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SRI SATHYA SAI COLLEGE FOR WOMEN, BHOPAL

A
Project Report
On

PERSONALITY AND SOFT SKILLS DEVELOPMENT

By
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(Rollment No. 21021)
2022-2023
MASTER OF ARTS
IN
English Literature

Under the Guidance of
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4/4/23

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Anika Christy


(M.A SEM IV)

CERTIFICATE

This is to certify that the project report titled "Personality and Soft Skills Development" is a sincere work prepared by ANIKA CHRISTY, a student of Master of Arts, English Literature, Semester IV, which has been completed under the supervision and guidance of Dr. Megha Singh, Assistant Professor, Department of English, Sri Sathya Sai College For Women, Bhopal.

The report is based on her learning and understanding from the course on SWAYAM PORTAL
The matter presented in this project report is original to the best of our knowledge.

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COURSE LAYOUT

DATE	WORK DONE DURING THE DAY	DURATION (in hours)	SIGNATURE
02/01/2023	Introduction: A New Approach To Learning	2	Anika Christy
03/01/2023	Planning And Goal-Setting	1	Anika Christy
05/01/2023	Human Perceptions: Understanding People	2	Anika Christy
06/01/2023	Types Of Soft Skills: Self-Management Skills	1	Anika Christy
07/01/2023	Aiming For Excellence: Developing Potential And Self-Actualisation	2	Anika Christy
08/01/2023	Need Achievement And Spiritual Intelligence	1	Anika Christy
09/01/2023	Conflict Resolution Skills: Seeking Win-Win Solution	2	Anika Christy
10/01/2023	Inter-Personal Conflicts: Two Examples	1	Anika Christy
11/01/2023	Inter-Personal Conflicts: Two Solutions	2	Anika Christy
12/01/2023	Types Of Conflicts: Becoming A Conflict Resolution Expert	1	Anika Christy
13/01/2023	Types Of Stress: Self-Awareness About Stress	2	Anika Christy
14/01/2023	Regulating Stress: Making The Best Out Of Stress	2	Anika Christy
15/01/2023	Habits: Guiding Principles	1	Anika Christy
16/01/2023	Habits: Identifying Good And Bad Habits	1	Anika Christy
17/01/2023	Habits: Habit Cycle	1	Anika Christy
18/01/2023	Breaking Bad Habits	2	Anika Christy
19/01/2023	Using The Zeigarnik Effect For Productivity	1	Anika Christy
20/01/2023	Forming Habits Of Success	1	Anika Christy
21/01/2023	Communication: Significance Of Listening	1	Anika Christy
22/01/2023	Communication: Active Listening	1	Anika Christy
23/01/2023	Communication: Barriers To Active Listening	1	Anika Christy
24/01/2023	Telephone Communication: Basic Telephone Skills	1	Anika Christy
25/01/2023	Telephone Communication: Advanced Telephone Skills	2	Anika Christy
26/01/2023	Telephone Communication: Essential Telephone Skills	1	Anika Christy
27/01/2023	Technology And Communication: Technological Personality	1	Anika Christy
28/01/2023	Technology And Communication: Mobile Personality	1	Anika Christy
29/01/2023	Technology And Communication: E-Mail	2	Anika Christy

	Principles		
30/01/2023	Technology And Communication: How Not To Send E-Mails!	1	Anika Christy
01/02/2023	Technology And Communication: Netiquette	1	Anika Christy
02/02/2023	Technology And Communication: E-Mail Etiquette	1	Anika Christy
03/02/2023	Communication Skills: Effective Communication	1	Anika Christy
04/02/2023	Barriers To Communication: Arising Out Of Sender/Receiver's Personality	1	Anika Christy
05/02/2023	Barriers To Communication: Interpersonal Transactions	1	Anika Christy
06/02/2023	Barriers To Communication: Miscommunication	1	Anika Christy
07/02/2023	Non-Verbal Communication: Pre-Thinking Assessment-1	2	Anika Christy
08/02/2023	Non-Verbal Communication: Pre-Thinking Assessment-2	1	Anika Christy
09/02/2023	Nonverbal Communication: Introduction And Importance	1	Anika Christy
10/02/2023	Non-Verbal Communication: Issues And Types	1	Anika Christy
11/02/2023	Non-Verbal Communication: Basics And Universals	1	Anika Christy
12/02/2023	Non-Verbal Communication: Interpreting Non-Verbal Cues	2	Anika Christy
13/02/2023	Body Language: For Interviews	1	Anika Christy
14/02/2023	Body Language: For Group Discussions	1	Anika Christy
15/02/2023	Presentation Skills: Overcoming Fear	1	Anika Christy
16/02/2023	Presentation Skills: Becoming A Professional	1	Anika Christy
17/02/2023	Presentation Skills: The Role Of Body Language	1	Anika Christy
18/02/2023	Presentation Skills: Using Visuals	1	Anika Christy
19/02/2023	Reading Skills: Effective Reading	1	Anika Christy
20/02/2023	Human Relations: Developing Trust And Integrity	1	Anika Christy
		TOTAL = 60 Hours	

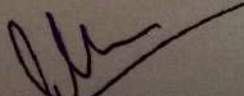

 Dr. Megha Singh
 (Supervisor)

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OBJECTIVE OF THE REPORT

The work in this report aims to cause a basic awareness about the significance of soft skills in professional and inter-personal communications and facilitate an all- round development of personality. Hard or technical skills help securing a basic position in one's life and career. But only soft skills can ensure a person retain it, climb further, reach a pinnacle, achieve excellence, and derive fulfillment and supreme joy. Soft skills comprise pleasant and appealing personality traits as self – confidence, positive attitude, emotional intelligence, social grace, flexibility, friendliness and effective communication skills.

The learning through this report and the course has the potential to change our life, alter our perspective, develop our career, enrich our personal relationships, and enhance our happiness quotient.

With the help of this project report,

1. We will be able to perform well on social ground.
2. To help us to be creative, and analytical.
3. To develop our own specific skills.
4. Polishing manners to behave appropriately in professional circles.
5. Developing and maintaining optimistic nature.
6. To understand the concept, process and importance of communication.
7. To develop skills of effective communication both written and oral.
8. To help us to acquaint with application of communication skills in the world of business.
9. To understand the concept of personality and personality development and its significance.
10. To understand and develop various traits required for personality development.

INTRODUCTION

The ability to communicate is the primary factor that distinguishes human beings from animals and it is the ability to communicate well that distinguishes one individual from another. The fact is that apart from the basic necessities, one needs to be equipped with habits for good communication skills, as this is what will make one a happy and successful social being. Today, effective communication skills have become a predominant factor even while recruiting employees. While interviewing candidates, most interviewers judge them on the basis of the way they communicate. They believe that skills can be improvised on the job but ability to communicate well is important, as every employee becomes the face of the company that people see. Personality refers to the pattern of psychological and behavioural characteristics that distinguish each person from everyone else. It gives the individual all that is needed for his unique adjustment in his environment. The process of making adjustment to the environment is continuous. To make use of the opportunities and meet the challenges of today's fast paced world it becomes imperative for each individual, to enhance our communication skills and develop our personalities.

The course made a humble attempt to initiate us into the field of communication skills and personality development so that we can go out into the world as confident and mature individuals. The course was spread over eight weeks and covers topics on basic communication skills, written and oral communication, personality, attitude and motivation, goal-setting, self-esteem and some select aspects of personality development.

Personality is defined as the form of characteristic thoughts, feelings and behavior that differentiate one individual from the other and it persists over time. It is the sum total of ways in which an individual reacts and interacts with others. In fact, it generally implies to all what is unique about an individual, the quality that makes one stand out in a crowd. Personality traits are different to each other and could be a mixture of both good and bad. It is a step towards improvement and development of talents and potentials, enhancing quality of life, realization of dreams and aspirations. The stages include formal and informal activities and the leaders must realize the full potential of each individual in a group. Hence, the process of improving or transforming the personality is called personality development.

COMMUNICATION

Introduction

People spend more time communicating than doing anything else. Probably one spends a large part of each day talking and listening. When one is not talking or listening, he is likely communicating in other ways- reading, writing, gesturing, drawing. Or perhaps he is just taking in information by seeing, feeling, or smelling. All of these activities are forms of communication and certainly one does it throughout most of his conscious moments.

Just as communication is vital to our existence in civilized society, it is essential to the functioning of the organisations our society has produced. In fact, we could go so far as to say that organisations exist through communication; without communication, there would be no organizations.

Human beings are poor communicators. The irony is we hardly ever realise that when we fail to achieve our objective in relationships, negotiations, or decision-making, it is, to quite an extent, owing to a failure in communicating our purpose and ideas accurately to the others involved. It may be a failure in terms of the content of the message or the form of the message/ communication, or both. Instances of such failures in communication are common in personal and organizational communications.

People in organizations typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of organizational problems is poor communications. Effective communication is an essential component of organizational success whether it is at the interpersonal, intergroup, intergroup, organizational, or external levels.

Meaning and Definition

The word "communication" is derived from "communis" (Latin), meaning "common". It stands for a natural activity of all human beings to convey opinions, feelings, information, and ideas to others through words (written or spoken), body language, or signs.

Robert Anderson, in his concept of communication, adds the element of medium also. In Professional Selling, he observes, "Communication is interchange of thoughts, opinions, or information, by speech, writing, or signs". Emphasising the various processes of communication, Allen Louis says, "Communication is the sum of the things one person does when he wants to create understanding in the mind of another; it involves a systematic and continuous process of telling, listening, and understanding."

In Human Behaviour at Work, Keith Davis defines communication as —The transformation of information and understanding from one person to another person. It is a way of reaching others with facts, ideas, thoughts, and values. It is a bridge of meanings 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 separate people.

Process of communication

- Information source (ideation)

The communication process begins with the information source. The sender has some raw information. His intention changes that information into a message to be communicated. The source of a message therefore, is the information source of the communication process.

- Sender

The person who transmits, spreads, or communicates a message or operates an electronic device is the one who conceives and initiates the message with the purpose of informing/persuading/influencing/ changing the attitude, opinion, or behaviour of the receiver (audience/listener). He decides the communication symbols, the channel, and the time for sending the message after carefully considering the total situation in which communication takes place.

- Encoding

Encoding is changing the message (from its mental form) into symbols, that is, patterns of words/gestures/pictorial forms or signs (physical or of sounds) of a specific visual/aural language. In short, it means putting ideas, facts, feelings, and opinions into symbols, which can be words, actions, signs, pictures, and audio-visuals. The communication symbols are used / selected by the sender, keeping in mind the receiver's ability to understand and interpret them correctly.

- Channel (transmission)

This is the vehicle or medium which facilitates the sender to convey the message to the receiver. The medium of communication can be written, oral, audio-visual, or live projections. Again, the written medium can be in the form of letters, memos, reports, manuals, notices, circulars, questionnaires, etc.

Similarly, the oral medium can be in the form of a dialogue, a face-to-face interview, a telephone conversation, a conference recording, and so on. The channel (medium) can be visuals, such as hoardings, posters, slides, documentary films, television programs, and advertisements.

- Receiver

A receiver is the targeted audience of the message. The receiver gets the message, understands, interprets, and tries to perceive the total meaning of the message as transmitted by the sender.

- Decoding

This is the act of translating symbols of communication into their ordinary meanings. However, the total meaning would consist of meanings of the words (symbols) together with the tone and the attitude of the sender as reflected by the structure of the message and the choice of words used by him (the sender).

Acting Communication manipulates the receiver to act in a desired manner. A receiver's response action shows that he has understood the message. Finally, the receiver completes the chain of communication by responding to the message.

- Feedback

This is the loop that connects the receiver in the communication process with the sender, who, in turn, acts as a feedback receiver and, thus, gets to know that communication has been accomplished. In communication, feedback plays an important role. It helps the communicator know if there are any corrections or changes to be made in the proposed action. It also ensures that the receiver has received the message and understood it as intended by the sender.

In management, the decision-making process is greatly helped by receiving feedback from those who are directly concerned with any changes proposed or effected and communicated to them. The process of feedback assures the initiator of the action about its correctness and possible impact.

- Action

The communication process ends with the receiver putting the interpreted message into action, as intended by the sender.

Thus, we see that communication completes a full circle, bringing together the sender and the receiver to become two aspects of a single purpose. It is this unifying process and role of communication that has made modern management organisations and systems consider communication as an essential skill for successful managers. According to Davis, "The only way that management can be achieved in an organisation is through the process of communication."

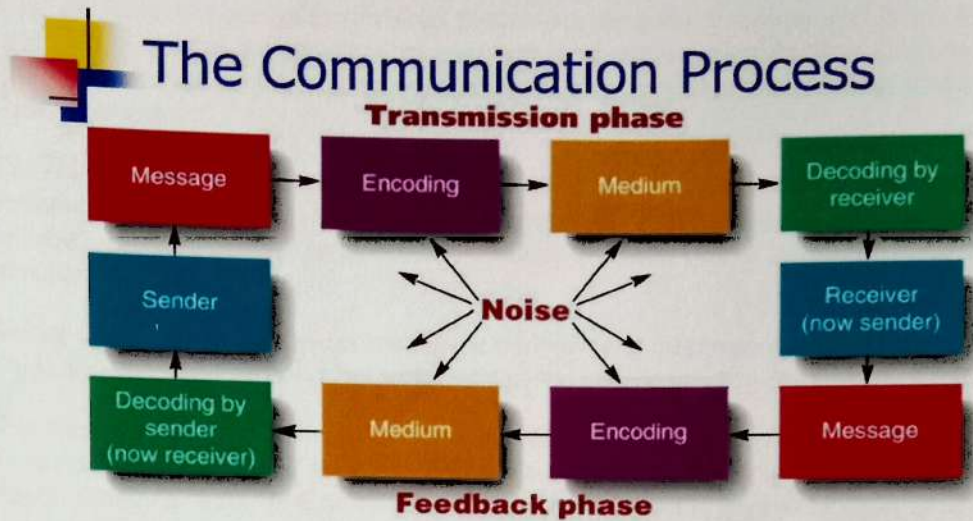


Figure 16.1

- Noise

This process is open to "noise" which prevents or distorts communication. Noise may be described as any distortion or hindrance, preventing transmission of the message from the (mind of) sender to the (mind of) receiver.

For some communication theorists, noise basically stands for external disturbance in the physical environment surrounding the act of communication, or noise in the machine used for communicating the message, such as telephone, or poor printout, or bad handwriting.

Communication distortion caused by subjective factors such as mind sets of the sender and receiver are attributed to what is called **filters**.

- Filters

These are mental in nature. They include attitudes, beliefs, experiences, consciousness of personal status, and the ability to think clearly. Misunderstandings and different problems may arise as the sender's message passes through the filters of the receiver, which comprise the sender filters plus others such as low interest or involvement in the message or distraction and fatigue causing loss of concentration.

Two-Way Communication Process

Later conceptualizations of the communication process look at communication as a two-way process. A group of people are involved to complete the cycle of communication, in which the receiver also acts as the sender of the feedback to transmitter (sender). Thus, both the sender and the receiver play reciprocal and reversible roles, as in telemarketing, or call-centre communication.

The two-way concept is more contemporary. It considers communication essentially to be a reciprocal process and a mutual exchange of messages. It makes no sharp distinction between the roles of sender (source) and receiver, because the same person plays both roles, often simultaneously.

Earlier linear view treated the sender as the determiner of message and its meaning. The two-way concept involves receiver as an active agent in the construction of meaning of the message.

The message is as the receiver perceives it, in the light of his/her experiences, beliefs, and feelings. The intended and received meanings may have common interpretations of situations, ideas, schemes, and events to the extent people have lived and worked together and have developed common attitudes and viewpoints with regard to the organisation they work in or society they live in. The two-way communication is also known as transactional communication.

Major Difficulties in Communication

The following are the main difficulties usually experienced by communicators:

- Ensuring that the received meaning affects receiver's behaviour in the desired way.
- Achieving accuracy in communicating the message.
- Ensuring that the message conveys the desired meaning.

Guidelines for Effective Communication

The responsibility for establishing effective communication rests with all. To create a learning environment characterized by trust, respect, sharing, and open discussion of concerns, everyone is expected to act in the manner in which they desire to be treated.

Learn to understand why someone believes what he/she believes, including why something is very important.

- Be respectful of what others value.
- Learn important information about the cultures of others (i.e., eye contact, interaction with professors or elders, differences in educational systems and other distinguishing cultural traits.)
- Understand the body language of others
- Maintain positive dialogue even when there are differences in opinions and beliefs; do not attack the person. Agreeing to disagree may be an option. Learn from differences.
- Share information (verbal, written, electronic) which can help others. Be specific and concise.
- Do not make discriminatory remarks or display discriminatory actions, as others learn from what you say and do. Be a positive role model.

Barriers to Communication

In communication, as a psycho-semantic process, the word barrier implies, mainly, something non-physical that keeps people apart or prevents activity, movement, and so on. For example social/ ethnic/language barriers or lack of confidence. These negative forces may affect the effectiveness of communication by acting upon any or all of the basic elements of communication act/process and the sender / receiver / channel.

The commonly experienced barriers to communication are

- Noise
- Lack of planning
- Wrong assumptions
- Semantic problems
- Cultural barriers
- Socio-psychological barriers
- Emotions
- Selective perception
- Filtering
- Information overload
- Loss by transmission
- Poor retention
- Poor listening
- Goal conflicts
- Offensive style
- Time and distance
- Abstracting
- Slanting
- Inferring

Broadly speaking, some of these barriers can be attributed to the sender and the receiver.

Sender

- Lack of Planning
- Vagueness about the purpose of communication
- Objectives to be achieved
- Choice of the wrong language resulting in badly encoded message
- Unshared and unclarified assumptions
- Different perception of reality
- Wrong choice of the channel

Receiver

- Poor Listening
- Inattention
- Mistrust
- Lack of Interest
- Premature
- Semantic Difficulties
- Bias

- Different Perception of reality
- Lack of Trust
- Attitudinal clash with the sender
- Not in a fit physical state

A common barrier for the sender and the receiver can be created by the absence of a common frame of reference affecting the smooth interpretation of thoughts, feelings, and attitudes from the sender to the receiver in a specific social situation. The mention of a well-defined social context in which communication takes place helps both the sender and the receiver to perceive the content of the communication in a similar way, as far as possible with similar implications and meaning.

The physical noise and other faults in the surroundings and the instruments of transmission of message relate mainly to the channel, but they may not distort the overall meaning of the total message to be communicated.

Wrong and Unclear Assumptions

All communications from one person to another are made under some assumptions, which are never communicated to the persons about whom they are made. These assumptions may turn out to be wrong and cause communication failure. For instance, we often assume that others:

- See the situation as we do.
- Should feel about the situation as we do.
- Think about the matter as we do.
- Understand the message as we understand it.

All such assumptions may be incorrect; therefore, one should try to verify them, whenever possible. That would help the communication to be effective.

Socio-Psychological Barriers

Status Consciousness of one's status affects the two-way flow of communication. It gives rise to personal barriers caused by the superior-subordinate relationship. A two-way vertical channel is present in every organisation, yet few subordinates choose to communicate with their superiors. Similarly superiors may be unwilling to directly listen or write to their subordinates. They would seldom accept if they were wrong. Though organisations are culturally changing and adopting flat structures, the psychological distance between the superior and the subordinate persists.

Perception and reality is the most important aspect of human communication is the fact that it takes place in the world of reality which surrounds us. This world acts as our sensory environment. While we are engaged in the process of communicating, our sense organs remain stimulated by the signs (objects of the outside world - the so-called reality) registering different sensations of smell, taste, sound, forms and colours, or feelings. All these sense perceptions received by our brain through our senses recreate within each one of us the world which exists within our mind as its content. Thus, there are two aspects of the same reality - the one that actually surrounds the communicator from outside and the other which is its mental representation (in his mind) as he sees it or believes that he sees it.

CONDITIONS FOR SUCCESSFUL COMMUNICATION

Basically, to communicate is to share "information", in its widest sense, with others in an intelligible, participative form through the medium of words - spoken or written, or body gestures, or other symbolic signs.

Two basic things stand out here. One, the message is to be both "known" and "Understood" by others. Two, communication in its nature is a symbolic act, verbal or non-verbal. These two aspects, the purpose and nature of communication, act as the two determining influences in the theory and practice of communication in all contexts of speaking or writing.

Herein lie the crucial critical difference between effective and ineffective communication. If "something" is communicated and it is not fully understood by the receiver, the communication has been just ineffective. Not fully serving its other condition of being understood. The fact that the message has been understood is established by the response of the receiver - the feedback.

Rule of Five

Keith Davis lays down the Rule of Five to guide the receiver to be an effective element of the communication process.

"In the communication process, the role of receiver is, I believe, as important as that of sender. There are five receiver steps in the process of communication- Receive, Understand, Accept, Use, and Give a Feedback. Without these steps, being followed by the receiver, no communication process would be complete and successful".

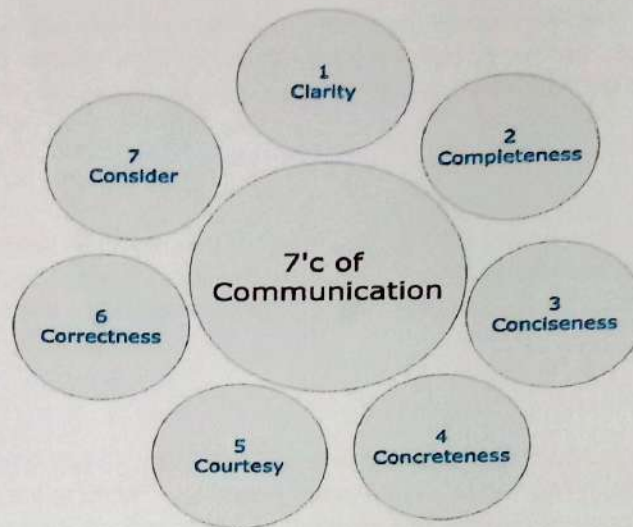
Communication is successful when

- The message is properly understood.
- The purpose of the sender is fulfilled

Seven Cs of Communication

Francis J Bergin advocates that there are seven Cs to remember in verbal communication. These are equally applicable to written communication. They are

1. Candidness
2. Clarity
3. Completeness
4. Conciseness
5. Concreteness
6. Correctness
7. Courtesy



1. Candidness

In all business transactions, our view of a matter should be honest, sincere, and guileless. We should speak and listen without prejudice or bias. Our guiding principle should be fairness to self and to others involved in the situation. Candidness, in a way, implies consideration of the other person's (listener's) interest and his/her (the listener's) need to know things objectively and fairly. We should share our thoughts without reservation in an unbiased manner, if we want to help the receiver to understand what is communicated. It should be characterized by the "you" attitude.

Candid talk also exhibits the speaker's self-confidence. In oral communication the key element that creates impact is confidence. When we say something without hesitation or hitch, we say it in a confident manner.

2. Clarity

The principle of clarity is most important in all communications, especially when you are involved in face-to-face interaction. It is not always easy to verbalise ideas accurately on the spot during conversation, presentation, or any other form of interaction. To ensure that we express ourselves clearly, we should use accurate and familiar words with proper intonation, stresses, and pauses. Our spoken language should consist of simple words and short sentences. Thoughts should be clear and well-organised. We should know what we want to say and why. It is a clear mind that can talk clearly and effectively.

However, in case of doubt or uncertainty, due to lack of clarity of thought or expression, the listener can, in one-to-one communication, seek immediate clarification.

3. Completeness

Clarity is ensured also by completeness of message. In conversation or oral presentations one can miss some parts of the communication. It is, therefore, essential that oral presentations, discussions, or dialogues should be as far as possible, planned, and structured. Therefore, when we begin the presentation or dialogue or address an audience, we should ensure that we have given all the information that listeners need or expect for understanding the message.

The principle of completeness requires that we communicate whatever is necessary, provide answers to all possible questions which could be raised and add something additional, if necessary as footnotes, to whatever has been said. We should be careful that we answer all questions put to us.

4. Conciseness

In business and professional communications, we should be brief and be able to say whatever we have to say in minimum words. We should avoid being repetitive. We sometimes believe erroneously that by repeating whatever has been said, we add emphasis to our message. Try to use single words for wordy phrases.

5. Concreteness

Concreteness means being specific, definite in describing events and things. It also means the vivid description of an event or state. Avoid using vague words. In oral communication we cannot draw figures, tables, diagrams, or illustrations to make our statements vivid and concrete. But we can choose precise words and speak with proper modulation and force to make their sound reflect the sense. For example, in oral communication passive voice is avoided. Active voice verbs reflect force and action. They also sound more natural and direct.

6. Correctness

In the spoken form of communication, grammatical errors are not uncommon. The speaker tends to forget the number and person of the subject of the verb if the sentence is too long. Sometimes even the sequence of tense is wrong. And most frequently the use of the pronoun is incorrect especially in indirect narration (reported speech).

7. Courtesy

In conversational situations, meetings, and group discussions, an effective speaker maintains the proper decorum of speaking. One should say things with force and assertiveness without being rude. Courtesy demands that we do not use words that are insulting or hurtful to the listener. In business discussions, it is necessary that we respect the other person by listening to him/her patiently. We should not interrupt. We should wait for our chance to speak and when it is our turn to speak, we should speak with force and clarity. Our tone should reflect our respect for our listener/audience. And our pitch should not sound as if we are talking at each other and not to each other. The tone we use in conversation should not be aggressive.

Communication Styles

Each one of us has a style of communicating that is unique. Some of us are talkative and extroverted while others are quiet and reserved. Some of us are outspoken while others are less likely to share their opinions in public. Still others of us are formal and direct while others are informal and like to take our time getting to the main point. So how do these different styles of communication impact us in the workplace?

Communication style refers to the choices we tend to make when communicating to others. It involves two basic dimensions: the assertiveness level of our communication and the emotiveness level of our communication. We also use different styles depending on with whom we are communicating. Differences in communication style can lead to barriers in communication success.

The Communication Styles Matrix

There are many different models that describe the ways in which we communicate. But one very useful model is based on the work of Dr. Eileen Russo. It shows that there are two different dimensions in communication styles: **the level of expressiveness** and **the level of assertiveness**.

Each quadrant represents a different communication style. People can fall anywhere within each quadrant, becoming more uniformly one style over the others as they move further from the center.

The assertive communication styles tell others what to do while the less assertive styles ask others what should be done. The more expressive styles show emotion while the less expressive styles refrain from showing it.

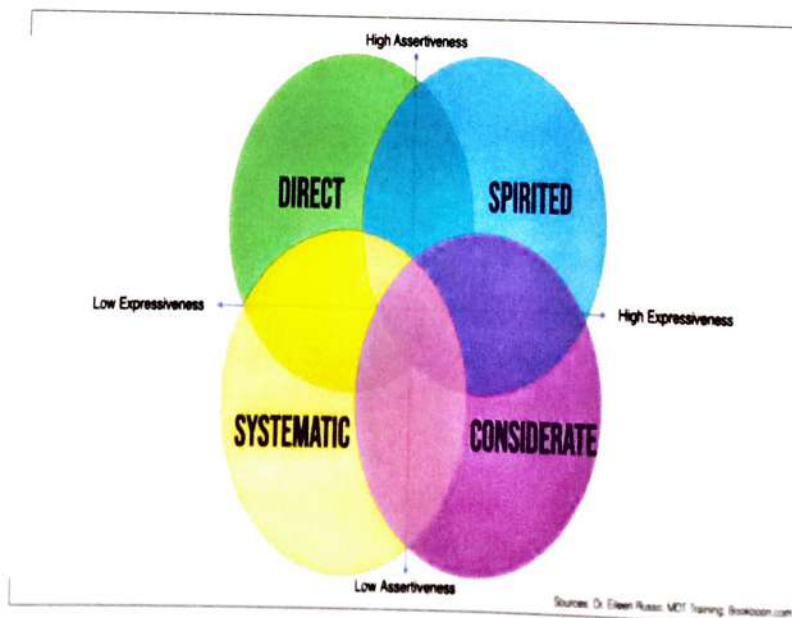
Notice that the more assertive communication styles tend to 'tell' others what to do. The less assertive communication styles tend to 'ask' others what should be done. The more expressive communication styles tend to show their emotions in their face, speech, and tone. The less expressive styles will either not express their emotions or will work to hide them. In the following sections, we'll look at the basic characteristics of each communication styles and some things you can do to help you communication well with each type.

Low Expressiveness + Low Assertiveness = Systematic

Low Expressiveness + High Assertiveness = Direct

High Expressiveness + High Assertiveness = Spirited

High Expressiveness + Low Assertiveness = Considerate



Direct Communication Style

As indicated in the communication style matrix, people with the direct communication style are highly assertive and not expressive. They tend to tell others what to do instead of asking others what they think should be done, and they will not easily show emotions in their communications with others. Their communication style is meant to be expedient, though others may not always see it that way. They may appear terse and cold to others, who might take their style of communicating personally.

Direct communicators will try to tell you as little as possible before moving on to the next topic – not because they are trying to be evasive, but because they are trying to save time. They won't always stop to listen to others, even if the others have something valuable to contribute. They may seem impatient and overbearing at times, but it's not meant to be personal. They are attempting to focus on results rather than emotions. They will speak their minds, even if it could be off-putting to others. Don't expect them to talk about their personal lives – they like to keep business and personal issues separate. They don't back down from conflict, and at times could be seen as being aggressive rather than assertive in the way that they express their opinions.

Spirited Communication

Style People with the spirited communication style are very interested in the 'big picture'. They are the dreamers, the inventors, and the innovators in the group. Their communication may be full of grand ideas and hyperboles that tend to be very persuasive to others at first.

However, they are not always very good at discussing the details or the exact steps in the process. They will tend to go off on tangents in their conversations, and like to interject anecdotes into their dialogues in order to demonstrate or drive home a point. Keeping to an agenda is sometimes a challenge for those with the spirited communication style since both time management and remaining focused are challenges for this group. Their written or verbal communication may tend towards the dramatic. While they can be very entertaining, getting them to communicate clearly on specific topics may take the assistance of someone else to guide them through a conversation and keep them on track by bringing them back to the subject at hand.

Systematic Communication Style

Those with a systematic communication style like to focus on facts and details rather than opinions and possibilities. Expect to use and appreciate logic when you communicate with a systematic. They will appreciate facts and analysis rather than the 'big picture' ideas that have not yet been proved useful.

They may be slower to respond to your communication, as they are probably analyzing the situation and constructing a logical, well thought-out response. Charts, graphs and trends are all useful tools for communicating with systematic as well. Those with a systematic communication style are uncomfortable with expressing their feelings about things and do not like conflict. They may tend to shut down communication rather than dealing with emotional or confrontational situations. If you give them directions, you will need to be very thorough and precise in relaying them. The more information you can give them, the happier they will be – as long as the information is relevant to the current discussion or is relevant background information.

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Considerate Communication Style

Those with the considerate communication style are very concerned about the feelings of others. They want to please other people and to be included in their peer group. They like to work with others, help others, and connect to others on a personal level. If there is conflict in your group, they will be the ones to attempt to mediate it. They want everyone to have the chance to speak their minds, have their turns, and receive recognition for their contribution. They are natural trainers and counselors, and enjoy helping others to succeed. They will encourage group collaboration and communication, though they are not always inclined to speak their own minds.

This is the major communication challenge for those with the considerate personality style – they may be reluctant to share an opposing opinion, even if it's important information, because they are concerned about keeping the peace and being liked. They are also inclined to take direct communication as a personal matter. It's difficult for them to separate other people's opinions about a topic from their opinions about them, and so may feel that an opposing opinion is due to not liking them. There is also the possibility that they will be talked into something in order to preserve the peace rather than standing their ground.

TYPES OF COMMUNICATION

There are various categories of communication and more than one may occur at any time. The different categories of communication are:

- Spoken or Verbal Communication: face-to-face, telephone, radio or television and other media.
- Non-Verbal Communication: body language, gestures, how we dress or act.

Verbal Communication

Verbal communication refers to the utilization of words to express ourselves in front of other people. Thus it is an inclusion of both spoken and written communication. Although most people prefer verbal communication to describe "only" spoken communication. The verbal part of communication refers to the words that we choose, and how they are heard and interpreted.

It is indeed crucial to learn that good oral communication cannot be fully ignored from non-oral communication in the form of our body language, tone of the sound, and expressions of the face. Speaking with clarity, being silent and focused, being well behaved, and following some of the general rules of behavior altogether will help in the process of oral or verbal communication.

In many personal meetings between people, the starting time of conversation is very important because the first impression has an impact on further success and future communication. Listening actively is also a crucial skill. But, when we communicate, we are likely to spend much more energy on what we are going to say than what we are going to listen to other people.

The old adage is true – "it's not what you say, it's how you say it that counts". Of course, this is a bit simplified. We do want to use verbal communications, the words we choose, to our best advantage. Choosing our words carefully is a way to enhance our message, but we should remember that it is not the most important part of the message. We should not neglect to pay attention to the other non-verbal elements. But what about when we are limited to using only verbal communication? Given that we know that face-to-face communication delivers the most complete message, we know that verbal communication alone can be challenging in creating effective communication.

The core communicative skills are **Listening, Speaking, Reading and Writing**. To become an effective communicator, one must achieve all these four skills. These skills enrich a person in all walks of his life. Communication is the most important factor that helps to build a better relationship with one another. In order to show case what we are and what another person is saying, we need to build a better communication. These four skills will fetch us to become a better person in different phases of one's life.



Listening Skill

The first and foremost skill for better communication is that one needs to develop the skill of listening. Listening is an art, where the listener pays attention to what he/she hears. Listening is an active process of receiving a message and the ability to comprehend what others are saying. If we pay a close attention to the meaning of what we hear, we can say that it's an active listening. So, it requires a conscious practice and active state in order to understand the matter being communicated and to give proper feedback to the message or the information. According to International Listening Association, "Listening is an active process of receiving, constructing meaning from, and responding to spoken and non-verbal messages". Good listening requires patience and a good state of mind. Good listening reduces misunderstandings and leads to better problem-solving skills. So, if a person receives carefully all the information given by the speaker, not only the words but also to his/her body language, gestures, and non-verbal signs and if they respond to the message that was being communicated we can say that it's an active listening.

Some may be confused hearing to listening but both are distinctive terms. Hearing is a passive activity; it doesn't require any kind of skill as in listening. Hearing is just receiving some sounds to our ear drums. It can be anything; the sound of vehicles, sound of TV, music or anything.

Stages of Listening

Listening involves six stages. They are;

1. **Hearing/Sensing:** This is the first step in the process of listening. In this stage, the listener receives certain sound wave which falls to the eardrum.

2 **Recognizing/Understanding:** After sensing the sounds which falls to the eardrum, the listener identifies the speech patterns. A deliberate attempt is made by the listener to comprehend the word or symbols that we hear.

3. **Interpreting:** In this stage the listener starts decoding the message. Listener stick on their beliefs, attitudes, values to decode the message.

4. **Evaluating:** After understanding what the speaker says, the listener assesses the quality of the message.

5. **Responding:** Here the listener reacts to the message. He/she shows his/her rejection or acceptance or understanding or confusion through non-verbal, cues.

6. **Remembering/Memorizing:** The final stage of listening. In this stage we retain the information for our future reference.

Barriers to Listening

1. Uninterested Subject matter: This is one of the important barriers to listening. The listener may not be interested towards the subject. This lack of interest can act as a hindrance towards listening. The speaker may not show any kind of attempt to decipher the idea, since he/she has no interest towards the subject or content.

2. False/Forged Attention: Some listeners pretend that they are actively involved in the process of listening, but he/she may be preoccupied with something else. This is one of the most common barriers to active listening. They act and make the speaker believe that they are attentively listening.

3. Prejudiced Mentality/Premature Evaluation of the Subject: Before hearing or listening to the actual message, some evaluate or judge the message being communicated. They hastily conclude that the speaker is saying something else.

4. Different Accent or Language Variety: When a speaker uses different accent, which the listener feels hard to decipher is yet another important barrier of listening.

5. Lack of interest towards the Speaker: Some may have some issue with the person who delivers the message; this can pose as a major problem in listening to that message.

6. Physical Conditions: The physical condition of the listener can create some kind of hindrance towards listening. This can be due to physical pain, exhaustion, noisy surroundings etc.

7. Lack of concentration: Some listeners easily get distracted since they have very poor listening skills.

Techniques to be an Effective Listener

Following are some of the important steps which can enrich one to be an effective listener:

1. We must not interrupt the speaker unnecessarily
2. We should not talk while the speaker is talking
3. Take down lecture notes while dealing with important topics
4. Ask questions to yourself

5. Establish a good eye contact with the speaker

6. Don't have a prejudiced mentality

Speaking Skill

Speaking is probably the language skill that most language learners wish to ((deliver perfectly) perfect as soon as possible. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively. Speaking is regarded as the one of the core skills, we learn as it helps us to share our thoughts feelings, ideas and emotions with others. Speaking skills can be further divided into formal and informal speaking skills, and we use both types in different contexts in our life. Informal speaking skills are the skills for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you are not familiar with.

Telephonic Communication skills

How is a telephonic conversation different from a face-to-face one?

We may often have heard people talk about their nervousness while dealing with office situations, especially over the phone. Some people feel that face-to face communication is usually easier, clearer and more effective than telephone conversation. There are, decidedly, many advantages to having a face-to-face conversation. Facial expressions, gesticulations, visual aids, all come in handy while conveying information when the person we are communicating with is in front of us.

In a telephonic conversation however, we have to convey all we want to say in clearly stated words. Help can come only in the form of voice modulation and stress. Choice of words becomes more critical here, where the listener may need to visualize what s/he is hearing merely from the description being given to her/ him. And since we cannot see the listener, we need to confirm if important information has been correctly heard and understood. We can do this by asking the person to repeat what s/he has said. On the other hand, if we are the one receiving the information, we may need to confirm it by repeating it oneself.

Additionally, business conversations over the telephone are usually to-the-point. We would certainly not want to call back if we forgot to ask for or tell something of significance. Hence, before having a telephonic business talk, we need to make sure that we note down, either mentally or on paper, every point we would like to cover and tick it as we go along. This kind of preparedness will, of course, help even in a face-to-face conversation.

All of these probably make it seem like it is actually a disadvantage to have shop-talk on the telephone. That, as we all know, is definitely not the case, because the advantages of the telephone in business are many.

Telecommunication has made work more efficient in many ways. It saves time and the need to travel long distances. Tele and video conferencing has made it possible to have group discussions and meetings with our business associates in distance places where we can actually see them. Looking at the larger picture, this cutting down on travel means fewer vehicles on the road, less air and noise pollution, and perhaps slowing down the speed of global warming to

some extent at least! At the same time we are also saving the hours which we would waste travelling those distances.

Efficient Telephoning

It is very essential to ensure that telephone conversations are made professionally and efficiently. It is a known fact that the success of any organisation depends on customer / client satisfaction. It is also a known fact that the first contact is mostly made over the telephone. These new and potential customers / clients will not return unless they are treated professionally and courteously. Often organisations forget this fact and manage this important telephone function unprofessionally

The Beginning and the End

Components of Telephone Conversation

A typical telephone conversation usually has the following components:

- a) Greeting
- b) Warm up
- c) Purpose
- d) Closing

Most of these, apart from the purpose which is obviously different in each case, are common enough. Very often, a warm up sentence accompanies the greeting.

The Beginning

It is most important to open a telephone call professionally. Make the caller feel welcome, and try to give an impression that s/he is an important caller. This could be done in many ways, as shown below:

- Pick up the phone as soon as it starts ringing (within three or four rings)
- Greet the caller
- State your organisation (department)/section
- Introduce yourself
- Offer help

The End

We should make sure that the customer will come back to us. For this we need to end the conversation properly. We should:

- Thank the caller for calling
- Make sure that the information we have provided is adequate
- Let the caller know we appreciate her/his purpose of calling

- Invite the caller to call again if s/he wants any additional information
- Don't be in a hurry to disconnect the phone, let the caller do that first

Managing Special Situations

The Angry Customer

It often happens that the caller starts the conversation with an angry note! This could be because of her/his bad experience on earlier occasions with our organisation. Never retaliate, act cool, and listen patiently for some time. Give enough signals to show that we have taken note of the points. If the person goes on, interrupt and request her/him to come to the point. If the complaints are serious ones, transfer the call to our senior after informing the caller that we are transferring the call.

Often we may not be sure what to answer and we may have to check it with someone.

Managing the angry caller is a difficult job, but an important one. Angry and dissatisfied callers are a threat to the organisation because they are likely to spread the word that they are unhappy with the way that we do business. This sort of news spreads rapidly. Here are some tips, which one could try, to manage such customers:

- Listen to the caller patiently so that we will understand the problem
- Apologize in a general way, even if we think that situation doesn't warrant it.
- Propose a plan of action if can't provide an immediate solution to the problem.

The Talkative Caller

S/he never stops and we won't get a chance to respond! Some even become too friendly and start talking about anything under the sun! The best way to deal with such a caller is to be "business-like with the caller".

The Waiting Time

The first and important advice is that don't make the caller wait inordinately. If s/he has to, inform her/him and the reasons for it. If we think that the caller will have to wait for long, note down the number and call back. We should indicate when we will call, for example say "in 10 minutes", "by the end of the day", "by tomorrow", etc.

Telephonic Etiquette

Telephones have become a necessary and important part of our life. It is difficult to visualize "life without mobiles"! These days most of our social as well as business conversations and interactions happen through these gadgets. Thus, it is becoming all the more important to manage telephone calls effectively.

Following good telephone etiquette is important, while making as well as while receiving calls. We must keep in mind that it is our call; we need to make sure that it is managed professionally.

- 1) Speak softly so that others around us do not get disturbed.
- 2) Do not telephone anyone at odd hours, unless very urgent.

- 3) Personal calls should not be made from office unless absolutely necessary.
- 4) Do not discuss personal matters on telephone from office.
- 5) Be brief on telephone.
- 6) Avoid speaking in our mother tongue from office.
- 7) Greet the caller, even if that person is a stranger.
- 8) Do not terminate a call abruptly.
- 9) If we notice a missed call, phone that person at the earliest.
- 10) Do not make the caller wait inordinately.
- 11) If a person has been made to wait, inform the person the reason.
- 12) If we are transferring a call to another person, explain the reason for doing so.
- 13) Check with the person, if s/he can hear us properly, if we feel there is a problem.
- 14) Do not eat or drink while speaking on the phone.

Reading Skill

Reading is a process of looking at a series of written symbols and comprehending those symbols into words, sentences and paragraphs. It's a dynamic process to which reader communicates with the text to construct meaning. It involves our ability to read and understand the words, phrases and sentences.

Benefits of Reading

1. Increases our vocabulary
2. Enhances our imagination
3. Expands our knowledge
4. Stimulates our brain
5. Improves our memory and focus
6. Strengthens our writing skills
7. Helps us to relax and lowers our stress

Sub-skills of Reading

For equipping us as an efficient reader, we need to understand the sub-skills of reading. They are:

1. Scanning
2. Skimming
3. Intensive Reading

4. Extensive Reading

Scanning

When a person search for a particular information, word or phrase it can be called as scanning. It is used to find a specific piece of information. For example, while referring a word in a Dictionary we are adopting the technique of scanning. More Examples

1. Referring to a Telephone directory
2. A Google search list on the internet

Skimming

Skimming is used to quickly gain the overall idea of a passage, book or anything we read. When skip through a book to get an extract of the book it is called as skimming. When the skimming technique is used we only look at the main headings, sub-headings or illustrations in order to get the overall idea of the content. Examples:

1. Reading the daily newspaper
2. Reading Brochures

Intensive Reading

In depth reading for better understanding can be called as intensive reading. Very close and minute details will be included in intensive reading. It is important for us to understand each word, information or fact. Examples:

1. When we prepare for an examination you have to read intensively for better understanding the concepts or theories.
2. While signing any contract or insurance policy we make a careful reading.

Extensive Reading

Extensive reading is used to obtain a general understanding of a text or subject. It is mainly used to get some pleasure out of reading that is reading for external purpose. So reading for pleasure to get the main theme of the content can be called as extensive reading. Reading Novels is the best example of extensive reading.

Writing Skill

Writing skills are an important part of communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Steps for Writing: For developing one as a better writer he/she needs to acquaint with certain steps they are:

1. Selection of Topic

The very basic step of writing content is to choose and decide a topic on which we want to write. We can select any topic as we wish according to our convenience. But we need to have a clear understanding of the topic in which we want to write about.

2. Collection of Information

After selecting the topic, the next step is to research as much as possible and to collect valid information regarding the topic. Collect all the thoughts, ideas, information related to it. Most importantly, research the concerning audience and try to find what they want. Identify the main theme of the content. Make sure that our points are related to main topic.

3. Organization of Content

The next step is to organize them in a proper order. Creating an outline of the write up helps in appropriately organizing the content. This can help in the meaningful conveyance of our topic.

4. Writing

This is the thrust area for a writer. The choice of words, the division of the paragraphs, the use of headings or subtitles, facts, and figures create a huge impact on the reader's mind. Also, try to put the cause and effect, or comparison and contrast, or problem and solution style of writing.

5. Revision

Don't think that the first write up is the final one, as we need to revise your content through constant reading. We can make addition or deletion, or else we can rearrange your subject matter.

6. Editing and Proof Reading

Once we finish our writing, the next step is editing, formatting, and proof-reading. For instance, check for spelling, grammar, punctuation, voices, speech, and sentence formation, and other errors.

7. Final Draft

This is the last step in writing. Once, the document is ready it is the time for printing or publishing or putting it on a website for readers.

NETIQUETTE

Electronic mail and electronic communications systems are considered significant and effective tools of communication. One of the most widespread electronic communication tools is e-mail communication. In order to avoid misinterpretation of the report on the side of the recipient, it is need to pay attention to the writing of e - mail messages as well as to their content.

With the continuous expansion of the use of electronic communication there have gradually developed certain rules of etiquette in electronic communications. The existing rules of the propriety ones are expressed in the term "etiquette" and are not automatically applied in the new communications environment - media.

For electronic communication, the new rules of etiquette have been stabilised into a term NETIQUETTE. The word netiquette was created by combining words NET (net) and ETIKETA (a set of rules of social behavior and habits). Netiquette constitutes the rules of the behavior of users on a network. Although the netiquette is merely "an unwritten set of rules", not using them can be understood as a type of disrespect.

Analysis of knowledge of domestic and foreign sources as well as results of a survey confirmed the justification of paying attention to the education of individuals in NETIQUETTE, irrespective of the degree of education.

NET COMMUNICATION

In technical articles focused on Netiquette in communication what is mainly stressed is the communication ability of participants. Communication skills in general should have a unique position among other skills of individuals. In communication it is very important to know to express ideas clearly and effectively in written and verbal forms and to avoid ambiguity or misinterpretation of the report by a receiver.

Basic rules of Netiquette were defined nearly 30 years ago. Although Netiquette is considered "an unwritten set of rules", non-compliance to these rules is perceived as a sign of disrespect of communicators.

It is important to note that the ability to communicate is more difficult, if it is done in writing, i.e. in an electronic - e-mail form. Therefore, it is necessary to communicate ideas clearly, concisely, and thus avoid their misinterpretation by receivers.

In 1985 Norman Z. Shapiro and Robert H. Anderson defined basic rules of Net communication in their book "Towards an Ethics and Etiquette for Electronic Mail" . According to them, the basic rules of Net communication include:

- Create single subject messages whenever possible
- Assume that any message you send is permanent
- Have in mind a model of your intended audience
- Keep the list of recipients and CCs' to minimum
- Separate opinion from non-opinion, and clearly label each
- If we must express emotion in a message, clearly label it
- Think about the level of formality we put in a message
- Identify ourself and our affiliations clearly
- Be selective in broadcast for information
- Do not insult or criticize third parties without giving them a chance to respond.

Similar rules of Netiquette were published by other authors. Shea V., 1994, Netiquette, extends basic rules of netiquette with the following:

- Remember the human
- Adhere to the same standards of behavior online
- Know where we are in cyberspace
- Respect other people's time and bandwidth

- Make ourself look good online
- Share expert knowledge
- Help keep flame wars under control
- Respect other people's privacy
- Don't abuse your power
- Be forgiving of other people's mistakes.
- Prompt response,
- Subject field,
- Addressing,
- Prompt response,
- Level of formality,
- To, From, Bcc, Cc and Reply to All fields can make or break us,
- Formatting,
- Attachments,
- Using previous e-mail for New Correspondence,
- Down Edit our Replies,
- UCE or Spam,
- Signature files

It turns out that NETIQUETTE in communication is very important and that it is necessary to put more emphasis on its study than before.

Although the issue of the application of NETIQUETTE in communication is not a popular research topic, Preece (2004) maintains that there is a diversity of network users in terms of their cultural consciousness, age and ability to express themselves, saying that various communication technologies require different etiquettes. For example, etiquette of text messages is different from etiquette of emails. Moreover, there are netiquette variations between web communities as well.

The analysis of foreign and domestic sources as well as the results of a survey aimed at assessing the significance and importance of using principles of NETIQUETTE in professional and technical communication, not only in technical communication, confirmed the validity of paying attention to the training of individuals in NETIQUETTE irrespective of the level of education. It turned out to be particularly important for specialised technical personnel to master soft skills. The soft communication skills of individuals with the capability of applying the principles of NETIQUETTE in communication increase credit of a job seeker interested in finding employment with a prospective employer, or decide on the inclusion of a job seeker to a

corresponding working post. Based on the findings, Netiquette should form part of general education and has its place in curricula not only in technical field.

EMAIL ETIQUETTE

Email is one of the most common forms of communication. How we compose an email can reveal a lot about us – our professionalism, our communication skills, our personal image, and our attention to detail. There are three styles of email:

- Informal, e.g. emails between friends
- Standard, e.g. emails between you and your lecturer/colleague
- Formal, e.g. as one part of your job application.

Standard style

1. Email address

Use a professional email address which includes our first name and last name so that the recipient knows who we are.

2. Subject line

What we choose to put in the subject line should give the recipient a good idea of the email content. Keep it brief and be specific.

3. Greeting

It is basic courtesy to address the recipient at the start of an email. One must not go straight into the email content, like we do when composing an informal email to a friend.

4. Language

Keep the writing simple, clear and direct to avoid the risk of ambiguity. Sentences are short (but complete), and the use of contractions (e.g. I've for I have, etc.) is fine. However, never use SMS language like you do in a text message (e.g. u for you; r for are, etc.).

Make the email content as reader-friendly as possible. Do not write everything in one long paragraph. Avoid long sentences, and organise the ideas into paragraphs and/or bullets with a blank line between paragraphs.

5. Confidentiality

There is no such thing as a completely private and confidential email. Always assume that the email could be read by anyone other than the intended recipient. It could be forwarded by the recipient to other people; and when the recipient replies to your email (with the original message), it could be cc'd and/or bcc'd to others. All emails can be retrieved and read, and are archived by the service provider, even after they have been deleted by us or the recipient. Be careful with what we say in an email. Don't include anything that we might regret later, especially if it's written in anger, as it might come back to haunt us.

6. Closing

As greeting the recipient at the start, we should sign off at the end of an email with a set phrase such as 'Kind regards' and followed by our name. Sign off with the name that the recipient knows us by so they know exactly who we are.

7. Proofread

Check the email before clicking on the Send button:

- Am I sending this email to the right person?
- Is the email address of the recipient correct?
- Have I written something appropriate in the subject line?
- Have I greeted the recipient?
- Have I spelled the recipient's name correctly?
- Have I organised my email contents in clearly divided short paragraphs and/or bullets, using clear, simple and direct language?
- Spelling errors, appropriate punctuation, and accurate information?
- Have I signed off the email?

Non-verbal Communication

Nonverbal communication can be a very powerful tool in understanding ourselves and others. Are nonverbal communication and body language the same? No, they are not. Body language involves the physical behaviour of our bodies — eye contact, posture, gesture, orientation and so forth — while nonverbal communication embraces all body language communication, and also includes clothing and adornment, environmental factors and even the manner in which we use time. So what does nonverbal communication do for us that verbal communication and good old-fashioned words cannot do?

Dickson and Hargie (2003, p. 50) suggest that we use nonverbal communication in order to:

1. Replace verbal communication in situations where it may be impossible or inappropriate to talk
2. Complement verbal communication, thereby enhancing the overall message
3. Modify the spoken word
4. Contradict, either intentionally or unintentionally, what is said
5. Regulate conversation by helping to mark speech turns
6. Express emotions and interpersonal attitudes
7. Negotiate relationships in respect of, for instance, dominance, control and liking
8. Convey personal and social identity through such features as dress and adornments
9. Contextualise interaction by creating a particular social setting.

Nonverbal behaviours (e.g. a gesture or eye movements) are sometimes referred to as "tells" because they tell us about a person's true state of mind (Navarro 2008, 2011).

Nevertheless, nonverbal communication can be very ambiguous: we should not presume that we can 'read other people's minds' because of what we think they are 'saying' nonverbally. We may be right, but equally we may be wrong. To be more right than wrong, we should not seize upon one gesture or posture in isolation; rather, we need to recognise entire groups or clusters of nonverbal behaviour that suggest the same internal state of mind.

We should also not presume, as some do, that nonverbal communication is more important than verbal communication. It has become commonplace, for example, to hear that nonverbal communication comprises 70 to 90 per cent of our communication and that spoken words comprise only a small proportion of the totality of communication. This percentage approach is generally attributed to Mehrabian (1971), who based it on word-ambiguity experiments he conducted using US college students in the late 1960s. From this research he developed the idea that only about 7 per cent of meaning in communication could be extracted from the actual words spoken, while tone of voice accounted for about 38 per cent and body language about 55 per cent of conveyed meaning. This conjecture, based on experimental data that has often been challenged (Oestreich 1999), has wrongly been established in some minds as irrefutable fact relevant to all situations in all cultures. In some situations, of course, nonverbal communication comprises 100 per cent of the message being sent — for example, touching the hand of a grieving relative, or two lovers gazing into each other's eyes — but in others it might comprise only 10 per cent or less. The idea of applying percentages is misguided anyway. Some specialists in nonverbal communication use the illustration of a television set with the sound turned down: we can tell what is going on they suggest, merely by observing the nonverbal behaviour. This is a dubious proposition: we might be able to work out, in general terms, what is happening, but we would certainly miss the specifics, and, more often than not, would get things totally wrong. An overemphasis on the previous percentages has been a useful corrective to our historical absorption in the verbal aspects of communication, but it's time the pendulum in the debate was wrenched back again.

Head movements

Darwin (2002 [1872]) suggested that the 'yes' gesture (nodding the head up and down) derived from a baby moving towards the breast, while the 'no' gesture (moving the head side to side) derived from a baby rejecting the breast after it had drunk its fill. It may not be as simple as that, however, as we now know such nonverbal communication is often culture specific. While the positive head nod and negative head shake are commonly understood around the world, they are far from universal.

In parts of Bulgaria and Greece, for example, nodding means no, while in parts of the former Yugoslavia and southern India, shaking the head signifies yes (Axtell 1998). Historically, nodding the head may be related to bowing, which was — and is — a way of showing submission to another's will. In conversation, when people agree with the speaker, they tend to nod as the other speaks. If a person doesn't nod, we may deduce that he or she disagrees with the speaker. This impression will be borne out if this immobility is followed by a head shake. When we are listening effectively, we indulge in backchanneling; that is, we give nonverbal and para-verbal feedback by nodding, smiling and emitting 'friendly grunts' (e.g. 'Uh huh . . .', 'mmm . . . hmm . . .') (Kjellmer 2009).

In western cultures, individuals in conversation who wish to take over the speaking role may increase their rate of head-nods, move forward in their seats, increase the 'friendly grunts' and further 'bid' for attention with a raised hand, finger or pen. A tilted head may mean a number of things, including 'I am listening' (with thoughtful expression), 'I like you a lot' (with coy, smiling expression) or 'I am feeling angry' (with aggressive expression) (Fast 2002; Krumhuber, Manstead & Kappas 2007).

Facial expressions

The face reveals much of our emotional disposition, and there are strong cultural and social messages involved in suppressing or expressing those emotions. In Japanese culture, and to a lesser extent British culture, great value is placed on not revealing emotions, thereby demonstrating the desired characteristics of self-control (Morris 2002). In cultures characterised by more mobility of expression, such as the North American or Australian cultures, facial immobility is a clue to high-status individuals, whose behaviour contrasts with that of others, who have more plasticity in their expressions (traditionally, this was the case with individuals accorded lower status, such as children, slaves and women). High-status people thus rarely smile, but are smiled at by lower-status people or subordinates; their voices tend to be pitched lower, while those of their subordinates are pitched higher; they are looked at by but rarely look at their subordinates; and touch, but are rarely touched by, their subordinates (Henley 1986, 2002). There may be some relationship between these behaviours and those, first noted by Darwin, of apes in the wild: in a confrontation, the loser tends to smile, to propitiate or appease the winner (Darwin 2002 [1872]).

In the human world, of course, smiling does not necessarily signify submission, although it can. Smiling in many situations is a positive and spontaneous response. In the workplace, however, there is increasing pressure on staff to smile at customers and clients, whether or not they like those customers or clients. Hochschild (2003) calls this 'emotional labour', observing that in modern post-industrial economies, where the service sector predominates, such labour can be exhausting and stressful unless managed with regard to the dignity and stress levels of the workers involved.

A rigid or expressionless face is sometimes known as a 'poker face', after the card game that favours players with the ability to conceal their responses to the cards they are dealt. The capacity to void the face of telltale expression, to shut down any form of emotional leakage, can also be useful in situations involving negotiation, but in the long term such emotional suppression can lead to serious stress (Navarro 2011).

Eyes

Eyes, the 'portals of the soul', communicate fundamental messages, sometimes consciously, sometimes unconsciously. There are numerous messages in western culture relating to eye contact. Eye contact, or direct gaze, means different things to different people. Euro-American, Saudi Arabian, Korean and Thai people tend to regard a direct gaze as a desirable characteristic indicating openness and honesty. Conversely, an averted gaze can be construed as suggesting dishonesty or shiftiness. In other cultures, however, such as Japanese, Mexican, West African and Puerto Rican, direct eye contact may be considered rude, while an averted gaze indicates respect (Morris 2002). There is obvious potential for misunderstanding here.

In many cultures, direct eye contact is the preserve of dominant individuals, while subordinates tend to avert their gaze and blink more frequently. In western groups eye contact is used to regulate conversation: a person who is speaking in a group may break eye contact with others

while talking, refocusing on a person making 'bidding' signals only when ready to yield the floor (Argyle 1999). Similarly, listeners tend to look at speakers more than speakers look at listeners, but speakers will tend to re-establish eye contact at critical points while talking to seek reinforcement, feedback or approval from listeners; when each is looking at the other, a 'gaze window' is established (Bavalas, Coates & Johnson 2002).

In some cultures direct eye contact implies the listener is concentrating on what is being said, while in others (e.g. Japanese) concentration is indicated by an averted gaze, or closed or half-closed eyes (Axtell 1998). An apparently universal phenomenon is the 'eyebrow flash' — a lifting of the eyebrows when meeting or acknowledging someone (Eibl-Eibesfeldt 2007).

When we are interested in something, our pupils dilate, or expand. Although this is something western behavioural scientists have discovered only in the past few decades, elsewhere it has been known for centuries: Chinese and Arab traders have always watched for telltale dilations to reveal the motivations of their opponents during negotiations. Wearing dark glasses is a common strategy among modern hagglers.

Voice

It is not what you say, but the way that you say it.

The quality of our voices can surprise us. If we hear an audio recording of us, or watch ourself on video, what we hear (and see) may not be what we expect, but it does give us real feedback on the way we actually behave and how we may come across to others. Any strangeness we might feel in this self-perception is caused by:

- the fact that our voice resonates through our skull before it reaches our ears, which makes it sound slightly different from what we hear on playback or what others hear
- the fact that, before the invention of film and video, no-one in history had access to a moving representation of themselves.

A few could afford a portrait, and many had seen themselves in a mirror, but a mirror is a 180° distortion of how we actually appear: stand, for example, in front of a mirror with someone we know, and we will see that their reflection — while accurate as far as it goes — is not what we see when we look at them directly.

Paralinguistic

The meaning of the words we use — the words that can be reproduced in text, for example — can be modified substantially by paralinguistic changes. These changes include differences in emphasis, volume, pitch, inflection, nasality and articulation. Paralanguage can also give indications of geographical origins and socioeconomic class. Silence and interruption behaviour also tell us much about what is going on in communication between people. We can change the meaning of what we say substantially by emphasising certain words and de-emphasising others.

The volume we use when we speak can indicate boldness, timidity, confidentiality or other states of mind. We will also change the volume according to the physical distance we are from others, and whether we are communicating in private or public settings. Voice volume can have significant cultural variations.

We tend to pitch our voices higher when we are dealing with people we know (e.g. consider the change in pitch in most people's voices when they pick up the phone, say 'Hello', and then

recognise a friend). We may pitch our voice lower as a warning signal, or out of defensiveness, when speaking to people we don't know, although we sometimes lower the pitch (along with the volume) when we wish to establish more intimate communication with someone we like (Guthrie 1976). Deception may be suggested in heightened pitch and in the use of non-word interjections ('Ah', 'uhh'), repetitions ('I, I, I mean I really . . .') and partial words ('I rea- really liked it'). Generally, males pitch their voices lower than females (Puts, Gaulin & Verdolini 2006). Female newsreaders may tend to pitch their voices lower than normal in order to sound more 'credible'.

Voice inflection is related to pitch. Upward inflection, or rising tone, is used conventionally when we ask questions: we are trying to cue a response. We may upwardly inflect or downwardly inflect when we are ready to stop talking and yield the floor to another person. This cue is often accompanied by eye contact. Continual high-rising tone tends to be associated with immaturity, lack of confidence or tentativeness.

Nasality has negative connotations and tends to be inversely correlated with perceptions of persuasiveness. This can work to the detriment of females, who tend to have more nasal voices than males (Bloom, Zajac & Titus 1999). Careful or exaggerated articulation can indicate confidence, overconfidence, precision, formality, pretentiousness or over-punctiliousness. Poor articulation or lack of articulation can indicate shyness, lack of confidence or sloppiness. Accents, often in combination with vocabulary, can reveal where a person comes from geographically, and can also reveal socioeconomic status. Interruptions can reveal interesting patterns of power and dominance or submission, and may also reflect on gender roles and listening behaviour — for example, men are more likely to interrupt women than vice-versa (Schefflen 1972; Dunbar & Burgoon 2005).

Silence can sometimes be more important than sound or words. Silence during conversation can mean many things, including:

- Punctuating or drawing attention to certain words or ideas
- Evaluating and judging another's words or behaviour; showing favour or disfavour, agreement or disagreement; attacking or 'freezing out' someone (e.g. not responding to a comment or greeting)
- Disgust, sadness, fear, anger or love (Knapp and Hall 2010).

Paralinguistic behaviour may be influenced by the relative richness in the vocabulary of a language — we may compensate for the shortcomings of one channel by the strengths of another. Physically expressive people tend to rely more on paralinguistic behaviour, while people who are less physically demonstrative rely more on linguistic expression, as Poyatos has observed: peoples who are more expressive kinesically, like Latins, Arabs or Mediterraneans in general, tend to use paralinguistic imitations in situations in which, for instance, we see English speakers utilize with great precision a legitimate onomatopoeic verb or noun from the particularly rich repertoire of their native tongue . . . When once at the beginning of my life in North America, I tried to explain to mechanics what happened to my car by imitating the sound it made, they would just say: 'You mean it whirs?' or 'It clatters?' (Poyatos 2002)

Smell

Smell, too, is a form of nonverbal communication. Smell or olfactory communication is a major mode of communication in the animal world, and it would be surprising if there were not at least some residual manifestations in human communication (Hickson & Stacks 2004). Chemicals

known as pheromones appear to be key signals in sexual behaviour, although the exact working of such communication in humans is still not well understood (Wyatt 2003; Thornhill & Gangestad 1999). Pheromones are sometimes expressed through perspiration. In some circumstances, yes, but we must remember that the cultural inventions of the past few thousand years include clothes and artificial indoor environments (not to mention perfume and plumbing). There is evidence in some cultures of courting rituals in which young males wear handkerchiefs in their armpits during a dance, then take out the handkerchief and waft it beneath the noses of female admirers (Eibl-Eibesfeldt 2007).

In western societies, smell is virtually a taboo topic, because it is bound up with norms of cleanliness, health and attractiveness. Even those who are close to us may therefore be loath to let us know when we violate these norms ('even your best friends won't tell you'). Because it is often difficult to get feedback on our own body smell, many of us are persuaded to assume the worst and take corrective action. It should be noted that not all cultures share such norms. In some societies, perfumes and deodorants are frowned on because they mask the natural odours of the body, which are seen as sending messages about moods and states of mind. For similar reasons, some people prefer to smell the breath of the person they are talking to (Hall 1976).

Gesture

Gestures are movements of the body, especially the hands or arms, that express an idea or emotion. Again, there is considerable cultural variation in the repertoire, frequency and expressive range of gestures — some cultures are physically more expressive, while others are more subdued (Morris 2002; Kendon 2005; Hostetter & Alibali 2007). Gestures are shorthand ways of communicating a whole range of states of mind or ideas, such as:

■ Insecurity

When children are stressed they will often suck a thumb, which may conjure up for them the security they felt when being suckled on a real or artificial nipple. Later in life, adults may show insecurity by biting a pencil, the arm of their glasses or their fingernails, which may perform the same function. A person entering an open area may perform the barrier cross gesture, which entails crossing the body in some way (scratching, touching the body or other hand, or moving an object from one hand to the other). Self-touching, hair-stroking, playing with jewellery are other signs of insecurity.

■ Deceit

When lying, people can show stress in many different ways, including scratching or rubbing the face or nose, covering the mouth with a hand, manipulating clothing (buttoning up a coat or blouse, tugging at a collar); erecting 'signal blunters' to hide behind, such as a purse, briefcase, folder or laptop computer; crossing and uncrossing legs.

■ Apathy

Shrugging the shoulders, restricting movement and gestures, hands in pockets

■ Disapproval

Picking off lint from clothing, moving items away, refusing eye contact, lowering voice

- Approval

Thumbs up, 'A-OK' finger gestures, 'you're the man' finger pointing, high-fives

- Confidence

Hands on hips, thumbs in belt or pockets, swaggering gait, erect posture

- Arrogance

Hand steepling (putting fingertips of two hands together in the shape of a church steeple), feet up on desk, dismissive waving

- Despair

Hand wringing, head in hands, head shaking

- Hostility

Bunched fists, waving fists, pointing fingers, obscene or taboo gestures

- Courtship and affection

People who are romantically interested in one another may engage in 'grooming' behaviour, which entails subtly adjusting one's appearance so that one looks better — adjusting and smoothing down clothing (ties, collars) and glasses, touching the hair, adornments or jewellery. In modern workplaces, suggest Knapp and Hall (2010), it may be necessary to train males and females in 'decourting' behaviour to shut down courting signals, so that potentially messy sexual entanglements and sexual harassment situations are less likely to occur.

Posture

Posture relates to body movements and to height. Height, or tallness, still carries powerful messages of dominance. There is some evidence of height being positively correlated with success in leadership positions (Knapp & Hall 2010). Just as people are often unhappy with their overall body image, some are unhappy with their height and may try to compensate (very tall people may stoop, while short people may hold their bodies more erect to appear taller). To lower the body towards someone else — as in a shallow or deep bow — is a universal sign of respect and sometimes even defeat. Aggression can be shown by a rigid body, with shoulders raised, both signals of readiness for physical combat. Defeat or depression are indicated by a slumped posture, representing both humility and retreat to the helplessness but recalled security of the foetus.

Admiration for another person can be manifested in a postural echo, or a mirroring of the admired person's posture. Indeed, other aspects of the admired person's nonverbal communication, such as gestural and vocal patterns, may also be knowingly or unknowingly copied. We can create empathy with another person by mirroring, but we can also create disquiet and even anger if the person perceives that we are mimicking or attempting to manipulate them. Mimicry, or the 'chameleon effect', may have evolved as a mechanism in early human groups to increase affiliation and build relationships with others (Lakin, Jefferis, Cheng & Chartrand 2003).

Body movement

The study of nonlinguistic body movement, or kinesics, is concerned with the way humans move their bodies in relation to communication. This involves processes such as orientation and synchronisation.

Orientation, or the attitude, inclination or body angle we adopt in relation to others, can send powerful nonverbal messages. If we are interested in someone, we tend to face him or her squarely. The less interested we are, whether through hostility or indifference, the more we tend to orientate ourselves away from the person. When males and females are in confined situations — for example, when brushing past each other — males will tend to face towards females, while females will tend to face away (Schefflen 1972).

Synchronisation, similar to postural echo, mirroring or mimicking is an interactive process that helps define relationships between individuals: the greater the rapport between them, the greater their synchronisation. It plays a critical part in courting rituals, and is in fact a form of dance, wherein females may be testing males for compatibility. Synchronisation is an important part of animal mating rituals (Remland 2000). Some synchronisation researchers have concluded that 'men typically don't realize that they are even involved in a courtship dance, or that they are typically very poor dancers' (Grammer, Kruck & Magnusson 1998, p. 23). Interpersonal conflicts can ensue when individuals are out of synchrony with one another — physically bumping into each other may sometimes be the nonverbal equivalent of verbal misunderstanding.

Touching

The study of touch, or haptics, reveals much about human behaviour. It links gesture, posture and territory, or personal space. Touch is recognised as a basic human need, but the degree to which individuals touch one another varies considerably from culture to culture, as well as within cultures. Touch is critically allied to sensory integration and perhaps even psychological wellbeing: we probably need some degree of touching to survive and thrive, but for a variety of reasons we may not get enough of it (Field 2002). For example, displays of maternal warmth (touching, gaze) towards children may make those children develop a greater sense of internal control — that is, feelings that they can influence their surroundings and destiny, rather than feel powerless (Carton & Carton 1998). The touching involved in the grooming rituals of our prehuman ancestors may have been instrumental in developing conversation (in particular, gossip) and language (Dunbar 1998).

Touch can be usefully classified into five types (Johnson 1998):

1. Functional/professional
2. Social/polite
3. Friendship/warmth
4. Love/intimacy
5. Sexual/arousal.

In workplaces, most touching is of type 1 or type 2. Professional touchers include doctors, nurses, physiotherapists, masseurs, manicurists, hairdressers, dentists, priests and — occasionally — politicians. While there are strong taboos on various types of touching in different cultures, some people unconsciously or consciously feel deprived of types 2, 3, 4 and 5, and thus

may seek out type 1 interactions at work (Montagu 1986). Professionals should not feel uneasy about this, as they are almost certainly performing a vital social therapeutic role with some customers. Therapeutic touch from nurses in nursing homes has been associated with decreases in pain, increases in haemoglobin levels, decreases in sensory deprivation, increases in reality orientation and 'almost instantaneous calm' in aged persons (Simington 1993).

When cultural taboos on touching are strong — for example, male–male touching in Australia or England — then some may try to compensate by seeking touch through sporting rituals, immersion in crowds or violence (Kneidinger, Maple & Tross 2001; Canetti 2000 [1960]).

Perhaps the most common form of professional touching is the handshake. Darwin speculated that the handshake is in fact a 'relic gesture', an echo of a time when two men meeting for the first time would grasp each other's right forearm to prevent swords being drawn (2002 [1872]). The ritual is thus bound up with male dominance and may indicate that the initiator of the gesture is on home territory. (This may also help to explain the deeply rooted ambivalence towards left-handed people prevalent in some cultures.)

The western habit of shaking hands has been broadly adopted internationally, but any more demonstrative gesture — embracing or kissing, for example — needs to be approached with caution. High-contact cultures include Arab peoples, Latin Americans, Russians, most South-East Asians and southern Europeans. Low-contact cultures include people of Anglo-Saxon origin, Scandinavians, Japanese, Koreans and Chinese (Hall 1977).

Clothing and adornment

Clothes and bodily adornment are used primarily to protect us from the elements and to send social and sexual messages. 'Adornment' in this sense includes both physical decoration (hair styling, make-up, jewellery, wigs, suntans, shaving/not shaving, tattoos, body piercing) and body modification (plastic surgery, foot-binding), all social inventions by different cultures whose broad purpose is to emit messages of attractiveness, submission or dominance.

The ways we dress and adorn ourselves tell others whether we belong to a particular group, or which group or high-status individual we imitate out of admiration; they also carry messages about wealth, rank or class. Some clothing has a primarily functional purpose — say, to protect the wearer (e.g. a welder's gloves, apron and goggles; a mechanic's overalls; a diver's suit; underwear) or to protect the environment from the wearer (e.g. clean-room uniforms in computer chip manufacture; a surgeon's gown and gloves; cellophane gloves, hair covering and apron worn by delicatessen assistant). In other cases, clothing and adornment send nonverbal messages by performing functions such as:

- An indication of sexual modesty or purity: a nun's habit; concealing clothing (high necks and low hemlines); veils, burkas, chadors, hijabs (Killian 2003; McLarney 2009)
- A display of sexual immodesty: codpieces, figure-hugging or revealing clothing (low necks and high hemlines); transparent materials
- An indication of leisurely life (without need to work): delicate, light-coloured fabrics; long fingernails; suntan; tracksuits; sunglasses
- A display of group identification: uniforms; common clothing styles or bodily adornments; judges' gowns and wigs; sporting team insignia
- A display of wealth/status: brand-name clothes, jewellery; accessories; rank insignia

- Displays of dominance/threat/physical toughness: shoulder pads, body piercing, tattoos, leather clothing, tight clothing, sunglasses, heavy boots, chewing gum, smoking
- Displays of compensation: elevator/platform shoes, hair transplants, cosmetic surgery
- Displays of religious affiliation: yarmulkes, crosses, clerical collars, turbans, beards

Uniforms and non-uniforms

Some organisations require employees to wear a specific uniform, while in others uniforms are perceived as 'too military'. In those organisations that require uniforms to be worn, the shared identity they provide can lead to a more positive emotional response in customers and clients. Uniforms often convey powerful status and sex-role messages, too; as it is females and lower-status males who are most often required to wear uniforms, such dress codes may signal enforced conformity in less powerful people.

Of course, if we define the term more broadly, high-status people also often wear 'uniform': powerful dynamics of conformity ensure that executives dress and adorn themselves in narrowly prescribed ways (e.g. the traditional business suit). In this sense, well-paid executives wear uniforms just as surely as uniformed service staff in organisations or members of a street gang: they are all conforming to powerful norms, the violation of which will attract disapproval within the group.

Dressing down, dressing up

Some interesting debate on the question of uniform has emerged in the past few years. It has been traditional in the United States for schoolchildren not to wear uniforms, but there are now increasing demands for uniforms to be worn. Positions on the issue tend to gravitate to freedom of expression on the one hand and, on the other, to the perceived advantages of cheaper clothing (and less wealth display), the desirability of shutting down sexual and courting signals so that students can concentrate on their work, and the discouragement of too much individuality or too great a challenge to social norms (Remland 2000).

A similar debate is occurring in many workplaces, with the advent of 'dress-down Friday' or 'pre-weekend casual' initiatives, which allow many staff to avoid business dress for at least one day of the week. As with the school uniform debate, the arguments centre on issues of self-expression, freedom from conformity and a more relaxed work environment versus questions of whether 'casual clothes mean casual attitudes' and how such nonconformity affects the organisation's image of professionalism (McPherson 1997; Smith 1998; 'US companies averse to "dress down" Friday' 1995). Further debate rages about the acceptability of body adornment such as tattoos and body piercing (Smith 2003). There may be a correlation between the tendency of an individual to undergo tattooing and body piercing and the tendencies of that individual towards high levels of anxiety, self-mutilation, dysfunctional or violent social behaviour, suicide and risk-taking (Carroll, Riffenburgh, Roberts & Myhre 2002).

Fashionable dress, body piercing — for that matter most clothing and adornment phenomena — can be broadly seen as parts of a uniform. Indeed, all fashion can be seen as the ongoing creation and adaptation of uniforms for us all (Barnard 2001; Crane 2001). In counselling teenagers (a group that could well resist the idea of wearing business suits, in male or female versions) on survival in the real world, Brain has this to say: 'Many people ask, "But why? Why have people chosen this ridiculous outfit as the outward symbol of success, goals and intentions? It is expensive, cumbersome and absolutely worthless in any sort of inclement

weather. Why? What possible purpose does a tie serve, for example?" The answer is simply BECAUSE. It is completely random. It makes no sense. But that is how it is. You can accept it and take advantage of the effect suits have, or you can reject it. By accepting it, you tend to accelerate your development (Brain 1997).

Personal space/territoriality

Proxemics is the study of personal space or territoriality, or the way we create and cross spaces between ourselves and others. Like animals, human beings exist within an invisible 'bubble' of personal space or territory, where we feel secure. We tend to feel anxious if others invade this space; for example, by standing too close or by touching us. The four zones identified are:

1. The intimate. Within this zone we will be comfortable only with people we like and know very well — for example, family members and lovers.
2. The personal. Within this zone we will also be comfortable with people we know quite well — for example, friends and close colleagues.
3. The social–consultative. Within this zone we will also be comfortable with people we know only moderately well — for example, work colleagues in a meeting.
4. The public. Within this zone we will also be comfortable with people we know only slightly or not at all — for example, people in public places.

Environment

The physical environment in which we find ourselves can itself be a powerful mode of communication. As Winston Churchill said, 'We shape our buildings; thereafter they shape us'. Building architecture, room size and shape, furniture, interior decoration and climate can all communicate strong messages to those who use or visit them.

PRESENTATION SKILLS

Effective Presentation skills are important because they help keep a presentation interesting, help the presenter communicate with confidence, and motivate the audience to listen. Well-developed presentation skills enable you to communicate clearly, precisely and effectively in a variety of modes or registers and settings. It should be pointed out that they are rated as one of the most important soft skills. The ability of communicating with the audience and giving presentations should be seen as a mandatory prerequisite for both the effective learning process and the successful working life. Thus, it is imperative to gradually increase and enhance your presentation skills through a continuous training that will help us to become more competent, confident and competitive. Ways to improve our presentation:

1. Master Your Presentation

Knowing the ins and outs of our presentation will help build our confidence. We should know what each slide on our presentation says, and we should also know what we're going to say about each slide. We don't want to read off of our slides. Instead, do our best to learn our presentation's subject matter by heart. Our accompanying PowerPoint presentation is just a visual aid. Don't spend too much time fine-tuning our slide animations and transitions. Rather, focus on perfecting our message and making sure it's easy enough for our audience to understand.

2. Practice, Practice, Practice

As the popular saying goes, practice makes perfect. While we don't have to aim for 'perfect,' delivering a presentation that actually meets our goals should be at the top of our list. There's no definite number on how many times we should practice our presentation. But practicing once or twice probably won't suffice.

3. Know Your Audience

Knowing who we're speaking to will help us deliver a presentation that will resonate with our audience. Find something that's common with our audience and mention that in our presentation. We may not know our audience on an individual level, but finding common ground is certainly possible.

4. Arrive Early At the Venue

Coming to our presentation prepared is one of the best ways to ensure our presentation's success. We'll be able to survey the venue, double and triple check all equipment we're going to use and make sure everything's working perfectly. We can even try squeezing in one last practice, if possible.

5. Think Positively

Thinking positively can go a long way in helping us overcome presentation fear. If we think our presentation's going to be a disaster, then it is going to be a disaster. However, if we think it's going to be a smashing success, then we're going to do our absolute best to make sure that happens. When we're optimistic, we tend to project our optimism while we're presenting.

6. Make Eye Contact

No one wants to sit through a presentation where the presenter is fixated on his or her shoes, his Computer screen, or anywhere else but the audience. The truth is most of us will think the presenter is being disrespectful. If we don't want our audience to think of us that way, then we should start working on making eye contact with the crowd.

7. Have a Sense of Humor

Having a sense of humor is great. Learning how to put that to good use in our presentations is even better. No one wants to sit through a dry and boring presentation. Even if we're presenting a serious subject matter, saying a well-timed joke can help break the ice. What's even better is that when we know who our audience is, we'll be able to think of jokes that they'll find funny.

8. Be Flexible

Knowing our presentation's subject matter by heart is more important than writing a speech word-for-word. When we've got an entire speech laid out in front of us, we can easily fall into the trap of reading it out loud.

9. **Be Confident**

When we're a nervous wreck on stage, our audience is not going to believe a word we say. In fact, they probably will tune us out shortly after we open our mouth. If we want our audience to give us the time of day, then we're going to have to work hard for it.

10. **Don't Be Afraid To Pause Every Now And Then**

Don't we just love dramatic pauses? That moment of silence right before the presenter delivers a punch-line? We can practically feel the anticipation building up inside us, and our thoughts turn towards guessing what the presenter is going to say.

11. **Engage With our Audience**

Our audience is going to be spending their time listening to us. Make it worth their while. Respect them and address them as fellow human beings. Don't disrespect them by ignoring them and not engaging with them. When we engage with our audience, we not only gain their attention, but we also help ensure they understand our message perfectly. After all, if they get nothing from our presentation, then they might as well have been absent from our presentation.

12. **Stop Making Excuses**

When we're already making excuses long before we've even given our presentation, then we're setting oneself up for failure. We're not giving oneself a chance to succeed. If we truly want to impress our audience, then we're going to give it all we've got. We're going to throw those excuses out the window. We're going to prepare for our presentation, we'll study the materials, we'll make an effort to know more about our audience, and we'll keep on practicing.

BODY LANGUAGE DURING GROUP DISCUSSION AND INTERVIEW

It is a universal saying that "First Impression is the Best Impression". First impressions are immediately formed just by our appearance even before we begin to speak. In addition to one's qualification, knowledge, skills and experience, Dress code and Body Language make a huge difference in impressing the interview panel. Dressing smartly is as important as speaking smartly, and so everyone should remember to look well-groomed and professional. The term "body language" includes manner, gesture, or posture and eye contact for conveying meaning to the observers and to those who are involved in the particular context. Dress code and Body Language are the two important aspects of Non-verbal communication. Any interaction process involves both Verbal and Non-verbal communication. A harmonious blend of both Verbal and Non-verbal communication assures a win-win situation to the candidates.

In today's global scenario, the art/engineering students and practitioners need to enhance not only their English communication skills, but also to appear for interviews in a smart manner. Many MNC's and Govt. organizations select the candidates through the selection process where the candidate has to face many interviewers individually. Each interviewer submits his report and the reports are compared to arrive at a final decision. In an interview, the candidate's appearance, and clothes play a supporting role in the interview process. While the clothes need not be costly, dazzling, new or of the latest fashion, they should be neat and clean. A well-dressed candidate will also feel confident.

Appearance is determined by the candidate's conduct and by the manner of his/her movements and action. The candidate's appearance can convey a strong sense of trustworthiness to a prospective employer. It also conveys a sense of self confidence, dependability and

professionalism. It is obvious that a great number of people agree that non-verbal language takes up more space in communication than verbal language.

Various components of the personality are Dress, Body Language, Tone and Voice, Countenance and Manners. The candidate's movements and posture must be active, positive, live and responsive enough to make the group and the examiner take him/her seriously. The candidate's body language should reflect confidence, openness, readiness and a sense of humour. The candidate's eyes should radiate sincerity, friendliness and positive outlook. In case of a telephonic interview, candidates have the advantage of not being seen. On the flipside, candidates can use only their voice to make an impression. The candidate should make sure that he is in the right environment during the interview. The call must be taken in a quiet room with no distractions. Smoking, eating or chewing must be strictly avoided. The interview call must not be packed within a tight schedule. This is because the call can't be cut short in case of another appointment or meeting. Smiling during the interview helps to keep one's tone friendly for it gives clues to a person's frame of mind, which includes body movements of the head, eyes, neck, hands, arm, feet or other parts of the body to reflect different expressions.

Dress quite vividly helps in forming an impression, therefore we should dress appropriately for interview or group discussion.

- Regular formal shirts, preferably in solids (no stripes or checks) and sober colours
- Formal shoes should be polished and in good condition
- Clothing should not be transparent or form fitting
- Indian formal wear (salwar kameez/sarees) is fine but should be sober
- If a woman is wearing a skirt it should be knee-length or longer
- Jewelry should be minimal and subtle
- Nicely groomed hair
- Neckline should be conservative and not low
- Handbags should be well-kept, moderate in size, neat in appearance

DOs DURING AN INTERVIEW AND GROUP DISCUSSION

- Be on time
- Carry extra copies of your CV/resume
- Give a firm handshake
- Be enthusiastic about yourself, the job and the company
- Be positive and confident
- Speak slowly and clearly, and our voice should be well modulated
- Take time to think about an answer before giving it. Use phrases such as 'that's an interesting question' to buy some time
- Never say anything negative about previous employers
- Make eye contact. Control our body language
- Breath should be Fresh and clean

DON'Ts DURING AN INTERVIEW OR GROUP DISCUSSION

- Scratch or rub our head or back of neck. We'll look disinterested, distracted and uncomfortable
- Drum with our fingers or fidget with our hands on the table in front of us. It will make us appear nervous, or distracted.

- Rub our nose, eyes or the side of face. It will make us look shifty or dishonest
- Fold our arms in front of our chest. We'll appear arrogant and unfriendly
- Rock back and forth or slouch down in on our chair. We'll look lazy and uninterested
- Cross and re-cross our legs repeatedly. We'll come across as nervous and uncomfortable
- Use little (or) no cologne, no cigarette smell

Body Language in Interview

The term "body language" should reflect on manner, gesture, or posture that conveys meaning to the observer. Most of the researchers agree that the verbal channel is used primarily for conveying information, while the non-verbal is used for negotiating interpersonal attitudes, and in some cases, is used for verbal messages. Body language is especially meaningful in an interview as the interviewer will be paying as much attention to nonverbal cues as to what the candidates have to say. In an interview, the interviewer might find annoying, certain mannerisms like playing with a button or pen. Constant or bold gesturing is also to be avoided, since some of these mannerisms are often triggered by nervousness. On the other hand, some body language show that the candidate is engaging in the interview. Some positive examples of body language in an interview include leaning forward slightly to show his enthusiasm and nodding whenever appropriate, particularly when their interviewer is making an important point. A candidate's verbal content only provides 7% of the message the interviewer is receiving from the candidate. Both the candidate's body language (55% of the message) and the way the candidate speaks, such as tone of voice (38% of the message), are as important in interview answers.

Sitting Posture

A candidate's gesture speaks much louder than the words uttered by his tongue. A sloppy posture indicates a careless attitude and a lack of energy. Sitting on the edge of the chair can come across as being nervous and tense. Keep the back straight. Relax and Lean forward slightly to indicate interest and involvement. The candidates should not recline back into the chair fully; this shows that a candidate seems to be bored or disengaged. The sitting posture reflects high confidence and is a must in cracking any interview.

Eye Contact

Eye contact is the best way to show that a candidate is actually paying attention and engaging with the situation. Eye contact is essential in an interview body language, to establish rapport with our interviewer. With panel interviews it is best to look at and direct our answer to the person asking the question, with a glance periodically at the other interviewers.

Leg Postures

Most of the candidates want to avoid nervous or bored body language like repeatedly crossing and uncrossing their legs or arms, fiddling with their hair or clothes, continually touching their face, scratching their head. Be aware of the interview body language message our legs are giving. Lot of leg movement is both distracting and indicates nervousness. Resting one leg or ankle on top of a candidate's other knee makes that candidate looks too casual and comes across as arrogant. Crossing our leg high up conveys a defensive attitude in the one-on-one context of a job interview. Crossing them at the ankles or placing both feet flat on the floor conveys a confident and professional look during the job interview.

SELF MANAGEMENT SKILLS SET

Developing self-management is an introspective process. It requires an honest deep dive into our own emotional intelligence, self control, and leadership style where we discover how much we actually regulate oneself. It's not easy, but self management can be learnt. Self-management is our ability to regulate our behaviors, thoughts, and emotions in a productive way. This means excelling in both personal and professional responsibilities for the benefit of ourselves and our society. Effective self-management leads to better emotional intelligence by supporting our self-awareness and well being. This means staying on top of social cues and respecting our own personal needs.

Self-management is an important leadership quality that doesn't always come naturally, but with the right tools and practice, one can develop. Self-management skills boost our productivity and performance at work, which helps in achieving professional goals. It is a soft skill that increases our employability and gives us more control over our career path. These skills are essential to showcase that we will be a reliable employee. Self-management skills allow people to control and regulate their emotions, thoughts and behaviour effectively in different situations. Employees with strong self-management skills can set independent goals and do everything possible to achieve them. Such employees know the importance of controlling emotions and behaviour at the workplace.

Why are self-management skills essential?

Developing these skills not only helps us speed up our career graph, but they are helpful throughout our life. Here are a few reasons why we should master these skills:

- Makes us more organised
- Boost confidence as we know things are in our control
- Increase accountability and responsibility
- Prepares us to face any situation in the workplace
- Help us set goals and prioritise things to achieve the best possible results at the workplace

Examples of self-management skills

1. Self – awareness

The first step in the development of our personality is to increase our Self Awareness. Self-awareness can be developed in many ways, from hiring a coach to practicing mindfulness. We can also learn to analyze our own behavior and make observations about oneself and our self-awareness. The more we know about oneself, the easier it will be to identify what works for us and what doesn't. When we understand ourselves better, we'll be able to make better decisions about the changes we want to make in our life.

Being self-aware is crucial to changing our behavior. This skill is developed through a number of practices, not just reading books or watching TV. It's all about being aware of your innermost thoughts, values, and motivations.

Being aware of our emotions is crucial to being more successful in any aspect of life. It allows us to make better decisions and relationships. Self-aware people know their strengths and weaknesses, what motivates them, and when to communicate. This kind of self-awareness leads to a more satisfying life, as well as a healthier, and a more fulfilling one. Self-awareness allows us to take charge of our life and make positive changes to improve our circumstances.

Once we have self-awareness, the next step is to learn how to use it to improve oneself. To achieve this goal, we need to learn about our emotions and the things that trigger them. Learning how to recognize these triggers will help us change our behavior and improve our overall quality of life.

As we grow, we develop our personalities and our skills. However, our attitudes and beliefs can also change. For example, we might dislike being too self-critical, or a perfectionist. These feelings will affect our relationships and our performance in every aspect of life. If we are not aware of what is driving our thoughts, it will be difficult to make decisions. However, practicing self-awareness on a regular basis will make it easier to identify our values and learn to be less judgmental.

Developing Self Awareness is a lifelong process. It is essential for the development of our personality. When we understand ourselves, we can take action to make our life more fulfilling. Self-awareness helps us control our emotions and thoughts, enabling us to make rational decisions. This is the key to improving our overall quality of life. Self-mastery is not something we can get overnight, but it is a skill that is worth the effort.

While this skill is necessary for successful personality development, it should be noted that people with excessive self-awareness can suffer from a disorder of excessive self-consciousness. If one has a chronic condition such as social anxiety disorder, it is important to see a physician. The doctor may be able to help cope with the symptoms and move on with life. The sooner we begin to understand how to manage our self-consciousness, the better our relationships will become.

2. Self- confidence

Confidence is not something that can be learned like a set of rules; confidence is a state of mind. Positive thinking, practice, training, knowledge and talking to other people are all useful ways to help improve or boost your confidence levels.

Confidence comes from feelings of well-being, acceptance of our body and mind (our self-esteem) and belief in our own ability, skills and experience. Confidence is an attribute that most people would like to possess.

Although self-confidence can mean different things to different people, in reality it simply means having faith in oneself.

Confidence is, in part, a result of how we have been brought up and how we've been taught. We learn from others how to think about ourselves and how to behave - these lessons affect what we believe about ourselves and other people. Confidence is also a result of our experiences and how we've learned to react to different situations.

Self-confidence is not a static measure. Our confidence to perform roles and tasks and deal with situations can increase and decrease, and some days we may feel more confident than others.

Low-confidence can be a result of many factors including: fear of the unknown, criticism, being unhappy with personal appearance (self-esteem), feeling unprepared, poor time-management, lack of knowledge and previous failures. Often when we lack confidence in ourselves it is because of what we believe others will think of us. Perhaps others will laugh at us or complain or make fun if we make a mistake. Thinking like this can prevent us from doing things we want or need to do because we believe that the consequences are too painful or embarrassing.

Over-confidence can be a problem if it makes us believe that we can do anything - even if we don't have the necessary skills, abilities and knowledge to do it well. In such situations over-confidence can lead to failure. Being overly confident also means we are more likely to come across to other people as arrogant or egotistical. People are much more likely to take pleasure in our failure if we are perceived as arrogant.

Ways to Improve Confidence

There are two sides to improving confidence. Although the ultimate aim is to feel more confident in oneself and our abilities it is also worth considering how we can appear more confident to other people. The following list has lots of ideas on how to achieve this.

Planning and Preparation

People often feel less confident about new or potentially difficult situations. Perhaps the most important factor in developing confidence is planning and preparing for the unknown. In some situations it may be necessary to also have contingency plans - backup plans if our main plan fails. If we had planned to travel to our interview by car but on the morning the car wouldn't start how would we get there? Being able to react calmly to the unexpected is a sign of confidence.

Learning, Knowledge and Training

Learning and research can help us to feel more confident about our ability to handle situations, roles and tasks. Knowing what to expect and how and why things are done will add to our awareness and usually make us feel more prepared and ultimately more confident. However, learning and gaining knowledge can sometimes make us feel less confident about our abilities to perform roles and tasks, and when this happens we need to combine our knowledge with experience. By doing something we have learned a lot about we put theory to practice which develops confidence and adds to the learning and comprehension.

Positive Thought

Positive thought can be a very powerful way of improving confidence. If we believe that we can achieve something then we are likely to work hard to make sure we do it, however, we don't believe that we can accomplish a task then we are more likely to approach it half-heartedly and therefore be more likely to fail. The trick is convincing oneself that we can do something - with the right help, support, preparedness and knowledge. Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

Talking to Others and Following Their Lead

Vince Lombardi, A successful American Football coach once said "Confidence is contagious. So is lack of confidence." Speaking to and being around people who are confident usually helps us to feel more confident. Learn from others who are successful in fulfilling the tasks and goals that we wish to achieve - let their confidence rub off on us.

Expeience

As we successfully complete tasks and goals, our confidence that we can complete the same and similar tasks again increases. Break roles and tasks down into small achievable goals. Make each one of our goals fit SMART criteria. That is to make goals Specific, Measurable, Attainable, Realistic and Timed. Whatever we do, aim to become as good as we can. The better we are at doing something the more confident we become.

Be Assertive

Being assertive means standing up for what we believe in and sticking to our principles. Being assertive also means that we can change our mind if we believe it is the right thing to do, not because we are under pressure from somebody else. Assertiveness, confidence and self-esteem are all very closely linked - usually people become naturally more assertive as they develop their confidence.

Keep Calm

There is usually a correlation between confidence and calmness. If we feel confident about a task then we will likely feel calm about doing it. When we feel less confident we are more likely to be stressed or nervous. Trying to remain calm, even when we're under stress and pressure, will tend to make us feel more confident.

Avoid Arrogance

Arrogance is detrimental to interpersonal relationships. As our confidence grows and we become successful, avoid feeling or acting superior to others. Remember - nobody is perfect and there is always more that one can learn. Celebrate our strengths and successes, and recognise our weaknesses and failures. Give others credit for their work - use compliments and praise sincerely. Be courteous and polite, show an interest in what others are doing, ask questions and get involved. Admit to your mistakes and be prepared to laugh at oneself!

3. Mind-set

A personal growth mindset involves embracing the idea that challenges are meant to be overcome and every opportunity (positive or negative) presents a chance to grow. People with growth mindset believe that in order to improve, they have to be intentional. This is opposite of a fixed mindset, which psychologist and Stanford professor Carol Dweck describes as those who see their abilities as fixed traits that cannot change.

If we have a "fixed mindset," we may shy away from challenges because we do not want to feel embarrassed or humiliated in front of others. But this can be problematic because our fear of making mistakes can lead us to avoid challenges and new experiences which would help us grow, improve ourselves in important ways, and create the life we desire.

If we have a "growth mindset," we enjoy challenges, despite the risk, usually because we value learning and growth more than others thinking we know what we're doing. That's why those with a growth mindset often build new skills more easily because they believe they can and so they really work at it.

4. Emotional balance

Robert Frost said, "The best way out is always through."

Being out of balance emotionally usually involves either not allowing oneself to experience our feelings as they evolve by avoiding or suppressing them, or being so attached to and identified with them that our feelings are all-consuming. Emotional balance occurs when we allow ourselves to feel whatever comes up, without feeling stifled or overwhelmed, and learn to accept our feelings without judgment.

Most people try to avoid emotional as well as physical pain. Our wishful thinking tells us that if we can just avoid the pain, it won't affect us. Ironically, efforts to keep painful thoughts, feelings, and physical sensations at bay may work temporarily, but in the long run only prolong those experiences and intensify the suffering connected to them. Suffering is a function of how people think and feel about the emotional and physical pain they experience, and the beliefs they attach to it. There is a direct correlation between the amount of effort expended to avoid pain and the degree of suffering experienced—the harder someone works to avoid pain, the greater his or her suffering tends to be.

Avoidance doesn't work because pain is an inevitable part of life. It is an essential aspect of being human. It is in how we choose to respond to the emotional and physical pain we experience that determines whether we are able to get through that pain, or unwittingly extend and amplify it.

Emotional balance is facilitated by practicing emotional regulation and distress tolerance. Emotional regulation relates to identifying the emotions that are being felt in the moment, and observing them without being overwhelmed by them. Emotional regulation skills include self-soothing activities that help to reduce emotional intensity and provide a calming effect, such as meditation, intentional breathing, yoga, listening to music you enjoy, progressive muscle relaxation, taking a walk or a hike, reading something pleasurable or spiritual, singing a favorite song, exercising, visualizing a relaxing image, and journaling.

Distress tolerance refers to enduring and accepting discomfort, and learning to bear pain skillfully. Distress tolerance enhances coping capacity by strengthening resiliency—the ability to adjust to change. Distress tolerance skills are an outgrowth of mindfulness practices, and involve the ability to non-judgmentally accept both oneself and the current situation in spite of the emotional or physical pain it may bring.

It is important to clarify that acceptance does not equal approval. We can learn to accept and co-exist with uncomfortable, distressing emotions when we don't like them at all, and even when we dislike them intensely.

5. Stress handling

Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons. The reaction is based on our perception of an event or situation. If we view a situation negatively, we will likely feel distressed—overwhelmed, oppressed, or out of control. Distress is the more familiar form of stress. The other form, eustress, results from a "positive" view of an event or situation, which is why it is also called "good stress." Eustress helps you rise to a challenge and can be an antidote to boredom because it engages focused energy. That energy can easily turn to distress, however, if something causes us to view the situation as unmanageable or out of

control. Many people regard public speaking or airplane flights as very stressful—causing physical reactions such as an increased heart rate and a loss of appetite—while others look forward to the event. It's often a question of perception: A positive stressor for one person can be a negative stressor for another. A sustained high level of stress is no laughing matter. It can affect every area of our life—productivity in the workplace and classroom, increased health risks, and relationships, to name just a few.

6. Coping with failure

Failure ... this is something we all have faced in life. Many times we are not able to pull off some something we desire for. This may be a relationship, or a career goal or a competitive exam. When we fail miserably, we get too much disappointed and not able to see the next course of action. At this point we have two options, either sit and regret about failure or bounce back and overcome failure in life.

Failure is important aspect of life. Failure is life's greatest teacher; the lessons we learn from it are not taught in any university. It's nature's own mechanism to teach us to forgo all the excess, strip down our egos and understand life rules. As Arianna Huffington rightly said "Failure is not the opposite of success; it's the part of it."

Failure is part of life. It is impossible to live without failing at something, unless we live so cautiously that we might as well not have lived at all, in which case we have failed by default. When a failure has occurred, don't respond impulsively. It's not always possible to right the wrong, but it's almost always possible to make things worse. Paulo Coelho said, "There is only one thing that makes a dream impossible to achieve: the fear of failure."

At every failure, remember one thing: 'This is not the first failure you have faced in life and this won't be the last failure you will face.' Failure and success are part of life. Your ability to overcome failure will determine where you end up in your life. Winston Churchill said, "Success consists of going from failure to failure without loss of enthusiasm."

Failure helps us to grow into a much better person. It's necessary for our journey to success. Let failure make us stronger, tougher and more resilient so that we don't just survive it but we'll bounce back stronger and achieve success in life.

7. Patience, Tolerance and Trustworthiness

Patience can be a valuable skill in the workplace and for our personal life. Being patient can help us set goals, collaborate more effectively with coworkers and overcome career obstacles. Understanding how to be patient and what its benefits are can help us better understand the importance of this crucial skill inside and outside of the workplace.

Being patient means controlling our emotional responses to certain situations and accepting that sometimes things may not meet our expectations. Managing expectations is a crucial component in being more patient, as we may expect certain reactions, events or outcomes, and when they don't occur, they can cause an emotional response.

Patient people understand that the more they accept the things they can't change, such as events they can't control, the more they can learn to react in a way that doesn't maximize stress or make the situation worse. Patience doesn't mean we never feel frustrated, but it does mean we know how to handle frustration and grant allowances for it. We can avoid making decisions based on the anger or frustration we feel.

A professional's personality traits have the potential to influence an organization's environment positively. Trust is important in the workplace because it can help build coworkers' relationships and increase productivity.

Being trustworthy at work means the organization we work at can depend on us to do our job and complete our tasks with quality. Our team members know they can ask us for help on an assignment and our managers know they can give us more responsibilities or the independence to do our tasks because they know we're capable.

It's important to have trustworthy traits in the workplace because it helps to build morale, motivation and collaboration with our team. When our managers trust us at work, it can help boost our morale and make us feel more motivated because we feel confident in our abilities. It can also increase our collaboration with our team because we trust each other to accomplish tasks together with a common goal of helping the company succeed.

Tolerance can be defined as a fair, objective attitude toward people whose lifestyles differ from one's own. At the personal level, tolerance means adopting an open mind in our interactions with those who differ from us because of innate and acquired characteristics.

Although some researchers have pointed out that tolerance is related to happiness and contentment, many others have had difficulty examining the paradoxical question of whether tolerant people are happier than others or more likely to be tolerant of others' differences.

The subject of tolerance is often surrounded by controversy as societies redefine what it means to allow others to be "others" or whether being overly tolerant exposes people to potential harm. The debate about the healthy limit of tolerance regularly emerges, prompting communities to ask where tolerance stops and indifference begins.

Tolerance is crucial in the workplace because we're not born with prejudices. Still, as we're exposed to society's norms, we develop opinions and beliefs that don't always align with those of our colleagues.

When we adopt an attitude of inclusion and tolerance, we open up a world of possibilities:

- Open and honest communication,
- Creativity fostered by an exchange of ideas from across a broad spectrum of expertise,
- Respect and trust between individuals,
- Teamwork and coordination among professionals in the workplace,
- Loyalty and productivity.

These are all to increasing the overall quality of teamwork and organizational efficiency. William Arthur Ward rightly said, "When we seek to discover the best in others, we bring out the best in ourselves."

8. Perceptiveness

Social Perceptiveness refers to the capacity to be aware of the needs, goals, feelings of others and the great social environment, which includes multiple others in the organization. Organisational members high in social perceptiveness are able to perceive accurately the social situation and determine the requirements of the social context. They are aware of their social

environment and of the intentions and sensitivities of the others. Their focus may be on individual interpersonal level or at higher group or organizational levels.

Perceptiveness is clarity of insight. It is being observant of what is beneath the surface and looking for the deeper meaning. When we are perceptive, our understanding is intuitive and discerning. We slow down into awareness. We perceive the nuances of the meaning in an idea or a situation. We strive to see what is truly going on. We are thoughtful and considerate. Above all, we offer others the gift of feeling heard and understood. We are the mirrors to their souls.

Perception is the study of how people form impressions of and make inferences about other people. People learn about others' feelings and emotions by picking up information they gather from physical appearance, verbal, and nonverbal communication. Facial expressions, tone of voice, hand gestures, and body position or movement are just a few examples of ways people communicate without words. There are four main components of social perception: observation, attribution, integration, and confirmation.

Perception is the process of selecting, organizing, and interpreting information. This process, which, includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences. Although perception is a largely cognitive and psychological process, how we perceive the people and objects around us affects our communication. We respond differently to an object or person that we perceive favorably than we do to something we find unfavorable.

9. Spiritual intelligence

At the end of the twentieth century and beginning of the twenty-first century, the new current in terms of studying the shapes of human intelligence, risen from the transpersonal psychology area, brought to the world the third type of intelligence that tends to become acknowledged (after its antecessors: cognitive intelligence and emotional intelligence): "spiritual intelligence".

Spiritual intelligence, as defined by researchers, is strongly connected to the fulfillment of a human being's profound need – to feel that everything has a meaning, a purpose. It is the intelligence that makes us whole and renders our integrity. It is the intelligence of the soul, the profound self-intelligence. It is the intelligence that makes us ask ourselves fundamental, existential questions and overcome the boundaries we were used to. The psychologists that discovered this type of intelligence say that its development guarantees the psychic health.

The main challenges, which occurred once we accepted the new concept, were related to the differentiation from other concepts, more or less accepted by the psychological science: spirituality and religiosity. The main difficulties encountered by researchers were to define spiritual intelligence and to build an instrument that could be able to capture it.

The term of "spiritual intelligence" was invented by Danah Zohar and was presented in one of her volumes from 1997. Initially, Zohar studied physics and philosophy, with subsequent in-depth studies in philosophy, religion and psychology. The term was developed by this author together with psychiatrist and psychotherapist Ian Marshall in 2000, when they published the volume SQ: Spiritual intelligence, The Ultimate intelligence.

According to Zohar and Marshall, spiritual intelligence, SQ, is "...the intelligence that helps us approach and solve the problems related to significance and values; the intelligence, which allows us to place our actions and lives in a much wider, richer and meaning-giving context; the

intelligence, which allows us to evaluate why a life path is more significant than another." (Zohar, Marshall, 2009)

The authors show that the two intelligences known until now, IQ and EQ, cannot fully explain the complexity of the extremely rich human intelligence, especially at an imaginative level, neither separately nor together. Both types of intelligence, IQ and EQ, have an adaptive function and they act inside some boundaries, playing a "finite game". On the other hand, SQ has a transformative function. It allows people to be creative, to change the rules and modify the situations. By acting upon limits and boundaries, SQ allows the change of the situation, thus making the people participate in an "infinite game".

In addition, Zohar and Marshall show that SQ reunites and integrates the other two types of intelligence and support this statement with the presentation of several researches, most of them from the field of neurobiology. Their conclusion is that SQ operates from the center of the brain, from the area of the integrating cerebral functions. SQ is related to this transcendent function that allows the human to become a whole and to have a center. The tertiary process represented by SQ unifies, integrates and has the capacity to transform the materials brought by the primary and secondary processes, represented by IQ and EQ. SQ facilitates the dialogue between reason and emotion, between mind and body. It is the side that offers the human a base for growth and development and confers an active, unifying and meaning-giving center to the self.

In agreement with Zohar and Marshall, Stephen Covey claims that spiritual intelligence is the central aspect of all the other types of intelligence, because it constitutes the source of their guidance. (Covey Stephen, 2004)

Zohar and Marshall introduced 12 qualities of the SQ. They come from the main qualities that define complex adaptive systems. In biology, complex adaptive systems are living systems that create order from chaos, defying the laws of entropy. These principles are:

1. Self-awareness: the capacity to know my own beliefs and supreme values, as well as what motivates me profoundly;
2. Spontaneity: the capacity to be receptive to every moment, to be flexible and adaptable;
3. To live according to profound values and principles;
4. Holism: capacity to see the whole, wider connections and relationships, as well as the feeling of belonging to a bigger whole;
5. Compassion: the capacity to be sensitive towards the others and to have profound empathy;
6. Diversity celebration: valuing the differences between people;
7. Independent spirit: to stand against others' opinions and to have your own beliefs;
8. Humbleness: the feeling of being a small player in a bigger, universal drama;
9. The tendency to always ask "Why?": the need for understanding the depth of things and to search for fundamental answers;
10. The ability to re-signify situations, events, emotions, to create new situations;

11. Positive attitude against adversities: the capacity to learn and grow from mistakes, failures and sufferings;
12. To have the feeling of a purpose in life, a meaning in serving humanity.

When we develop our emotional intelligence and live with high spiritual intelligence, our life will be so clear and transparent that even if anyone speaks badly of us, no one would believe it.

10. Attaining excellence

We as a human always dream of fame, success, and growth. We struggle in our lives to live to our highest potential. We are struggling to achieve growth and excellence on personal, profession and academic level. Many of us are aware of what it takes to grow and succeed while most of us are not aware of how one can be successful and can achieve excellence on all levels. Most of us want excellence but are not ready to strive for achieving excellence. To grow and achieve excellence, we should make excellence as our top priority in all aspects of our lives and it can be achieved by always striving to do better.

Many people around us who do not strive for excellence, have hard time and do not feel happy with their lives. While people who always strive for excellence, feel happy, have inner satisfaction and contribute positively to others as well, thus excellence is the condition of surpassing some standards of expectations. Personal excellence is a lifelong process of developing mental and emotional skills to do better and better in all aspects of our lives, and to achieve personal excellence, we need to focus our personal growth and development.

Stephen Covey said, "Personal excellence comes first." Personal Excellence is the journey of positive development beyond one's self and is a step by step process of improving oneself in every aspect of life. Although the process is difficult and requires patience but it benefits those who want to live a successful and happy life. Personal excellence is to improve our performance consistently and continuously so that we can improve every aspect of your life – family, education, career, finance, relationship etc. Personal excellence does not reflect perfection and being perfectionist. It is a process of becoming better of oneself, and to do better in all aspects of life.

There are two ways to process excellence as explained by the Japanese terms; "Kaikaku" and "Kaizen".

The original meaning of the Japanese word "Kaikaku", could be literally translated as "a radical change". This means "a change for revolution". Kaikaku becomes handy in knowing our potential, to ensure that we are not left behind in the fast pace environment. It helps to accept the new changes and hence create a vision to enhance oneself.

The original meaning of the Japanese word "Kaizen" from the Shogakukan Dictionary could be literally translated as "The act of making bad points better". The more popular translation is 'change for better', also standing for improvement.

Kaizen is more of an internal process that happens within our own mind. The goal is to realise our potential, break the status quo, and this way achieve improvement. With that being said, a more precise way to define Kaizen would be "continuous self-development."

11. Motivation

Motivation is the fuel that will keep us going as we discover and create the best version of us. It's intrinsically related to purpose, because if we don't know our purpose in life, we can hardly know what our destination should be and what motivations we need in order to get there. By reminding ourselves of what our purpose or bottom line is, we are more likely to have the self-motivation to persist and succeed when the going gets tough.

The best way to know and appreciate our purpose in life is to have a firm understanding of basic human needs. They are brilliantly described by Abraham Maslow in his motivation theory and graphically expressed in his hierarchy of needs. This hierarchy not only helps us understand what our basic needs are but also demonstrates how they are interrelated. Understanding all this can be instrumental in formulating and implementing a viable path to that highest of values, self-actualization.

Maslow's hierarchy of needs is a theory by Abraham Maslow, which puts forward that people are motivated by five basic categories of needs: physiological, safety, love, esteem, and self-actualization.

In order to better understand what motivates human beings, Maslow proposed that human needs can be organized into a hierarchy. This hierarchy ranges from more concrete needs such as food and water to abstract concepts such as self-fulfillment. According to Maslow, when a lower need is met, the next need on the hierarchy becomes our focus of attention.



Maslow's hierarchy of needs

These are the five categories of needs according to Maslow:

1. Physiological

These refer to basic physical needs like drinking when thirsty or eating when hungry. According to Maslow, some of these needs involve our efforts to meet the body's need for homeostasis; that is, maintaining consistent levels in different bodily systems (for example, maintaining a body temperature of 98.6°).

Maslow considered physiological needs to be the most essential of our needs. If someone is lacking in more than one need, they're likely to try to meet these physiological needs first. For example, if someone is extremely hungry, it's hard to focus on anything else besides food. Another example of a physiological need would be the need for adequate sleep.

2. Safety

Once people's physiological requirements are met, the next need that arises is a safe environment. Our safety needs are apparent even early in childhood, as children have a need for safe and predictable environments and typically react with fear or anxiety when these are not met. Maslow pointed out that in adults living in developed nations, safety needs are more apparent in emergency situations (e.g. war and disasters), but this need can also explain why we tend to prefer the familiar or why we do things like purchase insurance and contribute to a savings account.

3. Love and Belonging

According to Maslow, the next need in the hierarchy involves feeling loved and accepted. This need includes both romantic relationships as well as ties to friends and family members. It also includes our need to feel that we belong to a social group. Importantly, this need encompasses both feeling loved and feeling love towards others.

Since Maslow's time, researchers have continued to explore how love and belonging needs impact well-being. For example, having social connections is related to better physical health and, conversely, feeling isolated (i.e. having unmet belonging needs) has negative consequences for health and well-being.

4. Esteem

Our esteem needs involve the desire to feel good about ourselves. According to Maslow, esteem needs include two components. The first involves feeling self-confidence and feeling good about oneself. The second component involves feeling valued by others; that is, feeling that our achievements and contributions have been recognized by other people. When people's esteem needs are met, they feel confident and see their contributions and achievements as valuable and important. However, when their esteem needs are not met, they may experience what psychologist Alfred Adler called "feelings of inferiority."

5. Self-Actualization

Self-actualization refers to feeling fulfilled, or feeling that we are living up to our potential. One unique feature of self-actualization is that it looks different for everyone. For one person, self-actualization might involve helping others; for another person, it might involve achievements in an artistic or creative field. Essentially, self-actualization means feeling that we are doing what we believe we are meant to do. According to Maslow, achieving self-actualization is relatively rare, and his examples of famous self-actualized individuals include Abraham Lincoln, Albert Einstein, and Mother Teresa.

12. Achievement

Achievements are viewed in comparison with others in an objective manner or with one's level of aspiration in a subjective manner. People may feel that their achievements are a success or a failure, affecting their self-concept accordingly. If an individual feels happy about what he has achieved, he will view his achievements as a success.

As such, his self-concept will get a positive boost. But if the person feels that his achievement is a failure, he will not get a positive boost from it. In fact, he will feel dissatisfied and miserable and feel low about his self. People who feel that they are successful in life feel good about them, remain cheerful and have a positive self-concept.

In addition to developing a positive self-concept, achievements make a person confident, raises his self-esteem and such a person is more capable of tackling any problem in life hands-on. The person becomes confident enough of making good decisions and taking appropriate action in different situations. He develops a stable behavior in different situations. He becomes a more relaxed person while people who consider themselves a failure are more fidgety and nervous.

McClelland (1961) in examining the motivation for achievement, determined that individuals create and manipulate their environment in many ways as they search for achievement. They encourage and supplement their achievement motives based on psychological factors. It was from this work that his Theory of Achievement Motivation developed. Being motivated, according to McClelland's Theory arises from one of three motives: achievement, power or affiliation. However, only one of these factors at a time can impact an individual's behaviour. The tenets of this theory also extend that internal or external drivers influence the manifestation of either achievement, power or affiliation (Souders, 2020).

Achievement

People motivated by achievement need challenging, but not impossible, projects. They thrive on overcoming difficult problems or situations, so make sure we keep them engaged this way. People motivated by achievement work very effectively either alone or with other high achievers.

When providing feedback, give achievers a fair and balanced appraisal. They want to know what they're doing right – and wrong – so that they can improve.

Affiliation

People motivated by affiliation work best in a group environment, so try to integrate them with a team (versus working alone) whenever possible. They also don't like uncertainty and risk.

When providing feedback to these people, be personal. It's still important to give balanced feedback, but if we start our appraisal by emphasizing their good working relationship and our trust in them, they'll likely be more open to what we say. Remember that these people often don't want to stand out, so it might be best to praise them in private rather than in front of others.

Power

Those with a high need for power work best when they're in charge. Because they enjoy competition, they do well with goal-oriented projects or tasks. They may also be very effective in negotiations or in situations in which another party must be convinced of an idea or goal.

CONFLICT RESOLUTION

Definition

Organizations can be thought of as arenas for staging conflicts with conflict as the essence of what the organization is. In this way of thinking, conflict is not a by-product of normal operations or an unintended and unwanted consequence of day-to-day activities, but the way the organization makes choices for future action, makes changes in power relationships, and keeps itself flexible and adaptive.

Types of conflict

When we think of the different types of conflict, we might instantly think of the ones referred to in literature, especially in fiction. They can be applied to real life, of course. However, there are types of conflict which are easily identifiable in our contemporary times. Before going any further, let us first give a brief description of what conflict is. There are actually a lot of ways to define conflict due to how it is used in many areas. Hence, to keep it simple for the layman, conflict pertains to the opposing ideas and actions of different entities, thus resulting in an antagonistic state. Conflict is an inevitable part of life. Each of us possesses our own opinions, ideas and sets of beliefs. We have our own ways of looking at things and we act according to what we think is proper. Hence, we often find ourselves in conflict in different scenarios; may it involve other individuals, groups of people, or a struggle within our own selves. Consequently, conflict influences our actions and decisions in one way or another.

Conflict is classified into the following four types:

- **Interpersonal conflict** refers to a conflict between two individuals. This occurs typically due to how people are different from one another. We have varied personalities which usually results to incompatible choices and opinions. Apparently, it is a natural occurrence which can eventually help in personal growth or developing our relationships with others. In addition, coming up with adjustments is necessary for managing this type of conflict. However, when interpersonal conflict gets too destructive, calling in a mediator would help so as to have it resolved.
- **Intrapersonal conflict** occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions. Intrapersonal conflict may come in different scales, from the simpler mundane ones like deciding whether or not to go organic for lunch to ones that can affect major decisions such as choosing a career path. Furthermore, this type of conflict can be quite difficult to handle if we find it hard to decipher our inner struggles. It leads to restlessness and uneasiness, or can even cause depression. In such occasions, it would be best to seek a way to let go of the anxiety through communicating with other people. Eventually, when we find us out of the situation, we can become more empowered as a person. Thus, the experience evoked a positive change which will help us in our own personal growth.

- **Intergroup conflict** is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intergroup conflict. It arises from interpersonal disagreements (e.g. team members have different personalities which may lead to tension) or differences in views and ideas (e.g. in a presentation, members of the team might find the notions presented by the one presiding to be erroneous due to their differences in opinion). Within a team, conflict can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team. However, if the degree of conflict disrupts harmony among the members, then some serious guidance from a different party will be needed for it to be settled.
- **Intra-group conflict** takes place when a misunderstanding arises among different teams within an organisation. For instance, the sales department of an organisation can come in conflict with the customer support department. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes for intra-group conflict to arise. There are other factors which fuel this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team.

Being in conflict can be a real pain in the neck; to deal with someone else who has different views from oneself can be daunting if dealt with narrow-mindedly. It can happen anywhere where we find ourselves interacting with other people – may it be the workplace, in school, at home and in other places. It can even be an internal conflict starting within oneself. Hence, it is a natural occurrence that is inevitable; it is a part of our experience demonstrating that we all have our respective ideas. By handling conflicts responsibly, we get to learn more ourselves and the people concerned. It is an opportunity to get to understand a different individual's perspective which could eventually lead to more strengthened relationships. It might be cumbersome to ones who are stubborn in their points of view; but there are ways on how to resolve conflict efficiently. At the end of the day, it can help us understand the problem and get to think of creative ways to find a solution.

Effectively Handling Conflict

Conflict is often inevitable in many situations. They may concern petty ones to the more serious ones which can lead to hostility among individuals. The fact of the matter is, conflict is something that we live with. We cannot expect two people or groups to agree all the time. In one way or another, we are faced with many types of conflict in our day to day lives. However, conflict should not be seen as purely negative. It can become an opportunity for better things and open up opportunities, if dealt with properly. It isn't as easy as it seems though. Hence, this is where conflict resolution comes in.

Conflict Resolution actually is an end which has been brought about by conflict management. It is seen as a peaceful solution to individuals and groups that are in conflict. There are a lot of means and strategies involved in dealing with conflict, and all of these aim to come up with a resolution to it. Resolving a conflict may take time and this will ultimately depend on its scale. Hence, a person who intends to act as a mediator to parties in conflict need to have skills and know the strategies necessary to resolve conflict. There are even available trainings for those who intend to acquire these skills.

Oftentimes, when we find ourselves in conflict with other people, we seem to get into a regressive and aggressive state. In such a case, we tend to become irrational and just unreasonable so that we could get out of the conflict based on what we deem is right. This kind of behavior is quite understandable but it shouldn't be something to be tolerated. Hence, it is important for the parties involved to pay attention to how a conflict can come to an end in a healthy manner.

Conflict is a concept familiar to most of us. Hence, we are aware of the consequences that it can cause if it is mishandled. Thus, knowing how to go around a conflict by efficiently implementing conflict management is important for it to be resolved. Keep in mind that with the resolution of conflict come an opportunity for growth, may it be personally or professionally. Conflict can be resolved with following strategies:

Negotiation

Negotiation is a discussion of two or more people with the goal of reaching an agreement. The first strategy that people can use during conflict is negotiation. Negotiation is an integral part of every human activity. More important for limitation of conflict is process of negotiation. The term negotiation could be taken to mean all the interactions, strategies and face to face efforts to argue with and modify the position of an adversary.

Mediation

Mediation is a voluntary and confidential method for handling conflict and is becoming an increasingly popular term in the discussion of conflict resolution. Fulberg and Taylor define term Mediation, as the process by which participants come together and then with the assistance of a neutral person or persons, systematically isolate disputed issues in order to develop options, consider alternatives and reach consensual settlement that will accommodate their needs.

Arbitration

Arbitration is another method in handling conflict. Goldberg describes arbitration as often voluntary, final and binding. The meaning of arbitration is, settlement of dispute by the award of a tribunal which gives effect to existing laws and which binds the parties.

In arbitration, which can resemble a court trial, a neutral third party serves as a judge who makes decisions to end the dispute. The arbitrator listens to the arguments and evidence presented by each side, and then renders a binding and often confidential decision. Although disputants typically cannot appeal an arbitrator's decision, they can negotiate most aspects of the arbitration process, including whether lawyers will be present and which standards of evidence will be used.

STRESS MANAGEMENT

Introduction to Stress

Stress is a part of day-to-day living. It is a common human phenomenon and part of life. As college students we may experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. The stress we experience is not necessarily harmful. Mild forms of stress can act as a motivator and energiser. However, if our stress level is too high, medical and social problems can result. Work for most call centre staff involves deadlines to meet, targets to reach and problems to solve on a daily basis. The reality of working in the 21st Century, however, means that these deadlines are often moved, targets become ever more challenging and despite the promise of empowering workplaces, many individuals feel a loss of control over their daily lives. Everyone in his or her job, at some time experiences pressure. Too much pressure over a sustained period can however result in stress, that is, unless it is managed properly. Stress has been called the "invisible disease" and can affect us, our employer, our colleagues and those closest to us. It is important therefore that we understand what it is and how we can manage our working life in order to minimize its occurrence.

Definition

Hans Selye was one of the founding fathers of stress research. His view in 1956 was that —stress is not necessarily something bad – it all depends on how we take it. The stress of exhilarating, creative, successful work is beneficial; while that of failure, humiliation or infection is detrimental. Selye believed that the biochemical effects of stress would be experienced irrespective of whether the situation was positive or negative. Since then, a great deal of further research has been conducted, and ideas have moved on. Stress is now viewed as a "bad thing", with a range of harmful biochemical and long-term effects. These effects have rarely been observed in positive situations. The most commonly accepted definition of stress (mainly attributed to Richard S Lazarus) is that stress is a condition or feeling experienced when a person perceives that "demands exceed the personal and social resources the individual is able to mobilize." In short, it's what we feel when we think we've lost control of events. Stress is the —wear and tear, our minds and bodies experience as we attempt to cope with our continually changing environment. We can say,

$$S = P > R$$

Stress occurs when the pressure is greater than the resource.

Types of Stress

- **Eustress** refers to the stress that is induced from events that are perceived to be good or positive (also referred to as the —good stress). Examples include starting college, getting married, or having a baby.
- **Hypostress** refers to the stress that is induced from lack of stimulation or boredom, which may not have any consequential effect.

- **Distress** refers to stress that is induced from events that are perceived to be bad or negative (also referred to as —bad stress). Examples include failing an exam, fighting with a friend, or getting a speeding ticket.

Under distress we have three types of stress as described, in the order of increasing intensity:

- Basic Stress
- Cumulative Stress
- Traumatic Stress

Basic Stress: Every individual experiences basic, minor stress in daily situations that may produce tension, frustration, irritation, anger, etc. A person's vulnerability (reaction) is largely determined by one's physical and psychological strength or weakness at these times, and thus the level of stress will vary accordingly. For example, a person who is ill, has not had enough sleep, or is troubled or worried, etc., is likely to react more readily and more intensely. Personal attributes which may contribute to one's reaction to stress are:

- Past experiences
- Education
- Professional skills
- Philosophical approach to life
- Age
- Level of physical fitness; and
- Personal self-esteem.

Stress consumes physical, cognitive and emotional energy. Although it is natural to suffer some degree of stress in difficult situations, in order to avoid disruption of a person's ability to function properly, both physically and mentally, stress should not be allowed to accumulate to a point where it cannot be controlled.

Cumulative Stress

Cumulative stress is the result of strain that occurs too often (frequency), lasts too long (duration) and is too severe (intensity). In these circumstances, distress leads to exhaustion and other manifestations so that a person is unable to cope with the amount of stress he/she is experiencing. He/she may be assigned to work with colleagues that are not personally or culturally compatible. In addition a person may be challenged by minor, irritating strains related to unfamiliar or unpleasant situations. For example, difficulties related to housing (privacy, shortages of water, heat/cold, noise, etc.); travel (risks, threats, tedious controls at checkpoints); food (shortages, diet, illness); unfamiliar language and culture, etc. A person may suffer the personal stress of being away from home, friends and loved ones, and become lonely and vulnerable to the effects of permanent low grade stress, or even to acute traumatic stress. If cumulative stress is not cared for, it may lead to burn-out or flame-out, which may precede other very serious stress disorders.

Burn-out

Ongoing stress may result in burn-out, or professional and personal exhaustion. A person suffering from burn-out will exhibit changed attitudes concerning his/her work & colleagues. For example, a person suffering from burn-out will either avoid work or, more often, become totally immersed in it and will exclude all other aspects of life. Usually there are signs of depression, loss of self-confidence and/or self-esteem, diffused sadness, guilt and grief.

Flame-Out

In the case of a rapid onset burnout, particularly if the needs for periodic rest, proper food and exercise are overlooked or ignored, the so-called flame-out phenomenon may result. Usually this reaction to stress can be treated at once by instructing the person experiencing flame-out to leave the scene temporarily, until he/ she has regained control/composure.

Some symptoms of flame-out are: Intense fatigue often associated with exhausting hyperactivity;

- Feelings of sadness, discouragement, depression; guilt, remorse; hopelessness;
- Failure to admit to a state of psychological exhaustion, and denial of any loss of
- Efficiency- Inability to objectively and accurately assess personal and professional
- Performance- Physical signs of exhaustion may also be experienced, e.g. fatigue;
- Headache, back pain, and stomach ulcer (called stress ulcer).

Traumatic Stress

Whereas cumulative stress increases over a period of time and at some point can be recognized and arrested, traumatic stress is the result of a single, sudden and violent assault which harms or threatens an individual or someone close to him or her, either physically or psychologically. The following are examples of trauma which may be experienced in the field:

- Being a powerless spectator of violence, murder, large scale massacres, epidemics, disasters or famines
- Hearing first-hand reports of ill-treatment and torture
- Direct or indirect intimidations and threats
- Bombing of buildings; mining of roads
- Attacks on vehicles and convoys
- Armed attacks and robberies
- Witnessing large-scale material destruction.
- Although the range of emotional reactions to trauma is limited, such reactions may vary from one individual to another.

The time it takes for these reactions to appear, and their severity, depends on the person's character and vulnerability at the time. The reaction(s) may appear immediately, or after a few hours or days: this is acute stress disorder. Or the reaction(s) may appear after a few months, or

in rare cases, in a few years: this is post-traumatic stress disorder (PTSD) PTSD may be compared to a wound that will not heal naturally.

An individual with PTSD may, after a period of well-being, experience a delayed onset disorder which generally can be recognized by several criteria:

- Persistent re-experiencing of the traumatic event
- Avoiding association with any stimulus that is a reminder of the trauma
- Symptoms of exaggerated alertness or caution and possibly inappropriate or even violent, reactions to threatening situations.

What Causes Stress?

Although we tend to think of stress as caused by external events, it is the way in which we interpret and react to events that makes them stressful. People differ dramatically in the type of events they interpret as stressful and the way in which they respond to such stress. For example, speaking in public can be stressful for some people, and not for others. Also the type and severity of stress response varies from one individual to another, according to their personality, experience, motivation and the support they receive from managers, colleagues, family and friends. It's important to identify the causes of stress and try and deal with those causes as quickly as possible before the more serious symptoms of stress become apparent. Change is stressful. Stress is often caused by a major life event. It might be divorce, a child leaving home, getting pregnant, moving to a new home, changing jobs, finding out we are ill, moving school, going to college and so on. When change happens quickly, it is likely to be more stressful. If we have many changes to cope with at the same time, more stress is experienced.

Routine and daily causes of stress

We don't very often have a major change in our life but, other things are stressful too. Because these small upsets occur so often, they often give us the most stress. Examples of daily causes of stress are:

- Relationships
- Social environment
- Internal

Examples of daily causes of stress at work;

- Job demands
- Job security
- Relationship with supervisor and/or co-workers

Common symptoms of include:

- Physical
 - Headaches
 - High blood pressure
 - Sleep disturbances
 - Nausea
 - Tearfulness

- Muscular aches and pains
- Behavioural
 - Poor concentration
 - Memory loss
 - Irritability
 - Reduced work performance
 - Withdrawal from usual social contacts.
- Psychological
 - Depression
 - Lack of motivation
 - Poor concentration and memory
 - Low self esteem
 - Fear of failure.

What Does and Doesn't Work

What doesn't work to manage stress? Drugs and alcohol may help suppress or mask certain symptoms in the short-term, but they do nothing in helping us deal with the sources of the stress itself and of course can be self-destructive in the long run. Catharsis, screaming into a pillow or playing aggressive video games, doesn't work any better and can actually increase some people's feelings of anger and aggression. While stress can't be eliminated, it can be managed so that it's not a destructive force in our lives. The first strategy, wherever possible, is to remove the stressor from our life, or to remove oneself from the stressor. Get rid of small irritations; end damaging relationships. The second option is to change our response and/or our interpretation of the situation. Because part of the source of stress in any situation lies in our attitudes and beliefs, we can never really run away from it. Thus, a good formula for coping with stress involves striking a balance between changing our environment and changing ourselves.

Simple means to cope with Stress

Remember our goal is not to eliminate stress but to learn how to manage it and learn how to use it to help us. Insufficient stress acts as a depressant and may leave us feeling bored or dejected. On the other hand, excessive stress may leave us feeling tied up in knots. What we need to do is to find the optimal level of stress which will individually motivate but not overwhelm each of us. The following solutions may help reduce or make you more resilient to stress:

Identify personal stressors if we can, work out what in particular stresses we are and explore some practical ways to minimize the cause. There may be some issues we cannot change immediately, but there may be others we can alter or avoid.

Individual approach Positive Ways to Cope with Stress

1. Exercise - Whether one garden, roller-blade or do yoga, physical activity is one of the best methods to relieve stress and strengthen our body to withstand its effects.
2. Escape – for awhile. Get away from whatever is causing the tension. Lose oneself in a book or take a bath so we can calm down and come back to deal effectively with the situation.
3. Eliminate small hassles wherever possible.

4. Breathe- Take time out to practice slow breathing. As we exhale very slowly say the word "relax" or "calm." As the air expires, let the body relax.
5. Try relaxation or meditation. Consider taking a course to learn these techniques. Or, make an appointment with a counsellor to learn the basics.
6. Be realistic. Don't try to be superhuman: be realistic and don't expect too much from oneself. Make a good effort, but don't try to achieve the impossible.
7. Draw on spirituality. If we draw strength from our spirituality, make time for it. It may fortify us to cope with stressful demands or help us to put things into perspective.
8. Set priorities and goals. Managing our time well reduces stress. When we're overwhelmed, take time to figure out what our priorities are. Then, break down intimidating projects into smaller steps. Devising and sticking to a weekly schedule can also help.
9. Take time for us. Plan a little time each day for fun and recreation, whether our thing is playing the guitar, reading trashy novels or playing pinball. We'll find that it will help us deal with stress.
10. Note the positive. Take time to consciously reflect on and even write down or all the things that are good in our life. This can help keep us grounded as the tornado whirls around us.

In mediation, disputants enlist a trained, neutral third party to help them come to a consensus. Rather than imposing a solution, a professional mediator encourages disputants to explore the interests underlying their positions.

Working with parties both together and separately, mediators seek to help them discover a resolution that is sustainable, voluntary, and nonbinding.

TIME MANAGEMENT

Time Management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands upon a person relating to work, social life, family, hobbies, personal interests and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending/managing activities at their own time and expediency.

Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope. It is also important to understand that both technical and structural differences in time management exist due to variations in cultural concepts of time.

Benefits of Time Management

The ability to manage our time effectively is important. Good time management leads to improved efficiency and productivity, less stress, and more success in life. Here are some benefits of managing time effectively:

1. Stress relief

Making and following a task schedule reduces anxiety. As we check off items on our "to do" list, we can see that we are making tangible progress. This helps us avoid feeling stressed out with worry about whether we're getting things done.

2. More time

Good time management gives us extra time to spend in our daily life. People who can time manage effectively enjoy having more time to spend on hobbies or other pursuits.

3. More opportunities

Managing time well leads to more opportunities and less time wasted on trivial activities. Good time management skills are key qualities that employers look for. The ability to prioritize and schedule work is extremely desirable for any organization.

4. Ability to realize goals

Individuals who practice good time management are able to better achieve goals and objectives, and to do so in a shorter length of time.

For Effective Time Management After considering the benefits of time management, let's look at some ways to manage time effectively.

1. Set goals correctly

Set goals that are achievable and measurable. Use the SMART method when setting goals. In essence, make sure the goals we set are Specific, Measurable, Attainable, Relevant, and Timely.

2. Prioritize wisely

Prioritize tasks based on importance and urgency. For example, look at our daily tasks and determine which are:

Important and urgent: Do these tasks right away.

Important but not urgent: Decide when to do these tasks.

Urgent but not important: Delegate these tasks if possible.

Not urgent and not important: Set these aside to do later.

	URGENT	NOT URGENT
IMPORTANT	I urgent and important DO	II not urgent but important PLAN
NOT IMPORTANT	III urgent but not important DELEGATE	IV not urgent not important ELIMINATE

3. Set a time limit to complete a task

Setting time constraints for completing tasks helps us be more focused and efficient. Making the small extra effort to decide on how much time we need to allot for each task can also help us recognize potential problems before they arise. That way we can make plans for dealing with them.

4. Take a break between tasks

When doing a lot of tasks without a break, it is harder to stay focused and motivated. Allow downtime between tasks to clear our head and refresh oneself. Consider grabbing a brief nap, going for a short walk, or meditating.

5. Organize oneself and Plan ahead

Utilize our calendar for more long-term time management. Write down the deadlines that are part of completing the overall project. Think about which days might be best to dedicate to specific tasks. Make sure we start every day with a clear idea of what we need to do – what needs to get done THAT DAY. Consider making it a habit to, at the end of each workday, going ahead and

writing out your "to do" list for the next workday. That way we can hit the ground running the next morning.

6. Remove non-essential tasks/activities

It is important to remove excess activities or tasks. Determine what is significant and what deserves our time. Removing non-essential tasks/activities frees up more of our time to be spent on genuinely important things.

Time management is a very important skill to be learned and to be mastered in order to have a better lifestyle. Good time management allows us to accomplish more in a shorter period of time, which leads to more free time, which lets us take advantage of learning opportunities, lowers our stress, and helps us focus, which leads to more career success. Each benefit of time management improves another aspect of our life.

EMOTIONAL MANAGEMENT

Emotional management is a set of skills that can help us react constructively to people or events. Learning how to manage our emotions can benefit our career by helping us make rational choices and develop relationships with others. Improving our emotional management skills may take time and effort, but it can have positive results in our professional life.

Emotional management skills are abilities that help us regulate our emotional responses to situations. They are a key part of emotional intelligence, which is a term that refers to a person's ability to identify and understand their own emotions and those of other people. Emotional management skills may take time and effort to develop, but they can help us become an effective professional and supportive teammate.

Professionals who regulate their emotions might find it easier to act rationally in high-stress situations and make effective professional choices. Developing emotional management skills can help professionals in a wide range of industries and jobs, including leadership positions.

Emotional management skills can help you perform many tasks, including:

- Resolving conflict with colleagues or clients
- Giving presentations or speaking publicly
- Assisting customers
- Leading performance evaluations
- Training new teammates
- Mentoring colleagues
- Completing tasks under time constraints
- Adapting to changes in project plans

Here are some emotional management skills that can help us develop professionally:

1. Self-awareness

Self-awareness is a skill that allows us to predict how a situation or person might affect us by understanding our own emotional state. It can allow us to observe our emotional reactions to situations and learn how to improve our responses. For example, if we understand that being prepared allows us to feel calmer and more confident at work, then we can take steps to ensure that we're as prepared as possible for the workday. Feeling secure in our work environment can lower our stress levels and make us more resilient to changes or obstacles.

2. Reflection

Reflecting allows us to discover why we had a certain emotional reaction to a situation or person and can help us resolve conflicts by separating the emotion from the situation. For example, if we had a conflict with a colleague about a decision they made while we were absent from work, it might help to reflect on whether we disagree with their decision or whether we feel insecure that we weren't present for the discussion. Knowing the cause of our feelings might help us reach a compromise with our colleague.

3. Acceptance

A key emotional management skill is the ability to accept our emotions without assigning a value to them, which can help us react rationally to a situation that's causing us to feel a certain way. By accepting our emotions, we can often recover from an emotional reaction more easily, allowing us to focus on the next task. Learning to accept our own emotions can also help us develop empathy towards others by relating our emotions to their own.

4. Perspective

Developing a sense of perspective can help us manage our emotions by placing them into context. For example, if we feel nervous before giving a presentation to an audience, we can put that emotion into perspective by recognizing that it's normal to feel some anxiety about public speaking and that many successful professionals feel this way. Perspective can remind us that emotions are a healthy response to situations and that we can overcome them to accomplish our tasks.

5. Empathy

Empathy is the ability to relate to how other people feel in a situation using our own experience. Using empathy in the workplace can help us build rewarding relationships with colleagues and prevent conflicts. We can use empathy to recognize when a colleague needs help managing their workload and understand when they become frustrated at an obstacle or delay. Understanding their feelings can help us work with them to create a solution to the problem.

Here are some techniques we can use to develop our emotional management skills. Some of these techniques, like breathing exercises, can help us regulate our emotions during moments of stress or excitement. Others, like journaling, are regular practices that can help you improve our reaction to situations or people.

1. Find ways to express our emotions

Expressing our emotions freely outside of work can help us manage them during the workday. We might call friends or family members and talk to them about how we're feeling, which can also allow us to get some feedback or perspective on our experiences.

2. Recognize what makes us feel good

Part of self-awareness involves identifying positive emotions and their causes. By recognizing the parts of our job that trigger positive emotions, we can build a strong sense of accomplishment in our work, which can make us more resilient when we encounter obstacles.

3. Give oneself space

When we're in a situation that triggers an emotional reaction, it can help to excuse oneself briefly. Putting physical space between us and a situation can help us regain our composure and allow us to exercise our skills of reflection. We can take a walk outdoors, but we can also walk to the water cooler or break room to get some space. If we work remotely, we can walk to a nearby window and look outside. Once we've gained some perspective on our emotions, we can often return to the situation calmly and find a solution.

4. Explore mindfulness

Mindfulness is a meditation technique that focuses on the sensations and emotions we feel in the moment. The goal of mindfulness exercises is to stay fully present in the moment and avoid thinking about future or past concerns. Mindfulness can calm us and help us develop a sense of perspective about our emotions and our daily tasks. We can start our meditation exercises by taking a few minutes at the beginning of every day to focus on our breathing.

5. Learn breathing techniques

Several breathing techniques can help us calm and regulate our feelings while we're in an emotional situation. By focusing on our breath, we can reduce the impact of the emotion on our body and mind, which may allow us to complete our task or resolve the problem. When we're doing a breathing exercise, inhale and exhale deeply and slow our pace.

6. Keep a journal for our moods

Writing in a daily journal can be an effective way to understand our emotional responses and learn to manage them. When we're writing in our journal, include information on how we felt that day and what events triggered different emotional responses. We can re-read our journal entries to learn about our common emotional triggers, which can help us predict our responses to situations in the future.

7. Listen to podcasts or read books about emotional management

Many books and podcasts provide techniques to improve our emotional management, focusing on mental health or productivity. They can also give us information about the brain chemistry of emotional responses and other information that can help us understand our feelings.

8. Consider speaking to a professional

A licensed therapist can help us develop effective emotional management skills to maximize our productivity and build a healthy work life. They may perform individual therapy or lead support groups for a wide range of situations. Meeting with a therapist can allow us to express our emotions freely, discover the motivations behind our emotional responses and practice coping techniques in a safe space. They can also recommend resources and activities to help us further.

HABIT

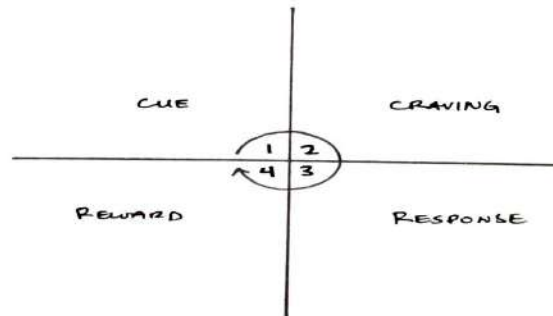
For most people habit is something they do normally, spontaneously, regularly, without paying attention, without thinking or bothering about it. They think that they can form a habit as well as break it easily. Presume that breaking can be done as and when they want it. Habits are behavioural responses to stimuli. Frequent repetitions can make these responses form behavioural patterns and function automatically. It is easy to form bad habits and it is difficult to form good habits. While it is difficult to break bad habits, that is, bad habits are easily formed and they die hard.

Bad habits do not need great efforts, will-power and motivation either to form or maintain. Often you want to hide your bad habits from others. You feel embarrassed or guilty once someone knows about it. However, there is no way to hide bad habits. It shows on your health and/or body language. Bad habits, even changed, often leave an indelible mark. Both good and bad habits are formed by peer group influence and/or environment. But much depends on the individual perception and belief to retain a good habit or to change a bad habit. Bad habits give immediate satisfaction or gratification but results in poor long term results. Good habits do not give instant gratification but benefits with rich dividends in the long run. Forming bad habits are dangerous and extremely harmful. Therefore, it is better to nip a bad habit in the bud itself. Charles Noble said " first we make our habits and then our habits make us."

The Science of How Habits Work

The process of building a habit can be divided into four simple steps: cue, craving, response, and reward. Breaking it down into these fundamental parts can help us understand what a habit is, how it works, and how to improve it. This four-step pattern is the backbone of every habit, and our brain runs through these steps in the same order each time.

THE HABIT LOOP



First, there is the cue. The cue triggers our brain to initiate a behavior. It is a bit of information that predicts a reward. Our prehistoric ancestors were paying attention to cues that signaled the location of primary rewards. Today, we spend most of our time learning cues that predict secondary rewards like money and fame, power and status, praise and approval, love and friendship, or a sense of personal satisfaction.

Our mind is continuously analyzing our internal and external environment for hints of where rewards are located. Because the cue is the first indication that we're close to a reward, it naturally leads to a craving.

Cravings are the second step of the habit loop, and they are the motivational force behind every habit. Without some level of motivation or desire—without craving a change—we have no reason to act. What we crave is not the habit itself but the change in state it delivers. Every craving is linked to a desire to change your internal state.

Cravings differ from person to person. In theory, any piece of information could trigger a craving, but in practice, people are not motivated by the same cues. Cues are meaningless until they are interpreted. The thoughts, feelings, and emotions of the observer are what transform a cue into a craving.

The third step is the response. The response is the actual habit we perform, which can take the form of a thought or an action. Whether a response occurs depends on how motivated we are and how much friction is associated with the behavior. If a particular action requires more physical or mental effort than we are willing to expend, then we won't do it. Our response also depends on our ability. It sounds simple, but a habit can occur only if we are capable of doing it.

Finally, the response delivers a reward. Rewards are the end goal of every habit. The cue is about noticing the reward. The craving is about wanting the reward. The response is about obtaining the reward. We chase rewards because they serve two purposes: (1) they satisfy us and (2) they teach us.

The first purpose of rewards is to satisfy our craving. Yes, rewards provide benefits on their own. Food and water deliver the energy we need to survive. Getting a promotion brings more money and respect. Getting in shape improves our health. But the more immediate benefit is that rewards satisfy our craving to eat or to gain status or to win approval. At least for a moment, rewards deliver contentment and relief from craving.

Second, rewards teach us which actions are worth remembering in the future. Our brain is a reward detector. As we go about our life, our sensory nervous system is continuously monitoring which actions satisfy our desires and deliver pleasure. Feelings of pleasure and disappointment are part of the feedback mechanism that helps our brain distinguish useful actions from useless ones. Rewards close the feedback loop and complete the habit cycle.

If a behavior is insufficient in any of the four stages, it will not become a habit. Eliminate the cue and our habit will never start. Reduce the craving and we won't experience enough motivation to act. Make the behavior difficult and we won't be able to do it. And if the reward fails to satisfy our desire, then we'll have no reason to do it again in the future. Without the first three steps, a behavior will not occur. Without all four, a behavior will not be repeated.

In summary, the cue triggers a craving, which motivates a response, which provides a reward, which satisfies the craving and, ultimately, becomes associated with the cue. Together, these four steps form a neurological feedback loop—cue, craving, response, reward; cue, craving, response, reward—that ultimately allows you to create automatic habits.

ZEIGARNIK EFFECT

In the 1920s, Russian psychologist Bluma Zeigarnik observed an odd thing. While dining out, she was impressed by the complex orders the wait staff was able to remember at one time. Yet, as soon as the bill was paid, the wait staff forgot completely what the orders were. This observation gave rise to the study of what would become known as the Zeigarnik Effect.

The Zeigarnik Effect refers to our tendency to remember incomplete or interrupted tasks better than completed ones. At first glance the Zeigarnik Effect can seem like a handy adaptation: It's good to remember the things we need to do, and it's a positive thing to want to finish the things we start. The problem when it comes to our productivity is two-fold:

First, each incomplete task our brain reminds us about takes up a bit of our attention, splitting our focus and making it harder to concentrate on whatever we're currently working on.

One study found that people who were interrupted during a task performed worse on a subsequent task than those who were allowed to complete the first task before starting the second one.

Second, even if we manage to physically disconnect from work, the Zeigarnik Effect ensures that our unfinished tasks follow us home. They intrude on our family dinners, our vacations, our weekends, and our sleep. There will always be work left to do. We need a way to find relief from the Zeigarnik Effect so we can mentally disconnect in our hours away from work.

The good news is we don't have to actually complete all of our tasks in order to feel mental relief from the Zeigarnik Effect. Research shows that simply making a plan to finish our incomplete tasks can snooze our brain's automatic reminders.

What you can do about it:

Write our tasks down. Our brain is a terrible filing system. Instead of keeping tasks in our head, make a habit of writing them down as soon as they come to us.

Have a system for organizing and regularly reviewing our tasks. Our system won't work if our brain doesn't trust that it's accurate and up-to-date. Create rituals for planning our day and week so our brain can trust we're working on the right things at the right time and can worry about everything else later.

Have an end of work shutdown ritual. Make a plan for tomorrow before we end the work day so our unfinished tasks don't linger in our mind after-hours.

Find a small way to just get started. The Zeigarnik Effect can also be used to our advantage. When we find ourselves putting off a particularly big or difficult task, identify a very small first step we can take. The simple act of starting can trigger our brain to want to keep going to the end.

Don't forget to look back at how far we've come. Another negative side effect of the Zeigarnik Effect is that we quickly forget everything we've already accomplished. Don't forget to look back at our completed tasks during a weekly review to celebrate what we've already

CONCLUSION

Most interactions with other people require some level of soft skills. At a company we might be negotiating to win a new contract, presenting our new idea to colleagues, networking for a new job, and so on. We use soft skills every day at work and developing these soft skills will help us win more business and accelerate our career progression. On the other hand, a lack of soft skills can limit our potential, or even be the downfall of our business. By developing strong leadership, delegation, teamwork, and communication abilities, we can run projects more smoothly, deliver results that please everyone, and even positively influence our personal life by improving how we interact with others. Soft skills are useful both in our professional and personal lives.

Automation and artificial intelligence will result in a greater proportion of jobs relying on soft skills. Advances in technology have caused tasks that require hard skills to decline, making soft skills a key differentiator in the workplace. A study by Deloitte Access Economics predicts that "Soft skill-intensive occupations will account for two-thirds of all jobs by 2030". As the cost of robots decreases and the performance of artificial intelligence improves, jobs such as manufacturing line workers, will become automated. Traditional skills like teamwork, communication and critical thinking will be more important than ever.

Personality development helps a person to understand the self. It helps us to develop characteristics and traits within us. It helps us to face all situations in life with a smile. It helps people to face difficult situations and find an appropriate solution to the same. This makes one to analyze situation in a correct manner and avoid negative attitude. As personality development helps us to understand the ways to deal with difficult situations, it mitigates stress. It encourages us to look into the brighter side of the life. Improving skills and expanding knowledge is a method of personality development. As a result, if we improve our personality, our skills will also be enhanced. Our communication skills, management skills, presentation skills, etc. are also improved by personality development.

Personality development helps us develop an impressive personality and makes us stand apart from the rest. Personality development also plays an essential role in improving one's communication skills. Individuals ought to master the art of expressing their thoughts and feelings in the most desired way. Personality development makes us a confident individual who is appreciated and respected wherever we go.

PROBLEMS AND CHALLENGES

Communication is the building block of every organisation. How an organisation communicates both internally and externally directly represents the business as a whole. Even with appropriate communication measures in place, problems still occur.

Modern workplaces are often more diverse than ever before, especially those businesses which work with international clients and employees. For successful cohesion and teamwork, managers devise new and engaging solutions and team building activities to educate employees on how to be more sensitive to cultural differences in workplace. An individual's ego and attitude often inhibit teamwork. If we see this in an organisation, one must try to resolve this and communicate that there is a better way to handle the situation. Listening skills allows us to better understand or empathize with what someone said rather than simply hearing them. One must stress the importance of active listening throughout the organization. Organisations use a wide range of communication methods and mediums to relay messages. One must ensure that our copy is well written and free of grammatical errors. Let other team members read all written correspondences before sending them to eliminate the chances of even smallest errors. Depending on the message, in-person communication is often more effective than over the phone or through email. Understanding when to use those varying methods of communication is essential to the success of the overall communication of business. While transparency works well for most organizations, the concept of over-sharing still requires temper. Over-sharing leads to gossip or the exchange of sensitive or inappropriate information. One must hence be careful while communicating and refrain oneself from committing these mistakes.

SWOC ANALYSIS

Strength: Few occupations are solo and require little to no communication with others day-to-day. Even those who are self-employed still have customers they have to talk to. Effective communication is an art, there's always room to keep learning, growing, and developing our talents. This is why we always need to be continuously developing this skill. The benefits of having good communication skills are enormous and will have a positive influence on both your personal and professional life. The course was well organized and was tailored to effectively deliver the intended objective of enhancing soft skills. Since the course was through an online portal, it became quite easy to learn things on my own pace and taking one step at a time. This also helped me to evaluate my own skills and make changes in my personality accordingly.

Weakness: The only shortcoming of the course was that it was in online mode. The conventional mode of education helped us to build the cherished teacher-student relationship which lacks in this modern mode of education. The course would have been more yielding and might have given a better learning experience in face-to-face or offline mode.

Opportunities: The course helped me develop and hone my skills. This brought awareness into communication skills, conflict resolution, non verbal communication, self actualization etc. These acquired skills will help me in my future endeavours. The course taught me the ability to listen, build a better relationship with colleagues, the skill to have job satisfaction with enhanced productivity and management skills at workplace, and also handling conflicts and problem solving techniques.

Challenges: The biggest challenge of this course for me was the continuity. It was a two month long course and somewhere in the middle it became quite cumbersome to continue but somehow with the regular motivation from the educator, I managed to keep negativity at par and successfully completed the course.

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ASSIGNMENTS

WEEK 1

1. What are the possible meanings of real learning?
 - **Human interaction with the environment**
 - Rejecting any possibility of change in oneself
 - Knowing a lot of trivia
 - Memorization skills
 - **Desire and willingness to change oneself for better**
 - Gathering many degrees
2. Which of the following reflects Stephen R. Covey's statement –“Begin with the end in mind”?
 - **One should have a goal in life.**
 - One should always be preoccupied with the future.
 - One should not pay any attention to the journey.
 - One should try to achieve one's goal even with ill means.
 - **One's purpose should drive one's present actions and motivations.**
 - One should always worry about all the bad possible outcomes.
3. Which of the following statements were made in Steve Jobs' Commencement Address at Stanford?
 - **“Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose.”**
 - “Seek first to understand, then to be understood.”
 - **“Death is very likely the single best invention of Life. It is Life's change agent.”**
 - “A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be.”
 - **“We are here to put a dent in the universe. Otherwise why else even be here?”**
 - “If you plan on being anything less than you are capable of being—if you plan on being anything less than you are capable of being, you will probably be unhappy all the days of your life.”
4. Self-Actualization is defined differently by different thinkers. Which of the following characteristics can contribute to its true meaning?
 - **Having efficient perceptions of reality**
 - **Being able to laugh at oneself**
 - Rejecting one's flaws
 - Changing oneself to fit other people's preferences
 - **Having a continued appreciation for freshness**
 - **Investing in one's creative and emotional growth**
 - Acting on the basis of one's prejudices and biases
5. Which of the following suggestions would you give to Rani, who is trying to develop Self-Management Skills?
 - **Prepare and plan**
 - Make time for no-value tasks
 - **Develop empathy**
 - Ignore emotionally challenging situations for as long as you can

- **Know your priorities as you begin with the result in mind**
 - **Learn from your failures**
6. Which of the following can make your inner core weak?
- **Pessimism**
 - **Fixed Mind-Set**
 - Expecting the best
 - **Low Self-Esteem**
 - Confidence
 - **Poverty of Mind**
7. Within Abraham Maslow's Hierarchy of Motivations, which of the following falls under the category of Emotional Needs?
- Sex
 - Food
 - **Love**
 - **Understanding**
 - Esteem
 - **Belongingness**
8. Danah Zohar defined twelve principles that contribute to one's spiritual intelligence. Which of the following are some of those?
- **Field Independence**
 - Self-Awareness
 - Isolation
 - **Eliminating Diversity**
 - **Spontaneity**
 - **Humility**
9. Different responses to various Optical Illusion exercises suggest the following:
- **There are perceptual differences among people.**
 - There is only one way of looking at the world.
 - One should reject other people's perceptions and opinions.
 - **They reveal the fact that an individual's perception of the world and his/her approach towards life may not be the same for all others.**
 - **Things may not be exactly how they seem to be at first.**
 - **They enhance self-awareness and empathy among people.**
10. Which of the following phrases indicate one's positive approach in life?
- **"See the glass as half full instead of half empty."**
 - **"There is light at the end of the tunnel."**
 - "Always expect the worst to happen because human life is to be lived in worst conditions."
 - "This is awful. I don't know what's going to happen to me or to anyone else in the world."
 - **"Every cloud has a silver lining."**
 - "Life is divided into the horrible and the miserable."

11. Fill in the blanks "I now see as emerging from our most basic and primary need for and experience of deep meaning, essential purpose, and our most significant values and how these lead to a deeper, wiser, more questioning life and affect our decisions and experience"

- **spiritual intelligence**
- soft skills
- holism
- material possessions
- facial features
- moral values

12. Which of the following lessons do we learn from the Funeral story discussed in Lect 2?

- One should plan things with no consideration for the result.
- All is well that begins well.
- **It is important to have a sense of purpose when we begin something.**
- One should be obsessed with winning
- Death is the greatest equalizer and thus, one should be consumed by its reality.
- Soft Skills are not important to one's life.

13. Which of the following is necessary for self-actualization?

- Ability to justify one's bad habits and flaws
- **Ability to maintain deep, loving bonds**
- Desire for excessive material wealth
- Ability to justify one's prejudices
- Co-dependence on her/his partner or friends
- Ability to repress one's negative emotions

14. What does perceptiveness mean?

- Maintaining a fixed mindset
- Expressing your negative emotions
- **Paying attention to gestures, non-verbal cues**
- Ability to cope with failure positively
- Ability to be rational in emotional situations
- Ability to tell the future

15. In the Three Need Theory by David McClelland, the need for Affiliation means:

- The sense of oneness with God
- **The sense of belonging to a group that affects you emotionally**
- The sense of being an influential member in a political party
- The sense of belonging solely to oneself
- The sense of romantic oneness with one's beloved
- The sense of satisfaction in being alone

16. According to Danah Zohar, the Sense of Vocation is an important principle underlying spiritual intelligence because:

- It makes one a global icon.
- It rejects the need for passion in any work.
- It fits well with the capitalistic nature of the market

- It is slavish in nature.
 - **It aligns one with one's deeper calling or purpose in life.**
 - It promotes religious beliefs.
17. Fill in the blanks: "To become better, deeper, more spiritually intelligent people, we have to grow a dimension of our being that is sensitive to the deepest meanings of human life – a sensitivity, if you like, to Plato's famous triad of values: ____, Truth, and ____."
- Goodness, Passion
 - Passion, Beauty
 - **Goodness, Beauty**
 - Life, Lies
 - Goodness, God
 - Life, Beauty
18. Which of the following suggests a celebration of diversity?
- A Bollywood-themed party
 - Religious segregation in a classroom
 - Making teams based on similar race, color, and caste
 - Allowing only a certain kind of food to a party
 - Making friends based on one's prejudices
 - **A fancy-dress competition highlighting different cultures**
19. "Fools rush in, where angels fear to tread," is a proverb about which of the following qualities?
- Handling Stress
 - Self-Confidence
 - **Patience, Trustworthiness, and Tolerance**
 - Emotional Balance
 - Spontaneity
 - Compassion
20. Abraham Maslow believes that "if you plan on being anything less than you are capable of being, you will probably be unhappy all the days of your life." Which of the following is closely linked to this idea?
- Authority/Power Motivation
 - Affiliation Motivation
 - Celebration of Diversity
 - Holism
 - **Self-Actualization**
 - Humility
21. Seven Habits of Highly Effective People is a book by Stephen R. Covey.
- **True**
 - False
22. Conceptualizing the end means that one should always be consumed by the notion of death.
- True
 - **False**

23. Time Management is not a soft skill.

- True
- **False**

24. According to Danah Zohar, Holism is not one of the twelve principles of Spiritual Intelligence.

- True
- **False**

25. One should not have a purpose in life; instead, one should float freely to be happy.

- True
- **False**

WEEK 2

1. Choose the 'key terms' synonymous with "conflict:"

- **Contradiction**
- **Disharmony**
- Acceptance
- **Dispute**
- Peace
- **Hostility**

2. Choose the persons with constructive conflict resolving qualities:

- **Shabnam disagrees with ideas rather than disagreeing with an individual's personality.**
- **Yusuf politely asks his neighbors not to park vehicles in front of his home and directs them to an alternative parking place.**
- Raveena disagrees with an individual rather than with their ideas.
- Sundar's disagreement delays his group's project and upsets their progress.
- Joe always expects apologies from others.
- **Gurpreet takes responsibility and tries to have a win-win solution.**

3. Consider the situation: You have a close friend circle of four members. One day, two of your friends are fighting in college on open ground. You stop them and enquire about the reason for their fight. They both blame each other for conspiring against them in the upcoming college election and spreading misinformation that would hurt their reputation. You also understand that your friends came to know about each other's misdeeds through gossip. The situation is getting hot and could cost their friendship. It could destroy your close friend circle. How would you resolve the conflict in such a scenario?

- **You will try to get the facts and attempt to verify the objective truth beyond the information gathered from gossip.**
- **You will advise them to focus on the problem rather than blaming each other.**
- You will ask them not to discuss anything about this and leave the place.
- **You will take them to a conducive environment as the open ground is not a place for negotiation.**

- You will ask them to listen to each other's stories patiently and decide after scrutinizing the truth from the gossip.
 - You will allow them to abuse each other and quarrel but in a private place rather than an open ground.
4. Why should one aim for a win-win solution?
- **It will create an intense feeling of mutual respect.**
 - It will help one to get all the attention and can boast about their generosity.
 - **Love grows deeper with every conflict resolved in a way that would benefit both the parties.**
 - It will help one from going to court, which would save money.
 - **It will help people become more intense and more compassionate with each other.**
 - One should not move toward a win-win solution.
5. Identify all the destructive traits that occurred during the conflict between the son and dad, as discussed in the Lecture-09:
- **Father belittled his son by comparing his score with others which functions as blame and a reason for failing to keep his promise.**
 - **Both were accusing each other instead of taking responsibility for the conflict.**
 - **Father keeps insisting that the problem is with his son, which provokes him.**
 - They were taking responsibility instead of blaming each other.
 - **Father uses abusive words such as "ungrateful dog."**
 - **They both were trying to play the victim and wanted the other to apologize.**
6. The skill of Conflict Resolution is essential because:
- **It will make one the desired person in both professional and personal space.**
 - It will help one to gain an authoritative power.
 - **It will help one to build harmonious relationships with others.**
 - It will help one win an Oscar Award.
 - **It can determine one's ability to be a leader.**
 - It will help one to solve a software program.
7. Choose the appropriate statements that "emphasizes needs" rather than "demanding solutions" during a conflict:
- **"Hey, guys! Nice Music! I need a quiet atmosphere because I am preparing for my exam tomorrow."**
 - **"Hey! There is some error in your typing. Nothing to worry about, I will rectify them. Give me the document."**
 - **"Sir, could you kindly not park the vehicle in front of my home. It blocks our passage. I will show you an alternative place."**
 - **"Hello, sir, this is a railway station, and many people are here. Could you kindly not smoke in a public place?"**
 - **"I know you are good at English but struggle with Mathematics. How was the exam? Would you pass the exam?"**
 - "You goose, we are just freaking out, you can find a peaceful place yourself."
8. "Putting yourself into the shoes of the others" means:
- To borrow a shoe from your friend and wear it to a party
 - **To express empathy**
 - To donate a shoe to a homeless person

- **To try and understand what another person might feel**
 - To oppose what others are trying to say
 - To deny the experience of another individual and promote only your experience
9. Choose the CORRECT statements about conflicts:
- Interpersonal conflict happens within oneself.
 - Intrapersonal conflict happens between two or among a few people.
 - **Intrapersonal conflict needs the toughest conflict resolving skills.**
 - Intergroup conflict occurs within a group.
 - Intragroup conflict happens between two or among different groups.
 - **Intrapersonal conflict leaves one with a psychological dilemma.**
10. Identify the ways to focus on the problem rather than on the person:
- **Find the cause rather than the doer**
 - **Listen to the opposition to know their values**
 - **Have the attitude: "It is not the person I am opposing but a few of his notions."**
 - Always blame the opposition for the conflict
 - Be rigid with your ideas and never submit to your opposition's views
 - Always fight to prove your point
11. Choose the ODD statement out regarding conflict:
- "Should I get up or sleep for a while?"
 - "I am not sure whether I should skip breakfast or eat it."
 - "I am exhausted, but I have work. Should I procrastinate or not?"
 - "Should I give up laziness or not?"
 - "I am confused; which treatment should I prefer for my knee pain: Ayurvedic or Allopathic?"
 - **"You always say 'okay,' but you never actually care what I want."**
12. What does NOT make conflict a positive event?
- Conflict can be used for clarifying, learning, and for promoting a stimulating environment.
 - It can help strengthen an intimate relationship.
 - Creative solutions can be arrived at in the workplace.
 - **Conflicts can create anxiousness and confusion in children, leading to psychological disorders.**
 - It helps in developing new ties and friendships.
 - Conflicts are opportunities for growth and overcoming hurdles.
13. Based on the given description, identify the person who is handling conflict in the WRONG way:
- Imran always embraces conflict and sees it as a part of day-to-day life.
 - John retrospectively looks at the conflict and introspects on the ways he resolved it.
 - Vivek, instead of being a passive observer at the time of conflict, tries to help people to resolve it.
 - Mala gently interferes in unknown situations and attempts to resolve conflicts.
 - **Raju does not listen to others' experiences but tries to dominate and win conflicts.**
 - Gauri uses conflicts as stepping-stones to strengthen her character and personality.
14. Raju usually appears to be a casual person who does not start his assignment till the day before the deadline. His inactiveness can only be broken when forced or under pressure

to work. Nonetheless, once Raju starts the work, he finishes it before time and in a perfect manner. He seems to enjoy doing great work at the last moment. How would you interpret this situation?

- There should not be any deadline for assignments.
 - Raju is incapable of doing any work.
 - **Raju is using Eustress for his benefit and gets work done.**
 - Raju's teacher is a strict person who does not allow late submissions.
 - Raju's teacher puts a lot of pressure on students.
 - Raju is an active person in his class.
15. What is NOT a trait of Eustress?
- It helps in brainstorming and inducing creative ideas.
 - It helps to become an expert at solving problems at the last minute.
 - It pumps in adrenalin.
 - **It slows you down and will give splitting headaches.**
 - It helps to break inactivity.
 - It has positive effects on people.
16. Hans Selye says: "It is not _____ that kills us, it is our _____ to it."
- blood pressure, medication
 - cancer, reaction
 - **stress, reaction**
 - reaction, stress
 - accident, carelessness
 - war, lethargy
17. What is the way to master stress?
- Get into substance abuse and liquor practices
 - Isolate yourself and avoid opening up to anyone
 - Shout at people to relieve stress
 - **Have healthy habits and focus on intrapersonal stress first**
 - Avoid medical help even if the mental pressure is out of control
 - Lie to friends and family that you are not under stress
18. What is the CORRECT statement about stress?
- Stress is an Italian way of cooking.
 - Stress is the reason for the formation of black holes.
 - **Stress is caused by mental pressure, emotional worries, and physical strain.**
 - Stress is the state when an individual is at serenity.
 - Stress indicates that you have a better personality.
 - Stress is the name of a computer program.
19. You are going on a business trip to sign a deal for your company. Unfortunately, you overslept at the hotel due to the body pain from travelling and were late for the meeting. You panic and start worrying that the company might fire you off. To make matters worse, on the way to the meeting, you find that you have brought in the wrong documents. You lose your emotional stability and break down, considering the blunder you have made. You are starting to have severe headaches, shortness of breath, and you lose your composure. You feel lost and do not know what to do next. What is the diagnosis of this situation?

- You are a person who has better conflict resolution skills.
- You don't care about the document because you are capable of win-win negotiations.
- You are focusing on the need rather than the solution.
- **You are stressed due to the recent mishaps and cannot handle it.**
- You are a happy-go-lucky person.
- You are capable of diffusing anger.

20. Who wrote the book Marriage and Morals?

- Mahatma Gandhi
- **Bertrand Russell**
- Chetan Bhagat
- Albert Camus
- R. K. Narayan
- Toni Morrison

21. Stress is a balance between situational demand and professional supply.

- True
- **False**

22. "I am right, but you are wrong" can lead to a win-win negotiation.

- True
- **False**

23. Third-party assistance to resolve conflict is ineffective.

- True
- **False**

24. Harmful stress is also known as "distress."

- **True**
- False

25. Three levels of conflict resolution are negotiation, mediation, and meditation.

- True
- **False**

WEEK 3

1. Which of the following statements are correct about habits?
 - A habit is a genetic quality.
 - **Bad habits do not require great efforts to be formed or maintained.**
 - One does not feel the need to hide one's bad habits.
 - Bad habits cannot be easily perceived; they can remain hidden forever.
 - People with good habits cannot make friends.
 - **Bad habits are reflected in one's personality, attitude, health, etc.**
2. In the Father-Son story discussed in Lecture 13, one learnt that bad habits do not disappear by themselves. Which of the following quotes or statements can be read as the morals of the story?
 - **A leopard doesn't change his spots overnight.**
 - Bad habits can enhance our growth.
 - **Breaking bad habits is like training a dog, you got to be consistent.**
 - **Habit is a cable; we weave a thread of it each day, and at last we cannot break it.**
 - **Bad habits leave indelible marks.**
 - Good habits cannot be developed after a certain age.
3. Which of the following can be considered good habits?
 - Sleeping late at night
 - Eating untimely and heavy meals
 - **Using time discreetly**
 - **Enjoying things in moderation**
 - Excessive, addictive forms of pleasure
 - **Cleaning your surroundings regularly**

4. Consider the following statements:

Suman gossips with her friends excessively.

Rajni eats her dinner on time and goes to sleep on time.

Dheeraj spends a lot of time on social media platforms.

Manisha criticizes all her friends and makes fun of them.

Koyal regularly eats junk food as midnight snacks.

Gaurav goes out for a morning run every day.

Which of these people have unhealthy habits?

- **Suman**
- **Dheeraj**
- Gaurav
- Rajni
- **Manisha**
- **Koyal**

5. What do we learn from the Doctor-Patient story discussed in Lecture 14?
- Peer pressure and the environment play vital roles in the development of our habits.
 - Smoking is a good habit.
 - Every doctor influences his patients to smoke.
 - Habits of youth necessarily fade away as one grows old.
 - **It depends on one's belief and determination to change or maintain habits.**
 - Bad habits have no effects on one's health.
6. "First we make our bad habits, then our bad habits make us." This statement CANNOT be attributed to:
- **Samuel Beckett**
 - Charles Noble
 - **A. P. J. Abdul Kalam**
 - **Aristotle**
 - **William Golding**
 - **R. K. Narayan**
7. How can one counter the effect of Dopamine?
- **By accepting that sadness is a part of life**
 - By using drugs that counter its effects
 - **By engaging in self-hypnosis**
 - By telling yourself that Dopamine is harmful for your health
 - By seeking medical help
 - **By accepting that it is okay to be unhappy**
8. Which of the following are examples of the Zeigarnik Effect?
- **Sushmita binge-watches and completes every TV series she starts.**
 - Farha leaves most of her tasks incomplete.
 - **Joshi gets very anxious when any of the tasks on his to-do lists is left incomplete.**
 - Raman is unable to sleep during the night.
 - Priyanshi finds it difficult to focus on one thing at a time.
 - Samantha unduly procrastinates studying during her exam time.
9. Fill in the blanks in the following statement by William Shakespeare: "This above all: to thine ownself be (i) , and it must follow, as the night the day, thou canst not then be (ii) to any man."
- (i) positive
 - **(i) true**
 - (i) loving
 - **(ii) false**
 - (ii) negative
 - (ii) hateful
10. How can one break bad habits?
- One should give in to the habit-chain loop.
 - **One should realize that it cannot happen overnight.**
 - **One should try to replace the bad habit with a good one.**

- **One should avoid procrastination and finish small tasks slowly.**
 - One should always keep one's brain occupied and loaded.
 - One should ignore one's bad habits till they disappear on their own.
11. Which of the following is NOT an element of the Habit Cycle?
- Action/Reaction
 - Success/Failure
 - Stimulus/Thought
 - Reward/Punishment
 - **Spontaneity/Planning**
 - Character/Personality
12. Consider the following and choose the correct option:
 Assumption: The Zeigarnik Effect can be used for productivity and personal growth.
 Reasoning: The Zeigarnik Effect makes one move from one finished task to another, boosting one's confidence.
- Both the Assumption and Reasoning are incorrect.
 - Assumption is correct, Reasoning is incorrect.
 - Assumption is incorrect, Reasoning is correct.
 - Assumption and Reasoning are unrelated.
 - **Both the Assumption and Reasoning are correct.**
 - Assumption and Reasoning are insufficient to derive a conclusion.
13. Choose the correct statement about Dopamine-inducing drugs:
- They cause low levels of activity.
 - Their withdrawal can cause ecstasy.
 - **They motivate one to avoid unpleasant experiences.**
 - They are not addictive.
 - They stimulate the production of adrenaline.
 - They are suitable for children of ages less than eighteen.
14. Bluma Zeigarnik was a/an:
- American psychologist
 - German biologist
 - Russian chemist
 - American psychiatrist
 - **Russian psychologist**
 - German physicist
15. How can one deal with an abrupt emotional break-up using the Zeigarnik Effect?
- Starting a TV series to distract oneself
 - **Burning old photos or deleting messages to give the relationship a symbolic completion**
 - Not finishing any incomplete tasks
 - Staying busy by making to-do lists
 - Developing addiction for over-eating and excessive sleeping
 - The Zeigarnik Effect is useless in such cases

16. What do "earworms" refer to?

- Fungal infection in the ear
- **A song that keeps playing in one's head**
- Physical pain in one's ears
- Dirt from one's earphones
- New medical technology used to treat ear infection
- A new strain of Covid 19 virus that affects the ears first

17. In "Conscious Living: The Key to Positive and Lasting Changes," Sherry Stile suggests that:

- It is impossible to break bad habits.
- The Habit cycle is a myth.
- One cannot thrive in changing times.
- It is difficult to make sense of the Zeigarnik Effect.
- **One can not only survive life's unexpected changes and transitions but also thrive.**
- Conscious living requires one to do yoga.

18. Fill in the blank: "We are what we repeatedly do. , then, is not an act, but a habit."

- Life
- Happiness
- **Excellence**
- Sadness
- Sleep
- Positivity

19. According to the Mother-Son story discussed in Lecture 14; it is better to:

- Support bad habits than abandoning your child.
- Have bad habits than not have any habit at all.
- **Nip the bad habit in the bud itself.**
- Let bad habits develop and expect them to go away by themselves.
- Do what you are told than thinking for yourself.
- Listen to your mother all your life.

20. Developing good habits is very important. Why?

- Good habits make your brain heavy and occupied.
- Good habits make you overconfident.
- Good habits and bad habits go hand in hand.
- **Good habits make you irreplaceable and indispensable.**
- Good habits can isolate you from the rest of the world.
- Good habits disrupt your daily routine for the better.

21. A habit is a behavioural response to stimuli.

- **True**
- False

22. It is better to try and eliminate the Zeigarnik Effect rather than using it to inculcate good habits in order to reduce the risk.

- True
 - **False**
23. People's ability to change their habits quickly depends on their level of self-awareness.
- **True**
 - False
24. Unfinished tasks use a lot of mental resources, and occupy and block premium mental space, causing distraction and reduced focus.
- **True**
 - False
25. Sigmund Freud believes that bad times in retrospect appear to be the worst of times.
- True
 - **False**

WEEK 4

1. Choose all the correct statements concerning 'Verbal Communication':
 - **The four aspects of verbal communication are integrated.**
 - **Listening and reading are comprehension skills.**
 - Writing and speaking are comprehension skills.
 - **Listening and speaking skills are significant for job interviews.**
 - Talkative people communicate better than silent people.
 - **Listening is an active mental process.**

2. An academic conference on Physics is organized in Chennai. One of the keynote presenters talks about the relation between Physics and Taoism. Some members started mocking the presenter, and many left the conference room even before the speaker finished his presentation, thinking that science and philosophy cannot cohere as the former is based on facts, while the latter, on abstract ideas. A few years later, his ideas, published as a book titled The Tao in the Physics, was globally acclaimed, and won him many international awards. Identify the lessons pertaining to communication from the given scenario:
 - **Listeners should not be prejudiced against the speaker(s) and his/her ideas.**
 - Active listeners are supposed to be troublemakers.
 - **Listening with preconceived notions is a major hindrance to communication.**
 - **One should listen with an open mind.**
 - Hearing is better than listening in an academic conference.
 - The speaker should force the audience to listen.

3. Choose the correct statements about good communication:
 - **Good communication involves the whole body.**
 - **Good communication makes the speaker feel that his words are given proper attention.**
 - Good communication involves a lot of interruption.
 - Good communication is where the speaker and the listener share their prejudices.
 - **Good communication involves appreciation and acknowledgement.**
 - Good communication has nothing to do with body language.

4. Consider that you are conducting a two-day workshop at IIT Kanpur on the topic, "How to Become an Active Listener." At the end of the last day, you want to summarize everything you have taught. What are the appropriate points to add to your summary?
- **Be courteous—Be considerate—Treat the speaker as a guest**
 - **Pay full attention—Eliminate distraction—Switch off the phones**
 - Interrupt often—Click pictures and post them on Instagram during a speech
 - **Carry a diary with you—Note down essential points—Minimize self-talk**
 - **Reflect on the lecture—Seek clarification—Show empathy**
 - Distract the speaker—Show off your costly phone—leave the conference before the speech ends
5. What are the significances of 'Active Listening'?
- **It helps to understand other people.**
 - It helps to assert authority.
 - **It helps to maintain a successful professional and personal relationship.**
 - **It helps to learn about new fields.**
 - **It improves one's negotiation skills.**
 - **It can help to know the needs of the customer.**
6. Consider a hypothetical situation where you are organizing a public lecture on environmental issues and global warming at the event of Holi. The Keynote speakers are highly reputed and globally recognized. Hence, you do not want any barriers to the audience's listening experience and ensure that the ideas are received well. What are the precautions you would take to avoid any listening barriers?
- **Close all the windows to avoid any noise from outside that arises due to the Holi celebration.**
 - **Announce a disclaimer asking the audience to switch off their mobile phones and refrain from communicating with each other during the lecture.**
 - Allow people to bring color powders and celebrate Holi inside the auditorium, as it is a significant festival.
 - **Check the quality of the mikes, speakers, and all technical tools, and keep spares in case any of them malfunctions.**
 - **Make sure to maintain a comfortable temperature and proper ventilation in the auditorium.**
 - Order attractive chairs, despite their uncomfortableness, expecting to impress the audience.
7. Identify genuine purposes for calling someone on the phone:
- To waste the time.
 - To pry on what others are doing.
 - To increase the phone bill of others.
 - To ask any trivial details that others have when one feels lazy to find it out by oneself.
 - **To share any important news.**
 - **To ask for help.**
8. Sudeep is from India but has lived in America for the past ten years. Owing to his busy work schedule, he did not visit his parents for a long-time. Hence, his parents, who are illiterate

farmers, did not get an opportunity to see their grandchildren at all. Also, their technological knowledge is limited to the use of an old television and a land line telephone. Sudeep had a bad experience talking over the phone to his father-in-law, who hates speaking over the phone; hence, he refrained from calling people from that moment. In such a situation, what are the appropriate ways for Sudeep and his parent to communicate with each other?

- Sudeep should always send letters to their neighbors and ask them to read them to his parents.
 - **Sudeep should use a telephone to call his parents as conversations make human communication warm and alive.**
 - Sudeep should avoid calls from his parents as it might cost him a lot and stick to writing letters.
 - **Sudeep should call his parents frequently and make his children speak to them.**
 - **Sudeep should visit his parents at least once a year because communicating only over the telephone will leave his parents uncared for.**
 - **Sudeep should ignore his experience with his father-in-law and realize that there are people who love to get a call from him and should make the call to his parents.**
9. Consider that you are working in a professional call center. What would be the best ways to tend to telephone calls?
- **Always start with your company's name, instead of just a "Hello."**
 - If the caller is rude, shout at them back.
 - **Ask permission from the callers to put them on hold.**
 - Use mother tongue instead of a common language that the callers could understand.
 - **If you have kept the caller on hold for a long time, apologize on returning.**
 - **At the end of the call, say "Thank You" with a smile.**
10. Identify the right ways to deliver unpleasant news:
- Avoid relevant information and delay the news by beating around the bush.
 - **Try to deliver the unpleasant news in a comforting way that would not break the receiver.**
 - Be rude and deliver a message like you are doing it only for the sake of the job.
 - **Start with sentences like "I am afraid, I might have to deliver an unpleasant news . . ."**
 - Avoid delivering the bad news so they will learn about it themselves.
 - Be abrupt and deliver in a way that would provoke their emotions.
11. Identify the appropriate meaning of the following sentence: "When you talk, you are only repeating what you already know. But if you listen, you may learn something new."
- **An open mind is the key for learning**
 - Speaking is significant than listening
 - Listening helps to reassert one's ideas
 - Talking instead of listening helps to be empathetic
 - Listening makes an individual ignorant
 - Listening and speaking are important than writing

12. Mohan was an average student who lacked concentration, and mostly heard lectures mindlessly, believing that he was genetically programmed to be like this and could not be an active listener. What is the right advice you would give to Mohan?

- "Hey Mohan! Active listening is for the intelligent, so you cannot be an active listener "
- "Hey Mohan, relax, bro! Lacking active listening is not your fault. You cannot listen actively because the lectures are stupid and boring. Don't waste time working on this skill. Better start playing video games."
- **"Mohan, active listening is not only for the intelligent ones but also it can be cultivated through practice. Start practicing it now; you will see great improvement if you are consistent."**
- "Mohan, do not worry about listening skills. It is not as important as speaking effectively."
- "Mohan, active listening consumes energy. So do not waste your energy on such petty things. Conserve it so that you can roam with friends at night."
- "Hey Mohan! Listening is an unconscious activity. It will come to you by default. Don't spend time practicing it."

13. Choose the appropriate statement about listening:

- When you talk, you are dominant. But if you listen, you are submissive.
- **Speakers cannot make the audience listen to them a hundred percent.**
- Speaking is more important than listening.
- Hearing can exhaust mental energy while listening conserves energy.
- Listening is an unconscious process.
- Listening can damage brain nerves.

14. "The Human Communication" is a leading Human Relations and Public Relations company. Many celebrities hire their HR/PR from this firm for their publicity. The firm has scheduled a job interview to recruit young lads. You are invited as one of the panel members of the interview committee owing to your expertise in body language analysis. Your job is to find the best communicator through body language. Six candidates are in the final round, but only one can be recruited. Who would you consider having the appropriate skills among the six exhibiting the following traits:

- Ram occupies a lot of space and keeps his eyes wavering all over the room and makes weird gestures. He chews gum and does not acknowledge the speaker in any way.
- Azar keeps swinging back and forth in his chair; besides, he constantly looks at his phone while the speaker is speaking.
- Shilpa gives sarcastic smiles and acts condescending toward the speaker if he gives different opinions from that of hers. She keeps humming some songs to interrupt and make fun of the speaker.
- Joseph profusely sweats due to anxiousness and keeps moving his legs constantly. He cannot stop biting his nails during conversation and is shy of making eye contact.
- **Alena focuses on the speaker and makes eye contact. Her mouth is shut while her hands and feet are still. She nods and leans forward often to agree with the speaker's ideas but does not interrupt him.**
- Narmada gives a negative facial expression that would represent terms like "yuck," "disgusting," and "awful." The speaker is repelled by her action and starts thinking that he is saying something wrong. Adding to this, she yawns to mock a point made by the speaker.

15. What is NOT a psychological barrier to active listening?
- Preconceived notions about the topic
 - Having cognitive dissonance
 - Intolerance towards opinions as opposed to your ideals
 - **Weather conditions causing an uncomfortable environment**
 - Possessing a fixed mindset
 - Troubled mind with personal stress and anxiety
16. Identify the person experiencing a communication barrier:
- Andrew attends a conference on Mathematics and is aware of the technical terms and formulas used in the lecture as a Mathematics graduate.
 - Martin stops reading comics in the class and gives full attention to the lecture as soon as his teacher starts teaching.
 - **Isabell does not like Professor Velraj as she heard an unpleasant gossip about him, so she distracts herself in the class by scrolling through social media.**
 - Manisha, despite having a difference of opinion with her parents, respects and acknowledges their views.
 - Richard notes down his questions and asks them to his teacher at the end of the class without interrupting the lecture.
 - Alizia is non-judgmental and never criticizes his teacher for his bad English as she is from the Hindi medium but tries to understand him patiently.
17. Identify the person who has appropriate telephone communication skills:
- Manoj saves time by making important phone calls when he reads the newspaper.
 - Mala never gives the speaker time to finish their dialogue and keeps interrupting.
 - **Michael does not attend the important call in a noisy place but goes home and calls back in a comfortable and noiseless environment.**
 - Miranda gets angry often during phone calls and ends them abruptly.
 - Madhan keeps chewing gum while on a call, thinking they would not know.
 - Rachel gets impatient over calls and forces people to talk fast.
18. Fill in the blanks: "People used what they called a _____ because they hated being closer together and they were scared of being _____."
- distance, together
 - telephone, together
 - communication, alone
 - **telephone, alone**
 - verbal communication, alone
 - letter, together
19. What is NOT an appropriate way to end a telephone conversation?
- Use sentences like: "It was nice talking to you!"
 - **If the caller refuses to end the call, get angry and tell them that they are being stupid.**
 - End the call with hope, rather than dejecting them with rude behavior.
 - If you are busy, let them know of the situation and assure them you will call back before ending the call.

- If you are talking on someone else's behalf, assure them that you have taken notes of information, which will be passed to them.
- End the call with a genuine sentence and a cheerful smile.

20. Identify the **WRONG** way to deal with a difficult caller:

- Use comforting silence with an angry caller.
- Make occasional pauses to understand the caller's need.
- Despite the caller being angry and rude, apologize for the inconvenience caused by the firm.
- **If an angry caller shouts at you, take it personally and yell at them back.**
- Always try to give some compensation for the trouble caused by the company.
- Be diplomatic to an angry caller.

21. Research indicates that about sixty per cent of listening skill is involved in effective communication.

- **True**
- **False**

22. In verbal communication, reading and listening are production skills.

- **True**
- **False**

23. Talkative people communicate better than calm and silent people.

- **True**
- **False**

24. Hearing is a mental activity that requires a lot of effort and concentration.

- **True**
- **False**

25. Aristotle said, "No one loves the messenger who brings the bad news."

- **True**
- **False**

WEEK 5

1. Identify those aspects that describe Cyborgs and their nature:
 - It is a result of the fusion between Biology and Chemistry.
 - Cyborgs are machines.
 - **They are cybernetic organisms**
 - They are a threat to human life.
 - **Human beings are slowly becoming cyborgs due to the growing significance of technology.**
 - Cyborgs exist only in mythology and fantasy books.
2. Consider the following statement by Marshall McLuhan and choose the correct options that describe its significance and have some relevance to it: "All media are extensions of some human faculty. . . . The wheel is an extension of the foot, the book is an extension of the eye . . . clothing, an extension of the skin . . . electric circuitry, an extension of the nervous system."
 - **In this techno-culture, these extensions have become real and have gained autonomy.**
 - **The extensions often give an identity to the source.**
 - The machine and the human are further separated from one another owing to this phenomenon.
 - Technology and humankind can never be completely connected.
 - **McLuhan says this in his text, The Medium is the Message.**
 - **A pacemaker can be seen as one such extension.**
3. Fill in the blanks: "Our machines are disturbingly (i) and we ourselves are frighteningly (ii) "
 - (i) inert
 - (i) **lively**
 - (i) dangerous
 - (ii) lively
 - (ii) **inert**
 - (ii) precious
4. Which of the following are NOT the three keywords associated with technology?
 - Control
 - **Caution**
 - Choice
 - **Power**
 - Benefit
 - **Bargain**
5. Which of the following are the purposes of mobile phones?
 - To help us avoid meeting people we do not like
 - **To give mobility against the fixity of landline phones**
 - **To make instant connection possible**
 - To kill human contact
 - **Facilitating communication through voice remotely**

- To distract us from our real-life problems
6. Raman, Seema, and Tarun are writing emails to their boss to receive feedback for their monthly performance at the office. According to the email norms you have studied, evaluate the following subject lines that they use and choose the correct options.
- Raman: "URGENT REQUEST FOR FEEDBACK FOR ME!"
 Seema: "Requesting Sweetest Sir for their Lovely Feedback"
 Tarun: "Regarding Monthly Feedback"
- Raman's subject line is appropriate; one should use FULL CAPS in subject lines.
 - Tarun's subject line should contain a closing salutation like "yours sincerely."
 - **Raman's subject line is inappropriate; one should avoid using FULL CAPS in subject lines.**
 - **Seema's subject line is informal and contains grammatical errors.**
 - **Tarun's subject line is brief and simple, and thus, is appropriate.**
 - Seema's subject line appropriately addresses the receiver as "Sweetest."
7. Choose from among the following suitable norms of writing an email:
- **One should be aware and empathetic of the fact that there is a human presence behind the technology of email.**
 - **One should add suitable emoticons to give a personal touch to digital communication.**
 - One should respond to an email with utmost urgency, especially when one is angry or depressed.
 - **Written words are stored forever, and thus, one should be very careful in one's choice of words.**
 - Ethical correctness is not required in emails.
 - Professional emails should use informal and casual language.
8. Having previously learnt about good and bad habits, and in Lecture 26 about the use of mobile phones, choose some of the good mobile phone habits from the following:
- Calling people to gossip at any time in the day
 - Giving missed calls to save money
 - **Keeping important points written down for an efficient conversation**
 - Using obscene ringtone and caller tune
 - Using phone while driving to save time
 - **Not talking loudly on phone**
9. Albert Einstein said that, "I fear the day that (i) will surpass our (ii) . The world will have generation of idiots."
- (i) cyborgs
 - (i) computers
 - **(i) technology**
 - **(ii) human interaction**
 - (i) intelligence
 - (ii) earth

10. Identify the errors in the following email:

Sub. [No Subject]

Dear resident,

This is to INFORM you that on September15th, 2022, Special Dinner will be prepared for all the residents of Hostel 6. RESIDENTS OR ALLWED TO BRING ONE GEST EACH. residents should bury their coupons AS soon AS possible?

Thanks!

Hostel Manager

Tamanna

- **There are spelling errors.**
- There is no need to mention the date.
- Uppercase and lowercase text is appropriately used.
- **The sender has forgotten to add a subject line.**
- **There are undue spaces between words.**
- **There is excessive and unwarranted use of capital letters.**

11. Shikha wants to send an email to her Manager about her Weekly Progress. What should she NOT do?

- Keep the email short
- Put a relevant Subject Line
- **CC it to all the other employees**
- Use spell-check while editing her email
- Use paras and sub-headings in case of a long email
- Close the email with "Yours sincerely"

12. Which of the following terms can be used to describe the amazing transformation of society with technological growth, characterized by the presence of new devices and social communication platforms, a change in thought and communication patterns:

- **Cyborgian Shift**
- Horticulture
- Primordial Shift
- Zeigarnik Effect
- Literary Revolution
- Haraway Phenomenon

13. It is important to maintain a uniformity of a standard language in email because:

- Some languages are better than others.
- Being multilingual is not sophisticated.
- **One cannot assume what all languages the receiver is familiar with.**
- The Internet does not allow the use of multiple languages in an email.
- To write in more than one language is an unachievable task.
- Using more than one language is an act of pretense.

14. The idea that human beings are rarely divorced from technology, and that the two cannot be removed from each other, is discussed in his text, *Technoscience and Cyberculture* by:
- Marshall McLuhan
 - Donna Haraway
 - Albert Einstein
 - **S. Aronowitz**
 - Sydney J. Harris
 - Isaac Newton
15. What is the full form of WRT in an email?
- Wireless Router Transmission
 - Why respond timely?
 - Winter rest time
 - **With respect to**
 - Writing response time
 - Web Rights Team
16. If people display a lack of netiquette, there is likely to be an increase in:
- Emoticons
 - **Cyber abuse and bullying**
 - Better communication
 - Respectful online interaction
 - Internet speed
 - Ethical correctness
17. Which of the following habits can make a person more human in her/his usage of mobile phones?
- Using mobile phone to check time, calculation, etc.
 - Using video calls instead of face-to-face communication in order to keep recordings
 - Texting people in the same house
 - **Switching off your phone when you sleep**
 - Making time for more mobile phone usage to keep up with technology
 - Using artificial assistants available in phones to satisfy the need for human interaction
18. Which of the following is NOT one of the Cardinal Principles of Soft Skills and Personality Development?
- Planning
 - Preparedness
 - **Power**
 - Persuasiveness
 - Presentability
 - Perseverance
19. What should Yasmeeen do to make her email look more professional?
- Use no subject line to increase the element of surprise
 - Make her email very long
 - Use difficult words and jargon

- Use idioms, metaphors, and proverbs
 - Use a lot of abbreviations
 - **Take note of punctuation marks and spaces after punctuation**
20. Sandhya needs to approach her professor with a request for taking leave to go home. Which of the following mannerisms indicate that she possesses good soft skills?
- Barging into the professor's office with great urgency
 - **Taking an appointment with the professor beforehand**
 - Discussing irrelevant issues to waste time
 - Approaching without an application for taking leave
 - Demanding the leave as she has already booked her train tickets
 - Not indicating the period of the leave
21. The boundaries between man and machine are becoming blurred in these times of growing technology.
- **True**
 - False
22. Using SMS language in emails should be encouraged.
- True
 - **False**
23. Potter Stewart believes that "Ethics is discouraging the difference between what you have a right to do and what is right to do."
- True
 - **False**
24. One should never use sub-headings in a long email
- True
 - **False**
25. BTW means "Black to White "
- True
 - **False**

WEEK 6

1. Kuldeep is a major shareholder in "Milan Enterprises," yet he finds it difficult to narrate his ideas in a Board Meeting and asks his personal assistant to do the talking. In terms of communication, how do you assess Kuldeep?
 - Kuldeep is an effective communicator.
 - Kuldeep is a born leader.
 - **Kuldeep is an ineffective communicator.**
 - **Kuldeep is comfortable if someone else can speak on his behalf.**
 - Kuldeep is the most sought-after person.
 - **Kuldeep is bad at soft skills.**

2. Identify the appropriate statements concerning communication:
 - **Communication is a complex interactive process.**
 - Effective communication does not involve shared assumptions.
 - **Effective communication helps you achieve the intended response.**
 - Communication is not a necessity for humans.
 - Communication is a simple process.
 - **Effective communication is a major characteristic of a good leader.**

3. Identify the people who have communication barriers:
 - **Ramya often uses homophones that confuse the listeners.**
 - Rajeev is an open-minded person who converses with the rich and poor alike.
 - **Raman's students never understand his lectures as he complicates simple things.**
 - Ramesh, despite being an ideologue, empathizes with other people and tries not to hurt others during an argument.
 - **Rashmika does not value others' opinions and has a "know-it-all" attitude.**
 - Mahesh always approaches a situation for a win-win solution.

4. Dhanush is working as a general manager but is unable to connect with his employees. He uses his personal secretary Sathish to communicate for him. When Sathish went on a vacation, Dhanush struggled communicating with his employees and ended up being aggressive and bossy. This caused misunderstandings; and so, the employees went on a strike. Pick the right pieces of advice to Dhanush for becoming an effective communicator in such a scenario?
 - **Advise Dhanush to understand and listen to the needs of the employees.**
 - Advise Dhanush to ignore the strike and wait for Sathish to return to deal with the situation.
 - **Advise Dhanush to be more empathetic by avoiding stereotypes such as managers know better than the less qualified employees.**
 - **Advise Dhanush to look at the problems from different perspectives.**
 - Advise Dhanush to resign from the job.
 - Advise Dhanush to terminate all the employees and hire new ones.

5. Identify those situations with interpersonal communication barriers:
 - **The interviewer mistook Reema's previous work experience as "nun" instead of "none" as she was not articulate enough.**
 - Santhosh Kumar has a fixed mindset and will not accept any new ideas.
 - **Rajan was feeling bad when his friends pranked him. He had an emotional outburst, and his friends consider him a crooked person from that day.**
 - Mala was very stressed and was unable to concentrate on the class.
 - **Niranjana is a Keralite who asked for a "pot" using the Malayalam word "Kalam." But the shopkeeper was from Uttar Pradesh and took the word "Kalam" for the Hindi word and handed her a pen.**
 - Akhtar is a composed person who speaks clearly without any complexity.

6. Identify different ways of communication:
 - **Body language**
 - **Sign language**
 - **Facial expression**
 - **Speaking**
 - **Presentations**
 - Bus transportations

7. Identify the scenarios with downward communication.
 - **Thomas's CEO ordered him to inform the workers regarding the new rules.**
 - Priya's company discusses in groups to integrate the ideas for advertisement.
 - **Maniram's manager ordered him to sell five thousand products within a month.**
 - Vikram's grocery shop implements changes based on customer reviews.
 - Deva's company allows everyone to participate in making workplace rules.
 - Amir's five-star hotel relies on customers' review of food.

8. Identify the reasons for barriers to 'information flow' in an organization:
 - **Downward communication can distort and delay the information.**
 - Information flow in an organization is flawless with no barriers.
 - **Distortion of a message causes trust issues between management and employees.**
 - The upward communication model negates clients' opinions.
 - **Downward communication can conceal an information.**
 - Upward communication model dismantles the hierarchy.

9. Identify the 'positive' non-verbal communications:
 - Sitting with one's leg on a desk with hands clasped behind the head.
 - **Steepling with the fingers.**
 - Resting one's head in the palm of one's hand.
 - **Making eye contact while talking to someone.**
 - **Assigning equal space for everyone in the workplace.**
 - Having a slumped posture.

10. Identify the WRONG sentences pertaining to non-verbal communication:
 - Silence can be used as a powerful means of dominance.
 - Non-verbal signals can contradict verbal meanings.

- Some non-verbal signs are universal and commonly accepted.
 - **Hands are the most powerful channels of non-verbal communication.**
 - **Positive non-verbal signs are more noticeable than negative ones.**
 - Awareness of your body language can help you control it.
11. What is a 'communication barrier'?
- It is an object that enhances communication.
 - It is a model for an effective communication
 - **It is something that prevents active listening and careful response.**
 - It is a communication device that works through satellite signals.
 - It is a process of a win-win solution.
 - It is an online course on effective communication.
12. "Much _____ has come into the world because of bewilderment and things left _____."
- communication, said
 - films, directed
 - happiness, said
 - **unhappiness, unsaid**
 - story, unwritten
 - communication, unsaid
13. Identify the person with effective communication skills:
- Sarah withdraws herself when someone approaches for a conversation.
 - Ajay uses simple words instead of jargons while negotiating with customers.
 - Preethi writes her novels without emotion, and her readers cannot empathize with characters.
 - Tommy starts abusing the hecklers during his public speech.
 - **Abhishek beats around the bush while delivering an unpleasant news.**
 - Josephine finds fault with others in telephonic conversations.
14. Identify the personality barrier in communication:
- The weather of the auditorium
 - Honking sounds from the traffic jam near the yoga class
 - Inadequate lighting in a theatre
 - **Biased socio-cultural perceptions**
 - A talkative person sitting beside an individual during a lecture
 - Speaker using a lot of technical terms
15. What is NOT the appropriate way to overcome a communication barrier?
- Explaining the context while using ambiguous words.
 - Correlating intentions with positive non-verbal gestures.
 - **Using ambiguous words and technical jargons without explanations.**
 - Asking for a translator if one cannot understand the language.
 - Understanding the cultural variations and pronunciations.
 - Asking the speaker to reiterate an obscure idea.

16. Who is making use of technology appropriately?
- Ajay communicates through WhatsApp with his friend residing next to his room.
 - Akash forces his technologically ill-equipped grandparents to use the Zoom app.
 - Meera exposes her personal life on Instagram to gain followers.
 - **Joseph avoids video calls if he can meet his friends in person.**
 - Sanjana finds it challenging to have a conversation in person as she is used to WhatsApp conversations.
 - Savitri uses Snapchat to send official messages to her employees.
17. What is NOT the right way to eliminate an organizational communication barrier?
- Disseminating of information through several channels.
 - Having a feedback system involving more than one source.
 - Creating an open environment for interaction and feedback.
 - Flattening the organizational structure.
 - **Maintaining the hierarchy of the downward communication model.**
 - Promoting horizontal communication.
18. What is the crux of the illustrative example of the anecdote between the husband and his wife ("My Wife's Hearing") discussed in the Lecture-32?
- Husbands should avoid the household jobs assigned by their wives.
 - Women should never marry a deaf man.
 - Men should never marry a deaf woman.
 - **The position we hold gives us a certain perspective which makes it difficult to understand others with different outlook.**
 - Wives always knew better than their husbands.
 - Husbands always knew better than their wives.
19. Identify the body language that asserts dominance:
- Slouching in a presentation.
 - Sitting on the ground.
 - **Occupying more space and sitting in an elevated position.**
 - Avoiding eye contact.
 - Crossing the hands, legs, or ankles.
 - Smoking a cigarette.
20. Identify the worst non-verbal communicator:
- Sunita wore a simple and neat saree to her job interview.
 - Aman used a mild and pleasant perfume before attending a business meeting.
 - Sita went to a fashion show decorating her face with piercings.
 - Bhaskar went to a charity event wearing a decent dress.
 - **Varghese wore huge bracelets and colored his long hair as a preparation for army selection.**
 - Wasif wore his traditional dress during his sister's marriage.

21. If you can have a face-to-face conversation, then, you should avoid SMS, WhatsApp, or email for effective communication.
- **True**
 - False
22. People maintain their appointments and meet deadlines according to their perceptions of time.
- **True**
 - False
23. Stimulus is a part of the expanded communication model.
- **True**
 - False
24. The one with a polychronic time perspective thinks that the time is linear.
- True
 - **False**
25. Flattening of organization's communication structure could help in effective communication.
- **True**
 - False

WEEK 7

1. What are the three Cs that should be kept in mind while interpreting non-verbal cues?
- **Context**
 - Choice
 - **Change**
 - Class
 - Caste
 - **Cluster**
2. Which of the following phrases suggest the importance of non-verbal communication?
- **"Few realize how loud their expressions really are. Be kind with what you wordlessly say."**
 - **"Listen with your eyes as well as your ears."**
 - **"A picture speaks a thousand words."**
 - "Be careful with your words. Once they are said, they can be only forgiven, not forgotten."
 - **"I do listen. I just wait for the words to stop and your eyes to speak."**
 - **"The most important thing in communication is to hear what isn't being said."**
3. According to Ekman and Friesen, non-verbal communication can affect verbal meaning in many ways. Choose the correct options with respect to this notion of non-verbal communication.
- **It repeats what is said verbally.**

- **It complements verbal meaning.**
- It makes verbal communication useless.
- **It contradicts verbal meaning.**
- **It substitutes for verbal meaning.**
- It tries to eliminate verbal communication.

4. Non-verbal communication can be regulated through both voluntary and involuntary body language. Which of the following are voluntary ways of communicating without words?

- **Nodding to indicate interest**
- Dilation of pupils
- Increased heartbeat
- Sweating in stressful situations
- **Holding hands to show affection**
- **Maintaining eye-contact**

5. Suman is appearing for a job interview. How can she make use of Chronemics to affect her performance positively?

- She should arrive late to show self-importance.
- She should shake hands firmly to display confidence.
- **She should arrive before time to indicate her preparedness.**
- **She should give enough time to prepare for the interview in the preceding days.**
- She should maintain eye-contact with her competitors.
- She should take a lot of time to respond to her interview call.

6. While walking in a narrow lane, Simran clutches her purse tightly. She takes quick steps and tries to avoid looking at strangers. She also maintains physical distance from strangers. She raises her hand to say "no" to a street seller. As she crosses the street and goes to the main road, she sighs with relief. Which of the following can be clearly inferred from this situation?

- Simran is happy and excited as she walks in the narrow lane.
- Simran has made no use of non-verbal communication in the given situation.
- **Simran is scared and nervous to be walking in the narrow lane.**
- **Simran maintaining distance from strangers indicates her avoidance of strangers into her personal space.**
- As Simran avoids maintaining any eye-contact, she is making positive use of Haptics.
- Simran's sigh of relief can be considered an act of verbal communication.

7. Which of the following are bodily indicators of showing interest?

- **Sonam tilts her head as she listens intently to Riya's speech.**
- **Pritam leans in as he listens to Rahil talk about his script.**
- Ritik crosses his arms tightly and taps his foot urgently in a lecture.
- **Gaurav nods as he listens to Tara's suggestions in a group meeting.**
- Harsha constantly rubs her nose and blinks her eyes while listening to her friend's presentation.
- Radhika bites her nails and looks away as her boss approaches her.

8. Choose some of the characteristics of competent communicators:
- **They monitor and regulate their non-verbal messages.**
 - They have a limited range of non-verbal behaviors to use in different situations.
 - **They have a great sense of control over their bodies and gestures.**
 - **They are aware of their body language and use it effectively.**
 - **They are observant of their audience's non-verbal cues.**
 - They are quick to make negative judgments about their audience.
9. Which of the following are some of the components of Paralanguage?
- **Voice intonation**
 - **Pronunciation**
 - Facial expressions
 - Polychronic understanding of Time
 - **Rhythm of speech**
 - Eye-contact
10. As an interviewer for a Primary Teacher position, which of the following qualities would you look for in an individual?
- **Strong work ethic**
 - **Team spirit**
 - **Friendliness and accessibility**
 - Lack of meticulousness
 - Submissive and following attitude
 - **Interpersonal skills**
11. Tarun and Vishal participate in a highly competitive group discussion. While making his argument, Tarun yells aggressively at one of the participants. He also keeps his hands clasped behind his head. Whereas Vishal speaks too softly and maintains a low and bent posture to show subservience to other participants. Which one of the two is likely to be selected?
- Tarun; because he made himself heard
 - Vishal; because he displayed self-respect and obedience
 - Both Tarun and Vishal
 - **Neither Tarun nor Vishal**
 - Tarun; because his voice is melodious
 - Vishal; because he shows subservience
12. Which of the following poses a major challenge to interpreting or correctly analyzing non-verbal cues?
- The genetic nature of non-verbal communication
 - They are free of words, and thus, meaningless
 - The cues mean the same all over the globe
 - **The cultural context of the cues**
 - People's ignorance of non-verbal cues
 - People's ability to always control their non-verbal cues

13. Match the following.

- | | |
|------------------------------------|----------------------------------|
| A. Monochronic perspective of Time | I. Showing apprehension or anger |
| B. Polychronic perspective of Time | II. 12-25 ft or more |
| C. Personal Space | III. Time as a scarce resource |
| D. Public Space | IV. Evaluation or thinking |
| E. Hands behind back | V. 1.5-2.5-4.5 ft |
| F. Hand on cheek | VI. Time is flexible |

- A-IV, B-V, C-I, D-II, E-VI, F-III
- A-III, B-VI, C-II, D-V, E-I, F-IV
- A-I, B-II, C-III, D-IV, E-V, F-VI
- **A-III, B-VI, C-V, D-II, E-I, F-IV**
- A-III, B-VI, C-II, D-V, E-I, F-IV
- A-IV, B-I, C-V, D-II, E-III, F-VI

14. During a robbery interrogation, Aman and Latika are questioned. Based on the examination of non-verbal cues, the police officer decides that Aman is lying. Which of the following could be one of those non-verbal indicators?

- Maintaining confident eye-contact
- Sitting with open palms
- Listening with intent
- Nodding to suggest comprehension of questions asked
- **Chewing the inside of the mouth**
- Sitting with legs apart

15. "The body never lies," is a quote by:

- Albert Mehrabian
- **Martha Graham**
- Abraham Maslow
- Ekman and Friesen
- Ralph Waldo Emerson
- Hall and Goffman

16. Identify the item that one should not wear for an interview:

- Neatly ironed formal clothes
- A tie
- Polished shoes
- A wristwatch
- Light colored clothes
- **Sunglasses**

17. In a Group Discussion, one's sense of coordination and cooperation is NOT reflected in:

- Leadership
- Management
- Teamwork
- **Isolation**
- Conflict Resolution
- Communication Skills

18. Albert Mehrabian's text about non-verbal communication is called:

- **Silent Messages**
- Secret Messages
- Ways of Silence
- Suggestive Communication
- Non-Verbal Messages
- Explicit Silence

19. Three primary dimensions of non-verbal cues given by Mehrabian includes which of the following?

- Submission
- Postponement
- Context
- Choice
- Change
- **Immediacy**

20. Which of the following is NOT true about non-verbal communication?

- It is dynamic and continuous.
- It is multi-channeled.
- **It is not related to verbal communication.**
- It is hard to hide.
- It includes Paralanguage.
- It is a more accurate indicator of feelings than words.

21. To hire wealthy and powerful candidates is an important purpose of interviews.

- True
- **False**

22. In a Group Discussion, the examiner assesses the candidate's communication skills, knowledge, personality, and leadership skills.

- **True**
- False

23. One should behave for the professional position one desires.

- **True**
- False

24. It is possible for gestures and body movements to have different meanings across the world.
- **True**
 - False
25. Genetic understanding of Non-Verbal Communication Skills suggests that it can be acquired with time.
- True
 - **False**

WEEK 8

1. Identify all the ways for giving an effective presentation:
 - **Using PowerPoint slides to make the presentation lucid and appealing.**
 - **Using overhead projectors to illustrate key points.**
 - Using an uncomfortable environment to minimize questions from the audience.
 - Using colloquial slang and local dialect while speaking.
 - **Using handouts to remember the ideas precisely and coherently.**
 - Using excessive makeup and gestures to make the presentation dramatic.
2. Based on the people's behavior during oral presentation, identify those who are afraid of it:
 - **Bala starts mumbling if he has a crowd of more than thirty people.**
 - **Dinesh profusely sweats and shivers while giving a presentation.**
 - Vinayagam makes frequent eye contact with the audience while presenting.
 - **Durai looks only at the screen instead of the audience.**
 - Meera stands straight and delivers the presentation in a common language.
 - Michael is confident and speaks loud and clear while presenting.
3. Consider a situation where your best friend Wasif is to give an oral presentation on the topic "Beauty of India," in an international forum. He approaches you for suggestions knowing that you have done the course "Developing Soft Skills and Personality." What are all the suggestions you would give him to make his oral presentation a success?
 - **Suggest him to go on a trip around India and learn in-depth about different culture and people.**
 - **Insist on practicing the presentation in front of his friends and professors.**
 - Induce him to disrespect the other delegates from various countries during the presentation.
 - **Encourage the habit of visiting the venue before the presentation.**
 - **Counsel him to be confident and believe in his subject.**
 - **Recommend him to use pictures in a PowerPoint presentation.**
4. Your friend Wasif has travelled and gained in-depth knowledge about India and its plural culture. Now he wants to prepare a presentation that is attractive and effective. What are the tips you have for him?
 - **Deliver the oral presentation using simple language.**

- Use jargon and native language during the presentation.
 - **Narrate anecdotes from his trip throughout India.**
 - **Start with a question.**
 - **Have a smooth transition from one point to another**
 - **Use relevant quotes whenever possible**
5. Now that your friend Wasif's presentation is ready, he asks you to give some advice on his mannerisms and behaviors that would enhance the mood and the presentation. What are the suggestions you have for him?
- **"Choose an attire that fits formal occasions."**
 - **"Relax your facial muscles and smile often."**
 - "Look at the feet of others while presenting."
 - **"Practice in front of a mirror before the official presentation."**
 - "Make frantic movements on stage to gain attention."
 - "Fake your tone and try to speak with a British accent."
6. Now that Wasif has learned about mannerisms during an oral presentation, his confidence is high. But he is still unaware of bad mannerisms and what not to do during the presentation. So, advise him on what not to do during a presentation.
- **"Do not shift your legs often while presenting."**
 - "Do not smile at the audience."
 - "Do not look at each person in the crowd."
 - **"Do not hold on to anything during presentation."**
 - **"Do not move back and forth when on stage."**
 - **"Do not look constantly at the screen or the computer."**
7. Wasif has learned almost everything for an effective oral presentation. But as the saying goes, "Hope for the best but prepare for the worst," what are a few precautions you advise him to consider in case of some mishaps?
- **"Wasif, email the files in advance to the organizing committee!"**
 - "Bro, be carefree and go just with the original PPT file."
 - **"Some mishap might happen, thus, have extra hard copies."**
 - "Hey man, do not worry! Mishap is impossible to happen."
 - **"Wasif, have soft copies of the PPT on a pen drive or CDs."**
 - **"If possible, practice presentation using the official device."**
8. Consider that you are finishing your PhD course and are supposed to give an oral presentation before the experts. You ask your friend to give some tips to make the presentation professional. Identify all the healthy ways suggested by your friend to become professional in your oral presentation:
- **I should have a calm mind before the presentation.**
 - **I shall visualize myself presenting for psychological advantage.**
 - **I will avoid apologies; instead, be honest.**
 - I should be arrogant and have a "know-it-all" attitude.
 - **I must greet all the officials before the presentation.**
 - I will avoid eye contact at any cost.

9. Identify all the aspects that would degrade the quality of an oral presentation:
- **Racing through the speech**
 - **Talking too slow**
 - Standing in a straight posture
 - **Talking with a very low voice**
 - Enunciating the points clearly
 - **Exceeding the time limit**
 - **Turning back to the audience**
10. Why should an individual use 'visuals' in a presentation?
- **To present key ideas effectively.**
 - To keep the audience distracted.
 - **To reinforce the verbal message.**
 - **To keep the audience's focus on the presentation.**
 - **To stimulate the audience's interest.**
 - To make the audience believe that you are a born leader.
11. Kalaivani is the topper of her class. She is confident talking to people individually but fears public presentations. She fears facing questions and worries that she might be ridiculed for her feeble voice. Identify Kalaivani's real fear while giving public presentations:
- She is afraid of emerging as a natural leader.
 - **She is afraid of humiliation.**
 - She is shy of showing her expertise in her subject.
 - She is afraid that people will consider her over-confident.
 - Being a topper, she should give a top-class presentation.
 - She suffers from claustrophobia.
12. Identify the WRONG way to reduce anxiety before a presentation:
- Visualize the delivery.
 - Know your subject.
 - Respect preparation.
 - Practice presentation.
 - **Smoke a cigarette.**
 - Be confident.
13. Why should an individual avoid apologizing during a presentation?
- To show that only the presenter can be right.
 - To feel sanctimonious.
 - To humiliate the critics.
 - **To take the lead and prove that the speaker can confidently tackle the audience's questions.**
 - To indicate that the audience knows nothing.
 - To blame the fault on others.
14. What is NOT an objective of public speaking?
- To interest or amuse the audience.
 - To inform or to teach the audience.

- To influence the audience.
 - To provoke the audience.
 - **To show off the speaker's skill and intellect to the audience.**
 - To persuade the audience.
15. Identify the WRONG hand gesture during a presentation:
- Resting the palms initially to control nervousness.
 - **Inserting the hands into one's pocket.**
 - Presenting with open palms.
 - Steepling one's hands while answering the questions.
 - Keeping your hands in front of you.
 - Having open gestures instead of folding them.
16. Who said, "I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
- Mahatma Gandhi
 - Bruce Lee
 - **Maya Angelou**
 - Fyodor Dostoyevsky
 - Ruskin Bond
 - Bertrand Russell
17. Identify the inappropriate suggestion pertaining to presentation skills:
- Use topics from your own experience as you become a professional.
 - Develop the narrative skill to deliver the message clearly.
 - Never speak without a purpose.
 - Use compelling examples to gain the audience's attention.
 - Organize the PPT slides chronologically to make the topic easily understandable.
 - **Digress from the presentation topic to keep the experts amused.**
18. Choose the WRONG statement pertaining to 'skimming.'
- Skimming is the act of glancing quickly through pages.
 - Skimming is apt for light reading materials.
 - Skimming gives you an overall idea of what the book is about.
 - Skimming can be used to read newspapers when you are in a hurry.
 - **Skimming looks for specific bits of information and locates key facts.**
 - Skimming should not be used when one has to scan for particular data like a specific year or number.
19. Identify the WRONG sentence about human relations:
- It is difficult but not impossible to gain the trust of people.
 - Never bring power struggle in a relationship.
 - Empower people around you.
 - **It is okay to disappoint someone in impulsive moments.**
 - Treat others the way how you want to be treated.
 - Practice before you preach others.

20. Who is the wholesome presenter?

- Ram's presentation is excellent, but he is forced into oral presentation due to circumstances and not because of passion.
- Leela uses attractive visuals plagiarized from different sources.
- **Vijay started oral presentation due to his passion for it and now has created his unique style of presenting and has a huge fanbase.**
- Ahamad uses very long sentences and always stands between the screen and his audience.
- Jordan loves to deliver oral presentations but often mumbles while presenting.
- Meenakshi has a great voice and authentic ideas but does not know how to make presentations.

21. Winning the trust of people is impossible.

- True
- **False**

22. "You start dying slowly . . ." is a poem by Pablo Neruda.

- **True**
- False

23. To read faster, one should read word by word or letter by letter.

- True
- **False**

24. Scanning is used to read or glance through quickly.

- True
- **False**

25. Viewing the venue before the presentation helps one to reduce anxiousness.

- **True**
- False



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DOB: 22-11-1997

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HS	2022	Developing Soft Skills and Personality	18.79	68.87	88	Pass	Elite - Silver

PROF. ANDREW THANGARAJ
NPTEL COORDINATOR
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NOC candidate profile



ANIKA CHRISTY

✉ christyanika11@gmail.com
📅 Nov 22 1997

📄 Payment receipt

NOC Exam results

Congrats! You are a topper in this course! (<https://archive.nptel.ac.in/noc/courses/noc22/SEM2/noc22-hs77/>)

Timeline	Name	Course Name	Assignment score out of 25	Exam score out of 75	Final Score out of 100	Download E-Certificate
Jul-Sep 2022	ANIKA CHRISTY	Developing Soft Skills and Personality	18.79	68.87	88	Download E-Certificate (../../../../content/noc/NOC22/SEM2/Ecertificates/109/noc22-hs77/Course/NPTEL22HS77S2364050909054904.jpg)

Timeline	Name	Course Name	Assignment score out of 25	Exam score out of 75	Final Score out of 100	Download E-Certificate
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Assignment Scores:

A1	A2	A3	A4	A5	A6	A7	A8
87.0	90.0		88.0	95.0			91.0

Calculation Logic:

- Assignment Score = Average of best 6 out of 8 assignments.
 - Final Score(Score on Certificate)= 75% of Exam Score + 25% of Assignment Score.
- Note: We have taken best assignment score from both July 2021 and July 2022 courses

ELIGIBILITY CRITERIA TO GET A CERTIFICATE:

AVERAGE ASSIGNMENT SCORE $\geq 10/25$ AND EXAM SCORE $\geq 30/75$ AND FINAL SCORE ≥ 40

BASED ON THE FINAL SCORE, Certificate criteria will be as below:

≥ 90 - Elite + Gold

75-89 -Elite + Silver

≥ 60 - Elite

40-59 - Successfully Completed

SRI SATHYA SAI COLLEGE FOR WOMEN,
BHOPAL
(2022 - 2023)

PROJECT REPORT

on

Referencing Styles in Research

with special reference to MLA style

under NEP Programme (2020)

UNDER THE SUPERVISION OF:

Dr. MEGHA SINGH

By:

AKANSHA SHARMA

B.A. II Year

Roll no - 2122110022

Enrollment no. -

1210740969107

48/50

~~6/4/23~~

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Acknowledgment

I would like to express my gratitude to my teacher Dr. Megha Singh ^{who} ~~to~~ guided me to complete my project on the topic "Referencing styles in Research" ^{with} special reference to "MLA style." with lots of efforts and to frame my work wonderfully.

Declaration

I AKANSHA SHARMA of class B.A II year declare that this project report is made by me. I also declare that this project is done with the help of internet sources, central and department library of my college and also with ^{under} the guidance of Dr. Megha Singh Asst. Professor, Department of English, Sri Satya Sai College for women, Bhopal.

Date -

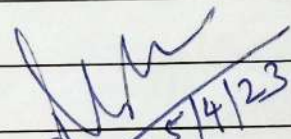
Signature of the student.

Place -

- Akansha

Certificate of Completion

This is to certify that AKANSHA SHARMA
B.A II year has successfully completed the project
entitled "Referencing style in Research special
reference to MLA style." under my supervision.
We wish her all the best.


5/4/23
Signature of the Supervisor

Objectives

Title - "Referencing style in Research with special reference to MLA style".

Objective - To learn more about referencing styles as I am a student of English Literature (Major) to improvise upon my written work and be aware of plagiarism.

Job Opportunities / Learning - Efficient content writer

- Researchers
- Copy writer.

Area of Project

- English

- The purpose of Referencing has become a necessary element of Academic Writing. It is used to locate the original source of work so that anyone can/may access the material and understand it in their own way. Another purpose of it is to fight with plagiarism.

Referencing is also called as citation. It is defined as a method of acknowledging and recognizing someone for his or her innovative work. That one's idea, use in their research to support the individual idea.

Mainly in English, MLA referencing style is used in referencing. It is the modern language Association of style and it is also very different from other referencing works or styles.

REFERENCING STYLES

IN RESEARCH WITH

SPECIAL REFERENCE

TO MLA STYLE

Objective and Relevance

This project aims to develop writing skills in Academic Writing in English Language. Language plays a vital role in conveying an information perfectly. Unscrupulous use of language or style may mar the imperfection or may give incorrect information. Referencing should be direct which helps to get an easy access to what one is looking for.

Another reason for the importance of referencing is to indicate appreciation or acknowledge the work of the writers or authors by introducing their work. A final reason is related to avoid plagiarism.

The readers would feel comfortable when they identify the original work. It will be clear for reader from which source the evidence is taken from. The source link or book shows author's name, the type of sources, such a books, textbooks or journal articles, page number, publisher and the year of publication etc.

Outline of Project

The present project focusses on referencing style in Academic Writings and the different types of styles of referencing. i.e.

- Harvard referencing style,
- APA referencing style,
- Oxford referencing style,
- Vancouver referencing style,
- Chicago referencing style,
- MLA referencing style

Referencing mainly includes the information about the book like - who wrote it, when was it published, what is the title, where can you find it, or to show the original sources, etc. Good referencing influences the reader's mind that makes good impression on him/her.

Referencing is also important as anything in written form becomes a permanent document.

This project is divided into 3 parts, the first part is named as P₁ which tells us what is reference, its importance and names of Referencing styles. The second part of the project named as P₂ tells about the types of Referencing styles with example and the last part that is P₃ will have main focus of MLA style of Referencing from the 1st edition to the last that is 9th edition which is the latest edition of MLA style. And then final conclusion.

Introduction^{ve}

A citation or referencing style is a standardised way of referencing research for use in one's Academic work. It means acknowledging source in the body of the work and linking information of the list of works cited.

Academic writing, or scholarly writing, helps scholars to present ideas, analyze research and construct an effective argument. Through the purpose of academic writing varies among disciplines, this style of writing has many common features. It is a formal style of writing that researchers and educators use in their style of scholarly publications. It focuses on evidence-based arguments and logical reasoning to guide a reader's understanding of a subject. Writers can use many types of formats to identify and analyze a concept and propose a theory or rational conclusion. Professionals may use scholarly writing differently depending on their field. Academic writing can be Chapters, Essays, Research articles, Technical reports, Annotated Bibliographies, Thesis, Literary analyses, etc. Academic writing are mostly can be seen in a English Language.

Importance of Referencing Style

- Referencing helps the author in many ways but, it equally helps the readers, as well. When writers compose a manuscript, they tend to search for relevant information from different sources. And when each source contains the references, it opens for writers a new window of knowledge where they get to know more and more relevant sources and authors.
- Research paper writers or a dissertation writer are not the only ones supposed to use references. It implies on all essay writers, assignment writers, book report writers and in fact all sort of academic writers. Academic writing refers to the presentation of information and ideas, building different arguments and supporting the arguments with one own ideas and with the help of the voice of the others. And this requires referencing.
- Crediting the author of the source of information is very important. It not only help them to be exposed to larger audience but it is also very respectful of the writer to do so by

academic means. Referencing indicates that the words or the ideas that can have borrowed are the intellectual property of the author that one can refer with the source.

- Referencing helps one to support the ideas of one work with evidence. If one reference the experts from the field, it ultimately casts an impact on the reader that you are very well aware of the study, the field and the ideas one are working on. It also shows that ones work is very well defended by the reference one use.
- By using references from published sources, one can easily build persuasive argument and defend it strongly by using the proved points and finding from the prior studies.
- Plagiarism is a theft. By referencing others manuscript, one can eliminate the probabilities of plagiarism and the originality of their work ultimately, improves.

Referencing Style

A reference is the full bibliographic or publication details of a citation. Referencing is an important part of successful Academic writing. It helps to avoid plagiarism while doing assignments. Referencing styles may differ between assignments, courses and programmes. References are given whenever a source, which supplies some kind of fact, idea, or evidence, is used. A referencing style is a standardized way of referencing once sources in the text and in the reference list. It is a set of rules that tells that how one can acknowledge the intellectual works of people that one can use in their research. Referencing is citing the documents that one refers to during writing document. These references are the documents that are related to during writing your document and give us some idea. If this idea is directly incorporated in our document writing, we need to explicitly mention the document from where one get the idea. Such references are known as in text references.

Referencing contains two crucial elements:

- An in-text citation
- An entry in the reference list at the end of assignment, project, thesis, research.

The citation will contain enough details for the reader to identify the source listed in the reference list. Matter of bibliographic references is never a part of the research document directly so they are not needed inside the text and hence known as out text references. They only highlight our literature study.

As far as in text references are concerned, there are various styles of citing them. There is no specific standard of Referencing style commonly in use. However some of very famous text referencing styles includes.

- Harvard referencing style
- APA referencing style
- Oxford referencing style
- Vancouver Referencing style
- Chicago referencing style
- MLA referencing style

Only one out of them should be used at a time. They differ in the way the document name, its publishing year, the conference or journal in which it is published and the author

that created the document is referred to. When an individual/researcher write a essay, research paper, dissertation or term paper related to his/her projects, knowledge of referencing style of writing is very much needed.

- To provide references for sources:-
 - One should acknowledge other people's work.
 - One should demonstrate our familiarity and expertise within a subject.
 - One should link what we write with the evidence on which it is based.
 - One should show that how arrived at our conclusion.

Books, research articles and journals are not the only sources that need acknowledgement. Any source of ideas or information requires to be referenced. Following are the sources that should be referenced.

- Journal articles
- Books
- Newspapers
- Magazines
- Online discussion forums
- Websites
- Brochures
- Interviews
- Documentaries

Types of Referencing Styles:-

Harvard Referencing Styles -

Through the principle of parenthetical referencing is used not only in the Harvard Referencing system but also in a range of other ones, APA is the most well-known specimen on those, Harvard referencing is considered a prime example of the phenomenon. According to the existing data, the Harvard referencing style emerged owing to the efforts of Edward Laurens Mark. A professor of anatomy and a zoologist, Mark created a range of articles. In one of those, he cited a paper by another scientist and noted the source of the citation on page 194. Since then, the parenthetical reference to a specific work with the mentioning of the author's last name and the year, in which the work was published, has been considered the prime example of a proper referencing. The name itself, however, dates back to 1945, when one of the visitors of the university was impressed with the system beyond belief.

Harvard referencing style uses references in two places in a piece of writing, in the

text and in a reference list at end. In general, each author name that appears in the text must also be referred to in the main text.

It emphasizes the name of the creator of a piece of information and the date of publication, with the list of reference in alphabetical order at the end of the article. In-text citation including the author's surname and the year of publication should be closed in bracket's on main body of the article. A reference list at the end of the article outlining all of the sources directly cited in one's work. Harvard reference list must be organized alphabetically on a separate sheet at the end of the article.

It is mainly used in Journal articles, Newspapers or magazine, social media and other online sources, images, films etc.

For example -

Dooley, D. (2012). Nursing ethics: Irish cases and concerns. 2nd ed. Dublin: Gill & Macmillan.

Author surname(s), initial(s). (Year published). Title. Edition. Name of e-book collection [online]. Available at: URL or DOI (Accessed: day month year).

Chicago Referencing Style :-

The Chicago Manual of Style is an American English style and usage guide published continuously by the University of Chicago Press since 1906. The Manual is now in its 17th edition, published in 2017. Sometimes referred to by its acronym, CMOS, The Chicago Manual of style is available both in print and online. It is commonly used for citing sources in History, and occasionally in the Humanities, Science, and Social sciences.

The Chicago style citation is extremely flexible as it unites the two main referencing style (footnotes or author-year system) in one manual of style.

Chicago and Turabian style are almost identical. Primarily Turabian aims to simplify some of the aspect of Chicago for students writing research or dissertation without the intention of publication. Hence, Turabian mainly uses of academic purpose. The main difference is that Turabian is shorter than Chicago and contains only fewer instructions, it isn't really required to contain information of publications. The Chicago style is especially designed for professionals and researchers who are deals with their

wide data for publishing. (Turabian 2019). The most important difference between two of them is numbering system for notes. Chicago style uses a number in parenthesis followed by a period, a space and then source information. (Chicago Manual style). Turabian style utilizes superscript in the text of the paper and in the foot notes. The superscript number is followed by the source of information. It is mainly used in Books, Article, Videos, Bibliography, style (mostly used in the humanities).

For example -

Author last name, first name. "Title of Article."
Name of Publication, month date, year. URL if applicable.

Last Name, First Name: Book Title in italics; Publication
Place: Publisher, Year.

For example -

Leo, Jessieca. Global Hakka: Hakka Identity in the
Remarking. Leiden; Boston: Brill, 2015.

APA Referencing Styles :-

"APA (American Psychological Association) style is not commonly used to cite sources within the social sciences." APA style was originated in 1929, when a group of psychologists, anthropologists, and business managers convened and sought to establish a simple set of procedures, or style rules. APA style was first edition of the APA Manual was published in 1952, as a 61-pages supplement in the Psychological Bulletin. APA style uses the author-date method of citation in which the authors last name and the year of publication are inserted in the actual text of the paper. It is commonly used for citing sources within the field of behavioral and social sciences including many more subjects. APA referencing style is an Author-date referencing system published by the APA. This "author-date" system consists of the author(s) and the year of publication given wholly or partly in round brackets. Use only the surname of the author(s) followed by a common and a comma and the year of publication. Include page, chapter or section numbers if we or one need to mention. 7th edition of APA introduced in October 2019, which replaces the 6th edition and currently running.

For example

Author(s), Year of Publication, Title:, Subtitle,
(Edition.), Publisher.

Ngo, F. T., & Jaishankar, K. (2017). Commemorating a decade in existence of the international journal of cyber criminology: a research agenda to advance the scholarship on cyber crime.

International Journal of Cyber Criminology, 11
(1), 1. <https://digitalcommons.usf.edu/cjp-facpub-sm/4/>.

Oxford Referencing Style

The Oxford referencing style is a note citation system developed by the prestigious University of Oxford. It is also sometimes referred to as the documentary-note style. It contains two elements, footnotes citations and a reference list at the end of the document. Oxford is a citation style that uses footnotes at the bottom of the page rather than in the in-text citation style used by Harvard and APA. In the Oxford style a superscript number is inserted at the point in ones essay where you cite an author's work. It is used in two sources in primary, and secondary. Primary sources like cases, statutes, Human Rights in secondary sources like books, ~~Encyc~~ Encyclopedias, Articles, Journals, Reports, Blogs, Newspapers etc.

For example -

Footnote superscripts, Author(s), Article Title, Issue Number, Year of Publication, Page Number

T. Rock. This Smells Delicious, Journal of Cooking, Vol. 40, no. 6, 2005: pp. 272-273

Vernacular Referencing Style

The Vernacular style was developed by the International Committee of Medical Journal Editors (ICMEJ) as a system for presenting publications and citations. The Vernacular style has a number of different interpretations so check and follow ones departments specific regulations. Vernacular writing style is one of the most commonly applied when dealing with medical publications. There are several features to keep in mind:-

- The numerical method of citation is among the main characteristics here. Therefore, a writer is expected to provide numeric references in the body of the text, and also from a bibliography list, placing it at the end of the paper.
- The Vernacular style referencing guide was invented in the year of 1978 during the meeting of Medical journal edition in Canada. In such a way, a numerical nature of citation can be explained by specific needs of medical writing.

e.g

Author(s) Family Name, X (Year), Book Title. City, State/Country : Publisher

- The style is widely applied in research and scientific journals, but one should keep in mind that it is not easiest guide when completing academic assignments in more theoretical subjects.

For example:-

Reference no., Author(s), Title, Subtitle, Edition, Place of Publication Publisher; Year of Publication.

- Petrie KJ, Muller JT, Schirmbeck F, Donkin L, Broadbent E, Ellis CJ, et al. Effect of providing information about normal test results on patients' reassurance: randomised controlled trial. British Medical Journal. 2007; 334 (7589): 352-354.
doi:10.1136/bmj.39093.464190.55.

- Simons NE, Menzies B, Mathews M. A Short Course in Soil and Rock slope Engineering London: Thomas Telford Publishing; 2001.

MLA

(Modern Language Association)

The Modern Language Association (MLA) was found in 1883, as a discussion and advocacy group for the study of literature and modern language. According to its profile featured by the American Council of Learned Societies (ACLS), "The Modern Language Association is joined for educational, scientific, literary, and social objects and purposes, and more specifically for the promotion of the academic and scientific study in English, German, French, Spanish, Italian and other so-called modern languages and literature.

MLA is widely considered the principal professional association in US for scholars, of language and literature. MLA aims to - "strengthen the study and teaching of language and literature." Later Riley Parker was the first person to publish an MLA style manual in 1951. In this case the manual was an official guide to the writing conventions by considering the question of what is MLA format. People shapes the MLA style through many discussions and editions. They decided to focus on key features of the MLA format, such as the use of in-text citation.

and titles to avoid plagiarism.

In the case, the first manual provided the basic rule for MLA format. Then, the MLA style sheet was updated in 1970 to reduce the use of Roman numbers and inclusion of Publisher's names in the bibliographic information. Beside, the knowledge of what is MLA format becomes crucial in among scholars who publish their research results.

The edition of MLA handbook and its second edition released in 1977 and 1984 respectively. The manual and its revised edition addressed established scholars and graduate students. The handbooks sharpened undergraduate writing. Thus, MLA style has gone through different changes to ensure authenticity in the research papers prepared by various categories of learners. So, in order to know what is MLA format, the history of its development is important.

Subsequent upgrades from second to the eighth edition depicts significant changes in the formats used to cite various sources. The updates from the seventh to the eighth edition focused on defining the MLA format citation. Basically MLA manual contains the rule to cite various types of sources. The eighth edition that students know that what is MLA format, when to cite books, journals, article, newspapers, or magazines,

among other sources. Therefore, MLA is a suitable referencing style, among the scholars since it provides options to cite a wide range of sources.

Types of MLA Referencing styles

- In-text Citation.
- Works Cited List.

In-text Citation

An in-text citation is a reference to a source that is found within the text of a paper. (Handbook, 227). This tells a readers

that an idea, quote, or paraphrase originated from a source. MLA in-text citations usually include the last name of the author, and the location of cited information.

The importance of in-text citation is that it gives full credit to sources that are quoted and paraphrased in a work/paper. It helps the writer to avoid plagiarism.

It is a signal that the information came from another source and tells the readers that the information come from.

Work Cited

The work cited page is a list of all the sources cited within the body and notes of one's paper. A work cited page should begin on its own page after the end of the paper content and should list all the entries in alphabetical order by the first item in each entry (usually the author's name.) It should be included in order to give full credit to the sources used and avoid plagiarism, as well as to allow the reader to easily locate each source if needed. Papers in MLA format should always have a work cited page. It is not necessary to include sources that one can consult but did not directly reference in the work cited list - It should only include the sources one directly quoted or paraphrased. Each in-text citation should therefore have a corresponding entry in the work cited list. The organizing way of cited work are - Hanging indent formatting, Organizing the work cited entries. (Alphabetical order).

8th Edition (MLA Referencing Style)

What's New and Different

In April 2016, MLA replaced its seventh edition resources with a new eighth edition. This updated version reflects the ways in which digital publication has changed how writers and researchers document sources. Therefore, the new edition includes significant shifts in the approach to source documentation in academic writing. While earlier edition emphasized the importance of following specific guidelines for formatting, the eight edition focuses on the practice and process of scholarly documentation. The logic is to style guide should offer a method that is widely applicable. Rather than insisting that writers follow strict citation formulas, the principles of MLA documentation and explains how writers can use them in many different situations.

The new edition focuses on the writer's strategy and individual decisions. Not all scholarly prose is the same, and writers should evaluate their readers and determine how to best engage them. The writer's goal should be to provide a

document and list of sources that is easy for readers to use, so that the reading experience is informative and enjoyable.

In earlier editions, style includes information on evaluation sources, avoiding plagiarism, using quotations, constructing abbreviation, and other topics important to the scholarly writer. But the different about the eighth edition is that it recommends a universal set of guidelines that writers can apply to any source, in any field. In the past, writers would create an entry in a works cited list by looking at MLA's instructions for how to cite a specific type of source. In new edition, MLA explains that this method is no longer practical, since types of sources are sometimes undefinable, or accessible in more than one way. Therefore, the edition ~~ed~~ eight offers a new model for entries in a work cited list, so that rather than consulting for the proper way to document a specific type of sources, the writer creates entries by consulting MLA's list of core elements and compiling them in the recommended order.

Core elements are those basic pieces of information that should be common to all sources, from books to articles, from lectures to tweets. The MLA core elements are as follows:-

- Author's last Name
- First Name
- Title of Article
- Periodical Title Volume number
- Issue number
- Page number range
- Medium of Publication
- Version
- Location
- Publisher
- Other contributors
- Publication date

In-text citation

In-text citation should show precisely where one can use others ideas and words. These in-text citation should refer the reader to the source on the works cited page and, in most cases, provide the reader the exact location of the idea or quote within the source itself.

Works Cited

A works cited page is an alphabetical list of the sources you or one paraphrased or quoted within the text of one's paper. One parenthetical citations within the text of the

paper should point to a corresponding entry to this page.

The Works Cited page should:

- Be at the end of the paper and be numbered consecutively with the rest of the paper.
- Include the words Works Cited centered at the top of the page
- Include all sources paraphrased or quoted within the paper
- Be alphabetized by the source - usually this is by an author's last name but could be by entries where there are no authors.
- Have hanging indents, which means the lines after the first line of an example below entry are indented.

ways of Work cited are used in manner, referencing such as in books, Articals, Vedio and Multime-dia, Websites, Social Media and many more."

Work Cited : Books

Books - Multiple Authors

Books - with editors, translators, etc.

Books - Essay, Short Story, Poem, etc.

Books - later editions

E-books

Work Cited: Articles in Periodicals

Articles - Multiple Authors

Articles - from scholarly journals

Articles - from newspaper

Articles - from magazines

Works Cited: Video and Multimedia

YouTube Video

Television shows

Podcasts

Movies

Images from the Web

Works Cited : Websites

Works Cited: Social Media/ Informal Communication

Basic format

eg Author's Last Name, First Name. "Title of Article". Periodical.

→ Title Volume Number. Issue Number (Date of Publication):

Page Number range. Medium of Publication

→ Author, Title of source, Title of Container (e.g. journal, database website, etc., Contributors, Version, Number, Publisher, Publication date, Location.

(1)

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9th Edition (MLA Referencing Style)

The 9th edition focuses on clarification, guidance, and expansion on MLA 8th edition that featured extensive changes. The use of core elements for works cited was designed to be more user friendly, with built in flexibility that allows writers to cite their sources in ways that works best for their specific projects. MLA 9, however provides more guidance and focus for those seeking it after the last update, especially warranted with emerging sources, digital and otherwise. While retaining the overhauled system of core elements for document of MLA 8, MLA 9, responds to feed back asking for clarification and expansion on the meaning of each category.

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- Publication Date
- Location

in different contexts of documentations.

Major Changes in the 9th Edition

While the rest of this overview will go into more detail regarding individual changes in this edition, the major changes are as follows :-

- More guidance on how to use MLA core elements to create a works cited lists by explaining the definition of each element in different types of documentation, where to find each elements, and how to use it.
- The MLA 9 was designed so that the core elements strategy will become even more accessible, through more examples and explanations, such as how to use notes, websites, interviews, and Youtube Videos.
- A deeper dive into in-text citation, a category many users expressed struggles with.

→ A new chapter on inclusive language. Expanded guidelines on grammar mechanics.

Research Projects

After a brief, 1-edition reprise, MLA9 has reintroduced their guidelines for formatting a research paper. General formatting guidance has remained consistent from MLA7 while this edition expands upon tables, illustration, and list formatting.

Grammar and Mechanics

Updates have been provided on spelling, punctuation, capitalization, and use of italics in prose. MLA9 confirms that various spellings are acceptable but must be used consistently, except in quotations, from another text. It also provides guidance on using plurals correctly. It provides in-depth examples of the correct and incorrect uses of commas, colons, dashes, and parentheses, hyphens, apostrophes and slashes. The chapter also asserts the use of italics for examples emphasis, word reference, letter referred to as letters, and foreign words. Finally MLA provides

extensive examples of how to correctly format names of persons, organizations or groups, titles of works, and numbers into concise writing.

Inclusive language

Inclusive language recommends focusing on relevance, precision, respectfulness, thoughtfulness and awareness of exclusionary pronouns, judgements, and offensive terms. Through these general principles, writers are encouraged to think critically about their language, contexts, and audiences.

Plagiarism

This section focuses on recognizing and avoiding plagiarism through quoting, paraphrasing, and identifying when documentation is optional. It expands beyond common knowledge as a reason for omitting documentation and introduces passing mentions, allusions, and epigraphs.

Works Cited Page

Works Cited guidances is one of the most widely used elements of the MLA Handbook. Appropriately, this section features the most updates, responsive to users seeking more guidance, details, and examples on the aforementioned MLA8 overhaul that introduced the core element template. Consequently, each elements is defined, including the range of situations it applies to. There is also guidance on how to find the information such as "publication" in a variety of sources.

eg

Elements of MLA 9th Edition are:-

→ Author -

To cite pseudonyms, name changes, and stage names, to cite works by the same author published under different names, and to style the names of authors of government publications.

→ Title of Sources -

To provides a description instead of a title, to effectively and appropriately shorten a title, to list titled and untitled front and back information, such as introduction,

foreword and afterword, and to use mechanics to correctly style titles of various sources including website containers, apps and databases.

→ Contributor - To distinguish between key and other contributors, and how to document a source with multiple, some role contributors.

→ Versions -

To identify the "version" in various types of works including e-books.

→ Numbers -

To find "numbers" in various works such as books, print journals database articles, PDF journals articles, television shows, and podcasts, to style numbers through from spelled out, numerals, numbers and mechanic
→ within the work's cited page.

→ Publisher -

To identify what constitutes a publisher, to list governmental agencies and non-governmental organizations and to abbreviate publisher names.

→ Publication Date - To identify what constitutes non-traditional date types, such as personal letters, revisions of online works, attendance of live events, and the label "forthcoming" for works yet to be published, dictates to lowercase seasons with publication date.

→ Location -

To find location in print, online, unique e-works viewed or heard first hand, and physical media other than print works, it also makes URL's optional.

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Author(s). Title of source, Title of container(s), Version, Number, Publication Date, Location.

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1	<p>Intro</p> <p>eg. Author's last name, year of pub, and, page number / page range</p> <p>(Johnson 2016, 23)</p>	<p>Author's last name, year of Publications</p> <p>(Pears and Shields, 2017)</p> <p>(1-author)</p> <p>(Davis, 2019)</p> <p>(2-author)</p> <p>(Davis and Barrett, 2019)</p> <p>(3-author)</p> <p>(Davis, Barrett and McLacten, 2019)</p> <p>(4+ authors)</p> <p>(Davis et al., 2019)</p> <p>(Author name, year, page no.)</p> <p>(Woodhouse, 2018, a)</p> <p>(BOOK)</p>	<p>Author's last name, publication year, source, page number or range.</p> <p>(Parker, 2020, p. 67)</p> <p>(1-author)</p> <p>(Harris, 2020)</p> <p>(2-author)</p> <p>(Harris & Coor, 2020)</p> <p>(3+ authors)</p> <p>(Harris et al., 2020)</p> <p>(Group authors)</p> <p>(Scibbr, 2020)</p> <p>(No author, date, or page number)</p> <p>Author</p> <p>(Source Title, 2020)</p> <p>Date</p> <p>(Harris, n.d.)</p> <p>Pg no</p> <p>(Harris, 2020, 3:46)</p> <p>(No author)</p> <p>(Thinking, Fast & Slow, 2017)</p> <p>(No pub. Date)</p> <p>(Johnson, n.d.)</p> <p>(No pg no.)</p> <p>(Liu, 2020, 3:26)</p> <p>(BOOK)</p> <p>Author's last Name, Initials, year of publication, Title of book (editioned). Publisher.</p>	<p>Author's last name and page number</p> <p>(Moore 37)</p> <p>(2-3 authors)</p> <p>(Doe, Smith, and Williams 23)</p> <p>(3+ authors)</p> <p>(Doe et al. 23)</p> <p>(Multiple Text by the same author)</p> <p>(Doe, Policy 23)</p> <p>No author listed</p> <p>"Green Day"</p> <p>(2)</p> <p>No page no.</p> <p>(Doe)</p> <p>(Myth of Poetry)</p> <p>(Book)</p> <p>Author. Title of source. Publisher, Location. Pub Date.</p> <p>Jacobs, Alan. The Pleasures of Reading in the Age of Distraction. Oxford UP, 2011.</p>	<p>Author's last name and page number</p> <p>(Doe 32)</p> <p>(2-3 authors)</p> <p>(Moore and Patel 48-50)</p> <p>(3+ authors)</p> <p>(Moore et al. 59)</p> <p>(Multiple text by the same author)</p> <p>(Butler, "Performative Acts" 522)</p> <p>No Author listed</p> <p>(National Academy 24)</p> <p>No page no.</p> <p>(Luxemburg, Ch-26)</p> <p>(Book)</p> <p>Author, Title, publisher, year</p> <p>Morrison, Toni. The Bluest Eye. Vintage International -L, 2007.</p>
	<p>multiple Authors</p> <p>(Author's names and original publications)</p> <p>- Johnson, Smith, and Dale, "Literature Review" 127-137</p>				
	<p>Author date</p> <p>Author Date, Author Date</p> <p>(Smith 2012, Johnson 2015)</p>				
	<p>complete Book citation or endnote format</p> <p>Author first name last name</p> <p>Title of Book (Place of Publication : publisher, year) page nos.)</p> <p>Albert Einstein, The Meaning of Relativity (Princeton: Princeton University</p>				

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		<p>Press, 1923), 44-45.</p> <p>Author first name (last name) "Title of Article," Name of Journal, no. issue (month and year): pg no(s). DOI</p> <p>Morris Dickstein, "A Literature of One's Own: The Questions of Jewish Book Awards." Princeton University Library Chronicle 63, no. 1-2 (Winter 2002): 71. https://doi.org/10.25290/prinuni.vlibrchro.63.1-2.0070.</p> <p>"Tree of page," Website, accessed month date, year. URL.</p>	<p>Author surname initial. (Year) Article title. Journal Name. Volume (Issue) PP. page range.</p> <p>Thagard, P. (1990) "Philosophy and machine learning." Canadian Journal of Philosophy, 20 (2), pp. 261-276.</p>	<p>Smith, T. (2020) The citation manual for students: A quick guide. 2nd ed. Wiley.</p> <p>Last name, Initial Article title. Journal Name, Volume (Issue), Page range, DOI or URL.</p> <p>Mounier-Kuhn, P. (2012). Computer science in french universities: Entry entrants and latecomers. Info & Culture: A Journal of History, 147(7), 417-456. https://doi.org/10.7560/1CA47402.</p> <p>(no author) website</p> <p>Organization Name. (Year, Month Day) page title. Site name. URL.</p> <p>Scibbr. (n.d.) Academic proofreading & editing service. https://www.scibbr.com/proofreading-editing/</p> <p>(no date) Last name, initials. (n.d.) Pg title. Site Name. Retrieved</p>	<p>Author. Title of source. Title of container, Version, Number, Published date, Location.</p> <p>Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." PMLA, vol. 128, no. 1, Jan. 2013, pp. 193-200.</p>	<p>Author. Title of source. Title of container, volume, number, published date, Location, DOI</p> <p>Sulerius, Sirpa "Marginalized Identities and Spaces: James Baldwin's 'Modern New York'." Journal of Black Studies, vol. 48, no. 8, Jul. 2016, pp. 883-902. Sage Journals, https://doi.org/10.1177/0021937146658862.</p>
		<p>Author surname initial. (Year) Page title - Available at: URL</p> <p>(Google (2019) Google terms of service. Available at:</p>	<p>Author surname initial. (Year) Page title - Available at: URL</p> <p>(Google (2019) Google terms of service. Available at:</p>	<p>Author. Title of source, Title of container, Publisher, Publication date, Location</p>	<p>Author, Title of source, Title of container, Publication date, URL.</p>	

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	No pub Date	<p>"About the UvA," University of Amsterdam, accessed July 4, 2018, http://www.uva.nl/en/about-the-uva.</p> <p>(Website n.d.)</p> <p>(University of Amsterdam n.d.)</p>	<p>https://policies.google.com/terms?hl=en-US (Accessed: 27 January 2020).</p> <p>(Author's last name, no date)</p> <p>(Scibber, no date)</p> <p>"Author," no date, Available at URL</p> <p>("Divest", no date)</p> <p>"Divest" (no date)</p> <p>URL: https://www.merriam-webster.com/dictionary/divest (Accessed: 27 Jan 2020).</p>	<p>Month Day, Year, from URL.</p> <p>University of Amsterdam (n.d.) About the UvA. Retrieved October 19, 2020 from https://www.uva.nl/en/about-the-uva/about-the-university.html</p>	<p>Clancy, Kate. "Defensive Scholarly Writing and Science Communication." Context and Variation, Scientific American Blogs, 24 Apr. 2013, blogs.scientificamerican.com/context-and-variation/2013/04/24/defensive-scholarly-writing-and-science-communication/</p>	<p>Coates, Ta-Nehisi. "The Case for Reparations." The Atlantic, Jun. 2014, www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p>
	No Auth -ur.					
	News paper citation	<p>Author first name last name, "Title of Article," Name of publication, Month, date, year, page number or URL.</p> <p>Alex Marshel, "Graphic Novel in Running for Booker Prize for First Time," New York Times, July 23, 2018, https://www.nytimes.com/2018/07/23/books/booker-prize-graphic-</p>	<p>Last name, Initial S. (Year, Month Day). Article title, Newspaper Name, pages.</p> <p>Schwartz, J. (1993, September 30). Obesity affects economic, social status. The Washington Post, A1, A4.</p>	<p>Author's last name, Author's first name, Title of the newspaper article, Name of the newspaper, day month date, pg.</p> <p>Steinhaune Jennifer, "California Water Law Entailing New Development." New York Times, 7 June 2008, p. C14</p>	<p>Author(s) name "Title of the article." Title of the newspaper, Date of publication, page number</p> <p>Belluck, Pam. "New Alzheimer's Drug Slows Memory Loss in Early Trial Result -s" NY Times, 26 July 2018, pp. A1.</p>	

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Youtube citation		<p>Channel name, "Video Title", month date year, video length, URL</p> <p>MSNBC, "The Rachel Maddow Show: Never Stop Asking," July 23, 2018, video, 0:30, https://youtube.com/-biUOPa5iIE.</p>	<p>(Channel name, "Video Title", year month date, video length URL.</p> <p>Peter Draws (2020) Can we just Draw on wood panels instead of paper? 8 Sep. Available at: youtube (Accessed: 29 September 2020).</p>	<p>Last name, Initials [channel name]. (Year, Month Day). Video title [video]. Youtube. URL.</p> <p>Stevens, M. [channel name]. [2017, August 14]. The napkin ring problem [video]. Youtube. https://www.youtube.com/watch?v=5lnc11P-BrY.</p>	<p>"Title of Video." Website, uploaded by User name, Day Month Year, URL.</p> <p>"First Look inside de Notre-Dame after fire." Youtube, uploaded by BBC News, 16 Apr. 2019, www.youtube.com/watch?v=27pw-KAENDY.</p>	<p>"Title of Video." Youtube, uploaded by name of Youtube Account, Day Month, Date, URL.</p> <p>"Prevent Plagiarism in 5 Steps." Youtube, uploaded by Chegg. IS Nov 2018, www.youtube.com/watch?v=61xBPILtFDY.</p>
Intext		<p>Author's last name, "Shortened Video Title", Timestamps.</p> <p>Liu, "Essay Conclusion" 0:56.</p>	<p>(Video creator OR Channel name, Year published)</p> <p>(Peter Draws, 2020)</p>	<p>(Last name of Author's and year)</p> <p>(Stevens, 2017)</p>	<p>("Shortened Title")</p> <p>("First Look inside")</p>	<p>("Shortened Title")</p> <p>("Prevent Plagiarism")</p>



Bangladesh, is replete with stimulating instances that the victory of one smaller event leads to the greater and greater victories of popular movements ultimately culminating into the freedom and liberation of the country from the colonial domination. Judged from this point of view, Dinabandhu's contribution to dramatic literature as demonstrated in *Nildarpan* and *Kurey Garur Binna Goth* may be identified as ushering the process of the victory of the people from the colonial bondage.

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TOWARDS UNDERSTANDING TRAVEL WRITINGS: A STUDY

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Abstract

A vital component of contemporary society is travel. In today's globalized world, there are numerous travel possibilities that are less expensive and less difficult to arrange, such a vacation to a nearby city or a flight to a tropical island. The concept of human well-being is described in this paper as being multifaceted, and its connection to tourism is discussed. Travel has been identified as the best method for reducing stress, releasing emotions, and finding inspiration, according to a literature review and the opinions of academic outsiders. The majority of viewpoints have demonstrated that tourism is a crucial component of the ecosystem, which in turn shapes human satisfaction and well-being. While service providers enhance their offerings and put their customers first, travel, in particular, differs depending on the time and place. The present paper explores travel writing as a source of getting knowledge and exploring the world. MLA eighth edition has been used for literary documentation and citations.

Keywords: Traveling, hypothetical audience, human existence, pilgrimages, internal and external journeys, etc.

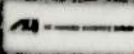
Young British Writer of the Year Award. He also wanted to visit the scene of the combat between British forces and Afghans because he is a perfectionist.

Conclusion:

In this sense, "travel" functions as a catalyst, inspiring the writer to embark on a trip both externally and within. Thus, the text that is created appears to be the result of both internal and external journeys. The traveler first embarks on the actual journey, occasionally recording it in writing and keeping personal reflections, after returning home, he mentally recreates the entire journey, choosing, acting out, creating, erasing, and, most importantly, ordering and rearranging it all with the hypothetical audience he addresses in mind.

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2.	Importance of Referencing style	24 Jan 23	Ananya	dk
3.	Types of Referencing styles	25 Jan 23	Ananya	dk
4.	MLA referencing style	27 Jan 23	Ananya	dk
5.	Types of MLA Referencing style	28 Jan 23	Ananya	dk
6.	8th edition of MLA referencing style	30 Jan 23	Ananya	dk
7.	9th edition of MLA referencing style	31 Jan 23	Ananya	dk 31.1.23