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CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

BACHELOR OF BUSINESS ADMINISTRATION SEMESTER - II



**Skill Enhancement Course - SEC 2 :
Managerial Skill Development**
(Candidates admitted from 2024 onwards)

PERIYAR UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

B.B.A 2024 admission onwards

Skill Enhancement course SEC2 - Managerial Skill Development

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Managerial Skill Development

UNIT I – SELF

UNIT OBJECTIVES

In this unit, understand the concept of ‘self’ and how ‘self’ different from ‘others’. is Understand how the idea of self in not independent but connected with our very lives. Understand and apply the manner in which our identity affects our idea of self. Learn the benefits of self-reflection, Apply self-reflection

SECTION 1.1: SELF - AN INTRODUCTION

Think about your everyday experience / interaction. You meet different people — father, mother, brother, sister, aunt, uncle, son, daughter, father-in-law, mother-in-law, green grocer/ vegetable seller, teacher, relative(s), student, a casual friend, best friend, business partner and so on. The way you feel or think about yourself — your self-confidence, comfort level, self-esteem etc., affects the manner in which you interact with other people. For example, imagine a very senior member of a management body has asked you to meet her/him but has not given a reason. If you are someone who generally is very confident about yourself and know that your work is in order, meeting the senior member will not make you anxious. But if you are someone who lacks confidence in yourself, then the idea of meeting a senior member will make you anxious because you are likely to keep asking — —what have I done wrong? or you may also feel anxious.

How we think about ourselves — weak or strong, happy or sad, confident or unsure, a doer or a follower and so on is very important. The concept of —self is the image that we have of ourselves. According to Joseph A Bailey self-concept is generally thought of as our individual perception of our behaviours, abilities, and unique characteristics— a mental picture of who you are as a person¹. For example, when you dress up well, you look in the mirror and like what or who you see, you are likely to mentally say to yourself-I look good/smart/beautiful/handsome. And then when you go out, this confidence in

'self' reflects in the way you will walk or talk or even the choice of 'venue'. But more closely, the ideas or beliefs like —I am a good person or —I am confident or —I am an introvert or —I am a leader or —I like to follow rather than lead or —I am a risk taker are all part of the concept of 'self'. This image of 'self' develops over time and is not uniform. It changes as we grow older and with our experiences of the world and people around us.

1.1.1 Meaning and Definition of Self

In the simplest form the notion of the 'self' is the idea that we hold or have of ourselves. We are not born with the notion of self. This idea that we have of 'self' (self-concept from now on) or 'ourself' slowly emerges and is shaped by the people around us, those who influence us, how we are treated by others and how we treat ourselves, the family values and lifestyle, our economic and social status, our gender and more. The notion of self-concept is a learnt one which is constructed over time. Take a very simple example, when a parent tells a son that he is special but does not say the same thing to the daughter, the son may think that he can do no wrong. On the other hand, the daughter may spend most of her time trying to impress or please the parent but may never be successful. And both the son and the daughter may continue to be influenced by this parent's attitude in both their work and their personal lives.

1.1.2 Core competency

It refers to a person's unique combination of skills, qualities, and attributes that distinguish them and contribute to their effectiveness and success. Here are some elements that contribute to the core competency of an individual:

Self-awareness: The ability to understand one's own thoughts, emotions, and behaviors, and to recognize how these factors influence personal and interpersonal experiences.

Expertise: Depth of knowledge in a specific field or subject matter is a critical aspect of core competency. Being an expert or having a specialized understanding of certain topics can set you apart.

Adaptability: The ability to adapt to new situations, learn quickly, and navigate change is a valuable competency. Being adaptable ensures you can thrive in different environments and handle challenges effectively.

Emotional Intelligence: Understanding and managing your own emotions, as well as recognizing and empathizing with others' emotions, contributes to emotional intelligence. This skill enhances interpersonal relationships and effective communication.

Values and Ethics: Your core values and ethical principles guide your decisions and actions. Aligning your behavior with your values enhances your authenticity and contributes to your overall competency.

Resilience: The capacity to bounce back from setbacks, handle stress, and maintain a positive mindset in the face of challenges is an essential competency. Resilience helps you navigate adversity and maintain your overall well-being.

Creativity and Innovation: The ability to think creatively, generate new ideas, and approach problems innovatively is a valuable competency. Creativity contributes to finding unique solutions and adapting to changing circumstances.

Interpersonal Skills: Effective communication, collaboration, and the ability to build positive relationships with others are crucial components of your core competency. Interpersonal skills are essential for successful teamwork and leadership.

Time Management and Organization: Being able to manage your time efficiently, set priorities, and stay organized contributes to your overall effectiveness and productivity. Strong time management skills are valuable in personal and professional contexts.

Leadership and Influence: Leadership skills, including the ability to guide, inspire, and influence others positively, contribute to your core competency. Leadership qualities are valuable, whether in formal leadership roles or within a team.

1.1.3 Understanding of Self

Any emotional issue must be resolved successfully via self-understanding. Self-concept, self-esteem, and the ideal self are crucial components of self-understanding. This study focuses in-depth on these critical topics. Additionally, it offers techniques for bettering our own understanding of ourselves. It explains the significance of the teacher's role in enhancing students' self-esteem and assisting them in understanding themselves.

One must thoroughly understand oneself in order to live a realistic, content, and genuinely optimistic existence. The self is not something that one finds; it is something that one makes. From a young age, we should be developed in the right way in order to shape our personality. In this regard, education must emphasize self-understanding.

Self Understanding: According to the definition of —self-understanding, it is the awareness and capacity to comprehend one's own activities. Any emotional issue must be resolved successfully via self-awareness.

1.1.4 Benefits of self-awareness include:

1. Knowing exactly what is upsetting you as opposed to just feeling unpleasant.
2. You'll then be able to start along the path of happiness as a result of this.
3. You won't feel lost because you will understand your place in life. Whether it be a relationship or a career.
4. strong comprehension of people; you will understand others better if you can better understand yourself.

Understanding oneself might be primarily focused on.

1. One's bodily self

Many people place a high value on their physical appearance and being physically healthy and powerful plays a significant role in how they define themselves.

2. The social self.

Even though she doesn't have many friends, the ones she does have are incredibly close to her. She enjoys spending time and getting to know her friends well. This is a component of her social self, which is how she interacts with others. B is distinct from A

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in this instance as well. She has a tone of friends and is frequently surrounded by people. She enjoys spending time among a party crowd. Her social self is still a component of her sense of herself, although it differs from A, S.

3. The capable self.

The ability to meet one's basic requirements is a sign of competence.

4. Internal self

The sentiments and thoughts that a person possesses deep inside themselves are what is sometimes referred to as the psychological self. (Simply Psychology) When learning about oneself, one can gain insight into three key characteristics of oneself.

How to understand self

1. Obtain a neutral evaluation

from your personal network, personality tests, people skills, career assessments, learning preferences, etc.

2. Exercises in writing characters:

To gain a sense of this, try responding to the questions below: How would you sum up who you are in three words? What role do you play in the story of your life?

What has been the most significant event in your life? Etc.

3. Assess your advantages and disadvantages:

By reflecting on your strengths and limitations, you can understand who you are and what is most important to you. Importantly, you should contrast your opinion of your strengths and limitations with the weaknesses noted by your family, friends, and coworkers.

4. Make a priority assessment.

Your daily contacts and the things you value most in life can reveal a lot about who you are. Consider your priorities, the priorities of those people you respect, and the conclusions you draw. Then consider what these conclusions indicate about you.

5. See the changes you've undergone.

Examine your past and reflect on what has transpired Your actions and thoughts now

are a result of your life experiences. Considering your actions,

Because our current actions are built on our past experiences, changing as a person can reveal a lot about why you act the way that you do.

6. When you have intense emotions, examine yourself.

You may occasionally experience extremely intense emotions such as anger, sadness, joy, or excitement. You can better understand yourself if you know what triggers these stronger-than-normal reactions and causes them.

7. Beware of transference and repression.

Repression is the act of helping yourself to forget something that happened because you don't want to think about it. When you emotionally respond to one thing while actually responding to something different, this is called transference. Finding out why you engage in these two highly prevalent yet unhealthy behaviors and learning healthier ways to manage your emotions will make you a much happier person.

8. Keep an eye on when and how you talk about yourself.

Do you always make a point of talking about yourself in conversations? When you talk about yourself, do you ever make jokes about yourself? You should be aware of extremes and reflect on your motivations for doing so.

9. Look at how you respond to challenging or unfamiliar situations.

When times are very difficult, consider your past responses to situations where the stress was particularly high. Why did you respond in that manner? How do you wish you had responded? Would you behave in that manner now more frequently?

10. Think about your inspirations.

Whether you truly adhere to what they teach or not, the things that shape how you think and how you perceive the world can reveal a lot about you. You can better comprehend the source of the behaviors you do have by recognizing the influences that have influenced your conduct.

11. Prepare a biography.

500 words should be sufficient for a 20-minute biography. This will force you to type

quickly and worry less about the content you'll provide, allowing you to discover the qualities that your brain values most when determining who you are.

Allowing for self-reflection

1. Give up being defensive.

People may actually aid in your understanding of and improvement in yourself if you are more receptive to conversation, criticism, and change.

2. Be truthful to yourself.

It serves no purpose to mislead you. Even if you come upon things about yourself that you truly don't like, this just provides you the chance to confront those issues head-on rather than simply putting up with them.

3. Take note of what people are saying to and about you.

Consider the comments made in the past and seek out fresh perspectives on your actions.

4. Give guidance.

Giving advice will frequently provide you with a fantastic opportunity to consider your own issues and reevaluate them from a distance.

5. Take your time, and live.

But simply living life is the surest way to truly get to know oneself.

Components of Self

The concept of the self is complex and multifaceted, and various psychological theories offer different perspectives on its components. Here are some commonly discussed components of the self:

1. Cognitive Component: This involves self-awareness, self-perception, and the mental representations individuals have about themselves, including beliefs, attitudes, and memories.

2. Emotional Component: This pertains to the emotional experiences and responses associated with oneself, including self-esteem, self-confidence, and emotional well-being.

3. Social Component: The self is influenced by social interactions, relationships, and societal expectations. Social identity, roles, and the impact of others contribute to this aspect.

4. Physical Component: This includes aspects related to the body, appearance, and physical well-being. It encompasses how individuals perceive and relate to their own bodies.

5. Spiritual Component: For some individuals, the self includes spiritual or existential dimensions, encompassing beliefs about the purpose of life, connection to something greater, or existential reflections.

6. Moral and Value Component: This involves one's moral beliefs, values, and ethical principles, which contribute to the sense of identity and decision-making.

7. Developmental Component: The self is not static; it evolves over time. This component includes how individuals perceive their own growth, development, and changes in identity across the lifespan.

8. Motivational Component: Desires, goals, and motivations shape the self. This involves understanding one's aspirations, personal goals, and the factors that drive behavior.

It's important to note that these components are interconnected, and different theories emphasize various aspects. The study of the self is a complex area within psychology, and researchers continue to explore and refine our understanding of its components and dynamics.

Let's Sum Up

"The Self" is a central concept in psychology and philosophy, referring to the individual's awareness of their own identity and existence. It encompasses self-awareness, self-concept, and self-esteem, reflecting how one perceives and evaluates oneself. The Self is shaped by various factors including personal experiences, social interactions, and cultural influences. It plays a critical role in behavior, influencing choices, motivations, and interpersonal relationships. Understanding the Self involves exploring both conscious and unconscious aspects, and is essential for personal development and mental well-being. In contemporary discourse, the Self is often examined through lenses such as cognitive science, psychoanalysis, and existential philosophy, highlighting its complexity and multifaceted nature.

Check Your Progress - QUIZ – 1

1. What is the primary focus of self-development in managerial skill development?

- A) Learning technical skills specific to a job role
- B) Enhancing personal attributes, self-awareness, and leadership qualities
- C) Developing physical fitness for workplace efficiency
- D) Gaining industry-specific knowledge

2. Which of the following is a key component of self-awareness in managerial development?

- A) Understanding financial statements
- B) Recognizing one's strengths and weaknesses
- C) Learning a new programming language
- D) Mastering a foreign language

3. How does emotional intelligence contribute to managerial skill development?

- A) By improving technical skills
- B) By enhancing the ability to understand and manage emotions in oneself and others
- C) By developing strategic planning abilities

D) By increasing physical endurance

4. What role does feedback play in self-development for managers?

A) It provides entertainment during work

B) It offers critical insights into areas for improvement and growth

C) It decreases job satisfaction

D) It limits communication with team members

5. Which practice can help managers improve their decision-making skills?

A) Avoiding risks at all costs

B) Reflecting on past decisions and their outcomes

C) Delegating all decisions to subordinates

D) Following strict protocols without flexibility

SECTION 1.2 SELF-IDENTITY

Self is a sum of interrelated and interdependent parts such as experiences, childhood upbringing, thoughts, profession, likes-dislikes, biology, feelings, and so on.

An honest opinion and correct understanding of oneself can be understood as our identity.

If someone asks you to describe yourself, what will you write? What *you* think or what *people* think? We refer to ourselves as 'I' or 'me' or our names. When we describe 'I' in our own words and the way we see ourselves, it is known as self-identity. When you believe in your idea of yourself it is known as self-identity. If you believe in your version of yourself then you will not let any negative remark affect your self-identity. The benefits of understanding Self-Identity is that we get to explore and understand ourselves.

Why is self-identity important?

It answers the why of self. Over and underestimation, positive, negative, good, bad are all attributes that get attached to our narrative of self. Our take on our identity builds

our personality (individuality). Incorrect perception of self leads to delusional identity, that is, we think of ourselves as what we are not. Every person is different and unique. It creates standards for us to achieve. Going by social identity, you work according to societal expectations. But when you understand your self-identity, you understand how it benefits you.

Benefits of Self-Identity

Self-Identity is important because if you do not know yourself then you cannot answer who you are?

- If you know and believe in your ideas about yourself then you gain confidence, there are several ways to gain confidence.
- You learn to balance emotions like in the earlier situation you will not feel angry or sad when someone passes a negative comment.
- When you realize the importance of self-identity you are able to control your actions. Like while driving when the car is in your control and not someone else's.

Being in control of your actions means that you are the sole decision-maker and no one else is making your decisions, that is, no one else has control over your car.

When you feel confident, you become emotionally balanced and learn the techniques for emotional management, and know how to act then you realize who you are. You understand your true self and you feel an internal satisfaction. You do not have to ask anyone else to describe you.

What happens when you rely on social identity?

If people or society tells you that you are not skilled or capable, you will believe in that. If they tell you that you are perfect and flawless, you will believe that too!

When our opinion of self gets influenced by others then this may happen:

- Negative opinion leads to the underestimation of one's capabilities like insecurities, doubts, uncertainty, and a lack of confidence in oneself. These could be the reasons for inefficiency which will again hit the spiral.
- On the other hand, overestimation by others gives an exaggerated sense of self-value which dilutes the scope of understanding the need for any improvement.
- You will always try to gain acceptance from others, also known as validation, from others. You might even take certain decisions in your life just to please people around you.

Life is full of choices, when someone else chooses for us, we fail to recognize our life as

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ours. Imagine a life where a kid went to a certain class because of family pressure and not because s/he wanted to, as an adolescent subjects that you chose during high school, the choice of college, the person you should marry, when should you get married, run after government job even if you want to start a business, to have kids, to have a son, and so on and on. You make all such decisions due to ‘Societal Pressure’. When you live life through Social Identity you constantly use the phrase —I had to instead of —I wanted to. Lack of self-identity may lead to issues like confusion about what you want or need. Such identity issues even require psychological aid.

How to choose self-identity over social identity?

We cannot remove people or their opinions from our lives, but we can definitely control their impact on us. To keep a check on your choice of identity, you can look out for:

- You build your self-identity first which acts as the foundation on which you build your social identity. *Your Self-identity is the core and builds social identity.*
- Try to understand your experiences through self-identity. What that experience meant to you and taught you. Do not let anyone else tell you how to feel after an experience.

Experiences act as learning stones. They shape our identity. Growing up we did not know that we act according to two identities: self-identity and social identity. Without even realizing we mostly acted as per social identity due to a strong and persistent presence of people in your life.

So many people with so many opinions and judgments that it became difficult for us to identify the self. But now we know the benefits of Self-identity and how to believe in our self-identity. This point forward we can make an aware and conscious decision to ensure that our self-identity influences and drives our social identity and not the other way round.

Let's Sum Up

Self-identity refers to an individual's perception and understanding of who they are, encompassing their beliefs, values, personality traits, and social roles. It is a dynamic construct that evolves over time, influenced by personal experiences, social interactions, and cultural contexts. Self-identity shapes how people view themselves and their place in the world, guiding their choices, behaviors, and relationships. It involves both self-concept, which is the cognitive aspect, and self-esteem, which is the

evaluative aspect. A strong sense of self-identity contributes to psychological well-being, providing a stable sense of purpose and direction in life.

Check Your Progress - QUIZ – 1

1. What is self-identity in the context of managerial skill development?

- A) The process of promoting one's career through networking
- B) A manager's understanding of their own values, beliefs, strengths, and weaknesses
- C) The technical skills required for effective management
- D) The strategies used for conflict resolution in teams

2. Why is self-identity important for managers?

- A) It helps in increasing organizational profits directly
- B) It enhances a manager's ability to lead with authenticity and confidence
- C) It reduces the need for ongoing professional development
- D) It limits the scope of managerial responsibilities

3. How can self-reflection contribute to managerial skill development?

- A) By identifying areas for improvement and reinforcing strengths
- B) By avoiding difficult decisions
- C) By reducing the need for collaboration with team members
- D) By delegating all responsibilities

4. Which of the following is a benefit of managers having a strong sense of self-identity?

- A) Reduced interaction with team members
- B) Increased resilience and adaptability in the face of challenges
- C) Decreased need for effective communication skills
- D) Limited ability to make strategic decisions

5. What role does emotional intelligence play in the development of self-identity

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- A) It reduces the importance of technical skills
- B) It enhances self-awareness and the ability to understand and manage emotions
- C) It limits the manager's ability to empathize with others
- D) It focuses solely on organizational profitability

SECTION 1.3 SELF CONCEPT

We have learnt that self has an 'I' that thinks and 'me' which is the content of those thoughts. An important part of the 'me' is the self concept — the idea about who one is, was and will become. In terms of who one is, self concept refers to a person's thoughts, feelings and experiences about the self in a specific behavioural domain such as one's body weight, one academic performance, one's gender role etc. In terms of who one will become, self concept includes ideas about possible selves. These possible selves are personalized, detailed and specific conception of self that one expects, fears, wishes and ought to be in future, such as: 'I will be able to take care of my parents', 'I shall not live for long'.

Self concept is the self knowledge we have about ourselves in various aspects such as physical characteristics (—I have a broad nose; —I am taller than average Indian woman), social roles (—I am a student; —I am an Indian citizen), personality traits (—I am naughty; —I go along with other people's opinions), interest and skill (—I am a music lover; —I cannot make round chapatis) etc. Thus, self concept is multi-dimensional. One way of capturing the multidimensionality of self concept is to see it as composed of:

Physical Self concept — It includes the image of one's body, appearance, its attractiveness, e.g., How do I look? Am I attractive? Which part of the body am I most happy with? Which part of the body I am not happy with?

Psychological Self concept — It includes one's personality traits, abilities, weaknesses, level of adjustment, e.g., Am I smart, rude, anxious, honest, outgoing, good in chess, art, or pathetic in sports? Can I take care of myself?

Attitudinal Self concept—It includes one's values, beliefs, convictions, ideals, philosophy of life, e.g., Am I a cautious spender or a spend thrift? Do I like a life full of excitement and change or safe, secure life? Do I support inter caste marriages or

marriages within caste?

Characteristics of Self concept

Let us see the following characteristics of self concept:

1. It is social and learnt

Self concepts are formed on the basis of a person's interactions with the Components of Self environment. They reflect understandings of self made both by the self and others. How do we know that we are shy, good at chess, anxious, or anything else? There are many explanations for this. The Self Perception theory (Bem, 1967) suggests that we form self concept by observing our own behaviour. If we make strong efforts to be on time for meetings and classes, the inference we can make is –we are punctual. Just as we infer other people's values, motivations and traits on the basis of their behaviour, in the same way, we do so by observing our own behaviour. The Social Comparison theory (Festinger, 1954) states that we know ourselves on the basis of our comparisons with others. We know that we are good at chess when we compare ourselves with many other chess players and find ourselves better at the game. Thus, spontaneous comparisons of one's physical appearance, traits, abilities and attitudes with similar others feed into our understanding of ourselves.

How we interpret social comparisons influence our self concept. Comparing oneself with people who suffered from Covid 19 can lead us to make two interpretations — 'Thank God! I didn't get it' or 'I too may get it very soon as everyone is getting infected'. Upward social comparison (i.e., comparing oneself to better offs) can make one feel worse, but it also helps one improve. Downward social comparison (i.e., comparing oneself to worse offs) can make one feel better.

Role played by others and socio-cultural norms in shaping self concept are also very important. Other people's perceptions and judgments about ourselves are significant in the way we perceive ourselves. If others think that we have a good sense of humour, this attribute is likely to become a part of self. Socio-cultural norms such as the cultural emphasis on 'thinness' has led to a large number of normal weight woman having a selfconcept of being —fatll.

2. It is organized

A self concept consists of diverse perceptions related to different aspects of self such as physical, psychological and attitudinal. As a schema, i.e., a broad mental

representation, it organizes self relevant information in a hierarchical manner (Markus and Wurf, 1987). The most generalized information such as —I am a good studentll is placed at the top. Below it we have categories of more specific information such as –ll attend classes regularlyll, —As far as possible, I submit good quality workll, —Teachers like my performance and behaviourll. The lowest level of hierarchy is occupied by specific examples of such statements.

3. It can have discrepant aspects While, self concepts are organized and lend a sense of unity and coherence to our sense of ourselves; they can also be discrepant and diverge from each other. Psychologist Tory Higgins (1987) explains this in his self discrepancy theory. He says that we all have three selves: the actual self, the ideal self and the ought self. The actual self is who we are currently. It includes our good and bad qualities and what we think others see us as. The ideal self is who we would like to be in the future. It is based on who we truly want to become; it is based on our dreams, aspirations and goals. So, if one can have any job, what will it be? How would one like to look like? What kind of lifestyle will I like to lead? The ought self is what we think others expect of us. It is organized on the basis of what we think

our parents want us to be like, our friends expect from us, our social world hopes from us and what the cultural norms tell us as appropriate or inappropriate. The ought self is dependent upon the reference group which is important for us at a given moment of time. We have different notions of what our parents expect from us as compared to what our first date or romantic partner expects from us.

Often, these selves do not align with each other. This mismatch between our selves is called self discrepancy. Higgins (1987) found that when actual and ideal self don't overlap with each other to a large extent, i.e., when we don't live upto most of our ideals, we will experience —dejection related emotionsll such as disappointment, shame, embarrassment and depression. When actual and ought self don't overlap with each other to a large extent, i.e., when we mostly don't live upto other people's expectations, we will experience —agitation related emotionsll such as guilt, fear, self contempt and anxiety.

Psychologist Carl Rogers (1959) points out that a state of incongruence exists when the actual self differs widely from the ideal self, i.e., the self that a person would most like to possess. Due to people's evaluations, a person may deny his or her experiences of actual self. For example, people may deny their anger because it is frowned upon by

other people in one's environment. It may lead the person to aspire to become peaceful and calm while suppressing one's genuine feelings. This creates defenses and distortions which affects a person's relationship with other people too. Here the person needs to accept their anger and express it in appropriate manner instead of using defenses.

4. Positive and Negative Self concepts Self concept can be positive and negative. Positive self concept is a result of self perception of oneself as good, competent, worthy. On the other hand, disapproving, criticizing, blaming and doubting oneself creates negative self concept. There is a two way interaction between self concept and social environment. People with positive self concept express these feelings of self competency in social situations. Others respond positively to the confident, capable self of the person, further authenticating the self concept. This promotes individual's sense of social security and adjustment. The negative views of self affect the way a person behaves and get corresponding reactions from others, further validating negative thoughts about self.

5. It provides self direction Not only are self concepts shaped by life experiences and cultural norms but they also give meaning, form and direction to behaviours. We act in accordance with the understanding we have of ourselves. Believing the self as kind will make us help others in problems. If we consider ourselves as determined, then we will overcome challenges of our lives.

6. It is stable yet dynamic Self concepts are stable. They don't change from moment to moment and day to day. We have a relatively consistent sense of who we are. However, it doesn't mean that they do not change with experience. Many experiences of our lives make us learn new things about ourselves, expand our self definitions and give up the self concepts that no longer help us. Sometimes, reading a book, watching a film, conversing with a friend makes us aware of a part of us we were not aware of earlier.

What is the "self - image" ?

The self image or "how we see ourselves" alludes to the way we perceive our physical, emotional, cognitive, social and spiritual characteristics.

How we perceive ourselves depends on our "self respect" (self appreciation, self-acceptance). If we truly accept, appreciate ourselves for what we do well, if we embrace our weakness without permanently criticizing ourselves, we can live emotionally

comfortable (and thus increase our tolerance towards others too).

One must understand that there has to be a balance between self-appreciation and self-criticism, none of the two extremes being efficient. Someone who praises himself too much will be, in the end, ridiculed and abandoned. On the other hand, someone who is constantly critic towards himself will generate feelings of compassion, guilt, or a sense of superiority, drawing towards himself more criticism. So, maintaining a balance between self-praising and self-criticism is very important for our psychic.

Why is the self image so important?

Because it affects our behavior. When we have a positive "self-image" on ourselves, we have the energy to fulfill our objectives, because the enthusiasm, the high spirit, the determination are there. And so we see obstacles as challenges which must be exceeded. This helps maintaining relationships hitting your aim you can reach professional performances and social success.

A negative self-image lowers or even neutralizes the motivation due to the lack of self assurance ("What's the point in trying ?", "I'm not good enough ..."). This leads to the so called "avoiding behavior" ("I'm not going to the interview, because I'm not good enough so what's the point ?").

Also, a negative self-image creates a vicious circle wherefrom it's very hard to get out : the person doesn't do certain things because he / she isn't convinced is capable.

This lack of action leads to self-blaming and self-criticism, thus cementing the negative beliefs about themselves.

The Elements and Dimensions of Self-Image

Although there is no widely agreed-upon framework for the aspects of self-image, there are some proposed types and dimensions. These come from Suzaan Oltmann, an independent distributor at one of South Africa's FET Colleges.

The three elements of a person's self-image are:

1. The way a person perceives or thinks of him/herself.

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2. The way a person interprets others' perceptions (or what he thinks others think) of him/herself.
3. The way a person would like to be (his ideal self).

The six dimensions of a person's self-image are:

1. Physical dimension: how a person evaluates his or her appearance
2. Psychological dimension: how a person evaluates his or her personality
3. Intellectual dimension: how a person evaluates his or her intelligence
4. Skills dimension: how a person evaluates his or her social and technical skills
5. Moral dimension: how a person evaluates his or her values and principles
6. Sexual dimension: how a person feels he or she fits into society's masculine/feminine norms (Oltmann, 2014)

These elements and dimensions offer a framework through which to view self-image, but remember that this is not a known and widely accepted framework; rather, it is one possible way of thinking about self-image.

- 10 Examples of Positive and Negative Self-Image

It's pretty easy to distinguish between positive and negative self-image.

A positive self-image is having a good view of yourself; for example:

- Seeing yourself as an attractive and desirable person.
- Having an image of yourself as a smart and intelligent person.
- Seeing a happy, healthy person when you look in the mirror.
- Believing that you are at least somewhat close to your ideal version of yourself.
- Thinking that others perceive you as all of the above as well as yourself.

On the other hand, negative self-image is the flipside of the above; it looks like:

- Seeing yourself as unattractive and undesirable.
- Having an image of yourself as a stupid or unintelligent person.
- Seeing an unhappy, unhealthy person when you look in the mirror.
- Believing that you are nowhere near your ideal version of yourself.
- Thinking that others perceive you as all of the above as well as yourself.

What is self-confidence?

Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weakness well, and have a positive view of yourself. You set realistic expectations and goals, communicate assertively, and can handle criticism.

On the other hand, low self-confidence might make you feel full of self-doubt, be passive or submissive, or have difficulty trusting others. You may feel inferior, unloved, or be sensitive to criticism. Feeling confident in yourself might depend on the situation. For instance, you can feel very confident in some areas, such as academics, but lack confidence in others, like relationships.

Having high or low self-confidence is rarely related to your actual abilities, and mostly based on your perceptions. Perceptions are the way you think about yourself and these thoughts can be flawed.

Low self-confidence might stem from different experiences, such as growing up in an unsupportive and critical environment, being separated from your friends or family for the first time, judging yourself too harshly, or being afraid of failure. People with low self-confidence often have errors in their thinking.

How To Increase Your Self-Confidence

- Recognize and emphasize your strengths. Reward and praise yourself for your efforts and progress.
- When you stumble on an obstacle, treat yourself with kindness and compassion. Don't dwell on failure.
- Set realistic and achievable goals. Do not expect perfection; it is impossible to be perfect in every aspect of life.
- Slow down when you are feeling intense emotions and think logically about the situation.
- Challenge making assumptions about yourself, people and situations.
- Recognize that past negative life experiences do not dictate your future.
- Express your feelings, beliefs and needs directly and respectfully
- Learn to say no to unreasonable requests.

Why is self-confidence important in the workplace?

There are several reasons self-confidence can benefit a professional in the workplace. When you are confident, you may be more open to taking calculated risks that may contribute to professional success. Self-confidence can also arise from having a comprehensive understanding of one's own abilities and weaknesses. This understanding is crucial for professional growth as it empowers individuals to process feedback and criticism in a healthy manner. Self-confidence can also help you share your ideas and express yourself with freedom. It is a quality that has the potential to facilitate creativity and innovation in a professional context. In addition to these aspects, self-confident people are also a positive influence on colleagues and other individuals around them.

Characteristics of a self-confident person

A self-confident person typically depicts the following characteristics:

Believes in themselves

Confident people often take part in and contribute to group discussions. They present their thoughts and opinions confidently as they have faith in their judgement, skills and approach to professional tasks. Self-confidence also helps professionals become more decisive and assertive while making important organisational decisions.

Voices their opinions

A key characteristic of confident people is that they follow through in action, with what they believe is right. As a self-assured person, you might be open to taking feedback from peers before making your final decision. Self-confident people may also put forward their views in a composed manner. This quality gives individuals the ability to believe in their ability to make correct decisions and use their aptitude to persuade others.

Takes on new challenges

Having trust in your abilities may enable you to seek challenges to test and garner experience and knowledge. A self-confident person usually believes that they can

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successfully overcome difficulties they face, by applying relevant skills, knowledge or experience. Taking risks and achieving targets can further increase levels of self-confidence in individuals. Related: What Is A Willingness To Learn? (Plus How To Highlight It)

Accepts criticism positively

Success and failure are both possible in professional and personal life. A self-confident person may illustrate the capacity to accept both praise and criticism politely and constructively. They may be more inclined to listen to feedback and use it to overcome challenges.

How to be more confident in the workplace

These are 10 steps that you can follow to be more confident in the workplace:

1. Identify your weaknesses

Start by identifying and listing your weaknesses. Distinguish between the ones that are critical to your performance and the ones that are not. Go through past achievements and performance evaluations to understand how you have grown professionally over the years. This can help increase confidence. Speak to colleagues and team members to identify which aspects of your work you can improve upon. It can also be helpful to list a few of the most recent achievements to generate motivation to develop further.

2. Draft a plan to address weaknesses

Once you identify weaknesses, it is important to create a realistic plan to overcome them. You may consider taking suggestions from professionals who have addressed similar weaknesses in the past. If required, speak to an expert to learn more about how you can compensate for certain weaknesses that impede productivity. Counsellors and mentors can give you suggestions to excel professionally while considering your mental health needs, job satisfaction levels and work-life balance.

3. Prepare for meetings and group discussions

Presenting your views before a large group can sometimes be challenging, especially if you feel that you lack public speaking experience. Whether you are speaking during a group discussion or presenting during a team meeting, preparation enables you to become familiar with your key talking points. This reduces chances of faltering mid-

speech and digressing into irrelevant topics and also prepares you for answering follow-up questions after the meeting or discussion.

4. Try new things

While it may be easy to remain within a comfort zone, challenging yourself by taking on new projects in the workplace or even outside it can help you gain new skills and improve self-confidence. For example, you can lead a new initiative, sign up for an online course or develop a new hobby outside of work. New endeavours also expand your knowledge base and aid networking by helping you connect with a wide range of professionals.

5. Participate in performance evaluations

Most companies have performance evaluation systems to assess the performance and productivity of their employees at regular intervals. During performance evaluation sessions, you can ask managers relevant questions to better understand your strengths and weaknesses from a third person's perspective. A self-assured person typically takes steps to improve themselves after receiving feedback. This also indicates to an employer that you give due importance to performance evaluation processes and constructive feedback.

6. Enhance your unique abilities

Review portfolios of professionals working in similar domains to understand how good you are in terms of expertise, experience and skills. Identify areas or domains where your performance has a competitive edge over that of your peers. Systematically focus on developing and expanding these unique competencies to improve your employability.

7. Set realistic expectations and goals

Achieving goals and meeting expectations can help build confidence. Once you set your goals, create a process that details how you can achieve them. Do not forget to measure your progress throughout the process. Set SMART goals, which are specific, measurable, achievable, realistic and timely. The SMART goal framework provides a structure using which you can set and achieve goals systematically.

8. Believe in yourself

Negative thoughts and criticism can lead to self-doubt. Engage in self-reflection

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periodically to process critical feedback and negative emotions. Try to understand how an inspirational figure like a family member, acquaintance, supervisor or mentor might respond to similar circumstances. You can also read motivational books or listen to speeches of inspirational individuals to grow as a professional.

9. Build a professional network

Fostering good relations with colleagues can also help build confidence. You can offer to help a teammate with their project or have a recreational engagement with a colleague outside of work. This helps to build a strong network of professionals who can help you when you require assistance with professional tasks. For example, you can ask a colleague or friend for help by rehearsing a presentation or report with them. If you are not comfortable practising with someone, you may videotape your presentation or stand before a mirror to analyse it yourself. If you have written material to present, you can seek the help of a colleague to gauge its readability and the quality of your articulation.

10. Care for your physical and mental health

Maintaining your physical and mental health, both within and outside of the workplace is key to being self-confident. It is difficult to feel self-assured unless you feel fit and energetic on a routine basis. Consider following a healthy diet and exercise routine to maintain health and fitness. You may also adopt precautionary measures to alleviate stress related to excessive screen usage.

Let's Sum Up

Self-concept refers to the collection of beliefs, perceptions, and evaluations an individual has about themselves. It encompasses various aspects of identity, including

physical appearance, abilities, values, and roles in different contexts. Self-concept is shaped by personal experiences, social interactions, and cultural influences, and it evolves over time as individuals encounter new situations and reflect on their self-perceptions. A positive self-concept is linked to higher self-esteem and well-being, while a negative self-concept can lead to issues such as low self-esteem and mental health challenges. Understanding and developing a healthy self-concept is crucial for personal growth and effective functioning in society.

Check Your Progress - QUIZ – 1

1. What is self-concept in the context of managerial skill development?

- A) The process of gaining technical skills
- B) An individual's perception of themselves, including their abilities, attributes, and overall identity
- C) The strategies used for conflict resolution
- D) The promotional activities conducted for an event

2. How does a strong self-concept benefit managers?

- A) It limits their ability to make decisions
- B) It reduces their need for professional development
- C) It enhances their ability to lead effectively and understand their strengths and weaknesses
- D) It decreases their interaction with team members

3. What is self-confidence in the context of managerial skill development?

- A) The assurance managers have in their own abilities, judgment, and decision-making
- B) The technical skills required for effective management
- C) The process of promoting one's career through networking
- D) The selection of a suitable venue for hosting an event

4. How can a positive self-image benefit managers?

- A) By decreasing their ability to handle stress
- B) By enhancing their self-esteem and confidence in their abilities
- C) By reducing their need for professional growth
- D) By limiting their interaction with team members

5. Which of the following practices can help improve a manager's self-concept?

- A) Ignoring self-reflection and introspection
- B) Engaging in self-reflection and seeking feedback

- C) Avoiding continuous learning opportunities
- D) Delegating all decision-making responsibilities

SECTION 1.4 SKILL ANALYSIS & FINDING THE RIGHT FIT

It is a tool used to determine what gaps exist between employees' existing skills and those required by the organization to achieve its objectives. It helps in establishing training or hiring requirements to fill the skills gaps. It is beneficial in identifying the best strategies for closing the skills gaps in an organization.

Benefits of Skill Analysis

1. It helps in strategic workforce planning in a constantly evolving work environment
2. It gives an overview of the entire organization to determine resource gaps and training needs
3. It helps in optimizing an organization's long term recruitment strategy to fill the skill gaps that arise
4. Employees become more productive when they are provided with requisite training to plug-in their skill gaps
5. It helps an organization to jump start innovation and be competitive in the industry

List of important skills

1. Team building– Working harmoniously with other colleagues to accomplish a task
2. Leadership– Lead a group of people at work managing, supporting, motivating, organizing, advising, taking responsibility
3. Problem solving– Coping with a challenging situation to come up with a workable solution
4. Communication- Communicating effectively in writing and speech ; listening effectively
5. IT: Effective use of IT packages to facilitate and enhance productivity at work
6. Organizational skills- Prioritization of task and management of deadlines
7. Creativity- Generating original and imaginative ideas
8. Customer care– Managing customer relationships effectively
9. Entrepreneurship– Spotting and capitalizing on opportunities for change and development

10. Commercial awareness– Staying up to date with latest trends that impact the industry

How to find the right fit?

Here are five ways you can get to know yourself to find the right fit:

1. Understand Your Strengths and Weaknesses. Knowing your strengths and weaknesses is essential for finding a job that's the right fit for you. ...
2. Know Your Values. ...
3. Understand Your Work Style Preferences. ...
4. Determine What Makes You Happy. ...
5. Finding The Right Fit.

What is self-learning?

Self-learning is the method of gathering, processing, and retaining knowledge without the help of another person. Any knowledge you get outside of a formal educational setting, such as through self-study or experience, is self-driven learning. This approach can be beneficial for people who prefer learning at their own pace or who don't have enough time to complete academic courses or programs. While this approach isn't a replacement for academic qualifications, it represents an additional learning method that anybody can use for skill development.

Self-driven learning allows you to assess and enhance your knowledge through practical application with little to no formal evaluation. If done effectively, this form of education can increase feelings of accomplishment and a sense of purpose. It can also help you gain critical skills that may help you advance in your career. Videos, podcasts, books, experiments, webinars, online certifications, and other formats can be effective for this form of learning.

Benefits of a self-driven learning approach

Here are some prominent benefits of self-based learning:

Gives control over the learning experience

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Self-driven learning gives learners the flexibility to think, interpret, and apply the knowledge they gain at their own pace, which is often not possible with system-centric learning. It also allows learners the freedom to refer to multiple knowledge sources. With this type of learning, learners can easily monitor their progress and adjust the learning experiences to match their preferences. This can be particularly helpful for working professionals whose schedules make it more difficult to pursue in-class learning.

Facilitates individualized learning

Classroom teaching and other forms of traditional learning systems usually have set structures that may not be suitable for all learners. Some people can easily understand written text, whereas others may be more comfortable learning from less traditional formats, such as videos and podcasts. Self-driven learning enables the learner to study in a format that helps them understand and retain maximum knowledge.

Builds critical soft skills

Self-driven learning can cultivate a desire to try new things and approach challenges from new viewpoints while also increasing enjoyment from the process of learning. Learners can learn about crucial skills like time management, goal setting, and organization while achieving their learning goals. By taking on new topics and solving different challenges, learners may experience an increase in their problem-solving abilities. This approach can also help individuals stay focused and develop better attention to detail.

Creates intrinsic motivators

As learners understand and apply new knowledge, they may develop new sources of motivation and engagement. After witnessing the benefits of self-learning in their professional or personal lives, they may feel more motivated and committed to building a sustainable cycle of rewards based on their experience. This can encourage learners to take more responsibility at work, showcase their expertise, and access more employment opportunities.

Improves access

Ease of access is one of the most significant benefits of self-learning. There's no requirement to travel or stay at an institute, which helps use time and resources more judiciously. With the increasing use of digital devices for learning, many professionals

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can access online courses through laptops and other devices. These mediums can also connect them with like-minded communities and individuals for guidance, collaboration, and motivation.

Tips for implementing a self-driven learning approach

Implementing a self-driven learning approach requires discipline and commitment. You can follow these tips to use this learning method for career progression and skill development:

Set realistic goals

Setting goals that align with your professional and personal commitments is an essential part of creating effective learning habits. For example, if you have a full-time role, you can consider allocating a fixed time after working hours to self-learning. You can then adjust this according to your workload and change the timing to determine which schedule is the most suitable. By setting realistic and achievable goals, you can accomplish your learning objectives without compromising on work responsibilities or experiencing exhaustion.

Create a schedule

An effective self-learning approach typically involves assessing your work schedule, learning tasks, and personal commitments so that you can organize them in the best way possible. A schedule also ensures that you always have some time for studying and helps create a predictable pattern, which can be beneficial in building a habit. Following a ritual is one of the best ways to prepare for studying and develop a daily routine. For instance, you could listen to some music to relax before you start studying. Another good idea is to find a quiet place for studying and use it at the same time every day.

Review and revise the information on the same day

Make sure you review and revise what you study before moving on to the next topic. An effective revision strategy may involve reading through notes, applying a new skill, rereading a chapter, or performing a short evaluation. This extra step can help you become a more effective self-learner. In addition, regularly revising what you learn can help with the long-term retention of knowledge.

Experiment with different learning tools and formats

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You can try different learning tools and formats to determine which ones are the most suitable. As every individual has a distinct learning style, it's essential to find one that works the best for you. For instance, you can experiment with reading books or articles, watching videos, taking notes during an online lecture, preparing infographics, or listening to podcasts.

Take self-assessment tests regularly

Reading study material and notes can help you gain new information, but it's critical to assess how much knowledge you are retaining. Self-assessment tests may help you determine how much knowledge you are acquiring during the self-learning process. You can try different types of tests, like puzzles, quizzes, mock papers, and online tests to assess your performance. You can also consult friends or colleagues and seek their assistance in testing your skills and knowledge.

Take short breaks regularly

Taking short breaks during a self-study session can improve concentration and focus for some individuals. Instead of sitting for extended periods, consider scheduling your study time in sessions that last between 40 and 60 minutes. You can then take a 15-minute break to step away from your desk or study area. Setting alarms for breaks and studying according to the timetable can help ensure you stay on track and keep focused.

Choose your learning resources wisely

Self-study allows you to choose between a variety of educational resources and materials. When choosing your study material, it's important to find reliable and authoritative sources. You can also cross-check information from different sources to ensure the resources you are accessing are trustworthy. Refer to academic books, journals, expert courses, peer-reviewed papers, and other learning material by industry experts as much as possible.

Apply what you learn

Identifying a practical application for the knowledge you acquire can help enhance your self-learning. For instance, if you're learning a new language, try to improve your fluency by conversing with a native speaker or another learner. In this manner, you can develop greater confidence in your learning and increase your level of expertise in the skill or domain. Related: [72 Types of Trades to Learn for a Successful Career](#)

Connect with the self-learner community

Learning by yourself can sometimes be an isolating experience if you aren't used to the process. To combat this feeling, try to find a community of professionals who are also learning about similar topics and skills. You can find such communities online or offline and exchange feedback, suggestions, tips, and assessment results with them. This can also help establish accountability and motivate you to perform better.

Self-review and variety

Traditional teaching often involves conducting tests in an academic setting to assess the progress that students are making. With self-learning, you are your own teacher. To ensure your approach is effective, consider reviewing your progress periodically and finding ways to improve your learning experience. If you find that a particular format or goal isn't suitable, you adjust your approach and check your progress again later.

What is your attitude towards change?

It seems there is change everywhere at the moment and with change comes uncertainty. In organisations and in life it can be anything from a new IT system, a new job, a new leader or someone key in the organisation hands in their resignation, you discover a health condition you need to manage, a good friend and a key part of your support network announces they are moving away or something you planned to do is now cancelled the list is endless.

How quickly we adapt to changes like these are vital for both our own well-being, the people that are close to us either friends or family and the organisations or teams we belong too. Change can cause worry and stress but equally it can be the equate to excitement and new challenge. The choice is how we frame the changes that face us at any point in time.

Some people thrive on change and get bored if things stay the same too long while others are much happier when everything is predictable, structured and routine. When we talk to people about what motivates them the discussion can go into these two types of reaction and it helps if you recognise which group anyone in your team or who you work with is in. Are you also clear which group you belong too?

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High performers and those interdependent people, we all strive to be and love to work alongside always have the ability to adapt quickly to changes and embrace new situations.

So if you ever find yourself thinking or saying any of the phrases in the photo above think again. Could you look at the situation differently and maybe the change won't be as difficult as you originally thought. Try it the next time a change comes your way, and it will do very soon that's one thing life can guarantee is that things will change so learning how to embrace this will help you on your journey to High Performance.

Application of Skills

The application of skills varies widely depending on the specific skills in question. However, here are some common areas where skills are applied across different domains:

1. **Workplace:** Skills are applied in various job roles and industries. For example, communication skills are vital for effective teamwork and leadership, technical skills are necessary for specific tasks or roles, and problem-solving skills are invaluable for addressing challenges.
2. **Education:** Students apply skills learned in school to complete assignments, projects, and exams. These skills can include critical thinking, research, writing, and presentation skills.
3. **Personal Development:** Individuals apply skills to enhance their personal lives, such as learning new languages, improving cooking skills, or developing hobbies like painting or playing a musical instrument.
4. **Creative Pursuits:** Artists, writers, musicians, and other creatives apply skills to produce their work. This could involve technical skills like drawing or playing an instrument, as well as creative skills like storytelling or composition.
5. **Entrepreneurship:** Entrepreneurs apply a wide range of skills to start and run their businesses, including financial management, marketing, sales, negotiation, and leadership.
6. **Technology:** In the ever-evolving field of technology, skills are applied to develop software, design websites, manage networks, and solve complex

technical problems.

7. **Healthcare:** Healthcare professionals apply a variety of skills to diagnose illnesses, treat patients, and provide care. These skills include medical knowledge, technical proficiency, communication, and empathy.
8. **Community Engagement:** Skills are applied to volunteer work, activism, and community organizing to address social issues, promote causes, and support those in need.

These are just a few examples, but skills are essentially applied in every aspect of life, from professional endeavors to personal pursuit.

Let's Sum Up

Skill analysis and finding the right fit involves systematically evaluating an individual's capabilities and aligning them with suitable roles or tasks. This process includes identifying core competencies, technical skills, and soft skills through assessments, feedback, and performance reviews. The goal is to match these skills with job requirements, ensuring that employees are placed in positions where they can excel and contribute effectively. This alignment enhances job satisfaction, boosts productivity, and supports organizational goals by leveraging employees' strengths and addressing any skill gaps through targeted development programs.

Check Your Progress - QUIZ – 1

1. What is the first step in skill analysis?

- A) Conducting interviews with candidates
- B) Identifying the skills needed for a particular role
- C) Reviewing resumes and cover letters
- D) Assessing soft skills

2. Which of the following is NOT a common method used for skill assessment?

- A) Psychometric testing
- B) Performance evaluations
- C) Personality quizzes

D) Skills-based tests

3. When considering the right fit for a job role, what should be the primary focus?

A) Years of experience

B) Technical skills match

C) Cultural fit

D) Education level

4. Which approach is effective for determining a candidate's soft skills during an interview?

A) Asking hypothetical questions

B) Requesting multiple references

C) Conducting role-playing exercises

D) Reviewing academic transcripts

5. During skills analysis, why is it important to consider both technical and soft skills?

A) Technical skills determine job proficiency, while soft skills indicate cultural fit.

B) Soft skills are more critical than technical skills in most job roles.

C) Technical skills are difficult to assess accurately.

D) Soft skills are only relevant in management positions.

Self Assessment Questions

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Fill in the blanks.

(i) Self concept refers to the _____ part of self.

(ii) Self concept has physical, psychological and attitudinal aspects. It is _____ in nature.

(iii) The _____ theory suggests that we form self concept by observing our own behaviour.

(iv) The _____ theory suggests we know ourselves on the basis of

our comparisons with others.

(v) Self concept is _____ organized.

(vi) The _____ self, _____ self and _____ self may not always overlap with each other.

(vii) Self concept is _____ yet dynamic.

Unit Summary

"Self" is a multifaceted concept encompassing one's awareness of personal identity and existence. It includes the understanding of individual experiences, emotions, thoughts, and actions, forming a coherent sense of who one is. This self-awareness enables introspection and personal growth, influenced by both internal factors such as personality traits and external factors like social interactions and cultural contexts. The self is dynamic, continually evolving through life experiences and reflections, contributing to a person's unique identity and their perception of their place in the world. Understanding the self is essential for personal development and establishing meaningful connections with others.

Glossary

- **Authenticity:** The quality of being genuine and true to one's own personality, values, and spirit, irrespective of external pressures.
- **Autonomy:** The capacity to make an informed, uncoerced decision; often associated with self-governance and independence.
- **Body Image:** An individual's perception of the aesthetics or sexual attractiveness of their own body, which can be influenced by media, culture, and personal experiences.
- **Boundaries:** The limits a person sets on what they will accept from others, crucial for maintaining a healthy sense of self.
- **Consciousness:** The state of being aware of and able to think about one's own existence, thoughts, and environment.
- **Collective Self:** The part of an individual's identity derived from their membership in a group, such as a family, nation, or culture.
- **Ego:** In psychoanalytic theory, the part of the personality that mediates between the desires of the id and the realities of the external world.

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- **Ego Integrity:** A concept in Erik Erikson's stages of psychosocial development, referring to the sense of completeness and fulfillment that comes with accepting one's life as it has been lived.
- **Identity:** The qualities, beliefs, personality, looks, and expressions that make a person or group; an essential aspect of self-concept.
- **Individualism:** A social theory favoring freedom of action for individuals over collective or state control.
-

- **Narrative Self:** The aspect of self that emerges from the stories we tell about ourselves, shaping our identity and personal history.
- **Personality:** The combination of characteristics or qualities that form an individual's distinctive character.
- **Personal Agency:** The ability to initiate and direct actions in one's life, often linked to feelings of empowerment and self-efficacy.
- **Reflection:** The process of introspection, looking inward to examine thoughts, feelings, and motivations.
- **Resilience:** The capacity to recover quickly from difficulties; toughness, which is often linked to a strong sense of self.

- **Self-Actualization:** The realization or fulfillment of one's talents and potentialities, a concept central to humanistic psychology, especially in Maslow's hierarchy of needs.
- **Self-Concept:** The perception or image of oneself, which includes self-esteem, self-image, and the ideal self.
- **Self-Esteem:** One's overall sense of self-worth or personal value.
- **Self-Efficacy:** The belief in one's ability to succeed in specific situations or accomplish a task.
- **Self-Reflection:** The capacity of an individual to exercise introspection and the willingness to learn more about their fundamental nature, purpose, and essence.

- **True Self:** A concept in psychology referring to the authentic, honest self that is free from societal pressures and expectations.

- **Unconscious Self:** The part of the self that resides outside of conscious awareness, influencing thoughts, feelings, and behaviors.

- **Values:** The principles and standards of behavior that are regarded as important in life and that drive an individual's actions.

This glossary provides an overview of key terms related to the concept of "Self," reflecting its multi-faceted nature across different fields of study.

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Answers for check your Progress

Sections	S.No	Answers
Section 1	1	B) Enhancing personal attributes, self-awareness, and leadership qualities
	2	B) Recognizing one's strengths and weaknesses
	3	B) By enhancing the ability to understand and manage emotions in oneself and others
	4	B) It offers critical insights into areas for improvement and growth
	5	B) Reflecting on past decisions and their outcomes
Section 2	1	B) A manager's understanding of their own values, beliefs, strengths, and weaknesses
	2	B) It enhances a manager's ability to lead with authenticity and confidence
	3	A) By identifying areas for improvement and reinforcing strengths
	4	B) Increased resilience and adaptability in the face of challenges
	5	B) It enhances self-awareness and the ability to understand and manage emotions
Section 3	1	B) An individual's perception of themselves, including their abilities, attributes, and overall identity
	2	C) It enhances their ability to lead effectively and understand their strengths and weaknesses
	3	A) The assurance managers have in their own abilities, judgment, and decision-making
	4	B) By enhancing their self-esteem and confidence in their abilities
	5	B) Engaging in self-reflection and seeking feedback
Section 4	1	B) Identifying the skills needed for a particular role
	2	C) Personality quizzes
	3	C) Cultural fit
	4	C) Conducting role-playing exercises
	5	A) Technical skills determine job proficiency, while soft skills indicate cultural fit.

Suggested Reading

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UNIT II- SELF ESTEEM

UNIT OBJECTIVES

In this unit, develop critical thinking skills necessary to solve problems. Generate new ideas through creative thinking. Use efficient learning techniques to acquire and apply new knowledge and skills. Set specific goals; recognize constraints, alternatives, and risks; and evaluate and choose the best option. Demonstrate proficiency in reading, writing, mathematics, science, world language, listening, speaking, viewing, and media literacy. Work with a variety of technologies. Develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

2.1: SELF-ESTEEM - AN INTRODUCTION

If self concept is our perception of our traits, beliefs and opinions, then self esteem is our evaluation of self concept as good, bad, worthwhile, useless etc. It is our evaluation of our own worth based on assessment of our self concept. One may have low academic self esteem based on poor feedback on one's performance in school. One may have high social self esteem based on one's popularity amongst school friends. In addition to evaluations about abilities and attributes, self esteem is also defined in terms of one's feelings of affection for oneself. People who like themselves have high self esteem. People who have ambivalent or mildly positive feelings about themselves have low self esteem. Self hate can result in various kinds of mental illnesses. Thus, in a broader sense, self esteem is the extent of liking that one has for one self and the kind of evaluation one makes of one's abilities and attributes. It is not necessary that positive evaluation of self will be accompanied by self liking. A person who considers oneself as attractive or popular may not feel good about herself/himself. Similarly, a person who is poor in academics may still like oneself.

2.1.1 Meaning and Definition of Self esteem

Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can feel difficult to change. We might also think of this as self-confidence.

Your self-esteem can affect whether you:

- Like and value yourself as a person
- Can make decisions and assert yourself
- Recognise your strengths
- Feel able to try new or difficult things
- Show kindness towards yourself
- Move past mistakes without blaming yourself unfairly
- Take the time you need for yourself
- Believe you matter and are good enough
- Believe you deserve happiness

The Importance of Self-Esteem

- 1 Self-esteem is a crucial element of our emotional well-being and mental health. It is the foundation of our confidence, self-worth, and ability to achieve our goals. As young professionals, it is essential to recognize the importance of self-esteem in our personal and professional lives.
- 2 A healthy level of self-esteem allows us to approach challenges with a positive attitude and a belief in our abilities. It helps us to bounce back from failures and setbacks and to maintain a sense of self-worth despite the ups and downs of life.
- 3 On the other hand, low self-esteem can lead to feelings of insecurity, self-doubt, and a lack of confidence. It can hold us back from pursuing our dreams and achieving our goals. It can also lead to negative thought patterns and behaviors that can impact our personal and professional relationships.
- 4 In the workplace, self-esteem is essential for success. It enables us to take on new challenges, speak up with confidence, and make decisions without fear of failure. It also allows us to handle constructive criticism and feedback without taking it personally and to learn from our mistakes.
- 5 In our personal lives, self-esteem is equally important. It affects our ability to form healthy relationships, set boundaries, and make decisions that align with our values and goals. It also impacts our overall happiness and well-being, as low self-esteem can lead to feelings of sadness, loneliness, and anxiety.

- 6 Therefore, it is crucial to prioritize our self-esteem and take steps to improve it. Self-esteem coaching can be a valuable tool in this process, providing us with the tools and techniques to build our confidence and self-worth. It can help us to identify and challenge negative thought patterns, set achievable goals, and practice self-compassion and self-care.
- 7 In conclusion, self-esteem is a critical element of our emotional well-being and success in life. As young professionals, it is essential to prioritize our self-esteem and take steps to improve it. Self-esteem coaching can be a valuable tool in this process, helping us to build our confidence, achieve our goals, and live a fulfilling life.

Components of Self Esteem

There are 4 components that define the esteem you might feel for yourself: self-confidence, identity, feeling of belonging, and feeling of competence.

Self-confidence -This is the foundation of self-esteem. If we feel secure with our family, if we feel loved and our needs are met, our self-esteem develops. That's when we try to take our place and dare to try new things and undertake new experiences.

Identity-This is the knowledge we have of ourselves. By experimenting, learning, and getting feedback from the people around us, we come to identify our characteristics, abilities, needs, and feelings. Identity can be divided into several parts: including physical (the representation that each person has of their own body) and social (how I come into contact with other people, the groups I associate with, my economic situation, my place as a student, worker, teen, etc.

Feeling of belonging- We all belong to several groups: family, friends, school, sports team, etc. We also define ourselves by belonging to these groups, by the relationships we have with other people and the experiences we have in these groups: feeling like part of a group, feeling solidarity, seeking out the other group members, communicating well, sharing, etc. The various groups we belong to allow us to feel understood and know that there are people who are like us.

Feeling of competence- To feel competent, we need to have different experiences, succeed and fail, and learn new things. The feeling of competence is related to

motivation: a person is motivated when they face challenges that they are able to meet. Success results in a feeling of efficacy and pride that promotes self-esteem and pushes the person to accept new challenges.

Characteristics of Self esteem

1. Self esteem has social origins If we think others value us, we have a positive self esteem. Psychologist Carl Rogers (1979) states that humans have a strong need to be positively valued by others, referred to as need for positive regard. Based on how others regard us, we come to value ourselves. For example, if a teacher thinks I'm smart, then I'm smart. With time and repeated experiences with others, positive or negative self regard develops and becomes a property of the self, somewhat independent of others' evaluations. Important people in the life of a child set conditions of worth for him/her. These are expectations of certain valued behaviours, abilities and traits from the child. These expectations do not allow the child to experience unconditional positive regard from the significant others in his/her environment. The child learns that he/she is worthy only when it behaves and feels in a certain way and not in other way. This results in the child denying aspects of self or having negative feelings about one's abilities and behaviours.

2. Self esteem is both person centred as well as collective Self esteem is tied not only to one's feelings of liking towards one's self and evaluation of one's attributes, but also with feelings towards and evaluations of the social groups which we are a part of — family, school/college, friend circle, place of work, neighbourhood, nationality, caste/racial status etc. How proud does one feel about one's college? How advanced one thinks one's nation is? How well known is one's organization of work? Do we feel good about these groups? Psychologist Tajfel (1981) defined it as collective self esteem. Collective self esteem is —that aspect of an individual's self-concept which derives from his knowledge of his membership in a social group (or groups) together with the value and emotional significance attached to that membership (Tajfel, 1981; p. 255). We often take pride in the achievements of our siblings and members of extended family. We talk about —My sister or —My distant cousin to increase our self esteem in front of others. Hardcore sports fan proudly wear their team colours following a victory.

Clashes between fans of opposing soccer teams can also be understood as injuries to the collective self esteem of fans who feel personally involved in the victories and losses of the teams they support.

3. Self esteem involves feelings of belonging and mastery Components of Self Feelings of belonging is based on the feeling that one is loved and valued unconditionally. It is not that one is considered worthy for any particular attribute or reason. This is what Carl Rogers described as unconditional positive regard. Mastery involves the feeling that one is having an impact on the world — not on a large scale always, but in one's daily life also. It's a feeling of being immersed in an activity like writing an academic paper, cooking, or cleaning one's room. It is also the feeling of overcoming some obstacle in one's life.

4. Evaluation in several domains of life determines self esteem Self concepts are multi dimensional and so is self esteem. People evaluate themselves on several characteristics, such as — attractive, intelligent, popular, kind, artistic, energetic etc. All these characteristics are not equally important to a person. One may think being energetic or artistic is important; while another person thinks that being attractive and intelligent is very important. In such a case, positive self evaluation in unimportant domains and negative self evaluation in important domains is likely to result in overall low self esteem. Psychologist William James (1890) noted that outcomes in domains of high personal importance have a greater effect on self esteem than do outcomes in domains of low personal importance. Rosenberg (1979) also states that qualities valued by the person impact their self esteem more significantly. What characteristics are important depend on both the individual's own judgment as well as what society dictates as important.

5. Self esteem is affected by actual-ideal self discrepancy The self discrepancy theory (Higgins, 1985) describes the three types of selves — actual, ideal and ought self. The more our current self image matches our ideal self image, the higher the self esteem.

High and Low Self-Esteem

There are two types of self esteem: ‘high’ and ‘low’. We encourage you to strive to have high self esteem, because you are such an important addition to this world! Check out what we’ve got to say about high and low self esteem. Do you have high or low self esteem? Is your glass —half fullll or —half emptyll?

High Self Esteem

High self esteem means that you believe in yourself and know that you are a great addition to this world. You recognize that you might have a few weaknesses, but you also have a lot of strengths which really shape up who you are. Your glass is always —half fullll.

It’s great to have a group of friends and family that support your self esteem by recognizing your strengths. The world would be a boring place if everybody had the same strengths and weaknesses! Here’s an example of friends encouraging each other’s self esteem:

Naomi says —I’m really good at organization and planning, but I’m not the greatest cook. So, I can plan my friend’s birthday party and I’ll ask Mike to cook for us. ll

Mike on the other hand says, —I’m a great cook and I love to decorate, but I can’t plan my friend’s birthday party — I would never know where to start! I wonder if Naomi can plan it and I’ll make the food? ll

The two friends recognize their own strengths as something they can contribute, and recognize their weaknesses as an opportunity to encourage their friend’s strengths. This is an awesome way to help build self esteem.

Low Self Esteem

Low self esteem means that you don’t believe in yourself. Often you compare yourself to other people, and find that you ‘don’t measure up’, which is discouraging. You tend to

focus on your weaknesses, and don't focus on your strengths. Your glass is always —halfemptyll.

If you feel that you have low self esteem, remember this: you are such a valuable addition to this world. Just like everybody else, you are good at so many things which will help make our world a better place. You don't have to live with low self esteem — you can start working toward getting high self esteem today! Read above what we have to say about high self esteem, and try to see if you can make that happen in your life. For some other great ideas on building your self esteem, check out our article —Self Esteem: Where Can I Get More?ll

Remember that you are important. Your life counts, and you can make a difference in this world. If you ever need to talk about this or anything else, feel free to get in touch with us. We're here for you.

Let's Sum Up

Self-esteem is a crucial psychological concept that reflects a person's overall evaluation of their own worth and capabilities. It encompasses both feelings of self-worth and self-respect, influencing how individuals perceive and interact with themselves and others. High self-esteem typically correlates with a positive self-image, where individuals feel confident in their abilities, worthy of respect, and capable of achieving their goals. It serves as a protective factor against stress and adversity, contributing to resilience and mental well-being. Conversely, low self-esteem can lead to feelings of inadequacy, self-doubt, and anxiety, impacting various aspects of life from relationships to professional aspirations. Cultivating healthy self-esteem involves nurturing positive self-talk, setting realistic goals, and acknowledging one's strengths while working on areas for improvement. Ultimately, self-esteem plays a fundamental role in shaping one's attitudes, behaviors, and overall quality of life.

Check Your Progress - QUIZ – 1

1. What is self-esteem in the context of managerial skill development?

A) The belief in one's ability to manage others effectively

- B) One's overall sense of self-worth or personal value
- C) The technical skills required for effective management
- D) The strategies used for team building

2. How does high self-esteem benefit managers?

- A) It reduces their need for professional development
- B) It enhances their ability to take initiative and make confident decisions
- C) It limits their interaction with team members
- D) It decreases their ability to handle stress

3. Which of the following is a characteristic of managers with high self-esteem?

- A) Avoiding feedback and criticism
- B) Demonstrating confidence and assertiveness
- C) Limiting their professional development
- D) Reducing their responsibilities

4. What impact does low self-esteem have on a manager's performance?

- A) It improves decision-making skills
- B) It can lead to indecisiveness and lack of confidence
- C) It enhances team leadership
- D) It increases the ability to handle stress

5. Which of the following practices can help improve a manager's self-esteem?

- A) Focusing solely on their weaknesses
- B) Celebrating small successes and setting realistic goals
- C) Avoiding professional development opportunities
- D) Ignoring feedback from colleagues

SECTION 2.2. MEASURING OUR SELF-ESTEEM AND ITS EFFECTIVENESS

I am becoming increasingly aware of a tendency in society (or perhaps myself?) to associate self-worth with our performance or position. This can result in all sorts of defensive behaviours when people get under pressure or are exposed to change situations.

How do you measure your self-esteem?



Here's a few things I uncovered about self-esteem [in my last post](#):

1. Happy people can have high self-esteem, but having high self-esteem does not mean you're happy.
2. Self-esteem that is based on being better than others or your performance can make you miserable.
3. Healthy self-esteem is based on setting our own goals, learning from the process of achieving those goals, and having goals that are for something bigger than ourselves.
4. Our self-esteem is largely based on our upbringing, and our self-esteem will likely be similar to the self-esteem of our parents.
5. Because of the connection between our upbringing and our self-esteem, mentors can act as an external catalyst to help us develop healthy self-esteem, helping show us how to set goals and point us to a purpose that is bigger than ourselves.

These points and the supporting research, along with a few conversations I have been having about the post, are highlighting a practical model of self-esteem.

Fragile versus secure self-esteem

One of the research articles I found from my last post said our self-esteem is either fragile or secure, depending on the source.

Fragile self-esteem often comes from external sources such as:

- validation of our **performance**,
- our relative **position** to others, and
- our **membership** in a group, team, organisation – including profession, religion, family, political party or community.

Secure self-esteem on the other hand comes from within; an awareness of our intrinsic value. Goals play a role, but only if the goals are an expression of our value rather than our value being defined by our goals. This intrinsic value often has spiritual elements, as people integrate spirituality into their view of self.

This integration is evident in what one researcher defines as Universal Worth, which is based on the belief that:

1. one is valued by a deity;
2. one's value is not contingent on success or failure; and
3. one is not valued by a deity more or less than others are valued.

This distinction of source as internal or external is also seen in another study that defined seven sources of self-esteem in college students:

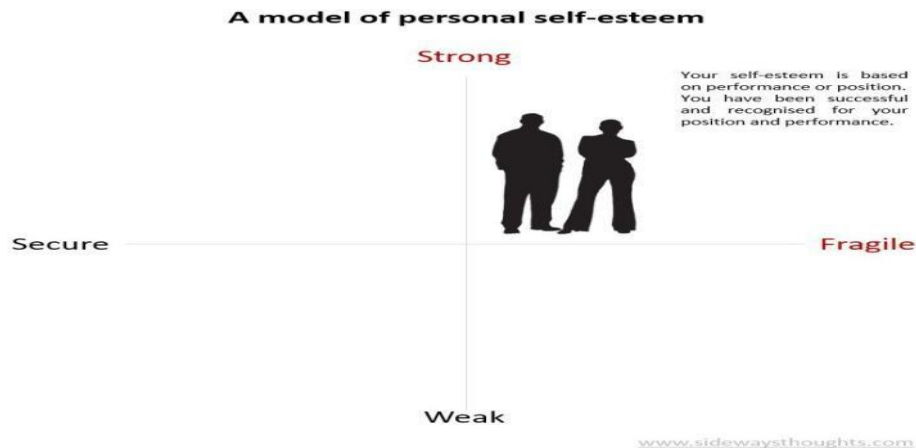
- Competency – specific abilities like academic competence;
- Competition – outdoing others;
- Approval from generalized others – the perception of others' esteem;
- Family support – refers to perceived affection and love from family members;
- Appearance – self-evaluations of one's physical appearance;
- God's love – the belief that one is valued by a supreme being; and
- Virtue – adherence to a moral code.

Self-esteem from external sources such as competition or approval from others could be seen as fragile, whereas self-esteem from virtue or a belief in inherent value could be seen as secure.

Defining a model: Fun with Jane

Both secure and fragile self-esteem can also be seen as being either strong or weak. This results in four combinations:

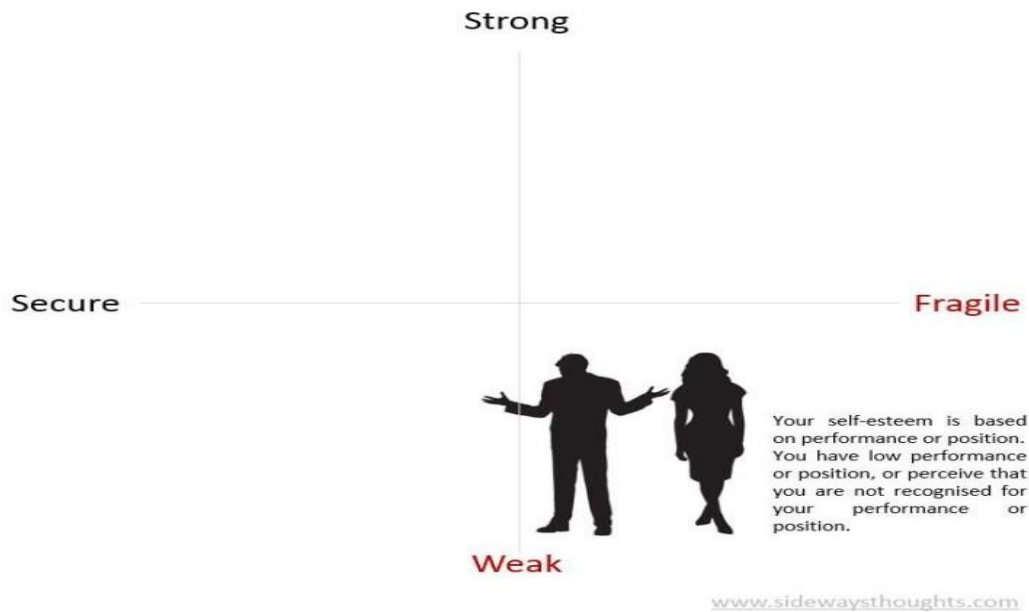
Combination 1: Strong and fragile



Let's take Jane for example. Jane has always been a high-achiever whose self-worth is defined by her position and performance. Jane has led a charmed life and now in her 30s is in an enviable management position in a high-profile technology company.

Jane perceives any risk to her position or threat to her company as a personal attack. Her response to these threats is aggressive and defensive behaviour. Jane's self-esteem could be considered strong, but fragile as it is based on things external to Jane that she does not control.

A model of personal self-esteem



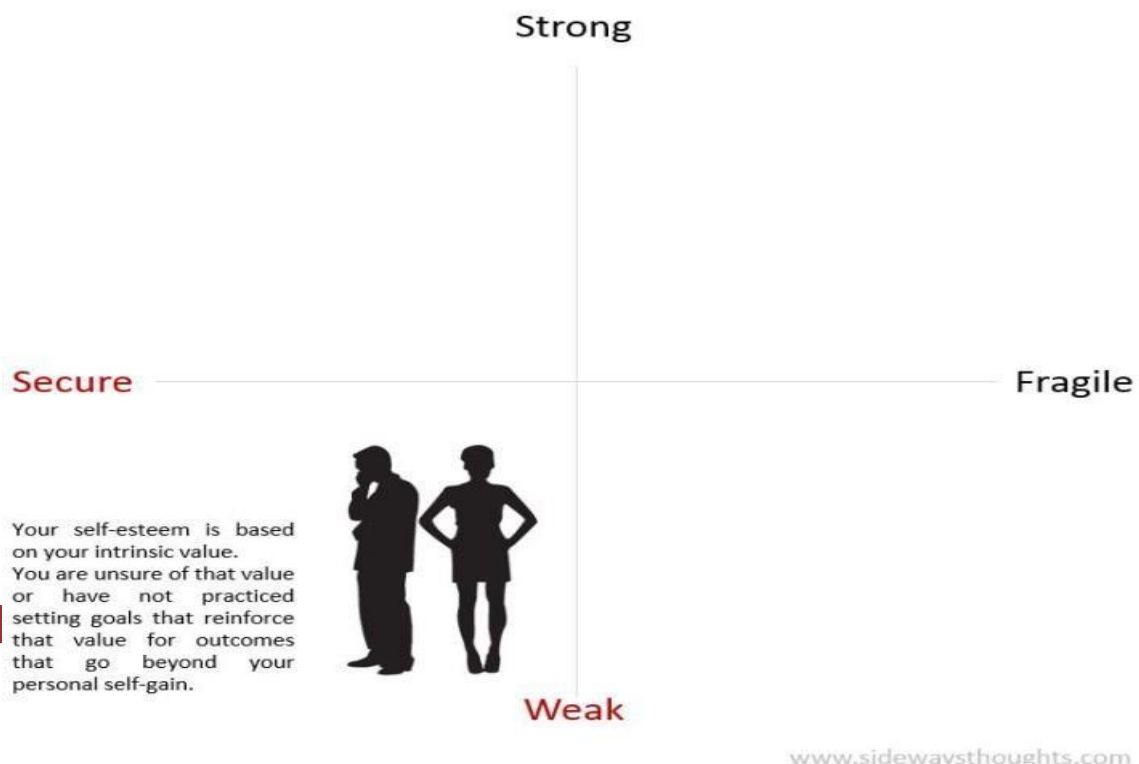
Combination 2: Weak and fragile

At some point, Jane may hit the proverbial wall. She may lose her job, experience burnout, and push away those close to her in her search for success. She may perceive these experiences as personal failures that reflect on the value she has as a person.

Jane still defines her self-worth from her performance and position, but she is no longer recognised for these things. Jane's self-esteem is still fragile, but now it is also weak.

Combination 3: Weak and secure

A model of personal self-esteem

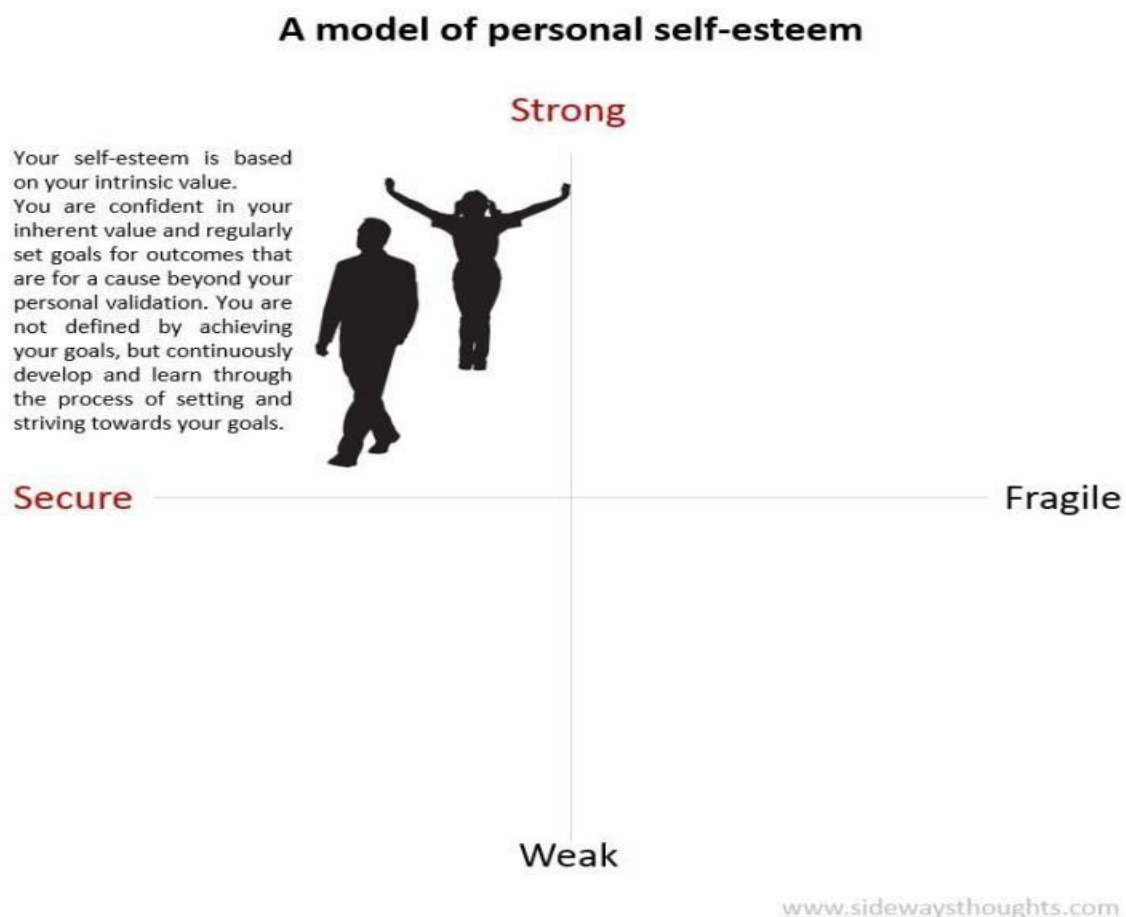


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Jane, through her struggles and perhaps insight from a mentor or coach, may become aware that her performance and position do not define who she is as a person. After losing almost everything that defined her, Jane is left with a growing understanding of her value that is inherent to each of us as humans apart from how we perform or our position in life.

Jane begins to explore her worth based on who she is, apart from what she does. While previously Jane's goals were about power and winning, Jane now starts setting goals that are simple but aligned with who she is. Jane's self-esteem becomes more secure but it is weak and untested.

Combination 4: Strong and secure



Jane's character continues to be developed as she sets her own goals apart from what other people think or her perceptions of other's opinions. She begins to seek out opportunities to grow and develop. She may or may not be recognised, but she

The goals Jane sets continue to evolve beyond her own aspirations based on a realisation of her place in the world not at the top of a ladder but as part of a whole. As she becomes more practiced, Jane's self-esteem is secure and becomes strong.

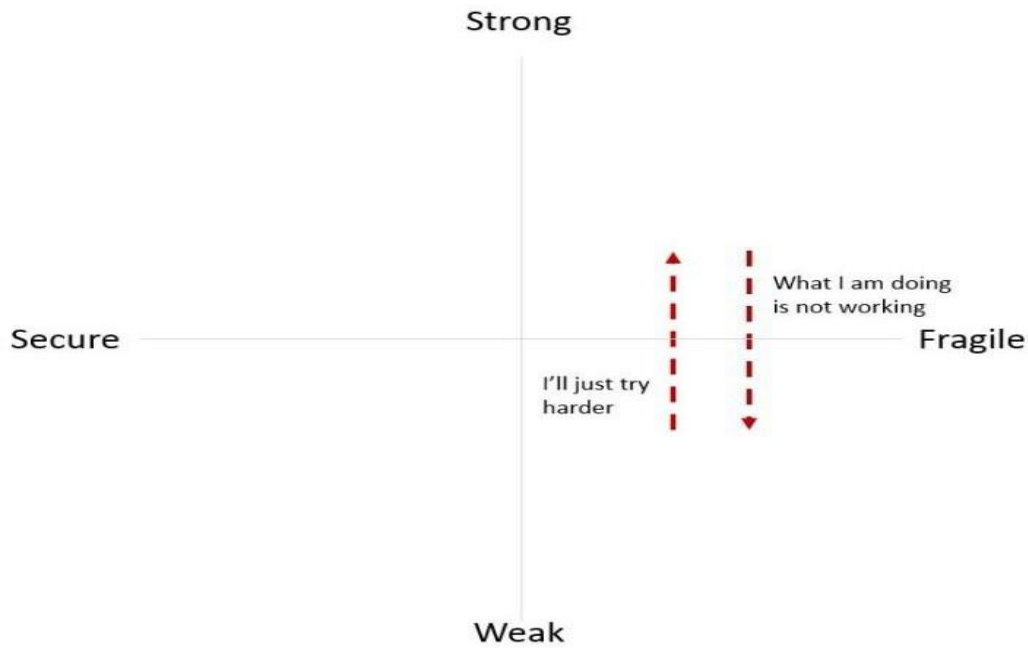
Self-esteem transitions

The narrative above reflects a transition that is common in a driven workforce. People who define themselves by their success encounter a crisis when the measures of that success are no longer favourable. That crisis prompts reflection and an awareness of their value outside of their achievements as well as something greater than personal aspirations. Applying the self-esteem quadrant model, this presents a —Ull shape transition of breaking down fragile self-esteem and rebuilding secure self-esteem.



There may be other transitions as well. For example, some people may continuously transition between strong and weak fragile self-esteem in an endless loop. Their response to things not working for them may be to simply do the same things faster and harder.

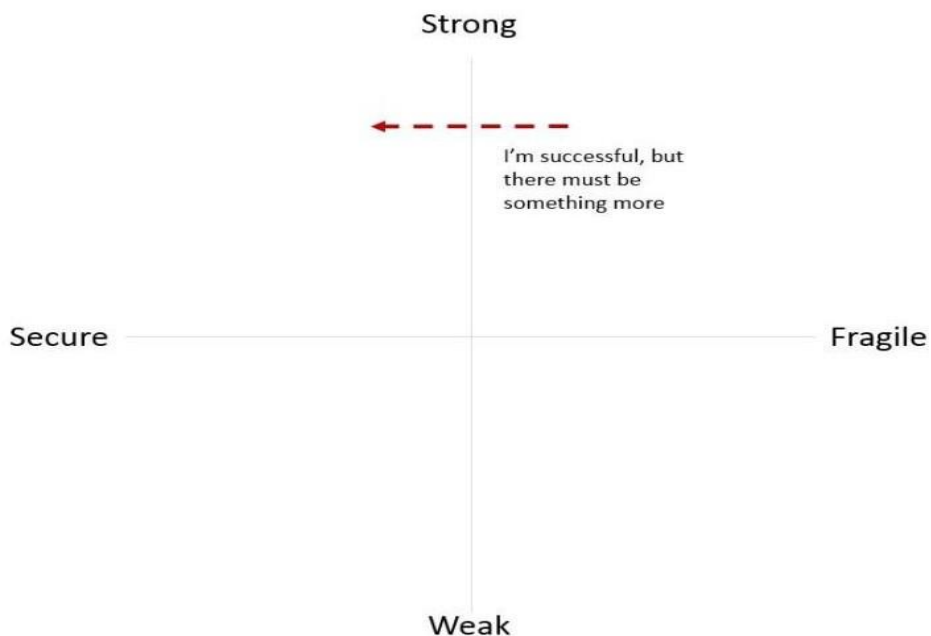
A model of personal self-esteem



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Still others may be at the peak of success and find it empty. They may not need to have a crisis, but an event or conversation may prompt them to re-evaluate the source of their self-worth.

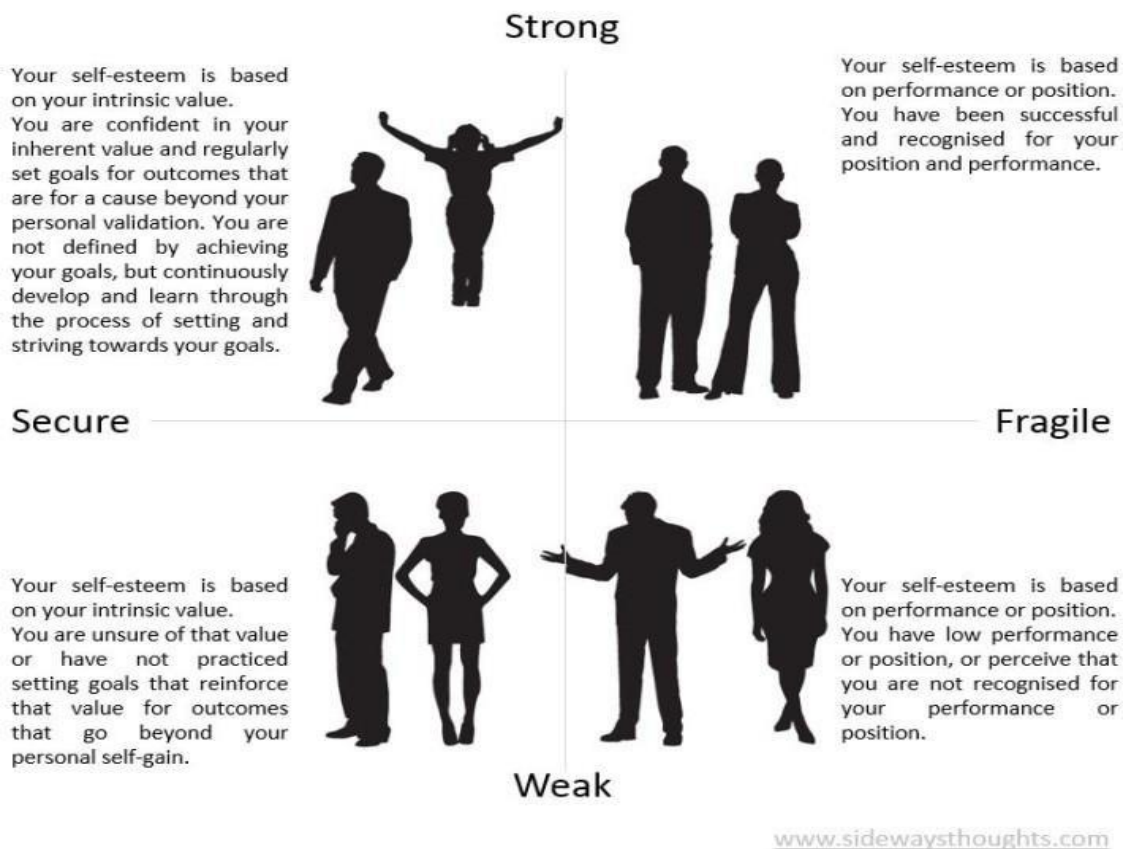
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Applying the model

A model of personal self-esteem



Where would you place yourself on the model? Where do you get your self-worth?

One of the reasons why I am a fan of models is that they are able to take aspects of ourselves that are often hidden such as how we define our self-worth and present them in a practical way that can be observed. Once observed, we become aware of it, decide the extent that it reflects reality, and make choices that can help us be more effective and live a full life.

The other thing I appreciate about the model is that it is very clear about what is required to move into strong and secure self-esteem. If you set your own goals for a purpose you perceive is bigger than your own personal gain, then you inherently begin to become more effective and define a healthier perspective of self-worth.

Who you are as a person has value, simply because you are you. Your achievements do not define you. Your performance does not define you. Your position does not define

you. I acknowledged in my last post that simply telling you this may not change your own views of your self worth. It is my hope that perhaps seeing a model may help a few people understand practical steps to move towards a healthier perspective of self-esteem.

Effectiveness of Self Esteem

The Effects of People with high self-esteem

- The Effects of People with high self-esteem possess the following characteristics: -They like to meet new people.
- They don't worry about how others will judge them.
- They have the courage to express themselves.
- Their lives are enriched with each new encounter. High Self-Esteem

The Effects of People with low self-esteem

- The Effects of People with low self-esteem possess the following characteristics: -They don't believe in themselves.
- They see themselves failing before they begin.
- They have a hard time forgiving their mistakes and make themselves pay the price forever.
- They believe they can never be as good as they should be or as others. Low Self-Esteem

Let's Sum Up

"Measuring our self-esteem and its effectiveness involves assessing our perception of self-worth and how it impacts various aspects of our lives. Self-esteem, rooted in our beliefs about our abilities, qualities, and value, affects our emotional well-being, relationships, and achievements. Effective measurement often includes self-assessment tools, such as scales or questionnaires, that quantify levels of self-esteem across different domains. Understanding these measurements helps individuals identify strengths and areas for improvement, fostering personal growth and resilience. Moreover, enhancing self-esteem correlates with improved mental health outcomes,

increased motivation, and better coping mechanisms in the face of challenges. Thus, a comprehensive evaluation of self-esteem not only gauges its current state but also guides strategies for bolstering confidence and overall well-being."

Check Your Progress - QUIZ – 1

1. Which of the following is a commonly used tool for measuring self-esteem?

- A) Myers-Briggs Type Indicator (MBTI)
- B) Rosenberg Self-Esteem Scale (RSES)
- C) DISC Personality Assessment
- D) Emotional Intelligence Appraisal

2. The Rosenberg Self-Esteem Scale (RSES) consists of how many items?

- A) 5
- B) 10
- C) 20
- D) 30

3. What type of questions are included in the Rosenberg Self-Esteem Scale?

- A) Open-ended questions
- B) True or false questions
- C) Statements rated on a Likert scale
- D) Multiple-choice questions

4. Which statement is typically included in the Rosenberg Self-Esteem Scale?

- A) "I have excellent time management skills."
- B) "I feel that I have a number of good qualities."
- C) "I am the most competent person in my team."

D) "I never make mistakes."

5. How is self-esteem measured using the Rosenberg Self-Esteem Scale?

A) By counting the number of positive responses

B) By summing the ratings of all items

C) By calculating the percentage of correct answers

D) By assessing the frequency of specific behaviors

SECTION 2.3 PERSONALITY MAPPING TESTS

Personality mapping tests, also known as personality assessments or inventories, are tools designed to measure various aspects of an individual's personality, behavior, and preferences. These tests are used in various contexts, including career counseling, organizational development, and psychology research. Here's a detailed overview of personality mapping tests:

Types of Personality Mapping Tests:

1. **Trait-Based Tests:** These tests measure personality traits, such as the Big Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), HEXACO model, or Myers-Briggs Type Indicator (MBTI).
2. **Behavioral Assessments:** These tests focus on observable behaviors and tendencies, often used in workplace settings to assess how individuals interact with others and approach tasks.
3. **Motivation and Values Assessments:** These tests aim to identify what motivates individuals and what values are important to them. Examples include the Values in Action (VIA) Survey of Character Strengths and the Rokeach Value Survey.
4. **Emotional Intelligence Tests:** These assessments measure aspects of emotional intelligence, such as self-awareness, self-regulation, empathy, and social skills.

Common Components of Personality Mapping Tests:

1. **Questionnaires:** Most personality tests involve answering a series of questions about oneself. These questions may be multiple-choice, Likert scale (rating scale), or open-ended.
2. **Self-Reported Data:** Personality assessments rely on individuals' self-reported data, meaning participants provide information about themselves based on their own perceptions and experiences.
3. **Validity Scales:** Some tests include validity scales to detect if respondents are answering questions truthfully or if they are trying to manipulate the results.
4. **Norms and Scoring:** Scores on personality tests are often compared to population norms or other benchmarks to provide context for interpreting results.

Uses of Personality Mapping Tests:

1. **Career Counseling:** Many personality tests are used to help individuals understand their strengths, weaknesses, and preferences in the context of career planning and development.
2. **Organizational Development:** Employers use personality assessments to aid in hiring, team building, leadership development, and conflict resolution within organizations.
3. **Psychological Research:** Researchers use personality tests to study various aspects of human behavior, personality development, and mental health.
4. **Personal Development:** Individuals may use personality assessments for personal growth, gaining insights into their own behavior patterns, communication styles, and emotional tendencies.

Criticisms and Limitations:

1. **Validity and Reliability:** Some critics argue that personality tests may not always accurately measure what they claim to measure and that results can be influenced by various factors, including mood, context, and social desirability bias.

2. **Cultural Bias:** Many personality tests have been developed and validated primarily in Western cultures, raising concerns about their applicability and validity in other cultural contexts.
3. **Stereotyping:** There's a risk that individuals may be unfairly stereotyped based on their personality test results, leading to biases in hiring or other decision-making processes.
4. **Lack of Context:** Personality tests typically provide a snapshot of an individual's personality at a particular point in time and may not capture the full complexity and variability of human behavior.

Despite these criticisms, personality mapping tests remain valuable tools for understanding individual differences and can provide useful insights for personal and professional development when used appropriately.

Appreciative Intelligence.

Metzer and Mason defined appreciative intelligence as "the ability to see the positive, inherent generative potential in a given situation and act intentionally to transform the potential into results."

Based on their own research as well as recent discoveries in cognitive psychology and neuroscience, Thatchenkery and Metzker provide evidence for appreciative intelligence, detail its specific characteristics, and show how you can develop this skill and use it in your own life and work.

They also show how the most effective leaders are able to promote appreciative intelligence throughout the organization. They also offer tools and exercises that you can use to increase your own level of appreciative intelligence and thus become more creative, resilient, successful, and personally fulfilled.

Appreciative intelligence and its three components

Appreciative intelligence is a skill that, theoretically, each of us has. Something that people can apply at any time. According to Thatchenkery, this type of intelligence has the following three components:

Re-framing - reformulation is about changing our view of reality by choosing what feedback we ignore and which we will pay attention to.

Appreciating the positives - This is the ability to see the positive aspects in any situation.

Seeing how the future unfolds from the present - refers to the ability to see what may happen in the future as a result of using the so-called generative aspects of the current situation.

How to develop appreciative intelligence?

This can be done by following these steps:

Acceptance - It all starts with a fundamental acceptance and the fact that we will experience negative, opposite, and even tragic things in life.

Responsibility - realizing that we are responsible for our lives and we make choices. And therefore, despite adversities, we have the choice not to give up on them

Stopping - Practicing stopping and knowingly choosing our response to a given situation

Questioning your own beliefs - consciously observing yourself and checking if my first reaction to a given situation is depriving me of available positives

Asking questions - questions that open up new possibilities and focus on a solution in the future

In essence, it all boils down to saying that an effective way to face problems or even to take advantage of them, **is to consciously change your mindset.**

Let's Sum Up

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Personality mapping tests, such as the Myers-Briggs Type Indicator (MBTI) and the Big Five Personality Traits model, aim to categorize individuals based on consistent patterns of behavior, thoughts, and emotions. The MBTI, for instance, identifies preferences across four dichotomies: extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling, and judging vs. perceiving. These preferences yield sixteen possible personality types, offering insights into how individuals interact with others, process information, and make decisions. On the other hand, the Big Five Personality Traits—openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism—provide a broader framework for understanding personality variations.

Check Your Progress - QUIZ – 1

1. What is the primary purpose of personality mapping tests in a managerial context?

- A) To assess technical skills
- B) To understand an individual's behavior, preferences, and strengths
- C) To evaluate financial knowledge
- D) To measure physical fitness

2. Which of the following is a commonly used personality mapping test?

- A) SAT
- B) Myers-Briggs Type Indicator (MBTI)
- C) GMAT
- D) GRE

3. What is Appreciative Intelligence?

- A) The ability to solve complex mathematical problems
- B) The ability to perceive the positive potential in a situation and to act on it
- C) The ability to remember facts and figures

D) The ability to communicate effectively with large audiences

4. Which of the following best describes a person with high Appreciative Intelligence?

A) Focuses primarily on identifying problems and issues

B) Sees possibilities and potential where others see obstacles

C) Relies heavily on past experiences to make decisions

D) Avoids taking risks and prefers stability

5. Appreciative Intelligence involves which of the following key components?

A) Persistence, confidence, and resilience

B) Technical skills, logical reasoning, and analytical ability

C) Memory, attention to detail, and concentration

D) Compliance, conformity, and consistency

Self Assessment Questions

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Mark the statements as true or false.

- (i) Self concept and self esteem mean the same.
- (ii) Self esteem refers both to the feelings and evaluations we have our selves.
- (iii) Conditions of worth helps in the development of high self esteem.
- (iv) Self esteem pertains to personal abilities and characteristics only.
- (v) Both a sense of mastery and belonging gives us a feeling of high self esteem.

Positive outcomes in domains of low personal importance have a greater impact on self esteem as compared to positive outcomes in domains of high personal importance.

- (vi) People with high self esteem do not take failures personally. (viii)A high self esteem is always a good thing to have.

Unit Summary

Self-esteem refers to an individual's overall subjective evaluation of their own worth and value. It encompasses feelings of self-acceptance, self-respect, and self-confidence. A person with high self-esteem typically views themselves positively, believing in their abilities and feeling deserving of happiness and success. This positive self-view can enhance resilience in the face of challenges, foster healthier relationships, and promote mental well-being. Conversely, low self-esteem may manifest as self-doubt, negative

self-talk, and a tendency to undermine one's own achievements. Factors influencing self-esteem include childhood experiences, social interactions, and personal achievements. Cultivating healthy self-esteem involves recognizing and challenging negative thought patterns, setting realistic goals, and practicing self-care and self-compassion. Ultimately, self-esteem plays a crucial role in shaping how individuals perceive and navigate their lives, influencing their emotional resilience and overall happiness.

Glossary

- **Affirmation:** Positive statements or actions that reinforce one's self-worth and capabilities.
 - **Body Image:** An individual's perception and attitude towards their physical appearance.
 - **Confidence:** A belief in one's abilities, qualities, and judgment.
 - **Depersonalization:** A psychological defense mechanism where individuals detach themselves from their own feelings or experiences.
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- **Empowerment:** The process of gaining control over one's life and decisions, often leading to increased self-esteem.
 - **Feedback:** Information received from others regarding one's performance or behavior, which can influence self-perception.
 - **Gratitude:** A positive emotion and mindset involving appreciation for aspects of one's life, contributing to self-esteem.

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- **Identity:** The set of qualities, beliefs, and characteristics that define an individual.
- **Mindfulness:** A practice involving awareness of the present moment, which can enhance self-esteem by promoting self-acceptance.
- **Perfectionism:** A personality trait characterized by striving for flawlessness and setting excessively high standards, which can impact self-esteem.
- **Resilience:** The ability to adapt and recover from adversity, which contributes to a sense of competence and self-worth.
- **Self-Concept:** The perception of oneself, encompassing beliefs about one's abilities, qualities, and attributes.
- **Trait Self-Esteem:** A relatively stable sense of overall self-worth that persists across different situations and contexts.
- **Validation:** Acknowledgment and recognition of one's feelings, experiences, or accomplishments by oneself or others.
- **Well-being:** A state of being comfortable, healthy, and happy, which is closely linked to positive self-esteem.

Answers for check your Progress

Sections	S.No	Answers
Section 1	1	B) One's overall sense of self-worth or personal value
	2	B) It enhances their ability to take initiative and make confident decisions
	3	B) Demonstrating confidence and assertiveness
	4	B) It can lead to indecisiveness and lack of confidence
	5	B) Celebrating small successes and setting realistic goals
Section 2	1	B) Rosenberg Self-Esteem Scale (RSES)
	2	B) 10
	3	C) Statements rated on a Likert scale
	4	B) "I feel that I have a number of good qualities.
	5	B) By summing the ratings of all items

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Section 3	1	B) To understand an individual's behavior, preferences, and strengths
	2	B) Myers-Briggs Type Indicator (MBTI)
	3	B) The ability to perceive the positive potential in a situation and to act on it
	4	B) Sees possibilities and potential where others see obstacles
	5	A) Persistence, confidence, and resilience

Suggested Reading

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UNIT III-EMOTIONAL COMPETENCE

UNIT OBJECTIVES

In this unit, discuss the meaning, discuss the different types of emotional competence. Analyse the essential factors of social competence. Discuss the meaning of conflict management. Describe the meaning of intercultural communication

3.1: EMOTIONAL COMPETENCE - AN INTRODUCTION

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. This unit describes the meaning and types of emotional competence, personal competence and social competence.

3.1.1 Meaning and Definition of Emotional competence

Goleman (1998) defines emotional competence as a learned capability based on emotional intelligence that results in outstanding performance at work. Integrating the work of Goleman (1995; 1998) and Boyatzis (1982), the above mentioned definition is useful in understanding that a person demonstrating emotional competence also showcases self-awareness, self-regulation and management, relationship management and social awareness at appropriate times and in enough frequency to be effective in any given situation.

To be adept at emotional competence that supports effective conflict management requires an underlying ability in EI fundamentals, social awareness and relationship management. Yet, emotional competencies are abilities to be learnt. It means that we have the potential to become skilled at these competencies. We need: (i) opportunities to develop and apply our abilities; (ii) will to learn; and (iii) intent to change after receiving feedback about our efforts.

3.1.2 Types of Emotional Competence

The framework of emotional competence consists of different yet essential clusters. These clusters can also be grouped under two broad types of competence: personal and social competence. Let's learn each of these types and sub-types.

I. Personal Competence

1. Self Awareness Emotional Awareness: ability to identify one's emotions and their effects. People with this competence:

- Know which emotions they are feeling at any given moment and the reasons behind the elicited emotions.
- Know the links between their feelings and what they think, do, and/or say.
- Know the link between their feelings and how they impact their performance.
- Use their feelings to guide their values and goals.

Accurate Self-Awareness: critical and correct knowledge about one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses.
- Open to learning from experience and reflecting on it.
- Open to candid feedback, novel perspectives, continuous learning, and self-development.

Self-Confidence: sureness about one's self-worth and capabilities. People with this competence have the ability to:

- Present themselves with self-assurance.
- Voice views that are unpopular and go out on a limb for what is right.
- Show decisiveness, ability to make sound decisions despite uncertainties and pressures.

2. Self Regulation

Self-Control, Management and Regulation: managing disruptive emotions and impulses. People with this competence are able to:

- Manage their impulsive feelings and distressing emotions in an adept manner.
- Remain composed, positive, and unflappable even in trying moments.
- Think and reason clearly and stay focused under pressure.

Trustworthiness: sustain standards of honesty and integrity. People with this competence:

- Act and react ethically.
- Foster trust through their reliability and authenticity.
- Admit their own mistakes and confront others' unethical actions.
- Undertake tough, principled stands even if they are unpopular.

Conscientiousness: taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises.
- Hold themselves accountable for meeting their objectives.
- Are organized and meticulous in their work.

Adaptability: flexibility in handling change. People with this competence:

- Handle many demands, manage shifting priorities, and deal with rapid change, with ease.
- Adapt their responses and tactics to fit fluid circumstances.
- Demonstrate flexibility in how they perceive events.

Innovativeness: Being comfortable with and open to novel ideas and information.

People with this competence:

- Seek fresh ideas from a wide variety of sources. Entertain original solutions to problems.
- Generate new ideas.
- Take fresh perspectives and calculated risks due to their innovative and creative thinking.

3. Self Motivation

Self-Motivation: Striving for continuous improvement to meet a standard of excellence.

People with this competence:

- Are result-oriented, with a high drive to meet their preset objectives and standards.
- Set challenging goals and take calculated risks.
- Proactively search for information to reduce uncertainty and find ways to improve.
- Learn how to improve their performance.

Commitment: ability to align with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goals.
- Find a sense of purpose in the larger mission or bigger picture.
- Use the group's core values in making decisions and clarifying choices.

- Find opportunities to fulfill the group's mission.

Initiative: readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities.
- Pursue goals beyond what is required or expected of them.
- Bend the rules as and when required to get the job done.
- Mobilize and motivate others through unusual, enterprising efforts.

Optimism: ability to exude persistence when pursuing goals despite obstacles and setback one may face. People with this competence:

- Persist and persevere when seeking goals despite obstacles and setbacks.
- Are motivated due to hope of success rather than fear of failure.

II. Social Competence

4. Social Awareness

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive, take note of emotional cues and listen well.
- Show sensitivity to understand others' perspectives without undue judgement.
- Offer help on the basis of understanding other people's needs and feelings.

Service Orientation: Anticipating, recognizing, and meeting clients' needs. People with this competence:

- Understand others' needs, specifically, clients' needs and match them to services or products.
- Seek ways to increase staff and clients' satisfaction and loyalty.
- Offer appropriate help or assistance.

Development Orientation: Sensing what others need to develop, and bolster their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development.
- Offer critical and constructive feedback.
- Provide timely coaching or mentorship, offer assignments that challenge and grow a person's skills.

Leveraging Diversity: cultivating opportunities through diverse people. People with this competence:

- Respect and relate to people from varied backgrounds. • Understand diverse worldviews
- Sensitive to group differences
- Perceive diversity as opportunity rather than a liability.
- Creating an environment where diverse people can thrive.
- Challenge biases and intolerance.

Political Awareness: reading a group's emotional currents and power relationships.

People with this competence:

- Accurately identify key power relationships.
- Detect crucial social networks.
- Comprehend the forces that shape views and actions of clients, stakeholders and/or competitors.
- Correctly read situations and organizational and external realities.

Social Awareness: wielding effective tactics for persuasion. People with this competence:

- Build rapport well.
- Are skilled at persuasion.
- Fine-tune presentations to appeal to the needs and demands of listener.
- Use complex strategies like indirect influence to build consensus and support.

5. Social Skills

Communication: sending clear and persuasive messages. People with this competence:

- Are adept at registering emotional cues in attuning their message.
- Deal with difficult issues in a straightforward manner.
- Listen well, seek mutual understanding, and welcome sharing of information.
- Build channels of open communication.
- Remain receptive to bad news as well as good.

Leadership: inspiring and guiding groups and people. People with this competence:

- Inspire others.
- Articulate and arouse enthusiasm for a shared vision and mission.
- Step forward to lead, regardless of their position.
- Guide the performance of others while holding them accountable.
- Lead by example.

Change Catalyst: initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers for that requisite change.
- Challenge the status quo to acknowledge the need for change.
- Champion the change and enlist others in its pursuit.
- Model the change that is expected of others.

Conflict management: negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tactspot potential conflicts, bring disagreements in the open, and help diffuse the situation.
- Encourage dialogue and open discussion.
- Orchestrate win-win solutions.

After recent research, Goleman added three groups of competencies to the social awareness/skills cluster that are useful and needed in workplaces. They are as follows:

Building Bonds: nurturing instrumental relationships. People with this competence:

Cultivate and maintain extensive informal networks.

- Seek out relationships that are mutually beneficial.
- Build rapport and keep others in the loop.
- Make and maintain personal friendships among work associates.

Collaboration and Cooperation: working with others toward shared goals. People with this competence:

- Balance attention towards tasks and relationships.
- Collaborate, sharing plans, information, and resources.
- Promote a friendly, cooperative climate.
- Spot and nurture opportunities for collaboration.

Team capabilities: creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities such as respect, helpfulness, and cooperation.
- Draw all members into active and enthusiastic participation.
- Build team identity, spirit, and commitment.
- Protect the group and its reputation
- Share credit and rewards with team members.

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Intercultural Communication

The key factor in organisational success is creating an atmosphere of openness with clear lines of communication. People who deal with difficult issues by being straightforward, being receptive to good news as well as bad, welcome sharing information completely and listen well, who are you able to have open communication, and can give and take emotional information are those people who exhibit the communication competence. Understanding others emotional states and controlling the impulsive responses in ways that might sour the emotional climate are the factors on which a healthy dialogue depends, therefore this competence come from both managing ones emotions and empathy. The more people prefer to deal with people who can execute this competence, this is concluded from data taken from managers and executives (J. Walter Clarke Associate, cited in Goleman 1998b).

Conflict management competence

Trouble can be spotted in expertise of those adept in the conflict management competence as it is infusing and taking steps to calm those who are involved. Skills of handling difficult situations and people with tactfulness, encouraging open discussion and debate, and arranging win-win situations require qualify of listening and empathising. For long- lasting relationships in the workplace, negotiations and effective conflict management is crucial. This clump is also associated to many others, just like other clusters. People have to be aware of what is happening in their team to spot trouble as it is infusing. To spot trouble the ability to understand others emotions and having a level of understanding of diversity and differences is crucial. Conflict management cannot be effective without having clear picture of issues that causes conflict in workplace, such causes can be occurring changes in workplace, brawling due to heterogeneity of personality, with causes, identifying impact of own reactions and responses on co-workers is also very important.

Creative and critical thinking

Creative thinking is a way of looking at problems or situations from a fresh perspective to conceive of something new or original. Critical thinking is the logical, sequential disciplined process of rationalizing, analysing, evaluating, and interpreting information to make informed judgments and/or decisions.

As mentioned earlier in the introduction, emotional intelligence, is the ability to recognize your emotions and understand what they are telling you, and consequently

realize how your emotions affect those around you. This involves a shrewd perception of others and understanding how they feel in the situation. People with high emotional intelligence are usually successful in managing relationships and in most things they do. Why? Because they are the ones that others want on their team! When people with high emotional intelligence send an email, it gets answered; when they need help, they get it.

Let's Sum Up

Emotional competence, often referred to as emotional intelligence (EI) or emotional quotient (EQ), encompasses a person's ability to understand, manage, and express their emotions effectively, as well as to understand and influence the emotions of others. It involves a set of skills that are crucial in personal and professional settings, including self-awareness, self-regulation, empathy, social skills, and motivation. Individuals with high emotional competence can recognize their own emotions and their impact on others, control impulses, handle stress and adversity effectively, communicate clearly, resolve conflicts constructively, and build strong relationships. Developing emotional competence involves continuous self-reflection, learning from experiences, and practicing empathy and active listening. It is instrumental in enhancing leadership capabilities, fostering teamwork, promoting resilience, and creating a positive and productive work environment where individuals can thrive personally and professionally.

Check Your Progress - QUIZ – 1

1. What is emotional competence?

- A) The ability to solve mathematical problems
- B) The capacity to understand, express, and manage one's own emotions and the emotions of others
- C) The skill of remembering facts and figures
- D) The ability to communicate effectively in multiple languages

2. Which of the following is NOT a component of emotional competence?

- A) Self-awareness

B) Self-regulation

C) Technical skills

D) Social skills

3. Which component of emotional competence involves recognizing one's emotions and their effects?

A) Self-awareness

B) Self-regulation

C) Empathy

D) Motivation

4. How does empathy contribute to emotional competence?

A) By improving analytical thinking

B) By understanding and sharing the feelings of others

C) By enhancing physical strength

D) By increasing technical knowledge

5. Which of the following best describes self-regulation in the context of emotional competence?

A) The ability to work independently

B) The ability to control or redirect disruptive emotions and impulses

C) The capacity to memorize and recall information quickly

D) The skill of managing multiple tasks simultaneously

SECTION 3, 2 EMOTIONAL INTELLIGENCE: MEANING AND SIGNIFICANCE

As mentioned earlier in the introduction, emotional intelligence, is the ability to recognize your emotions and understand what they are telling you, and consequently realize how your emotions affect those around you. This involves a shrewd perception of others and understanding how they feel in the situation. People with high emotional intelligence are usually successful in managing relationships and in most things they do. Why? Because they are the ones that others want on their team! When people with high emotional intelligence send an email, it gets answered; when they need help, they get it. They make others feel good, they go through life more easily than people who are quickly angered or made upset. The term Emotional intelligence, or EQ, was popularised (not invented) by Daniel Goleman (1995) in his bestseller Emotional Intelligence: Why It Can Matter More than IQ. It refers to the capacity to recognise and direct our own emotions and the emotions of others close to us. It is often believed to be more pivotal than IQ for career success and the achievement of goals. With the effusion of the EQ phenomenon, much thinking and research has been conducted around the concept and resulted in multiple, separable models of EQ. Below is the outline of the MayerSalovey-Caruso model as an example of this further developed understanding. The four main facets of EQ under this model are as follows:

- **Perceiving Emotions:** The ability to identify emotional messages in facial expression, tone of voice and even works of art. People who are skilled at perceiving emotions in themselves and others have an advantage in social situations, as they are more likely to understand things from another person's perspective and are more empathic.
- **Using Emotions to Facilitate Thinking:** Emotions hold the power to change the way we think. When we are happy we may think that everything is possible, whereas when we are sad we tend to have more demotivating thoughts. We can utilise our emotions for more effective problem-solving, reasoning, decision making and our creative endeavours.
- **Understanding Emotions:** It is not enough to notice emotions, we need to figure out the message they intend to convey. Why do we have certain emotions? And where do they come from? What are they likely to lead us to? For example, it is important to understand, that irritation may lead to anger, feelings of insecurity and unpredictable

outbursts. Emotionally intelligent individuals are capable of labelling emotions with words appropriately and precisely, and also understand nuanced feelings and even contradictory emotional states.

- **Managing Emotions:** Emotional management or regulation does not eliminate troubling emotions (life would be limited if such was the case) instead, it is about learning how to gain control over them. Successful emotion-managers are capable of healthily dealing with their own emotions and helping others deal with theirs as well.

Separation of these EQ branches makes sense when we apply these findings to real life: a person may be skilled at listening to people and empathizing with them, but still fail to make good contact simply because he or she cannot comprehend non-verbal cues. Making emotional perception the aspect requiring an intervention. The concept of emotional intelligence, however, is not without its trouble. There is much debate about which branches should go where, whether emotional intelligence is about authentic emotion rather than our ability to rationally conceptualise it in situations we think require an emotional response. Further, what is the best way to measure EQ? Still, emotional intelligence seems to offer useful insights into the convoluted and complex inner worlds of human beings.

Characteristics of Emotional Intelligence

Emotional intelligence as told by Daniel Goleman has five main elements. These elements help in understanding what emotional intelligence is. The important elements are:

- **Self-awareness:** Self-awareness refers to understanding one's own emotions, and to not let the feelings get out of control. The people who are self-aware are confident, strong to accept their weakness and trust their intuition. They are willing to do work to improve themselves.
- **Self-regulation:** Self-regulation means keeping one's self in check. This kind of people control their impulses, keep their emotions intact and think of the pros and cons before they act. Self-regulatory people are thoughtful, comfortable with change, have integrity and have the ability to say no.
- **Motivation:** High emotional intelligence requires motivation. People who are highly motivated have willingness to change their results if it helps in long-term success. These people are highly motivated, productive, don't shy away from challenges and are

very effective.

- **Empathy:** Empathy means identifying and understanding the other person's thoughts, needs and feelings. Thus, empathetic people manage relationships excellently, are good listeners and relate well with others. They do not stereotype and do not judge too quickly. They are very open and honest.
- **Social skills:** People with good social skills are easy to talk to and are very likeable. These people are good team players. These people help others in their work, in their development rather than their own success. They can communicate easily and can solve disputes.

Effects of Emotional Intelligence

Emotional intelligence can affect your daily life in many ways:

- **Emotional intelligence can help in complex social situations** In workplace or in school high emotional intelligence can help in leading and motivating people, in excelling in career and can help in interviews as well.
- **High emotional intelligence helps in managing stress** If a person can't handle their emotions, they might not be able to handle stress. This can affect the physical health of the person as high stress leads to high BP, risk of heart problems, infertility and speeds aging process. So, with emotional intelligence, a person can avoid these problems.
- **Uncontrolled emotions and feelings can lead to depression and anxiety** Thus affecting mental health. This can affect relations and work, leaving a person vulnerable and lonely, thus deteriorating mental health.
- **If you have high emotional intelligence** You are able to express yourself and understand others. This can help you in building a good and strong relationship, helping you in work and in personal life.
- **Emotional intelligence helps in socializing with people** Differentiating real people who genuinely care for you from those who hate you, helps in feeling loved and happy. This increases your social intelligence helping you in life.

Components of emotional intelligence

Psychologist Daniel Goleman created one of the most popular models of EI. It breaks down EI into five key components, according to a [2018 research review](#) Trusted Source.

1. Self-awareness

A key part of EI is a level of understanding and self-awareness of a person's own emotions.

An individual with high EI is not only aware of what emotions they are feeling but can put words to their feelings. They can also understand the consequences of their emotions and how they may change and shift over time.

2. Self-regulation

Once a person has achieved the first component, they can move on to self-regulation. An individual with a good awareness of their own emotions can better manage the emotions and behaviors that come along with them.

This may involve noticing a difficult emotion and slowing down or resisting any impulsive action that may follow.

3. Motivation

Motivation is the process that stimulates and directs someone toward achieving their goals.

It is a key part of EI, 2016 research suggests. Motivation allows a person to remain true to their goals and persevere, even during challenging times.

A person with low motivation may be discouraged easily by any obstacle and give up. A person with high motivation realizes that the reward of their personal goals is worth the time and effort spent getting there, even when they face obstacles.

4. Empathy

Empathy refers to how tuned to the emotions of others a person is. Someone with high EI can accurately identify which emotions another person is feeling and can tell the difference between genuine and false emotions.

A person may do this by noticing certain facial expressions or changes in another person's voice or body language.

5. Social skills

A person with higher levels of EI may be better at interacting appropriately with others than a person with low levels of EI.

How to improve emotional intelligence

People can improve their EI in several ways.

A 2018 study, for example, found that participants were able to improve their EI over a period of 4 months by practicing transcendental meditation.

The American Academy of Family Physicians (AAFP) states that there are ten behaviors people can practice to help build their EI. These are:

- **Clarifying a daily intention:** A person can set an intention, such as building understanding, based on their schedule that day.
- **Practicing self-care:** If a person is well-rested and relaxed, for example, they are more likely to be able to control their emotions.
- **Performing an emotional checkup:** A person should regularly consider how they are feeling and how their body is reacting to emotions.
- **Slowing down:** A person should try pausing and taking a breath before reacting to or entering stressful situations.
- **Asking questions:** The AAFP notes that people who are curious about their own and others' emotions are more able to build empathy. A person should ask questions to better understand how others are feeling.
- **Creating space for emotions:** If a person acknowledges their negative emotions, they will be more able to work on these. One way a person can practice this is by engaging with mindfulness.
- **Being aware of others:** A person should pay attention to their environment and to how others are feeling. A person can remove distractions like their phone by turning it off when engaging in group conversations.
- **Making an effort to connect with others:** By interacting thoughtfully with others, a person can become more aware of others' emotions.
- **Apologizing when needed:** People with higher levels of EI are generally more willing to admit when they have made mistakes, apologize for these, and take accountability.
- **Beginning and ending the day positively:** A person can begin their day positively with a morning ritual, such as listening to their favorite song, and end their day by noting what they are thankful for.

Emotional Intelligence of Importance And Relevance

Not only do emotionally intelligent people make independent, confident, and successful employees, but they're also vital to and maintaining a cohesive and high-performing environment.

Here are just a few reasons your company needs to prioritize building teams consisting of employees with high levels of emotional intelligence.

1. Emotionally intelligent employees have a huge impact in the workplace

Well-known research by the American Journal of Pharmaceutical Education found that highly to make sound decisions, create sustainable relationships, and handle continuous change.

Naturally, these are traits of Other research has shown that emotional intelligence is also a strong predictor of and that emotionally intelligent individuals receive greater merit increases compared with those with lower levels of emotional intelligence.

2. The job market is evolving

As the modern workplace becomes more dependent on technology, machine learning, and artificial intelligence, emotional intelligence will be critical to organizations' success. With the rise of the high-tech workplace, organizations across all industries will soon come to recognize the importance of high touch and the need to balance digital transformation with human strengths, such as empathy and self-awareness.

Emotionally intelligent leaders will be in high demand to help guide the future workplace, motivate a new generation of employees, and navigate the merge between technology and people.

3. Emotional intelligence is already a “must-have” skill

Businesses are turning away from —perfectll candidates who look good on paper to applicants they can trust to be reliable, empathetic change agents.

Research reveals that believe that emotional intelligence is becoming a –must-havell skill.

The same study shows that, in general, companies are actively trying to develop more emotionally intelligent workplaces by adjusting recruitment processes to evaluate candidates' emotional intelligence and using technology to help create emotionally intelligent workplace cultures.

Let's Sum Up

Emotional intelligence (EI) encompasses a set of abilities that enable individuals to perceive, understand, manage, and utilize emotions effectively in various contexts. It involves self-awareness, recognizing one's emotions and their impact, which lays the foundation for managing emotions appropriately. Additionally, EI includes empathy, the ability to understand others' emotions and perspectives, fostering better interpersonal relationships and effective communication. Managing emotions skillfully contributes to decision-making, conflict resolution, and leadership, as EI helps individuals navigate

social complexities and cultivate resilience in challenging situations. Ultimately, emotional intelligence plays a crucial role in personal and professional development, influencing both individual success and organizational effectiveness by enhancing emotional well-being and interpersonal dynamics.

Check Your Progress - QUIZ – 1

1. What is emotional intelligence?

- A) The ability to solve complex mathematical problems
- B) The capacity to recognize, understand, manage, and reason with emotions in oneself and others
- C) The skill of memorizing and recalling information quickly
- D) The ability to communicate effectively in multiple languages

2. Who popularized the concept of emotional intelligence through their book published in 1995?

- A) Daniel Goleman
- B) Howard Gardner
- C) Sigmund Freud
- D) Carl Jung

3. Which of the following is NOT a component of emotional intelligence according to Daniel Goleman?

- A) Self-awareness
- B) Self-regulation
- C) Technical skills
- D) Social skills

4. Self-awareness in emotional intelligence refers to:

- A) The ability to understand others' emotions

- B) The capacity to recognize one's own emotions and their effects
- C) The skill of controlling one's physical responses
- D) The ability to stay calm in stressful situations

5. Which component of emotional intelligence involves controlling or redirecting disruptive emotions and impulses?

- A) Self-awareness
- B) Self-regulation
- C) Motivation
- D) Empathy

SECTION 3.3 POSITIVE AND NEGATIVE EMOTIONS

Positive and negative emotions are fundamental components of human experience, influencing our thoughts, behaviors, and overall well-being. Here's a detailed exploration of both:

Positive Emotions:

1. **Happiness:** Often considered the pinnacle of positive emotions, happiness encompasses feelings of joy, contentment, and satisfaction. It involves experiencing positive events, accomplishments, and connections with others.
2. **Gratitude:** Gratitude involves recognizing and appreciating the good things in one's life, whether they are big or small. It fosters a sense of abundance, enhances relationships, and promotes overall well-being.
3. **Love:** Love is a complex emotion that encompasses affection, attachment, and compassion toward others. It can be romantic, familial, or platonic and contributes to feelings of connection, intimacy, and support.
4. **Joy:** Joy is a deep sense of pleasure and delight often experienced in response to fulfilling experiences, moments of beauty, or acts of kindness. It is characterized by a sense of exuberance and positivity.

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5. **Satisfaction:** Satisfaction arises from achieving goals, fulfilling desires, or meeting expectations. It reflects a sense of accomplishment and fulfillment in one's endeavors.
6. **Hope:** Hope involves optimistic expectations about the future, even in the face of challenges or adversity. It provides motivation, resilience, and a sense of possibility.

Negative Emotions:

1. **Sadness:** Sadness is a feeling of sorrow, grief, or unhappiness often triggered by loss, disappointment, or unfulfilled desires. It can manifest as tears, lethargy, or withdrawal from activities.
2. **Fear:** Fear is an emotional response to perceived threats or dangers. It triggers a range of physiological reactions, including increased heart rate, sweating, and heightened alertness, preparing the individual for fight or flight.
3. **Anger:** Anger is a strong emotional reaction to perceived injustices, frustrations, or threats to one's well-being. It can manifest as irritation, resentment, or aggression and often involves a desire to assert control or influence the situation.
4. **Anxiety:** Anxiety involves feelings of worry, apprehension, or unease about future uncertainties or potential threats. It can range from mild nervousness to debilitating panic and may interfere with daily functioning.
5. **Guilt:** Guilt arises from feelings of remorse or self-blame for perceived wrongdoing or moral transgressions. It can motivate reparative actions but may also lead to rumination and self-criticism.
6. **Shame:** Shame is a deeply painful emotion stemming from a sense of inadequacy, unworthiness, or exposure of one's flaws or vulnerabilities. It often involves feelings of humiliation, self-consciousness, and a desire to hide or withdraw from others.

Dynamics and Functionality:

- **Balance:** Both positive and negative emotions serve important functions in our lives. Positive emotions enhance well-being, foster social connections, and promote resilience, while negative emotions signal potential threats, motivate adaptive responses, and facilitate learning.

- **Adaptability:** Emotions are dynamic and context-dependent, varying in intensity, duration, and expression based on individual differences, cultural norms, and situational factors. Flexibility in emotional responses allows for effective adaptation to changing circumstances.
- **Regulation:** Emotional regulation involves the ability to modulate the intensity and duration of emotions, shifting between positive and negative states as needed to maintain psychological balance and achieve goals. Strategies for emotional regulation include cognitive reappraisal, mindfulness, and social support.

Understanding the complexity of positive and negative emotions can empower individuals to cultivate emotional resilience, enhance well-being, and navigate life's challenges with greater ease and effectiveness.

Healthy and unhealthy expressions of emotions

Healthy and unhealthy expressions of emotions play a crucial role in our mental and physical well-being, interpersonal relationships, and overall quality of life. Here's a detailed exploration of both:

Healthy Expression of Emotions:

1. **Acknowledgment:** Healthy emotional expression begins with acknowledging and accepting one's emotions without judgment. This involves being aware of how you feel and validating your emotional experiences as valid and worthy of attention.
2. **Communication:** Effective communication of emotions involves expressing them in a clear, respectful, and assertive manner. This may involve using "I" statements to convey feelings, actively listening to others' emotions, and being open to dialogue and negotiation.
3. **Assertiveness:** Assertive expression of emotions involves advocating for your needs, boundaries, and values while respecting the rights and perspectives of others. It entails expressing emotions in a way that is direct, honest, and non-coercive, promoting mutual understanding and cooperation.

4. **Emotional Regulation:** Healthy emotional expression encompasses the ability to regulate and manage one's emotions in adaptive ways. This may involve techniques such as deep breathing, mindfulness, cognitive reappraisal, and seeking social support to modulate emotional intensity and cope with stressors effectively.
5. **Adaptability:** Healthy emotional expression is characterized by flexibility and adaptability, allowing individuals to modulate their emotional responses based on situational demands and interpersonal contexts. This involves recognizing when and how to express emotions in ways that are constructive and appropriate for the given context.
6. **Conflict Resolution:** Healthy emotional expression contributes to constructive conflict resolution by facilitating open communication, empathy, and problem-solving. It involves addressing conflicts directly, expressing emotions assertively, and seeking mutually satisfactory resolutions that honor the needs and feelings of all parties involved.

Unhealthy Expression of Emotions:

1. **Suppression:** Unhealthy emotional expression may involve suppressing or denying one's emotions, either consciously or unconsciously. This can lead to emotional numbness, psychological distress, and interpersonal conflicts as suppressed emotions may manifest in maladaptive ways.
2. **Avoidance:** Avoidant expression of emotions involves actively avoiding or escaping from emotional experiences or difficult conversations. While avoidance may provide temporary relief, it can perpetuate unresolved issues, undermine authentic connections, and hinder personal growth.
3. **Escalation:** Unhealthy emotional expression may manifest as emotional escalation, where emotions intensify to the point of becoming overwhelming or uncontrollable. This can lead to impulsive behavior, verbal or physical aggression, and damage to relationships and self-esteem.
4. **Passive-Aggression:** Passive-aggressive expression of emotions involves indirectly expressing negative feelings or hostility through subtle or passive means, such as sarcasm, silent treatment, or sabotaging behaviors. This can erode trust, communication, and intimacy in relationships.

5. **Emotional Manipulation:** Unhealthy emotional expression may involve manipulation or exploitation of others' emotions for personal gain or control. This can include guilt-tripping, emotional blackmail, or playing the victim to elicit sympathy or compliance from others.
6. **Rumination:** Rumination involves repetitive and obsessive dwelling on negative emotions, past traumas, or perceived failures. It can exacerbate feelings of distress, fuel depressive symptoms, and impair problem-solving and decision-making abilities.

Cultivating Healthy Emotional Expression:

- **Self-awareness:** Cultivating self-awareness through mindfulness practices, journaling, or therapy can help individuals recognize and understand their emotions more effectively.
- **Emotional literacy:** Developing emotional literacy skills, such as identifying and labeling emotions, can enhance emotional intelligence and facilitate more accurate and expressive communication of feelings.
- **Self-care:** Prioritizing self-care activities, such as regular exercise, adequate sleep, and healthy coping strategies, can support emotional well-being and resilience.
- **Social support:** Seeking support from trusted friends, family members, or mental health professionals can provide validation, empathy, and practical guidance for navigating challenging emotions and situations.

By cultivating healthy emotional expression and coping strategies, individuals can foster greater emotional resilience, strengthen relationships, and enhance overall well-being.

Let's Sum Up

Positive emotions play a vital role in enhancing well-being and fostering resilience in individuals. When people experience positive emotions such as joy, gratitude, contentment, and hope, they often find themselves more open to opportunities and more resilient in facing challenges. These emotions not only contribute to a sense of happiness and fulfillment but also promote physical and mental health. Research suggests that cultivating positive emotions can lead to improved relationships,

increased creativity, and better problem-solving abilities. Moreover, positive emotions broaden individuals' perspectives and enable them to build lasting resources that support personal growth and resilience over time. In summary, embracing and nurturing positive emotions not only enhances one's immediate quality of life but also strengthens their capacity to navigate life's complexities with optimism and effectiveness.

Check Your Progress - QUIZ – 1

1. What are positive emotions?

- A) Emotions that contribute to a person's well-being and happiness
- B) Emotions that decrease a person's motivation and performance
- C) Emotions that are only experienced in childhood
- D) Emotions that are universally considered negative

2. Which of the following is an example of a positive emotion?

- A) Fear
- B) Joy
- C) Anger
- D) Sadness

3. Which of the following is considered a negative emotion?

- A) Gratitude
- B) Anger
- C) Contentment
- D) Love

4. Positive emotions can enhance a person's:

- A) Physical health

B) Cognitive flexibility and creativity

C) Social relationships

D) All of the above

5. Negative emotions can be beneficial in certain situations because they:

A) Always lead to stress and anxiety

B) Help individuals recognize and respond to threats or challenges

C) Make people less sociable

D) Reduce overall well-being

SECTION 3.4 THE SIX-PHASE MODEL OF CREATIVE THINKING

The six-phase model of creative thinking developed by Graham Wallas in his book "The Art of Thought" (1926), outlines a systematic process for generating creative ideas. The model describes the stages individuals typically go through when engaging in creative problem-solving or idea generation. Here's an overview of each phase:

1. Preparation:

- **Definition:** In this phase, individuals gather information, identify the problem or challenge, and clarify their goals and objectives.
- **Activities:** Research, brainstorming, analysis of relevant data, defining constraints, and understanding the context or background of the problem.
- **Purpose:** The preparation phase sets the foundation for creative thinking by providing a clear understanding of the problem or goal and informing subsequent stages of the process.

2. Incubation:

- **Definition:** During incubation, individuals set aside the problem and allow their subconscious mind to work on it without conscious effort.
- **Activities:** Engaging in unrelated activities, taking breaks, allowing the mind to wander, and exposing oneself to new stimuli or experiences.

- **Purpose:** Incubation allows for unconscious processing of information, enabling new connections and insights to emerge beyond conscious awareness.

3. Intimation:

- **Definition:** Intimation involves the emergence of preliminary ideas or insights into potential solutions.
- **Activities:** Noticing patterns, making connections, experiencing "aha" moments, and feeling a sense of anticipation or excitement about emerging possibilities.
- **Purpose:** Intimation serves as a signal that the subconscious mind has made progress in generating creative ideas, prompting individuals to pay attention to emerging insights.

4. Illumination:

- **Definition:** Illumination refers to the sudden realization or breakthrough moment when a creative solution or idea emerges into conscious awareness.
- **Activities:** Experiencing a moment of clarity, recognizing novel connections or solutions, and feeling a sense of excitement or validation.
- **Purpose:** Illumination marks the culmination of the creative process, providing a clear and innovative solution to the problem or challenge at hand.

5. Verification:

- **Definition:** Verification involves evaluating and refining the creative idea or solution to ensure its feasibility, effectiveness, and alignment with the original goals.
- **Activities:** Testing the idea against criteria, gathering feedback, conducting feasibility studies, and making adjustments as needed.
- **Purpose:** Verification ensures that the creative solution is practical, viable, and suitable for implementation, addressing any potential obstacles or limitations.

6. Implementation:

- **Definition:** Implementation entails putting the creative idea or solution into action and integrating it into the relevant context or environment.

- **Activities:** Planning and executing implementation steps, mobilizing resources, overcoming resistance or barriers, and monitoring progress.
- **Purpose:** Implementation transforms the creative idea from concept to reality, leading to tangible outcomes, innovations, or improvements.

Key Considerations:

- **Non-linear Process:** While the six phases are presented sequentially, creative thinking is often a non-linear and iterative process, with individuals moving back and forth between stages as needed.
- **Individual Differences:** Creative thinking processes can vary based on factors such as personality traits, cognitive styles, and prior experiences.
- **External Influences:** External factors, such as organizational culture, social dynamics, and environmental conditions, can also influence the creative thinking process.

By understanding and applying the six-phase model of creative thinking, individuals and teams can enhance their ability to generate innovative ideas, solve complex problems, and drive positive change in various domains.

3.4.1 ICEDIP model

The ICEDIP model is a problem-solving framework designed to guide individuals and teams through the process of effectively addressing and resolving challenges. It stands for Identify, Clarify, Evaluate, Develop, Implement, and Propagate. Here's a detailed overview of each step:

1. Identify:

- **Definition:** The first step involves identifying and defining the problem or challenge that needs to be addressed. This stage is about understanding the nature, scope, and impact of the problem.
- **Activities:** Gathering information, conducting research, defining the problem statement, and identifying key stakeholders or individuals involved.

- **Purpose:** Identifying the problem sets the stage for effective problem-solving by providing clarity on what needs to be addressed and why it's important.

2. Clarify:

- **Definition:** In the clarification phase, individuals delve deeper into the problem to gain a thorough understanding of its underlying causes, contributing factors, and potential implications.
- **Activities:** Analyzing root causes, exploring alternative perspectives, identifying assumptions, and clarifying goals and objectives.
- **Purpose:** Clarifying the problem helps uncover hidden complexities, assumptions, or biases that may influence the problem-solving process and inform subsequent steps.

3. Evaluate:

Evaluation involves assessing potential solutions or approaches to determine their feasibility, effectiveness, and alignment with the identified problem and goals. Generating and evaluating alternative solutions, weighing pros and cons, conducting cost-benefit analyses, and seeking input from stakeholders. Evaluation ensures that proposed solutions are well-informed, practical, and suitable for addressing the problem at hand, guiding decision-making and prioritization.

4. Develop:

The development phase focuses on elaborating and refining the chosen solution or approach into a detailed plan of action. This stage involves identifying specific steps, resources, and timelines required for implementation. Developing action plans, allocating resources, defining roles and responsibilities, establishing timelines, and creating contingency plans.

Developing a clear and comprehensive plan ensures that the chosen solution is translated into actionable steps, facilitating effective implementation and coordination.

5. Implement:

Implementation involves putting the developed plan into action, executing the identified steps, and monitoring progress towards achieving the desired outcomes. Executing action plans, mobilizing resources, addressing obstacles or challenges, and tracking key performance indicators. Implementation transforms the chosen solution from concept to reality, driving tangible progress and results towards resolving the problem.

6. Propagate:

The propagation phase focuses on sharing insights, lessons learned, and best practices from the problem-solving process to facilitate learning, continuous improvement, and knowledge dissemination. Documenting outcomes, conducting post-implementation reviews, sharing success stories, and disseminating findings to relevant stakeholders. Propagation ensures that valuable insights and experiences gained from addressing the problem are leveraged to inform future decision-making, enhance organizational learning, and build collective knowledge.

Key Considerations:

- **Iterative Process:** The ICEDIP model is often iterative, with individuals and teams revisiting and revising earlier stages based on new information, feedback, or changing circumstances.
- **Collaboration:** Effective problem-solving often involves collaboration and communication among diverse stakeholders, leveraging their expertise, perspectives, and insights.
- **Flexibility:** While the ICEDIP model provides a structured framework, it's important to remain flexible and adaptable to unexpected challenges or opportunities that may arise during the problem-solving process.

By following the ICEDIP model, individuals and teams can navigate complex problems more effectively, make informed decisions, and drive positive outcomes in various personal, professional, and organizational contexts.

Let's Sum Up

The six-phase model of Creative Thinking offers a structured approach to fostering innovation and generating novel ideas. It begins with **Preparation**, where individuals gather information, define the problem, and immerse themselves in relevant knowledge. This phase is crucial for laying the groundwork and understanding the context of the challenge at hand. Following Preparation is **Incubation**, during which the mind unconsciously processes the information gathered, allowing ideas to incubate and evolve subconsciously. **Insight** is the next phase, characterized by sudden moments of clarity or breakthroughs, where solutions or new perspectives emerge seemingly out of nowhere. This phase often involves a shift in perception or a novel connection between previously unrelated concepts. **Evaluation** follows, where ideas are critically analyzed and refined based on feasibility, relevance, and potential impact. It involves assessing the practicality and effectiveness of each idea to determine its suitability for implementation. **Elaboration** then refines the chosen idea further, adding detail, depth, and clarity to develop a robust plan or concept. Finally, **Implementation** brings the idea to fruition, translating it into action or a tangible solution. Throughout these phases, flexibility, persistence, and openness to new possibilities are essential to navigate the creative process effectively, fostering innovation and problem-solving in various contexts.

Check Your Progress - QUIZ – 1

1. Which of the following is the first phase in the six-phase model of creative thinking?

- A) Implementation
- B) Preparation
- C) Incubation
- D) Illumination

2. During the preparation phase of the creative thinking model, individuals typically:

- A) Generate and evaluate potential solutions
- B) Gather information and define the problem
- C) Let ideas simmer subconsciously
- D) Implement the chosen solution

3. What happens during the incubation phase of the creative thinking model?

- A) The problem is clearly defined
- B) Ideas are actively worked on and developed
- C) The mind subconsciously processes information and ideas
- D) Solutions are evaluated for feasibility

4. Which phase is characterized by a sudden insight or "Aha!" moment in the creative thinking process?

- A) Preparation
- B) Incubation
- C) Illumination
- D) Verification

5. In the verification phase, individuals:

- A) Gather and research information
- B) Let ideas incubate subconsciously
- C) Evaluate and test the feasibility of the solution
- D) Experience a moment of sudden clarity

Self Assessment Questions

Short Answer Questions

1. What are the different types of emotions?

2. State the characteristics of emotional intelligence.
3. What are some of the effects of emotional intelligence?
- 4 Briefly state the meaning of emotional competence.
5. What is conflict management competence?
6. Write a short note on creative and critical thinking

Long Answer Questions

1. Analyse the different theories and effects of emotions.
2. Describe the meaning and significance of emotional intelligence.
3. Discuss the significance of emotional intelligence.
- 4 Analyse the different types of emotional competence.
5. Describe the qualities needed for social competence.
6. ‘The key factor in organisational success is creating an atmosphere of openness with clear lines of communication.’ Describe the statement.

Unit Summary

Building emotional competence involves developing a deep understanding and mastery of one's emotions, as well as the ability to effectively manage and harness them in various situations. It begins with cultivating self-awareness, which involves recognizing and understanding one's own emotions, triggers, and behavioral patterns. This awareness serves as the foundation for developing emotional regulation skills, enabling individuals to manage their emotions in constructive ways rather than being overwhelmed by them. Building empathy is another critical aspect, allowing individuals to understand and relate to the emotions and perspectives of others, fostering better interpersonal relationships and effective communication. Finally, developing emotional competence includes enhancing social skills, such as conflict resolution and teamwork, which are essential for navigating professional and personal environments successfully. Overall, building emotional competence empowers individuals to navigate challenges with resilience, build strong relationships, and achieve personal and professional growth.

Glossary

- **Adaptability:** The ability to adjust to new conditions and situations, demonstrating flexibility in response to change.

- **Assertiveness:** The ability to express one's thoughts, feelings, and beliefs in an open and honest manner while respecting the rights of others.
- **Awareness:** Consciousness of one's own emotions, thoughts, and behaviors, as well as their impact on others.
- **Emotional Agility:** The capacity to navigate and adapt to one's emotional experiences, effectively managing them without being overwhelmed.
- **Empathy:** The ability to understand and share the feelings of another person, often considered essential for effective interpersonal relationships.
- **Emotional Regulation:** The ability to manage and control one's emotions, including the ability to respond appropriately to situations and stimuli.
- **Mindfulness:** A mental state achieved by focusing one's awareness on the present moment, calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.
- **Motivation:** The drive or desire to achieve goals, often fueled by intrinsic factors such as personal satisfaction and growth.
- **Resilience:** The ability to bounce back from adversity, setbacks, or challenges, demonstrating strength and adaptability in the face of difficulty.
- **Relationship Management:** The ability to build and maintain positive relationships with others, effectively navigating social interactions and conflicts.
- **Self-Awareness:** The ability to recognize and understand one's own emotions, strengths, weaknesses, values, and motivations.
- **Self-Management:** The ability to regulate and control one's emotions, behaviors, and impulses, demonstrating self-control and adaptability.
- **Teamwork:** The collaborative effort of a group of people to achieve a common goal, requiring effective communication, cooperation, and respect for others.
- **Trustworthiness:** Consistently demonstrating honesty, reliability, and integrity in one's actions and interactions with others.

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Answers for check your Progress

Sections	S.No	Answers
Section 1	1	B) The capacity to understand, express, and manage one's own emotions and the emotions of others.
	2	C) Technical skills.
	3	A) Self-awareness.
	4	B) By understanding and sharing the feelings of others.
	5	B) The ability to control or redirect disruptive emotions and impulses.
Section 2	1	B) The capacity to recognize, understand, manage, and reason with emotions in oneself and others.
	2	A) Daniel Goleman.
	3	C) Technical skills.
	4	B) The capacity to recognize one's own emotions and their effects.
	5	B) Self-regulation.
Section 3	1	A) Emotions that contribute to a person's well-being and happiness.
	2	B) Joy
	3	B) Anger
	4	D) All of the above (Physical health, cognitive flexibility and creativity, social relationships).
	5	B) Help individuals recognize and respond to threats or challenges.
Section 4	1	B) Preparation
	2	B) Gather information and define the problem
	3	C) The mind subconsciously processes information and ideas
	4	C) Illumination
	5	C) Evaluate and test the feasibility of the solution

Suggested Reading

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UNIT – 4 THINKING SKILL

UNIT OBJECTIVES

In this unit, describe the nature of thinking and reasoning, demonstrate an understanding of some cognitive processes involved in problem solving and decision-making, understand the nature and process of creative thinking and learn ways of enhancing it, understand the relationship between language and thought, and describe the process of language development and its use.

4.1: THINKING SKILL - AN INTRODUCTION

Critical thinking skills refer to your ability to analyse facts to understand a topic, problem or situation thoroughly. The critical thinking process usually includes the steps such as gathering data and information, asking relevant questions and analysing possible solutions. For instance, if you're working as a human resources manager, you may need to resolve conflicts among employees. Hence, you'll need to use your critical thinking skills to understand the conflict and determine the best solution. Being objective is essential to critical thinking. This means you analyse the issue without allowing assumptions, emotions or personal bias to affect how you think about the issue. Rather, a strong critical thinker can analyse the issue based on the context and information gathered after carrying out impartial and thorough research.

4.1.1 Meaning and Definition of Thinking skills

Thinking skills refer to your ability to understand and address problems based on all available information and facts. Using critical thinking skills at work often involves organising and processing data, facts and other information to understand a problem and create effective solutions. Understanding your thinking skills can help you become a better decision-maker. In this article, we discuss what thinking is, why it's important, what are the different types of thinking skills and provide a few tips to help you improve your thinking skills.

The critical thinking process

Here are the additional steps you might take when you use your critical thinking skills for solving a problem at work:

- Determine what the conflict is
- Create inference on why the conflict occurs and how you can resolve it
- Gather data or information about the issue through investigation or research
- Organise and categorise data and findings
- Develop and implement solutions
- Analyse what solutions are effective
- Find out how you can improve the solution

Why are critical thinking skills important?

Thinking skills are crucial at every career level in every industry. Individuals who possess thinking skills can work well both with others and independently to address problems, such as financial issues, management issues and process inefficiencies. For this reason, companies value and prefer applicants who show strong thinking skills.

Types of thinking

There are three main types of thinking. These include:

Convergent thinking

Convergent thinking means using logic. Also known as linear or critical thinking, convergent thinking generally refers to your ability to provide 'correct' answers to standard questions that don't require significant creativity, such as questions related to most tasks in schools and standardised tests. Convergent thinking focuses on developing a single, well-established answer to a problem. When you use convergent thinking to solve an issue, you consciously use probabilities or standards to make judgements.

Divergent thinking

Divergent thinking refers to your ability to use your imagination. Also known as horizontal or creative thinking, divergent thinking is a thought process used to develop ideas by exploring several possible solutions. When you use divergent thinking, your thoughts usually occur in a spontaneous, free-flowing way. You explore many possible solutions in a short period of time and unexpected connections are more easily drawn. After you complete the process of divergent thinking, you use convergent thinking to organise and structure ideas and information.

Lateral thinking

Lateral thinking refers to your ability to use both logic and imagination. Also known as creative thinking, lateral thinking involves solving issues through a creative and indirect approach. It can involve ideas that might not be obtainable by using only traditional step-by-step logic and using reasoning that's not immediately obvious. To better understand lateral thinking, it's important to compare divergent and convergent thinking and create a working relationship between the two types.

Additional tips for improving your thinking skills

You might already have several of the skills mentioned above, but it may still be a good idea to consider other areas for improvement, especially for specific skills mentioned in a job advertisement. You can always improve your ability to think critically through practice and training opportunities. To further improve your thinking skills, consider some of the following tips:

Seek professional help: Seek advice from industry experts or professionals in your field.

Volunteer actively: Volunteer actively to solve problems for your present employer.

Complete a course or training programme: Take an additional training programme in your field or industry that requires you to employ your analytical and critical thinking skills.

Expand your skills: Expand your technical or industry-specific skills to help you easily identify problems.

Play mental agility games: Play cooperative or solo games that require inference, analysis and other critical thinking skills.

Ask for guidance: Ask your friends, manager or colleagues to evaluate your current skill set. Ask them to give you an objective view of your strengths.

Let's Sum Up

Thinking skills encompass a range of cognitive abilities crucial for problem-solving, decision-making, and creative expression. These skills include critical thinking, which involves analyzing information, evaluating arguments, and forming reasoned judgments. Creative thinking involves generating innovative ideas and approaches, often through divergent thinking to explore multiple possibilities. Additionally, problem-solving skills enable individuals to identify issues, devise strategies, and implement solutions effectively. These skills are essential in both academic and real-world contexts, fostering adaptability, innovation, and informed decision-making. Developing strong thinking skills enhances overall cognitive agility and empowers individuals to navigate complexities with confidence and clarity.

Check Your Progress - QUIZ – 1

1. Which of the following is NOT a fundamental thinking skill?

- A) Critical thinking
- B) Creative thinking
- C) Physical strength
- D) Problem-solving

2. What does critical thinking primarily involve?

- A) Memorizing facts and figures
- B) Evaluating information and making reasoned judgments
- C) Performing mathematical calculations

D) Following instructions without deviation

3. Creative thinking is best described as:

A) Following established procedures and rules

B) Generating new ideas and solutions through unconventional methods

C) Repeating the same tasks repeatedly

D) Memorizing historical events

4. Which thinking skill involves the ability to identify and solve problems effectively?

A) Logical thinking

B) Problem-solving

C) Emotional intelligence

D) Technical expertise

5. Strategic thinking focuses on:

A) Reacting impulsively to situations

B) Long-term planning and goal-setting

C) Following a strict routine without deviation

D) Improving physical fitness

SECTION 4.2 THE MIND/BRAIN/BEHAVIOUR

Understanding the mind, brain, and behavior involves delving into various disciplines like neuroscience, psychology, cognitive science, and philosophy. Here's a detailed breakdown of each component:

1. The Mind:

- The mind encompasses the cognitive faculties of consciousness, perception, thinking, memory, emotions, and more.

- It's the subjective experience of being, including thoughts, beliefs, desires, intentions, and feelings.
- The mind is often considered the result of complex neural processes but is distinct from the brain itself.

2. The Brain:

- The brain is the physical organ responsible for processing information, controlling bodily functions, and generating behaviors.
-

- It consists of billions of neurons (nerve cells) interconnected through synapses, forming intricate neural networks.
- Different regions of the brain specialize in various functions. For example, the frontal lobe is associated with executive functions, while the occipital lobe processes visual information.
- Understanding the brain involves studying its structure, function, development, and the neural basis of cognition and behavior.

3. Behavior:

- Behavior refers to the actions or reactions of an organism in response to internal or external stimuli.
- It encompasses a wide range of activities, from simple reflexes to complex social interactions.
- Behavioral patterns arise from the interaction between biological factors (such as genetics and brain structure) and environmental influences (such as experiences and culture).
- Behavioral sciences, including psychology and ethology, study behavior to understand its underlying mechanisms and implications.

Relationships Between Mind, Brain, and Behavior:

- The mind arises from the complex interactions of neurons and neural circuits in the brain. While the brain is necessary for the existence of the mind, they are not identical. The mind represents the subjective experiences and mental processes that emerge from brain activity.

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- Understanding the relationship between the mind and the brain is a central challenge in neuroscience and philosophy of mind. This includes questions about how mental states relate to neural states, the nature of consciousness, and the mind-body problem.
- Behavior emerges from the dynamic interplay between the mind, brain, and environment. While brain activity underlies behavior, psychological factors such as beliefs, attitudes, and emotions also influence how individuals perceive and respond to the world around them.

In summary, the mind, brain, and behavior are interconnected aspects of human experience and are studied across various disciplines to gain a deeper understanding of cognition, consciousness, and the nature of being.

Let's Sum Up

"The Mind/Brain/Behavior" is a multidisciplinary exploration into the intricate connections between neuroscience, psychology, and human behavior. It delves into understanding how the brain functions as the central processor of thoughts, emotions, and actions, influenced by both biological structures and environmental factors. This interdisciplinary approach investigates cognitive processes such as perception, memory, and decision-making, revealing how they shape individual behaviors and societal dynamics. By bridging the gap between biological mechanisms and psychological phenomena, "The Mind/Brain/Behavior" offers insights into how our brains evolve, adapt, and interact with the world, ultimately shaping the complex tapestry of human experience and behavior.

Check Your Progress - QUIZ – 1

1. Which part of the brain is primarily responsible for logical reasoning and problem-solving?

A) Frontal lobe

- B) Occipital lobe
- C) Temporal lobe
- D) Parietal lobe

2. Executive functions such as planning, decision-making, and impulse control are associated with which brain area?

- A) Cerebellum
- B) Prefrontal cortex
- C) Hippocampus
- D) Brainstem

3. Which neurotransmitter is closely linked with attention, memory, and learning processes in the brain?

- A) Dopamine
- B) Serotonin
- C) Acetylcholine
- D) Endorphins

4. The process of thinking involves:

- A) Only conscious reasoning
- B) Both conscious and unconscious mental processes
- C) Purely emotional responses
- D) Physical movements only

5. Which cognitive process involves mentally breaking down complex ideas into simpler parts to understand them better?

- A) Synthesis

B) Analysis

C) Intuition

D) Perception

SECTION 4.3.WHAT IS CRITICAL THINKING?

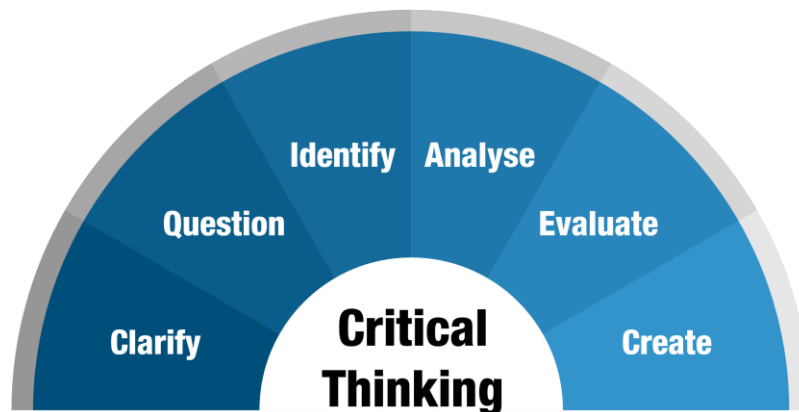
Critical thinking is a kind of thinking in which you **question, analyse, interpret, evaluate** and **make a judgement** about what you read, hear, say, or write. The term *critical* comes from the Greek word *kritikos* meaning

—able to judge or discern. Good critical thinking is about making reliable judgements based on reliable information.

Applying critical thinking does not mean being negative or focusing on faults. It means being able to clarify your thinking so that you can break down a problem or a piece of information, interpret it and use that interpretation to arrive at an informed decision or judgement (for example designing a bridge, responding to an opinion piece or understanding a political motivation).

People who apply critical thinking consistently are said to have a critical thinking mindset, but no one is born this way. These are attributes which are learnt and improved through practice and application.

In the academic context, critical thinking is most commonly associated with arguments. You might be asked to think critically about other people's arguments or create your own. To become a better critical thinker, you therefore need to learn how to:



1. **clarify** your thinking purpose and context
2. **question** your sources of information
3. **identify** arguments
4. **analyse** sources and arguments
5. **evaluate** the arguments of others and
6. **create** or **synthesise** your own arguments.

As the image illustrates, critical thinking skills and attributes are interconnected and need to work together for your critical thinking to be effective.

Five types of critical thinking skills

There are five common and impactful thinking skills you can consider discussing in your CV or in a job interview. These include:

Observational skills

Observational skills are the foundation of critical thinking. If you have strong observation skills, you can easily sense and identify a problem before it becomes worse. You may even be able to foresee when an issue might happen before it occurs based on your experience. To improve your observation skills, you can slow down the pace at which you process information and train yourself to focus on your surroundings. Consider practising mindfulness strategies, journaling or active listening outside and during work to examine thoroughly what you're seeing or hearing.

Analytical skills

Once you have identified a problem, your analytical skills become crucial. The ability to

analyse and assess a problem effectively involves knowing what information, data or facts about the issue are important. Also, this often includes conducting unbiased research, asking pertinent questions about the information to make sure it's accurate and evaluating the findings objectively. To improve your analytical skills, you can take on new experiences. For instance, you might read a book or journal about a topic you are unfamiliar with or take an online course to motivate yourself to think innovatively and consider new ideas. This can help you develop the skills to interpret or understand new information and make informed decisions based on sound analysis.

Inference skills

Inference refers to your ability to draw conclusions about the data you have gathered. It's a skill that may require you to have industry-specific or technical experience or knowledge. When you make an inference, you draw conclusions based on limited information. For instance, if you're a car mechanic, you may need to infer what's causing a car's engine to stop at seemingly random occasions based on the information available to you. To improve your inference skills, consider focusing on making educated guesses instead of quickly making conclusions. This may require you to slow down and find several clues, such as reports, data and images, which can help you assess a situation. Before you make a decision, it's important to consider all pieces of information carefully.

Communications skills

Communication skills refer to your ability to speak appropriately with a wide range of people while maintaining good eye contact, tailoring your language to your audience and listening effectively. Excellent communicators also employ clear and concise writing skills. Communication skills are crucial when discussing issues and their potential solutions with coworkers or company leaders. Communication is an important skill to improve on for several purposes at work, including critical thinking. To improve your communication skills, you can engage in difficult discussions. For instance, watch yourself when talking to people who hold different viewpoints from you. Also, consider maintaining good communication habits, such as respect and active listening, to understand their viewpoints and explain your ideas calmly and rationally.

Problem-solving skills

Once you have identified a problem, analyse it and explore potential solutions before implementing one. Problem-solving typically requires you to think critically to determine the best solution and to understand whether the solution achieves your goals. To improve your problem-solving skills, you can set goals to gain more knowledge within your industry or field. Problem-solving at work can be easier if you have a broad knowledge of industry-specific information. It may also be helpful to learn from your coworkers or colleagues. You can observe how they solve problems. Note down their strategies and ask relevant questions about their process.

Why Is Critical Thinking Important In The Workplace?

Critical thinking guides good decision-making in the workplace, allowing you to recognise barriers to success and find solutions to potential issues. It helps you and your colleagues brainstorm new ideas and implement them to further your goals. Critical thinking can help identify and address workflow inefficiencies, improve management techniques, guide financial decisions and cultivate a strategic mindset in almost any position. Employers understand the value of critical thinking and look for candidates with critical thinking skills to fill open positions, so focusing on your own critical thinking at work has the potential to advance your career, among several other benefits like:

- Encouraging teamwork
- Resolving conflict

- Demonstrating leadership
- Saving time

Encouraging teamwork

Thinking critically improves communication, allowing people with different techniques for approaching problems to share their expertise and evaluate its effectiveness. Critical thinking requires you to look at a problem from multiple perspectives to properly evaluate the situation, making feedback from others an integral part of work processes.

Resolving conflict

You can use critical thinking to help mediate tensions in the workplace by identifying how a situation occurred, acknowledging the impact and moving forward with a solution-oriented mindset. The analytical nature of critical thinking can help you be objective about interpersonal tensions without having your decision-making affected by personal biases or frustrations. The ability to resolve your own conflicts and help others in the workplace using critical thinking improves the overall atmosphere and develops a culture of accountability and rational, respectful conversations.

Demonstrating leadership

By thinking critically when carrying out your responsibilities at work, you show that you are a capable leader with a strong aptitude for strategic planning. Strong critical thinking is data-driven and gives you an outline of the problem you are trying to solve, potential solutions and any anticipated results. Considering all of these attributes to make a well-rounded choice shows leadership and the ability to use details to drive an overall vision or goal.

Saving time

Using critical thinking to make choices before acting can save you time in the long run by helping you prioritise tasks and identify relevant resources and information. It helps you make well-informed decisions that are more likely to have the desired outcome, limiting the amount of time and effort you spend on making adjustments and responding to unexpected situations.

How To Become A Critical Thinker

To develop critical thinking skills you need time, patience and practice. Apply these six steps to every problem you face to practice critical thinking:

1. Find the exact cause
2. Collect data, suggestions and arguments
3. Be critical about data
4. Confirm significance
5. Conclude
6. Present or communicate

1. Find the exact cause

Stay to the point and focus on the issue. This will make it easier to find solutions or answers. Observation is very important for developing critical thinking. Employees who develop observational skills at a very early stage during their job are the best in recognizing and solving problems early. They are quick in identifying a new problem and may be able to predict a problem before it arises, based on experience.

2. Collect data, suggestions and arguments

After identifying a problem, you need analytical skills. You should be capable of analysing the situation based on facts, data and information about the problem. It will be helpful to collect views and ideas from various sources. Types of analytical skills required in critical thinking include:

- Proper questioning
- Research
- Data analysis
- Judgment
- Recognizing patterns
- Scepticism
- Interpretation

3. Be critical about data

Check sources and reliability of the data to confirm if the conclusions are evidence-based or just opinions. Support your hypothesis with enough information and data.

4. Confirm significance

Use statistical analysis to check the significance level of your information and the validity of your sample size.

5. Give a solution

Make a list of conclusions and finalise which one is well supported. Final assessment involves making conclusions from the information and data provided and providing a solution. When assessing, it is preferable to already have knowledge and experience regarding the specific problem. For example, a doctor will take the history of the patient, examine them, get the laboratory's help and then make a diagnosis. Similarly, a mechanic has to know about a machine and its problems before applying the information to correct a problem.

6. Present or communicate

To disclose the results of your critical thinking process, communication skills are important. You need these skills when it is time to discuss final issues and their possible solutions with the concerned parties and stakeholders. Here are some of the communication skills that are useful in critical thinking:

- Active listening
- Collaboration
- Assessment
- Interpersonal skills
- Explanation
- Teamwork
- Presentation
- Written communication
- Verbal communication

What are learning skills?

Learning skills are habits that can be used throughout your life to complete projects and communicate effectively. They can continuously be developed and improved to help you accomplish daily tasks or achieve your career milestones.

How to improve your learning skills

The following section will identify ways you can improve your learning skills and, in doing so, become a desirable job candidate to potential employers:

1. Identify weak areas.
2. Practice better habits in your daily life.
3. Take a community course.
4. Participate in volunteer opportunities.

1. Identify weak areas

The first step to improve your learning skills is to identify the areas where you know you could improve. You might identify your weak points as communication, productivity, adaptability, decision-making or a combination of these traits. Making yourself aware of your weaknesses can help you become more mindful of how they affect your daily life.

2. Practice better habits in your daily life

The second step to improve your learning skills is to work toward better practices of these skills in your daily life. Clarify what you mean when talking with someone or ask for clarification from them to prevent miscommunication. Set reasonable goals for chores or work-related tasks, and try to finish them within the time-frame you set for yourself. You can work on your ability to adapt to new situations by trying something outside of your comfort zone, whether it be an activity or traveling to a different area. You can work on your decision-making skills by weighing the potential outcome of a proposed action such as eating out vs. eating the food you already have. By practicing better habits in your daily life, you can further apply them to work-related areas.

3. Take a community course

If you want to reach outside of your comfort zone, consider taking a community course in an area that you aren't as comfortable with. Consider a course in creative writing or public speaking to help you cultivate new strategies for writing and speaking in front of an audience.

4. Participate in volunteer opportunities

By participating in volunteer opportunities you can hone your skills related to team-building, leadership, empathy and time management. Find something you are passionate about and work on your learning skills while you volunteer.

Learning skills in the workplace

The following section will review a few ways learning skills can contribute to a positive work environment:

Maintaining an organized workspace

Maintaining a clean and well-organized workspace can help you stay focused and keep you from losing important paperwork and other work-related items. An organized workspace can contribute to increased productivity and can also help present you as a well-organized professional.

Finding meaning within your job

You can evaluate your job position and responsibilities to further interpret them within the larger context of your company. This can help instill meaning in seemingly bureaucratic tasks and possibly have an effect on your productivity and job satisfaction.

Adhering to deadlines

Being able to manage your time effectively can determine whether or not you can meet deadlines for particular work assignments. Missing deadlines can not only hurt your professional standing but also the function of your company as a whole.

Working with team members

Regardless of your profession, you will most likely participate in daily interactions with coworkers and higher-ups. It is important that you have good communication methods and team-building strategies to cultivate healthy workplace relationships that will benefit the productivity of your company.

Adapting to environmental changes

When there are changes made to personnel, office spaces or the way daily tasks are completed, this can have a negative effect on your productivity. Being able to adapt to change and understand its role within an organization's continued success can help you continue to perform your job well, even amid environmental change.

Let's Sum Up

Critical thinking involves the systematic evaluation of information, ideas, and arguments based on evidence, logic, and reasoning. It goes beyond simply accepting

information at face value, instead encouraging a deeper understanding and analysis of the underlying assumptions, biases, and implications. Critical thinkers are adept at questioning and challenging assumptions, identifying inconsistencies, and recognizing the importance of context in interpreting information. They prioritize clarity, precision, and relevance in their thinking processes, aiming to arrive at well-founded conclusions or decisions. This skill is crucial in problem-solving, decision-making, and navigating complex issues, as it enables individuals to approach challenges with intellectual rigor and openness to alternative viewpoints. Ultimately, critical thinking fosters intellectual independence and the ability to make informed judgments in various aspects of life.

Check Your Progress - QUIZ – 1

1. Critical thinking involves:

- A) Accepting information without questioning its validity
- B) Making quick decisions based on emotions
- C) Evaluating evidence and arguments systematically
- D) Memorizing facts and figures

2. Which of the following is a key component of critical thinking?

- A) Avoiding complexity in reasoning
- B) Relying solely on intuition for decision-making
- C) Being open-minded and willing to reconsider viewpoints
- D) Following instructions without deviation

3. Critical thinking helps learners to:

- A) Memorize information faster
- B) Develop a deeper understanding of complex concepts
- C) Ignore contradictory evidence
- D) Rely on others' opinions without questioning

4. Which cognitive skill is closely associated with critical thinking?

- A) Creativity
- B) Rote memorization
- C) Emotional intelligence
- D) Physical strength

5. The Socratic method is used in education to promote:

- A) Memorization of facts
- B) Critical thinking and questioning assumptions
- C) Emotional responses to stimuli
- D) Following instructions blindly

SECTION 4.4 MAKING PREDICTIONS AND REASONING

Making Predictions and reasoning are fundamental cognitive processes that humans employ daily to navigate the world, solve problems, and make decisions. Here's a detailed look at each:

1. Predictions:

- Predictions involve anticipating future events or outcomes based on current information, past experiences, and patterns.
- Humans constantly make predictions, both consciously and unconsciously, to guide their actions and interactions with the environment.
- Predictive processing is a theoretical framework in cognitive science that suggests the brain operates as a prediction machine, constantly generating hypotheses about the world and updating them based on incoming sensory information.
- Predictions serve several functions, including reducing uncertainty, optimizing behavior, and facilitating efficient information processing.

- Prediction errors occur when actual outcomes deviate from expected ones, prompting individuals to update their mental models and adjust future predictions.

2. Reasoning:

- Reasoning involves the process of using logic, evidence, and cognitive resources to draw conclusions, solve problems, and make decisions.
- Deductive reasoning starts from general principles or premises and applies them to specific cases to derive logically certain conclusions.
- Inductive reasoning involves making generalizations or predictions based on specific observations or evidence, inferring likely conclusions but not guaranteeing certainty.
- Abductive reasoning involves generating explanations or hypotheses to account for observed phenomena, often used in scientific inquiry and problem-solving.
- Reasoning can be influenced by various factors, including cognitive biases, emotions, prior beliefs, and cultural influences.
- Cognitive science and artificial intelligence research aim to understand the computational mechanisms underlying human reasoning and develop computational models of reasoning processes.

Relationship Between Predictions and Reasoning:

- Predictions play a crucial role in reasoning by providing expectations or hypotheses about potential outcomes, which serve as premises for logical inference.
- Reasoning, in turn, can refine and update predictions by evaluating evidence, testing hypotheses, and revising mental models based on new information.
- Both predictions and reasoning are adaptive cognitive processes that help individuals navigate uncertainty, make informed decisions, and learn from experiences.

In summary, predictions and reasoning are intertwined cognitive processes that humans employ to understand the world, anticipate future events, and make sense of their experiences. By making accurate predictions and engaging in effective reasoning, individuals can adaptively navigate complex environments and achieve their goals.

Memory

Memory is the cognitive process that involves the encoding, storage, and retrieval of information. It is fundamental to learning and plays a crucial role in shaping an individual's identity and functioning.

Types of Memory

1. Sensory Memory

- **Duration:** A few milliseconds to seconds.
- **Capacity:** High, but information is lost quickly unless attended to.
- **Types:** Iconic (visual), Echoic (auditory).

2. Short-Term Memory (STM)

- **Duration:** About 20 to 30 seconds without rehearsal.
- **Capacity:** Limited, around 7 ± 2 items.
- **Function:** Temporary storage of information for immediate use.

3. Working Memory

- **Components:** Central executive, phonological loop, visuospatial sketchpad, episodic buffer.
- **Function:** Manipulation and processing of information for complex tasks like learning, reasoning, and comprehension.

4. Long-Term Memory (LTM)

- **Duration:** Potentially lifelong.
- **Capacity:** Virtually unlimited.
- **Types:**
 - **Explicit (Declarative):** Conscious recall of facts and events.
 - **Semantic Memory:** Knowledge of facts, concepts.
 - **Episodic Memory:** Personal experiences and events.
 - **Implicit (Non-Declarative):** Unconscious memory of skills and procedures.
 - **Procedural Memory:** Motor skills, habits.
 - **Priming:** Exposure to one stimulus influences response to another.
 - **Classical Conditioning:** Learned associations.

Processes Involved in Memory

1. **Encoding:** Converting sensory input into a form that can be stored.
 - **Levels of Processing:** Shallow (e.g., structural) to deep (e.g., semantic).
 - **Techniques:** Rehearsal, elaboration, chunking.
2. **Storage:** Maintaining information over time.
 - **Consolidation:** Stabilizing a memory trace after initial acquisition.
 - **Distributed Practice:** Spacing out learning sessions improves retention.
3. **Retrieval:** Accessing stored information.
 - **Recall:** Retrieving without cues (e.g., essay tests).
 - **Recognition:** Identifying previously learned information with cues (e.g., multiple-choice tests).
 - **Reconstruction:** Rebuilding memories, often influenced by current knowledge and beliefs.

Critical Thinking

Critical thinking is the objective analysis and evaluation of an issue to form a judgment. It involves various skills and dispositions aimed at making reasoned, reflective, and well-supported conclusions.

Key Components of Critical Thinking

1. **Analysis:** Breaking down information into parts to understand it better.
 - **Skills:** Identifying arguments, analyzing structure, recognizing relationships.
2. **Evaluation:** Assessing the credibility and logical strength of evidence and arguments.
 - **Criteria:** Accuracy, relevance, consistency, and sufficiency of information.
3. **Inference:** Drawing conclusions based on evidence and reasoning.
 - **Skills:** Identifying assumptions, deducing consequences, making predictions.
4. **Explanation:** Clearly and concisely conveying the results of one's reasoning.
 - Presenting arguments, justifying procedures, clarifying reasoning.

5. **Self-Regulation:** Reflecting on one's own beliefs, values, and thought processes.
 - Self-examination, self-correction, recognizing biases.

Barriers to Critical Thinking

1. **Cognitive Biases:** Systematic errors in thinking that affect decisions and judgments.
 - Examples: Confirmation bias, anchoring, availability heuristic.
2. **Emotional Influences:** Emotions can cloud judgment and impede rational analysis.
 - Examples: Fear, anger, desire for social acceptance.
3. **Social Influences:** Peer pressure and groupthink can hinder independent thinking.
 - Examples: Conformity, authority bias.
4. **Logical Fallacies:** Errors in reasoning that undermine the logic of an argument.
 - Examples: Ad hominem, straw man, slippery slope.

Techniques to Enhance Critical Thinking

1. **Questioning Assumptions:** Regularly challenging and examining underlying assumptions.
2. **Reflective Thinking:** Taking time to think deeply about experiences and beliefs.
3. **Socratic Questioning:** Asking probing questions to stimulate critical thought.
4. **Engaging in Debates:** Participating in structured arguments to test ideas.
5. **Studying Logic and Argumentation:** Learning formal principles of reasoning.

Interrelationship Between Memory and Critical Thinking

Memory and critical thinking are closely linked. Effective critical thinking relies on the accurate retrieval of relevant information from memory. Conversely, engaging in critical thinking can enhance memory retention by promoting deeper processing and understanding of information. Developing both memory and critical thinking skills can lead to more effective learning and problem-solving abilities.

Let's Sum Up

Making predictions and reasoning are essential cognitive processes that humans use to navigate and understand the world around them. Predictions involve using available information to anticipate future events or outcomes based on patterns, trends, and past experiences. This ability allows individuals to plan ahead, make decisions, and prepare for various scenarios.

Reasoning, on the other hand, is the process of using logical thinking to analyze information, draw conclusions, and make sense of complex situations. It involves assessing evidence, evaluating arguments, and making informed judgments. Reasoning helps people make sense of new information, solve problems, and make decisions that are logical and well-founded.

Check Your Progress - QUIZ – 1

1. Making predictions involves:

- A) Reflecting on past events
- B) Projecting future outcomes based on current information
- C) Avoiding logical reasoning
- D) Ignoring uncertainties

2. Which cognitive skill is crucial for making accurate predictions?

- A) Emotional intelligence
- B) Intuitive thinking
- C) Analytical reasoning
- D) Rote memorization

3. Reasoning involves:

- A) Memorizing facts without understanding their relevance
- B) Applying logic to reach conclusions
- C) Following emotional responses
- D) Ignoring evidence

4. Inductive reasoning is best described as:

- A) Drawing conclusions based on specific instances or examples
- B) Applying general principles to specific cases
- C) Following established rules without deviation
- D) Relying solely on intuition

5. Which reasoning process involves starting with a general principle and applying it to specific instances?

- A) Deductive reasoning
- B) Intuitive reasoning
- C) Emotional reasoning
- D) Creative reasoning

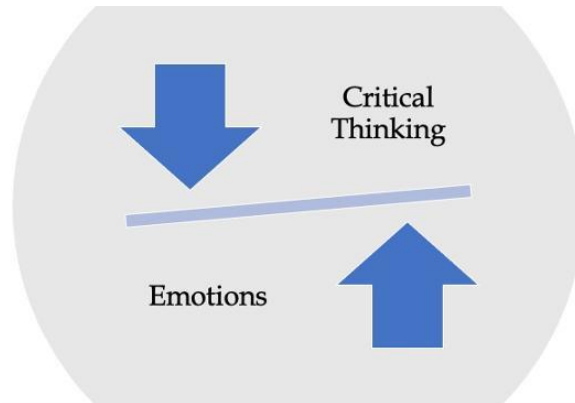
SECTION 4.5 EMOTIONS AND CRITICAL THINKING

Everyone knows the importance of critical thinking. Ever notice that when emotions run high, thinking critically and strategically is almost impossible?

In a we discussed how emotions and critical thinking are intricately linked with each other in high-level sports.

But sports is not the only context in which emotions affect our critical thinking abilities; many of us are in situations in which we need to be able to think critically and adapt strategically despite the fact that we are in intense emotional situations.

This is true not only for athletes in high-level competition as mentioned in the previous blog, but also for individuals in many walks of life — frontline healthcare workers facing life or death crises, individuals in harm's way, people involved in



extremely meaningful negotiations with others, or those who deal with difficult situations with loved ones. For all, being able to think critically and strategically despite being very emotional can be a very useful skill to have.

But doing so is extremely difficult, because emotions and critical thinking are on a see-saw; the more intensely we experience emotions, the more difficult it is to think critically and strategically.

How do Emotions Positively and Negatively Influence Critical Thinking

Emotions are a natural part of the human experience and play a significant role in our decision-making process.

They can either positively or negatively impact our critical thinking abilities, depending on how we manage them.

In this blog post, we will explore how emotions influence critical thinking and provide these 4 tips for harnessing the power of emotions to make better decisions.

Positive Emotions and Critical Thinking

Positive emotions can help us think more creatively, focus our attention, and broaden our perspectives.

They enable us to see more possibilities and consider alternative solutions.

When we experience positive emotions, we are more likely to approach problems with an open mind and think more critically about potential solutions.

For example, when we feel happy, we are more likely to engage in creative problem-solving and generate more novel ideas. This is because positive emotions broaden our attention and enable us to see things we may have missed otherwise.

Negative Emotions and Critical Thinking

On the other hand, negative emotions such as fear, anger, and frustration can negatively impact our critical thinking abilities.

When we are overwhelmed by negative emotions, it can be challenging to think rationally and objectively.

We may become fixated on one solution or see things in black-and-white terms, leading us to make decisions that are not in our best interest.

For example, if we are feeling anxious, we may be more likely to jump to conclusions or make assumptions without fully considering all the available information. This can lead to poor decision-making and negative outcomes

Tips for Harnessing the Power of Emotions

To harness the power of emotions and use them to improve our critical thinking abilities, we need to learn how to manage our emotions effectively.

Here are some tips to help you get started:

1. Practice Mindfulness

Mindfulness is a powerful tool for managing emotions.

- By practicing mindfulness, we can become more aware of our emotions and learn to observe them without judgment.
- It involves bringing one's attention to the present moment, being fully aware and non-judgmental of what is happening around and within us.
- This practice has been proven to have a significant impact on emotional regulation, especially in managing negative emotions.
- Practicing mindfulness can help us manage both positive and negative emotions. By becoming more aware of our emotions, we can learn to observe them without judgment or reaction.

For example, let's say you are in a meeting and someone criticizes your work. Your initial reaction may be to feel defensive or upset, but through mindfulness practice, you can learn to recognize that reaction and respond in a more productive way. Instead of getting defensive, you can take a deep breath, acknowledge the criticism, and calmly explain your thought process or ask for further clarification.

By incorporating mindfulness into our daily lives, we can train our brains to think more critically and effectively manage our emotions. This allows us to respond to situations in a more thoughtful and rational way, rather than being controlled by our emotions.

2. Use Positive Self-Talk

Positive self-talk can help us manage negative emotions and improve our confidence.

- By replacing negative self-talk with positive affirmations, we can cultivate a more optimistic mindset and improve our critical thinking abilities.

Our self-talk can have a profound impact on our

- Emotional well-being
- Self-esteem, and
- Overall success in life.

Negative self-talk can lead to feelings of

- Anxiety
- Stress, and
- Low self-confidence

Positive self-talk can

- Improve our mood
- Reduce stress, and
- Increase self-confidence

Negative self-talk often involves negative beliefs or self-criticisms, such as *"I'm not good enough"* or *"I always mess things up."*

- These beliefs can be self-limiting and may prevent us from achieving our goals or reaching our full potential.

Positive self-talk, on the other hand, involves replacing negative beliefs with positive affirmations, such as *"I am capable and competent"* or *"I can handle any challenge that comes my way."*

- By replacing negative self-talk with positive affirmations, we can train our brains to think more optimistically and cultivate a more positive mindset.
- This can improve our critical thinking abilities by helping us approach problems with a more positive and solution-focused mindset.

When we are able to view challenges as opportunities for growth and improvement, we are better able to think critically and come up with creative solutions.

- In addition to improving our critical thinking abilities, positive self-talk can also help us manage negative emotions.
- When we are experiencing negative emotions such as anxiety or self-doubt, we can use positive affirmations to shift our focus and improve our mood.
- By repeating positive affirmations such as *"I am strong and capable"* or *"I can handle anything that comes my way,"* we can replace negative thoughts with positive ones and improve our emotional well-being.

Overall, incorporating positive self-talk into our daily lives can have a profound impact on our emotional well-being, self-confidence, and critical thinking abilities. By cultivating a more positive mindset, we can approach challenges with greater optimism and creativity, and achieve greater success and fulfillment in all areas of our lives.

3. Take a Break

If you are feeling overwhelmed or stressed, take a break.

1) Go for a walk

- Going for a walk or engaging in other physical activity can be particularly beneficial, as it not only provides a mental break but also releases endorphins that can help boost our mood.

2) Do some deep breathing exercises

- Deep breathing exercises can also be a helpful tool for managing stress and anxiety. By focusing on our breath and slowing down our thoughts, we can calm our nervous system and reduce feelings of tension and anxiety.

3) Engage in a relaxing activity that helps you manage your emotions.

- Finally, engaging in a relaxing activity that we enjoy, such as reading a book, listening to music, or spending time in nature, can be a powerful way to manage our emotions and reduce feelings of stress and overwhelm.

It is common to feel overwhelmed or stressed at times, especially when we are juggling multiple responsibilities and tasks.

However, it is important to remember that taking breaks is a critical component of managing our emotions and maintaining our mental health.

When we are feeling stressed, it can be easy to fall into the trap of pushing ourselves harder and trying to power through our work. However, this approach can actually be counterproductive, as it can lead to

- Burnout
- Further, exacerbate our feelings of stress and overwhelm.

Instead, taking a break can help us reset and recharge, allowing us to return to our work with renewed energy and focus.

Remember, taking a break is not a sign of weakness, but rather a critical component of maintaining our well-being and performing at our best.

So the next time you are feeling overwhelmed or stressed, don't hesitate to take a break and engage in some activities that help you manage your emotions.

4. Seek Out Different Perspectives

When we are feeling stuck, seek out different perspectives.

When we are feeling stuck, it can be helpful to seek out different perspectives to broaden our horizons and open ourselves up to new possibilities.

1) One way to do this is by talking to people who have different viewpoints than our own.

- This can be family members
- Friends, or
- Colleagues who have different backgrounds, experiences, or expertise.

By listening to their opinions and ideas, we can gain new insights and challenge our own assumptions.

2) Another way to seek out different perspectives is by reading books on different subjects.

- Philosophy
- Self-discovery
- Psychology, or
- Science

Reading books written by authors with different backgrounds and experiences can help us broaden our understanding of the world and challenge our own beliefs.

3) Lastly, taking a course that challenges our thinking can also help us gain different perspectives.

- This can be a course in a subject we know little about
- Or a course that challenges us to think critically and creatively.

By taking a course, we can learn new skills and ways of thinking that can help us break out of our mental rut and find new solutions to our problems.

Overall, seeking out different perspectives can help us expand our thinking, challenge our beliefs, and find new solutions to our problems.

Let's Sum Up

Emotions play a crucial role in critical thinking by influencing how individuals perceive, analyze, and respond to information and situations. While emotions can sometimes cloud judgment or lead to biased reasoning, they also provide valuable insights and motivations that enhance decision-making. Emotional awareness enables individuals to recognize their own biases and emotional triggers, allowing for more objective evaluation of evidence and arguments. Moreover, emotions can serve as signals, indicating important aspects of a problem that require attention or suggesting alternative perspectives that enrich the critical thinking process. Integrating emotional intelligence with critical thinking skills fosters a balanced approach that considers both logical analysis and intuitive understanding, leading to more informed and effective decision-making in various contexts.

Check Your Progress - QUIZ – 1

1. How do emotions influence critical thinking?

- A) By suppressing logical reasoning
- B) By enhancing cognitive flexibility
- C) By minimizing the impact of biases

D) By promoting rigid thinking patterns

2. Which emotional state is most likely to hinder critical thinking?

A) Curiosity

B) Anxiety

C) Joy

D) Contentment

3. Emotional intelligence contributes to critical thinking by:

A) Ignoring emotional responses

B) Enhancing self-awareness and empathy

C) Suppressing intuition

D) Avoiding social interactions

4. How can positive emotions facilitate critical thinking?

A) By narrowing focus on specific details

B) By increasing creativity and problem-solving abilities

C) By promoting rigid thinking patterns

D) By avoiding complex reasoning tasks

5. Which emotional competency is crucial for managing biases in critical thinking?

A) Emotional suppression

B) Emotional regulation

C) Emotional avoidance

D) Emotional ignorance

SECTION 4.6 CREATIVITY: DEFINITION AND MEANING

Creativity is the ability to generate, recognize, or apply ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, or entertaining ourselves and others. It involves the process of bringing something new and valuable into existence.

Components of Creativity

1. **Originality:** The ability to produce novel and unique ideas or artifacts. Originality is often what distinguishes creative thought from routine or conventional thought.
2. **Utility:** The practical value or usefulness of the creative idea or artifact. Creativity is not just about being different but also about creating solutions or products that are valuable and effective.
3. **Flexibility:** The ability to adapt and switch perspectives or approaches. Creative individuals can see problems from different angles and think outside the box.
4. **Fluency:** The ability to generate a large number of ideas or solutions. This involves brainstorming and free-flowing thought processes without immediate judgment or criticism.
5. **Elaboration:** The ability to expand on an idea, adding details and depth. Creative individuals can take a basic concept and develop it into a comprehensive and detailed plan or product.

Types of Creativity

1. **Individual Creativity:** The personal capacity to think creatively and generate original ideas. This type of creativity is often linked to personality traits such as openness to experience, curiosity, and intrinsic motivation.
2. **Team Creativity:** Creativity that emerges from collaborative efforts within a group. This involves pooling diverse skills, perspectives, and knowledge to produce innovative solutions.
3. **Organizational Creativity:** The collective creativity of an organization as a whole. This encompasses creating an environment that fosters innovation, encouraging risk-taking, and supporting creative efforts across all levels of the organization.

4. **Cultural Creativity:** Creativity that transcends individual or organizational boundaries, influencing and being influenced by cultural and societal norms. This includes artistic movements, scientific paradigms, and cultural innovations.

The Creative Process

1. **Preparation:** Gathering information, identifying the problem, and exploring various perspectives. This stage involves extensive research and understanding the context and constraints.
2. **Incubation:** Letting the problem sit in the subconscious mind. During this period, the mind continues to work on the problem unconsciously, often leading to unexpected insights.
3. **Illumination:** The moment of insight or the "aha" moment when a creative idea suddenly becomes clear. This is often a brief but pivotal moment in the creative process.
4. **Verification:** Evaluating the creative idea to determine its feasibility and value. This involves refining, testing, and implementing the idea to ensure it effectively solves the problem or achieves the desired goal.

Theories of Creativity

1. **Psychodynamic Theory:** Suggests that creativity arises from the tension between conscious reality and unconscious drives. This theory emphasizes the role of the unconscious mind and emotional conflicts in creative processes.
2. **Cognitive Theory:** Focuses on the mental processes involved in creativity, such as problem-solving, memory, and divergent thinking. Cognitive theories explore how information is processed, stored, and utilized to generate creative ideas.
3. **Social-Personality Theory:** Examines the influence of personality traits, motivation, and social environment on creativity. This theory highlights factors such as intrinsic motivation, openness to experience, and the impact of social and cultural contexts.
4. **Systems Theory:** Views creativity as a result of interactions within a system comprising the individual, domain, and field. This theory emphasizes the interconnectedness of personal abilities, domain-specific knowledge, and societal acceptance in fostering creativity.

Factors Influencing Creativity

1. Individual Factors

- **Personality Traits:** Traits like openness to experience, curiosity, and risk-taking are often associated with higher levels of creativity.
- **Motivation:** Intrinsic motivation, or being driven by internal rewards and personal satisfaction, is crucial for creative endeavors.
- **Skills and Knowledge:** Domain-specific skills and expertise provide the foundation upon which creative ideas can be built.

2. Environmental Factors

- **Physical Environment:** A stimulating and flexible workspace can encourage creative thinking.
- **Social Environment:** Supportive relationships, collaboration, and constructive feedback from peers and mentors foster creativity.
- **Cultural Environment:** A culture that values and supports creativity, innovation, and diversity encourages creative expression.

3. Organizational Factors

- **Leadership:** Leaders who encourage experimentation, tolerate failure, and recognize creative efforts contribute to a creative organizational culture.
- **Resources:** Access to time, funding, and materials supports creative projects and experimentation.
- **Structure:** Organizational structures that promote autonomy, cross-functional collaboration, and flat hierarchies enhance creative potential.

Importance of Creativity

1. **Problem Solving:** Creativity allows individuals and organizations to develop innovative solutions to complex problems.
2. **Adaptability:** Creative thinking enables adaptability and resilience in the face of change and uncertainty.
3. **Economic Growth:** Creativity drives innovation, leading to new products, services, and industries, which contribute to economic development.

4. **Personal Fulfillment:** Engaging in creative activities can lead to greater personal satisfaction, self-expression, and psychological well-being.
5. **Cultural Advancement:** Creativity fosters cultural development and enrichment, contributing to the arts, sciences, and overall human progress.

Creativity is a multifaceted and dynamic process that involves generating new and valuable ideas. It is influenced by a complex interplay of individual, environmental, and organizational factors, and it plays a critical role in problem-solving, innovation, and cultural development.

The Nature of Creative Thinking

Creative thinking is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. It involves a combination of cognitive processes, personal traits, and environmental influences.

1. Divergent Thinking

- Involves generating multiple, diverse solutions to a problem.
- Encourages free-flowing and non-linear thinking.
- Examples: Brainstorming, free writing, mind mapping.

2. Convergent Thinking

- Focuses on finding a single, correct solution to a problem.
- Often used in conjunction with divergent thinking to evaluate and refine ideas.
- Examples: Analytical problem-solving, decision-making.

3. Originality

- The ability to produce novel and unique ideas.
- Involves thinking outside conventional boundaries.
- Examples: Innovative product design, unique artistic expressions.

4. Flexibility

- The capacity to shift perspectives and adapt to new situations.
- Involves approaching problems from different angles.
- Examples: Adapting strategies in a changing market, using various artistic techniques.

5. Fluency

- The ability to generate a large quantity of ideas.
- Encourages prolific idea generation without immediate judgment.
- Examples: Listing multiple uses for a common object, generating many solutions to a problem.

6. Elaboration

- Adding details to and expanding on an idea.
- Involves refining and improving initial concepts.
- Examples: Developing a detailed business plan from a basic idea, fleshing out characters and plots in storytelling.

Let's Sum Up

Creativity is the process of generating novel ideas or solutions that are both original and valuable. It involves several phases, typically starting with preparation, where individuals gather information and define the problem. This is followed by incubation, during which the mind subconsciously processes ideas. The critical phase of illumination marks a sudden insight or breakthrough moment when a creative solution or idea emerges. Finally, in the verification phase, individuals evaluate and test the feasibility of their ideas to determine if they meet the criteria for effectiveness and practicality. Throughout this process, creativity harnesses cognitive flexibility, divergent thinking, and sometimes a leap beyond conventional boundaries to produce innovative outcomes across various domains of human endeavor.

Check Your Progress - QUIZ – 1

1. Creativity is best defined as:

- A) Following established rules and procedures
- B) Generating novel ideas and solutions
- C) Memorizing facts and figures
- D) Ignoring innovative approaches

2. Which cognitive process is central to creativity?

- A) Rote memorization
- B) Critical thinking
- C) Divergent thinking
- D) Emotional suppression

3. Creative thinking involves:

- A) Following a step-by-step procedure
- B) Generating multiple solutions to a problem
- C) Ignoring new perspectives
- D) Limiting ideas to conventional approaches

4. Which characteristic is essential for fostering creativity?

- A) Conformity to established norms
- B) Avoidance of risks
- C) Openness to new experiences
- D) Reliance on past practices

5. Creative individuals often exhibit high levels of:

- A) Emotional rigidity
- B) Flexibility in thinking
- C) Rote memorization skills
- D) Conformity to rules

SECTION 4.6 CONVERGENT AND DIVERGENT THINKING

Convergent and divergent thinking are two distinct cognitive processes essential for creativity, problem-solving, and decision-making. They represent different approaches to processing information and generating solutions.

Divergent thinking is the process of generating multiple, unique solutions to a problem. It emphasizes creativity, exploration, and the free-flowing generation of ideas without immediate judgment.

Characteristics of Divergent Thinking

1. **Fluency:** The ability to produce a large number of ideas.
 - Example: Listing all possible uses for a paperclip.
2. **Flexibility:** The ability to generate ideas across different categories.
 - Example: Thinking of uses for a paperclip in various fields like medicine, engineering, and art.
3. **Originality:** The ability to produce novel or unique ideas.
 - Example: Using a paperclip to conduct a science experiment.
4. **Elaboration:** Adding detail to ideas to enhance them.
 - Example: Developing a simple idea into a detailed plan or design.

Applications of Divergent Thinking

- **Brainstorming Sessions:** Generating a wide range of ideas for projects or solutions.
- **Creative Writing:** Coming up with plots, characters, and settings.
- **Innovation:** Developing new products, services, or business models.
- **Art and Design:** Creating original artworks or design concepts.

Convergent Thinking

Convergent thinking is the process of narrowing down multiple ideas into a single, optimal solution. It emphasizes logic, accuracy, and the systematic elimination of incorrect options to arrive at the best possible answer.

Characteristics of Convergent Thinking

1. **Focus:** Concentrating on finding the single best solution.
 - Example: Solving a math problem using a specific formula.
2. **Analytical Skills:** Evaluating ideas to determine their feasibility and effectiveness.
 - Example: Assessing different marketing strategies to choose the most effective one.
3. **Logic and Reasoning:** Applying rules and guidelines to reach a conclusion.
 - Example: Following scientific methods to conduct an experiment.
4. **Decision Making:** Selecting the most appropriate solution from available options.

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- Example: Choosing the best candidate for a job based on their qualifications and experience.

Applications of Convergent Thinking

- **Problem Solving:** Finding the most effective solution to a technical issue.
- **Decision Making:** Making informed choices in business, such as strategic planning or resource allocation.
- **Testing Hypotheses:** Using experiments to confirm or disprove scientific theories.
- **Standardized Testing:** Answering multiple-choice questions or solving puzzles with a single correct answer.

What is Idea Generation?

This is the first and most important step in product development. It involves collecting ideas from various sources. These sources include individuals, groups or communities willing to provide their ideas. Ideas are generated using various techniques.

Role of Idea Generation in Innovation and Problem-Solving

Idea generation is pivotal in innovation and problem-solving, the initial spark driving progress. Take Apple Inc. as an example. Their relentless commitment to idea generation has led to groundbreaking innovations like the iPhone. Apple has revolutionized communication, work, and entertainment by continuously generating and refining ideas. In problem-solving, idea generation helps identify novel solutions. When Apple faced declining sales in the early 2000s, Steve Jobs' idea to create sleek, user-friendly products and innovative marketing revitalized the company. Thus, idea generation fuels innovation by spawning fresh concepts and problem-solving by offering creative approaches to challenges, leading to remarkable advancements and successful business strategies.

Techniques of Idea Generation

Techniques of idea generation include Brainstorming, Mind Mapping, SWOT Analysis and SCAMPER Technique.

Brainstorming

Brainstorming is a collaborative and creative technique to create a wide range of ideas for a specific problem or task. It typically involves a group of individuals but can also be

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done individually. The key principles of brainstorming are:

Quantity Over Quality: The goal is to initially produce as many ideas as possible without judgment or criticism. The more ideas, the better.

Free Expression: Participants should feel free to express any idea, no matter how unconventional or seemingly impractical it may be.

Build on Others' Ideas: Encourage participants to expand on or combine ideas put forth by others, fostering a collaborative atmosphere.

Example: In a brainstorming session for a new restaurant concept, team members might suggest ideas like a themed menu based on classic movies, an interactive dining experience, or a sustainable farm-to-table approach.

Mind Mapping

Visual brainstorming techniques like mind mapping help organize ideas in a structured and interconnected manner. It starts with a central idea or concept and branches into related subtopics or ideas. Key elements of mind mapping include:

Central Idea: Begin with a central topic or concept and write it down at the centre of a page.

Branching: Create branches extending from the central idea, each representing a subtopic or related concept.

Hierarchy: Subtopics can have further sub-branches, creating a hierarchical structure that captures the relationships between ideas.

Keywords and Visuals: Use keywords and visual elements like icons or colours to enhance understanding and memory.

Example: When planning a marketing strategy, you can create a mind map with the central idea —Marketing Plan|| branching into subtopics like —Target Audience,|| —Advertising Channels,|| —Budget Allocation,|| and —Key Performance Indicators (KPIs).

Idea Evaluation

Idea evaluation is as simple as assessing and analyzing different ideas or initiatives to determine which ones are worth pursuing. It's simple, but it doesn't mean it's easy.

Several factors need to be considered during the evaluation process, such as how a specific idea should be evaluated (because not all of them can be evaluated using the same approach) or which stage of evaluation it's at.

Ideas that aim to improve upon existing products are usually assessed based on

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standard metrics, like return on investment (ROI) and market size. These metrics provide a solid foundation for understanding the potential impact of an idea within the business's current operations.

But when it comes to truly innovative ideas - the ones that bring about significant changes instead of minor improvements - it can be challenging to evaluate them with the same metrics.

That's because these metrics cannot always capture the true potential of groundbreaking ideas.



Another critical aspect to consider when evaluating ideas is the stage at which the ideas are in the evaluation process. There are two stages of idea evaluation.

The first stage is when the team comes up with a critical volume of ideas. At this point, we need to evaluate, compare, and rank these ideas to see which ones hold the most potential.

The Importance of an Idea Evaluation Process

From promoting transparency and fairness to motivating everyone at the company to contribute more ideas, having a solid idea evaluation process has multiple benefits for organizations.

It helps you improve ideas and prepare them for implementation

Idea evaluation plays a crucial role in the innovation process by helping to improve and refine ideas and making them ready for implementation.

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It's rare for ideas to be fully formed at the initial generation stage, particularly when they arise from collaborative efforts such as brainstorming, or.

So, the evaluation process becomes the critical opportunity to enhance and perfect these ideas.

By taking into consideration company objectives, values, and the realities of the business environment, ideas can be refined to align better with the organization's goals and maximize their potential for success.

It helps you stay on brand and meet company objectives

Idea evaluation is vital for keeping your brand consistent and meeting company goals. When evaluating ideas, it's crucial to use metrics that align with what your company is trying to achieve.

Having these metrics in place helps to keep everyone on board and accountable for achieving the objectives that matter for the company at the given moment.

Nothing will shut an idea down faster than it not meeting the vision and mission of the organization.

Sometimes an idea might seem good, but it's not in line with your brand or goes against your core values. In that case, it's best to set it aside and revisit it later.

Then, instead of forgetting about those initially dismissed ideas altogether, keep revisiting and refining them until they reach a stage where they can be implemented.

You never know when the initial idea could turn into a groundbreaking one that can accelerate growth for your company.

It helps you keep a transparent ideation process

The idea evaluation process should be as transparent as possible for everyone involved in

Such transparency creates a friendly atmosphere where people feel encouraged and motivated to share their ideas. They know their ideas will be properly evaluated rather than dismissed without a second thought.

When your team members and employees are more motivated to contribute their ideas,

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you'll naturally end up with more ideas to choose from, which increases the chances of stumbling upon the groundbreaking idea you've been searching for.

Image Generation and Evaluation

Image generation and evaluation are crucial components in enhancing critical thinking skills, particularly in the context of visual literacy, problem-solving, and creative reasoning. Here's how they intertwine and support critical thinking:

Image Generation

1. **Creative Expression:** Creating images allows individuals to express ideas and concepts visually. This process requires imagination, interpretation, and the ability to convey abstract thoughts through visual elements.
2. **Visualization of Concepts:** Generating images can help in visualizing complex ideas and problems, making them easier to understand and analyze. This is particularly useful in fields such as science, mathematics, and engineering.
3. **Hypothesis Testing:** By creating visual representations of hypotheses, individuals can better test and refine their ideas. This iterative process promotes critical analysis and problem-solving.
4. **Interdisciplinary Learning:** Image generation can integrate knowledge from different disciplines, fostering a holistic understanding and encouraging critical thinking across various fields of study.

Image Evaluation

1. **Analytical Skills:** Evaluating images involves analyzing visual elements such as composition, color, perspective, and symbolism. This analytical process enhances attention to detail and critical observation skills.
2. **Interpretation:** Understanding and interpreting images require critical thinking to discern underlying messages, biases, and perspectives. This is especially important in media literacy and cultural studies.
3. **Critical Reflection:** Evaluating the effectiveness and impact of visual content involves reflecting on the creator's intent, the context of the image, and its reception by different audiences. This reflection promotes deeper critical thinking.
4. **Comparative Analysis:** Comparing and contrasting different images on similar topics can help individuals understand diverse viewpoints and the impact of different visual strategies. This fosters critical thinking by encouraging the

consideration of multiple perspectives.

Let's Sum Up

Convergent and divergent thinking are two fundamental cognitive processes that contribute differently to problem-solving and creativity. Convergent thinking involves narrowing down possibilities to find the single best solution to a problem. It relies on logic, reasoning, and a systematic approach to arrive at a conclusive answer. This type of thinking is crucial in situations where there is a clear goal or correct answer, such as in solving mathematical equations or troubleshooting technical issues.

In contrast, divergent thinking involves generating multiple ideas or solutions to a problem, often exploring various perspectives and possibilities. It emphasizes creativity, spontaneity, and thinking "outside the box" without necessarily aiming for a single correct answer. Divergent thinking is essential in creative endeavors like brainstorming sessions, artistic expression, and exploring new concepts or inventions.

Check Your Progress - QUIZ – 1

1. Convergent thinking is best described as:

- A) Generating multiple solutions to a problem
- B) Exploring new possibilities and ideas
- C) Narrowing down options to find the best solution
- D) Avoiding logical reasoning

2. Divergent thinking involves:

- A) Following a step-by-step procedure
- B) Generating multiple solutions or ideas
- C) Limiting creativity to established norms
- D) Ignoring alternative viewpoints

3. Which cognitive process emphasizes creativity and openness to new ideas?

- A) Convergent thinking
- B) Analytical thinking
- C) Divergent thinking
- D) Linear thinking

4. In problem-solving, convergent thinking is useful for:

- A) Avoiding risks and uncertainties
- B) Exploring various possibilities and outcomes
- C) Narrowing down choices to reach a specific solution
- D) Relying on intuition

5. Which cognitive skill involves thinking outside the box and exploring unconventional solutions?

- A) Convergent thinking
- B) Analytical thinking
- C) Divergent thinking
- D) Critical thinking

Self Assessment Questions

1. Explain the nature of thinking.
2. What is a concept? Explain the role of concept in the thinking process.
3. Identify obstacles that one may encounter in problem solving.
4. How does reasoning help in solving problems?
5. Are judgment and decision-making interrelated processes? Explain.
6. What are the Emotions and Critical Thinking?
7. Write about The nature of creative thinking

8. Explain Idea generation and evaluation

Unit Summary

Thinking skills encompass a range of cognitive abilities crucial for processing information, solving problems, and making decisions effectively. These skills include critical thinking, which involves evaluating evidence and arguments logically to reach sound conclusions. Creative thinking fosters innovation by generating novel ideas and solutions. Analytical thinking breaks down complex problems into manageable parts for systematic examination. Problem-solving integrates these skills to identify challenges, explore potential solutions, and implement effective resolutions. Finally, decision-making evaluates available options against criteria to make informed choices. Together, these thinking skills enable individuals to navigate challenges, innovate, and achieve goals across various contexts.

Glossary

Critical Thinking: The ability to analyze and evaluate information objectively and logically, focusing on evidence and reasoning to make informed judgments or decisions.

Creative Thinking: The ability to generate new ideas, approaches, or solutions to problems, often involving thinking outside the box or divergent thinking.

Problem-Solving: The process of finding solutions to difficult or complex issues by identifying the problem, considering possible solutions, evaluating alternatives, and implementing the best option.

Decision Making: The process of choosing between alternative courses of action based on consideration of available information, preferences, and potential consequences.

Analytical Thinking: The ability to break down complex information or problems into smaller parts to understand their components and relationships.

Logical Thinking: The ability to reason soundly and coherently, using principles of logic to draw conclusions or make deductions.

Strategic Thinking: The ability to think ahead and plan effectively to achieve long-term goals or outcomes, considering potential challenges and opportunities.

Systems Thinking: The ability to understand and analyze complex systems by considering interactions and interdependencies among components.

Metacognition: The awareness and understanding of one's own thought processes, including the ability to monitor, control, and adjust cognitive strategies.

Reflective Thinking: The process of examining and evaluating one's own thoughts, actions, and experiences to gain insight and improve future decision-making or problem-solving.

Answers for check your Progress

Sections	S.No	Answers
Section 1	1	C) Physical strength
	2	B) Evaluating information and making reasoned judgments
	3	B) Generating new ideas and solutions through unconventional methods
	4	B) Problem-solving
	5	B) Long-term planning and goal-setting
Section 2	1	A) Frontal lobe
	2	B) Prefrontal cortex
	3	A) Dopamine
	4	B) Both conscious and unconscious mental processes
	5	B) Analysis
Section 3	1	C) Evaluating evidence and arguments systematically
	2	C) Being open-minded and willing to reconsider viewpoints
	3	B) Develop a deeper understanding of complex concepts
	4	A) Creativity
	5	B) Critical thinking and questioning assumptions
Section 4	1	B) Projecting future outcomes based on current information
	2	C) Analytical reasoning
	3	B) Applying logic to reach conclusions

	4	A) Drawing conclusions based on specific instances or examples
	5	A) Deductive reasoning
Section 5	1	B) By enhancing cognitive flexibility
	2	B) Anxiety
	3	B) Enhancing self-awareness and empathy
	4	B) By increasing creativity and problem-solving abilities
	5	B) Emotional regulation
Section 6	1	C) Narrowing down options to find the best solution
	2	B) Generating multiple solutions or ideas
	3	C) Divergent thinking
	4	C) Narrowing down choices to reach a specific solution
	5	C) Divergent thinking

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UNIT – 5 COMMUNICATION

UNIT OBJECTIVES

In this unit, the make the confident of speaking in English impeccably and with utmost enthusiasm. to familiarize the different styles of communication. To enlighten the students with the seven concepts of communication. To make the students understand the nuances of communication. To train the students and make them comprehend various aspects of Interview skills

SECTION 5.1: COMMUNICATION - AN INTRODUCTION

Effective communication is all about conveying your messages to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible. Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages muddled by the sender, or misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity. In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the process communication

5.1.1. Meaning and Definition of Communication

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skills involve listening, speaking, observing and empathising. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media.

5.1.2 The Elements of Communication

Communication process involves elements like sender, receiver, encoding, decoding, channel/ media, voice and feedback. These elements are explained below:

- 1. Sender:** He/she is the person who sends his ideas to another person. For example, if a manager wants to inform his subordinates about the introduction of a new product, he is the sender.
- 2. Message:** The idea, feeling, suggestion, guidelines, orders or any content which is intended to be communicated is message. For example, message is the introduction of new product.
- 3. Encoding:** It is the process of converting the idea, thinking or any other component of message into symbols, words, actions, diagram etc. For example, message is connected in words and actions.
- 4. Media:** It is the medium, passage or route through which encoded message is passed by the sender to the receiver. There can be various forms of media-face to face communication, letters, radio, television, e-mail etc. For example manager inform about the introduction of a new product in a meeting through presentation.
- 5. Decoding:** It means translating the encoded message into language understandable by the receiver.
- 6. Receiver:** He/she is the person to whom the message has been sent. For example, subordinates are receivers.
- 7. Feedback:** It is the response by the receiver. It marks the completion of the communication process.
- 8. Noise:** It is the hindrance in the process of communication. It can take place at any step in the entire process. It reduces the accuracy of communication e.g. 1) Disturbance in the telephone lines, 2) An inattentive receiver 3) Improper Decoding of Message etc.

The Importance of Communication:

The real meaning of communication is getting the receiver and the sender tuned together for a particular message. Communication takes place when one person transfers some understandable data to another person. It also includes the exchange of thoughts, opinions, sentiments, facts, and information between two or more persons. Feedback is very important as it assures that your message should be properly conveyed to the receiver.

The essential features of an effective communication system are keys for productive communication. The chief principles or characteristics of an effective communication system are as follows:

- Clearness and integrity of message to be conveyed.
- Adequate briefing of the recipient.
- Accurate plan of objectives.
- Reliability and uniformity of the message.
- To know the main purpose of the message.
- Proper response or feedback.
- Correct timing.
- Use of proper medium to convey the message properly.
- Use of informal communication.

The following are some important guidelines to make communication effective:

- Try to simplify your thoughts before communicating your message.
- You must analyse the intent of each and every message.
- Consider the overall physical setting whenever you communicate.
- You must discuss with others, where appropriate, in planning communication.
- Be careful while communicating, of the overtone as well as basic content of your message.
- Take the opportunity to suggest something of help or value of the receiver.
Follow-up your communication.
- Prepare yourself for transmitting the message in a proper way.
- Be sure your actions support your communication.
- Seek not only to be understood but understand.

Let's Sum Up

Communication skills encompass the ability to convey information effectively and efficiently through various means, such as verbal, non-verbal, written, and visual channels. They include active listening, clear articulation, and the ability to adapt messages to different audiences and contexts. Good communication skills involve not only speaking and writing clearly but also understanding and interpreting the messages of others. This includes recognizing non-verbal cues, being empathetic, and providing constructive feedback. Effective communication fosters better

relationships, enhances collaboration, and is essential in both personal and professional settings, facilitating the exchange of ideas, problem-solving, and decision-making processes.

Check Your Progress - QUIZ – 1

1. Communication is best defined as:

- A) Speaking loudly to convey a message
- B) Sending text messages
- C) Sharing information and ideas between individuals or groups
- D) Ignoring feedback from others

2. Which of the following is a key component of effective communication?

- A) Using complex vocabulary
- B) Listening actively
- C) Speaking quickly
- D) Avoiding eye contact

3. Verbal communication includes:

- A) Body language and facial expressions
- B) Written messages
- C) Non-verbal cues
- D) Speaking and listening

4. Non-verbal communication encompasses:

- A) Speaking clearly and articulately
- B) Using emojis in text messages
- C) Body language and gestures

D) Ignoring facial expressions

5. Which communication skill involves understanding and interpreting messages accurately?

A) Active listening

B) Interrupting conversations

C) Avoiding eye contact

D) Monopolizing discussions

SECTION 5.2 HOW TO MAKE ORAL PRESENTATIONS

Oral presentations, also known as public speaking or simply presentations, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument. Oral presentations are seen within workplaces, classrooms and even at social events such as weddings. An oral presentation at university assesses the presenter's ability to communicate relevant information effectively in an interesting and engaging manner.

1. Determine your reasoning for this presentation

Is your purpose to inform, educate, entertain or convince? Once you know this, you can structure how you want the delivery to look, as well as the topics you want to address

2. Keep only the most important information

Determine what your topic will be and the areas that you plan to touch upon.

3. Know your Audience

This is one of the most important steps when planning and delivering a presentation. It is essential that you know who will be listening to your presentation and remembering to adjust your words, your visuals and your expectations, however, your goal should be the same, making sure the audience understands what you have presented to them.

4. Create an Outline

Layout your basic talking points. Like that of an essay, you have the opening statement, your body paragraphs, and your closing statement. Try not to overload your outline, or note cards with too many words. Your purpose as a presenter is to have knowledge of your topic, therefore too many words will give the audience the impression that you are not knowledgeable of the information you are presenting.

5. Practice

This is the most important step of all those outlined. Practicing what you are going to say, how you are going to say it is the essential to giving a presentation. Practice with friends or family, or with yourself in the mirror. This practice will take away some of the anxieties we get when talking in front of others as well as increase your confidence.

Let's Sum Up

Preparing for an oral presentation involves several key steps to ensure success and effectiveness. First, thoroughly research and understand your topic, gathering relevant information and organizing it logically. Outline the main points you want to convey, creating a clear and structured framework for your presentation. Next, develop engaging and concise content, including an introduction that captures attention, a body that elaborates on your key points with supporting evidence, and a conclusion that reinforces your message. Practice delivering your presentation multiple times to build confidence, refine your delivery, and ensure you stay within the allotted time. Additionally, anticipate potential questions from the audience and prepare thoughtful responses. Pay attention to your vocal tone, pace, and body language to maintain audience engagement. Lastly, prepare any visual aids or handouts that complement your presentation, and conduct a final review to ensure everything is in order. By following these steps, you can enhance your preparation and deliver a compelling and well-organized oral presentation.

Check Your Progress - QUIZ – 1

1. What is the first step in preparing for an oral presentation?

- A. Memorizing the entire script
- B. Organizing key points and content
- C. Choosing a font style for slides
- D. Rehearsing gestures

2 Effective oral presentations should focus on:

- A. Using as many technical terms as possible
- B. Engaging the audience and delivering clear messages
- C. Avoiding eye contact with the audience
- D. Reading directly from notes without explanation

3. What is a crucial element of the introduction in an oral presentation?

- A. Reading the title slide
- B. Thanking the audience
- C. Presenting background information
- D. Asking rhetorical questions

4. Which visual aid is commonly used to enhance clarity and engagement in oral presentations?

- A. Long paragraphs of text
- B. Excessive animations
- C. Complex charts and graphs
- D. Clear and concise slides

5. What should be emphasized during the conclusion of an oral presentation?

- A. Introducing new ideas
- B. Summarizing key points
- C. Using technical jargon
- D. Speaking rapidly

SECTION 5.3 HOW TO CONDUCT A MEETING?

Communicating in a meeting is an essential part of effective communication. Some meetings are not conducted in an efficient manner due to which they fail in accomplishing the sole objective of the meeting. It may be because:

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- They do not involve participation of all, or
- They may be too long, or
- They may be unsystematic, or
- They may lack a clear agenda, or
- They may not begin on the planned time, or
- They may end without any conclusion.

As a result, such meetings lead to agitation and sheer wastage of time. In order to ensure effectiveness of a meeting, it must be planned, systematic and rational.

The process of running an **effective meeting** includes the following steps:

1. **Plan the meeting:** Plan the meeting in advance. With the plan clear in mind, the objective of the meeting can be well accomplished. Planning includes-
 - Outline the objective of the meeting.
 - Decide the attendees/participants of the meeting.
 - Plan an agenda for the meeting, i.e., the topics to be discussed, the sequence in which they will be discussed, in how much detail they will be discussed, the time given to each agenda topic, etc.
 - Plan the starting time of the meeting, plan for the breaks, and also plan the approximate time by which the meeting should end.
2. **Announce/declare the meeting:** After planning the meeting and before actually beginning the meeting, the participants should be delivered a message/memorandum to make them aware and ready for the topics to be discussed in the meeting. Give each participant responsibility for the agenda item. Issue the agenda.
3. **Conduct the meeting:** Be punctual. Try and arrive before time for the meeting. The meeting should begin on time. State the objective of the meeting in the very beginning so that all are clear with the purpose of the meeting. Give a brief

introduction of the members/participants so that all are familiar. Circulate notes and handouts.

Involve all attendees during the discussion. Encourage new ideas from the participants. Respect their ideas. Ask for a feedback. Make sure that there are no

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distractions during the meeting (such as ringing cell phones, or participants fiddling with pen, or gossiping, etc.).

Give a quick review of the issues discussed in the meeting. Make sure that all the issues are discussed within the time frame. If time does not permit discussion of all issues, ask the participants if they are comfortable in discussing those issues in next meeting. Fix and decide upon the time for the next meeting.

4. **Evaluate the meeting:** Assess the meeting after it is conducted. Distribute an evaluation form to all participants which provides you a feedback on the effectiveness of the meeting. To get credible and honest feedback, do not give a space for name of the attendee on the form.

Ask questions such as whether the objectives of the meetings were well met, did it involve participation of all, which part of the meeting did the attendee found most constructive and which part of meeting was not significant.

A project report is a comprehensive document that provides detailed information about a specific project. It typically outlines the project's objectives, scope, methodology, progress, findings, and outcomes. A project report often includes details about the project's goals, activities, timelines, resources used, challenges faced, and the results achieved. It serves as a formal record of the project's lifecycle, serving both as a documentation of the work done and as a communication tool to convey the project's status and outcomes to stakeholders, sponsors, or interested parties. Project reports are commonly used in various fields such as business, engineering, research, and academia to assess the effectiveness and success of a project.

What is a Project Report?

A project report is a comprehensive document that provides detailed information about a specific project. It typically outlines the project's objectives, scope, methodology, progress, findings, and outcomes. A project report often includes details about the project's goals, activities, timelines, resources used, challenges faced, and the results achieved. It serves as a formal record of the project's lifecycle, serving both as a documentation of the work done and as a communication tool to convey the project's status and outcomes to stakeholders, sponsors, or interested parties. Project reports are commonly used in various fields such as business, engineering, research, and

5 Steps to Create a Project Report From Scratch

Creating project reports is an integral part of evaluating project success. Documenting the lessons learned and sharing them with a larger team in an organized way can help with future projects. You can use different tools to put together your project report. Here are 7 basic steps involved in creating a project report -

1. Know Your Objective

Sit down, evaluate your objectives, and understand what you want to describe, explain, recommend, and prove with your report. Having set goals will not only help you proceed with your project report but also help readers understand your point of view.

2. Recognize Your Audience

Your audience plays an essential role in making your project report a success. A formal annual report differs from a financial report: the language, representation of data, and analysis changes per your target audience.

3. Data Collection

The chances of you having a solid report is when data supports it. Data plays an essential role in making people believe in your derivations. Also, support your claims by citing sources such as case studies, surveys, interviews, etc.

4. Structure the Report

A project report is further divided into certain sections. These 4 are the most common divisions of a project report:

- **Summary:** The summary gives the reader a download of all covered in the project report. Even though a summary is placed at the beginning of a project report, you can only write it once your entire report is complete.
- **Introduction:** Mention the outline of the report, give context and mention the scope and methodologies used in the report.
- **Body:** This is the lengthy section of the report as it contains background details, analysis, data, and graphics.

- Conclusion: This section brings the entire project report together.

5. Edit and Proofread

Once your project report is ready, read it multiple times with some time gap. You can ask your co-workers to review it.

5.3 2 Project Report Objectives

Every project report starts with a solid project report objective. Your objective should provide precise direction for the rest of the report. Consider what purpose you want your project report to serve. Are you describing new risks or explaining project delays? Or will your report focus on persuading management teams or stockholders to invest additional funds into the project?

A thorough understanding of your objective will help guide you in writing the report and make the purpose of the report clear to all stakeholders.

Here are a few examples of project report objectives:

- Requesting approval for a new project
- Tracking the progress of the project
- Identifying and managing risks
- Managing costs and budgets
- Requesting financial assistance

Project Report Components

Your project report will be bursting with essential information about your project. Although the will differ depending on the type of report you're creating, keeping your report organized will make it easy for the reader to follow along without missing any critical points. Organize your data and content into sections that allow all stakeholders to quickly reference.

Consider including some of the following project report components:

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Executive Summary

The first section of your report will likely include an executive summary. The brief overview should provide all the essential takeaways from the report, allowing the reader to understand the report's contents without having to read through all of the project details.

Project Progress

This component includes real metrics that track your project's progress. It offers an overview of the project's status and budget while identifying risks or issues that may have emerged. Helping project management and other reflect on the project schedule and make amendments as needed.

Risks and Risk Management

What risks have developed that may affect the quality, timeline, or budget of your project? How will you control these emerging elements? It's inevitable that all projects will face risks, so it's how you intend to manage those risks that's important to the project team and stakeholders. Include a detailed analysis of the risk, your proposed solutions, and how these new elements will affect the project as a whole.

Budget

Are your financials where they need to be for the current status of your project? Will more capital be required to reach your goals effectively? Provide a detailed overview of the allocation of your budget including materials, labor, and operating costs.

Timelines

Reflect on your project goals. Is the project behind, ahead, or on schedule? How will any changes to your timelines affect your budget or resources? Include an overview of tasks that have already been completed and a comprehensive schedule of remaining tasks.

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Resources

Resources may include materials, machinery, or even funding required to complete your project. Provide a detailed summary of your current resource allocation. What are detrimental resources for your project running low? Are there any excess amounts?

Team Performance

Is your team completing tasks efficiently? Are there any skill or knowledge gaps that need to be addressed? Compare your team's performance to your initial goals to identify the group's progress.

Common Project Report Types

A project report is a simple and detailed description of the essence of the project and its aims and aspirations. The business management team and stakeholders are kept updated on every development regarding the project; based on that, they prepare their strategy. This vital information keeps the communication line open between the management team and the stakeholders, providing them with a complete picture of every action concerning the project.

A report includes the necessary recommendations for all types of businesses, established and start-ups. Moreover, organizations use project reports to procure financial help from institutions. Project reports can be of various types that help everyone complete a project successfully. Based on the report, your team can take up any activity that benefits the project.

Status Reports

It talks about the progress going on with a project. It also states various significant activities associated with the project. This status report organizes the communication medium between the team and the stakeholders. It summarizes the finished tasks on the project at hand. It includes the budgetary details and the timeline of the project. It also helps identify the risks related to the project and measures to tackle them beforehand. The status report also keeps track of the events or actions or any activity

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taken in the past. Status reports are carried out weekly, daily, monthly, or quarterly. They help collect and distribute information about crucial activities in a project in a smooth manner.

Progress Report

While executing a project, a progress report is inevitably carried out to update everything about the project. It usually includes things like if the project baseline is fulfilled. It indicates the initial plan you prepared along with your stakeholders about a project regarding the expectations, schedules, cost, and scope of it. A progress report informs your stakeholders how much progress has been made in the above directions.

You should prepare this status report in a specific manner by stating the project title, contact information, a summary of the status, and providing all the information about the budget, timeline, and expected completion date of the project. You can take the help of several such free templates available online to make the status report.

Risk Reports

This type of report explains the risks associated with the project in a documented form. It covers details about the existing and the emerging ones. It includes the overall risk profile of the project. Risk reports identify and state potential risks that could alter the duration of the project and tips to manage them.

Board Executive Reports

An executive report is a summary of the business plan of an organization for lending partners. It enables the team members to collect and combine the results of numerous research studies to help them decide on the project. It is the starting point of arranging a dialogue with the investors. It should be written in such a way that it creates the best impression in the minds of the lenders. It should be short and precise and comprehensively analyze the project.

Cost Benefit Analysis Report

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This kind of report helps organizations know if a particular project is possible or not. It will show you how much the project will benefit your organization against the investment. It will help you decide if a project is worth taking on for your organization and how much business profit it will get you at the end of the day. Alternatively, it will also help your organization better utilize its resources while progressing with the project. You can monitor your project expenses and spending to manage your funds better.

Resource Reports

This report highlights the distribution of resources according to the project tasks. The team members and the investors get the necessary information by reading this report on how well the resources are distributed in the project. It will give detailed narration about which team is assigned to which task according to the date wise. This type of report is beneficial for an organization to know if there is over allocation of resources as this could harm the project. Overall allocation happens when there are insufficient resources to complete all the crucial activities of the project.

Variance Reports

This report helps you compare your overall project plan with the project's end result. It uses metrics to inform you if your project is running according to the timeline, ahead of time, or running late. Moreover, it will streamline the data based on the comparisons you have made on the project. With the availability of various preparing this kind of report has become easier now. It cuts down your hard work by creating the project activity report and conveying it to the stakeholders.

Gap Analysis Report

This report will examine the project's current status in the context of schedule, cost, and labor and, subsequently, compare the targeted status. It discovers and examines the gap between these two aspects and prepares a strategy or action plan on how to do the needful to reach the targeted objectives. Every business, whether a budding one or an established one, will need this kind of gap analysis report to perform better in terms of projects. This report will tell you how to take the successful step to graduate to the next level of your business. This will tell you whether you are fulfilling your business

Reporting of Case Analysis

Case analysis is a problem-based teaching and learning method that involves critically analyzing complex scenarios within an organizational setting for the purpose of placing the student in a —real worldll situation and applying reflection and critical thinking skills to contemplate appropriate solutions, decisions, or recommended courses of action. It is considered a more effective teaching technique than in-class role playing or simulation activities. The analytical process is often guided by questions provided by the instructor that ask students to contemplate relationships between the facts and critical incidents described in the case.

Cases generally include both descriptive and statistical elements and rely on students applying abductive reasoning to develop and argue for preferred or best outcomes [i.e., case scenarios rarely have a single correct or perfect answer based on the evidence Provided]. Rather than emphasizing theories or concepts, case analysis assignments emphasize building a bridge of relevancy between abstract thinking and practical application and, by so doing, teaches the value of both within a specific area of professional practice.

Given this, the purpose of a case analysis paper is to present a structured and logically organized format for analyzing the case situation. It can be assigned to students individually or as a small group assignment and it may include an in-class presentation component. Case analysis is predominately taught in economics and business-related courses, but it is also a method of teaching and learning found in other applied social sciences disciplines, such as, social work, public relations, education, journalism, and public administration.

How to Approach Writing a Case Analysis Paper

The organization and structure of a case analysis paper can vary depending on the organizational setting, the situation, and how your professor wants you to approach the assignment. Nevertheless, preparing to write a case analysis paper involves several important steps. As Hawes notes, a case analysis assignment —...is useful in developing the ability to get to the heart of a problem, analyze it thoroughly, and to indicate the appropriate solution as well as how it should be implementedll [p.48]. This

statement encapsulates how you should approach preparing to write a case analysis paper.

Before you begin to write your paper, consider the following analytical procedures:

Review the case to get an overview of the situation. A case can be only a few pages in length, however, it is most often very lengthy and contains a significant amount of detailed background information and statistics, with multilayered descriptions of the scenario, the roles and behaviors of various stakeholder groups, and situational events. Therefore, a quick reading of the case will help you gain an overall sense of the situation and illuminate the types of issues and problems that you will need to address in your paper. If your professor has provided questions intended to help frame your analysis, use them to guide your initial reading of the case.

Read the case thoroughly. After gaining a general overview of the case, carefully read the content again with the purpose of understanding key circumstances, events, and behaviors among stakeholder groups. Look for information or data that appears contradictory, extraneous, or misleading. At this point, you should be taking notes as you read because this will help you develop a general outline of your paper. The aim is to obtain a complete understanding of the situation so that you can begin contemplating tentative answers to any questions your professor has provided or, if they have not provided, developing answers to your own questions about the case scenario and its connection to the course readings, lectures, and class discussions.

Determine key stakeholder groups, issues, and events and the relationships they all have to each other. As you analyze the content, pay particular attention to identifying individuals, groups, or organizations described in the case and identify evidence of any problems or issues of concern that impact the situation in a negative way. Other things to look for include identifying any assumptions being made by or about each stakeholder, potential biased explanations or actions, explicit demands or ultimatums, and the underlying concerns that motivate these behaviors among stakeholders. The goal at this stage is to develop a comprehensive understanding of the situational and behavioral dynamics of the case and the explicit and implicit consequences of each of these actions.

Identify the core problems. The next step in most case analysis assignments is to discern what the core [i.e., most damaging, detrimental, injurious] problems are within the organizational setting and to determine their implications. The purpose at this stage

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of preparing to write your analysis paper is to distinguish between the symptoms of core problems and the core problems themselves and to decide which of these must be addressed immediately and which problems do not appear critical but may escalate over time. Identify evidence from the case to support your decisions by determining what information or data is essential to addressing the core problems and what information is not relevant or is misleading.

Explore alternative solutions. As noted, case analysis scenarios rarely have only one correct answer. Therefore, it is important to keep in mind that the process of analyzing the case and diagnosing core problems, while based on evidence, is a subjective process open to various avenues of interpretation. This means that you must consider alternative solutions or courses of action by critically examining strengths and weaknesses, risk factors, and the differences between short and long-term solutions. For each possible solution or course of action, consider the consequences they may have related to their implementation and how these recommendations might lead to new problems. Also, consider thinking about your recommended solutions or courses of action in relation to issues of fairness, equity, and inclusion.

Decide on a final set of recommendations. The last stage in preparing to write a case analysis paper is to assert an opinion or viewpoint about the recommendations needed to help resolve the core problems as you see them and to make a persuasive argument for supporting this point of view. Prepare a clear rationale for your recommendations based on examining each element of your analysis. Anticipate possible obstacles that could derail their implementation. Consider any counter-arguments that could be made concerning the validity of your recommended actions. Finally, describe a set of criteria and measurable indicators that could be applied to evaluating the effectiveness of your implementation plan.

Structure and Writing Style

A case analysis paper should be detailed, concise, persuasive, clearly written, and professional in tone and in the use of language . As with other forms of college-level academic writing, declarative statements that convey information, provide a fact, or offer an explanation or any recommended courses of action should be based on evidence. If allowed by your professor, any external sources used to support your analysis, such as course readings, should be properly cited under a list of references. The organization and structure of case

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analysis papers can vary depending on your professor's preferred format, but its structure generally follows the steps used for analyzing the case.

Introduction

The introduction should provide a succinct but thorough descriptive overview of the main facts, issues, and core problems of the case. The introduction should also include a brief summary of the most relevant details about the situation and organizational setting. This includes defining the theoretical framework or conceptual model on which any questions were used to frame your analysis.

Following the rules of most college-level research papers, the introduction should then inform the reader how the paper will be organized. This includes describing the major sections of the paper and the order in which they will be presented. Unless you are told to do so by your professor, you do not need to preview your final recommendations in the introduction. Unlike most college-level research papers, the introduction does not include a statement about the significance of your findings because a case analysis assignment does not involve contributing new knowledge about a research problem.

Background Analysis

Background analysis can vary depending on any guiding questions provided by your professor and the underlying concept or theory that the case is based upon. In general, however, this section of your paper should focus on:

- Providing an overarching analysis of problems identified from the case scenario, including identifying events that stakeholders find challenging or troublesome,
- Identifying assumptions made by each stakeholder and any apparent biases they may exhibit,
- Describing any demands or claims made by or forced upon key stakeholders, and
- Highlighting any issues of concern or complaints expressed by stakeholders in response to those demands or claims.

These aspects of the case are often in the form of behavioral responses expressed

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by individuals or groups within the organizational setting. However, note that problems in a case situation can also be reflected in data [or the lack thereof] and in the decision-making, operational, cultural, or institutional structure of the organization. Additionally, demands or claims can be either internal and external to the organization [e.g., a case analysis involving a president considering arms sales to Saudi Arabia could include managing internal demands from White House advisors as well as demands from members of Congress].

Throughout this section, present all relevant evidence from the case that supports your analysis. Do not simply claim there is a problem, an assumption, a demand, or a concern; tell the reader what part of the case informed how you identified these background elements.

Identification of Problems

In most case analysis assignments, there are problems, and then there are **problems**. Each problem can reflect a multitude of underlying symptoms that are detrimental to the interests of the organization. The purpose of identifying problems is to teach students how to differentiate between problems that vary in severity, impact, and relative importance. Given this, problems can be described in three general forms: those that must be addressed immediately, those that should be addressed but the impact is not severe, and those that do not require immediate attention and can be set aside for the time being.

All of the problems you identify from the case should be identified in this section of your paper, with a description based on evidence explaining the problem variances. If the assignment asks you to conduct research to further support your assessment of the problems, include this in your explanation. Remember to cite those sources in a list of references. Use specific evidence from the case and apply appropriate concepts, theories, and models discussed in class or in relevant course readings to highlight and explain the key problems [or problem] that you believe must be solved immediately and describe the underlying symptoms and why they are so critical.

Alternative Solutions

This section is where you provide specific, realistic, and evidence-based solutions

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to the problems you have identified and make recommendations about how to alleviate the underlying symptomatic conditions impacting the organizational setting. For each solution, you must explain why it was chosen and provide clear evidence to support your reasoning. This can include, for example, course readings and class discussions as well as research resources, such as, books, journal articles, research reports, or government documents. In some cases, your professor may encourage you to include personal, anecdotal experiences as evidence to support why you chose a particular solution or set of solutions. Using anecdotal evidence helps promote reflective thinking about the process of determining what qualifies as a core problem and relevant solution.

Throughout this part of the paper, keep in mind the entire array of problems that must be addressed and describe in detail the solutions that might be implemented to resolve these problems.

Recommended Courses of Action

In some case analysis assignments, your professor may ask you to combine the alternative solutions section with your recommended courses of action. However, it is important to know the difference between the two. A solution refers to the answer to a problem. A course of action refers to a procedure or deliberate sequence of activities adopted to proactively confront a situation, often in the context of accomplishing a goal. In this context, proposed courses of action are based on your analysis of alternative solutions. Your description and justification for pursuing each course of action should represent the overall plan for implementing your recommendations.

For each course of action, you need to explain the rationale for your recommendation in a way that confronts challenges, explains risks, and anticipates any counter-arguments from stakeholders. Do this by considering the strengths and weaknesses of each course of action framed in relation to how the action is expected to resolve the core problems presented, the possible ways the action may affect remaining problems, and how the recommended action will be perceived by each stakeholder.

In addition, you should describe the criteria needed to measure how well the

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implementation of these actions is working and explain which individuals or groups are responsible for ensuring your recommendations are successful. In addition, always consider the law of unintended consequences. Outline difficulties that may arise in implementing each course of action and describe how implementing the proposed courses of action [either individually or collectively] may lead to new problems [both large and small].

Throughout this section, you must consider the costs and benefits of recommending your courses of action in relation to uncertainties or missing information and the negative consequences of success.

Conclusion

The conclusion should be brief and introspective. Unlike a research paper, the conclusion in a case analysis paper does not include a summary of key findings and their significance, a statement about how the study contributed to existing knowledge, or indicate opportunities for future research.

Begin by synthesizing the core problems presented in the case and the relevance of your recommended solutions. This can include an explanation of what you have learned about the case in the context of your answers to the questions provided by your professor. The conclusion is also where you link what you learned from analyzing the case with the course readings or class discussions. This can further demonstrate your understanding of the relationships between the practical case situation and the theoretical and abstract content of assigned readings and other course content.

Answering In Viva Voce

Answering in a viva voce, or oral examination, requires a combination of preparation, clarity, and confidence. Here are some tips to help you navigate it successfully:

Know your material: Be thoroughly prepared on the subject matter being examined. Review your notes, textbooks, and any other relevant materials. Understand the key concepts, theories, and methodologies.

Practice speaking: Oral communication is different from written communication.

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Practice explaining concepts aloud, either to yourself or to a friend or family member.

This will help you articulate your thoughts clearly and confidently during the viva voce.

Listen carefully: Pay close attention to the questions being asked by the examiners. Make sure you understand them fully before you respond. If you're unsure about a question, don't hesitate to ask for clarification.

Organize your thoughts: Take a moment to gather your thoughts before answering a question. Structure your response in a clear and logical manner, starting with an introduction, followed by the main points, and concluding with a summary or conclusion.

Be concise: While it's important to provide a thorough answer, avoid rambling or going off on tangents. Keep your responses concise and to the point.

Provide evidence: Back up your answers with relevant evidence, examples, or references. This demonstrates your depth of understanding and strengthens your argument.

Be honest: If you don't know the answer to a question, don't try to bluff your way through it. Instead, admit that you're not sure and offer to look up the information later.

Maintain eye contact: Make eye contact with the examiners while speaking. This shows confidence and engagement.

Stay calm and composed: It's natural to feel nervous during a viva voce, but try to remain calm and composed. Take deep breaths if you start to feel overwhelmed, and remember that the examiners are there to evaluate your knowledge, not to intimidate you.

Ask for feedback: After the viva voce, ask the examiners for feedback on your performance. This will help you identify areas for improvement and better prepare for future oral examinations.

By following these tips and practicing regularly, you can improve your skills in answering questions during a viva voce and increase your chances of success.

Assignment writing

A structured approach can make the process much smoother and more effective. Here's a step-by-step guide to help you:

1. **Understand the Assignment:** Carefully read through the assignment instructions and make sure you understand what is being asked of you. Note down any specific requirements, such as word count, formatting guidelines, or sources to be used.
2. **Research:** Gather relevant information and resources to support your assignment. This might involve reading textbooks, academic journals, online articles, or other credible sources. Take notes as you go along, making sure to record all necessary citations for referencing later.
3. **Create an Outline:** Organize your thoughts and ideas by creating an outline for your assignment. This will help you structure your writing and ensure that you cover all the key points. Include an introduction, body paragraphs, and a conclusion, and outline the main arguments or topics to be discussed in each section.
4. **Write the Introduction:** Start your assignment with an engaging introduction that provides background information on the topic and outlines the main purpose or argument of your paper. This should grab the reader's attention and set the tone for the rest of the assignment.
5. **Develop the Body:** In the body paragraphs, present your arguments or ideas in a clear and logical manner. Use evidence from your research to support each point, and make sure to analyze and interpret the information rather than simply summarizing it. Each paragraph should focus on a single main idea and be linked together smoothly with transitions.
6. **Write the Conclusion:** Summarize the main points of your assignment and reiterate your thesis statement or main argument. Avoid introducing any new information in the conclusion, but instead, offer some final thoughts or insights based on the discussion presented in the body of the paper.
7. **Edit and Proofread:** Once you've completed the first draft of your assignment, take some time to revise and edit your work. Check for grammar and spelling errors, ensure that your writing is clear and concise, and make any necessary changes to improve the flow and coherence of your paper.

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8. **Referencing and Citation:** Make sure to properly cite all sources used in your assignment according to the required citation style (e.g., APA, MLA, Chicago).

This includes both in-text citations within the body of your paper and a complete list of references or bibliography at the end.

9. **Finalize:** After making any final revisions, proofread your assignment one last time to ensure it meets all the requirements and is ready to be submitted.
10. **Submit On Time:** Finally, make sure to submit your assignment before the deadline. Double-check the submission instructions to ensure you're following the correct procedure, whether it's through an online platform, email, or in person.

By following these steps and staying organized throughout the assignment writing process, you can produce a high-quality paper that meets the requirements and earns you a good grade.

Let's Sum Up

Conducting meetings effectively involves careful planning, clear communication, and efficient time management. Meetings should have a well-defined agenda, clear objectives, and be led by a facilitator who ensures that all participants have the opportunity to contribute. Reporting of projects requires a structured approach, typically involving regular updates on progress, challenges encountered, and milestones achieved. This can be done through written reports, presentations, or digital dashboards, and should include clear, concise information that stakeholders can easily understand and act upon. Reporting of case analysis entails a detailed examination of specific instances or problems, providing insights, recommendations, and action plans based on data and thorough analysis. This report should be well-organized, beginning with an introduction to the case, followed by a detailed analysis, and concluding with actionable recommendations. Effective communication and documentation are key in all these processes to ensure transparency, accountability, and informed decision-making.

Check Your Progress - QUIZ – 1

1. What is the primary purpose of an agenda in a meeting?

- A) Introducing attendees

- B) Providing a summary of previous meetings
- C) Setting objectives and topics to be discussed
- D) Assigning tasks after the meeting

2. Who is responsible for leading the meeting and ensuring it stays on track?

- A) The most senior attendee
- B) The meeting organizer or facilitator
- C) The newest attendee
- D) The person taking minutes

3. What should be done before scheduling a meeting to ensure efficiency?

- A) Inviting as many people as possible to gather diverse opinions
- B) Choosing a venue that is centrally located
- C) Determining the purpose and desired outcomes
- D) Starting the meeting without an agenda

4. What is the purpose of project reporting?

- A) Providing updates on unrelated activities
- B) Documenting failures and setbacks
- C) Communicating progress and status
- D) Ignoring stakeholder feedback

5. Who is the primary audience for project reports?

- A) Only the project team members
- B) Project stakeholders and sponsors
- C) External competitors

SECTION 5.4 DEBATES

Debates are dynamic exchanges of ideas where participants argue opposing viewpoints on a specific topic. Here's a structured approach to engaging in debates effectively:

1. Research and Preparation:

- Thoroughly research the topic from multiple perspectives. Understand the arguments and evidence supporting both sides.
- Take notes on key points, statistics, and examples that support your position.
- Anticipate counterarguments and prepare rebuttals to strengthen your position.

2. Understanding the Format:

- Familiarize yourself with the format of the debate, including the time limits for speaking, order of speakers, and any specific rules or guidelines.
- Know whether you'll be speaking for or against the motion, and be prepared to present your arguments accordingly.

3. Opening Statement:

- Begin with a strong opening statement that introduces your position on the topic and outlines the main arguments you'll be presenting.
- Keep your opening concise and focused, capturing the audience's attention and setting the stage for the debate.

4. Argumentation:

- Present your arguments clearly and logically, using evidence, examples, and reasoning to support your points.
- Structure your arguments with a clear introduction, supporting evidence, and a conclusion that ties everything together.
- Be prepared to respond to challenges and counterarguments from the opposing side, addressing them with confidence and evidence.

5. Rebuttals and Cross-Examination:

- Listen carefully to the arguments presented by the opposing side during their speeches.
- During the rebuttal phase, respond directly to the points made by the

opposition, refuting their arguments and reinforcing your own.

- Use cross-examination opportunities to ask probing questions that challenge the credibility or coherence of the opposing side's arguments.

6. Closing Statement:

- Conclude the debate with a strong closing statement that summarizes your key arguments and reinforces your position.
- Reiterate the main points you've made throughout the debate and emphasize why your position is the strongest.

7. Engage and Respect:

- Engage respectfully with your opponents, focusing on the arguments rather than personal attacks.
- Listen actively to what others are saying and respond thoughtfully, showing that you've considered their perspective.
- Maintain a professional demeanor throughout the debate, even if emotions run high.

8. Reflect and Learn:

- After the debate, take time to reflect on your performance and the arguments presented by both sides.
- Identify strengths and weaknesses in your arguments and presentation style, and consider how you can improve for future debates.

By following these steps and approaching debates with thorough preparation, clear argumentation, and respectful engagement, you can effectively participate in and contribute to meaningful discussions on a wide range of topics.

Presentations

Creating and delivering effective presentations is a valuable skill in many professional and academic settings. Here are some steps to help you prepare and deliver a successful presentation:

1. **Define Your Objective:** Determine the purpose of your presentation. Are you informing, persuading, or entertaining your audience? Clarifying your objective will guide the content and structure of your presentation.

2. **Know Your Audience:** Consider who will be attending your presentation and tailor your content to their needs, interests, and knowledge level. Understanding your audience will help you make your presentation more relevant and engaging.
3. **Organize Your Content:** Structure your presentation with a clear introduction, main body, and conclusion. Organize your content logically, using headings, bullet points, or visuals to help guide your audience through the information.
4. **Create Engaging Visuals:** Use slides or other visual aids to enhance your presentation. Keep slides clean and uncluttered, using images, graphs, and charts to illustrate key points. Avoid excessive text and bullet points, as these can overwhelm your audience.
5. **Practice, Practice, Practice:** Rehearse your presentation multiple times to ensure you're comfortable with the material and confident in your delivery. Practice speaking clearly and confidently, and time yourself to ensure you stay within your allotted time.
6. **Engage Your Audience:** Involve your audience in your presentation by asking questions, encouraging participation, or incorporating interactive elements such as polls or group activities. Engaging your audience will help keep their attention and make your presentation more memorable.
7. **Be Confident and Authentic:** Approach your presentation with confidence and authenticity. Speak clearly and project your voice, maintaining eye contact with your audience. Be yourself and let your passion for the topic shine through.
8. **Handle Q&A Sessions Effectively:** Be prepared to answer questions from your audience after your presentation. Listen carefully to each question, and respond thoughtfully and respectfully. If you don't know the answer, be honest and offer to follow up later.
9. **Seek Feedback:** After your presentation, ask for feedback from your audience or from peers. Reflect on what went well and areas for improvement, and use this feedback to refine your presentation skills for future presentations.
10. **Stay Calm and Flexible:** Things don't always go as planned during presentations, so be prepared to adapt if necessary. Stay calm and composed, and handle any unexpected issues with grace and professionalism.

By following these steps and practicing regularly, you can develop your presentation skills and deliver engaging and effective presentations that leave a lasting impression on your audience.

Role-plays

Role-plays are simulated scenarios where participants assume specific roles and engage in interactive exchanges to explore different perspectives, practice skills, or address real-life situations. Here's how you can effectively participate in role-plays:

1. **Understand the Scenario:** Familiarize yourself with the scenario provided for the role-play. Pay attention to the background information, characters involved, and objectives of the exercise.
2. **Know Your Role:** Understand the role you've been assigned and the characteristics, motivations, and objectives of your character. Consider how your character would think, feel, and behave in the given situation.
3. **Prepare Your Character:** Develop your character by thinking about their personality, background, and relationships with other characters. Consider how your character might interact with other participants and what their goals or objectives are in the scenario.
4. **Stay in Character:** During the role-play, immerse yourself fully in your character and stay true to their traits and motivations. Speak and act as your character would, using appropriate language, tone, and gestures.
5. **Listen Actively:** Pay close attention to what other participants are saying and doing during the role-play. Listen actively to their words, tone, and body language, and respond authentically based on your character's perspective.
6. **Engage with Others:** Interact with other participants in the role-play by initiating conversations, asking questions, and responding to their cues. Collaborate with others to move the scenario forward and achieve the objectives of the exercise.
7. **Be Flexible:** Role-plays can be unpredictable, so be prepared to adapt to changes or unexpected developments in the scenario. Stay flexible and open-minded, and respond creatively to new information or challenges that arise.

8. **Reflect on the Experience:** After the role-play, take time to reflect on your performance and the interactions that took place. Consider what went well and areas for improvement, and think about what you learned from the experience.
9. **Seek Feedback:** Ask for feedback from other participants or facilitators of the role-play. Listen to their observations and suggestions for improvement, and use this feedback to enhance your role-playing skills for future exercises.
10. **Practice Regularly:** Like any skill, role-playing requires practice to improve. Look for opportunities to participate in role-plays in various settings, such as workshops, training sessions, or group activities, to develop your skills and confidence.

By following these tips and approaches, you can effectively participate in role-plays and gain valuable insights, perspectives, and skills for real-life situations.

Conducting effective group discussions on current topics.

Conducting effective group discussions on current topics involves several key steps to ensure that the conversation is engaging, respectful, and productive. Here are some tips to guide you through the process:

Preparation

1. **Choose a Relevant Topic:**
 - Select a topic that is timely and relevant to the group's interests or goals.
 - Ensure the topic is broad enough to allow for diverse perspectives but focused enough to maintain a coherent discussion.
2. **Research the Topic:**
 - Encourage participants to research the topic beforehand.
 - Provide background materials, articles, or videos to help everyone start with a basic understanding.

Setting Up the Discussion

3. **Define Objectives:**

- Clarify the goals of the discussion (e.g., to inform, to debate, to find solutions).
- Make sure everyone understands the purpose of the discussion.

4. Establish Ground Rules:

- Set rules for respectful communication (e.g., no interrupting, respect differing opinions).
- Decide on a structure (e.g., time limits for speaking, order of speakers).

5. Select a Moderator:

- Choose a neutral party to guide the discussion, keep it on track, and ensure everyone has a chance to speak.
- The moderator should also manage time and enforce ground rules.

During the Discussion

6. Start with an Icebreaker:

- Begin with a light question or activity to make participants feel comfortable.
- This can help ease tension and encourage open communication.

7. Present the Topic:

- The moderator or a designated person should introduce the topic and provide an overview.
- Highlight key points, questions, or issues to be discussed.

8. Encourage Participation:

- Ask open-ended questions to stimulate conversation.
- Invite quieter members to share their thoughts to ensure a balanced discussion.

9. Stay on Track:

- The moderator should gently steer the conversation back on topic if it strays.
- Summarize key points periodically to maintain focus and clarity.

10. Manage Conflicts:

- Address disagreements constructively and calmly.
- Encourage participants to explain their viewpoints and find common ground.

Wrapping Up

11. Summarize the Discussion:

- At the end, summarize the main points and any conclusions reached.
- Highlight any agreed-upon actions or next steps.

12. Gather Feedback:

- Ask participants for feedback on the discussion process and content.
- Use this feedback to improve future discussions.

13. Follow Up:

- Send out a summary of the discussion and any action items.
- Provide additional resources or readings if relevant.

Tips for a Successful Discussion

- **Be Respectful and Open-Minded:** Encourage an environment where everyone feels safe to express their opinions.
- **Be Prepared to Adapt:** Sometimes discussions take unexpected turns; be flexible and open to exploring new directions.
- **Use Visual Aids:** If applicable, use slides, charts, or videos to illustrate points and keep the discussion engaging.

By following these steps, you can facilitate a productive and engaging group discussion on current topics, allowing participants to share insights, learn from each other, and potentially find solutions to pressing issues.

Audio and Video Recording of the above exercises to improve the non-verbal communication

Incorporating audio and video recording into group discussions can significantly enhance non-verbal communication skills by allowing participants to review and critique their own and others' body language, tone, and delivery. Here's a step-by-step guide on how to effectively use audio and video recordings for this purpose:

Preparation

1. Choose the Right Equipment:

- Use a good quality camera and microphone to ensure clear audio and video.
- Ensure the recording equipment is set up to capture all participants adequately.

2. Inform Participants:

- Let everyone know in advance that the session will be recorded.
- Explain the purpose of the recording and how it will be used to improve communication skills.

3. Set Up the Room:

- Arrange seating so that all participants are visible to the camera.
- Ensure the lighting is adequate to capture facial expressions and body language clearly.

Conducting the Session

4. Start with a Practice Run:

- Conduct a brief practice session to get everyone comfortable with being recorded.
- Use this time to check the equipment and make any necessary adjustments.

5. Facilitate the Discussion:

- Conduct the discussion as planned, ensuring the moderator guides the session smoothly.
- Remind participants to communicate as naturally as possible despite the recording.

Reviewing the Recording

6. Playback the Recording:

- Schedule a separate session to review the recording with the group.
- Play back the recording in manageable segments (e.g., 10-15 minutes) to allow for detailed analysis.

7. Self-Assessment:

- Ask participants to watch themselves first and note their observations regarding their non-verbal cues, such as body language, eye contact, facial expressions, and tone of voice.
- Provide a checklist or criteria for them to focus on, such as posture, gestures, engagement level, and overall delivery.

8. Group Feedback:

- Facilitate a group discussion on the observed non-verbal communication.
- Encourage constructive feedback, focusing on positive aspects as well as areas for improvement.

9. Highlight Key Moments:

- Identify and discuss specific moments where non-verbal communication was particularly effective or ineffective.
- Use these examples to illustrate key points about body language, tone, and presence.

Practice and Improvement

10. Role-Playing Exercises:

- Conduct role-playing exercises to practice improving specific non-verbal skills identified during the review.
- Record these exercises and review them in the same manner.

11. Set Goals:

- Encourage participants to set personal goals for improving their non-verbal communication.
- These goals can be specific (e.g., maintaining eye contact, reducing filler words) and should be revisited in future sessions.

12. Repeat and Refine:

- Schedule regular recording sessions to track progress over time.
- Continuously refine techniques based on feedback and observations.

Tips for Effective Use of Recording

- **Be Positive and Encouraging:** Focus on positive reinforcement to build confidence.

- **Maintain Privacy:** Ensure that recordings are used solely for the purpose of improvement and are kept confidential within the group.
- **Technical Quality:** Invest in good quality recording equipment to ensure clear audio and video, which is crucial for effective review and feedback.
- **Encourage Natural Behavior:** Remind participants to act naturally despite being recorded to ensure authenticity in their non-verbal communication.

By systematically using audio and video recordings in this way, participants can gain valuable insights into their non-verbal communication habits, receive constructive feedback, and make meaningful improvements in their overall communication skills.

Let's Sum Up

Debates, presentations, role plays, and group discussions are dynamic and interactive methods used to enhance learning and communication skills. Debates involve structured arguments between individuals or teams on opposing sides of a topic, promoting critical thinking and the ability to articulate and defend viewpoints. Presentations require individuals to research, organize, and convey information to an audience, enhancing public speaking and organizational skills. Role plays simulate real-life scenarios, allowing participants to practice responses and behaviors in a controlled environment, fostering empathy, problem-solving, and adaptability. Group discussions encourage collaborative thinking, where participants share ideas, ask questions, and build on each other's contributions, enhancing teamwork, active listening, and the ability to constructively critique ideas. Together, these methods promote a deeper understanding of content, improve communication skills, and prepare individuals for various real-world interactions and professional settings.

Check Your Progress - QUIZ – 1

1. Which activity is focused on presenting arguments for and against a specific topic?

A) Group discussion

- B) Role-play
- C) Debate
- D) Presentation

2. What is the primary purpose of a role-play exercise?

- A) Presenting factual information
- B) Demonstrating practical scenarios
- C) Engaging in open-ended discussions
- D) Using visual aids

3. Which activity involves simulating real-life situations to explore different perspectives?

- A) Debate
- B) Presentation
- C) Role-play
- D) Group discussion

4. What is a key benefit of conducting group discussions on current topics?

- A) Avoiding diverse viewpoints
- B) Limiting participation
- C) Exploring multiple perspectives
- D) Ignoring audience feedback

5. Which activity involves delivering information to an audience with the aid of visual aids?

- A) Debate
- B) Role-play
- C) Presentation

D) Group discussion

SECTION 5.5 PROFESSIONAL ETIQUETTES.

Professional etiquette refers to the set of unwritten rules and expectations that govern interactions in the workplace. Adhering to these guidelines helps maintain a respectful, productive, and positive work environment. Here are some key aspects of professional etiquette:

Communication Etiquette

1. Email Etiquette:

- Use a clear and concise subject line.
- Address the recipient formally (e.g., "Dear Mr. Smith" or "Hi Dr. Johnson").
- Use proper grammar, punctuation, and spelling.
- Be concise and to the point.
- Close with a professional sign-off (e.g., "Best regards" or "Sincerely").

2. Meeting Etiquette:

- Arrive on time or a few minutes early.
- Come prepared with necessary materials and an agenda.
- Listen actively and avoid interrupting others.
- Keep your phone on silent and avoid distractions.
- Follow up with meeting minutes or action items if applicable.

3. Phone Etiquette:

- Answer calls promptly and introduce yourself.
- Speak clearly and at a moderate pace.
- Be mindful of your tone and volume.
- Avoid multitasking while on the call.
- End calls politely, confirming any follow-up actions.

4. In-Person Communication:

- Maintain eye contact and use positive body language.
- Be attentive and show interest in the conversation.
- Respect personal space.

- Address colleagues and clients by their preferred names or titles.

Professional Appearance

1. Dress Code:

- Adhere to the company's dress code, whether it's business formal, business casual, or casual.
- Ensure clothes are clean, pressed, and in good condition.
- Pay attention to grooming and personal hygiene.

2. Work Environment:

- Keep your workspace tidy and organized.
- Respect communal areas and clean up after yourself.
- Use appropriate and non-distracting decorations.

Interpersonal Etiquette

1. Respect and Inclusivity:

- Treat everyone with respect, regardless of their position or background.
- Be inclusive and encourage diverse perspectives.
- Avoid offensive language and behavior.

2. Team Collaboration:

- Be cooperative and willing to help others.
- Acknowledge and appreciate the contributions of others.
- Share credit for team successes and take responsibility for mistakes.

3. Conflict Resolution:

- Address conflicts privately and professionally.
- Listen to the other person's perspective and seek a mutually beneficial resolution.
- Remain calm and composed during discussions.

Digital Etiquette

1. Social Media:

- Be mindful of what you post, ensuring it aligns with your professional image.

- Avoid sharing confidential or sensitive information.
- Respect company policies regarding social media use.

2. Virtual Meetings:

- Test your equipment before the meeting starts.
- Use a professional background and dress appropriately.
- Mute your microphone when not speaking to avoid background noise.
- Engage in the meeting actively and use the chat function appropriately.

General Professional Behavior

1. Punctuality:

- Arrive on time for work, meetings, and appointments.
- Respect deadlines and manage your time effectively.

2. Accountability:

- Take responsibility for your actions and decisions.
- Follow through on commitments and communicate proactively if issues arise.

3. Confidentiality:

- Respect the confidentiality of company information and colleagues' privacy.
- Avoid discussing sensitive matters in public or inappropriate settings.

4. Positive Attitude:

- Maintain a positive and constructive attitude.
- Be solution-oriented and open to feedback.
- Support a positive work culture and encourage others.

By adhering to these professional etiquette guidelines, you can build strong working relationships, foster a positive work environment, and enhance your professional reputation.

Let's Sum Up

Professional etiquette refers to the set of behaviors and practices that are considered appropriate and respectful in a workplace or professional setting. It includes elements such as punctuality, dressing appropriately, effective communication, and

demonstrating respect for colleagues and clients. Proper professional etiquette involves being courteous, maintaining a positive attitude, and adhering to organizational norms and policies. It also encompasses the ability to listen actively, provide constructive feedback, and manage conflicts diplomatically. Exhibiting professional etiquette helps in building strong professional relationships, fostering a collaborative work environment, and enhancing one's reputation and career prospects.

Check Your Progress - QUIZ – 1

1. What does professional etiquette primarily involve?

- A) Following personal preferences
- B) Adhering to cultural norms
- C) Ignoring workplace rules
- D) Avoiding communication

2. Why is punctuality important in a professional setting?

- A) To waste time
- B) To demonstrate respect and reliability
- C) To delay meetings
- D) To ignore deadlines

3. Which behavior demonstrates good email etiquette?

- A) Using informal language and emojis
- B) Replying to emails promptly and professionally
- C) Ignoring emails from colleagues
- D) Sending lengthy emails without context

4. What should you do if you're running late for a meeting?

- A) Arrive quietly and avoid apologies

- B) Inform participants in advance and apologize upon arrival
- C) Avoid attending the meeting
- D) Start the meeting without acknowledging lateness

5. Why is dressing appropriately important in a professional environment?

- A) To stand out
- B) To ignore workplace norms
- C) To demonstrate professionalism and respect
- D) To avoid meetings

Self Assessment Questions

.Explain the Characteristic of Communication Skill

1. What is a concept of Communication Skill?
2. Identify obstacles that the types of Communication Skill.
3. How to conducting meetings?
4. Explain the reporting of case analysis
5. How to make presentations
6. Write about the role plays
7. Explain professional etiquettes

Unit Summary

Communication skills are essential for effective interaction and collaboration in both personal and professional settings. They encompass a range of abilities, including verbal and non-verbal communication, active listening, empathy, clarity, and conciseness. Good communication involves not only the clear expression of ideas but also the ability to understand and interpret others' messages accurately. Active listening and empathy play crucial roles in building trust and rapport, while clarity and conciseness ensure that the intended message is conveyed without misunderstandings. Additionally, non-verbal cues such as body language, facial expressions, and eye

contact significantly impact the effectiveness of communication. Developing strong communication skills enhances relationships, improves teamwork, and increases overall efficiency and productivity in various contexts.

Glossary

Active Listening: The process of fully concentrating, understanding, responding, and remembering what is being said. It involves listening with all senses and giving full attention to the speaker.

Assertiveness: The ability to express one's opinions, needs, and feelings in a direct, honest, and respectful way without violating the rights of others. It is a balance between passive and aggressive communication styles.

Body Language: Nonverbal communication through gestures, facial expressions, posture, and other physical movements. It plays a significant role in conveying messages and emotions.

Clarity: The quality of being clear and easy to understand. It involves choosing words carefully and structuring sentences to avoid ambiguity and confusion.

Empathy: The ability to understand and share the feelings of another person. It is essential for building rapport and trust in communication.

Feedback: Constructive information or criticism about someone's performance or behavior, given to help them improve. Effective feedback is specific, timely, and given in a supportive manner.

Nonverbal Communication: The transmission of messages without the use of words. This includes facial expressions, gestures, posture, eye contact, and tone of voice.

Paraphrasing: Restating what someone has said in your own words to show understanding and to clarify the message. It is a technique used in active listening.

Public Speaking: The act of delivering a speech or presentation in front of an audience. It involves clear articulation, confident delivery, and engaging content.

Rapport: A harmonious relationship in which people understand each other's feelings or ideas and communicate well. Building rapport is crucial for effective communication.

Tone of Voice: The vocal quality that conveys the speaker's emotions and attitudes. It includes pitch, volume, and intonation, and can significantly impact the message's reception.

Verbal Communication: The use of spoken or written words to convey a message. It involves both what is said (the content) and how it is said (the delivery).

Written Communication: The process of sending messages or information through written words. It includes emails, letters, reports, and text messages and requires clarity, coherence, and correctness.

Answers for check your Progress

Sections	S.No	Answers
Section 1	1	C) Sharing information and ideas between individuals or groups
	2	B) Listening actively
	3	D) Speaking and listening
	4	C) Body language and gestures
	5	A) Active listening
Section 2	1	B. Organizing key points and content
	2	B. Engaging the audience and delivering clear messages
	3	C. Presenting background information
	4	D. Clear and concise slides
	5	B. Summarizing key points
Section 3	1	C) Setting objectives and topics to be discussed
	2	B) The meeting organizer or facilitator
	3	C) Determining the purpose and desired outcomes
	4	C) Communicating progress and status
	5	B) Project stakeholders and sponsors
Section 4	1	C) Debate
	2	B) Demonstrating practical scenarios

	3	C) Role-play
	4	C) Exploring multiple perspectives
	5	C) Presentation
Section 5	1	B) Adhering to cultural norms
	2	B) To demonstrate respect and reliability
	3	B) Replying to emails promptly and professionally
	4	B) Inform participants in advance and apologize upon arrival
	5	C) To demonstrate professionalism and respect

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