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UNIVERSITY
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Bachelor of Science

(B.Sc.)

COMMUNICATION SKILLS

Semester-III

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Learning Outcomes

The student will be able to understand:

Unit I

- Understand the concept of attitudes and their influence on behavior, including how attitudes shape perceptions, beliefs, and actions in various contexts.
- Examine the relationship between attitude and behavior, exploring how attitudes guide decision-making, social interactions, and responses to stimuli.
- Analyze the structure of attitudes, including the cognitive (beliefs and thoughts), affective (emotions and feelings), and behavioral (actions and intentions) components, and understand how these components interact to form overall attitudes.

Unit II

- Understand the concept of time management and its importance in personal and professional life, recognizing how effective time management techniques contribute to productivity, efficiency, and success.
- Identify the significance of effective time management techniques in reducing stress, enhancing work-life balance, and achieving goals and objectives in a timely manner.

Unit III

- Understand the concept of communication and its significance in various contexts, including business settings, interpersonal relationships, and professional interactions.
- Identify the importance of effective communication skills in achieving organizational goals, building relationships, resolving conflicts, making decisions, and enhancing overall performance and productivity.
- Learn how to select appropriate means of communication based on the nature of the message, audience preferences, communication objectives, and situational factors, considering factors such as clarity, accuracy, relevance, and timeliness.

Unit IV

- Understand the concept of body language and its significance in communication, interpersonal interactions, and nonverbal expression of emotions, intentions, and attitudes.
- Identify different types of body language, including facial expressions, gestures, posture, eye contact, and vocal tone, and recognize their roles in conveying messages, establishing rapport, and influencing perceptions.
- Examine the organizational applications of emotional intelligence, such as leadership development, team building, conflict resolution, employee engagement, and customer relations, and understand how EI contributes to overall workplace effectiveness and success.

Unit V

- Understand the concept of interpersonal communication and its importance in building and maintaining relationships, resolving conflicts, and fostering collaboration and understanding in personal and professional settings.
- Define listening as the process of receiving, interpreting, and responding to verbal and nonverbal messages, emphasizing the importance of attentive and active engagement in communication interactions.

SYLLABUS

COMMUNICATION SKILLS

UNIT - I

ATTITUDES AND GOAL SETTING

Introduction, Attitude and Behavior, Structure of Attitude, the function of Attitude - Formation of Attitude, Strength of Attitude, Importance of Attitude, Steps in Developing Positive Attitude, Measuring Attitude, goal setting, Concept of Goals, Objectives and Aims, Timeline for Goals, Characteristics of Goals Importance of Goals, Significance of Goals, Activity in Goal Setting, Common Obstacles of Goals Achievement, Techniques to Achieve Goals

UNIT - II

TIME MANAGEMENT AND STRESS MANAGEMENT

Introduction, Importance of Effective Time Management Techniques, Significance of effective time Management Techniques, what is Time Management? Barriers to Effective Time Management, Time Management Tools and Techniques, Introduction, why is Stress created? Definition of Stress, Types of Stress, Stress Management Techniques, Why to Manage Stress Effectively? Sources of Stress, Stress Coping Ability, Measures to Manage Stress, Principles of Stress Management

UNIT - III

COMMUNICATION SKILLS AND PROCESS OF COMMUNICATION

Introduction, Definition of Communication, Significance of Business Communication, Proper selection of Means of Communication, Communication Gap, Communication Skills, Introduction, Process of Communication, Feedback is a Key for Effective Communication, Guidelines to Effective Communication, Forms of Communication

UNIT - IV

BODY LANGUAGES AND EMOTIONAL INTELLIGENCE

Introduction, Concept of Body Language, Types of Body Language, Uses of Body Language, Effects of Positive Body Language at Workplace, Body Language – Postures and Interpretation, how your body language alters your state of mind? Introduction, Concept and Definitions, Elements of Emotional Intelligence, Organizational Application Conflict Management

UNIT - V

INTERPERSONAL COMMUNICATION AND LISTENING SKILLS

Introduction, Interpersonal Communication, Communication and Emotion, Definition of Interpersonal Communication, Significance of Interpersonal Relationships and Communication, Enhance Interpersonal Communication and Relationships, Introduction, Concept of Listening, Significance of listening, Types of listening - Listening Skills, Benefits of Listening.

UNIT

I

ATTITUDES AND GOAL SETTING

STRUCTURE

- 1.1 Learning Objective
- 1.2 Introduction
- 1.3 Attitude and Behavior
- 1.4 Structure and Function of Attitude
- 1.5 Strength and Importance of Attitude
- 1.6 Steps in Developing Positive Attitude
- 1.7 Measuring Attitude
- 1.8 Goal setting
- 1.9 Concept, Objectives and Aims of Goals
- 1.10 Timeline for Goals
- 1.11 Characteristics and Importance of Goals
- 1.12 Significance and Activity in Goal Setting
- 1.13 Common Obstacles of Goals Achievement
- 1.14 Techniques to Achieve Goals
- 1.15 Chapter Summary
- 1.16 Review Questions
- 1.17 Multiple Choice Questions



1.1 LEARNING OBJECTIVE

After completing this chapter, you will be able to understand:

- Explain the concept and types of attitudes.
- Describe the process of formation of attitudes.
- Understand the importance of positive attitudes.
- Know the steps in developing positive attitudes.
- Describe importance and process of goal setting.
- Explain the methods to achieve set goals.

1.2 INTRODUCTION

An attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favourable or unfavourable evaluation of a person, place, thing, or event. These are fundamental determinants of our perceptions of and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions. How much we like or dislike something that determines our behaviour towards that thing. We tend to approach, seek out, or be associated with things we like; we avoid, shun, or reject things we do not like. Some examples of attitudes are- he has a positive attitude about the changes, she is friendly and has a good attitude, he was showing some attitude during practice today, so the coach benched him, I like my friends that means I am expressing my attitudes towards my friends, etc.

DEFINITION OF ATTITUDE

Attitude is the manner, disposition, feeling, and position about a person or thing, tendency, or orientation, especially in mind.

According to Gordon Allport, “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”

Frank Freeman said, “An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one’s typical mode of response.”

Thurstone said, “An attitude denotes the total of man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and other any specific topic.”

Anastasi defined attitude as “A tendency to react favourably or unfavourably towards a designated class of stimuli, such as a national or racial group, a custom or an institution.”

According to N.L. Munn, “Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service, or institution.”

“Attitudes are an ‘individual’s enduring favourable or unfavourable evaluations, emotional feelings, and action tendencies toward some object or idea.” — **David Krech, Richard S. Crutchfield, and Egerton L. Ballackey.**

“Attitude can be described as a learned predisposition to respond in a consistently favourable or unfavourable manner for a given object.” — **Martin Fishbein and Icek Ajzen.**

“An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner.” — **Milton Rokeach.**

BEHAVIOUR

Behaviour is how someone acts. It is what a person does to make something happen, to make something change or to keep things the same.

Behaviour is a response to things that are happening:

- **Internally** - thoughts and feelings
- **Externally** - the environment, including other people.

Observing behaviour is the easy part. It is understanding why someone does what they do that is much more complicated.

Behaviour serves a purpose and has a reason, including:

- **Communication** - through use of body language, facial expressions, gestures and silence
- **Function** - to help meet a need, attract attention, gain an internal or sensory sensation, access an item or activity, or get away from something.

The key to understanding behaviour is to understand why it is occurring, what is being communicated or what is needed.

1.3 ATTITUDE AND BEHAVIOUR

Relationship of attitude and behaviour

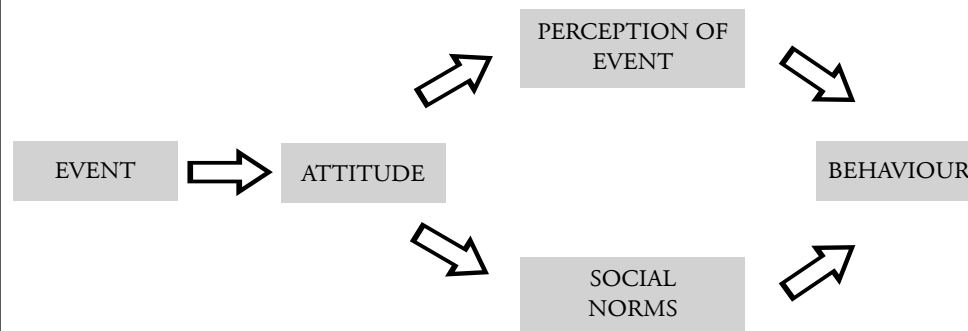
Intuitively, it makes sense that if we know something about a person’s attitude, we should be able to predict his or her behaviour. In Allport’s definition of the attitude given at the beginning of the series, the attitudes exert a directive influence on the individual’s behaviour. The early researchers assumed that a close link did exist between the attitudes and behaviour. But modern social psychologists have consistently found that people do not always act in accordance with their attitudes. For example, you might disapprove of cheating; yet find yourself taking a peep at a classmate’s answer script, when the opportunity presents itself, or you might favour a certain political candidate, and yet not vote on the day of the election. Under what conditions are your attitudes most likely to influence or determine your behaviour? We shall answer this question in this portion of the series. One classic study sparked a debate over the nature of the relationship between the attitudes and behaviour. In 1934, the sociologist Richard La Pierre travelled around the United States with a Chinese couple for three months. His aim was to examine the intergroup attitudes,

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and to see whether those attitudes would predict behaviour. La Pierre was specifically interested in racial prejudice.

In the U.S in the 1930s, there was widespread prejudice against the Asians, and La Pierre wanted to understand the nature of this negative attitude and whether it predicted discrimination. In the first phase of the study, La Pierre travelled around the U.S visiting restaurants and hotels, to see how many would refuse to serve the Chinese couple. Only 1 out of 250 hotels and restaurants refused to serve the Chinese couple—apparently showing low levels of discrimination (the behaviour supposedly associated with the prejudiced attitudes). This pattern of data, however, was inconsistent with the widespread and frequent reports of racial prejudiced that were apparent around this time.

To assess these attitudes objectively, after the trip, La Pierre sent a letter asking the same restaurant and hotel managers whether they would serve the Chinese couple in their establishment. Of the 128 replies, 90 percent said they would refuse to serve the Chinese people. It was therefore quite apparent from La Pierre's findings that, contrary to the common intuition, the attitudes did not predict behaviour at all. There are several factors that determine the relation between the attitude and the consequent behaviour.



DETERMINANTS OF THE ATTITUDE-BEHAVIOUR RELATIONSHIP

Subsequent research has identified several reasons how La Pierre observed inconsistency between the expressed attitudes and the observed behaviour. We spend the remainder of this entry discussing each of these factors.

1. Specificity

In order for the attitudes to predict behaviour, the two have to refer to the same level of specificity. In La Pierre's study, the behaviour that was assessed was specific (i.e., would you serve the Chinese couple), but the attitude subsequently assessed was broader (i.e., would you serve this Chinese couple), but the attitude subsequently assessed was broader (i.e., would you serve the Chinese people in general).

It might therefore not be surprising that such general attitudes are not linked to specific behaviours. For example, think about your own attitude towards psychology: if you feel like you are good at psychology in general, does this mean you would predict a high score in all of your psychology exams? It is more likely that you are

better at some specific topic within psychology, than others—for instance, you may be better at social psychology than child psychology, while still having a general opinion that you are good at psychology.

Your general attitude concerning your ability at psychology, would therefore not necessarily predict your performance in a specific aspect of psychology. Thus, in order to observe a relationship between the attitudes and behaviour, they both need to be assessed at the same level of specificity.

2. Time

Quite simply, the longer the time between the attitude measurement and the measurement of behaviour, the more likely it is that the attitude will change, and so the two will become mismatched. A study of Fishbein and Coombs (1974) is illustrative: they observed that the correlation between the attitudes and the voting behaviour was stronger, one week before voting in an election, compared to one month before voting.

3. Self-Awareness

People can experience different kinds of self-awareness, and this can influence the strength of the relationship between the attitudes and behaviour. Essentially, the people who are privately self-aware behave in line with their own attitude, whereas the people, who are publicly self-aware, behave in line with the attitude they perceive the majority of the other people to hold, especially when there is an audience physically present.

You may, for example, privately hold the belief that people should not throw garbage in the public places. When you are on your own, you might act according to your private attitude, making sure you do not throw trash on the ground. In other words, your private attitude will predict your behaviour.

You may, however, act differently when you are with a group of friends, especially, if the norm of the group is that it is not cool to conform to the societal norms, like making sure you do not litter. Here, then, due to the conformity pressure, you might be more publicly self-aware and act in line with the public attitude (i.e., the group norm) and throw litter on the streets, defying your private attitude. Thus, the attitude-behaviour consistency is dependent upon the social context: whether your private or public attitudes are more accessible.

4. Attitude Accessibility

An attitude is accessible to the degree that it springs to mind quickly. And, a highly accessible attitude is likely to stimulate actions that are consistent with it. The accessibility of the attitudes can be measured using response times to answering the questions relating to the attitude object: the speed of these responses predicts later behaviour.



Since the attitude accessibility indicates the strength of conviction, the attitudes high in accessibility will be better predictors of behaviour, than the attitudes lower in accessibility.

5. Attitude Strength

Related to the concept of attitude accessibility is attitude strength. As you might expect, the stronger one's attitudes are, the more likely they are to have an influence on the behaviour. While one might expect the strong attitudes also to be accessible (they will be the attitudes people more frequently bring to mind), this is not necessarily the case.

The attitudes can be held either with a strong conviction or be weakly held, irrespective of whether they can be brought easily to the mind (that is to say, while related, the attitude accessibility and the attitude strength are independent concepts). For instance, a case on the news may suddenly bring issues of euthanasia to the fore, sparking public debates not only in the media, but also between groups of friends.

What's this?

The attitudes related to this issue have therefore become contextually accessible, but people can still vary in the extent to which they either have strong opinions on the subject, or have little interest or particular opinion one way or another. Three things can affect the attitude strength and attitude-behaviour consistency—information, personal involvement and direct experience with the attitude object. Greater attitude strength and behavioural consistency can be achieved by possessing more information about an attitude object.

The more personally involved someone is, with a particular issue, the more likely it will be that they will act in line with their attitudes. Finally, people who have formed attitudes via direct experience are more likely to have a stronger attitude, and show a greater consistency with behaviour. Above we have discussed five factors that can determine when and whether attitudes will predict behaviour. However, it is important to acknowledge that there are other determinants of behaviour, and that to fully understand when and why we behave in certain ways, we need to look at how attitudes affect behaviour in conjunction with these other factors.

DIFFERENCE BETWEEN ATTITUDE AND BEHAVIOUR

Definition

Attitude is the standpoint, or the stance one has towards something or someone. On the other hand, the behaviour is the way in which one acts or conducts oneself, especially towards others. Thus, this is the main difference between attitude and behaviour.

Influence

Factors like environment, experiences, and moral values mainly influence attitudes whereas attitudes, character traits, biological factors like endocrine and nervous responses can influence behaviour.



Types

Another difference between attitude and behaviour is that attitudes can be primarily negative and positive while behaviour can be innate and learned.

Results

Attitudes results in the thinking process and the behaviour of a person. In contrast, behaviour, results in the reflection of that person's character and attitudes. Hence, this is another difference between attitude and behaviour.

Conclusion

The main difference between attitude and behaviour is that behaviour is the reflection of one's attitude towards something or someone. Therefore, there is a direct relationship between attitude and behaviour. Likewise, by studying someone's behaviour in a particular situation or towards a person, which is also a major study in psychology, one can discern what kind of attitude that person holds.

1.4 STRUCTURE AND FUNCTION OF ATTITUDE

In addition to considering the content of attitudes, another important issue concerns how positive and negative evaluations are organized within and among the affective, cognitive and behavioural components of attitudes. It is typically assumed that the existence of positive feelings, beliefs and behaviours inhibits the occurrence of negative feelings, beliefs and behaviours. For example, this framework suggests that an individual with positive feelings, beliefs and behaviours about the Welsh rugby team is unlikely to have negative feelings, beliefs and behaviours about this team. In other words, according to this one-dimensional perspective of attitudes, the positive and negative elements are stored in memory at opposite ends of a single dimension, and people tend to experience either end of the dimension or a location in between.

This one-dimensional view is opposed by a two-dimensional perspective of attitudes, which suggests that positive and negative elements are stored along two separate dimensions (Cacioppo, Gardner & Berntson, 1997). One dimension reflects whether the attitude has few or many positive elements, and the other dimension reflects whether the attitude has few or many negative elements. This view proposes that people can possess any combination of positivity or negativity in their attitudes. Consistent with the one-dimensional view, attitudes may consist of few positive and many negative elements, few negative and many positive, or few positive and few negative (i.e., a neutral position). Inconsistent with the one-dimensional view, attitudes might occasionally subsume many positive and many negative elements, leading to one-dimensional perspective of attitudes a perspective that perceives positive and negative elements as stored along a single dimension two-dimensional perspective of attitudes a perspective that perceives positive and negative elements as stored along separate dimensions attitudinal ambivalence.

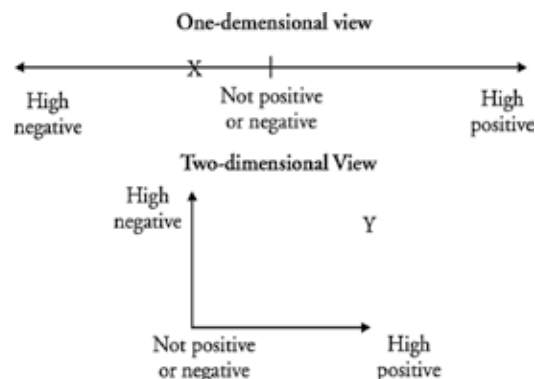
The two-dimensional perspective explicitly allows for this ambivalence to occur, whereas the one-dimensional perspective does not. The one-dimensional and two-dimensional

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perspectives. The top panel depicts the one-dimensional view of attitudes. Person X, who is plotted on an axis depicting the one-dimensional view, would be slightly negative. The single axis does not permit one to mark Person X as being both negative and positive. The bottom panel of Figure depicts the two-dimensional view of attitudes, with one axis (from middle to top) representing variability in negative evaluations and the other axis (from middle to right) depicting variability in positive evaluations. From this perspective, a person can possess high amounts of negativity and positivity towards an object. For example, Person Y in the figure could be considered highly ambivalent. Which perspective is superior?

At first glance, the two-dimensional perspective seems as though it should be superior because it allows for the same patterns of positivity and negativity as the one-dimensional view, while also allowing for ambivalence. For instance, it is difficult to interpret the meaning of the neutral point in one-dimensional scales for assessing attitudes (Kaplan, 1972). Imagine that people were asked to report their attitude towards eating fried foods on a nine-point scale that ranged from '1 – extremely unfavourable' to '9 – extremely favourable' as the end points, with '5 – neither unfavourable nor favourable' in the middle. If someone indicated that his or her attitude was neutral (e.g., 'neither favourable nor unfavourable'), it is half-way between the most extreme positive response option (e.g., 'extremely favourable') and the most extreme negative response option (e.g., 'extremely unfavourable'). People could choose this option because it is a compromise between many positive and negative elements of their attitude (e.g., they have many positive and negative feelings, thoughts and behaviours regarding eating fried foods) or because they have no positive or negative elements whatsoever (e.g., they have never eaten fried foods).

The failure to distinguish between these two reasons for the neutral selection is important, because measures that directly assess ambivalence predict a variety of outcomes. The best-known outcome is response polarization (Bell & Esses, 2002; MacDonald & Zanna, 1998). People who are highly ambivalent towards an object are more strongly influenced by features of their environment that make salient its positive or negative attributes. This causes them to behave more favourably towards the object when the positive elements are salient than when the negative elements are salient. In contrast, non-ambivalent people are less strongly influenced by the acute salience of the positive or negative attributes.



The one-dimensional and two-dimensional perspectives of attitude.

Attitudes serve four major functions for the individual:

- The adjustments' function.
- The ego defensive function.
- The value expressive function.
- The knowledge functions.

Ultimately these functions serve people's need to protect and enhance the image they hold of themselves. In more general terms, these functions are the motivational bases which shape and reinforce positive attitudes toward goal objects perceived as need satisfying and / or negative attitudes toward other objects perceived as punishing or threatening. These situations are diagrammed in Figure below. The functions themselves can help us to understand why people hold the attitudes they do toward psychological objects.

- **Adjustment Function**

The adjustment function directs people toward pleasurable or rewarding objects and away from unpleasant, undesirable ones. It serves the utilitarian concept of maximizing reward and minimizing punishment. Thus, the attitudes of consumers depend to a large degree on their perceptions of what is needed satisfying and what is punishing. Because consumers perceive products, services and stores as providing need satisfying or unsatisfying experiences, we should expect their attitudes toward these objects to vary in relation to the experiences that have occurred.

- **Ego Defensive Function**

Attitudes formed to protect the ego or self-image from threats help fulfil the ego defensive function. Actually, many outward expressions of such attitudes reflect the opposite of what the person perceives him to be. For example, a consumer who has made a poor purchase decision or a poor investment may staunchly defend the decision as being correct at the time or as being the result of poor advice from another person. Such ego defensive attitude helps us to protect our self-image and often we are unaware of them.

- **Value expression function**

Whereas ego defensive attitudes are formed to protect a person's self-image, value expressive attitudes enable the expression of the person's centrally held values. Therefore, consumers adopt certain attitudes in an effort to translate their values into something more tangible and easily expressed. Thus, a conservative person might develop an unfavourable attitude toward bright clothing and instead be attracted toward dark, pin striped suits.

Marketers should develop an understanding of what values consumers wish to express about themselves and they should design products and promotional campaigns to allow these self-expressions. Not all products lend themselves to this form of market segmentation however. Those with the greatest potential for value expressive segmentation are ones with high social visibility. Cross pens, Saks Fifth Avenue clothes. Ferrari automobiles and Bang & Children stereo systems are examples.





- **Knowledge function**

Humans have a need for a structured and orderly world, and therefore they seek consistency stability definition and understanding. Out of this need develops attitudes toward acquiring knowledge. In addition, the need to know tends to be specific. Therefore, an individual who does not play golf, nor wish to learn the sport is unlikely to seek knowledge or an understanding of the game. This will influence the amount of information search devoted to this topic. Thus, out of our need to know come attitudes about what we believe we need or do not need to understand. In addition, attitudes enable consumers to simplify the complexity of the real world. That is, as was pointed out in the chapter information processing, the real world is too complex for us to cope with so we develop mechanisms to simplify situations. We saw that this involves sensory thresholds and selective attention and it also involves attitudes. Attitudes allow us to categorize or group objects as a way of knowing about them. Thus, when a new object is experienced, we attempt to categorize it into a group which we know something about. In this way the object can share the reactions we have for other objects in the same category. This is efficient because we do not have to spend much effort reacting to each new object as a completely unique situation. Consequently, we often find consumers reacting in similar ways to ads for going out of business sales limited time offers American made goods etc. Of course, there is some risk of error in not looking at the unique aspects or new information about objects but for better or worse, our attitudes have influenced how we feel and react to new examples of these situations.

FORMATION OF ATTITUDE

Attitudes refer to the feelings and beliefs of “individuals or groups of individuals. But the question is how these feelings and beliefs developed? The point which has been stressed by many people are that attitudes are acquired, but not inherited. A person acquires these attitudes from several sources.

The Attitudes are acquired but not important sources of acquiring attitudes are as discussed below:

- **Direct Personal Experience:**

A person's direct experience with the attitude object determines his attitude towards it. The personal experience of an individual, whether it is favourable or unfavourable, will affect his attitude deeply. These attitudes which are based on personal experience are difficult to change. For example, an individual joins a new job, which is recommended to him by his friend. But when he joins the job, he finds his work repetitive, supervisors too tough and co-workers not so co-operative, he would develop a negative attitude towards his job, because the quality of his direct experience with the job is negative.

- **Association:**

Sometimes an individual comes across a new attitude object which may be associated with an old attitude object. In such a case, the attitude towards the old attitude object may be transferred towards the new attitude object. For example, if a new worker

remains most of the time in the company of a worker, who is in the good books of the supervisor, and towards whom the supervisor has a positive attitude, the supervisor is likely to develop a favourable attitude towards the new worker also. Hence the positive attitude for the old worker has been transferred towards the new worker because of the association between the old and the new worker.

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- **Family and Peer Groups:**

Attitudes like values are acquired from parents, teachers and peer group members. In our early years, we begin modelling our attitudes after those we admire, respect or may be even fear. We observe the way our family and friends behave and we shape our attitudes and behaviour to align with theirs. We do so even without being told to do so and even without having direct experience. Similarly, attitudes are acquired from peer groups in colleges and organisations. For example, if the right thing is to visit “Hot Millions”, or the “Domino’s”, you are likely to hold that attitude. If your parents support one political party, without being told to do so, you automatically start favouring that party.

- **Neighbourhood:**

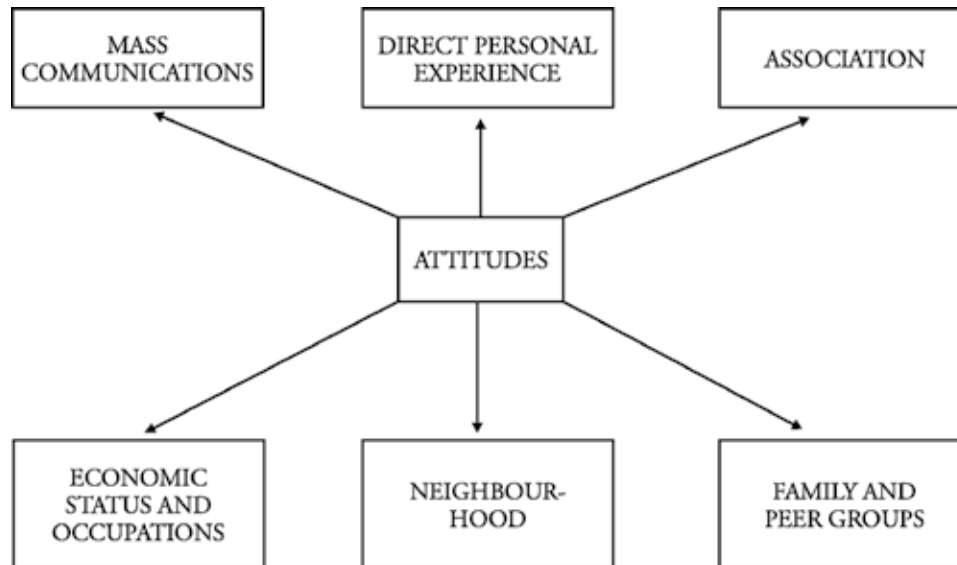
The neighbourhood in which we live has certain cultural facilities, religious groupings and ethnic differences. Further, it has people, who are neighbours. These people may be Northerners, Southerners etc. The people belonging to different cultures have different attitudes and behaviours. Some of these we accept and some of these we deny and possibly rebel. The conformity or rebellion in some respects is the evidence of the attitudes we hold.

- **Economic Status and Occupations:**

The economic status and occupational position of the individual also affect his attitude formation. Our socio-economic background influences our present and future attitudes. Research findings have shown that unemployment disturbs former religious and economic values. Children of professional class tend to be conservatives. Respect for the laws of the country is associated with increased years of higher education.

- **Mass Communications:**

Attitudes are generally less stable as compared to values. Advertising messages for example, attempt to alter the attitude of the people toward a certain product or service. For example, if the people at Hyundai Santro can get you to hold a favourable feeling toward their cars, that attitude may lead to a desirable behaviour (for them)- your purchase of a Santro car.



1.5 STRENGTH AND IMPORTANCE OF ATTITUDE

the extent to which an attitude persists over time, resists change, influences information processing, and guides behaviour. Strong attitudes possess all four of these defining features, whereas weak attitudes lack them. A number of attitude properties have been shown to be predictors of an attitude's strength, including attitude accessibility, ambivalence of an attitude, and centrality of an attitude, among others.

ATTITUDE STRENGTH BACKGROUND

A great deal of evidence attests to the impact of attitudes on a wide array of outcomes. There is evidence, for example, that attitudes can colour one's interpretation of ambiguous stimuli, causing one to perceive the stimuli in attitude-congruent ways. This explains why supporters of two competing political candidates can watch the same political debate and come away equally convinced that their own preferred candidate prevailed. In addition, attitudes can shape people's perceptions of other people's attitudes, causing them to overestimate the prevalence of their views. There is also a wealth of evidence that attitudes motivate and guide behaviour. For example, people's attitudes toward recycling are strongly predictive of whether they actually participate in recycling programs, and attitudes toward political candidates are excellent predictors of voting behaviour. In these and countless other ways, thoughts and actions are profoundly shaped by attitudes. Attitudes do not always exert such powerful effects, however. In fact, in addition to the impressive findings about the power of attitudes, the attitude literature is also full of an equally impressive set of failures to find any effect of attitudes on thought or behaviour. In fact, by the late 1960s, the literature was so inconsistent that some prominent scholars questioned the very existence of attitudes, sending the field into a period of crisis. Since then, social psychologists have made great progress toward identifying the conditions under which attitudes influence thoughts and behaviour. It is now clear, for example, that attitudes are consequential for some types of people more than others, and in some situations more

than others. More recently, social psychologists have also come to recognize that some attitudes are inherently more powerful than others. That is, across people and situations, some attitudes exert a strong impact on thinking and on behaviour, whereas others have little or no impact.

IMPORTANCE

Employees with a positive attitude will create a healthy atmosphere in the organization, develop positive relations with sub-ordinates, their supervisors, managers and top management. A positive attitude has significant benefits for an individual in many aspects.

Following are the aspects related to the importance of attitude:

1. Career success
2. Productivity
3. Leadership
4. Teamwork
5. Decision making
6. Motivation
7. Interpersonal relations
8. Stress management

Career success

Performance is a parameter to measure employees' success in the workplace. Performance leads to success either through promotion or increased compensation. A positive attitude of an employee will help him to think of ways to accomplish their task in a well-defined manner

Productivity

An employee with a positive attitude tends to take more interest and responsibility and will provide better work, which in turn will improve productivity.

Leadership

Managing a diverse workforce is a crucial task for achieving the objective of an organization. Positive attitude demonstrated by leaders or employee will result in proper communication between the subordinate which will lead to efficient work.

Teamwork

A positive attitude of employees helps to appreciate each other's competencies and work as a team for achieving common objectives.

Decision making

An employee with a positive attitude and mindset will help employees to make better decisions, in an objective manner. It will enable employees to choose wisely and logically and avoid them to take an unambiguous decision.

NOTES





Motivation

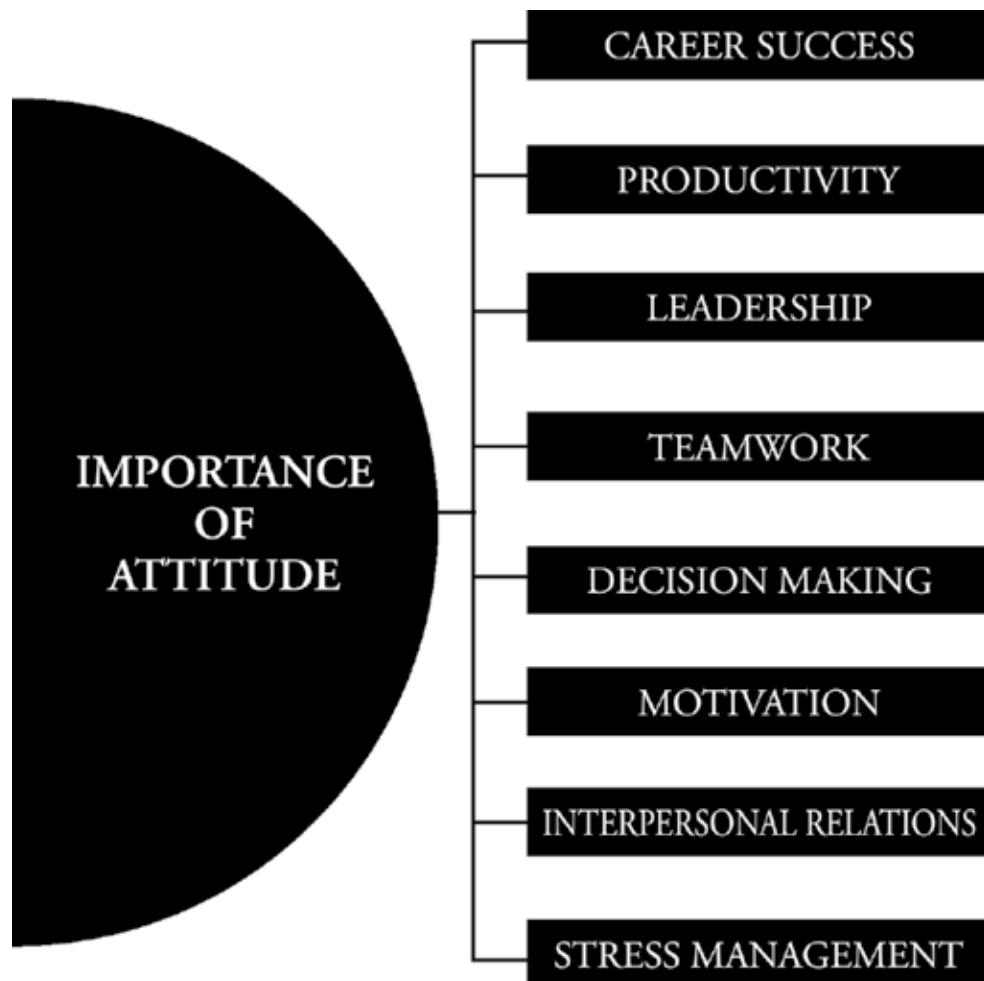
Motivation is an important factor for efficient work. An employee with a positive attitude will always be mentally prepared to face any obstacle in a job. The moment they are successful in overcoming obstacles, they are motivated to move forward.

Interpersonal relations

Customers prefer to make relation with someone who is positive in nature. A positive attitude helps in establishing valuable customer loyalty.

Stress management

Positive attitude and thinking will reduce the stress of an employee and with reduced stress employee can take a better decision and increase their productivity which results, employees, to enjoy better health and take fewer sick leaves.



IMPORTANCE OF ATTITUDE

1.6 STEPS IN DEVELOPING POSITIVE ATTITUDE

NOTES



Component	Steps
Cognitive	<ol style="list-style-type: none"> 1. Change focus, look for the positive. 2. Get into a continuous education program. 3. Learn to like things that need to be done.
Affective	<ol style="list-style-type: none"> 1. Build a positive self-esteem. 2. Stay away from negative influences. 3. Develop an attitude of gratitude.
Behavioral	<ol style="list-style-type: none"> 1. Make a habit of doing it now. 2. Start your day with something positive.

Building Cognitive Component

Development of an individual's cognitive powers leads to development of rational intelligence or practical knowledge of a person.

Step 1: Change focus, look for the positive- Let's start looking for what is right in a person or situation instead of looking for what is wrong.

Andrew Carnegie, who built a steel empire told, "Dealing with people is like digging gold: When you go digging for an ounce of gold, you have to move tons of dirt to get an ounce of gold. But when you go digging, you don't go looking for the dirt, you go looking for the gold."

Step 2: Get into a continuous education program-The most important thing one can learn is to "learn to learn". Learning is a continuous, life -long process. Knowledge, wisdom, and character are important for one to flourish in life. What do you learn and how? We learn how to lead a purposeful life and learn from people and organizations we come across. We live in an information age. It is estimated that the amount of knowledge is doubling every year.

Knowledge is potential power, wisdom is real power. We are Born with five senses touch, taste, sight, smell, and hearing. We have to use them in an appropriate manner to gain general and deeper understanding of environment and people we are dealing with. It is why people say knowledge without common sense has little meaning. Common sense is the ability to see things as they are and do them as they ought to be done. An abundance of common sense is called wisdom. Finally, education that builds fundamental traits of character such as honesty, compassion, courage, persistence and responsibility is absolutely essential.

Step 3: Learn to like the things that need to be done-Different people have aversions for different things. Some students dislike mathematics. Some employees dislike touring jobs.



But when what we do not like becomes part of our work, there is no escape. What we have to do is to tell ourselves that we do not dislike or scared by it. Proper psychological preparation is essential to take up such tasks with a positive mind. Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible.

Building Affective Component

The affective component when developed provides to emotional intelligence or stability of an individual:

Step 1: Build a positive self-esteem- Self-esteem is the way we feel about ourselves. When we feel well within, our performance goes up; our relationships improve both at home and at work. The world lodes nicer. **One can improve self -esteem by becoming capable and making contributions to:**

1. Individual goal accomplishment
2. Team performance and development
3. Quality of life of society

Step 2: Stay away from negative influences- Today we live in global village characterized by information avalanche and social diversity. Exposures to mass media on a large scale and interactions with people of diverse cultures have both positive and negative influences on our mind.

To stay away from negative influences, one has to do the following:

- Be assertive to say no to negative people (vicious minded, drug addicts, political activists, and anti-social elements),
- Be firm to block negative desires like viewing obscene movies, postponing work or study, etc.,
- Be strong willed to avoid development of negative habits like smoking, drinking, taking drugs etc., and
- Be decent to avoid use of wrong accents, foul words and vulgar expressions.

Step 3: Develop an attitude of gratitude-We are indebted to many people in our life who have contributed to our development in many ways at different times. Some of them might have treated us by adopting harsh and critical approach; others might have supported us by taking positive and development approach. Often, we complain against those who were critical.

Also, we are so focused on complaining about things we don't have. We lose sight of the things we have. Be focused on good. Remember the good, the positives in your personality and in your associations. The negatives are to be remembered for adopting a cautious approach in our life but not ruining it.

Behavioural Component

Practice will make one perfect. As one goes on developing right habits of doing, his or her

functional ability as a worker will strengthen manifesting work habits like punctuality, regularity and efficiency.

Step 1: Make a habit of doing it now - Those seeking to build a positive attitude, should learn the phrase, “do it now” and stop the habit of procrastination. Procrastination leads to a negative attitude and results. A completed task is fulfilling and energizing; an incomplete one is demoralizing and degenerating. ‘Do it now’ has a development angle. If we utilize our present to its fullest, we are sowing the seeds for a better future automatically.

Step 2: Start your day with a positive - Practice having positive thoughts and behaviour daily until they become a habit. Read or listen to something positive first thing in the morning. After a good night’s sleep, we are relaxed and our subconscious is receptive. It sets the tone for the day and puts us in the right frame of mind to make every day a positive day.

1.7 MEASURING ATTITUDE

Technique # 1. Method of Equal Appearing Interval:

Developed by L.L. Thurstone and Chave (1929) it is the earliest technique of attitude measurement. This technique of equal appearing interval used in the scaling of psychophysical dimensions was used by Thurstone for the construction of attitude scales to measure attitude towards various subjects or towards any object.

This is why, Thurstone’s scale has been accepted and used widely by various researches for attitude measurement.

The scale is prepared in the following manner:

1. A large number of simple, easily understood statements or propositions showing a favourable or unfavourable attitude towards the attitudinal object are collected.
2. Judges are asked to sort out in a desired number of steps on a scale on the basis of the degree to which they express favourable or unfavourable attitudes towards the object. All those statements having insufficient agreement are rejected. Only those statements having considerable agreement among the judges relating to their position on the scale are retained in the final scale.
3. Scale scoring is done on the basis of median value of judgements. Final selection is made on the basis of equal appearing intervals.

In Thurstone’s scale there are eleven categories where judges have to put their judgement in equal distances so as to fit the eleven categories. The low values indicate a favourable attitude towards the attitudinal object and the high values suggest an unfavourable attitude. Bogardus did not take care to ensure the quality of units. This was considered to be a serious defect in his scale. To eliminate this drawback, Thurstone took eleven pieces of equal appearing intervals. The eleven lines or equally appearing intervals are in fact the units of Thurstone’s scale. His scale is said to be a rational scale since he attempted to achieve equality of units by requiring the judges to place items in eleven lines at equal appearing intervals.



Defects of Thurstone's scale:

The probability of the attitude of judges influencing their placement of judgements in various positions on the scale cannot be ruled out. Infact, Hovland and Sherif have found proofs in this regard in a particular study. Thurstone has attempted to account for zero point in a scale, but has not been able to meet the requirements satisfactorily. Thurston's scale lacked in unique dimensionality. Edward points out that the items having the same scale value may have significantly a different discriminating value. In this technique, thus, the investigator is not able to select the most discriminating item among those having approximately the same scale values. This, infact, will give a distorted picture of the attitude of the subject instead of measuring it accurately. However, modern research has found out ways and means to overcome these shortcomings. Hence, inspite of the defects, Thurstone's scale demonstrates a technique to measure attitude in a reliable manner.

Technique # 2. Method of Summated Rating:

Developed by Likert the attitude scale prepared by the method of summated rating has an entirely different approach. Likert is famous for constructing several attitude scales to measure attitude towards various complex issues, like Black and White Problem, imperialism and various other international problems.

THE PROCEDURE OF PREPARATION OF LIKERTS' SCALE IS GIVEN BELOW BRIEFLY:

A large number of statements and propositions are collected relating to the issue. These statements are then presented to a group of subjects to rate them into five categories.

Such as:

- Strongly approve
- Approve
- Undecided
- Disapprove
- Strongly disapprove

The 'S' is asked to give his score with regard to each statement on this basis of five-point scale. Then, the total score for each individual subject for all the statement is calculated by summing up each individual response.

Thereafter, inter correlating the scores of each item, with the total scores on all the items by the item analysis techniques, the most discriminating items are selected and eliminated. Only those items having highest correlations arc retained for the final scale.

Advantages of Likevts' Scale:

The use of 'Item Analysis' in the construction of attitude scale is the most important feature of Likert's scale. In this scale, the individual scores are interpreted in terms of the scores obtained by a group of individuals which is commonly done in a psychological test construction.



Likert's scale is more pragmatic than Thurstone's scale. It is based on the selection of items in terms of how well they work. Likert did not depend only on the subjective judgements of the individuals, like Thurstone.

He also constructed his scale on the basis of the inter correlation found between items and retained only those items having higher interrelationship. Likert's scale has got good amount of workability than Thurstone's. In this scale unique dimensionality is also not disturbed.

Defects:

- No attempt has been made to ensure equality of unity in the Likert's scale. The scores obtained at the upper and lower end of the scale are usually more meaningful than the intermediate range of scores as the score making the neutral point is unknown.
- The minimum scores in the Likert's scale indicate a favourable attitude, while the maximum scores indicate an unfavourable attitude which is sometimes confusing.
- There is no determination of zero point in this scale.

In spite of these defects, Likert's scale has been widely used for the measurement of attitude in view of the application of item analysis technique for construction of attitude scale which is one of its major advantages over other scales.

Technique # 3. Social Distance Scale:

The concept of social distance was given prominence by Katz and Allport under the guidance of Gallet and Bogardus. Bogardus was interested in studying racial attitudes, attitudes of people towards different races, towards different nationalities and comparing them through his social distance scale. The procedure of the construction of the scale is as follows.

The investigator first formulates various statements indicating different degrees of acceptance or rejection of the group. The 'S' has to indicate how close or how far away he is from the members of the other group. The distance measured by these statements are basically psychological.

A favourable attitude is indicated by the closeness and an unfavourable attitude is indicated by distance. The greater is the distance, the greater is anti-attitude and the less is the distance the greater is the pro attitude. The psychological distance is progressively increased in the scale as one proceeds from the first to the last statement starting from close kinship by marriage to exclusion from the country.

In this manner, by the Bogardus scale attitude is measured towards different nationalities:

CRITICISMS

As a method it has two defects:

1. It means merely temporary attitudes,

2. Bogardus did not make any attempt to ensure equality of units.

The differences between each of the degrees of intimacy is not recognisable. The psychological distance between relation in marriage and a club is much greater than that existing between club relations and neighbouring relations.

The distance between two points in the scale, hence, is not equal or adequate and hence, lacks in dimension of units and exhaustiveness of the measuring index. Bogardus's scale simply measures the range and distribution of attitude and not its intensity.

ADVANTAGES:

This scale has been very widely and quite successfully applied in various studies of attitude measurement. The technique of construction of the scale is quite simple. The scale is used to compare different people's attitudes towards the same nationality or a single individual's attitude towards different nationalities.

By this scale any kind of interpersonal likes and dislikes can be measured. Actually, many new scales have been developed being based on the Bogardus Social Distance Scale.

Technique # 4. Cumulative Scaling Method:

Guttman's cumulative scaling method (1944) is devised to find out if the sets of statements and propositions used to measure attitudes can actually satisfy the necessary conditions of a particular type of scale. The main aim of this scaling technique is to determine whether the attitude in question is "scalable" or not.

An attitude is said to be scalable when a major proportion of the population being measured responds to the scale in a consistent way. When an item is endorsed by the endorsement of all other items that are less extreme and rejection of all those items that are more extreme, it indicates the criterion of consistency.

In Guttman's scale, plotting of scale scores were made on the horizontal lines. Guttman's technique involves a 'Scalogram' device for ascertaining the degree of consistency that is present. According to Guttman, when significant consistency is shown by a set of items or propositions, the scale is unidimensional and hence, is expected to measure attitude reliably.

But in the reverse case one has to infer that there is more than one dimension underlying the scale. At this point, by using this method of Guttman the offending items can be eliminated and the scale can be revised and corrected to meet this criterion of consistency.

Guttman's scale helps in determining the zero point. It is also based on the criteria of unique dimensionality.

Some have questioned the concept of equality of units and the basis of it. The limited practical usefulness of this technique has also been raised by Festinger (1947) who remarks "Limited experience with its use in public opinion research with civilian population has tended to show that it becomes an unwieldy instrument". But this criticism is also applicable to other methods.



Technique # 5. The Scale Discriminating Technique:

This scale has been developed by Edwards and Kilpartic. It is the synthesis of the various earlier techniques.

Like the other scales, a large number of dichotomous items are collected. Judges then group the items in categories as per their degree of favourableness. Others are discarded because of ambiguity.

The retained items are then presented in a multiple-choice form with six response categories starting from strongly agree to strongly disagree. Then, these statements are served to new groups of subjects. Their responses are scored individually to derive a total score for each person.

Like the Likert Scale 'Item analysis' technique is applied on each item. The final scale consists of those items having good discriminating capacity. Then, the selected items are dichotomised and subjected to scaling as followed by Guttman.

It is a very laborious procedure and perhaps because of that the scale discrimination technique has not been used in a large scale in psychological researches for the measurement of attitude. So, the advantages and defects of scale are yet to be traced. Future research on this scale may throw light.

Some other techniques of attitude measurement have been developed. We may discuss here Semantic differential Scaling method. This is constructed by Osgood, Sui and Tennenbaum (1957). This scale is used to obtain direct measures of the evaluation of an attitude object.

The meaning of an object in this technique is rated on a series of bipolar adjectives indicating that they are opposite to each other. For instance, nuclear disarmament might be rated along the following dimensions good-bad, attractive-non attractive, fair-unfair etc.

Then each point is given a scale value to quantify a person's overall reaction to the attitudinal object. The virtue of such a technique is that it taps the respondents' general understanding of an attitudinal objects rather than specific aspects of this object.

1.8 GOAL SETTING

Research shows that people perform better when they are committed to achieving particular goals. **Factors that help ensure commitment to goals include the following:**

- The importance of the expected outcomes
- Self-efficacy, or belief that the goal can be achieved
- Promises or engagements to others, which can strengthen commitment level

In a business setting, managers cannot constantly drive employees' motivation or monitor their work from moment to moment. Instead, they rely on goal setting as an effective means of helping employees regulate their own performance and stay on track.

Goal setting affects outcomes in the following important ways:

- **Choice:** Goals narrow attention and direct efforts to goal-relevant activities, and away from goal-irrelevant actions.
- **Effort:** Goals can lead to more effort; for example, if one typically produces four widgets per hour and has the goal of producing six, one may work more intensely to reach the goal than one would otherwise.
- **Persistence:** People are more likely to work through setbacks if they are pursuing a goal.
- **Cognition:** Goals can lead individuals to develop and change their behaviour.

Edwin Locke and his colleagues examined the behavioural effects of goal setting, and they found that 90 percent of laboratory and field studies involving specific and challenging goals led to higher performance, whereas those with easy or no goals showed minimal improvement. While some managers believe it is sufficient to urge employees to “do their best,” these researchers learned that people who are instructed to do their best generally do not. The reason is that if you want to elicit a specific behaviour, you need to give a clear picture of what is expected. “Do your best” is too vague. A goal is important because it establishes a specified direction and measure of performance.

The discussion of SMART objectives in the Management module that setting effective goals and identifying the best means of meeting them are important aspects of the controlling function of managers. It turns out that setting SMART goals is also a powerful way to motivate employees, especially when employees are able to participate in the goal-setting process. Specific, Measurable, Achievable, Realistic, and Time-constrained goals give both managers and employees clear direction and a way to measure performance.

S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Time-bound
Do: Set real numbers with real deadlines	Do: Make sure your goal is trackable.	Do: Work towards a goal that is challenging, but possible.	Do: Be honest with yourself you know what you and your team are capable of.	Do: Give yourself a deadline.
Don't Say, "I want more visitors."	Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."	Don't: Try to take over the world in one night.	Don't: Forget any hurdles you may have to overcome.	Don't: Keep pushing towards a goal you might hit, "some day."

1.9 CONCEPT, OBJECTIVES AND AIMS OF GOALS

CONCEPT

When you are introducing the concept of goal setting, you should emphasize the following points:

1. **DEFINE WHAT A GOAL IS:**

A goal is merely a statement (it is often written down) of a wish to accomplish. Some goals have a timeline to them while others do not.

2. **UNDERSTAND THE BENEFITS OF GOAL SETTING AND THE CONSEQUENCES OF NOT SETTING GOALS.**

Goal setting helps provide individuals with direction and serves as a constant reminder of what they should do next in order to achieve the desired outcome. Setting goals can give them the inspiration they need to get started.

Accomplishing a goal is an incredible feeling, and this feeling can help drive individuals forward to achieve their next goal. Failing to meet a goal make someone hold themselves accountable for their actions, and it can provide motivation to try harder next time. If individuals do not set goals for themselves, it can be tough to know what to do next and waste a lot of time. It also means they may miss out on many things they wanted to do because they lacked the direction to achieve these things.

3. **UNDERSTAND GOAL SETTING AS IT RELATES TO PROACTIVITY.**

Goal setting provides individuals with a road map to their life. With specific, measurable goals a person knows what they need to do to accomplish the things that are important to them. This means they will always know what to do next.

4. **DEVELOP STRATEGIES FOR EVALUATING**

It is easy for an individual to get into 'dreamer' mode when setting goals and make a bunch of goals that are unattainable and not what they truly want. It is essential to refocus someone by asking them how they plan on accomplishing the goals they set.

5. **DEVELOP STRATEGIES FOR GOAL SETTING AND PRIORITIZING**

Setting a goal can be easy for some and difficult for others. Having an individual use, the SMART acronym can assist them in coming up with Specific, Measurable, Achievable, Relevant, Time-Bound goals.

Specific goals mean the goals are clear in what the individual is trying to do. The more information that can be provided in the goal the better because, the more general the goal, the harder it is for an individual to accomplish.

Measurable goals provide a way to judge whether you on the way to achieving your goal and when you have completed the goal.

Achievable goals are ones that the individual has a chance at completing given the resources available to them, their knowledge and in the time frame, they wish to complete them.

Relevant goals are ones that actually matter given the individual's values and needs. Also completing a goal should provide benefits for the individual in the long run.



Time-Bound goals have a definitive timeline for completion to provide the motivation they need to complete the goal. Without a timeline, it can be very easy to push off a task to a later date.

Once someone knows how to set goals, they need to find a way to set the goals out in a logical manner that gives priority to the more essential goals with an impending deadline as opposed to the fun goals that are individuals are often more motivated to work on.

6. DEVELOP ACTION PLANS OR STEPS FOR REACHING GOALS AND UNDERSTAND THE RELATIONSHIP BETWEEN SHORT AND LONG TERM GOALS

This step fits so nicely with the old proverb “How do you eat an elephant? One bite at a time.” It shows us that there is nothing wrong with having big long-term goals (the elephant) if we realize there are many little steps along the way (one bite at a time) to reach the long-term goal. It can be very helpful to come up with several short-term goals to serve as milestones for progress towards your long-term goal.

7. DEVELOP STRATEGIES FOR PREDICTING AND OVERCOMING OBSTACLES

When an individual has come up with a new goal, it is crucial for them to take time to think about the challenges they may face trying to accomplish a goal. This serves two purposes, it reminds them that not everything always goes according to plan, and sometimes things take longer than you originally plan. Being aware of this when they make goals can also allow them to come up with ideas on how to solve these potential problems in advance.

8. PERIODICALLY RE- EVALUATE AND ADJUST GOALS AND NEEDED

It is critical to understand that a person’s goals can change as time passes, and needs and desires change. There is nothing wrong with removing a goal that is no longer important for the individual or is no longer realistic given a change in circumstances.

9. UNDERSTAND THE NEED FOR WORKING WITH OTHERS TO REACH GOALS

Some goals individuals will accomplish on their own, but the majority of goals will need at least some form of outside help to achieve. There is no shame in asking for someone to help you reach your goals, especially if they have experience in the area of the goal you are trying to achieve.

OBJECTIVES AND AIMS

1. GOALS GIVE FOCUS:

The importance of goals is that they help you avoid wasting your energy working in the wrong direction. Think of goal setting as a funnel that filters out the unnecessary elements. What you’re left with is the focus on your goals. When your mind focuses

on your targets, you can channel all your energy into meeting those targets without distractions or confusion.

NOTES



2. GOALS HELP OVERCOME PROCRASTINATION:

One objective of goal setting is to give yourself a timeline to finish the task you are aiming to complete. The timeline makes you accountable. It'll likely be at the back of your mind as an automatic reminder; which will help you overcome your temptation to procrastinate. When it comes to long-term goal setting, it is advisable to break them into shorter goals with fixed timelines.

3. GOALS HELP MEASURE PROGRESS:

Goal setting means setting benchmarks. The objective of setting goals is essentially to establish several checkpoints. You're able to measure progress better because of fixed milestones. These checkpoints act as progress trackers and give you confidence. They help you believe you are progressing.

4. GOALS GIVE MOTIVATION:

Goal setting is important because it helps inspire and motivate you. A well-planned goal will increase your willingness to succeed. By establishing the importance of goals in your life, you can give yourself a concrete destination to your journey. And when you have set a destination, your focus naturally snowballs into motivation and you can march forth without second thoughts.

5. GOALS HELP IN SETTING BOUNDARIES:

High motivated people may dream big but achieve small due to their battle with inefficiencies. When you recognize the importance of goals in your life, you also recognize your boundaries. This means steering away from unnecessary distractions. Those with goals also learn to draw healthy boundaries. This is how they are better equipped to dedicate their time and effort to what is truly important.

6. GOALS MAKE TASKS INTERESTING:

The objective of goal setting is to provide you with tangible proof of progress. If you have a goal and are working towards it, even small, mundane tasks will be filled with meaning and purpose for you. Boost your confidence, happiness and dedication towards your tasks, and make your work more interesting by tying it to a larger goal. The importance of goal setting is that it even makes small achievements count. This keeps you inspired.

7. GOALS HELP BETTERING ONESELF:

One major importance of goal setting is that it helps people become the best versions of themselves. Goals help one work towards one's true and fullest potential. Working towards a goal is not easy. This process may test your limits and challenge you to use your talent. But the overall process of setting and achieving goals will encourage you



to put your best foot forward. It will enable you to leave your comfort zone and grow, both professionally as well as personally.

BENEFITS OF GOAL SETTING

1. Improves your self-image (or the self-image of the group).
2. Makes you aware of your strengths, which can be used to overcome obstacles and provide solutions to problems. (The same is true for the group).
3. Makes you aware of your weaknesses so you can begin to improve them and make them into your strengths.
4. Gives you a sense of past victories and provides a stimulus for present successes.
5. Helps you visualize. Plans actions to achieve goals you set and then carry them out.
6. Gives you a track to run on so you can see where you have to go.
7. Forces you to set priorities. Priorities establish direction to your pursuits.
8. Defines reality and separates it from wishful thinking.
9. Makes you responsible for your own life. Makes your group responsible for its own success or failure.
10. Serves as a criterion to sharpen decision making.

1.10 TIMELINE FOR GOALS

There are many factors which can shape your timeline for completing a thesis. For example, the complexity of the project, the need for travel to foreign countries to conduct field work or research, unexpected medical crises, and many more factors can alter timelines. Nonetheless, having a general flexible timeline of the thesis project in a helpful way to conceptualize and set achievable goals.

When planning your own timeline, there are several things to keep in mind:

1. What kind of thesis will you write?
2. What does the project require you to do?
3. What is the structure of your program? What landmarks do you need to pass before beginning work on the thesis itself?
4. What kind of team are you working within?
5. What are the expectations of your department?
6. What is your available funding and financial need?
7. Outside life: How much time are you willing/able to commit to writing your thesis? What other important commitments do you have?

Your overarching timeline may be affected by unforeseen circumstances, so it is important to revisit and reassess it often in communication with your supervisor and committee. Nonetheless, having a broad timeline for the process will help you to understand what your expectations and the expectations of your supervisor are, and set goals which will support your timeline.



1.11 CHARACTERISTICS AND IMPORTANCE OF GOALS

- **SPECIFIC AND WELL-DEFINED**

Being specific and well-defined is the foundation for any goal because if you don't know where the end zone is, you don't know how to score. For a business owner, a specific and well-defined goal is focused on a task that moves the company forward. Examples of specific goals are hiring an assistant, selling 20 units, making 100 cold calls, or launching a new product. Each of these examples is defined by a specific action, but many other actions are necessary to achieve these goals. These actions become an action plan and let you know how you are doing along the way. For example, launching a new product might have an action plan that includes research, development of a prototype, testing the prototype and getting user feedback.

- **MEASURABLE IN NATURE**

Measurable in nature refers to the fact that a goal has to have a ruler or scoreboard attached to it. If the goal is to sell more widgets, and you sell one more than last time, that isn't a goal that defines what is needed. Making 100 cold calls is a measurable goal and action. A tally sheet easily tracks whether you achieved the goal or not. Keep in mind that every goal is not results oriented; making outbound calls says nothing about how many sales were made or how much revenue was generated. It is considered a leading indicator of success that gives you insight into how many calls are needed to convert a specific number of sales. When you wait for the results, called lagging indicators, it may be too late to make adjustments.

- **ACHIEVABLE OR REALISTIC**

You hear it all the time, "I want to make a million dollars." This may or may not be an achievable goal depending on the situation. Look at goals and determine if they are too lofty. While you want to challenge yourself and your team, setting goals too high may fail and demoralize your staff. For example, if making 10 sales in one month is



the best any of your sales staff has ever done, setting a goal of 20 is probably too high. Work your way up so people can see feel success and build on that. Perhaps start with 12 for the goal.

- **RELEVANT TO JOB**

Arbitrary goals don't help anyone. Whether you are setting personal goals, company goals or employee goals, make sure they are relevant to the job description and the company mission and vision. For example, a sales representative will have a higher sales goal than a customer service representative who may occasionally get an ancillary sale by pivoting in a service call. At the same time, the customer service representative might have a goal that requires helping a customer within 90 seconds. This goal is relevant to the customer service representative's specific job.

- **TIMED FOR SUCCESS**

Know when you will evaluate whether the goal was achieved. If you don't set a date for review or a deadline for achievement, the goal may never be achieved as everyone continues to work toward it. For example, if the goal for the company is to generate \$1 million in revenues, it could theoretically be achieved over five years if you don't say "annually," which sets a 12-month time limit on the goal. After the 12 months, you can look at whether you achieved the goal.

THREE GOAL SETTING EXERCISES

King (2001) asked students to write about a traumatic experience, their best future self, both topics or a non-emotional control topic for twenty minutes a day, across four days. The student's mood was measured before and after writing and followed up three weeks after the initial test. King found that writing about life goals – or best possible future self – was associated with a significant increase in feelings of well-being compared to writing about trauma. What this tells us is that writing about positive, self-regulatory topics – such as what we want our future to look like – can be hugely beneficial for our well-being. It can also be hugely beneficial in helping us achieve our goals.

Below I've highlighted three easy to do goal setting writing exercises to help you get started:

1. **THE 'AVERAGE PERFECT DAY' EXERCISE**

You can do this exercise in a journal, blank notebook or on your computer, and as the title suggests it's pretty straight forward – you write about what your average perfect day looks like.

Focus on what your perfect day looks like without any added extras or surprises (so no winning lottery tickets or surprise romantic getaways). The idea here is to create a detailed list of what an average day looks like, step by step.

This could include:

- The perfect time for waking up and what that looks like – do you read for 20 minutes before getting up? Cuddle with your partner? Do a sun salutation or mindfulness to start the day?
- What do you do once you're out of bed? Do you make coffee and breakfast first, or shower first? Do you pick out your outfit for the day or did you do that the night before? Is there music, the radio, morning TV in the background? Are the curtains or window blinds open fully or do you prefer them closed while you get ready?
- What happens next? Do you go to work – what does that look like? Whom do you engage with? What does your desk look like?
- Are you at home with the kids? What do you get up to? What activities or adventures do you do together?
- What does a nutritious lunch look like and include?

Create a day you will never get bored of, that you could happily repeat five or seven days a week. Create an 'Average Perfect Day' for your work day and your downtime days. With or without your partner or kids. Really think about the individual behaviours that go into that day. What you'll begin to see clearly are little habits you can start actioning straight away to get you closer to your idea of a perfectly average day.

2. THE 'ONE YEAR FROM NOW' EXERCISE

Similar to King's exercise of asking students to think about and write down what their best possible future self might look like, you can adapt this to think about what your best possible life might look like one year from now.

You can do this exercise alone, with a partner, family or a close friend. It can be really rewarding to share your ideas with someone you trust, who will also challenge you to consider things outside of your comfort zone.

Some of the key areas to think about when completing this exercise include:

- *Your Work* – What job will you be doing? Where will you be working? How will you be working towards what you want this to look like?
- *Your Home* – Are you hoping to save up to buy a place? Are there some home improvements in your current place you've been putting off? Does the garden need some TLC?
- *Your Finances* – Do you have some debts you want to pay off, once and for all? Are you saving for something in particular? Do you want to get on top of your retirement plans?
- *Your Relationships* – Are you happy in love? Wanting to get married? How much value do your close friendships bring? Do you need to work more on connecting with people?
- *Yourself* – How do you want to feel about yourself one year from now? Mentally, physically, socially, personally? What does that look and feel like?

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Once you've created what one year from now looks like for you, start thinking about the steps required to achieve those things. Be reasonable and don't try and commit to achieving everything at once. Pick one or two achievable and measurable goals for each area and build a goal-setting plan for each. Include a rough timeline of when you'd like to achieve that by so you can keep yourself accountable. Again, you can write this down on good old-fashioned paper, in a journal, or use a computer – whatever works best for you. Make sure it's written up somewhere you can refer back to it and add to if needed.

3. THE 'TREASURE MAPPING' EXERCISE

The Treasure Mapping exercise begins with some basic visualization techniques and takes it one step further. Visualization is a wonderful tool to help you build a picture of what you want certain aspects of your life to look like. When it comes to goal setting, visualization can become tricky as it takes time to concentrate and re-visualize what you're working towards when you need a quick boost of inspiration and motivation. Visualization is a strong tool and the Treasure Mapping exercise can help to take it to a new level! With Treasure Mapping, you create a physical representation of your visualization. You can do this with a drawing, painting, collage, or digital art. It serves as a manifestation of your goals and intensifies the work you put into visualizing them in your mind.

A few tips on getting started:

- First, clarify the goal you want to work towards. Visualize what this looks and feels like. Is it a personal achievement or more tangible, like running a marathon or paying off your debt?
- Now, write it all down in detail, using visualization as you go to build a clear picture.
- Think about the outcome of achieving your goal: What will you have? What will you be? How do you celebrate? What do your friends and family say?
- Once you have written this all down, it's time to get creative! Grab your art supplies, a stack of magazines or whatever else you want to use to create your treasure map. At the top of your map create the visual representation of what achieving your goal looks like – this is the treasure you're working towards.
- Now start thinking about all the steps required from where you are at now, to achieving that ultimate goal. Begin the above process again for each step you can identify and work backward from your ultimate goal, creating a visual manifestation on your map as you go.
- Align your images – drawings or collage – in a way that you can see how they connect. This will help imprint in your mind how you are going to achieve them.

Once finished, place your treasure map in a place where you can see it easily for a regular hit of motivation and inspiration. If you created in using some digital art software, print it or keep it as your background screensaver so you see it daily.

These exercises are just a starting point. Some might work better than others for you, so it's worth trying a few and getting a feel for what you respond to the most.

This PDF from Act Mindfully titled 'The Reality Slap' is another great goal-setting resource, despite the title! It contains five short and easy to follow exercises to help you on the way to set some realistic goals.

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IMPORTANCE

Benefits of Goals

Benefits	Description
Direction	Without clear goals you do not know in which direction you are moving. Goals infuse confidence in you that you are on the right track and will reach the right destination in right time without fail. Many students are not able to state their goals. They blame the unemployment problem for their uncertain mind and indecisive nature.
Simplification	'I wish to develop to become a manager' is only a wish statement. The wish statement when broken down into attainable objectives- what to do now and in future -becomes much clearer and more actionable.
Prediction	The goals statements laid out for the current and future periods sum up the entire personality development programme. At the end of... period, what can I be? This question has answer that is very much clear because of goals.
Validation	Validation or evaluation needs clear standards or criteria. We often hear students say: "What am I doing now, I do not know whether it helps me or not. I did a course in HRM and another in Marketing; I did a course in Java and C++. Now I am doing a course in PR" The counselor asks: What do you want to be? Which job do you prefer? Student: Something that is good for me (ambiguous answer). Goal ambiguity is the main villain in the life of many students. They neither know where to go, nor what to. As a result, they cannot know whether they are doing the right or wrong things.
Optimization	Resources are scarce and costly especially for students. There is a time frame for development. Financial resources are the second major constraint for many. Budgeting or resource allocation statement is to be developed to make sure that you can pursue the programmes that help develop your personality.



1.12 SIGNIFICANCE AND ACTIVITY IN GOAL SETTING

SIGNIFICANCE

The process of goal setting is an important activity of managers for obvious reasons. However, the following explanation will help explain its significance in clear, objective terms.

Goal Setting is a Basic Function of Management

The five basic operations of managers are: (i) To set objectives, (ii) To organize, (iii) To motivate and communicate, (iv) To measure, and (v) To develop.

Every manager does these things when he manages. He determines what the objectives should be, what the goals in each area of objectives should be. He decides what has to be done to reach these objectives and he makes them effective by communicating them to people whose performance is needed to attain goals.

Management is needed when achievement is important. In the context of self-development management is important. Therefore, setting goals is the primary task in managing self-development.

Goal Setting Replaces Hunches by Judgment

Goal setting forces one to think about future, demands them to analyze the situation, and prunes ambitions and aspirations into pragmatic, realistic, achievable expectations and desired results. Professional management is management by choice and not by chance and hunches. The choice involves prioritization based on immediacy (what is necessary immediately) and primacy (what is fundamentally important).

All self-development activities need a concrete base to take shape and result in success. So statements like 'I guess I can be good in communication by the end of second semester...' cannot be acceptable. When time is precious, one cannot take wild chances or unreasonable risks. Goal Setting Involves Rational Processes

An attempt to replace guess work by judgment is always rational; all that can be done to make a judgement possible involves a step-by-step logical process of understanding situation, developing alternatives, prioritization of the alternatives and narrowing range of available alternatives to make final choice.

Any one ambitious of developing self should engage in goal setting. Realizing ambition requires hard work and single-minded devotion. For this,

We need logical thinking and emotional commitment Goals setting process involves steps like:

- Defining life ambition
- Introspection of self against the ambition (identification of strengths and weaknesses)
- Identification of opportunities of and limitations in realizing ambition
- Deciding the goals

The entire process involves an intellectual exercise of connecting conceptual and real environment, conversion of abstract wish statement into concrete actionable prescriptions and awakening from dreams to reality checks.

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Goal Setting Involves Balancing

Sometimes objectives are conflicting. Every individual has to reconcile and align the objectives to develop a network of objectives that balance current needs with future demands.

A student may have over rising and conflicting goals as given under:

- An average student may find difficult in learning subjects and attending to household chores (School and life balancing).
- A rural student from regional language medium find it hard in learning subjects in English on one hand and improving English language as well as adapting to city environment.

Develop goal setting plans for each area of your life



In the above goal setting activities, you have provided an ideal vision of the different areas of your life, spanning:

- career,
- family,
- social and
- personal life.



It is helpful when you are trying to create a vision of the type of person that you want to be to consider your life from these different aspects. The following goal setting activity makes these personal visions of you more concrete.

Family goal setting: Do you want to spend more quality time with your family? What sort of parent or partner do you want to be? From this page you can download a family goal setting plan.

Education: Do you want to learn something new or become an expert in a particular area? What new skills do you want to acquire?

Fitness goal setting: Do you want to lose weight or become fitter? Perhaps you want to improve your game or remain motivated to keep training. Do you want to remain healthy as you get older? What steps do you need to take?

Setting financial goals: What sort of money do you want to earn? Do you want to achieve financial freedom? If so, then how?

Setting personal goals: Do you want to maintain a positive mindset? Are there behaviours that you want to improve? Do you want to have more pleasure and happiness in your life?

Career goal setting: Where do you want to be in your career? What type of job do you want to work in? What skills do you want to learn for your job? From this page you can download a career goal setting plan.

1.13 COMMON OBSTACLES OF GOALS ACHIEVEMENT

Teachers and mentors often wonder why not many students take personality development seriously. Some of them start off very well but drop out in the middle. Some of them don't even give a consideration for them. Very few succeed in the process and programmes.

The common obstacles to the self-development goal achievement are:

- **Self:** Most of the failures is rooted in the way people think about themselves and their future. Lack of self-confidence, belief in fatalism, lack of interest, lack of will power etc., are the weak points among many.
- **Agents:** Many of the personality development agencies exhibit a style that is convincing to students. They fail to deliver goods as lack in substance and learning resources.
- **Guides:** Having a guide who has real concern for student is very difficult. In the busy world, everyone is busy and has no time even for his or her own health care.
- **Educational institutions:** Many of the educational institutions today have heavy syllabi and are preoccupied with syllabus completion. Heavy syllabus, inexperienced and under qualified teachers, poor resources, and discipline-orientation, and authoritarian management styles are making learning environment impeding even to the normal and natural personality development.



- **Environment:** The home environment is characterized by time pressures and stress in the dual career families. Parents do not have time for children. The friends and hostel environment are characterized by diversions like - TV, cell phones, face books, picnics, dating and face-to face conversations.
- **Occasions:** Holidays, festivals, and family events (both tragedies and celebrations) etc., require attendance of a person.
- **Resources:** Some students often say that their failure is due to lack of time and money resources.

1.14 TECHNIQUES TO ACHIEVE GOALS

1. WRITE IT DOWN

You've probably heard that writing down your goals has a significant impact on whether or not you will achieve them (you're 42% more likely, to be exact). But you may not know *why* this is the case.

It comes down to the science of your brain. When you think about your goals, you're using the right hemisphere of your brain, which is the side associated with creativity and imagination. So, in essence, **all you're doing is creating a scenario in your head.** However, when you write something down, you're using the left side of your brain. This is associated with logic, reasoning, and analysing. This act ignites a new level of consciousness, objectives, and productivity in your subconscious mind.

The neural fibres that connect the two hemispheres of your brain (which are called the corpus callosum) allow each side to communicate with the other through electrical signals. These signals discharge into your brain fluid and throughout your spinal cord, **therefore communicating with every fibre and cell in your body, including your consciousness that brings your thoughts to fruition.** So, if you merely think about a goal, you're using just the right side of your brain and essentially only imagining it.

By tapping into your logic-based hemisphere, you're signalling to your mind and body that you're serious about getting what you want and you achieve a new level of clarity that transforms your imagination into logic thinking. **Writing down your goals**, quit before you make any progress. whether personal or spiritual, also allows your subconscious to uncover opportunities that won't be noticed if you're tied up with just imagining your goals. With written goals, your mind shifts its focus throughout the day from casually thinking about something you want, to becoming aware of and alert to opportunities that may be right in front of you.

And, there are even more benefits to writing down your goals, including:

- It gives you clarification and helps you specify your goals.
- It gives you less of an opportunity to ignore the idea and
- It acts as a reminder and reinforces the importance of your goals.
- Written goals are easy to review so you can assess your progress.



- You can cross it off of your list once it's achieved. Everyone likes to cross things off of their list.

2. WHAT'S YOUR WHY?

In addition to writing your goals down, write a paragraph about *why* you want to achieve your goal and **how it will feel to make it to that point**. Imagining that you've already achieved your goal will help get you moving on the path from the starting line to taking the necessary steps to achieve your goal. Additionally, it will give you a boost of confidence about being successful, which will further increase your motivation to work hard.

But you need to have a clear understanding of what your motivation is; otherwise, it's hard to find the determination or grit that is needed to succeed. Interrogate your goal. Interrogate yourself. Why do you want to achieve it? What doors will it open up for you? Why is *now* the time to do this? Why is it essential to your happiness? You can also look at it from another angle: **what will happen if you don't work toward this goal?** Keep in mind, we will always put more effort toward achieving a goal that holds some sort of deep-seeded meaning to us than a goal that's superficial.

3. BRAINSTORM

Once you know what your goal is, you should start to brainstorm ideas of how you can make it into a reality. **Brainstorming will help you get creative in identifying the steps you will have to take to reach your goal.** As you're brainstorming, note the ideas that come up that seem to be especially critical and should therefore be prioritized. Also take note of any time-sensitive tasks that have to be achieved either by a certain date or in a particular order.

Brainstorming will help you begin determining *what* needs to happen and *when* it needs to happen, which will help you narrow a broad-focused goal down into something a bit more specific.

There are several brainstorming activities you can do, such as mind mapping, which will help you **focus your ideas and make connections between concepts**. Studies have shown that when it comes to individual brainstorming, making random connections is the most beneficial method of coming up with new ideas. (Check out this article on idea generation.)

When you're brainstorming, don't worry about your spelling or grammar. Just do a brain dump until you're out of ideas. Then go back and organize and make connections between your ideas. **Doing this will help you come up with effective actions and daily habits that will be important in the achievement of your goal.**

4. BREAK BIG GOALS DOWN INTO SMALLER OBJECTIVES

Goals can seem far-fetched—and that's the way they should be. Run a marathon. Land your dream job. Earn a doctorate degree. These aren't things that happen overnight. However, because they may seem *so* distant to obtain, it's easy to lose momentum when you're working toward them.



While your end goal should be large, the milestones in between should be small. **This way, you will feel a sense of achievement along the way and you can appreciate your accomplishments.**

Power and drive build upon themselves, so as soon as you hit your first milestone, you will feel the momentum to keep going. By taking the first action step related to everything you've written down, you'll feel a sense of progress right away. Let's look at an example.

GOAL: APPLY FOR AN MBA

Steps:

1. Take the GMAT

- Create a study schedule.
- Take an online GMAT course.
- Find a GMAT tutor.
- Practice pacing/time management.
- Take practice tests.

2. Research Schools

- Create a set of criteria (location, price, school's reputation, etc.).
- Narrow your list down to 3-4 options.

3. Secure Recommendations

- Reach out to people you've worked with in the past to see if they would be willing to write a recommendation for you.
- Consider a wide range of acquaintances, from personal to professional to academic.

4. Write your CV/Essays

- Decide on the general topics you want to cover.
- Note any areas where you may be lacking necessary experience and address them (For example, you may have three years of work experience, but no significant activities outside work. Find some relevant extracurricular activities to get involved in to improve your application.).
- Get someone to proofread your work who has already earned an MBA.

5. Prepare For an Interview

- Do some self-reflection on your accomplishments.
- Practice mock interviews with helpful friends.
- Prepare questions for your interviewers.

Change will only happen as a result of the small steps you take, so don't look at your goal as being one giant, intimidating step. Once you start working, make sure to celebrate your small wins and track your progress.



5. DEVELOP AN ACTION PLAN

One common obstacle to reaching goals is that the deadline is so far away that it's easy to procrastinate until the point that **it's too late to even follow through**. This means you have to analyze the amount of time you have and develop an action plan that will keep you on track by telling you the *what, where, and how* regarding your tasks at hand.

1.15 CHAPTER SUMMARY

Human resources are complex and valuable. Their attitudes play a critical role in determining their behaviors. Attitudes are predispositions towards behaviors. They consist of three components- cognitive, affective and behavioral. Attitudes manifest in the form of preferences and motives in the context of evaluating and acting. Attitudes can be classified by what they are: positive and negative in outlook and winning and losing by the expected outcome. Positive attitudes are outcome of knowledge, positive outlook, optimism, encouraging relationships, and readiness to act.

Attitudes form by education, social interaction and experience. The benefits of attitudes are POSITIVE to individuals (Pleasantness, optimism, systems view, intuition, team orientation, involvement, venturesome, expanded energy) and organizations (Profits, operational efficiency, strategic effort, integrated approach, tech-savvy, innovativeness, value-oriented and excellence).

The steps in building attitude are:

1. Change focus, look for the positive,
2. Get into a continuous education program,
3. Learn to like things that need to be done,
4. Build a positive self-esteem,
5. Stay away from negative influences,
6. Develop an attitude of gratitude,
7. Make a habit of doing it now and
8. Start your day with something positive.

Managers are concerned with goal setting and overcoming the hurdles on the way of their achievement. Goals are desired outcomes for individuals, groups and entire organizations. Goals can be for short or medium or long term as achievements of life require progressive effort over a long span of time and achievement requires periodical evaluation of advancement. Goals are futuristic, concrete, attainable, measurable and acceptable. Goals provide direction and simplify complex tasks, help predict and validate behaviours, and optimize use of resources. Goals setting is an important activity as it is a basic function of management, replaces hunch by judgment, involves rational process of balancing multiple demands.

Goals setting involves the following steps: define life ambition- decide goals to achieve life ambition in a time frame- commitment to action- Specify a single key result (benefits)- Specify a target date (Time) -Prioritize goals and match the resources (costs)-Make a reality check - Obtain acceptance and commitment of other involved. The common obstacles to

the self-development goal achievement are: weak self, non-performing training agencies, poor guides, weak educational institutions, time pressures, occasions and poor resources. Work-planning, progress chasing and performance improvement help improve personality.

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1.16 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. Explain the concept and types of attitudes with suitable examples.
2. Describe the steps in the formation of attitude, using illustrations.
3. Discuss the importance of positive attitude to individuals and organizations.
4. Elaborate the steps in developing positive attitude citing appropriate examples.
5. Explain the significance of goals and goal setting in the context of personality development.

LONG ANSWER TYPE QUESTIONS

1. How do you set personality development goals and achieve them?
2. Identify common obstacles to personality development. How do you overcome them by planning and commitment in implementation?
3. Explain the significance of goals and goal setting in the context of personality development.
4. How do you set personality development goals and achieve them?
5. Identify common obstacles to personality development. How do you overcome them by planning and commitment in implementation?

1.17 MULTIPLE CHOICE QUESTIONS

1. “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” Who states that?
 - a. Gordon Allport
 - b. Frank Freeman
 - c. Thurstone
 - d. None of these
2. Behaviour is a response to things that are happening:
 - a. Externally
 - b. Internally
 - c. Internally and externally
 - d. None of these
3. In _____, the sociologist Richard La Pierre travelled around the United States.
 - a. 1934



- b. 1935
- c. 1938
- d. 1936
4. **Richard La Pierre travelled around the United States with a Chinese couple for _____.**
- a. Four months
- b. Five months
- c. Six months
- d. Three months
5. **There was widespread prejudice against the Asians. In which year?**
- a. 1930s
- b. 1940s
- c. 1950s
- d. 1920s
6. **A study of _____ is illustrative: they observed that the correlation between the attitudes and the voting behaviour was stronger, one week before voting in an election, compared to one month before voting.**
- a. Richard S. Crutchfield and Egerton L. Ballackey
- b. Fishbein and Coombs
- c. Martin Fishbein and Icek Ajzen
- d. None of these
7. **How many things can affect the attitude strength and attitude?**
- a. 2
- b. 3
- c. 4
- d. 5
8. **You have an arrogant boss. He criticizes your work. Also, he tries to find fault with you. One day, he insults you before your subordinates though there is no fault of yours. Infact, your achievement is excellent.**
- a. Keep quiet and ignore
- b. Politely make him understand
- c. Fight back verbally
- d. Hit him on the face
9. **You are a woman executive. Your male colleague harasses you at work by making vulgar comments, winking, touching etc. He is a close relative of the Managing Director.**
- a. Bear with the situation

- b. Complain to your superior
 - c. Fight back violently
 - d. Slipper him on his face
10. You are the Finance Manager of a company finalizing the year end accounts of the company. You have only one week time for the Annual General Body meeting where the shareholders need to be informed about the company's financial position. Suddenly, your lap top computer which has been giving problems earlier showed virus.
- a. Request the management to postpone the meeting
 - b. Blame management for not replacing the laptop
 - c. Try to solve the problem with the systems team of the company
 - d. Break the computer.

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UNIT

II

TIME MANAGEMENT AND STRESS MANAGEMENT

STRUCTURE

- 2.1 Learning Objective
- 2.2 Introduction
- 2.3 Importance and Significance of Effective Time Management Techniques
- 2.4 Barriers to Effective Time Management
- 2.5 Time Management Tools and Techniques
- 2.6 Stress Management, Why is Stress Created
- 2.7 Definition, Types of Stress and Stress Management Techniques, Why to Manage Stress Effectively
- 2.8 Sources of Stress and Stress Coping Ability
- 2.9 Measures and Principles to Manage Stress
- 2.10 Chapter Summary
- 2.11 Review Questions
- 2.12 Multiple Choice Questions

2.1 LEARNING OBJECTIVE

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After completing this chapter, you will be able to understand:

- Describe importance of time as a resource.
- Understand the techniques of time management.
- Know how to prioritize activities.
- Become aware of time wasters and learn how to avoid them.
- Define stress and identify different types of stress.
- Understand linkage between stress and time management.
- Recognize the different sources of stress.
- Know the measures to manage stress.
- Explain the principles of stress management.

2.2 INTRODUCTION

Management students are going global. The global assignments are very intriguing and rewarding as well as challenging and demanding. Among many things, understanding the time sense across cultures is very important for expatriates. Americans are taught to show up 10 minutes early for appointments. They expect prompt and undivided attention. When kept waiting the American is irritated. But the Asian or Arabian managers are not serious about appointments. Also, they will deal with three or four people at a time.

Scholars have explained the differences in behaviors by the two relative concepts - monochromic and polychromic. The former is revealed in the ordered, precise, schedule driven use of public time. It is found in the case of the North Americans and Europeans. The later is seen in the multiple activities and concurrent involvement with different people, without much concern for time commitments of Asian and Arabian people. For Americans and Europeans, time is money. It is linear, relentlessly marching forward, and if lost, cannot be regained. Many a visitor has been a minute late for Swiss train, only to see its tail lights leaving the station.

The book one —minute manager 1 shows how valuable and precious time is in the world of business. The concept of multi-tasking that the polychromic societies practice has drawn attention of managers, in recent times. For instance, it is possible, to talk on the phone, read and respond to E-mail messages, print a report, check a cell phone message, and eat a bread slice—all at a time. Of course, if proper choice of activities is not made multi-tasking leads to inefficiency and stress.

As a young management student, you face a question: What is your attitude toward time? This chapter deals with time management challenges and techniques useful to every person, especially managers.



WHAT IS TIME MANAGEMENT

“Time management” is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

Good time management requires an important shift in focus from activities to results: **being busy isn't the same as being effective.** (Ironically, the opposite is often closer to the truth.)

“Time management” refers to the way that you organize and plan how long you spend on specific activities.

It may seem counter-intuitive to dedicate precious time to learning about time management, **instead of using it to get on with your work, but the benefits are enormous:**

- Greater productivity and efficiency.
- A better professional reputation.
- Less stress.
- Increased opportunities for advancement.
- Greater opportunities to achieve important life and career goals.

Failing to manage your time effectively can have some very undesirable consequences:

- Missed deadlines.
- Inefficient work flow.
- Poor work quality.
- A poor professional reputation and a stalled career.
- Higher stress levels.

Spending a little time learning about time-management techniques will have huge benefits now – and throughout your career.

2.3 IMPORTANCE AND SIGNIFICANCE OF EFFECTIVE TIME MANAGEMENT TECHNIQUES

IMPORTANCE OF TIME MANGEMENT

For managers to manage an enterprise or an activity five resources are important. They are: human, physical, financial, information and time. In a stable and placid society, time has less significance as the societal behaviour is characterized by steadiness and slow moves. However, in the emergent dynamic, fast-moving societies, 24/7 managers are appearing to dominate the globalised societies, signifying the new features of time: speed and scarcity.

The common pronouncements are:

‘Do it fast!’, ‘Be on the fast track!’, ‘We do not have time’ and ‘We are running out of time’.



Survival of the Fastest

The law of the jungle 'Survival of the fittest' has returned with vengeance. In the deep, thick forest of Africa, a lion wakes up in the morning with the awareness that it has to run faster than the slowest running deer to have its food for the day. A deer wakes up with the consciousness that it has to run faster than the fastest running lion to save its life. Similar is the situation of people in the competitive world of growth and development. Young people are getting opportunities to head divisions and companies. It means the time available for equipping with competencies has become less.

No Chance of Recovery

There are many advices like, time and tide wait for none; you have to actively foresee and be alert to catch up with times. If time is lost, along with that the opportunities are lost. As you cannot go back in the time space, you cannot recover the loss. The implication is one should be able to make right choices well in time and in advance. It helps to prepare for grabbing the opportunity and making best use of it.

Time Impacts Health

Time has something to do with the health of an individual. Failure to do things in time may cause anxiety, frustration, guilt, and other ill feelings. As a result, one may develop diseases like diabetes, hyper-tension and others.

Prerequisite for Success

Managing well your time makes you successful. Success is not a result of chance; it is a product of choices and skills. One important area where choices and skills matter most is time management. Timely decision making and implementation will lead to desired results. Successful students prepare well in advance and make proper use of time in the examination. They will have time for various activities besides study, because they do not waste time.

SIGNIFICANCE OF EFFECTIVE TIME MANAGEMENT TECHNIQUES

1. Less stress

Managing your time reduces your stress level and increases your confidence. Taking control of your time also reduces stress and anxiety. Good time management means meeting tight deadlines and planning your time.

Managing your time stops overwhelm and ensures you don't feel tired all the time. Good time management enables you to be more productive with the time you have. Increased productivity ensures you stay on top of your to-do list and prioritise your most important work. With less stress, you feel clear and more confident about how to invest your time.

Less stress increases productivity and helps you sleep better. It also helps create a better work-life balance.



Take action. Identify three causes of stress that impact your ability to manage your time. Get clear on the causes of stress and outline the difference it would make if you could eliminate this stress. Pick the biggest cause of stress and set one action you can take to eliminate that stress. Stress often comes from feeling overwhelmed. Discover how to eliminate stress and stop feeling overwhelmed at work.

2. Better work-life balance

One of the most important benefits of time management is a better work-life balance. If you achieve a better work-life balance, you can be more productive at work and have more time to spend on your most important relationships. Work-life balance creates a good balance between your professional life and personal life. When you spend long hours at work, you risk burnout and feeling tired all the time.

An essential benefit of good time management is you understand the value of time. You get clear on how you can achieve your goals in less time at work and have more time for the people that matter at home. To manage your time better between work and home, read my tips to create a better work-life balance.

3. More time freedom

Time management techniques ensure you have the time freedom to do more of the things that matter most to you. Good time management ensures you focus time on your biggest priorities. Prioritisation creates greater time freedom. One of the key benefits of time management is greater time freedom. When you have greater time freedom, you can focus your time on setting and achieving your biggest goals.

Greater time freedom also ensures you have more time to spend with family and friends. You have more time to deepen relationships and pursue new hobbies. Having more time freedom also allows you to follow your purpose in life.

Take action. Ask yourself what you would do if you could free up an additional five hours or ten hours a week. Write down the three most important things and get clear on the difference doing those things would make in your life. Then, layout a simple action plan to make those changes a reality. Discover the benefits of achieving greater time freedom.

4. Greater focus

Effective time management increases your focus and improves your productivity. Greater focus allows you to capture bigger opportunities. It also allows you to spend more time on the projects, goals, and people that matter.

Time management is important in helping you achieve greater focus and prioritisation. When you better manage your time, you increase focus and take control of your day. Good time management doesn't mean expanding your to-do list and working longer. Time management means working smarter, not harder.

When you manage your time, you have a greater focus on your most productive activities. This helps build positive habits. It also ensures you spend more time on the activities that help you reach your goals. You can manage your time better when you have greater focus. Discover my proven tips on how to improve focus.

5. **Higher levels of productivity**

Good time management skills increase your productivity and help you get more done. Time management skills help you reduce stress and prioritise your time. Effective time management clarifies your goals and prioritises your most important tasks. As a result, you have more time to achieve bigger and better results.

When you manage your time, you can plan your day and increase your performance. Daily planning improves your productivity. Planning your time is an important element of time management. Planning increases productivity and effectiveness. To be more productive with your time it's important to identify your daily priorities. Identifying your priorities helps you spend your most productive time working on them. Download my free Daily Planner to help you prioritise your time more effectively so you can get more done in less time.

6. **Less procrastination**

Procrastination happens when you don't manage your time. When you aren't clear and focused on your goals, it's easy to procrastinate. Poor time management causes distraction and procrastination.

Building effective time management skills and managing time ensures you don't procrastinate. Managing your time ensures you feel in control of your workload, which helps to stop procrastination. When you feel focused and in control of your time, you are less likely to procrastinate. When you are clear and focused on your goals, you spend more time working on your biggest priorities.

Take action. Identify the three biggest causes of your procrastination and layout the first action step you can take to eliminate each of the causes one by one. Eliminate procrastination with my simple guide on how to stop procrastinating.

7. **Things are simpler and easier**

Effective time management skills make things simple and easy. When you take control of your time, you are more confident and capable. Good time management ensures you feel clear and confident about how to use your time. As a result, you stop feeling overwhelmed, stressed and frustrated.

Good time management enables you to work on your goals and make effective to-do lists. This planning helps you prioritise your most important tasks. As a result, you invest your time and energy to produce the outcomes and results you want.



8. Less distraction

Effective time management eliminates distractions and boosts concentration. Distraction impacts your time management and lowers your productivity. Developing effective time management skills increases focus and limits distractions. When you manage time, you can plan better and prioritise better. This helps you schedule your most important work.

Effective time managers set aside chunks of time to work on their most important work. Additionally, they set better boundaries around their time to increase focus. Better boundaries increase focus ensures you focus your time on your biggest priorities. It also helps reduce overwhelm and distraction. Distractions happen when you have too much to do. Read my guide to overcome having too much going on.

9. Increased energy

One of the biggest benefits of managing time is greater energy and motivation. When you work longer and harder your energy levels can drop and you feel tired all the time.

Good time management skills help you manage your energy and productivity levels. One of the most important benefits of time management is greater energy. Increased energy helps you focus on your most important work. When you have more energy, you are more focused and productive for longer. When energy levels drop, it's easier to get overwhelmed and start procrastinating. Good time managers schedule their time and take regular breaks throughout the day. To manage your time, keep your energy levels high to increase productivity.

Take action. Over one week, make a note every time you feel drained and have no energy. Write down the cause of this drop in energy. At the end of the week, analyse every instance where you have no energy and the cause, then take action to eliminate the biggest causes. Discover how time leverage will help you take control of your time.

10. Time to think

Effective time management strategies give you more to think and plan. Planning your time ensures you have more time to work on your biggest priorities. With more time to strategize, you have more time to focus on achieving your goals. Poor time management means you don't have time to make progress on your biggest goals. Having time to think about how to make progress on your goals is as important as taking action.

Good time management ensures you have time for strategic and creative planning time. As a result, you can be more productive and focused with the time you have. At the end of each day, write down three things you were happy about and three things you were frustrated about. Explore ways you can do more of the things you were happy with and eliminate the things that frustrate you.

TECHNIQUES OF TIME MANAGEMENT

Management involves four distinct functions: Planning, Organizing, Leading and Controlling. Applying the functional framework for managing the resource time, we will examine how time can be made more productive.

Time Management Frame-wok

Function	Techniques
Planning-Prioritization	SWOT, Calendar, Time journal, Scheduling
Organizing and leading	Work performance or assignments Diary, organizer, Memory pads, Delegation
Controlling-Avoiding time Wasters	Assertiveness

2.4 BARRIERS TO EFFECTIVE TIME MANAGEMENT

Time management is emotionally charged and the first step to making improvements is to deal with emotions. People don't always know consciously what drives their decisions and behaviors. In a nutshell, individuals are programmed to do what they expect to bring pleasure and avoid what they expect to create pain. This evaluation of pleasure and pain is rarely conscious and is highly subjective, as it is based on the person's past experiences, beliefs, fears, and needs. **Here are some common unconscious obstacles to effective time management:**

1. Seeking perfection

Seeking perfection will cause managers to spend an excessive amount of time on each project. They may attach too much importance to small details that no one else will notice. They might check their work too many times, start doubting themselves, and add complexity that doesn't bring more value. The unnecessary time spent perfecting one task will be sorely missing for another task, creating unwarranted delays. Seeking perfection can also increase pressure, inflate the level of difficulty perceived, and cause procrastination.

2. Needing control

Some people have a strong need to feel in control and are reluctant to delegate because they believe the best way to get something done correctly is to do it themselves. Instead of using their human resources strategically, they take responsibility for more tasks than they can handle. They will create delays and even bottlenecks when they micromanage their staff and insist on reviewing other people's work. They may also over-complicate projects by requesting modifications that are their personal preferences but don't objectively add value to the tasks.

3. Task avoidance

Managers are likely to keep themselves busy with comfortable tasks and procrastinate on an intimidating one such as writing a report.





Avoidance can be caused by various reasons including:

- Too much pain perceived in completing the task.
- Lack of intrinsic motivation and interest in the task.
- Lack of external pressure to complete the task.
- Rationalizing why it is acceptable to wait.
- Attaching more importance to other tasks than this one.
- Focusing on what is urgent rather than important.
- Being intimidated by the size of the task instead of tackling it in manageable chunks.
- Not feeling creative or energetic enough and choosing easier tasks instead.
- Choosing a task that meets the individual's emotional needs (e.g. meetings or phone calls to meet the need for interaction and connection or answering e-mails for instant gratification and sense of being productive).

4. Fear of failure

Lacking confidence in one's ability to successfully complete a project will create fear and procrastination. The intimidating project will be pushed to the last minute, creating more stress and pressure. **This pattern is common for people who:**

- Worry too much about how they are perceived and tend to focus more on criticism than service to others,
- Are new at their jobs and don't feel competent enough, informed enough, or prepared enough to complete the tasks successfully,
- Have a critical supervisor who is very difficult to please,
- Exaggerate in their minds what is at stake and create unjustified anxiety,
- Work in an environment that is unsupportive and feels unsafe, or
- Have been treated poorly in the past and still carry the fear of being criticized or punished, even if their current work environment is healthy.

5. Desire to please

People who have a strong need to please others tend to have difficulty saying no to requests, even when they are not certain they can deliver on their promises. As a result, they will over-commit and find themselves unable to meet deadlines. Their fear of disappointing someone or letting someone down will often become a self-fulfilling prophecy because they lack healthy boundaries. They are also likely to let people take too much of their time, call them too often, ask for too many favors, and assign them projects that should be directed elsewhere. They tend to make unnecessary sacrifices because they want to be liked, and prioritize what other people want over what they themselves need.

6. Need for connection

Occasionally, managers overestimate how much time they should spend nurturing relationships on campus by engaging in long conversations with co-workers. Leaders with an open-door policy who lack self-discipline may allow people to interrupt

their workflow excessively and overstay their welcome. While relationships are of the utmost importance and leaders need to know how to inspire teamwork, loyalty, and collaboration, they should not assume that quantity of conversations is an indication of quality. Many high achievers will lose motivation when they question whether other people are working or socializing. An excessively laid back atmosphere can hurt morale and dedication. When friendships seem to be more important than work, standards are likely to get lower and so will productivity.

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7. Seeking comfort and familiarity

Not everyone embraces change. In fact, most people are highly resistant to change. Many individuals prefer to keep doing what is familiar, comfortable, and predictable, even if it is not optimal. Breaking old habits require commitment and self-discipline. If someone does not set a clear intention to change and create structure for accountability and follow-through, they will revert back to doing things the way they always have. Improving time management is not difficult but it feels too unfamiliar and uncomfortable to some people.

8. Being reactive rather than proactive

Some managers describe their work as putting out fires all day. Their lack of structure and organization causes them to spend their workdays reacting to emails, calls, meetings, and crises to resolve. They believe they cannot make time to create processes or systems, or train their staff to do more or work independently. They are busy keeping their heads above water and don't know how to make time to improve their workflow and effectiveness. Their attachment to the belief that they don't have any time available prevents them from implementing time management strategies.

9. Taking pride in being overworked

When someone takes pride in personal sacrifice and being overworked, they will not improve their time management. Being able to leave the office on time each day would damage their self-image. Their self-worth and identity are tied to how hard they work therefore; finding ways to create free time may be appealing consciously but will be rejected unconsciously. They will sabotage their efforts to achieve work-life balance because they think hard work is more honourable. Their inner conflict will keep them from changing habits.

10. Feeling not good enough

Similarly, when leaders have a relentless inner voice telling them they are not good enough or are not doing enough, they will continue to work excessively to prove their worth and find self-acceptance. Their inner critic will sabotage efforts to improve their time management because the unconscious goal remains to do more and sacrifice more, not less.



2.5 TIME MANAGEMENT TOOLS AND TECHNIQUES

Time management—how we choose to use and organize our time—is something many of us struggle with. Effective time management allows us to make the most of our day, accomplishing tasks more quickly and prioritizing those that will make the most impact.

Different people need different time management strategies. If you're a graduate student, you may choose to manage your time in a different way than someone who is a working mother. If you're a visual person, you may prefer a color-coded calendar over a written list.

1. Pareto Analysis (a.k.a., the 80/20 rule)

The 80/20 rule is a technique created by the Italian economist Vilfredo Pareto. It's the idea that 20% of actions are responsible for 80% of outcomes. The goal of Pareto analysis is to help you prioritize tasks that are most effective at solving problems.

How it works:

- **List some of the problems you are facing.** For example, maybe your grades are slipping.
- **Identify the root cause of each problem.** Maybe your grades are slipping because you spend too much time on social media.
- **Assign a score to each problem:** Assign higher numbers to more important problems
- **Group problems together by cause:** Group together all the problems caused by spending too much time on social media.
- **Add up the score of each group:** The group with the highest score is the issue you should work on first.
- **Take action.**

Types of people who will benefit from Pareto Analysis:

- Problem solvers
- Analytical thinkers

2. Pomodoro Technique

The Pomodoro Technique was created by entrepreneur and author Francesco Cirillo. This technique uses a timer to break down your work into intervals. Each interval is known as a *Pomodoro*, named after the tomato-shaped timer that Cirillo created.

How it works:

- **Choose a task you need to get done.**
- **Set a timer (e.g., for 25 mins).**
- **Focus on the task at hand.**
- **When the timer rings, put a checkmark on a piece of paper.**

- **Take a short break:** Take a break for about three to five minutes. Go for a walk, grab a cup of coffee, do something non-work-related to give your brain a break.
- **Repeat steps two to five:** Once you have completed this process four times, you can begin to take longer breaks (20–30 mins).

Types of people that will benefit from the Pomodoro Technique:

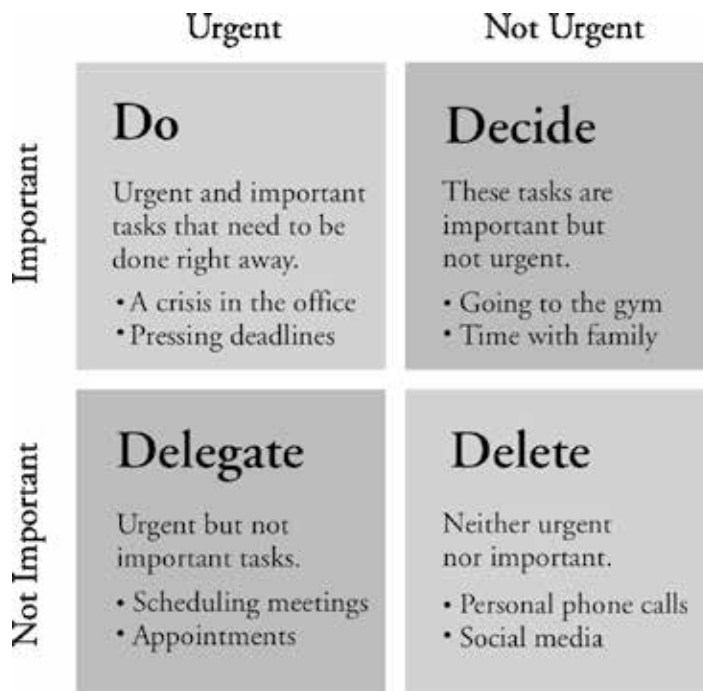
- Creative thinkers
- Those who feel burnt out from work/school

3. Eisenhower Matrix

Before Dwight Eisenhower became president in 1953, he served in the U.S. Army as an Allied Forces Commander during World War II. He was faced with difficult decisions every day that led him to invent what is now called the *Eisenhower matrix*, or the *urgent-important matrix*.

How it works:

Organize your tasks into four separate quadrants, sorting them by important vs. unimportant and urgent vs. not urgent, as shown in the graphic below. Urgent tasks are those we feel need to get done immediately. Important tasks are those that contribute to your long-term goals or values. Ideally, you should only work on tasks in the top two quadrants—the other tasks, you should delegate or delete.



Types of people who will benefit from the Eisenhower Matrix:

- People in leadership positions
- Critical thinkers



4. Parkinson's Law

British historian Cyril Northcote Parkinson became famous for the phrase “work expands so as to fill the time available for its completion.” In other words, the amount of time you give yourself to complete a task is the amount of time it will take you to complete that task.

How it works:

This is not a time management technique *per se*. It's a law that, when understood, can be applied as one of the most beneficial time management methods out there—but you will have to put in the work. **That means working more efficiently in shorter bursts of time. Here are some tips:**

- **Try working without a computer charger.** This will force you to finish a project before your computer dies.
- **Get it done early.** Instead of finishing an essay by midnight, try to get it done by noon.
- **Set a deadline.** Give yourself a set time to do something—and then cut it in half.
- **Limit time for tasks.** Give yourself only 20 minutes in the morning to answer emails.

Types of people this works for:

- Procrastinators
- People who work well under pressure

5. Time Blocking Method

Inventor Elon Musk is known for being productive. He manages his time so efficiently that he can work over 80 hours a week and still make time for himself. What's his secret? Time blocking.

How it works:

From the moment you wake up, assign each time block in your day to a task. These tasks can be anything from eating breakfast to studying for a test. **Below are the steps Elon Musk uses to block his time:**

- Divide a piece of paper into two columns. On the left, write down each hour of the day and create blocks of time such as half-hour or hour chunks.
- Estimate the time it's going to take to complete each of your tasks and fit them into your time blocks.
- Add buffer times in between each time block to allow for adjustments during the day.

Types of people this works for:

- Working students or parents
- Analytical thinkers



6. Getting Things Done (GTD) Method

Created by author David Allen, this process helps you get things done by recording tasks on paper and then breaking them down into actionable work items.

How it works:

- **Capture the actions that have your attention:** These actions are tasks that can relate to anything from work to school to your personal life.
- **Clarify what they mean:** Decide whether the tasks that have your attention are actionable or not. If an item is not actionable, ignore it for now. If the item is actionable, do it, delegate it, or set it aside.
- **Organize your actions:** Prioritize your list according to what you need to get done when.
- **Reflect:** Review your list of actions frequently to determine your next priority. Cross off tasks you have accomplished and update your list.
- **Engage:** Take the actions you can complete right now.

Types of people who will benefit from the GTD method:

- People who struggle to focus on one thing at a time
- People who feel overwhelmed in their daily lives

7. Rapid Planning Method (RPM)

“RPM” stands for “rapid planning method” or “result, purpose, and massive action plan.” It was developed by motivational speaker Tony Robbins as a way to train your brain to focus on a vision of what you want so you can make it real.

How it works:

- **Capturing:** Write down all the tasks you need to accomplish this week.
- **Chunking:** “Chunk” your tasks together by commonalities. Which items are personal? School-related? Career-focused?
- **Create your own RPM blocks:** On the top of a new sheet of paper, make three columns: the task, the result you want from completing that task, and your purpose for completing it. Next, list the actions you can take to get there.
- **Create an empowering role for yourself:** If you’re a student, you might call yourself the “Study Queen.” Anything that will get you jazzed about completing your goal.

Types of people who will benefit from the RPM:

- Working students or parents
- People who have long-term goals

8. Pickle Jar Theory

This theory helps you figure out what is useful and what is not useful in your daily life. It allows you to plan tasks with time to spare and set priorities for your day.

**How it works:**

Imagine a pickle jar full of sand, pebbles, and rocks. The sand is at the bottom and the rocks sit at the top.

- **The sand:** This represents disrupting elements of your day, such as phone calls, text messages, emails, social media, etc.
- **The pebbles:** This represents tasks that need to be completed, but can be done on another day or by someone else.
- **The rocks:** These are the most important tasks that need to get done today.

Begin by thinking about how your tasks for the day would fit into the above categories. Then make a task list starting with the rocks and ending with sand (if time permits). Include an honest time estimate next to each. Try not to plan more than six hours of an eight-hour working day. This will leave buffer time for the pebbles and sand.

Types of people who will benefit from the Pickle Jar theory:

- Visual people
- Concrete thinkers

9. Eat That Frog Technique

This technique is named after a Mark Twain quote: “Eat a live frog the first thing in the morning and nothing worse will happen to you the rest of the day.” Start your day by doing the most onerous tasks first and getting them out of the way.

How it works:

- **Get clear on a goal.** What do you want to achieve most?
- **Write it down.**
- **Set a deadline.**
- **Compile a list** of things you need to do to achieve your goal.
- **Organize this list in order of priority.** The most important items are probably the most difficult. These are your “frogs.”
- **Take action.** If you have more than one frog on your plate, eat the nastiest one first.
- **Repeat this cycle every day** so that you’re always doing something that will push you toward your goal.

Types of people who will benefit from the Eat That Frog technique:

- Abstract thinkers
- People with long-term goals

2.6 STRESS MANAGEMENT AND WHY IS STRESS CREATED

NOTES



STRESS MANAGEMENT

According to a study made by Geus(1997), most large and apparently successful organizations are profoundly unhealthy. The average life expectancy of Fortune 500 companies is 40-50 years. If we conduct a survey of managers of modern corporations we may infer that managers in these organizations experience stress due to struggle for power and control, cynicism and a work environment that stifles, rather than releases human imagination, energy and commitment. Given the state of affairs, it indeed impels one to look for alternative paradigms for better management practices (Mahadevan 1, 2008).

Pradip Bhattacharya² (2004) opined that the Western philosophical paradigm that regards individual freedom as a non-negotiable precondition of social existence, even at the expense of the social fabric itself, has to be redefined in the light of the ancient Indian insight *vasudhaiva kutumbakam*. Maharishi Mahesh Yogi popularized transcendental meditation. The role of meditation in calming the mind, controlling stress and creating a wholesome personality enjoys wide recognition. The Maharishi Institute of Management has a separate cell that deals with corporate development programs. Companies such as ACC, Reckitt & Colman, Indian Petrochemicals Corporation, the Oriental Bank, SRF Ltd, Tata Tea and Tata Chemicals are some companies that have availed of these programs.

The Art of Living course of Sri Sri Ravishankar has gained adherents worldwide³. Chakraborty⁴ who heads the Management Center for Human Values, Indian Institute of Management, Calcutta opines that a lack of depth in the modern value system leads to a high level of stress. He propounded 'Rajarshi model of leadership. Deepak Chopra's *The Seven Spiritual Laws of Success*, remind us of some of the Vedic truths that can be applied for peace and prosperity in life.

Attempts made by companies and various training and philosophical societies to combat stress levels of people signify the importance of the issue of stress. The chapter deals with stress problems as well as management principles and techniques.

Stress is a normal reaction the body has when changes occur, resulting in physical, emotional and intellectual responses. Stress management training can help you deal with changes in a healthier way.

WHY IS STRESS CREATED

Stress is a natural feeling of not being able to cope with specific demands and events. However, stress can become a chronic condition if a person does not take steps to manage it.

These demands can come from work, relationships, financial pressures, and other situations, but anything that poses a real or perceived challenge or threat to a person's well-being can cause stress.



Stress can be a motivator, and it can even be essential to survival. The body's fight-or-flight mechanism tells a person when and how to respond to danger. However, when the body becomes triggered too easily, or there are too many stressors at one time, it can undermine a person's mental and physical health and become harmful.

People react differently to stressful situations. What is stressful for one person may not be stressful for another, and almost any event can potentially cause stress. For some people, just thinking about a trigger or several smaller triggers can cause stress.

There is no identifiable reason why one person may feel less stressed than another when facing the same stressor. Mental health conditions, such as depression, or a building sense of frustration, injustice, and anxiety can make some people feel stressed more easily than others.

Previous experiences may affect how a person reacts to stressors.

Common major life events that can trigger stress include:

- Job issues or retirement.
- Lack of time or money.
- Bereavement.
- Family problems.
- Illness.
- Moving home.
- Relationships, marriage, and divorce.

Other commonly reported causes of stress are:

- Abortion or pregnancy loss.
- Driving in heavy traffic or fear of an accident.
- Fear of crime or problems with neighbors.
- Pregnancy and becoming a parent.
- Excessive noise, overcrowding, and pollution.
- Uncertainty or waiting for an important outcome.

Some people experience ongoing stress after a traumatic event, such as an accident or some kind of abuse. Doctors will diagnose this as PTSD.

Those who work in stressful jobs, such as the military or the emergency services, will have a debriefing session following a major incident, and occupational healthcare services will monitor them for PTSD.

What happens to the body during stress?

The body's autonomic nervous system controls your heart rate, breathing, vision changes and more. Its built-in stress response, the "fight-or-flight response," helps the body face stressful situations.

When a person has long-term (chronic) stress, continued activation of the stress response causes wear and tear on the body. Physical, emotional and behavioral symptoms develop.

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Physical symptoms of stress include:

- Aches and pains.
- Chest pain or a feeling like your heart is racing.
- Exhaustion or trouble sleeping.
- Headaches, dizziness or shaking.
- High blood pressure.
- Muscle tension or jaw clenching.
- Stomach or digestive problems.
- Trouble having sex.
- Weak immune system.

Stress can lead to emotional and mental symptoms like:

- Anxiety or irritability.
- Depression.
- Panic attacks.
- Sadness.

Often, people with chronic stress try to manage it with unhealthy behaviors, including:

- Drinking alcohol too much or too often.
- Gambling.
- Overeating or developing an eating disorder.
- Participating compulsively in sex, shopping or internet browsing.
- Smoking.
- Using drugs.

How is stress diagnosed?

Stress is subjective — not measurable with tests. Only the person experiencing it can determine whether it's present and how severe it feels. A healthcare provider may use questionnaires to understand your stress and how it affects your life.

If you have chronic stress, your healthcare provider can evaluate symptoms that result from stress. For example, high blood pressure can be diagnosed and treated.

What are some strategies for stress relief?

You can't avoid stress, but you can stop it from becoming overwhelming by practicing some daily strategies:

- Exercise when you feel symptoms of stress coming on. Even a short walk can boost your mood.



- At the end of each day, take a moment to think about what you've accomplished — not what you didn't get done.
- Set goals for your day, week and month. Narrowing your view will help you feel more in control of the moment and long-term tasks.
- Consider talking to a therapist or your healthcare provider about your worries.

What are some ways to prevent stress?

Many daily strategies can help you keep stress at bay:

- Try relaxation activities, such as meditation, yoga, tai chi, breathing exercises and muscle relaxation. Programs are available online, in smartphone apps, and at many gyms and community centers.
- Take good care of your body each day. Eating right, exercising and getting enough sleep help your body handle stress much better.
- Stay positive and practice gratitude, acknowledging the good parts of your day or life.
- Accept that you can't control everything. Find ways to let go of worry about situations you cannot change.
- Learn to say "no" to additional responsibilities when you are too busy or stressed.
- Stay connected with people who keep you calm, make you happy, provide emotional support and help you with practical things. A friend, family member or neighbor can become a good listener or share responsibilities so that stress doesn't become overwhelming.

How long does stress last?

Stress can be a short-term issue or a long-term problem, depending on what changes in your life. Regularly using stress management techniques can help you avoid most physical, emotional and behavioral symptoms of stress.

2.7 DEFINITION, TYPES OF STRESS AND STRESS MANAGEMENT TECHNIQUES, WHY TO MANAGE STRESS EFFECTIVELY

DEFINITIONS

Anything that makes you tense, angry, frustrated and miserable is called stress.

According to Selye⁵ (1976), stress is a condition of strain on one's emotion, thought processes, and physical condition.

Schuler⁶(1980) defined: Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.

The above definition offers explanation of stress with the following key terms.

Dynamic condition: Stress is not static in nature. It keeps changing in terms of direction (positive, neutral and negative) and magnitude or intensity (high or low).

Desire: Stress is rooted in the desire of an individual. When there is no desire, there is no stress.

Opportunity, constraint or demand: For the fulfillment of desire there is an opportunity (a way out) and one will be naturally excited by it.

However, there may be constraints that restrict or block the ways of making the best use of opportunity. There may be demands that take away the time, money and other resources and eventually result in loss of opportunity.

Important but uncertain outcome: The perceived outcome is important from the desired point of view. However, its fulfillment (outcome) is uncertain due to the constraints and demands.

TYPES OF STRESS

The National Institute of Mental Health (NIMH) Trusted Source recognize two types of stress: acute and chronic. These require different levels of management.

The NIMH also identify three examples of types of stressors:

- Routine stress, such as childcare, homework, or financial responsibilities
- Sudden, disruptive changes, such as a family bereavement or finding out about a job loss
- Traumatic stress, which can occur due to extreme trauma as a result of a severe accident, an assault, an environmental disaster, or war

Acute stress

This type of stress is short-term and usually the more common form of stress. Acute stress often develops when people consider the pressures of events that have recently occurred or face upcoming challenges in the near future. For example, a person may feel stressed about a recent argument or an upcoming deadline. However, the stress will reduce or disappear once a person resolves the argument or meets the deadline.

Acute stressors are often new and tend to have a clear and immediate solution. Even with the more difficult challenges that people face, there are possible ways to get out of the situation.

Acute stress does not cause the same amount of damage as long-term, chronic stress. Short-term effects include tension headaches and an upset stomach, as well as a moderate amount of distress. However, repeated instances of acute stress over an extended period can become chronic and harmful.

Chronic stress

This type of stress develops over a long period and is more harmful.



Ongoing poverty, a dysfunctional family, or an unhappy marriage are examples of situations that can cause chronic stress. It occurs when a person can see no way to avoid their stressors and stops seeking solutions. A traumatic experience early in life may also contribute to chronic stress. Chronic stress makes it difficult for the body to return to a normal level of stress hormone activity, **which can contribute to problems in the following systems**

Trusted Source:

- Cardiovascular
- Respiratory
- Sleep
- Immune
- Reproductive

A constant state of stress can also increase a person's risk of type 2 diabetes, high blood pressure, and heart disease. Depression, anxiety, and other mental health disorders, such as post-traumatic stress disorder (PTSD), can develop when stress becomes chronic.

Chronic stress can continue unnoticed, as people can become used to feeling agitated and hopeless. It can become part of an individual's personality, making them constantly prone to the effects of stress regardless of the scenarios that they encounter. People with chronic stress are at risk of having a final breakdown that can lead to suicide, violent actions, a heart attack, or stroke.

STRESS MANAGEMENT TECHNIQUES

It is obvious that stress is inevitable in the daily life of an individual. When stressed heavily, people may resort to drinking and become addicts to nicotine, caffeine and drugs. These are only false friends and destroy the mental and physical health in course of time. One should think positively and adopt the right ways of resolving the stress related problems. The helpful mechanisms and elements are given in Table.

Stress Coping mechanisms

Defence Mechanisms	Elements
Physical defences	Sleep, drinks, balanced diet, exercises like laughing, walking, jogging, swimming and sports.
Mental defences	Recreation through music, dance, reading, viewing television, etc. Relaxation by moving to a different place like museums, beaches and parks.
Religious defences	Prayer, worship and pilgrimages.
Spiritual defences	Yoga, Meditation and pranayama

Social defences	Counselling by professionals, treatment by family doctor, and morale boosting by friends and relatives.
Health care defences	Mind and body treatments like body and head massage.
Functional defences	Self-instruction, self-control and time management.

NOTES **WHY TO MANAGE STRESS EFFECTIVELY**

Stress management is critical for dealing with challenges and setbacks. It helps people bounce back from failure and forge ahead.

FOR A BETTER LIFE:

Learning stress management skills and applying them to everyday life helps a person take control of his or her life. Handling stress effectively builds a positive outlook. A solution-oriented approach helps in overcoming problems and living a better life.

Having a purpose also helps you find your way through challenging and stressful situations. Your sense of purpose provides a strong foundation that enables you to climb out of difficult situations.

TO IMPROVE HEALTH:

Constantly being under stress affects your health. It makes you prone to various diseases and accelerates your aging process. Research shows that stressed individuals age faster than those who are stress-free. Stress also causes weight gain and obesity. It is important to identify and treat stress at an early stage in order to lead a healthy life.

TO MOVE ON:

Jim Carrey, a famous actor, has acknowledged that he had suffered from stress and depression. He describes how he felt it was necessary to get out of bed every day and say that life is good. Though it was difficult for him at times, he did this. So it's imperative to sort things out and move on. Eating healthy was one of his tools to battle stress.

TO STRENGTHEN RELATIONSHIPS:

It takes no time for relationships to collapse under stress. Building or re-building trust and bridging the communication gap are the right things to do. If you value your relationships and want them to survive the storm, opt for suitable stress management techniques.

TO ENHANCE PERFORMANCE:

Stress at work has become common in today's fast-paced world. Workplace stress hampers one's ability to perform well and succeed.

Workplace stress may lead to emotional burnout, low self-esteem, or a feeling of worthlessness. It can also impact your career growth. Hence, believe in the importance of stress management in an organization and take necessary steps to reduce stress. Don't be stressed about things that are beyond your control.

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TO IMPROVE COMMUNICATION:

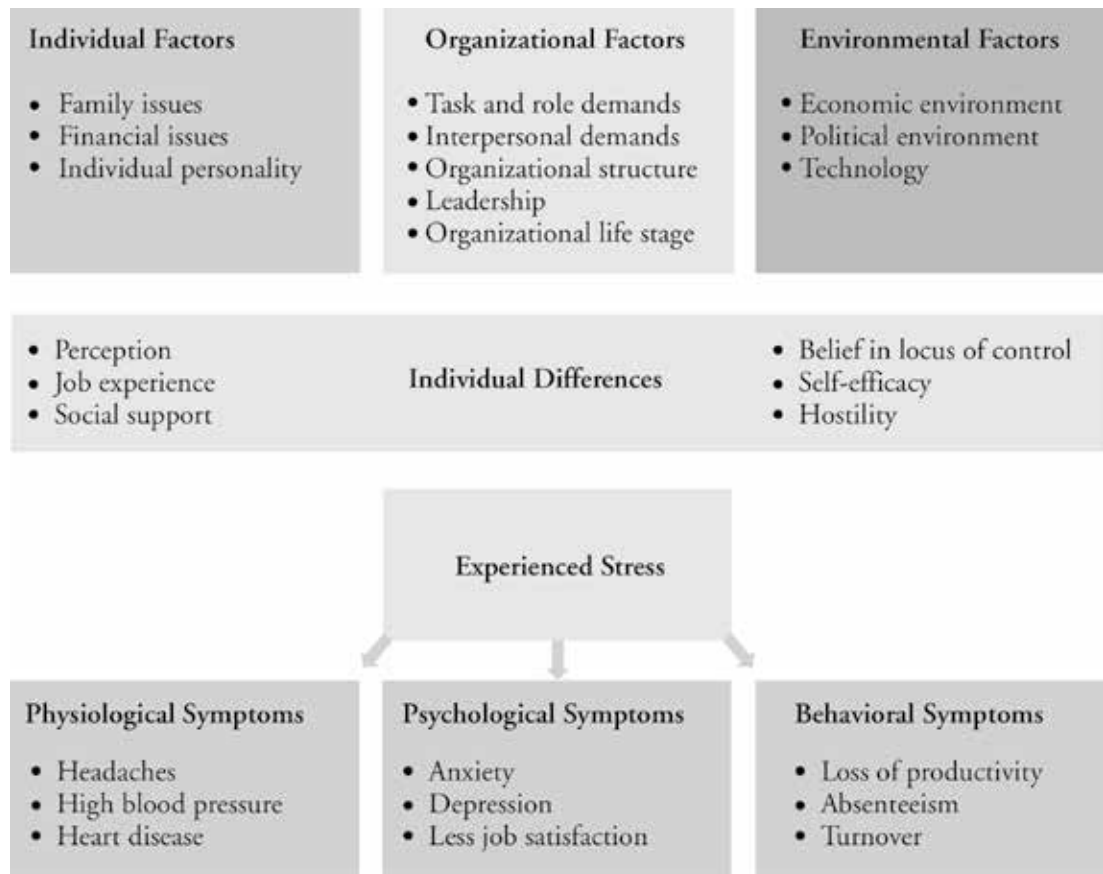
Once you start handling stress, everything falls in place. Stress management starts untangling your problems. Your communication process improves. You open up more and try to express your feelings. Misunderstandings are cleared.

2.8 SOURCES OF STRESS AND STRESS COPING ABILITY

The biggest stressors are-

- Money
- Work
- Family responsibilities
- Health concerns

In most surveys on stress and its causes, these four responses have been at the top of the list for quite a long time, and I'm sure you weren't surprised to read them. But managers should take pause when they realize that all four of these are either directly or indirectly impacted by the workplace. till, there are so many differences among individuals and their stressors. Why is one person's mind-crippling stress another person's biggest motivation and challenge? We're going to attempt to answer this by looking at the three sources of stress—individual, organizational, and environmental—and then add in the concept of human perception in an attempt to understand this conundrum.





Individual Factors

Let's start at the top. The first of three sources of stress is individual. Individuals might experience stressful commutes to work, or a stressful couple of weeks helping at a work event, but those kinds of temporary, individual stresses are not what we're looking at here. We're looking for a deeper, longer-term stress. Family stress—marriages that are ending, issues with children, an ailing parent—these are stressful situations that an employee really can't leave at home when he or she comes to work. Financial stress, like the inability to pay bills or an unexpected new demand on a person's cash flow might also be an issue that disturbs an employee's time at work. Finally, an individual's own personality might actually contribute to his or her stress. People's dispositions—how they perceive things as negative or positive—can be a factor in each person's stress as well.

Organizational Factors

There's a plethora of organizational sources of stress.

- **Task or role demands:** these are factors related to a person's role at work, including the design of a person's job or working conditions. A stressful task demand might be a detailed, weekly presentation to the company's senior team. A stressful role demand might be where a person is expected to achieve more in a set amount of time than is possible.
- **Interpersonal demands:** these are stressors created by co-workers. Perhaps an employee is experiencing ongoing conflict with a co-worker he or she is expected to collaborate closely with. Or maybe employees are experiencing a lack of social support in their roles.
- **Organizational structure:** this refers to the level of differentiation within an organization, the degree of rules and regulations, and where decisions are made. If employees are unable to participate in decisions that affect them, they may experience stress.
- **Organizational leadership:** this refers to the organization's style of leadership, particularly the managerial style of its senior executives. Leaders can create an environment of tension, fear and anxiety and can exert unrealistic pressure and control. If employees are afraid they'll be fired for not living up to leadership's standards, this can definitely be a source of stress.
- **Organizational life stage:** an organization goes through a cycle of stages (birth, growth, maturity, decline). For employees, the birth and decline of an organization can be particularly stressful, as those stages tend to be filled with heavy workloads and a level of uncertainty about the future.

Environmental Factors

Finally, there are environmental sources of stress. The economy may be in a downturn, creating uncertainty for job futures and bank accounts. There may be political unrest or change creating stress. Finally, technology can cause stress, as new developments are constantly making employee skills obsolete, and workers fear they'll be replaced by a

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machine that can do the same. Employee are also often expected to stay connected to the workplace 24/7 because technology allows it.

As a side note, it's important to understand that these stressors are additive. In other words, stress builds up, and new elements add to a person's stress level. So a single element of stress might not seem important in itself, but when added to other stresses the worker is experiencing, it can, as the old adage says, be the straw that broke the camel's back.

Individual Differences



Those are the sources of stress, but differences within an individual determine whether that stress will be positive or negative. **Those individual differences include:**

- **Perception.** This is what moderates the individual's relationship to the stressor. For instance, one person might see a potential layoff as a stressful situation, while another person might see that same layoff as an opportunity for a nice severance package and the opportunity to start a new business.
- **Job Experience.** Because stress is associated with turnover, it would stand to reason that those employees with a long tenure are the most stress-resistant of the bunch.
- **Social Support.** Co-workers, especially those who are caring or considered to be friends, can help protect a fellow employee against the effects of stress.
- **Belief in locus of control.** Those who have a high internal locus of control (those that believe they are in control of their own fate) are, unsurprisingly, not as affected by stress as those who feel they are not in control.
- **Self-efficacy.** Self-efficacy is an individual's belief that he or she can complete a task. Research shows that employees who have strong levels of self-efficacy are more resistant to the effects of stress.
- **Hostility.** Some employees carry around a high level of hostility as a part of their personalities, and they're often suspicious and distrustful of their co-workers. These personality traits make a person more susceptible to stress.

If those potential sources of stress sneak through the individual difference filters and manifest themselves as stress, they will appear in a variety of physiological, psychological and behavioral symptoms. We reviewed the physiological symptoms when we talked about the definition of stress. Add to that psychological symptom, like tension and anxiety, but also job dissatisfaction and boredom, and behavioral symptoms, like turnover and absenteeism, and you can see how stress can become an organizational problem.

Symptoms of workplace stress

Symptoms of workplace stress can manifest physically (headaches, stomach aches, pains, fatigue or eating, and sleeping disturbances), cognitively (trouble with concentrating, decision making, thinking or remembering), and emotionally (feeling down, tense and irritated).

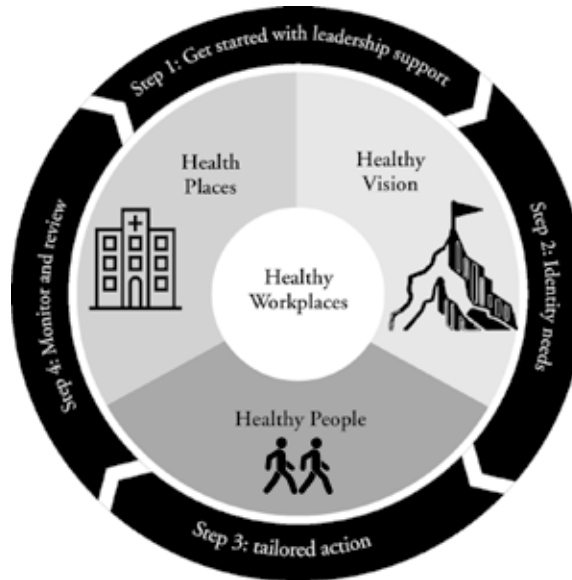
Prevention of workplace stress

The prevention of workplace stress is most successful when a combination of both organizational change and individual stress management is used. That is, like any healthy relationship, both parties – the employee and the employer make an effort.

What can the company do to manage stress?

- Promote leave, rest and breaks.
- Encourage exercise and meditation, both within and outside of work hours.
- Ensure the workload is in line with workers' abilities and resources.
- Provide stimulation and opportunities for workers to use skills.
- Boost workplace morale by creating opportunities for social interactions.
- Clearly set out workers' roles and responsibilities.
- Encourage participation in decision making that affects individuals roles.
- Encourage open communication.
- Establish no tolerance policy for workplace discrimination.
- Engage an external consultant to suggest a fresh approach to any existing issues.
- Create family-friendly policies to encourage work-life balance.
- And provide training for workplace stress management.

The figure below summarizes the benefits of workplaces that promote healthy and low-stress environments.



Personal strategies for stress management are to:

- Set realistic deadlines;
- Take a lunch break;
- Go home on time;
- Take your holiday leave;
- Leave work at work;
- Participate in work functions;
- Establish open and professional communication;
- Respect other employees;
- Do not tolerate discrimination of any sort, report any instances;
- Sign up for workplace training programs to develop and improve your skills;
- If required, seek therapy to manage and develop skills to cope with workplace stressors;
- And develop a healthy work-life balance, creating time for exercise.

Stress management advantages

The below table, from the WHO (2018) illustrates the advantages of workplace stress management:

To the organisation	To the employee
A well managed health and safety programme	A safe and healthy work environment
A positive and caring image	Enhanced self-esteem
Improved staff morale	Reduced stress

Reduced staff turnover	Improved morale
Reduced absenteeism	Increased job satisfaction
Increased productivity	Increased skills for health protection
Reduced health care/insurance costs	Improved health
Reduced risk of fines and litigation	Improved sense of well-being

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Today, companies are recognizing the link between productivity and health, and a conscious workplace. Some companies are going to great lengths to achieve this. A survey conducted by Career Bliss, found that the happiest employees in America worked for the Austin, Texas company, Keller Williams Realty. The outcome was based on 10 key factors, including their relationship with management, workplace environment, compensation, satisfaction with job function and growth opportunities (“Forbes Welcome,” 2018).

A staff member from the winning company explained, “One of the greatest benefits is how our company promotes from within. All employees are encouraged and supported to be in control of their growth and career paths.”

Why is it important to manage stress?

Stress is a normal psychological and physical reaction to the demands of life. A small amount of stress can be good, motivating you to perform well. But multiple challenges daily, such as sitting in traffic, meeting deadlines and paying bills, can push you beyond your ability to cope.

Your brain comes hard-wired with an alarm system for your protection. When your brain perceives a threat, it signals your body to release a burst of hormones that increase your heart rate and raise your blood pressure. This “fight-or-flight” response fuels you to deal with the threat.

Once the threat is gone, your body is meant to return to a normal, relaxed state. Unfortunately, the nonstop complications of modern life mean that some people’s alarm systems rarely shut off.

Stress management gives you a range of tools to reset your alarm system. It can help your mind and body adapt (resilience). Without it, your body might always be on high alert. Over time, chronic stress can lead to serious health problems. Don’t wait until stress damages your health, relationships or quality of life. Start practicing stress management techniques today.

STRESS COPING ABILITIES

Coping is the process of spending conscious effort and energy to solve personal and interpersonal problems. In the case of stress, coping mechanisms seek to master, minimize, or tolerate stress and stressors that occur in everyday life. These mechanisms are commonly called *coping skills* or *coping strategies*. All coping strategies have the adaptive goal of reducing or dealing with stress, but some strategies can actually be maladaptive (unhealthy)

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or merely ineffective. Maladaptive behaviors are those that inhibit a person's ability to adjust to particular situations. This type of behavior is often used to reduce one's anxiety, but the result is dysfunctional and non-productive. The term "coping" usually refers to dealing with the stress that comes after a stressor is presented, but many people also use proactive coping strategies to eliminate or avoid stressors before they occur. Personal choice in coping strategies is determined by personality traits and type, social context, and the nature of the stressor involved.

COPING STRATEGIES

While psychologists disagree on the specific classification of the hundreds of coping strategies available today, distinctions are often made among various contrasting strategies. The three most common distinctions are appraisal-focused, problem-focused, and emotion-focused coping strategies.

- **Appraisal-Focused Strategies**
Appraisal-focused strategies attempt to modify thought processes associated with stress. People alter the way they think about a problem by approaching it differently or altering their goals and values.
- **Problem-Focused Strategies**
Problem-focused strategies aim to deal with the cause of the problem or stressor. People try to change or eliminate the source of stress by researching the problem and learning management skills to solve it.
- **Emotion-Focused Strategies**
Emotion-focused strategies address the feelings associated with the stressor. People modify the emotions that accompany stress perception by releasing, distracting, or managing their mental state. A typical person will employ a mixture of all of these strategies when attempting to cope with stress. Skill or prowess at employing these strategies changes over time.
- **Adaptive vs. Maladaptive Strategies**
Coping strategies can also be positive (adaptive) or negative (maladaptive). Positive coping strategies successfully diminish the amount of stress being experienced and provide constructive feedback for the user. Examples of adaptive coping include seeking social support from others (*social coping*) and attempting to learn from the stressful experience (*meaning-focused coping*). Maintaining good physical and mental health, practicing relaxation techniques, and employing humor in difficult situations are other types of positive coping strategies. Proactive coping is a specific type of adaptive strategy that attempts to anticipate a problem before it begins and prepare a person to cope with the coming challenge.

Negative coping strategies might be successful at managing or abating stress, but the result is dysfunctional and non-productive. They provide a quick fix that interferes with the person's ability to break apart the association between the stressor and the

symptoms of anxiety. Therefore, while these strategies provide short-term relief, they actually serve to maintain disorder. Maladaptive strategies include dissociation, sensitization, numbing out, anxious avoidance of a problem, and escape.

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2.9 MEASURES AND PRINCIPLES TO MANAGE STRESS

THREE STEPS TO TAKE WHEN FEELING STRESSED

1. Realise when it is causing you a problem

- Try to make the connection between feeling tired or ill and the pressures you are faced with
- Look out for physical warnings such as tense muscles, over-tiredness, headaches or migraines

2. Identify the causes

- Try to identify the underlying causes
- Sort the possible reasons for your stress into three categories 1) those with a practical solution 2) those that will get better given time and 3) those you can't do anything about
- Try to release the worry of those in the second and third groups and let them go

3. Review your lifestyle

- Could you be taking on too much?
- Are there things you are doing which could be handed over to someone else?
- Can you do things in a more leisurely way?
- To act on the answer to these questions, you may need to prioritise things you are trying to achieve and re-organise your life
- This will help to release pressure that can come from trying to do everything at once

SEVEN STEPS TO HELP PROTECT YOURSELF FROM STRESS:

1. Eat healthily

- Eating healthily can reduce the risks of diet-related diseases
- There is a growing amount of evidence showing how food affects our mood⁴⁰ and how eating healthily can improve this
- You can protect your feelings of wellbeing by ensuring that your diet provides adequate amounts of brain nutrients such as essential vitamins and minerals, as well as water.

2. Be aware of smoking and drinking alcohol

- Try not to, or reduce the amount you smoke and drink alcohol
- Even though they may seem to reduce tension initially, this is misleading as they often make problems worse



3. **Exercise**
 - Try and integrate physical exercise into your lifestyle as it can be very effective in relieving stress
 - Even just going out and getting some fresh air, and taking some light physical exercise, like going for a walk to the shops can really help
4. **Take time out**
 - Take time to relax
 - Strike the balance between responsibility to others and responsibility to yourself, this can really reduce stress levels
 - Tell yourself that it is okay to prioritise self-care · Are you needing time out but saying ‘I just can’t take the time off’, if so read more about how taking a break is important for good mental health
5. **Be mindful**
 - Mindfulness is a mind-body approach to life that helps us to relate differently to experiences. It involves paying attention to our thoughts and feelings in a way that increases our ability to manage difficult situations and make wise choices
 - Try to practice mindfulness regularly
 - Mindfulness meditation can be practiced anywhere at any time
 - Research has suggested that it can reduce the effects of stress, anxiety and related problems such as insomnia, poor concentration and low moods, in some people
 - Our Be Mindful website features a specially developed online course in mindfulness, as well as details of local courses in your area
6. **Get some restful sleep**
 - Are you finding you are struggling to sleep? This is a common problem when you’re stressed
 - Could your physical or mental health be impacting your ability to sleep?
 - Could you amend your environment to help improve your sleep?
 - Could you get up instead of staying in bed when your mind is worrying at night?
 - Could you make small changes to your lifestyle to help your get a restful sleep?
7. **Don’t be too hard on yourself**
 - Try to keep things in perspective.
 - Remember that having a bad day is a universal human experience.
 - When your inner critic or an outer critic finds faults, try and find truth and exception to what is being said.
 - If you stumble or feel you have failed, don’t beat yourself up.
 - Act as if you were your own best friend: be kind and supportive.
 - Take a few minutes each day to appreciate yourself.

PRINCIPLES OF STRESS MANAGEMENT

Success in any project depends on having a good clear project plan that targets the right goals and not the wrong ones. Learning to manage stress is a project too, and you need to be clear on exactly what it is you're trying to do.

Here are four keys to effective stress relief:

1. Address Underlying Causes Not Symptoms

My working definition of stress is the feeling of being challenged out of your comfort zone, and your ability to cope is in some doubt. That feeling is usually anxiety and agitation, but it could be irritability and anger, or in the longer-term depression. Most people want to get rid of anxiety - but anxiety is the symptom not the cause. Or they avoid the triggers for anxiety, which is addressing the cause in a way, but it's not an effective strategy.

Stress and anxiety can't really be avoided or suppressed. Better to ask what turns anxiety from an everyday human emotion into a problem.

Medications are probably the most commonly used method for getting rid of anxiety. But it's targeting the symptom, not the cause. Of course there are circumstances when psychiatric medication is the right option, and if you are on medications yourself, please don't take this as advice to stop. If you do want to stop, consult your doctor before you do anything as withdrawing can be dangerous.

2. It's not enough to analyse the problem - you need the right resources

Counselling is another common "solution" to anxiety. It's good that it's not about suppressing or avoiding stress and anxiety, but talking about your feelings, and even understanding your emotions, may not be enough for relief. Again, counselling has its place - it can be an important part of the process of resolution - e.g. if you've had a bereavement. But I don't think it is the complete answer to every emotional problem by any means.

Project planning involves looking at what skills and resources are needed to complete a project. It's the same for stress reduction. **You need skills like:**

- Self-awareness and especially body awareness.
- Mind-body regulation - the ability to influence the physiology of stress and anxiety.
- Acceptance and letting go.
- Ability to access positive emotion.
- Focus - sustainable but flexible.

3. The major work is learning, developing and training skills and resources

First you need a certain amount of knowledge: what stress is, what emotions are, how stress and emotions develop and evolve, what does and doesn't work in terms of influencing them, how stress and emotions relate to thinking patterns.

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Then you need training - spending time practising and building skills such as those I listed above - these and more besides, make up the skill-set of stress resilience. There's a key insight right there: stress resilience is a skill that is *trainable*.

4. Use the right tools to support development and training of the stress management skill-set

The favourite tools are biofeedback and mindfulness. These are training tools. They aren't "treatments" or "therapies", they are tools you can use to develop your skills. For example, the stress resilience skills programme focuses on training optimal breathing using biofeedback and mindfulness. Optimal breathing skills are key to moving out of the physiology of stress and anxiety and into the physiology of calm, clear focus and positivity.

Don't let stress get in the way of your success. Start by understanding the basic elements of stress and the risks of letting stress get out of control. Then discover how to manage it effectively to keep yourself healthy and productive. Manage Stress. Be Happy and Effective at Work.

2.10 CHAPTER SUMMARY

Of all the resources, time is the most precious one as it brings opportunities and raises problems, which if not attended in time may change the course of life of individuals and organizations. In this competitive world, time is important for survival as there is no chance of recovering it. Time is important from health and success point of view. Time management techniques include: SWOT, Calendar, Time journal, Scheduling Work performance or assignments, Diary, organizer, Memory pads, Delegation and Assertiveness. Time wasters include: Unclear objectives, Wrong priorities, Communication breakdown, and Crisis management at the process level and Procrastination, Perfectionism, Lack self—discipline (Clutter and Prolonging work) and Interruptions (Telephone, Visitors and Meetings) at individual level.

Stress has become a common place term in this world of uncertainty, speed and high expectations. Schuler (1980) defined stress as a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress is classified into high, medium and low categories based on level of intensity of pressure and time taken to recover. Another classification is: distress and eustress. Time factor is closely associated with stress. Time deadlines, last minute rush and work-home transition exemplify this. Several time management techniques useful to stress reduction are: work schedules, prioritization, personal assistants and delegation.

High stress may lead to psychological and physical problems. Burn out and traumas are extreme consequences. Conditions that cause stress are called stressors. These may arise from problems of family, job or study, friends and relatives and society. Stress coping ability is explained by two factors: Stress threshold and resilience. Measures to manage

stress include: good sleep diet, meditation, work schedules etc. The principles of stress management are: Develop positive attitude towards life, Set reasonable goals for yourself, Resist working long hours or accepting overtime, Volunteer for flextime or other alternative works schedules, Identify the people who cause stress and

avoid them, Develop a simple method of organizing things and adhere to it, Avoid procrastination, Step back from stress and decide whether you need to fight every battle, Consult with a trusted friend before becoming involved in new activities and Develop a balance of physical, emotional, mental and spiritual capacities.

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2.11 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. Explain the concept and types of stress. How is stress management related to time management?
2. What are the sources and consequences of stress? How do you manage stress?
3. Define stress.
4. Identify different types of stress.
5. Explain how stress and time management are related?

LONG ANSWER TYPE QUESTIONS

1. What are the consequences at optimum stress level?
2. Identify the major sources of stress.
3. What are the determinants of stress coping ability of an individual?
4. List the measures to manage stress.
5. State the principles of stress management.

2.12 MULTIPLE CHOICE QUESTIONS

1. **Which of the following best describes time management?**
 - a. Maximizing work completed in a defined time period
 - b. Planning the amount of time we spend on certain activities to increase productivity
 - c. Tracking of work output over time
 - d. Tracking of department tasks that need to be completed
2. **Productivity among _____ is difficult to track.**
 - a. White collar workers
 - b. Interns
 - c. Blue collar workers
 - d. Contract employees



3. **Who is Vilfredo Pareto?**
 - a. American economist
 - b. Italian economist
 - c. Indian economist
 - d. None of these
4. **How many Types of people who will benefit from Pareto Analysis?**
 - a. 2
 - b. 3
 - c. 4
 - d. 5
5. **Who defines this statement “Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.”?**
 - a. Schuler
 - b. Vilfredo pareto
 - c. Geus
 - d. None of these
6. **Money, Work, Family responsibilities and Health concerns what they are in stress management?**
 - a. Biggest stressors
 - b. Biggest bad habits
 - c. Good habits
 - d. None of these
7. **How many Principles of Stress Management are there?**
 - a. 2
 - b. 3
 - c. 4
 - d. 5
8. **How many types of stress sources?**
 - a. 1
 - b. 2
 - c. 3
 - d. 4

9. Stress has become a common place term in this world of uncertainty, speed and ____ expectations.
- a. High
 - b. Low
 - c. Medium
 - d. Slow
10. Time factor is closely associated with_____.
- a. Smile
 - b. Stress
 - c. High fever
 - d. None of the above

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UNIT

III

COMMUNICATION SKILLS AND PROCESS OF COMMUNICATION

STRUCTURE

- 3.1 Learning Objective
- 3.2 Introduction
- 3.3 Definition and Significance of Business Communication
- 3.4 Proper Selection of Means of Communication
- 3.5 Communication Gap and Skills
- 3.6 Process of Communication
- 3.7 Feedback is a Key for Effective Communication
- 3.8 Guidelines and Forms of Effective Communication
- 3.9 Chapter Summary
- 3.10 Review Questions
- 3.11 Multiple Choice Questions

3.1 LEARNING OBJECTIVE

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After completing this chapter, you will be able to understand:

- Explain the concept and significance of communication.
- Understand how non-communication can play havoc in organizations.
- Know how communication gap occurs.
- Identify the communication skills required at different levels in an organization.
- Explain the one-way and two-way models of communication.
- Identify the role of feedback in communication.
- Understand the barriers to effective communication.
- Know the different forms of communication.

3.2 INTRODUCTION

Every manager in an organization is primarily a communicating centre. Managers maintain a complex network of relationships with a variety of contacts both inside and outside the organization. Since information is key input to decision making and action, interpersonal and group communication become important part of organizational activities. Also, every organization has to communicate with various stakeholders -investors, customers, government, and supply chain members- according to their needs to keep enterprise going. As such communication is regarded as life blood of any organization. If effective, it builds image and generates sales and profits. If ineffective, it mars the chances of progress and leads to failure. Communication is basically a social process of exchanging information between two or more persons, through an appropriate medium, to create a mutual understanding.

3.3 DEFINITION AND SIGNIFICANCE OF BUSINESS COMMUNICATION

John W. Newstrom (2007) defined communication in the following terms. “Communication is the transfer of information and understanding from one person to another person. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values. Its goal is to have the receiver understand the message as it was intended”

Keith Davis explains communication as a bridge of meaning among people so that they can share what they feel and know. By using this bridge, a person can cross safely the river of misunderstanding that sometimes separates people.

Uma Sekaran describes communication as follows. It is a process of sharing information to express our thoughts and as a mechanism to control and manipulate behavior. It can best be described as the interpersonal process of sending and receiving messages and symbols with meaning attached to them.



From the definitions, the following common and salient features emerge:

- It is an interpersonal process involving two persons.
- It is process of exchange-sending message and receiving feedback.
- Exchange requires meaningful message in a coded form of words, symbols, etc.
- It involves information flow through a channel or transmission by a transmitter.
- It is goal oriented-the goal is creating an understanding.

SIGNIFICANCE OF COMMUNICATION

The significance of communication can be understood by knowing information needs of managers in an organization. Spend Most of the Time Communicating

Mintzberg estimated that managers spend up to 80 percent of their time in verbal communication.

Davis and Olson noted that managers obtain factual information for decision making and pass on soft information in terms of instructions, orders and requisitions.

Creates Mutual Understanding for Co-operation

Communication is the means by which people relate to one another in an organization. If there is no communication, employees cannot know what their roles are, what their associates are doing and what kind of contribution is expected from them from time to time. In essence, there will be lack of cooperation and synchronization, the two basic facets of coordination.

Improves Effectiveness of Decision Making

Decision making becomes easy when information is available and people affected give their acceptance for its implementation. This is why organizations follow the norm: Make informed decisions close to the scene of action. The following example given by Newstrom6(2007) illustrate the effectiveness of this norm.

Managers of a firm decided to reduce electricity consumption and production losses by asking its employees to bring their coffee and have it at their work spots. They arranged a meeting and made a presentation on cost-benefit analysis of the two alternatives: (i) have coffee at cafeteria and (ii) at work spot. The employees understood the savings involved in the new coffee-break policy and accepted it.

Enhances Chances of Achievement

Effective communication tends to encourage better performance and job satisfaction.

When people better understand their jobs and roles, the feelings will be positive, involvement is high and the result is committed team work or individual performance. Excellence is outcome of enlightenment and enlightenment is the result of good communication.

Desire to be Informed

Today's employees are interested in knowing because they are in a knowledge society

ushered in by information revolution and political democracy. Working from different locations, they are integrating

by information connectivity and if this link is not effective, they experience a feeling of isolation and alienation and develop desire to quit their jobs.

3.4 PROPER SELECTION OF MEANS OF COMMUNICATION

The factors are: 1. Nature of Message 2. Cost 3. Record 4. Distance 5. Scale of Organisation 6. Supporting Technology 7. Urgency 8. Secrecy 9. Safety 10. Relationship.

Factor # 1. Nature of Message:

The means of communication depends upon the nature of the message. Urgent, confidential, private and important messages should be distinguished from ordinary, routine, open and less important messages and the means of communication are to be chosen accordingly.

Factor # 2. Cost:

The cost of sending a message is also to be considered while selecting a mode of communication. The result obtained should justify the expenditure.

Factor # 3. Record:

If the record of the communication is important it should be written, otherwise oral communication is sufficient.

Factor # 4. Distance:

Distance is another factor for consideration. The mode of communication to be chosen depends on whether the message is to be sent to a nearby place or somewhere at a long distance.

Factor # 5. Scale of Organisation:

Means of communication in large-scale business is different from that in the small-scale. In small business most communication is oral while in large business it is written.

Factor # 6. Supporting Technology:

Both the sender and the receiver must have supporting technological communication tool to make communication through a particular medium. Suppose, A sends an e-mail to B. To get the e-mail B should have a personal computer.

Again, to get a fax message one should possess a fax machine. Therefore, while selecting a means of communication one has to consider whether supporting technological tool is available at the other end.

Factor # 7. Urgency:

Selection of the means of communication is to be made keeping in view the urgency of the communication. Time available is the main factor here. Higher cost may be justified for sending the message in time.

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Factor # 8. Secrecy:

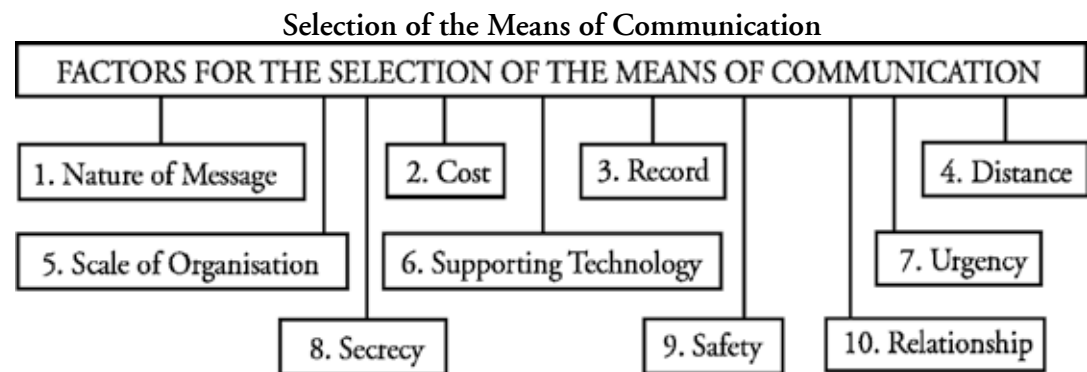
If the message to be communicated is secret or confidential, such means are required to be adopted that can maintain secrecy. A telephone call can be overheard, an e-mail or fax may not be appropriate, and an office memo may be less confidential. In such cases, face-to-face talking may solve the problem.

Factor # 9. Safety:

The sender has to be careful about the safety of the message. He/She has to decide whether the message would be sent by ordinary post or by registered post; through courier or messenger, etc.

Factor # 10. Relationship:

The relationship between the sender and recipient may be a decisive factor in the choice of the means of communication. Message of private nature may require personal contact whereas formal relationship demands official and conventional mode of communication.



3.5 COMMUNICATION GAP AND SKILLS

Communication gap is said to exist when the communication fails to accomplish its basic goals of: 1. Reaching the receiver and 2. Creating the intended understanding.

THE GAPS ARE OUTCOME OF SEVERAL BARRIERS AS GIVEN UNDER:

Gender Gap

Communication gaps arise because their styles are different. Tannen⁷ found in his research that women speak and hear language of connection and intimacy; men speak to hear a language of status, power and independence. In presenting a problem women aim at gaining support; men look for solution. Women tend to be less boastful than men. Men tend to see the phrase “I am sorry” as a sign of weakness; women use it frequently as an expression of understanding and caring about the other person’s feelings rather than an apology.

Psychological Gap

Communication is effective when the sender and receiver have same frame of mind, they should be similar in their emotions which act as a filter in communications. We see and

hear what we are emotionally conditioned or tuned to see and hear. When the perceived reality of receiver is different to the actual reality or expectations or differently coloured, there result will be misinterpretation of the message. This is why communication experts developed the expression which indicates the receiver's stance: "No matter what you say, it is not".

Mary was unhappy with her performance at the employment interview and was in bad mood. However, she was selected and the same news was promptly informed to her by her friend. To this Mary's reply is "No kidding please, It is not possible". It required effort and evidence to convince her.

Generation Gap

Each generation of people will have their own mind sets-perceptions, cognitive approaches and motivations. When communication transaction takes place between two persons who belong to two different generations— old and new, traditional and modem, communication gap will be present.

For instance, the older generation of employees prefers paper based filing systems and working at office whereas the modem generation sees benefits in paper less, working-at home approaches. The new generation will enthusiastically participate in IT based initiatives whereas the traditionalists find them threatening and boring.

Spatial Gap

When the communication fails to reach the destination from the source point this gap arises. The failure may be due to transmission problems. The chosen channels may fail partly or fully and communication is delivered either late or never.

Messages can be transmitted through either face-to face or through the telephone. Physical distance or noise in telephone lines can reduce chances of clear messages reaching the receiver. In case of written communication, postal or courier delays, lost telegrams, and bounced back e-mails may create communication failures.

Cultural Gap

Culture is a composite of language, tradition, values and habits. When cross-cultural transaction takes place, differences in values and language may lead to different interpretations leading to communication gaps. Latin American and Asian cultures generally favour closer distances for personal conversations.

Knowledge Gap

Communication fails when there is knowledge gap between two parties. Technical presentations make use of a jargon which only persons with technical background can appreciate. Jargon is specialized language of a group that includes the acronyms (abbreviations) and slang (words unique to an ethnic or professional group). When making technical presentations speakers should take into cognizance the level of understanding of the audience.



A scientist will not present a topic in the same way when addressing school students and group of scientists. He will fine tune the presentation to their levels of understanding. He will choose less technical approach when addressing students.

Status Gap

Each level in the hierarchy is associated with a set of authority, responsibility and work. High- status people tend to exhibit their esteem, authority and commitment to organization and try to establish the proposition

I am O.K - You are not O.K. In this struggle, low -status people become submissive, defensive, or repulsive. In any case the free flow of communication is hindered, meanings are wrongly interpreted.

Today when I wished our boss good morning, he wished me good morning. I am sure he has some work to exploit me.

When I submitted the report boss asked for within time, he said, “You are great”. What does he mean? Is he sarcastic or simply appreciative of my work? Comments of this kind are common in many offices. They signify the communication gap created by the factor-status.

Credibility Gap

Communication credibility is based on three factors: trustworthiness, expertise and dynamism. If any one of them is missing in the sender of the message, the receiver will not try to understand it. When a boss says something and does not stand by it in practice, he loses trust.

In one organization, boss told his subordinates that he is interested in their suggestions. Whenever, the subordinates met him and told him they have a suggestion, boss used to tell them, “ Well! I am excited. But I do not have time now.” Obviously, his subordinates stopped trusting their boss. Expertise is another factor.

A patient trusts a qualified doctor and not a common man. Organizations take advice on tax matters from chartered accountants.

COMMUNICATION SKILL

The effective communicator at different levels of management is the product of both business and communication knowledge and skills (Penrose, Rasberry and Myers, 2007).

The skill requirements are as given below:

- **Entry level:** Minimal skills beyond accepted grammar and punctuation are needed or expected; literacy is assumed. Messages may be complex and detailed. Audience is small; sometimes may be limited to a single supervisor.
- **Supervisory level:** Require skills of composing sentences, paragraphs, and messages for coherence. Spoken communication is usually one-to-one or one-to-a-few.



- **Middle managers:** Written communication is important. They must be capable of transmitting clear directions to supervisors, with a motivational or authoritarian tone, They have to respond concisely to messages from the upper levels. With peers, they share ideas, work, and social occasions.
- **Upper managers:** Audience size increases. The upper manager is spokesperson who represents the organization as a speaker at community group meetings and may be a leader in church or civic groups, such as the Rotary Club. Upper manager takes responsibility for the final appearance of many written documents, such as reports or newsletters, which often are largely prepared by subordinates. Upper manager may prepare communications for top management, such as written speeches or reports to a board of directors. Clarity and precision characterize the manager's communication style.
- **Top managers:** They spend much of their communicating with their peers. They often present terse, clear, goal-oriented messages to large audiences at one time, such as in annual reports, commencement addresses, or media interviews. Top managers also will communicate to a substantial degree with subordinates, usually at a level or two below. The top manager's communication may be directive or persuasive.

3.6 PROCESS OF COMMUNICATION

The question of how to make communication effective has led to development of different models and forms of communication. In an interaction, communication requires active participation of all the members in speaking or writing and listening or reading. To permit good expression language or code is necessary and to deliver the message channels are important. If communicator realizes the importance of forming ideas into clear messages, and choosing right form of communication, we expect communicator would succeed in his or her effort of creating understanding in receiver. In many a case, it may not be because the receiver has his or her own contribution to make by showing skills and interest in listening or reading and providing feedback.

By definition, communication is transmission of message from sender to receiver and creating understanding. There are basically two models, which describe the process of communication, based on the way information is transmitted to create understanding.

They are :

1. Action Model/Bull 's-eye theory
2. Interaction Model/Ping-Pong Theory

Action Model/Bull's-eye Theory

The action theory is based on the communication contexts of the kind given below:

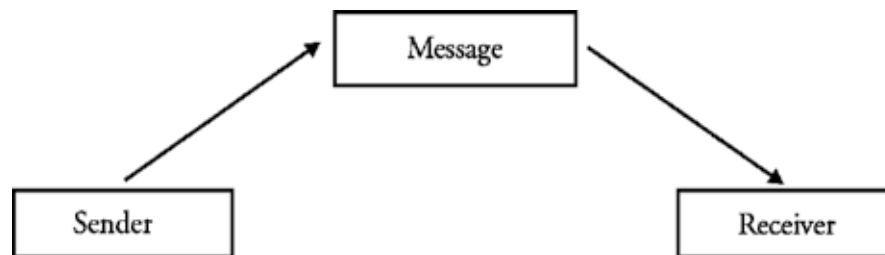
1. Public speaking.
2. Class room lectures.

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3. Autocratic superiors giving orders to subordinates.
4. Public announcements.

The famous Greek philosopher, Aristotle observed mainly persuasive forms of communication in use in public meetings, legislative assemblies and court rooms. With their power fill speeches and arguments, speakers try to impress audience by a one-way process. He wrote based on this observation, Rhetoric, the first formal treatise on communication.

The modern 'Information theory' deals with transmission of information in a coded form from source to destination. Coding is done to compress the information to achieve transmission efficiency and economy. When the code is known to receiver, he or she decodes the message and understands the meaning.



The steps involved in the process are:

1. Sender has an idea.
2. Sender formulates a message in a coded form.
3. Sender chooses a channel for transmission and transmits the message.
4. Receiver receives message and decodes it to understand the message.

It is a one-way process. It is called in lighter vein, Bull's eye theory. It is like shooting an arrow into a target. You shoot, and you hit the bulls-eye, get close, or miss. The simple, one-way model is a useful diagnostic tool. **The merits and demerits of this theory are summarized:**

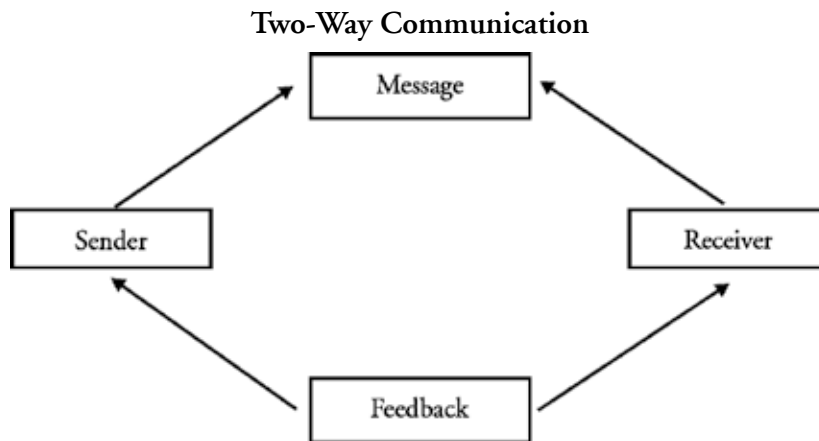
Merits	Demerits
Sender has knowledge or authority to formulate message of his or her choice.	Receiver, who is passive participant in the process, feels powerless. When not interested, he or she experiences frustration and exhaustion.
Sender feels free and secure in delivering the message.	Receiver may be gripped with tension when his or her confidence levels are low. This is common in training and evaluation sessions.

Appreciation is given to expert orators and speakers who speak with enlightened interest.	Receiver requires high level of decoding or listening skills.
Economical. The cost of transmission is low being one-way.	Ineffective many times. As there is no way to understand by way of feedback, the level of understanding - in terms of content and accuracy - may be low.

Implications to Managers: In the organizational context, one-way communication is necessary. Meetings and conferences are common in organizations. Managers have to develop oratory skills to impress and persuade people to do things important for the organization.

Interaction Model/Ping-Pong Theory

The theory is developed to improve one-way communication process by adding the concept of linear feedback. Feedback is the response or return communication from receiver to sender. Feedback permits the receiver to determine whether the message is understood as intended by the sender.



The steps involved in the process are:

- **Ideation** - Sender has an idea, an instruction or information to pass on to the receiver.
- **Coding**- Sender selects a code or language - a medium of expression to develop idea into a message form.
- **Transmitting** - Sender chooses a channel for transmission for transmitting the message. The channel can be social (messengers) or institutional (institutions like post, telephone, telegraph and courier) and technological (fax, telephone and internet systems)



- **Sending** - Message is sent to receiver with or without prior intimation.
- **Receiving** - Receiver receives message
- **Decoding** - Receiver decodes the message and attempts to understand the message.
- **Feedback**- Receiver sends return message to obtain clarifications or confirm his or her understanding of the received message.

Thus, it is a two-way process. In a lighter vein, the process is compared with a ping-pong game in which the ball swings forward and backward. It represents action and reaction and stimulus and response models.

Implications to Managers

In the formal organizations, interpersonal communication is very much common. As such, managers frequently employ two-way communications. It is highly essential for organizing team work and generating win -win feelings.

Managers have to utilize the concept of feedback They should ask for feedback and also give feedback to make communication effective.

3.7 FEEDBACK IS A KEY FOR EFFECTIVE COMMUNICATION

In two-way communication, feedback is the most important element of two-way communication process. How to give feedback on a person's behavior?

1. Clear Intent

Feedback should have a clear purpose. It should not be considered as a casual, routine response that should be given. It should be purposeful, encouraging, and lively. Feedback can make an important contribution to the creation and maintenance of sound interpersonal relationships.

2. Right Content

Feedback is considered effective when it produces intended result -rationally and logically. It should be informative, constructive and instructive. It should be brief and objective to facilitate better understanding among the recipients.

3. Right Emotions

Feedback should create not only an understanding of message but also enhance emotional stability. Feedback should generate favourable attitudes towards sender and message. Instead of making one defensive, it should encourage one to open up and freely discuss the issues.

Here are few tips-dos and don'ts -to generate development attitudes among the receivers:

1. Refer to a specific piece of behavior.
Example: "When you took the decision without consulting me, I felt annoyed".
2. Describe your feelings, perceptions and reactions to the behavior.

Example: “When you attended the programme without informing me, I was disappointed.”

3. Do not be judgmental to assign general character traits.

Example: “You’re selfish like anyone”.

4. Do not attempt to report the motives or intentions of the other.

Example: “You have no real concern for my growth”.

1. Right Place

Feedback should be given in private on one-to- one basis especially when personal issues are involved. Example: performance appraisal and counseling. When it is related to group or a piece of good news about a group member, it can be given openly in a group. When given in group it helps mirroring other’s feelings and behaviours. A group particularly can act as a many-angled mirror in which the individual can see himself or herself through the reactions of others to know their feelings and behavior.

2. Right Time

Feedback should be a reactive process occurring as an immediate response to the action of a person (sender sending message). Delayed feedback may not have right impact. For example, when superior helps you in getting a project finished, you should thank him immediately. If you, do it after three days, it will be ineffective and you may get a cold response.

3.8 GUIDELINES AND FORMS OF EFFECTIVE COMMUNICATION

Effective communication occurs when all the elements of communication function effectively and the goal is accomplished. Table presents the barriers and measures to overcome them.

Communication Barriers and Measures

Element of Communication	Type of barrier	Description	Measures
Sender	Conceptual barrier	Unable to form clear idea of what to communicate	Form conceptually clear idea of message to be conveyed.
	Expression barrier	Unable to express in right language effectively	Improve language skills. Use simple words and non verbal forms.

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Transmitter	Transference barrier	Noise Delays Loss of message fully or partly. Distortion.	Reduce noise by choosing right environment and efficient transmitter.
Receiver	Failure to receive	The receiving end equipment or person is not ready or capable to receive.	If it is person inform the person about the message sent Ask receiver to make sure that telephone or fax machine or internet is kept ready to receive message. If it is courier tracking can be done, in case of delay.
	Failure to understand	May be receiver is weak in understanding or the subject is complex. Alternatively, it is sender's failure in developing an easy to understand message.	Receiver has to right tune his mind (perception, cognition and motivation) to be favourably disposed to receive message, know the meaning of it and act according to it as expected by the sender.
	Failure to give feedback	Either negligence of ignorance.	Receiver should be asked to provide feedback and trained how to give it.
Environment	Noise	Anything that distorts the message. Sounds of a vehicle horn over shadowing the phone or face-to face conversation or emotional imbalance of receiver inhibiting attentive reception.	Maintain or choose right environment to facilitate easy understanding. Receiver should be receptive to the message functionally (avoiding preoccupations and work diversions), and emotionally (removing apprehensions, and resentment).

Organization	Hierarchy	Channels designed may not be open as much as they should be.	Information processor should be made more efficient and bureaucratic procedures should be simplified to facilitate free flow of information.
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FORMS OF EFFECTIVE COMMUNICATION

Communication is found to take different forms to facilitate effective interaction between the sender and receiver depending upon the interaction contexts. Table shows the different forms of communication.

Forms of Communication Based on Interaction Contexts

Context	Forms	Description	Tools
Personal	Intrapersonal	Communicating to Self.	Observing, reading, touching and talking to self.
	Interpersonal	Communication between two or more persons.	Telephone calls, Conversation, one-to-one meetings, letters, mobile/phone messages, e-mails, etc.
Organizational (Authority based)	Formal	Flow of information through the established channels of organization.	Meetings, Conferences, Discussions, appraisals, etc. Memos, circulars, notices, reports, etc.
	Informal	Related to interests of people and is unofficial.	Dress code, office furniture and amenities like phones, computer etc., status symbols.
Organizational (hierarchy based)	Upward	Communication from subordinates to superiors.	Orders, instructions, targets, plans, budgets, etc.
	Downward	Communication from superiors to subordinates.	Requisitions, status -reports, performance reports, complaints, etc.
	Lateral	Communication among peers.	Inter-departmental information.



Communication Media

Based on media, communication may be divided into three forms:

- Oral communication
- Written communication
- Non-verbal communication

Oral Communication

Oral communication is the predominant form of communication in the lives of people and in organizations. Oral communication is generally complemented and substituted by non-verbal communication and audio-visual media for effectiveness. Technological advances have opened up new vistas for communication across the globe with never-before imagined benefits. Television, films, computer, projectors, provided a new specialized communication with audio and visual impact. Video-conferencing has helped realize the dream of global village.

Written (Print) Communication

The dynamic and instantaneous oral communication is not always suitable for communication. Written communication replaces it in such contexts and in some other contexts reinforces it.

Written communication is necessary at least in two contexts:

1. When messages are to be carefully formulated, through editing and revising processes.
2. When a record of the transactions is to be built for future reference or storage (long term memory).

The main methods of written communication are: letter, memos, reports, circulars, notices, bulletins, brochures, leaflets, advertisements, fax, e-mail and questionnaires.

Nonverbal Communication

Non-verbal communication is more universal and pervasive than oral communication. There may be people who cannot speak, and occasions that does not suit to oral communication. But in all occasions, we use non-verbal communications. In face-to-face encounters, non-verbal communication is expressed through body language, distance, and time. Non-verbal communication includes audio signs like - voice pitch and intensity and visual signs like body movements like postures, gestures, and appearance.

3.9 CHAPTER SUMMARY

Managers spend most of the time communicating. It satisfies the desire to be informed, facilitates cooperation, decision making and achievement, the costs of non-communication may be high. Messages that did not reach in time and to the right person, may cause havoc. Communication gap arises because of gender, psychological, spatial, generation, cultural, knowledge, status and credibility gaps. The effective communicator at different levels of management is the product of both business and communication knowledge and skills.



The question of how to make communication effective has led to development of different models and forms of communication. There are basically two models, which describe the process of communication: Action Model/Bull's-eye theory (one-way communication) and Interaction Model/Ping-Pong Theory (two-way communication). In two-way communication, feedback is the most important element of two-way communication process. It should be clear in intent with right content, right emotions, right place and right time. Barriers include: conceptual and expression barriers, transference barriers, failure to receive, understand and give feedback and noise. Environmental barriers include hierarchy and status. Forms of communication are many: Intra-personal and inter-personal communication, Formal and informal communication and oral, written and non-verbal communication.

3.10 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. Explain the concept and significance of communication.
2. Describe the problems of ineffective communication.
3. Discuss problems of communication gap and communication skills needed for managers.
4. Discuss one way and two-way process models of communication.
5. Identify the components in communication and explain how feedback can be made effective?

LONG ANSWER TYPE QUESTIONS

1. Explain the barriers to communication. Suggest guidelines to make it effective.
2. What are the various forms of communication? Discuss their utility to managers.
3. Explain one-way process of communication. Give examples of its use.
4. Explain two-way process of communication with examples.
5. Discuss how feedback can be made effective?

3.11 MULTIPLE CHOICE QUESTIONS

1. **“Communication is the transfer of information and understanding from one person to another person. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values. Its goal is to have the receiver understand the message as it was intended” who define this?**
 - a. John w. Newstrom
 - b. Keith davis
 - c. Uma sekaran
 - d. None of these
2. **How many factors affecting proper selection of means of communication?**
 - a. 10



- b. 9
 - c. 8
 - d. 7
3. **What is nature of message?**
- a. Factor affecting means of communication
 - b. Type of communication
 - c. Both of them
 - d. None of these
4. **Action model/bull's-eye theory based on:**
- a. Public speaking.
 - b. Class room lectures.
 - c. Public announcements.
 - d. All of the above
5. **Based on media, communication may be divided into _____ forms:**
- a. 2
 - b. 3
 - c. 4
 - d. 5
6. **Oral, written and non-verbal communication what they are:**
- a. Communication media
 - b. Handwriting
 - c. Both of them
 - d. None of these
7. **Managers spend up to _____ percent of their time in verbal communication.**
- a. 60%
 - b. 70%
 - c. 80%
 - d. 90%
8. **“Communication as a bridge of meaning among people so that they can share what they feel and know. By using this bridge, a person can cross safely the river of misunderstanding that sometimes separates people.” Who states that?**
- a. John w. Newstrom
 - b. Keith davis
 - c. Uma sekaran
 - d. None of these

9. Managers spend most of the time _____.
- a. Communicating
 - b. In office
 - c. In house
 - d. In stress
10. There are basically _____ models, which describe the process of communication.
- a. One
 - b. Two
 - c. Three
 - d. Four

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UNIT

IV

BODY LANGUAGES AND EMOTIONAL INTELLIGENCE

STRUCTURE

- 4.1 Learning Objective
- 4.2 Introduction
- 4.3 Concept and Type of Body Language
- 4.4 Uses and Effects of Body Language at Workplace
- 4.5 Body Language – Postures and Interpretation, How your Body Language Alters your State of Mind
- 4.6 Emotional Intelligence, Concept and Definitions
- 4.7 Elements of Emotional Intelligence
- 4.8 Organizational Application Conflict Management
- 4.9 Chapter Summary
- 4.10 Review Questions
- 4.11 Multiple Choice Questions

4.1 LEARNING OBJECTIVE

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After completing this chapter, you will be able to understand:

- Explain what body language is and its role in oral communication.
- Discuss the importance of right postures.
- Know the effects of right body language.
- Explain the concept of emotional intelligence.
- Describe the elements of emotional intelligence.
- Understand the organizational applications.
- Know how conflicts can be resolved constructively in the organizations.

4.2 INTRODUCTION

Managers should develop communication skills to excel in many of the roles they play in different contexts as leader, mentor, coach, appraiser, counsellor and so on. In playing these roles, they make use of non-verbal communication to supplement or substitute oral communication. The awareness of body language as an important tool of communication is as such indispensable to managers. It is found by research that verbal descriptions would be less meaningful without the support of non-verbal communication. Studies show that words account for only 7% of the messages we convey. The remaining 93% is non-verbal. 55% of communication is based on what people see and the other 38% is transmitted through tone of voice. Therefore, managers have to understand the art of body language and learn to use it for effective communication.

4.3 CONCEPT AND TYPE OF BODY LANGUAGE

Human body speaks in many ways. Hedwig Lewis (1998) defined body language as follows:

Body language is the communication of personal feelings, emotions, attitudes, thoughts through body movements- gestures, postures, facial expressions, walking styles, positions and distance-either consciously or involuntarily, more often subconsciously, and accompanied by the spoken language.

TYPE OF BODY LANGUAGE

Body language refers to the messages that our bodies communicate. The use of facial expressions, gestures, different kinds of mannerisms and body movements are essential for nonverbal communication.

Here are the various kinds of body language we generally use:

FACIAL EXPRESSIONS

Seema and Richa ran into each other in a marketplace. While Seema was overjoyed to meet her childhood friend and rushed forward to hug her, Richa looked a little confused and



her body language was stiff. Even though she enquired about Seema and her family, Seema wasn't sure if Richa was happy to meet her.

As Latin priest Jerome of Stridon once wisely said, "The face is the mirror of the mind, and the eyes, without speaking a word, confess the secrets of the heart." Facial expressions can convey a gamut of feelings such as joy, sadness, sorrow, anger, fear, or surprise. A person living in Mexico and another living in Greece will have different words to convey emotions, but both may shed tears if they are sad.

EYE CONTACT

Richa wasn't able to look into Seema's eyes when the latter excitedly told her about the job she was short-listed for. Her eyes wandered across the busy market street, and it seemed she wasn't paying attention.

Out of all the different types of body language, eye contact is one of the most important to remember. Eyes are the windows to the soul. Avoiding eye contact usually indicates lying or lack of attention or interest. So, it is imperative to maintain eye contact for any communication to be effective. Good body language starts with having a healthy amount of eye contact during a conversation.

GESTURES

Unlike Richa, we should be mindful of the kinds of body language we use in our conversation. Gestures are another type of body language that can convey our excitement, anger, remorse, or hopelessness. Using gestures aids in effective communication as it physically portrays our energy invested in a conversation.

While some types of body language are universal, some are contextual. Gestures, for example, can have varied meanings across the world. While a 'thumbs up' gesture means 'okay' or 'good' in almost every English-speaking culture and country, it is found to be offensive in countries such as Brazil, Russia, or Germany.

VOICE

While Richa congratulated Seema about the new role she was so excited about, Seema couldn't help but notice that the tone and tenor of her voice conveyed something entirely different. Richa's tone seemed disinterested and a little sad to Seema.

Out of all the different types of body language, voice is the most important one. While we experience most types of body language in physical communication, the tone and quality of voice can be gauged through phone calls as well. People not only listen to your words but also your voice. Maintaining a comfortable pace and suitable emotion to the context is imperative.



The 8 body language basics



1) Facial expressions



2) Eye movement



3) Body posture



4) Gestures



5) Touch



6) Distance and the use of space



7) Scent



8) Tone of voice

4.4 USES AND EFFECTS OF BODY LANGUAGE AT WORKPLACE

USES OF BODY LANGUAGE AT WORKPLACE

Eye Contact: Always maintain eye contact with your audience. However, a person must ensure that he / she should not fix his gaze at one person for more than 5 seconds. Too much fluttering of eyes could indicate lack of confidence. Staring at a person could be daunting and hence is not such a good idea.

Hand Shake: While shaking hands especially in a professional environment, the hand shake should be firm and not loose. An iron handshake [very strong handshake] can indicate that a person is trying to dominate.

Crossing your Arms: Crossing your arms could imply that a person is not open to new ideas / opinion especially in case of giving a presentation. However, in a one-on-one interview if the interviewer has his / her arms crossed, the candidate could do the same.

Sitting Posture: Leaning on a chair is not a good idea. One must sit upright though in a relaxed position. Sitting back in your chair implies lack of interest or rejection.

Gesture: Gesture refers to a type of non-verbal communication which uses a part of the body with or without verbal communication. Gestures include facial expressions, nods [which is a sign of approval in most cultures], head bobbling / shaking.

Facial Expression: The face is a best reflection of what a person feels. More often than not it is easy to recognize if a person is happy, sad, anxious, irritated, or excited. It is very important that in a professional scenario a person must control his / her facial expressions. For e.g. If a presenter gets a feel that his presentation is not going on very well, he / she should not show the sign of losing of hope and instead try for a greater involvement from the participants.



EFFECTS OF BODY LANGUAGE AT WORKPLACE

Verbal language consists of words and sentences that are grammatically arranged to express our meanings. The use of verbal language, however, has certain limitations. It is non-verbal communication that either singly or in association with verbal language that provides fuller meaning to expressions.

Complements Verbal Language

The verbal and body languages comprise a dual dialogue. They supplement and complement each other. If they are congruent, communication will become strong and effective.

Certain words or sentences are not easy to understand either because they are complex or ambiguous. Also words are either not available or inadequate in expressing some of the emotional feelings. In such cases, the body language helps.

Respect is aptly indicated by touching feet, love is displayed by a kiss or hug, indifference is indicated by looking away and confidence is expressed by smile and bright eyes.

Overcomes Verbal Language Problem

Where verbal language fails, body language helps. When the speaker is far away and even the words spoken loud cannot be properly heard, more visible hand movements can be of help. Also when the listener cannot understand the language of speaker, he depends on body language to convey the message. Gestures may substitute words.

When you raise your hand and wave it to a distant person it means an enthusiastic, pleasant greeting (hello!).

Makes Intentions more Clear

The context and the intention of the speaker both play a major role in assigning meanings to the spoken word. As such, one cannot take the face value of the spoken word or sentences.

When teacher warns the student, ‘Beware if you repeat this behavior, I will punish you’, wagging out a finger has the effect of warning.

When boss says I am ready for discussion and keeps on yawning, the verbal message is contradicted by the yawning which is indication of his tired state.

Lays Proper Emphasis

Body language makes an expression strong.

The order “Go away” with an angry face and pointing hand is more emphatic than a mere verbal expression -”go away”.

When we welcome our guests, a cheerful smile strengthens our expression by giving similar meaning.

Regulates Behaviours

The behaviors of people are controlled with gestures.

To keep students silent, a teacher may say ‘hush’ and place his index finger on mouth.

NOTES 

Displays Emotions More Precisely

They help display emotions or effects. We lift one eye brow for disbelief. We rub our noses for puzzlement. We clasp our arms to protect ourselves. We shrug our shoulders for indifference, wink one eye for intimacy, tap our fingers for impatience, and slap our forehead for forgetfulness.

4.5 BODY LANGUAGE – POSTURES AND INTERPRETATION, HOW YOUR BODY LANGUAGE ALTERS YOUR STATE OF MIND

BODY LANGUAGE – POSTURES AND INTERPRETATION

Posture refers to the body position. Different postures show different positions of the body parts and varying degrees of openness. The legs and body play an important role in postures.

Legs

The position of legs in sitting postures conveys different meanings:

- Sitting in the chair, legs crossed and back supported by the back of the chair signify confidence and readiness.
- Placing one leg or ankle on top of your other knee making a “Figure Four”, means you are arrogant.
- Sitting with one leg folded square on top of the other leg so that the ankle comes to rest on the knee of the other leg -like numeric 4- indicates casual approach to conversation
- Crossing legs indicates authority. Shaking the upper leg is a sign of frustration or intolerance.
- Stretching legs in front of the self on the floor shows a relaxed mood.
- Sitting on the edge of the chair shows readiness to compromise.
- Rocking or swinging in a chair indicates the person is in full control.
- When you slump in your chair or lean on the wall, you look tired.

Body

By the way body parts are held postures vary:

- Standing tall has to do with the upper part of the body, which is held straight and upright. It indicates confidence.
- Panning back one hip while standing or conversing gives the message -”I don’t want to be here”.



RIGHT POSTURE - ITS IMPORTANCE

Postures are helpful in finding out degree of attention or involvement, status differences and amount of affection between the communicators.

A management graduate has to make note of the following positive effects of body language:

- A well-dressed person presents pleasant physical appearance and looks like a professional.
- A person who is always on time perceived as being well organized.
- Walking with quick stride and arms swinging freely indicate enthusiasm and energy.
- An upright correct posture will improve the appearance and give the feeling of confidence.
- A smile makes one look cheerful and energetic.
- A firm handshake demonstrates confidence.
- Eye contact conveys positive emotions like confidence, agreement, and interest in the subject of conversation.
- Parallel or mirror-image congruent postures (one person's left side is parallel to the other's right side) lead to favorable transactions.
- Looking with wide open eyes indicates undivided attention.
- Small head nods show continuing attention; while larger ones show disagreement.
- Ha-Ha laugh is a genuine expression of joy and self-fulfillment.

Some of the negative communicators are: frowning, yawning, raising an eye brow, closing the eyes, glancing at a watch, etc. They show lack of interest.

4.6 EMOTIONAL INTELLIGENCE, CONCEPT AND DEFINITIONS

EMOTIONAL INTELLIGENCE

Human behaviors are guided by emotional feelings and rational thoughts. Earlier thinkers on management and economics assumed a rational-economic man in perceiving and designing organizations. However, the models required modifications as human behavioural theorists later proved that emotions play a significant role in managing people. Accordingly, researchers focused on the study of emotions of employees at work. The ability to sense and deal with emotions is called emotional intelligence and it has become a part of management training programmes.

CONCEPT AND DEFINITIONS

Emotional intelligence (EI) refers to the ability to accurately perceive emotions in oneself and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions.

Three important terms require explanation to understand emotions:

- Affect is generic term that covers a broad range of feelings that people experience. It’s an umbrella concept that embraces both moods and emotions.
- Moods are emotional feelings which are not intense and are not related to any specific cause or stimuli. One can be in good or bad moods.
- Emotions are intense feelings aroused by a specific cause or stimuli. A variety of emotions are found in people.

Ramani is affected by the rude behavior of her class mate. She told her friend, how Suman has insulted her before other class mates. She was very angry. Her friend tried to sooth her anger in many ways. Though her anger subsided, she could not become her normal self. Since anger disappeared, mood cannot be attributed to any one specific reason. The bad mood is a spillover of an unpleasant experience that dispirited Ramani.

We often hear people say, I don’t have mood to do the work. I’m in bad moods, don’t disturb.

Basis	Categories	
Variety	Positive: happiness, joy, surprise	Negative: sad, srief fear
Intensity	High-deep in feelins	Low - less affective
Frequency	High: occurs repeatedly in a given period	Low: less occurrence in a given period
Duration	Lons-stavs for more time	Short-felt for a while
Manifestation	Felt-kept inside individual	Displayed-shown to others

4.7 ELEMENTS OF EMOTIONAL INTELLIGENCE

If management is getting things done through and with people, managers have to be capable of dealing emotional and rational facets of people. In fact every one of us needs emotional intelligence to help us through our emotionally demanding days. High EI individuals will display the behaviours listed in Table.

S. No.	Facets	High scorers perceive themselves as
1	Adaptability	Flexible and willing to adapt to new conditions.
2	Assertiveness	Forthright, frank, and willing to stand up for their rights
3	Emotion perception (self and others)	Clear about their own and other people's feelings.
4	Emotion expression	Capable of communicating their feelings to others

5	Emotion management (others)	Capable of influencing other people's feelings.
6	Emotion regulation	Capable of controlling their emotions.
7	Impulsiveness (low)	Effective and less likely to give in to their urges.
8	Relationships	Capable of having fulfilling personal relationships.
9	Self-esteem	Successful and self-confident.
10	Self-motivation	Driven and unlikely to give up in the face of adversity.
11	Social awareness	Accomplished networking with excellent social skills.
12	Stress management	Capable of withstanding pressure and regulating stress.
13	Trait empathy	Capable of taking someone else's perspective
14	Trait happiness	Cheerful and satisfied with their lives.
15	Trait optimism	Confident and likely to "look on the bright side" of life.

4.8 ORGANIZATIONAL APPLICATION CONFLICT MANAGEMENT

Today emotional performance has become important with the increase in jobs in service sector and progress in consumerism. People are expecting business to be more courteous and fairer in transactions.

Facets of Emotions

In the context of organization, emotional considerations involve recognition of two distinct aspects.

- **Emotional labor:** During interpersonal interactions in formal organizations one cannot take liberty to express his own felt feelings. His or her formal feelings are conditioned by organizational norms and rules.

For instance, a sales person is angry with the prospect, who refused to listen to his sales talk. Can he show his anger? No. He cannot. Hiding his anger, he goes on with a smile to win over the attention of his adamant prospect.

However, this pretention requires extra energy and effort. This is referred to as emotional labor. Thus emotional labor is the effort made by an employee to express organizationally desired emotions during interpersonal transactions. Emotional labor is a function of the gap between felt and displayed feelings.

- **Emotional dissonance:** It is the negative difference between felt feelings and displayed or projected feelings.

Emotional dissonance Displayed or projected feelings -Felt feelings. The negative feelings, which take the shape of anger, frustration and resentment, when bottled up can eventually lead to emotional exhaustion and burnout.

The ability to exhibit emotions that are incongruous with actual feelings can be enhanced by reinforcement techniques like reward and punishment. Emotional labor will be satisfying when the effort is rewarded with a success or appreciation. When it is dissatisfying, people may adopt dysfunctional behaviors like late coming, absenteeism and insubordination.

CONFLICT MANAGEMENT

Though organizations are developed as frameworks for cooperation of people to achieve common goals, there will be functional and dysfunctional conflicts from time to time. These conflicts arise for various reasons ranging from ideological.

Conflict management involves prevention, minimization and resolution of conflicts. Conflict management is concerned with making conflicts constructive.

Conflict is inevitable. Conflicts may develop for various reasons like the following.

- People differ in respect of values, attitudes and interests. There can be a clash of these leading to differences in options' and approaches.
- People differ in knowledge and experiences. The knowledge gap may lead to differences in styles of decision making.
- Organizations supply limited resources and expect people to maximize utilization of the resources by time sharing and other methods. The sharing arrangements may not work and conflicts may arise.
- Apathy-Feeling of inequality, discrimination, harassment and exploitation may give rise to conflicts.

Conflict is inevitable; one cannot expect a conflict free situation. The good news is all conflicts are not functionally dysfunctional or destructive. Some of them are by nature constructive.

In the evaluation of an expansion project based on perceptions of risks and profits marketing and finance managers have differences of opinions and they disagreed with each other.

Some of them by nature are destructive.

The production manager intentionally delayed the supply of products with a view to marring the image of the marketing manager who is responsible to make in time deliveries to key customers.

Conflict is Destructive when it:

- Takes attention away from other important activities.



- Undermines morale or self-concept.
- Polarizes people and groups, reducing cooperation.
- Increases or sharpens difference.
- Leads to irresponsible and harmful behavior, such as fighting and name-calling.

Conflict is constructive when it:

- Results in clarification of important problems and issues
- Results in solutions to problems
- Involves people in resolving issues important to them
- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Builds cooperation among people through learning more about each other;
- joining in resolving the conflict
- Helps individuals develop understanding and skills

Conflict Management Styles

Conflict management is perhaps one of the important tasks of leaders. There are five well known conflict management styles as given under.

Competing/Controlling

This is assertive and uncooperative approach based on power-orientation. In this approach one uses whatever power seems appropriate to win one's own position. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

Accommodating

This is unassertive and cooperative - the opposite of competing. Accommodating refers to yielding to others. It might take the form of selfless generosity or charity. It implies obeying another person's order when one would prefer not to.

Avoiding

This is a temporary or permanent withdrawal mode. Temporary avoidance might take the form of diplomatically sidestepping an issue or postponing until a better time. Permanent withdrawing from a threatening situation involves leaving the battle ground for ever.

Collaborating

It is both assertive and cooperative - the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons.

Compromising

It falls on a middle ground between collaborating and avoiding. Compromising might

mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Tips to Resolve Conflict

The following steps are important to resolve conflict:

1. **Evaluate the conflict players:** If you choose to manage a conflict situation, it's important that you take the time to get to know the players. Your chances of success in managing a conflict will be greatly enhanced if you're able to view the conflict situation through the eyes of the conflicting parties.
2. **Assess the source of the conflict:** Research indicates that although conflicts have varying causes, they generally can be separated into three categories: communication differences, structural differences, and personal differences.
3. **Know your options:** Thomas identified five conflict-resolution strategies: avoidance, accommodation, competing (forcing), compromise, and collaboration. Each has particular strengths and weaknesses, and no one strategy is ideal for every situation.
4. **Select the "best" option:** Choose your style and look at your goals.

Issue based

- If the issue is critical to the organization or the unit's success, collaboration is preferred.
- If sustaining supportive relationships is important, the best strategies, in order of preference, are accommodation, collaboration, compromise, and avoidance.
- If it's crucial to resolve the conflict as quickly as possible, forcing, accommodation, and compromise-in that order-are preferred.

Source based

- Communication-based conflicts revolve around misinformation and misunderstanding. Such conflicts lend themselves to collaboration.
- Conflicts based on personal differences arise out of disparities between the parties' values and personalities. Avoidance or forcing in case of deep differences and collaboration in general misunderstanding are suitable.
- Structural conflicts arising out of exercise of authority and resource constraints may be better resolved by collaboration or compromise style.

4.9 CHAPTER SUMMARY

Managers should develop communication skills to excel in many of the roles they play in different contexts as leader, mentor, coach, appraiser, counsellor and so on. Verbal language consists of words and sentences that are grammatically arranged to express our meanings. The use of verbal language, however, has certain limitations. It is non-verbal communication that either singly or association with verbal language that provides fuller meaning to expressions. Right postures are important for impressive social behaviour.

NOTES



Emotional intelligence (EI) refers to the ability to accurately perceive emotions in oneself and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions. Three related important terms are: Affect is generic term that covers a broad range of feelings that people experience. Moods are emotional feelings which are not intense and are not related to any specific cause or stimuli. Emotions are intense feelings aroused by a specific cause or stimuli. If management is getting things done through and with people, manager have to be capable of dealing emotional and rational facets of people. Emotional labour relates to effort required to bridge gap between actual feelings and feeling required to be expressed. Emotional dissonance is the negative difference between felt feelings and displayed or projected feelings.

Emotional performance and its requirements are influenced by various factors-job differences, gender differences, organizational differences, and cultural differences. It appears that there are essentially six universal emotions, which can be conceptualized as existing along a continuum from happiness to disgust.

Conflicts arise for various reasons ranging from ideological (what should be our style) to materialistic (how should we share the gains of productivity?). Conflict management is perhaps one of the important tasks of leaders. There are five well known conflict management styles - competing/controlling, accommodating, avoiding, collaborating and compromising. Tips to resolve conflict include: evaluate the conflict players, assess the source of the conflict, know your options and select the “best” option.

4.10 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. Identify the factors that influence emotions in organizations.
2. Explain the different types of postures and their meanings.
3. What is emotional intelligence? Explain the elements of emotional intelligence.
4. Discuss the relevance and application of emotional intelligence in organizational context.
5. What is conflict management? Discuss the styles of conflict management.

LONG ANSWER TYPE QUESTIONS

1. If you were a manager, how do you manage positive and negative emotions in your enterprise?
2. State the reasons for conflict.
3. When is conflict constructive?
4. Identify conflict management styles?
5. State the tips to manage conflict.

4.11 MULTIPLE CHOICE QUESTIONS

NOTES



1. **How Type of body language are there?**
 - a. 1
 - b. 2
 - c. 3
 - d. 4

2. **While shaking hands especially in a professional environment, the hand shake should be:**
 - a. Firm and not loose
 - b. Tight and strong
 - c. Don't shake hands
 - d. None of these

3. **Sitting back in your chair implies:**
 - a. Lack of interested
 - b. Rejection
 - c. Both of them
 - d. None of these

4. **A smile makes one look cheerful and _____.**
 - a. Energetic
 - b. Happy
 - c. Laugh on another person
 - d. None of these

5. **“Body language is the communication of personal feelings, emotions, attitudes, thoughts through body movements- gestures, postures, facial expressions, walking styles, positions and distance-either consciously or involuntarily, more often subconsciously, and accompanied by the spoken language.” Who defined this statement?**
 - a. Hedwig Lewis
 - b. Keith davis
 - c. Uma Sekaran
 - d. None of these

6. **What are Gestures?**
 - a. Type of body part
 - b. Type of body language
 - c. Type of skill
 - d. All of the above



7. Placing one leg or ankle on top of your other knee making a “Figure Four”, means you are _____.
 - a. Pleasant
 - b. Arrogant
 - c. Tired
 - d. Intelligent
8. When you slump in your chair or lean on the wall, you look _____.
 - a. Tired
 - b. Not interested
 - c. Bad habit
 - d. Ignoring others
9. Verbal language consists of words and sentences that are _____ arranged to express our meanings.
 - a. Grammatically
 - b. According to size
 - c. Both A and B
 - d. None of the above
10. There are _____ well known conflict management styles.
 - a. Two
 - b. Three
 - c. Four
 - d. Five

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UNIT

V

INTERPERSONAL COMMUNICATION AND LISTENING SKILLS

STRUCTURE

- 5.1 Learning Objective
- 5.2 Introduction
- 5.3 Interpersonal Communication
- 5.4 Communication and Emotion
- 5.5 Definition and Significance of Interpersonal Communication
- 5.6 Enhance Interpersonal Communication and Relationships
- 5.7 Concept and Significance of Listening Skills
- 5.8 Types and Benefits of Listening Skills
- 5.9 Chapter Summary
- 5.10 Review Questions
- 5.11 Multiple Choice Questions



5.1 LEARNING OBJECTIVE

After completing this chapter, you will be able to understand:

- Explain the concept and significance of interpersonal relationships.
- Know the tips to enhance interpersonal relationships.
- Understand the process of team building for creating high performance teams.
- Know the dynamics of groups to sustain cohesive functional teams.
- Explain the concept and types of listening.
- Describe the listening skills of managers.
- Explain how active and attentive listening can be achieved.
- Understand the benefits of listening.

5.2 INTRODUCTION

Societies are dependent on people and their constructive, functional and creative abilities. Modern organizations are characterized by work-force diversity, team work and cross-cultural adaptations. In view of this, the need for creating right climate for inter-personal relationships and fostering team spirit among employees is identified and various measures are initiated by corporate trainers. Accordingly, in the human resource development context, interpersonal relationships, group dynamics and team building have assumed great significance.

5.3 INTERPERSONAL COMMUNICATION

Interpersonal communication is the process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods. It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures. The level of one's interpersonal communication skills is measured through the effectiveness of transferring messages to others.

Commonly used interpersonal communication within an organization include daily internal employee communication, client meetings, employee performance reviews and project discussions. In addition, online conversations today make a large portion of employees' interpersonal communication in the workplace. This communication occurs both verbally — with words — and non-verbally, encompassing facial expressions, gestures, body language, and tone of voice.

In the workplace, interpersonal communication occurs in a variety of forms: in team meetings, on client calls, in memos and emails, during performance reviews, while giving employee feedback, and even casually over lunch or during watercooler chats.

Our individual interpersonal communication skills have been in development since we began communicating as children, and these skills vary from person to person.

5.4 COMMUNICATION AND EMOTION

NOTES



Learning more about how to manage your emotions is a very effective way of improving your communication skills, whether you're speaking with your employees in a town hall presentation or responding to tough questions during a media interview. When a business leader lacks emotional intelligence, he or she becomes more easily flustered by unexpected questions, and more likely to say something that they cannot retract, thus finding themselves on the front page of *The Wall Street Journal* for all the wrong reasons. The problem is certainly not limited to media interviews. Leaders who have yet to develop sufficient emotional intelligence tend to react to situations without filtering their responses verbally and tonally; as well, they may exhibit inappropriate body language. Each of these responses can jeopardize relationships with employees, investors, and strategic business partners.

5.5 DEFINITION AND SIGNIFICANCE OF INTERPERSONAL COMMUNICATION

DEFINITION

Interpersonal communication is the universal form of communication that takes place between two individuals. Since it is person-to-person contact, it includes everyday exchange that may be formal or informal and can take place anywhere by means of words, sounds, facial expression, gestures and postures.

In interpersonal communication there is face-to-face interaction between two persons, that is, both are sending and receiving messages. This is an ideal and effective communication situation because you can get immediate feedback. You can clarify and emphasize many points through your expressions, gestures and voices. In interpersonal communication, therefore, it is possible to influence the other person and persuade him or her to accept your point of view. Since there is proximity between sender and receiver, interpersonal communication has emotional appeal too. It can motivate, encourage, and coordinate work more effectively than any other form of communication. Also, in a crisis, through interpersonal channel, flow of information is tremendous e.g. news of violence, famine or disaster.

Interpersonal messages consist of meanings derived from personal observations and experiences. The process of translating thoughts into verbal and nonverbal messages increases the communicator's self-concept. In fact, effective interpersonal communication helps both participants strengthen relationships through the sharing of meaning and emotions.

SIGNIFICANCE

Interpersonal relationships are the basic unit of examination in promoting a climate of performance in the modern organizations. Whether one is engaged in a solo job or team work, he or she has to maintain constructive and productive relationships with peers, superiors and subordinates.

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Relationships can be formal and informal. Formal relationships are related to membership in an organization. They are official and bound by rules and regulations. They are expected to be goal and task oriented. Informal relationships on the other hand are based on 'will and pleasure' of an individual. They are personal and sustained as long as they are satisfying to the individuals.

Importance in Personal Life

The following benefits are sought by individuals to look for relationships, networks, groups and associations:

1. **Security:** A feeling of comfort and protection is found when associated with others. Family and Friendship groups provide a feeling of protection to individuals. In addition, membership in group insurance and other kind of schemes, provide financial security to individuals.
2. **Self-esteem:** Relationships with eminent persons and membership in prestigious professional (All India Management Association), social (Rotary club) and cultural organizations (Karnataka Music Academy) help enhance the status of the individuals.
3. **Affiliation:** The sense of belongingness and interactions that fulfil social needs are found in Family and Friendship groups.
4. **Power:** The collective action enhances power of members. In union there is strength and power. Individuals join associations of student groups or employee unions.
5. **Goal achievement:** Goals which cannot be accomplished individually necessitate association with other persons. Students form study groups and join training programmes to strengthen their learning opportunities. Networking leads to mutual support and help which is essential for rapid career progress.

5.6 ENHANCE INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

The global village is becoming a reality. In your current or future work, you may find that your employers, fellow employees, or your clients are from other countries. Learning about the power of culture and ethnocentrism helps avoid misunderstanding and friction in social relationships.

Differences

Culture is shaped by attitudes learned in childhood and later internalized in adulthood. Cultures are understood by considering the following variables.

Context: Based on this variable, countries are classified as low context and high context cultures. Low context cultures (German and North American) tend to be highly logical, analytical and action oriented. They prefer linear communication. High context cultures (China, Japan and Arab countries) are more intuitive and contemplative. In high-context cultures, people prefer communication that is objective, direct and precise. They emphasize interpersonal relationships, nonverbal expressions, physical setting and social setting.



Individualism: Members of low context cultures value individualism. They believe in individual action and personal responsibility. They believe that initiative and self-assertion result in personal achievement. High context cultures believe in collective processes. They encourage acceptance of group values, duties and decisions. Language reflects culture's basic value. For eg. In the US individual happiness is given importance, whereas in such group-oriented cultures as Japan, people strive for the good of the larger group. So in Japan the "we" always comes before "I".

Formality: In some cultures formality is given more importance. Americans, for example, dress casually and are soon on first name basis with others. In business dealings they come to the point immediately. In Mexico, a typical business meeting begins with handshake, coffee, and an expansive conversation about the weather, sports, and other light topics.

Greeting: Generally greeting behavior ranges from gentle, light, firm, single or double handshake. Australians do a hearty and firm handshake, while the French always do a gentle, light, single shake. In Latin and Mediterranean cultures, the greeting behavior of handshake includes hugs and shoulder pats. The Hindus greet namasthe, the Thai wai, and Laotian hop, all involve a palm- together praying motion. The Japanese greet with a bow. In Japan, it is extremely important to know the rank of the other person. This is because, the person of the lower rank bows first and lowest. The lower and longer one holds the bow position, the stronger is the indication of respect, gratitude, sincerity, and humility.

Proxemics: The meaning we give to space also differs from one culture to the other. In general Americans feel comfortable in zero to 18 inches where they'll be greeting others (intimate zone), 18 inches to four feet while conversing with friends (personal zone), 4 to 12 feet while talking with strangers (social zone), and more than 12 feet while they are only a part of some public meeting or some common gathering (public zone). The British, may prefer more space for personal and social zones and might think it rude if anybody moves too close. Europeans tend to stand more closely with each other when talking, and are accustomed to smaller personal space. Those who are accustomed to more personal space may view attempts to get closer as pushy, disrespectful or aggressive.

Touch: Generally, Asians, Chinese and Japanese are not a touch-oriented society. But it is common in the US. Successful executives must avoid using any gestures, which are considered rude or insulting. For instance, in Muslim cultures, the left hand is considered unclean. So, one should never touch, pass receive or eat with the left hand. Pointing the index finger is rude in countries like Sudan, Venezuela and Sri Lanka. The American circular "ok" gesture carries a vulgar meaning in Brazil, Paraguay, Singapore and Russia.

Communication style: Americans take words literally. They value straight forwardness. Arabs speak with extravagant or poetic figures of speech. Germans tend to be direct but understated. Asian drags conversation.

Time orientation: Americans are punctual. They are quick to respond in negotiation. Asians are not very punctual and take time in negotiations.



Avoiding ethnocentrism: The belief in the superiority of one's own race is known as ethnocentrism, which may result in friction in interpersonal relationships.

Japan is a country where women cover their mouths with their hands when they laugh so as not to expose their teeth. Exposing one's teeth is not only immodest but also aggressive.

In Arab cultures, conversations are often held in close proximity, sometimes nose to nose. But in western cultures, if a person stands too close, one may react as if violated.

In many Middle Eastern and some Asian cultures, same sex people may walk hand-in-hand in the street, but opposite sex people may not do.

5.7 CONCEPT AND SIGNIFICANCE OF LISTENING SKILLS

CONCEPT

Listening is an active and attentive process of a receiver in the context of oral communication. In most of the cases, the target audience and characteristics are not properly identified by the speaker and as a result messages delivered are not heard with proper attention. In some cases, listeners develop their own barriers like preoccupation, lack of interest, poor listening skills and cause failure in communication. In fine, listening appears to be a challenging task and unless managers and employees are properly trained, communication problems develop in the organization.

What is listening? Is it synonymous with hearing?

Communication experts distinguish the two terms by considering hearing as only a sensory and perceptual response while listening goes beyond it involving cognitive processes. Listening is an active process that involves steps like receiving, interpreting and understanding a message. Hearing is the receiving of sound and recognizing it. Listening involves much more than receiving message as it involves interpreting the meaning and trying to understand the message as expected by the speaker. Some of the interesting definitions of listening are as given under.

Wolvin and Coakley (1979) Observed:

Listening entails receiving, attending, and assigning meaning. Assimilation and accommodation help in assigning meaning.

According to Myers and Myers (1982) active listening can be explained as follows.

Active listening involves listening to a person without passing judgment, on what is being said, and to mirror back what has been said to indicate that you have understood, what feelings the speaker has put across.

The differences between listening and hearing can be summarized as follows.

- Hearing is a passive activity. It does not require much attention. For example, while studying, students hear recorded music.

- Listening is an active process. It requires attention. It is the process of actively decoding and interpreting verbal messages. Thus, it requires information processing. Research indicates that humans have an amazing ability to guess and fill-in-the-blanks when they are unable to hear everything that is said.

NOTES



SIGNIFICANCE

The actual use of communication skills breaks down as follows: writing-9%, reading-16%, speaking- 30% and listening 45%. Weinrauch and Swanda, Jr (1975) found that employees spend on an average, more than 30 per cent of their time listening. Training can increase comprehension by 25 per cent or more. A Study conducted by Janusik & Wolvin (2006) taking a sample of 206 college students revealed that average hours in a day spent for communication total to 24.08 and 50 per cent of them relate to listening.

5.8 TYPES AND BENEFITS OF LISTENING SKILLS

TYPES OF LISTENING SKILLS

Listening can vary from individual to individual and situation to situation.

Based on the attention and kind of participation listening can be classified as given under:

- **Active or passive learning**

Listening is a process of sensing, attending, understanding, evaluating and remembering or responding with a suitable action. At each stage, the process can be made effective if one possesses the right kind of skills. The work of Rogers points out a caution. According to him listening, first of all, reflects a whole orientation to life and people. It is a basic attitude about people rather than just a set of skills. **He further observes:** Naturally, listening is a skill and, for that reason, can be taught and improved. But unless a helping attitude is present, little success can be predicted from simple mastery of a set of how-to-do-its.

- **Appreciative Listening**

When the receiver has appreciation to the speaker and or topic, listening becomes appreciative. Examples: Seminar by Foreign university counselors- it helps meet study aspirations of students. Talk by charismatic speakers like religious gurus, our favourite teachers, or entertainers.

- **Empathetic Listening**

Empathy refers to the ability of understanding others. When we empathise, we see from the point of view of others (positive cognitive response) and actually feel the way they feel (positive affective response). Listening of this type involves showing our concern, asking sensitively questions and encouraging self-disclosure.

Examples: A sales manager adopts this approach of understanding needs of a client and tries to sell solutions; not simply products. A career counsellor listens and provides advice using this type of listening.

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- **Sympathetic Listening**

This occurs when the receiver has real concern, affection and love towards speaker. Listener shows real concern, pays close attention, and expresses whole hearted support during interaction process. The process may lead to listener becoming speaker to offer counsel or support.

Examples: In psychological counselling, clients' problems are heard and solutions are offered by the counselor. In appraisal sessions, supervisors listen to appraises and offer support to their development plants.

- **Inattentive Listening**

This kind of listening is also known as fake listening or pseudo listening. The receiver pretends listening. While not hearing anything that is being said, the listener gives an impression of listening by head nods, eye contact, smiles and appreciative or inquisitive phrases like I see and it so?

Examples: Inattentive contexts may be: (i) Lectures in training sessions which are not interesting, (ii) A friend speaks to you and you are preoccupied.

BENEFITS OF LISTENING SKILLS

Active listening is a difficult skill to master. Accomplish this, however, and you empower yourself to become more effective in your role, whether you're a leader or an aspiring leader, or operating in another professional capacity. Below we describe six different benefits of active listening and how they can help you in the workplace.

1. **Active listening builds trust and strong relationships**

Trust is a major commodity that active listening can help you establish. Consider your team's behaviours. Are they disengaging from what you're saying instead of paying attention to you? Are they absent from work more and more? Do they seem reluctant to share information with you? Do they rely excessively on email?

These are all signs your team may not trust you. These behaviours can damage progress by fuelling resentment and lowering productivity. Your team members may not be feeling heard when they speak to you, in which case learning to listen actively creates the opportunity to re-establish trust and form healthier working relationships with your team.

2. **Active listening can help you to resolve conflict**

You can be sure of conflict in your workplace. People will misunderstand each other or hold different points of view. Active listening is crucial in these circumstances because often, we only see issues from our own perspective. Sometimes, we become so deeply entrenched in our own position that we don't even think about it from the other person's (or persons') perspective.



Active listening encourages us to see issues from different viewpoints, recognise other people's feelings, and, generally, appreciate them. Think back to a time in which you disagreed with a colleague, or you witnessed a conflict between two colleagues, in the workplace. Did you see the issue from their perspective? Was this what created the misunderstanding? Active listening forms a basis to hear the other person's message and move forward towards a resolution. It also fosters a culture of respect in the workplace.

3. Active listening prevents you from missing important information

The focus of active listening on hearing the whole message means you're engaged on a higher level with the speaker, which allows you to absorb more specific details from the interaction. If you're receiving instructions or training, you'll be able to recall the details more easily.

As a leader, you're likely to have to train others and convey messages to others, so it's important to remember details because others will be acting upon your words. If you've missed part of the original message, the recipients of your message will only hear parts of the original message, too. This could lead to misunderstandings and impact productivity, the quality of task execution or that of products themselves.

4. Active listening enables you to identify or anticipate problems

Active listening entails seeking clarification to ensure you correctly understand the speaker's message. This creates the opportunity to gauge whether a problem exists, or whether what they're telling you is a sign that a problem could surface, and devise a strategy to address the issue.

Importantly, you're allowing yourself to develop an entire sense of the problem and evaluate all the different aspects, based on the details you hear. This can help you to discover a potentially underlying problem and tackle an issue at its very root, instead of merely curing symptoms and then seeing the problem re-emerge later.

5. Active listening helps you to build more knowledge

Leaders should always embrace learning, and active listening is a powerful skill that supports learning so you can carry your organisation forward. Focusing more intensely makes it possible to assimilate information and understand different topics better, and to then remember more details from what you've learnt.

Active listening is exceptionally useful when you're planning a strategy or organisational change. This could mean applying what you've learned to steer your organisation in a new direction or pursue innovation. When updating yourself on industry trends, you'll be able to take maximum advantage of discoveries. The greater focus will help you to understand the full picture, and, as a result, to analyse more comprehensively how developments could impact your organisation and how you could capitalise on them.



6. Active listening empowers you as a leader

Active listening is empowering, and empowerment builds confidence. By listening actively, you gain an understanding of what will be beneficial in the workplace, which expands your perspective and empowers you. You'll become more aware of what's happening in your workplace, and you'll communicate with superiors and subordinates much better. All of this paves the way for you to lead with confidence.

5.9 CHAPTER SUMMARY

Modern organizations are characterized by work-force diversity, team work and cross-cultural adaptations. Interpersonal relationships are the basic unit of examination in promoting a climate of performance in the modern organizations. The benefits sought by individuals include feeling of comfort and protection, enhancement of status and power and accomplishment of difficult goals. Learning about the power of culture and ethnocentrism helps avoid misunderstanding and friction in social relationships.

The social process by which people interact face-to face in small groups is called group dynamics. The five characteristics which differentiate groups from a collection of people are: (i) Interaction, (ii) Shared goal, (iii) Norms, (iv) Role definitions and (v) Network of interpersonal attraction. Organizations are trying to design jobs around groups to secure benefits like emotional stability, creativity, effective decision making, discipline and smooth implementation of decisions.

Different types of informal groups are found in society. They include casual groups, cathartic groups, interest groups and friendship groups. Different types of formal groups such as command groups, learning groups, policy making groups and action/task groups are found in organizations.

While temporary groups evolve very fast following punctuated equilibrium model, permanent groups evolve in five stages-forming, storming, norming, performing, and adjourning. Group decision making is considered superior to individual decision making by virtue of complete knowledge and information, diversity of views and ease in implementation. However, the demerits in group decision making are: groupthink -polarization and groupshift.

Work group performance is influenced by roles, status, norms, size, and cohesiveness. Groups become teams when they develop synergy -the ability to produce more by coordinated effort. Team building encourages team members to examine how they work together, identify their weaknesses, and develop more effective ways of cooperating. Various skills required for team building are: consultation skills, interpersonal skills, research skills and presentation skills. The two important techniques useful for team building are: process consultation and feedback

Listening is an active and attentive process of a receiver in the context of oral communication. The actual use of communication skills breaks down as follows: writing-9%, reading-16%, speaking- 30% and listening 45%. Different types of listening such as active and inactive

listening and attentive and inattentive listening are found in practice. A variety of skills make up good listening. They include: sensory skills, attention skills, interpretation skills, analytical skills, evaluating skills, feedback skills and memory skills. Steps in listening process are: Prepare for listening Pay attention Hear the message noting down when necessary Process the information for understanding Seek clarifications where and when necessary-Memorize for short or long time with or without aids- and take necessary actions as a follow up.

The major barriers to attentive listening are Idle time in processing Threat to self-image Lack of interest and Distractions in environment. The ten commandments to effective listening are: Stop talking Put the talker at ease Show a talker that you are interested Remove distractions Empathize with talker Try to see other persons point of view Be patient Hold your temper Go easy on argument and criticism Ask relevant questions and Stop talking.

The benefits to good listening are: Establishes relations Boosts morale and motivation-Facilitates productive operations Provides inputs for sound decisions Encourages employee creativity.

NOTES



5.10 REVIEW QUESTIONS

SHORT ANSWER TYPE QUESTIONS

1. What do you understand by listening? Discuss the significance and types of listening.
2. Explain in detail active and attentive listening.
3. Enumerate the benefits of listening. How do you develop listening skills?
4. Discuss the significance of interpersonal relationships. Enumerate the measures to enhance interpersonal relationships.
5. Discuss in detail group dynamics with examples.

LONG ANSWER TYPE QUESTIONS

1. Explain the characteristics of teams and steps in team building.
2. List the listening skills important for managers.
3. How do you explain active and attentive listening.
4. Outline the steps in active and attentive listening.
5. Enumerate the benefits of listening.

5.11 MULTIPLE CHOICE QUESTIONS

1. “Active listening involves listening to a person without passing judgment, on what is being said, and to mirror back what has been said to indicate that you have understood, what feelings the speaker has put across.” Who states this?
 - a. Wolvin and Coakley
 - b. Myers and Myers



- c. Rogers
- d. None of these
2. **How many types are there of listening skills?**
 - a. 2
 - b. 3
 - c. 4
 - d. 5
3. **How many benefits are there for listening?**
 - a. 3
 - b. 4
 - c. 5
 - d. 6
4. **Interpersonal communication is the process of _____ of information, ideas and feelings between two or more people through verbal or non-verbal methods.**
 - a. Exchange
 - b. Receiving
 - c. Accepting
 - d. None of these
5. **_____ communication is the universal form of communication that takes place between two individuals.**
 - a. Direct
 - b. Indirect
 - c. Interpersonal
 - d. None of the above
6. **_____ relationships are official and bound by rules and regulations related to membership in an organization.**
 - a. Formal
 - b. Informal
 - c. Both of them
 - d. None of these
7. **_____ communication is the universal form of communication that takes place between two individuals.**
 - a. Interpersonal
 - b. Intrapersonal
 - c. Both A and B
 - d. None of the above

8. **Listening is an _____ process.**
- a. Active
 - b. Passive
 - c. Interactive
 - d. None of the above
9. _____ relationships are the basic unit of examination in promoting a climate of performance in the modern organizations.
- a. Interpersonal
 - b. Intrapersonal
 - c. External
 - d. Emotional
10. The social process by which people interact face-to face in small groups is called _____.
- a. Group discussion
 - b. Group dynamics
 - c. Social
 - d. None of the above

◆◆◆◆

NOTES 

ANSWER KEY

UNIT I

Ques. No.	Answer	Ques. No.	Answer
1.	a.	6.	b.
2.	c.	7.	c.
3.	d.	8.	a.
4.	a.	9.	b.
5.	a.	10.	c.

UNIT II

Ques. No.	Answer	Ques. No.	Answer
1.	b.	6.	a.
2.	c.	7.	c.
3.	b.	8.	c.
4.	a.	9.	a.
5.	a.	10.	b.

UNIT III

Ques. No.	Answer	Ques. No.	Answer
1.	a.	6.	a.
2.	a.	7.	c.
3.	b.	8.	b.
4.	d.	9.	a.
5.	a.	10.	b.

UNIT IV

Ques. No.	Answer	Ques. No.	Answer
1.	d.	6.	b.
2.	a.	7.	b.
3.	c.	8.	a.
4.	a.	9.	a.
5.	a.	10.	d.

UNIT V

Ques. No.	Answer	Ques. No.	Answer
1.	b.	6.	a.
2.	d.	7.	a.
3.	d.	8.	a.
4.	a.	9.	a.
5.	c.	10.	b.

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