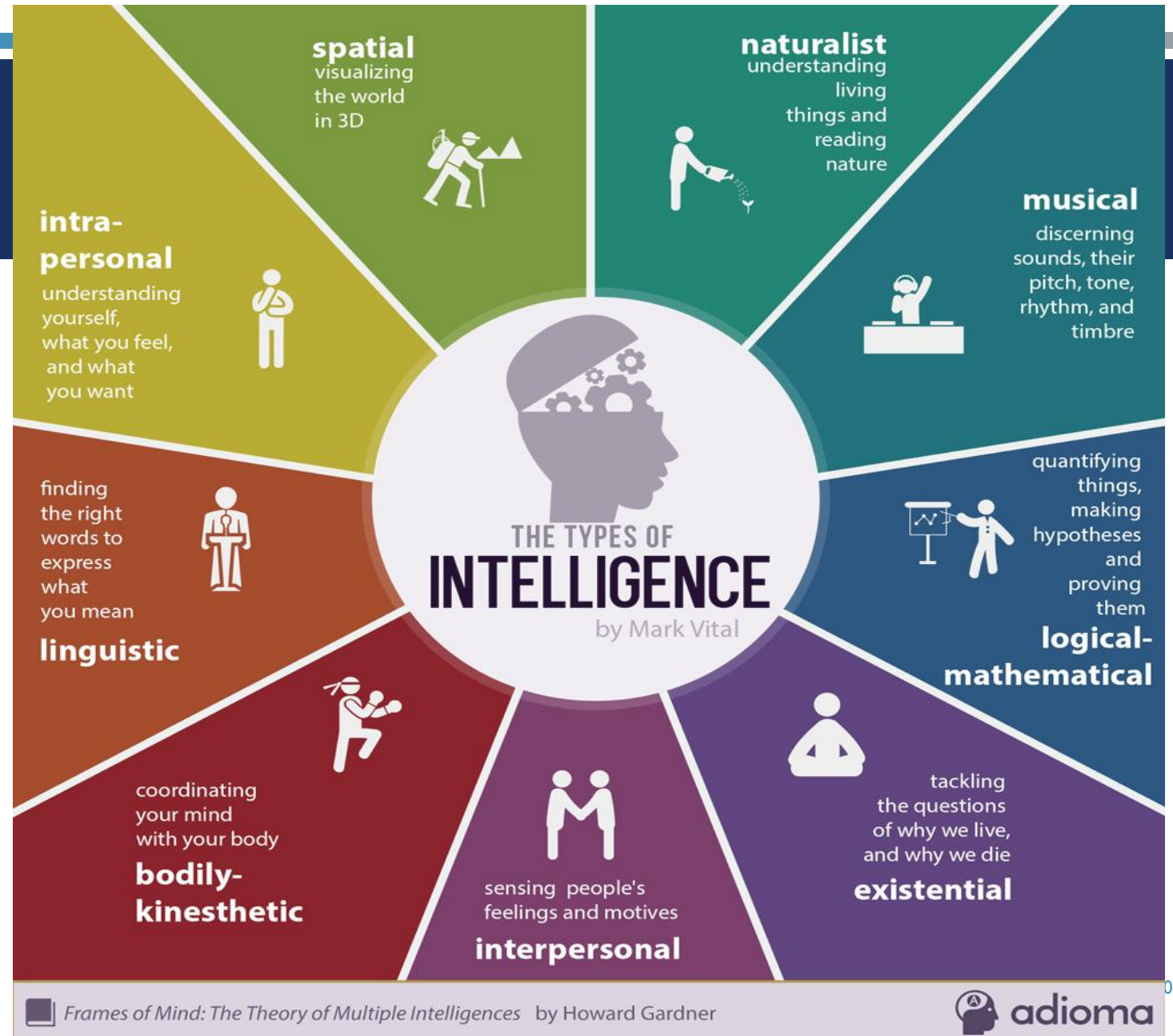
CRITICAL READING

- Critical reading skills play an important role in the success of a student.
- A student who has excellent critical reading skills is able to evaluate a piece of writing as he or she reads.
- Also, a critical reader asks questions about the validity of facts in a written piece.
- In short, a critical reader is the opposite of a passive reader.
- Critical reading skills help students to figure out the meaning behind a piece of writing.
- This skill can be especially helpful to a student when answering essay questions on an exam.

MULTIPLE INTELLIGENCE

- Multiple Intelligences is Howard Gardner's psychological theory about people and their different types of intelligences (logical, visual, musical, etc.).
- There are seven Intelligences that each person has.
- A person may have two or more dominant intelligences, and maybe there are some individuals who have a balance of all seven intelligences.
- Howard Gardner initially formulated a list of seven intelligences.
- His listing was provisional.
- The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.

TYPES OF MULTIPLE INTELLIGENCE



STEPS IN PROBLEM SOLVING

- Problem Solving Techniques
- Six Thinking Hats
- Mind Mapping
- Forced Connections
- Analytical Thinking
- Numeric, symbolic, and graphic reasoning
- Scientific temperament
- Logical thinking.

PROBLEM SOLVING TECHNIQUES

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SIX THINKING HATS

- The Six Thinking Hats method was put forward by Edward de Bono. This method helps us analyse and structure our thought process.
- According to de Bono, we are capable of different thinking styles. These styles are represented by imaginary hats, each hat with different colour. By mentally wearing and switching hats, it is easier to move from one thinking style to another.

I. The White Hat

- It is the hat of facts and data. When wearing a mental white hat, we must focus on analysing the available data and infer the information from them.
- **E.g. *There are hundred varieties of animals in this zoo.***

SIX THINKING HATS

2.The Red Hat

- It is the hat of feelings and emotions. When wearing a red mental hat, we are free to focus on insights, anxieties, feelings, etc.
- *E.g. I feel worried about their safety.*

3.The Blue Hat

- It is the hat of process control. When wearing the blue hat, it is about the thought process itself that we think- whether are we approaching the problem in the right way, what are all the ground rules and whether the current thinking is productive. The blue hat initiates the discussion, controls its flow and sums it up to provide the bigger picture.
- *E.g. How are we planning to market this product?*

4.The Yellow Hat

- It is the hat of optimism and positivity. We take a logically optimistic view of the problem when we wear a yellow hat. The benefits, feasibility, positive assets, etc are evaluated in this.
- *E.g. Such low product cost will raise profit.*

SIX THINKING HATS

5. The Green Hat

- It is the hat of creativity. We can think and act creatively. We are encouraged to go beyond the limits we set for ourselves. Out of the box solutions come from green hat thinking.
- ***E.g. If we can pack this product as a new budget option, we can attract more customers.***

6. The Black Hat

- It is the hat of caution and critical thinking. We can reflect on how an idea wouldn't work in the current context. The black hat is important for decision making, but it should be used moderately.
- ***E.g. With such low price, we cannot assure quality.***

ADVANTAGES OF SIX THINKING HATS

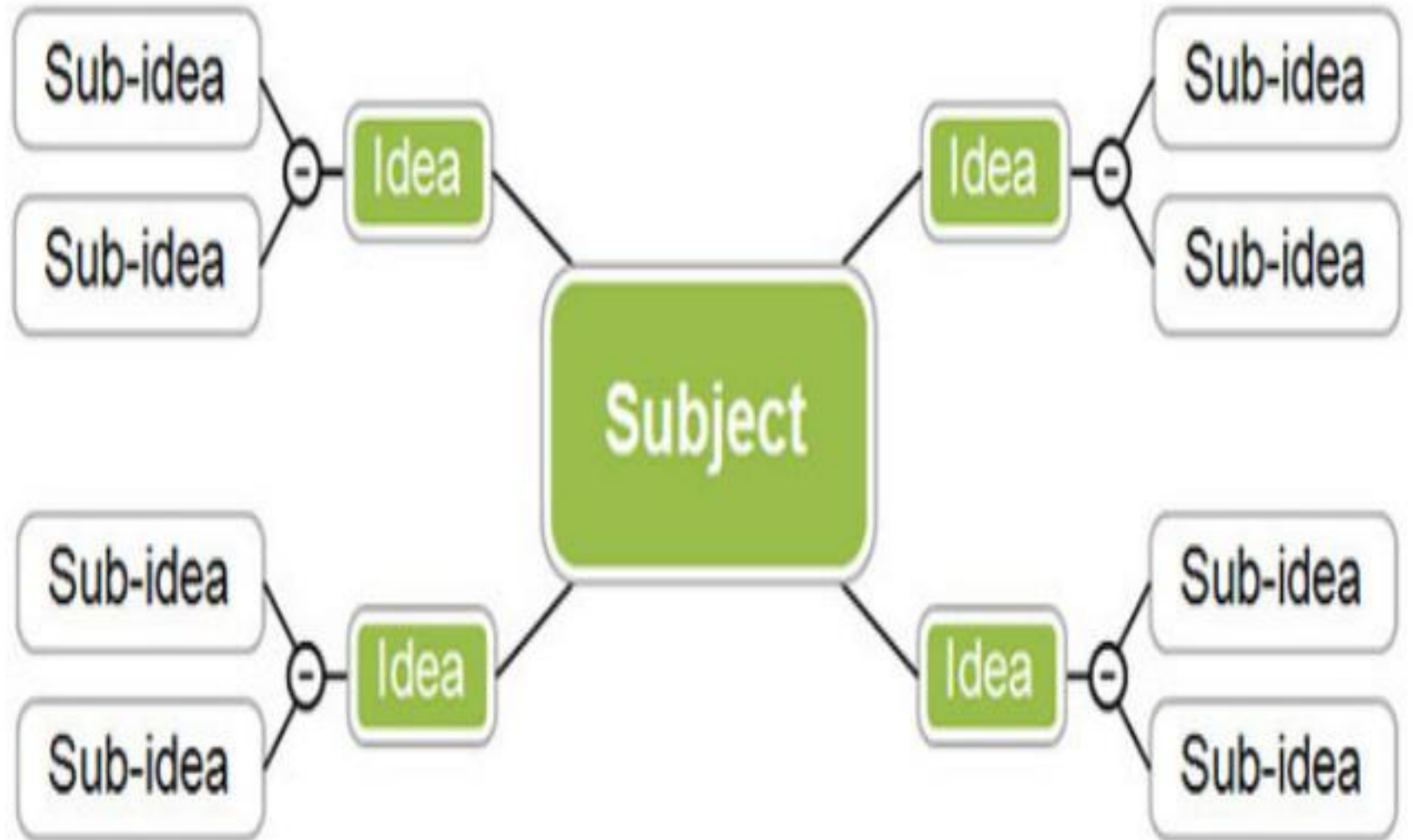
Advantages of Six Thinking Hats

- 1. Saves time in meetings
- 2. Eliminates personality conflicts in meetings
- 3. Helps to separate each aspect of problems, i.e. emotions, facts, etc.
- 4. Improves performance of individuals and teams
- 5. Helps in preparing for changes
- 6. Improves clarity and conciseness in communication.
- 7. Parallel thought is encouraged

MIND MAPPING

- The term “mind map” was coined by Tony Buzan in 1970s.
- Mind mapping is a method of pictorially representing information and exploring new ideas and concepts.
- It represents the hierarchy/ interrelationships of new ideas and concepts in the form of a picture or network.
- It is a spider diagram which “maps” information.
- A mind map usually has a central theme which is written prominently or drawn as an image at the centre of a blank page.
- Major ideas related to the central theme are placed around the central idea and are represented by words, phrases or pictures and connected to the central idea.
- Each major idea has smaller ideas, and those are placed in branched or hierarchical structures.
- Connections among these can be had with lines, arrows, etc. Use of colours, images, etc. adds effectiveness.

MIND MAPPING



MIND MAPPING



USES OF MIND MAPPING

- Mind maps are used by many companies like IBM, Walt Disney, Microsoft, etc.
- Mind maps are used for business presentations.
- It promotes creative and critical thinking processes.
- It can be used for educational purposes like taking classes, taking down notes, etc.
- It can be used for training purposes.

RULES FOR MIND MAPPING

- Start at the centre of a blank page and place the central idea there.
- Use a picture to represent the central idea, if possible.
- Use colours.
- Make the branches curved rather than using straight lines.
- There should be only one keyword per line.
- Images can be used.
- Develop your own style of mind mapping, if needed.

ADVANTAGES OF MIND MAPPING

- Both hemispheres of brain become active participants as mind maps have verbal and visual components.
- The storage and retrieval of information become easier for the brain.
- New information can be added easily into the mind map.
- Promotes creative thinking.
- Helps in concentrating on single and central idea.
- Helps in condensing large amount of information into single sheet of paper.

FORCED CONNECTIONS

- Forced connections or forced association is an entertaining and radical way of generating new ideas.
- Forced connections help individuals and groups to breakout the thought patterns that we may get fixed with.
- In this method, the group members are expected to derive or force a connection between the problem at hand and a random object or picture.
- The members can connect any attribute of the object/ picture to the problem, which promotes divergent thinking.
- When the brain considers two different items, it will try to find the possible connections between them.
- This is the basis of forced connection method

ANALYTICAL THINKING

- Systematic problem solving strategies will help us solving the mathematical problems very easily.
- Analytical and logical thinking belong to the category of systematic problem solving.
- In these two, we interconnect the facts given in a problem and the required outcome.

NUMERIC, SYMBOLIC, AND GRAPHIC REASONING

- Problem solving strategies can be used based on the type of problem we confront with, information given, accuracy of the expected result, etc.
- They involve translating the representation of mathematical problem, making educated guesses, pattern searches, using simplifications and so on

Numeric Reasoning

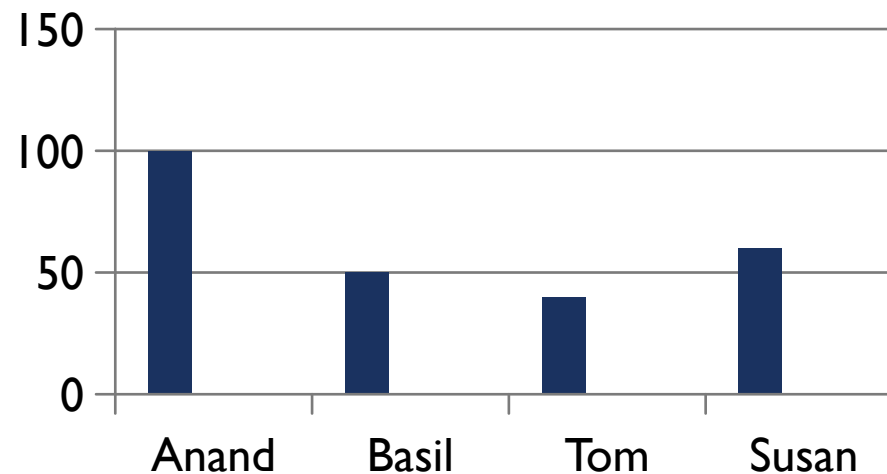
- This strategy can be used effectively for word problems. The information given in word form is written in the form of an expression. The problem is understood in the language of mathematics to model it mathematically.
- ***Example: the minimum charge for an autorikshaw is Rupees 20 for the first two kilometers. Every additional kilometer costs Rupees 4. If I paid Rupees 32 to come to college, how far away is my home?***

If the distance is d , $20+4(d-2) = 32$

■

GRAPHICAL REASONING

- In this strategy, information given in the problem is represented in the form of a picture.
- This can be either a sketch like, conceptual or schematic diagram. Maximum care should be there to draw the diagram.
- Drawing makes it easier to analyse the data and to identify the solution method.
- Example: In a quiz, Anand has 50 points more than Basil, Tom has 60 points less than Anand and Susan is 20 points ahead of Tom. What is the difference in points between Basil and Susan?



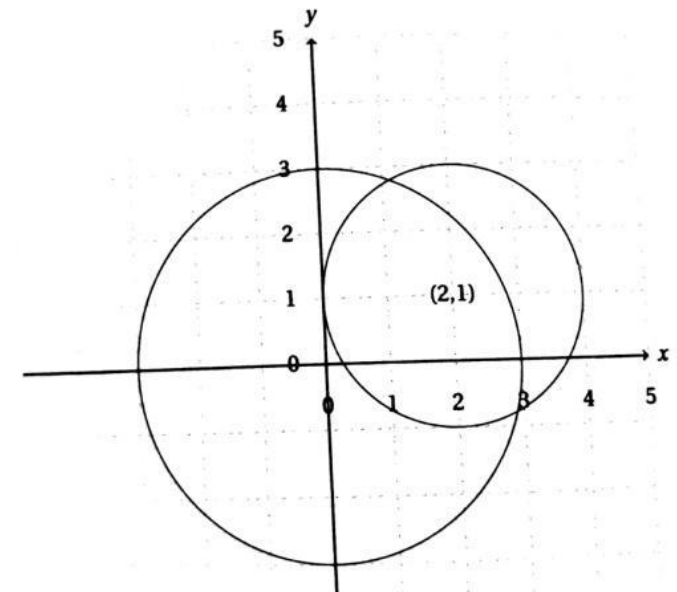
NUMERIC/ALGEBRAIC TO GRAPHICAL FORM

■ The problems that are stated in numeric or algebraic form can be understood and solved better if converted to graphical form. This is especially useful when the problems involve coordinates.

■ **Example: which are the points of intersection of the two circles $x^2+y^2=9$ and $(x-2)^2+(y-1)^2=4$?**

(A)(1.1,2.8),(2.9,-0.8) (B)(-1.1,2.8),(-2.9,0.8) (C)(3.6,1.3),(0.8,2.9) (D)(-3.6,1.3),(-0.8,-2.9)

The figure is based on the data given in the question. Referring to the figure closely we can reach the conclusion that the answer is option (A) (1.1, 2.8), (2.9,-0.8)

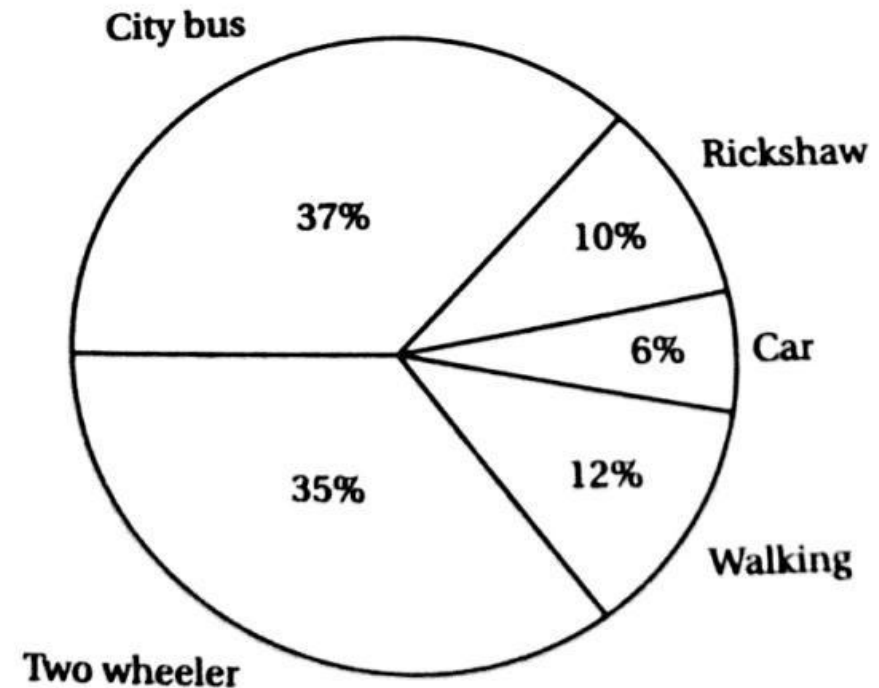


TRANSLATE FROM GRAPHIC TO NUMERIC/ALGEBRAIC TO FORM

- If the question is given in the form of a picture, it can sometimes be translated into numeric/algebraic form that can be handled more easily. This strategy is widely used in reading and interpreting problems involving charts and graphs where data are represented graphically.

TRANSLATE FROM GRAPHIC TO NUMERIC/ALGEBRAIC TO FORM

- **Example:** Our college authority thinks about starting a new college bus. A survey has been conducted among students living along the proposed route. From the pie chart given below, determine the percentage of students likely to use the college bus to travel.
- Form the given data, we can assume that those who use their own vehicles will continue to do so and those who walk to the college live near to the college. Therefore the percentage of students likely to use the college bus is, % possible to travel by college bus = % bus + % rickshaw = $37+10=47\%$



SCIENTIFIC TEMPERAMENT

- Scientific temperament refers to an individual's attitude of logical and rational thinking.
- An individual is considered to have scientific temper if s/he employs a scientific method of decision-making in everyday life.
- The term was first coined by India's first Prime Minister, Jawaharlal Nehru, in his book 'The Discovery of India'.
- *"A Statement on Scientific Temper" prepared by a group of scholars and issued on behalf of the Nehru Centre, Bombay, in July 1981, mentions that "Scientific Temper involves the acceptance, amongst others, on the following premises:*

The method of science provides a viable method of acquiring knowledge;

- The human problems can be understood and solved in terms of knowledge gained through the application of the method of science;
- The fullest use of the method of science in everyday life and in every aspect of human endeavor from ethics to politics and economics is essential for ensuring human survival and progress; and
- That one should accept knowledge gained through the application of the method of science as the closest approximation of truth at that time and question what is incompatible with such knowledge; and that one should from time to time re-examine the basic foundations of contemporary knowledge."

LOGICAL THINKING

- The ability of an individual to think in a disciplined manner or base his thoughts on facts and evidence is known as his logical thinking skills.
- Very simply, logical thinking skills mean incorporating logic into one's thinking process whenever analyzing a problem in order to come up with a solution.
- Logical thinking skills require and involve a progressive analysis, for example, by weighing all available options, using facts and figures, and making important decisions based on the pros and cons.
- They do not take into account the elements of feelings and emotions.
- Logical thinking skills are essential to the health of any workplace environment.
- People at any level can be called and expected to resolve problems that are inherent to the area of their expertise.
- Therefore, the more logical thinking skills are utilized in a workplace; the better will be the decision-making process with fewer mistakes.
- Logical thinking skills help us improve ourselves in many ways, for example, by forcing intellectual self-improvement because you consider hard facts even when you are assessing your own performance.
- They also help you become a better team player because you are unlikely to let your emotions, such as your ego, cloud your judgment.
- They also tend to increase your capability of being creative because you tend to make as many logical connections, across subjects, as possible.
- All these improvements on an individual level tend to translate to organizational success eventually.

HOW TO IMPROVE YOUR LOGICAL THINKING SKILLS

- **Develop the habit of questioning.** Hone your questioning skills and use them everywhere. Whatever information you have collected, whether facts and figures or simply assumptions, verify it all. Check your sources of information and investigate every piece of information that you find even slightly questionable. You must check everything for their authenticity before you begin to evaluate the worth of any such information you have gathered.
- **Adjust your perspective first.** Understand the biases you may have as a human being by determining what exactly they are how they may affect the way you deal with information. Be flexible enough to look at a problem from different perspectives even if they contradict your long-held beliefs. Accept with an open mind and entertain any new information, without any personal biases that you may have.
- **Learn to put it all together effectively.** Try to organize your thoughts whether by writing or by using mind-mapping to help you clarify them first. Examine all information you have, figure out relationships among those bits of collected information, and determine which ones are of highest value. Weigh all your options once you have put them in front of you, and then make a decision or come up with a solution.

MODULE IV

GROUP AND TEAM DYNAMICS



GROUPS AND TEAMS

- While all teams are groups of individuals, not all groups are teams
- Team members work together towards a common goal and share responsibility for the teams success.
- A group is comprised of two or more individuals that share common interests or characteristics, but need not have a common goal.

INTRODUCTION TO GROUPS



- A group is a collection of individuals connected by and within a social relationship.
- The members of the group interact with one another and also with the group as a whole. There will be a purpose of existence of every group.
- Group members identify the purpose of the group and bond together.
- Communication and interaction among group members will be according to formal or informal set of rules and norms.
- When individuals have common goals, common sentiments and greater interactions, they tend to develop attitudes towards each other and consequently they form groups.

CHARACTERISTICS OF A GROUP



- Frequent interaction which includes interpersonal communication and relationship interaction.
- Interdependence among the members and mutual influence.
- Hierarchy, leadership and pattern of rules and norms.
- Common objectives, common beliefs and common expectations regarding outcomes.
- Cohesiveness and unity among members.

STAGES OF GROUP FORMATION

Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning

The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.



STAGES OF GROUP FORMATION

- **Forming** :-This is the first stage in which entry of the new members and orientations to them happen. The members get to know each other. There will be some confusion among the members about the purpose and objective of the group. Discovering the purpose of the group, what is considered as acceptable, etc. are learned in this stage.
- **Storming** :-This stage is characterised by the inevitable conflicts arise in the group. Disagreements on roles, goals and procedures often lead to dissatisfaction. The group members identify that the task at hand are more complicated than expected. The groups will be divided into subgroups. The conflicts among the subgroups will be settled towards the end. Unresolved conflicts after this stage leads to dispersing of the group.

Norming :-The members will reach the expectation level of others and recognize the individual differences. The group begins to organize itself, resolve problems, sharing responsibilities and arriving at consensus. Group members will develop mutual trust and a sense of identity. At the end of this stage, a group structure and a hierarchy will be emerged. Group will become focused on the mission.

Performing :-The group becomes fully functional and matured. The focus in this stage will be on solving any issue through collective work and sharing responsibilities. Members of the group are aware of the drawbacks and weaknesses and try to compensate them. At this point a team can be formed. The entire team work is used to accomplish the goal. Peak performance usually occurs towards the end of the stage.

Adjourning:- Once the common objectives are accomplished, the group often adjourns or ends. Some groups may continue inactively, others may have a planned ending while some other groups naturally end.

GROUP THINKING

- Group thinking is a psychological phenomenon that occurs within a group of people in which the desire for harmony or conformity in the group results in an irrational or dysfunctional decision making.
- Group members try to minimize conflict and reach a consensus by actively suppressing dissenting viewpoints and by isolating themselves from outside influences, without critical evaluation of alternative viewpoints.
- Group thinking requires individuals to avoid raising controversial issues or alternative solutions, and there is loss of individual creativity, uniqueness and independent thinking.

CLARIFYING EXPECTATIONS

- Expectation is a feeling or belief about how good someone or something would turn out to be.
- It includes how a person will behave, how things are going to happen, what is going to be the result, etc. it is necessary to avoid expecting high, as over expectation leads to disappointment if things will not happen as per the expectations.
- While forming a group, the members should be clarified about the possible outcomes and expectations, to avoid disappointment.
- Leaders of the group should spend some time for this.
- The objectives of the group are to be made clear to the new members.

GROUP PROBLEM SOLVING



1. Define the Problem

There should not be any confusion about the task at hand. The team leader must be able to summarize the problem in a single sentence.

2. Analyse the Problem

- While analyzing the problem, the following points can be discussed by the team/group members.
- Is it true that the problem exists?
- How serious the problem is?
- What are the root causes of the problem?
- Have there been previous attempts to solve the problem?
- Do we have sufficient data to generate the solution?
- What is the deadline for the solution?
- Do we have enough experts among us?

3. Set Criteria for Solution

Some of the criteria can be,

- The solution should be workable
- The solution should be economical
- The solution should address the cause of the problem
- The solution should not result in side effects

4. Generate all Possible Solutions

- This is the brainstorming session where all the members bring their ideas to solve the problem. It is important that the solutions are not evaluated at this point. The members can ask questions and clarify the various aspects. The focus here is to generate as many solutions as possible.

5. Evaluate and Select the Best Solution

- In this process, each solution is critically evaluated for its merits and completeness. The following questions can be used to find the potential solution.
- What is the exact nature of each solution?
- Is it possible to implement this with our current resources and workforce?
- Is it economical in the long run?
- Does the solution address the root cause of the problem?

- How well does it meet our criteria?
- Will this bring any side effect?
- Would a combination of result work better?
- A consensus has to be reached by the group members at the end of this process.

6. Implement

It includes the following steps.

- 1. Decide the modus operandi (way of operation)
- 2. Allot individual tasks to team members, based on their expertise/strength
- 3. If necessary and possible, assign tasks to people outside the group
- 4. Decide on how to assess the effectiveness of the solution
- 5. Decide a timeframe
- 6. Execute

CONSENSUS

- Consensus is a general agreement or a collective opinion.
- Achieving group consensus helps effective decision making.
- It helps the team to see the solution to a problem from all the possible angles.
- The team members discuss the subject until each member agrees to the decision.
- Everyone will come to the positive side of agreeing even though different opinions will be there.
- Achieving group consensus is easier with teams of professionals.



GROUP DYNAMICS

GROUP DYNAMICS

Group dynamics refers to the complex interplay of various interactive forces between members of a group. It influences the attitude of members of a group, group performance and its long time survival. It can be synonymously called as group processes.

GROUP DYNAMICS



1. Brainstorming

Process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre. Analysis, discussion, or criticism of the aired ideas is allowed only when the brainstorming session is over and evaluation session begins.

2. Multi voting

Multi voting is a fast method to select the most relevant and popular ideas from a list with the least difficulty and least chances of conflict. The steps involved in multi voting are,

- Number each idea
- Combine similar items if the group agrees and renumber them
- Each member votes multiple times and his ideas will be written on a paper
- Lists are collected and consolidated
- Ideas with maximum votes are identified.

3. Nominal Group Technique (NGT)

NGT involves the following steps,

- Moderator states and clarifies the problem
- Each member thinks independently about the problem and silently writes his ideas on a paper
- Moderator asks for ideas and writes those on a board to make them visible to the others in the group.
- Each recorded idea will be evaluated
- Each member votes for 5 ideas the he thinks the best
- The moderator adds scores of the votes.
- The ideas that are ranked high are chosen.

4. Decision Grid

- In this method, options are listed as rows and factors to be considered as columns. Scores are given for each option/ factor and scores are added. We can understand the relative importance of each factor. If there are numerous factors to be considered, the decision grid will be given on pair wise, i.e. only two alternatives will be given from which a single solution is given as voting.

URGENT

NOT URGENT

IMPORTANT

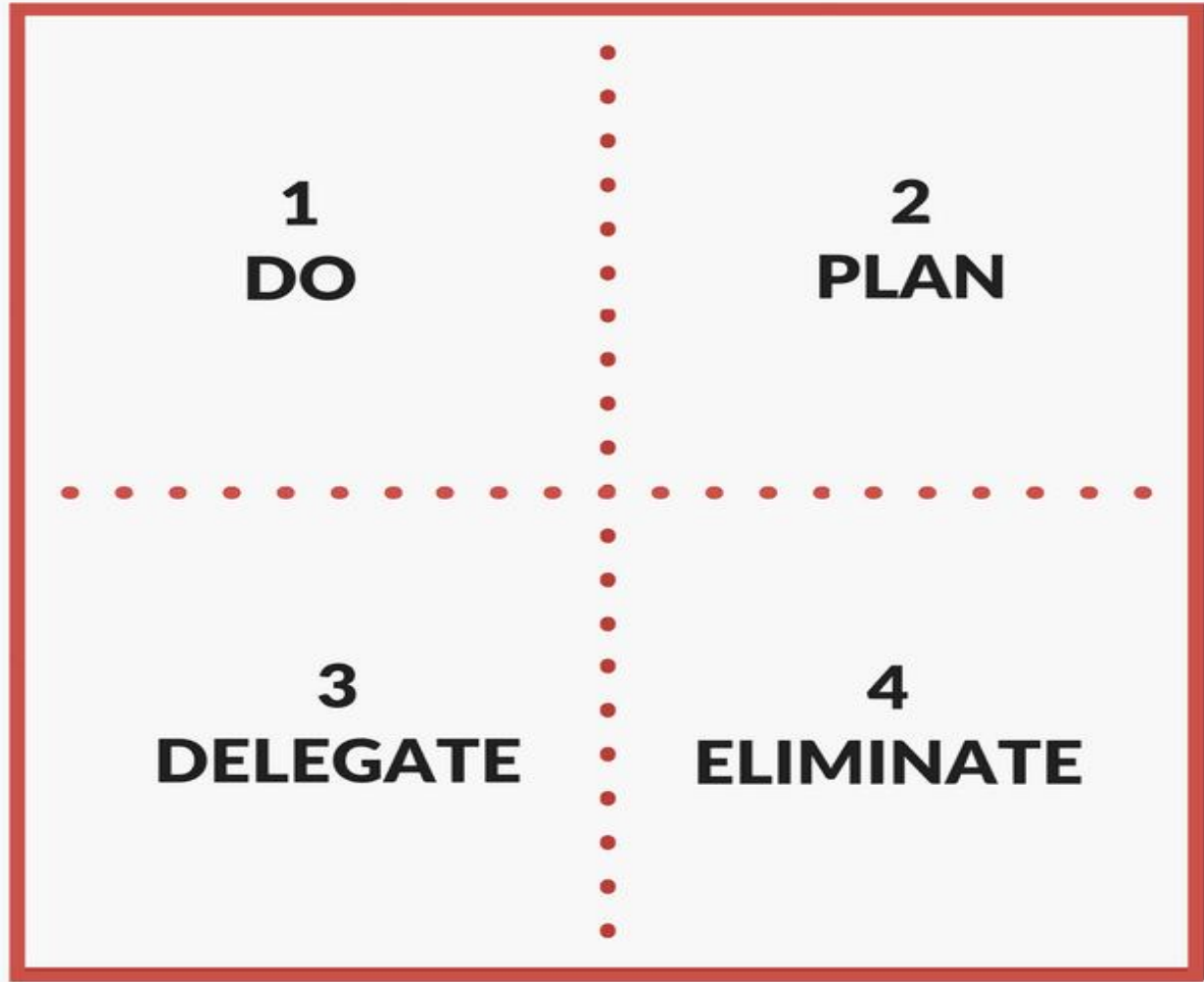
NOT IMPORTANT

**1
DO**

**2
PLAN**

**3
DELEGATE**

**4
ELIMINATE**



DIFFERENCES BETWEEN GROUP AND TEAM

The difference between group and team in the workplace can be drawn clearly on the following grounds:

- There is only one head in a group. A team can have more than one head.
- The group members do not share responsibility, but team members share the responsibility.
- The group focuses on achieving the individual goals. Conversely, the team members focus on achieving the team goals.
- The group produces individual work products. As opposed to, the team who produces collective work products.
- The process of a group is to discuss the problem, then decide and finally delegate the tasks to individual members. On the other hand, a team discusses the problem, then decide the way of solving it and finally do it collectively.
- The group members are independent. Unlike a group, the team members are interdependent

GROUP

TEAM

1	Individual contributions	Synergic contribution
2	Random skills	Complementary skills
3	Works towards common goal	Total commitment to common goals
4	Little sense of ownership among members because they are not much involved in planning the goals	Great sense of ownership because the members have helped in establishing the common goals
5	Little scope for creativity	Opportunity for creativity
6	Individual responsibility	Collective responsibility
7	Diverse culture	Shared culture
8	Shared interest	Mutually agreed interest
9	Conflicts are common	Lesser chance for conflicts
10	Accountable to group leader	Mutual accountability
11	More focus on individual rewards	More focus on shared rewards
12	Less interdependence	High interdependence
13	Leader controls the group	Leader acts as facilitator
14	Lesser coordination, lesser task orientation and lesser collaboration	Greater coordination, task orientation and better collaboration
15	Lesser familiarity among members	Greater familiarity among members
16	Limited awareness about the skills and tasks of other members	Greater awareness about the roles, weaknesses and strengths of other members
17	Cautious approach and limited trust	Candid approach and higher level of trust
18	Lesser chances of appreciating others' efforts	Greater appreciation from team members
19	More concerned with challenges faced by the individual	More concerned with challenges faced by the team
20	Roles and tasks are often fixed	Roles and tasks are rotated as and when required
21	Members think that they are brought together for administrative convenience	Members are aware that individual goals are best achieved through mutual support and working towards team goals

TEAM DYNAMICS

- Team dynamics are the unconscious, psychological forces that influence the direction of behavior and performance of a team.
- Team dynamics are created by the nature of the work of the team, the personalities within the team and their working relationships with other people and the environment in which the team works.
- Team dynamics can be good when they improve overall team performance and get the best out of individual team members.
- They can also be bad when they cause unproductive conflict, demotivation and prevent the team from achieving its goals.

VIRTUAL TEAMS

- A virtual team is constituted by people working together remotely by connected together by digital channels of communication.
- E mails, phones, teleconferencing, software, etc are used as tools for the same.

ADVANTAGES OF VIRTUAL TEAMS

- 1. Getting the best person for the role, irrespective of where they stay.
- 2. People working in different time zones can ensure 24x7 support.
- 3. Team members have greater flexibility and can have better work life balance.
- 4. Women have more opportunities as they can work from home.

FACTORS IN BUILDING AND MANAGING SUCCESSFUL VIRTUAL TEAMS

1. New Perspectives in Human Resource Management

Virtual employees feel less towards the organisation than the in house employees do. So the management should be careful to foster communication among the team members. Also the team members should be asked to express opinions and update them with all the recent and relevant information.

2. A Strong Support Mechanism

Most of the virtual team members work alone and it is a disadvantage when requires help from colleagues. To tackle this, a reliable support network should be effectively maintained. They should be given with communication media also.

3. Better Information Management Systems

Details of work assignments, scheduling and sequencing of tasks within a project, workload tracking, etc have greater significance in virtual context. Management should make sure that the information flow up and down the organisation including the virtual teams also.



4. Coaching, Learning and Development

Initial coaching and training of virtual team members should be done properly at the beginning itself. Remote training programmes can be organized once the members start working as virtual team members. Online seminars, virtual classes, group discussions, etc can be arranged on regular basis.

5. Effective Leadership

The leadership must be able to handle the complexities of managing a virtual team of talents tasks, etc.

6. Access to Electronic and Collaborative Technologies

As the virtual team members won't get chance to meet with each other, share the documents and think together, keeping in touch with the updated online tools is mandatory. Some of the online applications are Squiggle (video), Dropbox (file sharing), Google docs (document management), Skitch or TeamViewer (screen shot sharing), Trello (project and task management), etc.



7. Changing the Organisational Culture

Remote employees, virtual and cross functional teams, work from home, etc are becoming popular. This tends to influence the organizational mindset. Managers should be able to accept the changes in the organizational culture in this regard.

MANAGING TEAM PERFORMANCE

- It can be used to help and fine tune that are already performing well.
- It is based on a new model of teamwork and an instrument which can measure team performance.
- Understanding and subsequently discussing a team's performance is important in managing team performance.
- To work effectively, teams must regularly and objectively review their "teamwork".
- In addition to concentrating on their short term outputs, team members must examine work processes to ensure that the team is working creatively, that the team is effectively promoting itself to others, and so on.
- Successfully managing team performance starts by identifying where the team is performing well and where it needs further development.

- The Team Performance Profile Questionnaire and associated analysis gives team members an objective assessment of how the team is doing.
- It provides opportunities to compare the various viewpoints of team members and outsiders and relate them to the team vision and purpose.
- The diagnosis of the problems is essential.
- Once we know what is wrong, it is usually easy to fix it. While measuring the team performance, the following have to be looked.
 - Individual performance
 - Individual's contribution to the team performance
 - Performance of the entire team

CONFLICT IN TEAMS

- Conflicts in teams aren't always disadvantageous. **Conflicts can benefit teams as follows.**
- Conflicts encourage the expression of new ideas which can lead to new and better ways of doing business.
- Conflicts can also expose weaknesses in operational procedures and policies.
- Conflicts highlight challenges that have the potential to turn into chronic problems if ignored.
- **Conflict becomes negative when,**
- Disagreements are ignored and/or allowed to develop into hostilities.
- Communication becomes unprofessional.


MANAGING CONFLICT

1. Train the staff to resolve conflicts in a professional manner without the intervention of management.

Ensure that each team member knows the protocol for resolving differences with each other in particular situations. The first step in resolving most conflicts is an informal, one-to-one meeting between the parties involved. Discuss the problem from both points of view, suggest solutions and agree on a course of action. If no resolution is made, record the substance of the discussion and make the manager aware of the problem.

2. Intervene and act as an objective third party in the dispute.

Bring the two parties together and mediate a discussion. Ask each team member to explain his/her challenge and the reasons why a resolution was not reached during the earlier meeting between the two parties. If the situation warrants, suggest alternative solutions that might be agreeable to both parties and the team as a whole. If one side is in the wrong according to company rules and procedures, make that judgement and enforce it, but be sure to explain your decision in an objective and constructive manner so that future challenges of a similar nature do not arise. If a resolution cannot be determined at this stage of the conflict, refer it to the team for open discussion.

- 
- **3. Call a team meeting and explain the problem from the point of view of an objective third-party.**
 - Allow each of the two team members engaged in the conflict to add to your description of the situation. Ask each member of the team to contribute their thoughts on the situation with a brief and objective statement, with team goals and company policies and procedures as their primary frame of reference. Come to a group decision and be sure that each team member understands how and why the team has come to this decision. **Record all developments during the meeting and file it for future reference.** Doing so can help resolve future disputes and documents employees who frequently find themselves in situations of conflict.

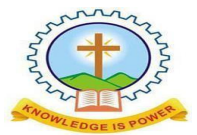
INTRAPRENEURSHIP

- Intrapreneurship is a topic that has become increasingly more popular as large companies struggle to find ways to maintain their competitive edge in this difficult economy.
- Intrapreneurship is similar to entrepreneurship, except that it focuses on ways corporations can act “entrepreneurially” from within established organizations.
- According to a survey by Ernst & Young, internal company entrepreneurs or “intrapreneurs” need specific characteristics in order to lead a rapidly growing organization because “large and well-established companies often comprise rigid structures that can stifle the entrepreneurial spirit.”

Characteristics and skills necessary for becoming a successful intrapreneur include:

- Knowledge of the internal and external environment
- Visionary and willing to challenge the status quo
- Diplomatic and able to lead cross-functional teams
- Ability to build a professional-support network
- Ability to persevere, even in the face of uncertainty.

MODULE 5





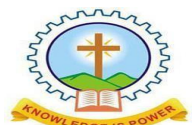
Leadership is the ability to lead or guide people towards the accomplishment of a common goal.

A leader is one who knows the way, goes the way and shows the way.

Leaders lead people by their influence and charisma rather than authority.

**The Life
Skills of
Leaders!**

**Leadership Isn't A Thing You Do...
It's Skills You Develop!**



LEADERSHIP INVOLVES

Vision

Ability to convince others

Ability to inspire others

Providing knowledge and strategy

Coordinating and guiding Balancing the

interests of everyone Being resilient at

times of crises

SKILLS FOR GOOD LEADERS

Strategic Thinking

Developing a vision of where you want to be.

Planning & Delivery

Planning how to achieve your vision and dealing with challenges along the way.

People Management

Finding the right people and motivating them to work towards your vision.

Change Management

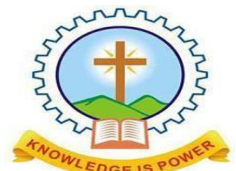
Recognising, responding and managing changes to your vision and plans.

Communication

Working on the best ways to communicate your vision to others and listening to ideas.

Persuasion & Influence

Encouraging others to help you achieve your vision by demonstrating its advantages.



LEADERSHIP FRAMEWORK

The leadership framework consists of three elements – leader, follower and the situation.

- 1. The Leader
- The traits of the leader, his expertise and his societal/ organizational positions are the key factors.
- 2. Followers
- The shared values, norms and extent of bonding between the followers influence how they perform as a group and how they respond to their leader
- 3. Situation
- Nature of the goal to be attained, the level of stress, the stakes and the general environment make each situation unique.
- The interaction between leader and followers depend largely on the situation.

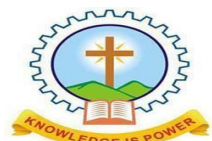
ENTREPRENEURIAL LEADERSHIP

Entrepreneurial leadership is organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by optimising risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment for the benefit of an organisation.

The best leaders empower their employees to act on their vision for the organization.

The entrepreneurial leader executes through inspiration and aligns relationships to achieve common goals.

An entrepreneurial leader will proactively identify opportunities to gain advantage through creativity, innovation and market understanding and hold them responsible to deliver what customers need via the effective management of risk to optimise outcomes for both the organization and the customer.



ENTREPRENEURIAL LEADERSHIP CHARACTERISTICS

1. Communication skills

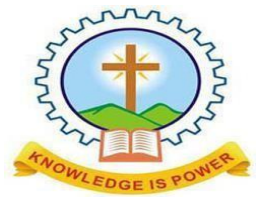
The leader is able to clearly articulate their ideas, and the plan to achieve common goals.

They encourage communication between departments and across levels.

They avoid ambiguities and generalizations, and are able to avoid conflict and misunderstanding due to poor communication.

2. Vision

- A successful entrepreneurial leader has a clear vision.
- He knows exactly where he wants to go and how to get there.
- They communicate their vision to the team and work with them to make the vision a reality.

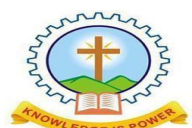


3. Supportive

- An entrepreneurial leader realizes the importance of initiative and reactivity, and they go out of their way to provide all the support that the team needs to achieve their goals.
- The leader usually does not punish employees when they take a calculated risk which misfires.
- Instead, they sit down with employees to analyze what went wrong and work with them to correct the mistakes.

4. Self-belief

- The leader has tremendous belief in themselves and has confidence gained from years of experimenting, at times failing, and learning.
- They are aware of their strengths and weaknesses, and demonstrate their skills without hubris.
- An entrepreneurial leader is very self-assured.



5. SHARES SUCCESS

- When the team or the organization succeeds at something, the leader does not hog the limelight or take all the credit.
- They acknowledge the contribution of others and shares the accolades with them.

6. Involved

- You will not find an entrepreneurial leader cooped up in the office.
- Leaders like to spend time among employees, walk around the factory or department, interact with everyone, and see them doing their job.
- This leader will usually take some time out to informally chat with employees, and understand their work and personal challenges.

7. Create an atmosphere conducive to growth

- With a deep understanding of the importance of other people's contribution to organizational success, the entrepreneurial leader creates an atmosphere that encourages everyone to share ideas, grow, and thrive.
- They actively seek other's opinions, and encourages them to come up with solutions to the problems that they face.
- The entrepreneurial leader also provides positive feedback when employees come forward with an opinion.

8. Honesty

- Honesty is the most important quality of an exceptional leader.
- Entrepreneurial leaders who are honest are able to quickly win the trust of their employees.
- People respect leaders to come across as honest, and are more likely to accept positive or negative feedback and also work harder.

9. Perseverance

- When the going gets tough, the entrepreneurial leader perseveres.
- True entrepreneurs simply don't quit, they keep going till they find what they're looking for.

10. Learning

- The leader not only invests significantly in learning and updating their knowledge, but they also create a learning environment in the organization encouraging others to improve their knowledge, widen their experience, and tackle multiple challenges.
- They encourage employees to think outside the box and come up with creative solutions to problems.

MORAL LEADERSHIP

Moral leadership is a very different kind of leadership. Rather than aspiring to being followed, moral leaders aim to serve.

Instead of showcasing their own skills, moral leaders tend to develop the capacities of others.

A moral leader is always characterized by a deep sense of ethics and is driven by core ideals (such as justice) and is motivated by the pursuit of a higher purpose.

Moral Leadership is also about particular capacities and skills. First of all, moral leaders know how to manage themselves, how to control their egos and how to act with nobility and rectitude.

They are visionary and affect personal change. Moral leaders also have a highly developed sense of emotional intelligence and master key social skills.

They work to overcome obstacles and are skilled at the art of consultation.

They build consensus, navigate diversity and establish unity.

Moral leaders are the conscience (i.e. moral compass) of an enterprise or organization and the glue that holds it together.

VISION OF LEADERSHIP

- **Vision is a *compelling image of an achievable future.***
- Leadership vision is an essential means for focusing attention on what matters most; what you want to accomplish in your life and what kind of leader you wish to be.
- A useful vision has to be rooted in your past, address the future, and deal with today's realities.
- It represents who you are and what you stand for.
- It inspires you, and the people whose commitment you need, to act to make constructive change towards a future you all want to see.



CULTURAL DIMENSIONS IN LEADERSHIP



Leadership in organizations is dictated and determined to a great extent according to a variety of reasons and factors including personality, cultural, country and regional aspects.

However, with globalization and the advent of tighter integration and interconnectedness, there is a need to study how leadership is determined by cultural factors and cultural exchanges between the West and the East play out when determining how leaders behave.

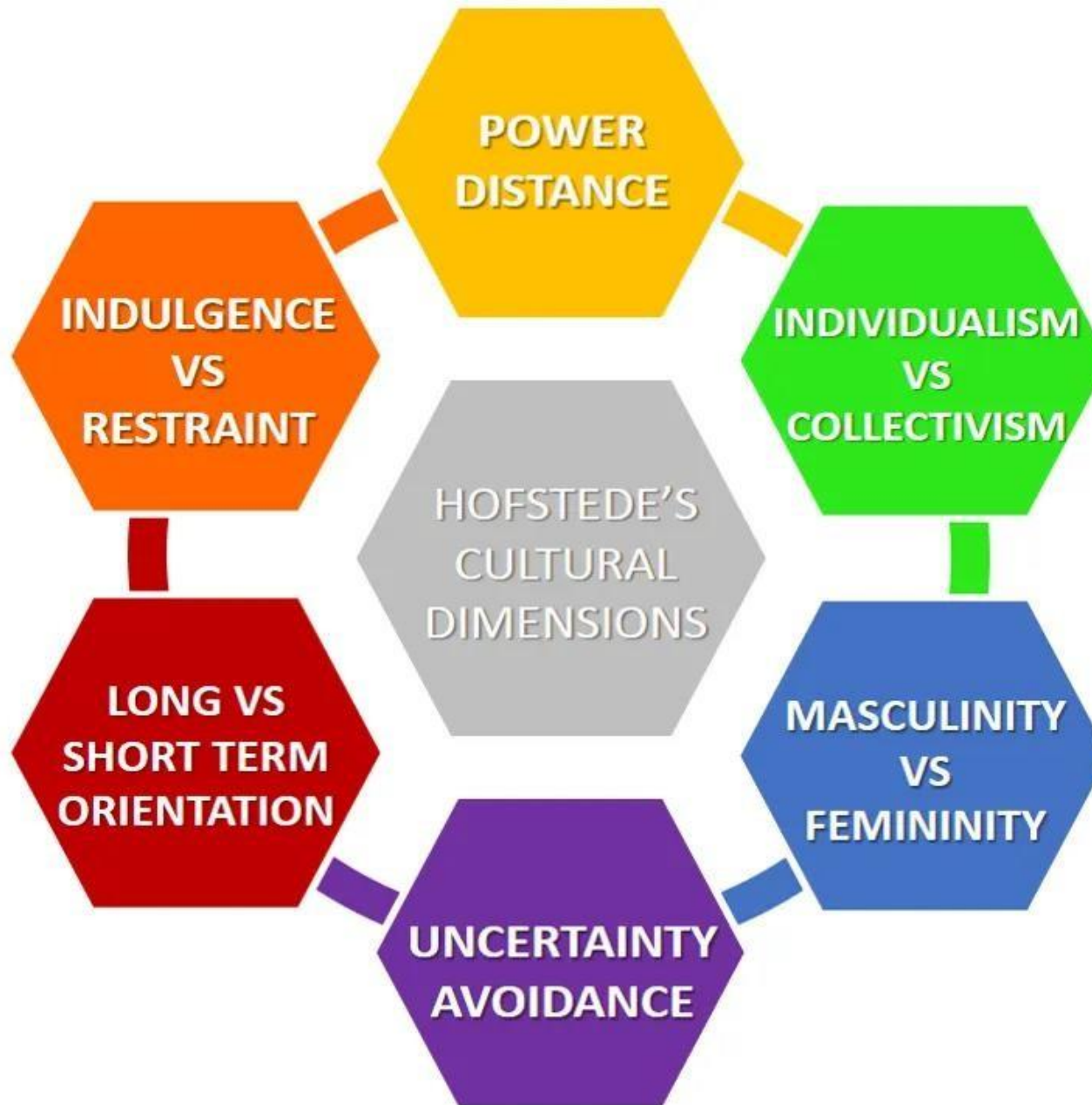
With globalization, leaders and managers in the East have learnt to adopt a more democratic style of leadership as opposed to the authoritarian leadership that was hitherto practiced.

Further, leaders in the West have begun to understand that the way things are done in the East is radically different from the way they are done in the West and hence they need to be cognizant of these differing approaches to management.

The pioneering work of the Dutch psychologist, **Geert Hofstede** is often cited and quoted to emphasize the differences in leadership between the west and the east that are determined by cultural reasons.

In short, leaders in the East and those in the West are different in their cultures in three aspects namely,

- 1. Decision making styles**
- 2. Diversity**
- 3. Attitude towards subordinates**



GROWING AS A LEADER

Corporations, governments, universities and global development organizations alike have a shortage of quality leaders.

However, more than ever before, the need for globally minded leaders is at an all time high.

While leadership is not something that is developed overnight, it is a skill that can be developed.

The following tips are proven to help you grow as a globally minded leader.

1. Write down Your Goals

Research has found that if you write down your goals, even if you never look at them again, you have a much higher likelihood of achieving them. You have to document your dream position, the skills you want to develop, and even the things you want to do from a personal standpoint.

2. Develop Your Grit

More than any other skill, Grit is the best predictor of success. By becoming aware of your “grittiness”, and learning how to strengthen it, you will be more likely to succeed in all walks of life.

3. Find Your Purpose Pattern

Your purpose is the foundation of your ability to be effective in your role, and will continue to fuel your growth. Understanding your “why” will help you to be more effective in your current and future roles.

4. Always Be Learning

Everybody has skills worth developing. It might be in something technical, like the latest technology; it might be in soft skills, like cross culture communication; or it might be in more effective use of tools, like Excel training.

Similar to your goals, write a list of the skills you need, prioritize them, and then start learning them.

5. Start Using a Career Coach Today

This point is a little counter intuitive at first.

The best time to start looking for a new job is when you’re in the love with the one you have.

For the same reason, by the time you are unhappy with your job, you’ve waited too long to find a career coach.

Career coaches don’t require much time and they don’t have to be expensive. You don’t even need to pay for one.

A career coach can be anybody that you meet with somewhat regularly, at least once a quarter, to talk about your current job, your career path, and ways to continue growing.

6. Get International Experience

The importance of international experience in the 21st century global economy cannot be overstated, and indeed, is frequently mentioned in research about leadership development.

If you want to grow as a leader, you need international exposure.

7. Work with a Mentor

In addition to a coach, you should work with a mentor, too.

Whether you find a mentor through work, an online tool, or in your professional network, research proves that mentors can help you be higher performing.

Most importantly, they can help you learn faster from your successes and failures.

8. Engage in Skilled Volunteering

Nothing accelerates development more than experience, and skill based volunteering is proven to have transformative benefits.

In addition to making you healthier and happier, it is also proven to help you develop skills and grow as a leader, especially if done internationally.

Increasingly, companies are looking for leaders with global exposure, so using your skills in foreign settings can prove your capacity to lead in global and resource constrained environments.



“

Before you are a leader,
success is all about

GROWING YOURSELF.

When you become a leader,
success is all about

GROWING OTHERS.



Jack Welch



TURNAROUND LEADERSHIP

A turnaround is a fast and dramatic change in the performance for the betterment of an organization. Leaders or executives who are assigned with this task are called turnaround leaders.

There are two types of turnaround leadership namely,

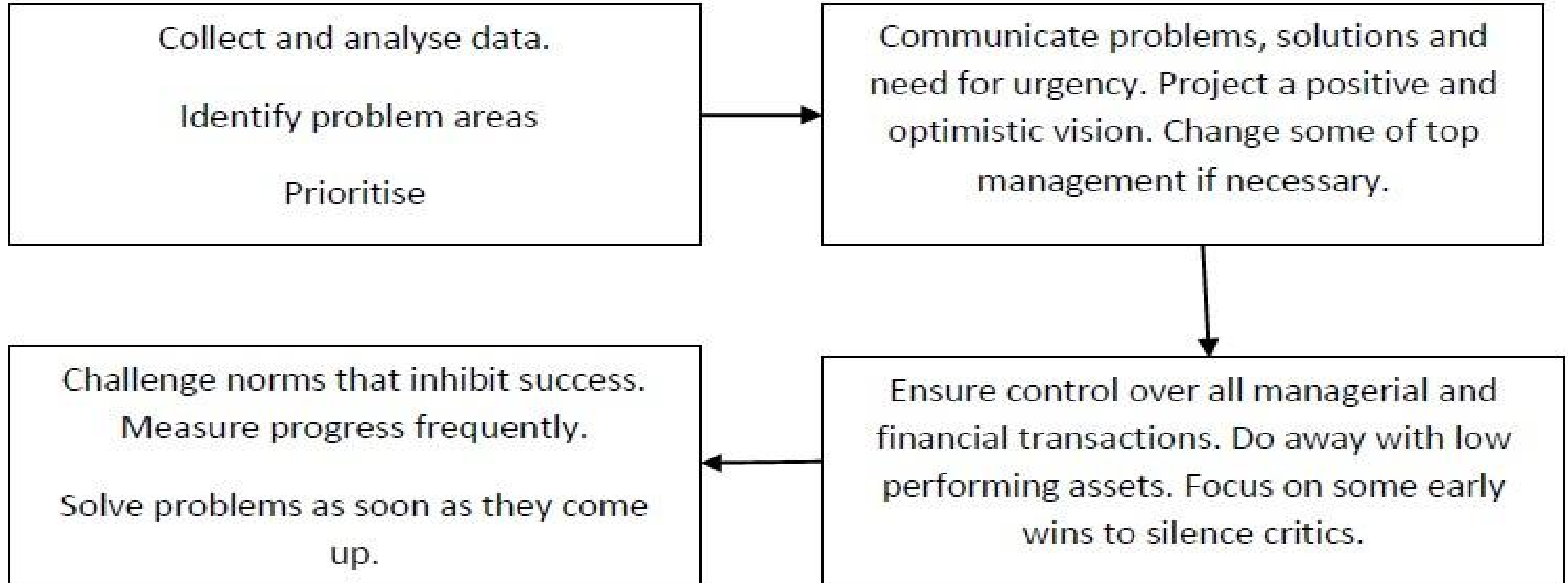
- 1. Devoted to save the organization from a crisis situation or avoiding a forthcoming crisis.**
- 2. Devoted to save the organization in the crisis, staying back with the firm to identify the root causes of crisis.** The second type is necessary.

Qualities of a Turnaround Leader

Ability to analyze data and identify the critical points Ability to negotiate and convince

- Ability to take fast decisions Ability to gain respect
- A sense of urgency
- Willingness to neglect resistance Willingness to lead from
- the front
-
-
-

STRATEGIES FOR TURNAROUND LEADERSHIP



MANAGING DIVERSE STAKEHOLDERS

Stakeholders are the groups without whose support the organization would cease to exist. A corporate stakeholder can affect or be affected by the actions of a business as a whole.

Stakeholder management includes the processes required to identify people, groups or organizations that could impact or be impacted by the project.

To manage the stakeholders in your job and in your projects, we have to mark out their positions on a stakeholder map.

The next stage is to plan your communication so that you can win them around to support your projects. Stakeholder planning is the process by which you do this.

To manage the stakeholders effectively, we may follow the given steps.

1. Update the Worksheet with Power/Interest Grid Information

Based on the stakeholder map you created, enter the stakeholders' names, their influence and interest in your job or project and your current assessment of where they stand with respect to it.

2. Plan Your Approach to Stakeholder Management

The amount of time you should allocate to manage stakeholders depends on the size and difficulty of your projects and goals, the time available for communication and the amount of help you need to achieve the results you want.

Think through the help you need, the amount of time that will be taken to manage this and the time you will need for communication. Help with the project could include sponsorship of the project, advice and expert input, reviews of material to increase quality, etc.

3. Think Through What You Want From Each Stakeholder

Next, work through your list of stakeholders thinking through the levels of support you want from them and the roles you would like them to play.

Think through the actions you would like them to perform.

4. Identify the Messages You Need to Convey

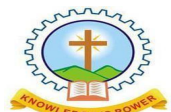
Next, identify the messages that you need to convey to your stakeholders to persuade them to support you and engage with your projects or goals. Typical messages will show the benefits to the person or organization of what you are doing, and will focus on key performance drivers like increasing profitability or delivering real improvements.

5. Identify Actions and Communications

Finally, work out what you need to do to win and manage the support of these stakeholders. With the time and resource you have available, identify how you will manage the communication to and the input from your stakeholders.

Focusing on the high power/high interest stakeholders first and the low interest/low power stakeholders last, devise a practical plan that communicates with people as effectively as possible and that communicates the right amount of information in a way that neither under nor over

communicates.



CRISIS MANAGEMENT

CRISIS MANAGEMENT IS THE PROCESS BY WHICH AN ORGANIZATION DEALS WITH A

The study of crisis management originated with the large scale industrial and environmental disasters in the 1980s.

It is considered to be the most important process in public relations.

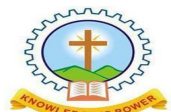
Three elements are common to a crisis, namely

- (1) A threat to the organization
- (2) The element of surprise
- (3) A short decision time.

Crisis is a process of transformation where the old system can no longer be maintained. Therefore, **the fourth defining quality is the need for change.**

Crisis management involves dealing with threats before, during and after

they have occurred.



TYPES OF LEADERSHIP

1. VUCA Leadership

VUCA is acronym for Volatility, Uncertainty, Complexity and Ambiguity.

It was coined by the US Army to describe the world after the Cold War.

VUCA Means

Volatility - A high rate of change

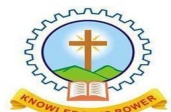
Uncertainty - Lack of clarity about the present and the future Complexity - Multiple factors impacting key decisions Ambiguity - Lack of clarity about meaning and events

Volatility

If the situation is volatile, it means things are changing too fast. A leader who takes decisions about stable situations only may feel it difficult to take decisions when a sudden change happens. A good leader should have the capacity to take decisions even in adverse situations.

Uncertainty

In this situation, the leader is uncertain of his actions and their consequences. This happens due to imperfect or insufficient data.



Complexity

It is the condition in which the leader faces multiple factors, each one autonomous and interdependent. Such situations results in stagnation of judgement. Decision making will be difficult.

Ambiguity

If a situation has more than one interpretations, that will result in ambiguity.

Ambiguity is a situation in which a difficulty to explain will exist due to multiplicity. In a VUCA world, the leaders need 1) Learning agility 2) Intellect to deal with complexity 3) Values for guidance though uncertainty 4) Emotions to relate to others 5) Drive for relentless pursuit of goals.

2. Transactional Leadership

It is the type of leadership in which the leader maintains relation with the followers through a series of transactions involving rewards and punishments. Employees are rewarded for good performance and punished for poor performance. This style is formal and bureaucratic in nature. The followers are motivated by their own self interest.

The main features of transactional leadership are

a) Contingent Reward

This involves exchange of rewards for effort, promising pay hike or promotion for good performance. Here psychological or materialistic rewards are given.

b) Management by Exception

This involves enhancing the existing organisational culture or maintaining the status quo rather than going for radical changes. The leader watches out the deviation from the established procedures or standard practices and takes corrective action as and when it is required. He intervenes only if the standards are not met.

3. Transactional Leadership

It is the kind of leadership in which the leader transforms the thinking of the followers by instilling in them a sense of mission and excitement. The leader relies on his/ her personality, energy and charisma rather than authoritative power. He encourages to take risks and to think out of the box. This style is not formal but intellectually stimulating.

The three main features of transformational leadership are,

a) Inspiring Vision

The leader inspires the followers to achieve anything and to look beyond their self interest. Vision, mission and goals of the organisation are expressed in simple and inspiring terms.

b) Intellectual Stimulation

The leader motivates the employees to generate and bring out the best solutions by challenging them intellectually.

c) Individual Concern

The leader accepts the differences among the employees and treats everyone accordingly. He acts as a coach to everyone. He understands what motivates each and gains the trust and devotion of the employees by giving them personal attention.

TRANSACTIONAL Vs TRANSFORMATIONAL LEADERSHIPS

Transactional Leadership	Transformational Leadership
✓ Suitable for a settled environment where efficiency is improved.	✓ Suitable during troubled times where innovation and changed are needed.
✓ Works well when the emotional level of the employees is not high.	✓ It appeals to the emotions of the employees
✓ Formal and bureaucratic.	✓ Informal and charismatic.
✓ Only one leader will be there.	✓ There can be more than one leader.
✓ Employs planning and execution to maintain status quo.	✓ Stimulates and promotes innovation.
✓ Employs rewards and punishments using authority and position.	✓ Employs influence and intellectual stimulation using charisma.
✓ Reactive	✓ Proactive

-
4. Entrepreneurial Leadership-slide no: 07
 5. Moral Leadership-slide no: 12
 6. Turnaround Leadership-slide no: 21

LEADERSHIP TRAITS

Trait approach is one of the earliest attempts to study leadership. Traits are the personal attributes or characteristics people possess.

The key traits that form the personality or character of a person are,

- 1. Openness to Experience**
- 2. Conscientiousness**
- 3. Extroversion**
- 4. Agreeableness**

It is difficult to identify a unique set of traits of leadership because each situation is unique. A person rises to leadership in a particular circumstance that promotes the trait he has.

Nevertheless, **there are certain traits consistently found in leaders of all times, they are, Influence, Results, Control and Support.**

LEADERSHIP TRAITS VS SKILLS

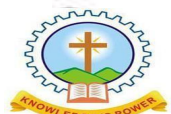
Traits

- Adaptable to situations
- Alert to social environment
- Ambitious and achievement-orientated
- Assertive
- Cooperative
- Decisive
- Dependable
- Dominant (desire to influence others)
- Energetic (high activity level)
- Persistent
- Self-confident
- Tolerant of stress
- Willing to assume responsibility

Skills

- Clever (intelligent)
- Conceptually skilled
- Creative
- Diplomatic and tactful
- Fluent in speaking
- Knowledgeable about group task
- Organised (administrative ability)
- Persuasive
- Socially skilled

ce: (Stogdill, 1974 cited Bolden et al, 2003)



LEADERSHIP STYLES

THERE ARE SIX STYLES OF LEADERSHIP ACCORDING TO DANIEL COLEMAN. ANY LEADER CAN COMBINE ANY OF THESE STYLES TO SUIT THE SITUATION TO BE

1. Authoritative Style

- The authoritative leader mobilizes his team towards the goal and expects others to follow his orders. This style is suitable to deal with problem people. This style won't work out when the employees are more skillful than the leaders.

2. Affiliative Style

- Here the leader is more concerned with the feelings and needs of the employees rather than meeting the deadlines. People are valued by the leader and a sense of belongingness is created. This style works the best when the employees feel stress, but may result in mediocre performance only.

3. Coaching Style

- This style concentrates on continuous personal development. The leader assigns challenging tasks to the employees, coaches them to resolve the issues and empowers them to face challenges in future. Failures will be tolerated more and this style works the best with the enthusiastic employees who like personal development. Here the leader believes in the potential of the followers.

4. Coercive Style

This style demands immediate compliance. Obeying orders without any question is the style adopted here and it is the least effective style of leadership. It makes the organization less effective and this style may affect the morale of the employees.

5. Democratic Style

This type of leader takes decisions based on consensus and works in collaboration with the team members. The leader acts like a team member and considers the ideas suggested by every member of the team. Conflict management becomes easier and organizational flexibility will be increased. This style is the best when the organization needs harmony among the employees and needs to get fresh ideas from everyone.

6. Pace setting Style

A pace setting leader sets high standards of leadership. He demands excellence and urges the employees to complete their tasks faster and better manner every time. This style works the best when the employees are already settled and motivated.

LEVELS OF LEADERSHIP

5 Levels of Leadership (Maxwell)

LEVEL

PEOPLE FOLLOW YOU
BECAUSE...

5

Pinnacle
--respect--

of who you are and
what you represent

4

People
Development
--reproduction--

of what you have done
for them

3

Production
--results--

of what you have done
for the organization

2

Permission
--relationships--

they want to

1

Position
--rights--

they have to

LEADERSHIP GRID

Leadership grid or managerial grid is a behavioral leadership model developed by Blake and Mouton. It categorizes leaders into one of 81 possible types based on the following two behavioural dimensions.

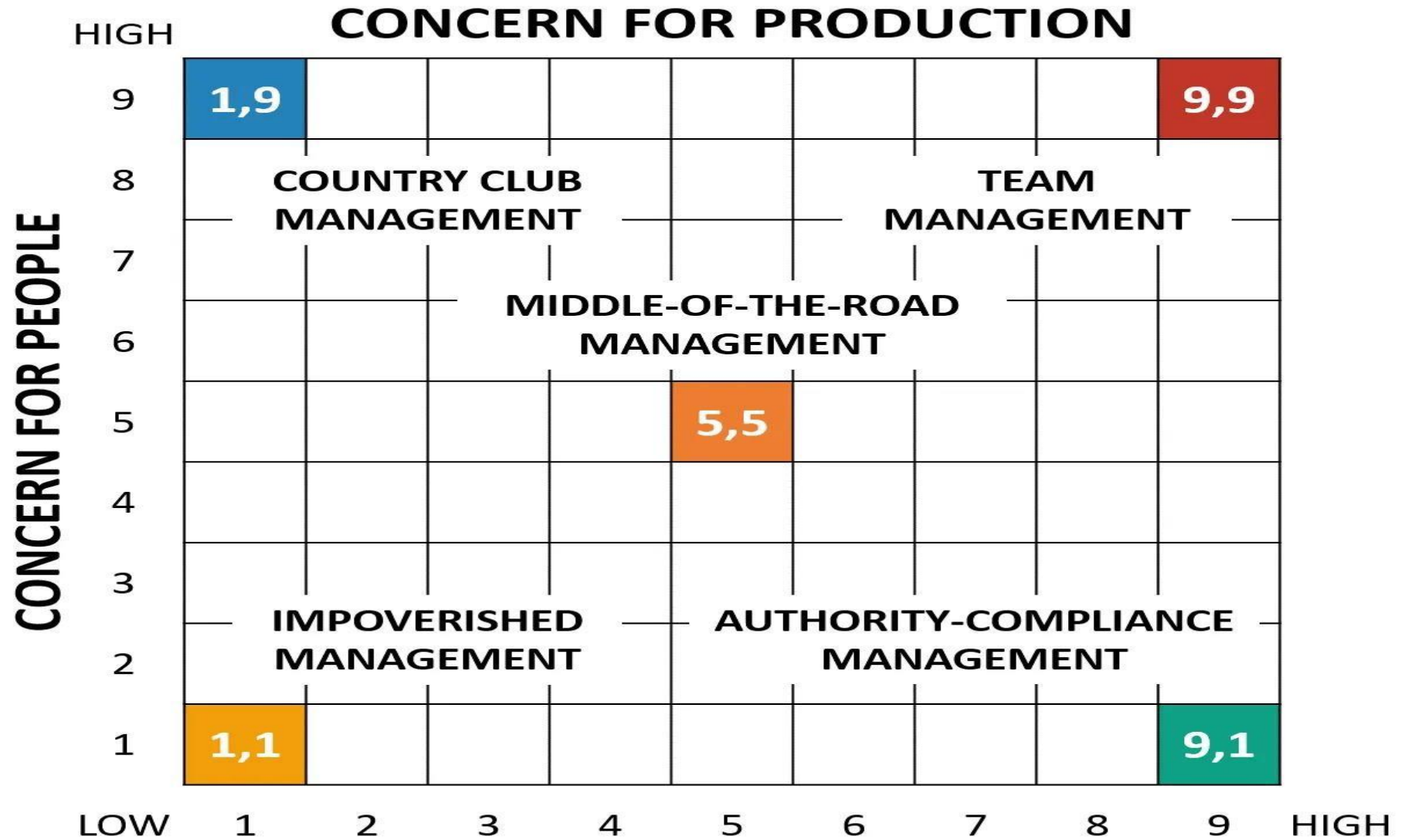
1. Concern for People

It is about the leader's nature to develop relationship with the employees.

The leader cares for the employees the maximum and relationship is the important aspect for the leader than results.

2. Concern for Production

Here, the leader is concerned about results and improving productivity rather than being concerned about the employees.



Each cell in the grid represents a unique combination of the leader's task orientation and people orientation.

Impoverished Leadership Style (1, 1)

Leaders of this style have low concern for both production and people. They are indifferent towards achieving organizational goals and also towards employees. They move away from responsibilities and prefer low visibility. Their concern is only to preserve their own position. This kind of leadership will result in **dissatisfaction among the employees, inefficiency, disharmony and high turnover rate.**

Country Club Leadership (1, 9)

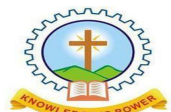
This is an accommodating style that gives maximum emphasis to the comfort and feelings of the employees. The leader hopes to improve organizational effectiveness by taking too much care of the needs of the employees. The leader pays little attention to get results. This leads to friendly team members, harmony in workplace, inefficiency and low productivity.

Produce or Perish Leadership (9, 1)

This is an authoritarian style of leadership based on control with high emphasis on production and low concern for people. The leader dictates, dominates and treats employees as resources. He expects following the rules and delivery of results. People can become rebellious as the result of pressurization. **Such leadership results in,**

- 1. Short lived performance and productivity**
- 2. Low employee morale**

3. High conflict and attrition rate.



Middle of the Road Leadership (5, 5)

Leaders of this style compromise on each concern and try to maintain a balance of the concerns. It is the best to maintain the status quo. These leaders stand by the opinion of the majority and choose the popular decision. This style neither inspires high performance nor adequately meets the needs of the people. Excellence cannot be assured due to continuous compromises. **This style of performance results in**

1. Average performance
 2. Lack of excellence and challenge
 3. No sense of achievement
- ### Team Leadership Style (9, 9)

This is the best and most effective style of leadership. This style is called “sound” leadership style. These leaders are committed to achieve the goals of the organization and at the same time concerned about the needs and necessities of the team members. They believe in getting results through teamwork in a pleasant and harmonious work environment. These leaders are good at communicating the vision of the employer and promote and motivate the members to achieve the goals. **This style results in the following.**

1. Greater awareness about organizational objectives among employees.
2. Greater motivation and challenge.
3. Good team work and higher level of satisfaction.
4. Increased efficiency
5. Higher levels of production.

EFFECTIVE LEADERS

An effective leader is the one who follows the best leadership style. He should be able to understand and motivate his team and be a role model for them. The **important personality traits of effective leaders** are given below.

1. Dominance

The effective leader should have **willingness** to take responsibilities even in adverse situations. He should be **extrovert** and be **able to communicate fluently and effectively** to the team members and to the customers. He should have **confidence about his team**.

2. Conscientiousness

The effective leader should be **result oriented** and should work according to the vision and rules of the organization. He should be an **initiator of good movements**. **High energy level** should be maintained to motivate others.

3. Social Tendency

This includes all the social skills like, **willingness for attentive listening, expression of love and affection, low interest for fame and name, empathy, etc.**

4. Internal Locus Control

This tells about **being optimistic about the team members, hardworking attitude, patience, etc.**



THANK YOU.....