



ICAR-Indian Agricultural Research Institute

**World Bank - ICAR Funded
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Centre For Advanced Agricultural Science and Technology
{CAAST}**

**On
Genomics Assisted Crop Improvement and Management**

Training Manual

Life Skills and Personality Development

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**Division Of Agricultural Extension
ICAR - Indian Agricultural Research Institute
New Delhi - 110012**



NAHEP Sponsored
Short term training programme
On
Life Skills and Personality Development

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About NAHEP-CAAST at IARI, New Delhi

Centre for Advanced Agricultural Science and Technology (CAAST) is a new initiative and student centric subcomponent of World Bank sponsored **National Agricultural Higher Education Project (NAHEP)** granted to the Indian Council of Agricultural Research, New Delhi to provide a platform for strengthening educational and research activities of post graduate and doctoral students. The ICAR-Indian Agricultural Research Institute, New Delhi was selected by the NAHEP-CAAST programme. NAHEP sanctioned Rs 19.99 crores for the project on “**Genomic assisted crop improvement and management**” under CAAST programme. The project at IARI specifically aims at inculcating genomics education and skills among the students and enhancing the expertise of the faculty of IARI in the area of genomics.

Objectives:

1. To develop online teaching facility and online courses for enhancing the teaching and learning efficiency, and scientific communication skills
2. To develop and/or strengthen state-of-the art next-generation genomics and phenomics facilities for producing quality PG and Ph.D. students
3. To develop collaborative research programmes with institutes of international repute and industries in the area of genomics and phenomics
4. To enhance the skills of faculty and PG students of IARI and NARES
5. To generate and analyze big data in genomics and phenomics of crops, microbes and pests for genomics augmentation of crop improvement and management

IARI's CAAST project is unique as it aimed at providing funding and training support to the M.Sc. and Ph.D. students from different disciplines who are working in the area of genomics. It will organize lectures and training programmes, send IARI students for training at expert laboratories and research institutions abroad, and cover students from several disciplines. It will provide opportunities to the students and faculty to gain international exposure. Further, the project envisages developing a modern lab named as **Discovery Centre** that will serve as a common facility for students' research at IARI.

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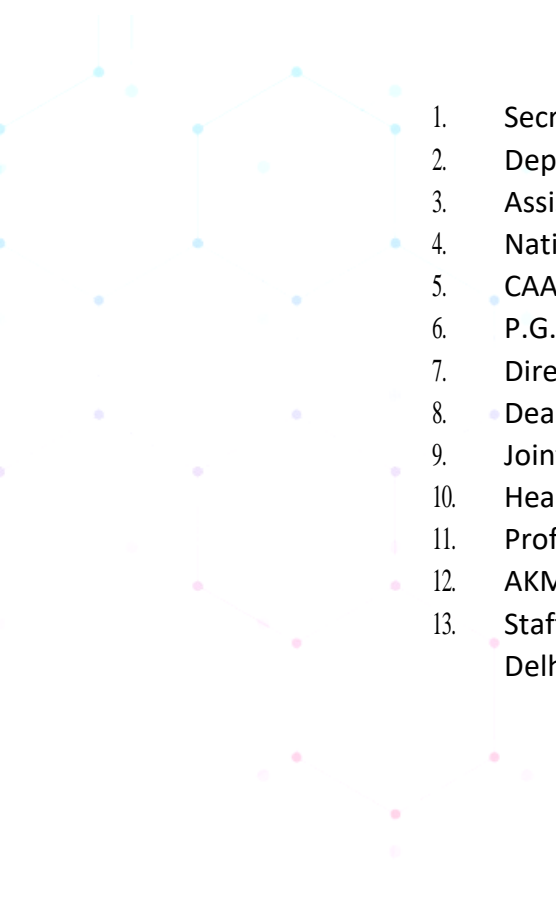

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Johari Window

Premlata Singh

The more we know ourselves, the more we share of ourselves, the more effective we are. OSM level of conscious awareness can be increased.

Awareness is knowing what is happening now. It is being able to peel away the layers of contamination and hear, see, smell, touch, taste, study and evaluate for oneself. Aware people listen to their own tapes and the tapes of others with their ears, eyes and heart. They attempt to make genuine contact with the other people. They know their inner world of feelings and fantasies and are not afraid or ashamed of them. They are also spontaneous, flexible and not foolishly impulsive. They are also capable of intimacy. They learn to "let go", revealing more of themselves by dropping their masks. They attempt to see others in their own uniqueness. People who do not experience awareness, spontaneity and intimacy are not in touch with their potential.

One simple and powerful model for self-awareness that is widely used is the Johari Window. Johari Window opens for us a perspective on the individual within the communication process. It lends itself as a heuristic device, to speculation about human relations.

The Johari's Window is a matrix with four quadrants that visualizes the self based on information known or not known to self and others. The name Johari Window comes from Joe and Harry, the model's creators - Joseph Luft and Harrington Ingham. This model gives two main dimensions for understanding the self: those aspects of a person's behaviour and style that are known to him (self) and those aspects of his behaviour known to those with whom he interacts (others). A combination of these two reveals four areas of knowledge about the self.

These four shelves of the matrix are : Open, Hidden, Blind and Unknown

Open self ¹	Blind self ²
¹ Hidden self	Unknown ⁴

Open self¹

Blind self²

The **OPEN SELF** represents all the information, behaviours, attitudes, feelings, desires, motivations and ideas that we know about ourselves and that others also know. This is also known as the Arena or public self. This quadrant includes information such as name, colour of eyes, hair, sex, age, organizational and political or familial affiliation, education etc.

The **HIDDEN SELF** area involves that which is known to ourselves but not revealed to others. This area includes all the successfully kept secrets about us and others. 'Someone does not know that we know'. This quadrant is also known as the Facade or Closed area. Many feelings are stored in this area which we are unwilling to reveal to some people. This area is increased by self-disclosure or giving feedback.

At the extremes of this category we have over disclosures and under disclosures. Most people fall in between as selective disclosurers.

The **BLIND SELF** represents all the things that others know about us but of which we are ignorant. These aspects of the person's behaviour and style may include his rather insignificant habit of saying 'I mean' or such mannerisms which he is not aware but others perceive them as pleasant, annoying or funny. This may include peculiar defence mechanism or bad breath. Some of the people have a rather large blind self. They are oblivious to their own virtues or faults, while some have a rather small blind self. This blind self becomes smaller by soliciting and listening to feedback about ourselves. This feedback at times comes out very well from our subordinates and children.

The **UNKNOWN SELF** or the Dark Area is accessible both to the self and to the others. This area cannot be consciously controlled or changed. Sometimes this quadrant contains items merely forgotten, and at other times it represents information repressed by the individual person. This is an important component of the human psyche and may be revealed through hypnosis, projective techniques and psycho analysis.

Like human behaviour this model is dynamic. Even though the figure before shows four equal quadrants of the window the model functions as a constant total area with variable sections

Principles of Change

The authors of this model have given eleven principles of change.

- * A change in any one quadrant will affect all other quadrants.
- * It takes energy to hide, deny or be blind to behaviour which is involved in interaction

- * Threat tends to decrease awareness; Mutual trust tends to increase awareness
- * Forced awareness (exposure) is undesirable and usually ineffective
- * Interpersonal learning means a change has taken place so that quadrant one is larger, and one or more of the other quadrants has grown smaller.
- * Working with others is facilitated by a large enough area of free activity. It means more of the resources and skills of the persons involved can be applied to the task at hand.
- * The smaller the first quadrant, the poorer the communication.
- * There is universal curiosity about the unknown area, but this is held in check by custom, social training, and diverse fears.
- * Sensitivity means appreciating the covert aspects of behaviour, in quadrants 2,3 and 4, and respecting the desire of others to keep them so
- * Learning about group processes, as they are being experienced, helps to increase awareness (enlarging quadrant) for the group as a whole as well as for individual members.
- * The value system of a group and its members may be observed in the way the group deals with unknowns in the life of the group itself.

JOHARI WINDOW VARIATIONS

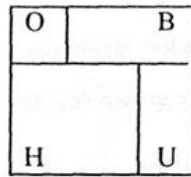
While soliciting and receiving meaningful feedback the Arena increases, thereby fostering openness. In terms of the Johari Model, the vertical line will move to the right as the Blind Spot is decreased with feedback.

The line drops when horizontal line drops when the hidden self on facade is used with self-disclosure in some settings.

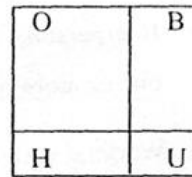
O	B
H	U

<u>O</u>	B
H	U

The size of the quadrants may also change with the development of close relationships. We tend to disclose different kinds of information in different relationships.



Early stage in
a relationship



Developed
interpersonal
relationship

The more closed or defensive we tend to be, the more we keep information from others and therefore have a larger hidden or closed area. The more open we are to feedback of others, and the more comfortable we are in letting others know us, the larger the free or open window is.

The more of our feelings, motivations and behaviour we are able to bring into our full awareness the more we are able to share, the clearer our understanding becomes. When we gain fresh insights the Johari Awareness Model provides an interesting frame of reference for a fuller understanding of Self. Self-knowledge or self-awareness is helpful in self-disclosure because what we choose to share with others is our true understanding of self. Self-knowledge is the content of self-disclosure.

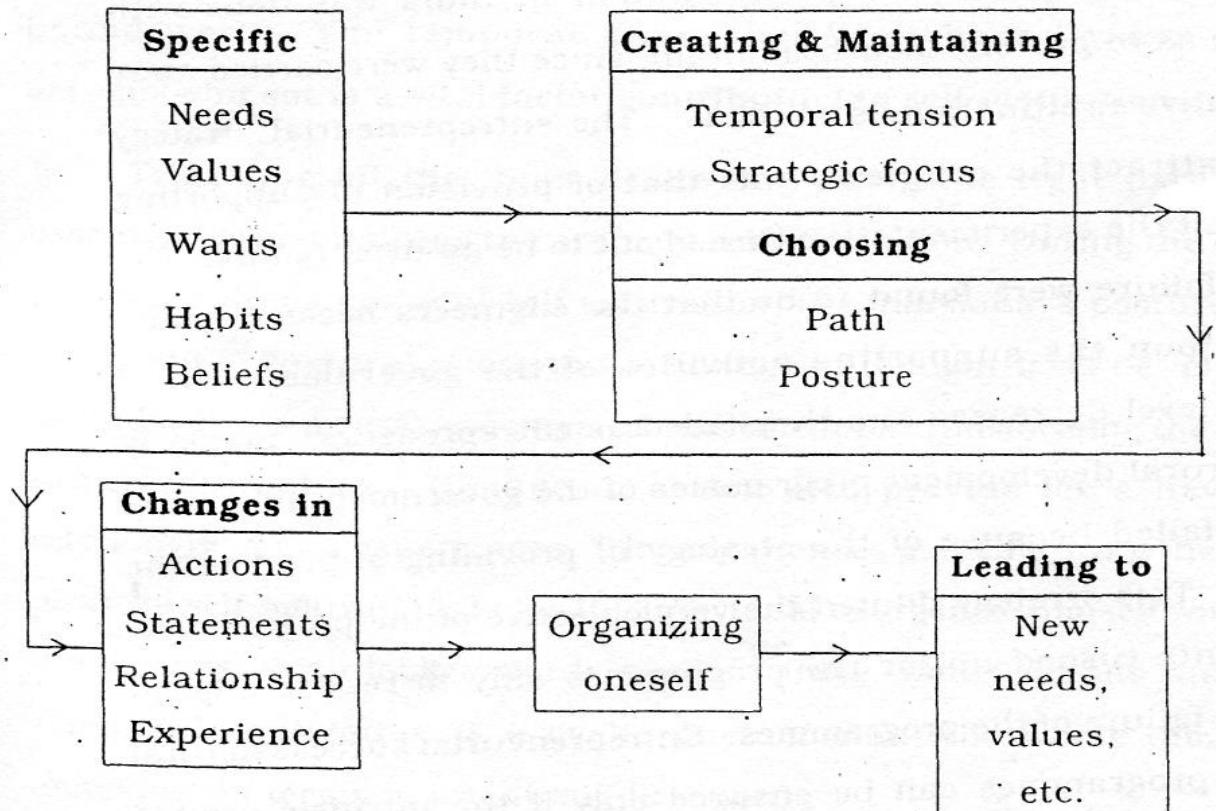
Hence the Johari Window Model serves as a powerful means of self-disclosure and self-knowledge leading to personal effectiveness and self-understanding.

A Internal Strategies for Self-Motivation

Rita Sen Gupta

Intention - Direction

focusing on:



Self motivation stems from one's intention, direction or goal. For arousal of self motivation, one's intention or direction should focus on his specific needs/wants and should be consistent within his system of values, habits and beliefs. Value of work (and hence dignity of labour) is an important factor contributing to self-motivation. Values set different types of attitude/behaviour in different people towards their work. One's value system is influenced by peer groups around him. As such group dynamics play an important role in self-motivation. Group cohesiveness exerts a pressure on the individual in creating and sustaining motivation. The 'we feeling' in a group takes care of the individual's self motivation, that is why group mobilization is employed as a strategy for rural development work.

Initial entrepreneurial experimentation in India was done with engineers so as to prevent their brain drain, since they were carried away by the lucrative multinationals abroad. The entrepreneurial strategy adopted to attract the engineers was that of provision of supporting activities. But the experimentation turned out to be an utter failure. The

reasons for failure were found to be that the engineers became totally dependent upon the supporting activities of the government, their motivational level decreased and they failed as entrepreneurs. Similarly many of the rural development programmes of the government [like IRDP & TRYSEM] failed because of the strategy of providing stipend to the participants. This strategy diluted the very objective of the programmes, the participants, turned up for the programmes only to receive stipend leading to the failure of the programmes. Entrepreneurial success in rural development programmes can be ensured only if the intrinsic desire/ motivation of the participants are triggered. Therefore the intention or direction of change should be coupled with a strategic focus. Moreover strategies which demotivate the individual should be avoided. At times, incentives for work may also have a demotivating effect upon the employee. This is true of government employees who are not willing to work during normal working days during the week from Monday to Friday, but instead are willing to work on Saturday for sake of additional pay in the name of overtime. This picture emerges because all the basic requirements of the government employee are met by his salary itself [even if he does no work in the office]. So, if some work has to be extracted from him, he demands additional pay i.e. overtime. The implication is that monetary incentives exhibit a demotivating effect upon self motivation. As such monetary incentives should be given away only for task accomplishment and for time-bound work. The temporal dimension (time bound work) in task accomplishment is a vital factor contributing to self-motivation.

Triggering off the inner desire/fire along the right path is very essential for maintaining the aroused self-motivation. During the creating and maintaining phase of self motivation, the individual's posture is very important. 'Posture' refers to the change in thought-level i.e. change in attitude. It is a mental and physical movement for transforming the internal desire into action. Change in action also provide for a new set of relationships and experiences. The experiences gained during the activity phase of self-motivation, helps the individual to organize himself with newer dimensions or outlook towards needs, values, wants, habits and belief. Thus, self-motivation is a cyclic phenomenon, the whole dimensions changing in terms of intention/direction.

Self motivation has been found to be higher for youth than adults. It is because of 'youth vigour' in terms of emotions and activity. Youth vigour (if not properly channelized for constructive work) finds expression in terrorist and anti-social activities. Both emotions and activity are at a peak level for young people as they operate from a dynamic but flexible framework. This factor has led to the development of the concept, "catch them young" for entrepreneurship motivation. On the contrary motivating adults is difficult

as they operate from a rigid framework. This is because it is often difficult to refreeze the adults from their previous learning experience, so as to permit new learning (and hence motivation) to take place in the intended direction.

Self motivation should not be looked at in isolation. It should be combined with achievement planning which comprises of the following steps:

- Analysis of situation
- Goal setting [short & long term goals]
- Enlisting activities
- Anticipation of potential obstacles
- Location of resources - internal, external; materialistic, financial and human resources
- Generating alternatives
- Action planning
- Feedback after implementation/action

As such, achievement planning can be referred to as the 'blueprint for action'. The feedback generated during the achievement planning process can be used for further self-motivation in the future.

Locus of Control Social Learning Theory

Rita Sen Gupta

The concept of locus of control was developed by Julian Rotter (1954, 1982) as an extension of his "social learning theory." Rotter stated (a) that a person was more likely to behave in a certain way if he or she expected that the behavior would result in a desired or positive outcome (reinforcement) and (b) if the reward or reinforcement had a high value to the person. In this, Rotter's theory can be related to expectancy theory. Rotter's theory and the concept of reinforcement led him to study the development of notions of internal and external control. His theory asserts that reinforcement is contingent on whether a person learns to expect a reward for performing a specific action. For example, if a child notices that she receives dessert every time she eats all her vegetables, she will learn (to expect) that in order to receive dessert all she needs to do is finish her vegetables. This is an example of internal control: the child realizes that her actions have a direct bearing on whether or not she receives dessert.

This way of looking at what happens is different from operant conditioning, which focuses on the fact that the child may learn to eat her vegetables because she is rewarded whenever she does it correctly. Operant conditioning and similar learning theories focus on how outcomes (particularly reinforcement) affect learning (replicated behavior). Rotter's theory also should not be confused with the social learning theory (Bandura, 1977) that focuses on observation and imitation of social models or with instrumental conditioning (Miller and Dollard, 1950). Rotter focuses on the individual's learned expectations about how (or whether) his or her behavior affects outcomes. Thus, Rotter is not so concerned with how one learns as he is with whether one grows to believe that one's actions directly affect outcomes.

In another example, if a struggling writer submits article after article to magazines and receives rejection slip after rejection slip, not only is it possible that this writer will take a dim view of his or her abilities ("Nobody likes my writing; I must be a terrible writer"), he or she may attribute an eventual sale to outside factors or discredit it altogether ("That magazine sure must be hard up"; "It was sheer luck that my work was accepted"). This person does not believe that his behavior affected the outcome.

Locus of Control

Rotter uses the term "locus of control" to describe the ways in which individuals attribute responsibility for events to factors within themselves and within their control

or to factors outside their control. He proposes that the degree to which we regard an incident as a reward (or reinforcement) is influenced by whether we perceive the reinforcement as resulting directly from our own actions or whether we perceive the reinforcement as resulting from exterior forces or "fate." When a course of action produces an event that does not seem to be the direct result of that action, it is likely to be attributed to "luck" or "God's will" rather than to the person who pursued that course of action.

Attribution Theory

Attribution theory deals with how people ascribe causes to behaviors they perceive. These perceptions about cause and effect lead to assumptions about how things will happen in the future. One branch of attribution theory classifies the way in which people perceive contingency relationships between their actions and outcomes.

Individuals attribute responsibility for events that occur in their lives to factors within themselves and their control or to factors outside their control. Factors within one's control include one's attributes, abilities, efforts, and the like. People who believe that control resides within themselves are referred to as internal locus-of-control oriented or "internals." Such people believe that they are in control of their own lives and have some control over their destinies.

Other people believe that their outcomes are determined or controlled by factors external to themselves, that much of what happens to them in life is controlled by circumstances outside their control such as fate, luck, the influence of other powerful people, and so on. People who perceive an external locus of control are called "externals."

How Locus of Control Is Developed

A person's locus of control has several antecedents, which may be accumulative or episodic. Accumulative antecedents are events that occur over a long period of time and involve continual exposure. Although relatively little research has been done concerning accumulative events, three important factors have been identified: (a) social discrimination; (b) prolonged, incapacitating disability; and (c) parental child-rearing practices. Lefcourt (1966) states that in all the reported ethnic studies, groups whose social position is one of minimal power by class or race tend to score higher in the direction of external control (p. 212). Studies with the deaf have established a relationship between long-term physical disability and externalism. Evidence pertaining to the effects of parental child-rearing practices is more substantial, although it primarily is self-reported data regarding the subject's childhood experiences. Externals tend to describe their parents as higher in the use of physical punishment, affective

punishment, denial of privileges, and overprotection. Internals, on the other hand, describe their parents as setting predictable standards, using more principled discipline, and being more warm and democratic. In general, internals have been exposed to parental behaviors that foster independence and a belief in being able to manage oneself in order to predictably achieve desired outcomes. There also is some evidence that sex-role stereotyping and social discrimination lead women, as a group, to be more external than men (Rotter, 1966; Feather, 1968).

Episodic antecedents are events of great importance to a person that occur over a relatively short period of time (MacDonald, 1973). Examples of such events are earthquakes or tornadoes, serious automobile accidents, the deaths of loved ones, serious economic changes, and national or international affairs.

The studies summarized here are reviewed in Reich (1975), and several conclusions are quoted from this source. Additional studies are reported in Lefcourt (1976).

Research on Locus of Control

Research on the behavioral patterns of externals and internals suggests that an internal locus of control contributes to effectiveness in organizational roles. Studies indicate that employees who believe in an internal locus of control generally are more mature, self-reliant, and responsible. They have higher levels of job satisfaction and are more attuned to a participative management style. The research suggests the following:

Externally oriented individuals are more apt to express unrealistic occupational aspirations (DuCette & Wolk, 1972).

Externals are less able to cope with demands of reality (Phares, 1968).

Locus of control affects behavior on the job. Internals take better care of equipment, indicate more satisfaction with job training, rate higher in work tolerance, and are more cooperative, self-reliant, and knowledgeable about their work (Tseng, 1970).

In studies of job-seeking behaviors of unemployed individuals, internals were found to exhibit more self-direction and to accept more responsibility for their career development (Tiffany, Cowan, & Tiffany, 1970).

When appointed as supervisors, internals rely more on personal persuasion, whereas externals are more likely to use coercive power and threats, thus indicating the difference in their perceived expectancy of successful influence (Goodstadt & Hjelle, 1973).

Internals tend to pick people with superior or equal ability as partners to complete a task. Externals are more likely to pick partners of inferior ability and are less confident of the outcomes when relinquishing their personal control, since their fate is perceived as largely influenced by powerful others (Ryckmann & Sherman, 1973).

Internals are quicker than externals to adopt innovations and new practices. In agricultural groups, farmers who used new agricultural practices were found to be more internal than others. People with small-family-size norms also tend to be internals (see Pareek & Rao, 1974).

Most of the research indicates that people are handicapped by an external orientation, by failing to exercise control over their environments. Such people do not experience the psychological success that enables them to feel satisfied or successful in their work.

Individual Characteristics of Internals and Externals

Characteristics of internals and externals have been identified through both clinic reports and research. Internals are likely to describe themselves as active, striving, achieving, powerful, independent, and effective. Externals are more likely to describe themselves in opposite terms (Hersch & Schiebe, 1967)

Internality has been found to be positively associated with indices of social adjustment and personal adjustment (Hersch and Scheibe, 1967). There also is evidence and internals are more achievement oriented, less anxious, less dogmatic, more trusting, less suspicious of others, less apt to use sensitizing modes of defenses and more self-confident and insightful. Internals, however, tend to resort to more self-blaming behavior than do externals. Because externals do not perceive outcomes as being the result of their actions, they assume less responsibility or blame. In betting situations, internals are more cautious and conservative than externals, they are “percentage players” in risk situations.

Locus of control also indicates an individual’s perception of authority figures. Internals perceive authority as more encouraging of constructive environmental manipulation, as more supportive when difficulty is encountered, as more positively reinforcing, as having more predictable standards, and as acting on and from issue-oriented reason (Ferugson & Kennel, 1974). The fact that internals perceive authority figures more positively tends to affect their behavior as managers (as authority figures to their subordinates and as subordinates of others in the organizational hierarchy.)

Rotter (1966) states that “theoretically, one would expect some relationship between internality and good adjustment in our culture but such a relationship might not hold for extreme internal scores.” The extremely internalized person may be self-flagellating. Conversely, the extremely externalized person may blame outside factors as a defense against admitting personal inadequacies. Extreme externals may be passive in the face of environmental difficulties, which could result in maladjustment to society.

Locus of Control and Entrepreneurship

David McClelland of Harvard University, through a series of research studies (McClelland & Winter, 1969), identified characteristics of entrepreneurs and actually trained people to be entrepreneurs, using experiential methods. Subsequent research studies and training experiences have revealed that an internal locus of control is an important characteristic of entrepreneurs. In fact, internalization appears to be a primary characteristic of those who act as change agents to improve themselves or their group, community, or organization (Pareek, 1981; Reichard, 1975)

Changing the Locus of Control:

Training Implications

Any behavior that is learned can be changed. Locus of Control is socially learned behavior. The conditions for change include: (a) a desire to change, (b) clarity about the direction of desired change, (c) a clear idea of the present condition, and (d) knowledge of the process or mechanisms of change. Professionally led training programs can help people to change by pointing out the implications of external and internal orientations, by facilitating by pointing out the implications of external and internal orientations; by facilitating self-awareness, feedback, and assessment, and by providing mechanisms for change.

It may be hypothesized that change from an external locus of control to an internal one is more time consuming and difficult than change from an internal locus to an external one. Episodic events and frustrating experiences can lead a person to become more external, and such events occur continually in life. However, it is possible to design organizational processes that reinforce and encourage internalism. Internalism can be fostered through training, through specific reward systems, and through experiences of personal success (Pareek, 1982).

Achievement Motivation

J. P. Sharma

Human behaviour is varied and sometimes too complex to analyze and understand. Most of us behave in a particular manner because of our habits, ideology or predominant thoughts at the moment. Psychologists have concluded that the "needs" experienced by an individual form the basis of his behaviour. Whatever one does, it is mainly to fulfil some needs, desires and expectations in varying strength. The emergence of a need creates an inner state of dissatisfaction or disturbs the equilibrium or creates tension immediately followed by anticipation or a belief that a certain "action" will reduce this state of disequilibrium. This anticipation becomes the incentive or goal for the initiation of action. Thus, it is a cyclical process whereby need gives rise to tension resulting in to some action. Action reduces the tension or discomfort experienced as anticipated thus giving way to satisfaction or satiated needs gives rise to dissatisfaction and may require further action to reduce instability. Also even after achieving satisfaction, a new set of needs arise and the whole process is again started.

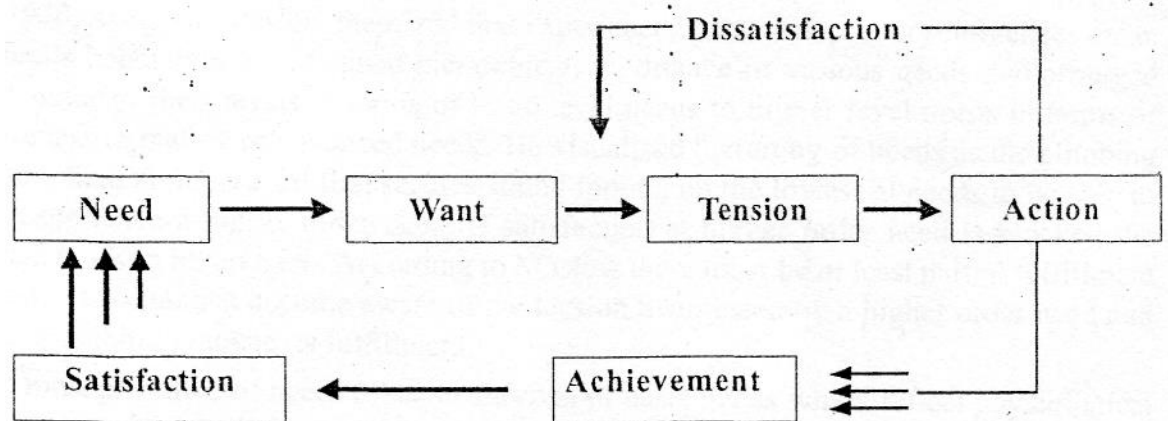


Fig.1: Motivational Cycle

The strength of the need is responsible for determining the strength or intensity of the motives which in turn decide the prioritization of action taken by an individual.

Once one level of needs are satiated, next level of needs arise, thus this cycle of need, want, tension, action and satisfaction goes on throughout an individual's life. Understanding of this process helps us to understand the dynamics of motivation. It helps

us to understand what energises human behaviour, what directs such behaviour and how this behaviour is sustained.

The term 'motivation' has been derived from Latin word '**movere**' which means to move. Motivation is what makes people to do things. In another sense it is what makes them put real efforts and energy into what they do. Obviously it varies in nature and intensity from individual to individual, depending on the particular mixture of influence at any given moment. In short, a simple definition of motivation could be 'Getting people to do willingly and well those things which have to be done.'

Motivation is vital in any job if people are to give their best to it. Assuming that employees are given opportunities for good performance and have the necessary skills, then effectiveness depends on their motivation, people are undoubtedly a most critical resource and no matter what, the degree of sophistication we use to in our technology, we will still depend on the 'human factor'. Certainly, we need some intelligence, knowledge base, study skills and time management skills, but if we don't have motivation, we won't get far. One can think about this analogy. You have a car with a full tank of petrol, a well-tuned engine, good sets of wheels, quadraphonic CD system, and a sleek, polished exterior. It has an incredible potential. However, until a driver sits behind the wheel, puts the key in the ignition, and cranks it up, the car doesn't function. Also the computer does all your work with smart sophisticated software but it is the human hand which has to feed the details in the programme. Thus, the key is MOTIVATION. It is an inner state of need or desire that activates an individual to do something that will satisfy his needs and wants.

Maslow's Hierarchy of Needs

In 1970, Abraham Maslow theorized that experienced, needs are primary influences on an individual's behaviour. He assigned hierarchical importance to various needs and arranged them in order of their levels in terms of basic level needs to higher level needs in terms of primitiveness to mature or advanced needs. He visualized hierarchy of needs as the climbing of ladder where an individual first secures sound footing on the lowest of needs to be able to try or experience a higher order need. If satisfaction at higher order need is blocked the individual tends to revert back. According to Maslow there must be at least partial fulfilment before an individual can become aware of the tension manifested by a higher order need and have the freedom to pursue its fulfilment.

The most primitive of needs relate to survival or basic needs which reflect physiological needs like that of food, clothing and other basic necessities of life. For most

people, except for those who live below poverty line, the basic needs are by and large easily met hence there is no tension and extra effort for its fulfilment. The next stage of needs pertains to safety and security in terms of orderliness, protection from vagaries of nature and general risk protection of fulfilment of basic needs, even to partial level, an individual experiences some tension to attain security needs so that he can maintain himself at the level he is and not worry about fulfilment of basic needs. He tries to ensure that he has not to struggle and revert back to stage one of the ladder.

After fulfilment of basic needs and security needs an individual is geared for something beyond survival needs and experiences a need to form interpersonal relationships. He yearns for belongingness and feels satisfied only on experiencing a feeling of acceptance and appreciation by others. The focus at this level is on family, friendship and approval from others, a sense of belonging.

The first three levels of needs are also termed as deficiency needs. Unless these are fulfilled an individual usually cannot think further. Also without fulfilment of these basic needs an individual is incomplete and his existence or survival is at stake. Once these needs are satisfied individuals may start having need for recognition, status, name and fame, etc.

The higher level needs are those needs that are much beyond survival instincts. The need for recognition manifests as desire for promotion, higher salary, higher status, power position etc. Here-the individual strives for excellence in his work so that he is recognised and placed at a higher position than others,. This need creates a want to be an achiever and achievement motive becomes strong.

According-to Maslow, satisfaction of need for recognition brings in a need for self-actualisation that is the highest need level in an individual. At this level an individual feels a need to use all of his potential and strives for excellence not only with the sole aim of achieving recognition but also with the aim to contribute his best to the society. At this level the individual tries for personal growth and sets challenges for himself to become more creative, demanding greater achievement of himself At the level of self-actualisation an individual is generally prepared to take risk and set high standard of achievement for himself.

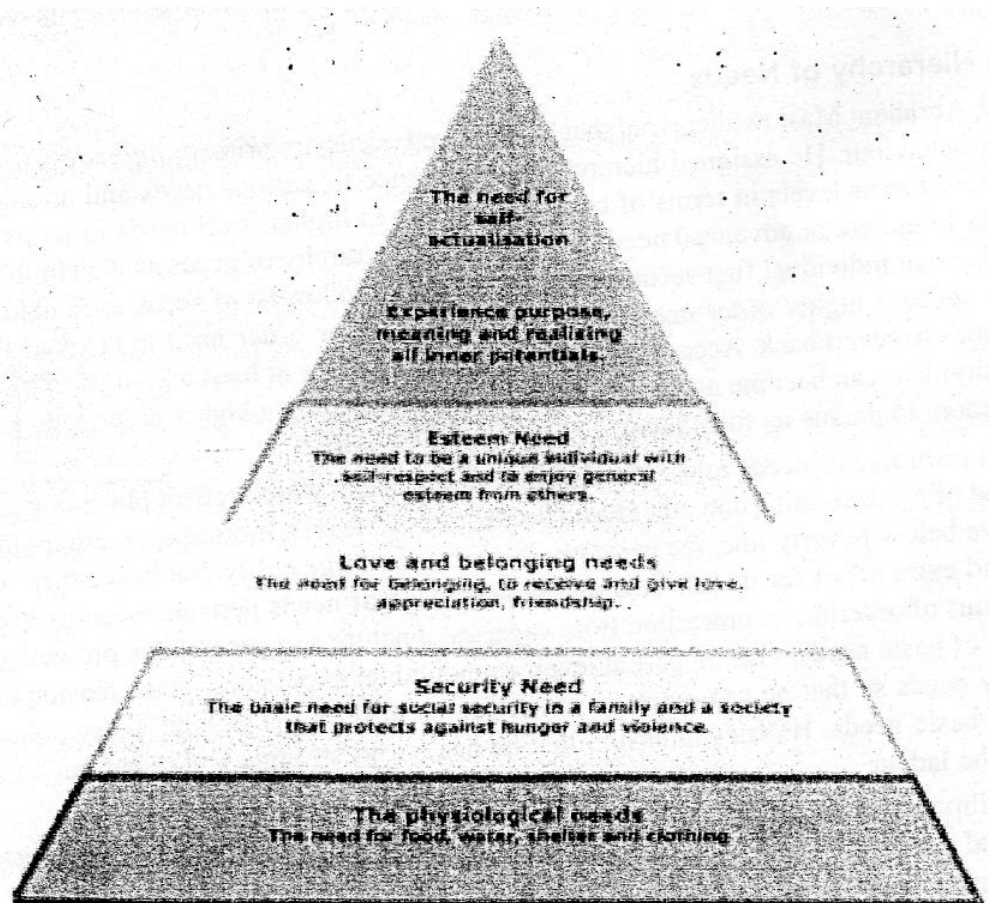


Fig. 2: Maslow's Hierarchy of Needs

Fulfilment of need at the fourth and fifth rungs of the ladder may not occur completely and the individual may have partial fulfilment and keep going to and forth. These levels of needs are not necessarily mutually exclusive. It does not mean that an individual at higher rungs of need hierarchy stop having lower level needs. Rather the intensity of the conscious mind is geared towards the fulfilment of higher needs and the basic needs lose significance in comparison to higher needs. By and large challenging work, increase!! responsibility, growth and development tend to satisfy esteem and self-actualisation needs. These work as motivators for individual to strive hard in order to satisfy the higher level needs. The achievement-oriented people are always -concerned about how well "they-are performing or-doing their job rather than how others view them. It is these people- with conscious need for achievement as their strongest need who tend to take to entrepreneurship.

Achievement Motivation

Achievement-motivation is also, termed as *nAch*, the need to achieve, the "urge to improve" in common parlance.. If a man spends his time thinking about doing his job better, accomplishing something unusual and important or advancing his career, the psychologist says he has a high need for achievement. He thinks not only about the achievement goals but also about how it can be attained, what obstacles or blocks might be encountered and how he would take help to overcome the obstacles in achieving his goal. Achievement Motivation has been defined as

"A desire and effort to accomplish something difficult; to master, manipulate or organise physical objects, human beings, or ideas. To do this as rapidly and **as independently** as possible, to overcome obstacles and attain a high standard. To increase self regard by the successful exercise of talent" .

"A latent disposition to strive for a particular goal, stage or aim".

"Desire to do well, not so much for the sake of social recognition or prestige but to attain an inner feeling of personal accomplishment."

"Value instilled in the individual through the socialisation process, in which individual feels a need for desire to excel in reaching certain goals only for the satisfaction of reaching the goal and not for the reward of the goals or ends involved."

"Social value that emphasises a desire for excellence in order to attain a sense of personal accomplishment."

"As efficiency motivation which concerns efficiency and reflects through competition with others or with one's own standard of performance, an urge to do something unique or to make the maximum utilisation of resources around".

"A disposition to achieve something excellent".

Thus achievement motivation is the predisposition or inclination of an individual to accomplish something important and unique in a competitive situation.

Significance of Achievement Motivation

There are a number of empirical evidences which suggest that the need for achievement is

- * Responsible for economic growth and decline of a nation;
- * Essential ingredient of entrepreneurship leading to economic development;
- * One of the most important characteristics of the entrepreneur;
- * Important contributing factor towards entrepreneurial activity;

- * Major factor in assessing entrepreneurial awareness and entrepreneurial supply in a social system;
- * A psychological characteristic in nature and manipulative through appropriate training programme
- * Found to be significant even for successful managers, executives, salesmen, etc.;
- * Viewed as an intervention for organisational development.

These findings conclusively establish the importance of achievement motivation, especially in entrepreneurial development. This is further highlighted if we take into consideration the main characteristics of a person with high need for achievement.

Characteristics of persons with high need for achievement

1. A person with high *n Ach* likes to shoulder responsibility: When he undertakes a task, he prefers to have it clearly understood that he will see it through. He desires credits for the success of the undertaking, but is equally prepared to accept blame if he fails. He prefers situations where the outcome depends on his ability and efforts rather than on chance or other factors beyond his control. This gives him a sense of achievement and satisfaction at the successful outcome. If unsuccessful, he does not rail against the unkind fates nor finds fault with his superiors, competitors, subordinates, or the government.

2. A person with high *n Ach* likes to take moderate risks: He prefers a situation where there is a challenge and some real risk, of not succeeding but where that risk is such that it can be overcome by his efforts.

He perceives his desired goal clearly and defines it in definite terms by assessing the various alternatives available, calculating the cost of each alternative and assessing the probability of achieving the desired outcome. His choice of the means or alternative is generally governed by moderate or at least 40-60 percent probability of achieving the desired outcome. Such a person is known to be moderate calculated risk taker.

3. A person with high *n Ach* wants to know the results of his efforts: He needs some indication of how he is doing. He prefers to gauge his achievement objectively soon after he has taken action. Constant feedback is stimulating and satisfying to him and he uses it to modify and improve his efforts at appropriate levels.

4. A high *nAch* person tends to persist in the face of adversity: He is not easily discouraged by failure. His underlying self confidence leads him to carry on despite setbacks. He uses the knowledge of his failures as a learning experience. The achievement-motivated individual is not content to leave the task unfinished. He feels

a tension as long as there is something-yet undone some step he still might take to achieve the goal. So, he tends to carry-on or go back to the un-finished task and put forth extra effort to carry it through to a definite conclusion. This is not to say, however, that he will continually persist. When it becomes clear that the odds are too great against him, he readily shifts tactics or even objectives.

5. A high *nAch* person tends to be innovative: With different approaches to achieve his goals at his disposal, he is prepared to tryout the alternatives. We may say that he is more goal-oriented than technique-oriented. For him, the method of choice is the method which will work best. If the common sense approach fails, he will invent new-ones. He is not a creative person in the sense a painter or a writer is. He is, however, ingenious at adapting and modifying whatever is at hand to solve the problems or achieve the objective.

6. The high *nAch* person usually demonstrates some inter-personal competence:

He recognises the importance of inter-personal relationships in achieving objectives: therefore, he devotes a reasonable effort to developing and maintaining adequate relations with others, especially the acknowledged experts in his field.

7. A high *n Ach* motivated individual is oriented towards the future: While he may not necessarily have a clear idea of his long-term goal, he addresses himself with maximum effort to his task of the moment, feeling that in some way, his successful accomplishment of the task will prepare him for more important activities in the future. Perhaps we can say that he has some sense of destiny; that bigger things are yet to come. Accordingly, each current task, no matter how minor, is perceived as important in itself because of its relationship to his own growth process. This sense -of destiny would give rise to feelings of self-confidence and the willingness to make decisions and take responsibility.

8. A person with high *n Ach* shows tolerance to ambiguity: A high *n Ach*, individual may be said to live more "in process" than those with low achievement motivation. He does not require a complete structuring of a situation in order to function. He is better able to tolerate ambiguity, and maintains a sense of accomplishment of every task.

9. A person with high *n Ach* tends to be mobile: He is active and restless and likes to take the initiative. A pioneer, and adventurer, he is willing to leave his home and venture into the unknown. He tends to travel considerably and visit new places. The -mobility and flexibility of the *n Ach* person is evident in terms of ideas as well as physical action.

10. A person with *nAch* is adventurous: He is not satisfied with what is: nor is he content with what he has achieved. His standards are high and as soon as he attains his goal, he sets his sights on a new, perhaps more difficult target. We can characterise the person with high need for achievement as a restless, energetic, striving person who seeks and enjoys challenges. For him life is a "reasonable adventure."

Self Motivation

K. Vijayaragavan

Self-Motivation: Power of Faith

Man can be motivated through various means such as the need for money, recognition, position, self-esteem and quality of life. Acquiring material wealth and the desire for a higher quality of life have enthused people to work hard to obtain degrees and a higher level of technical skills so as to occupy jobs in multinational companies and overseas. Today, you will see a large number of young people who are mad after receiving training in information technology so as to get a placement in abroad. But, have you ever wondered about those people who have left highly paying jobs and settled down in unknown villages to help poor people? What was the motivation behind people like Mother Theresa, Mahatma Gandhi and a host of others who dedicated their entire life for the cause of poorest of poor? Probably you know the term 'missionary zeal' which indicates the contagious enthusiasm of people who most often chosen a path of suffering and loneliness in order to help the downtrodden people, yet are filled with zeal and passion which cannot be seen ever among those who are highly paid and living in air-conditioned chambers of multinational company. What were the reasons behind those who laid down their lives for the cause of our country? The answer is 'power of faith'. Man and women can risk and lose their life for the cause of their faith or belief or firm convictions. A person can continually lead an energetic life through holding to positive convictions about himself or herself. True convictions such as "I can do all things". "I am responsible for whole life". "I cannot blame others for my failures" etc, will develop a positive outlook and result in greater drive and enthusiasm. An analysis of the lives of many people who succeeded in their life irrespective of their physical and environmental handicaps will reveal that they had an enormous amount of faith in themselves and the Divine power. We all have work in an environment with lot of limitations. If you happen to work in an organization, which provides not only good facilities but also have leaders who actively take interest in your development you are one of the few blessed men who will be envied by rest of the people of the world. But most likely you work in an organization where your boss is not genuinely interested in your development. But his greater concern is his welfare at your cost and to keep the status quo so that he can continue to enjoy privileges and perks. The colleagues around you may look to be friendly but internally not even your very close friend may not appreciate your good work without getting the feelings of jealousy, even though many of us may not openly acknowledge or agree with it.

What do you do in the above situation? Most of the employee especially working in Government Organisations are likely to become fatalistic and lose their interest in the work. They will keep on blaming their organizations, their bosses or their circumstances which will in turn complicate the issues resulting in greater amount of frustration. Is there any way out? Yes, you have to arise out of the 'syndrome of blaming others' and develop a system of faith or convictions for which you have to live your rest of the life. An example of such convictions or principles for which you can live is as follows:

I believe in my abilities and skills irrespective of my limitations. I am responsible for my behaviour, achievement and life.

No person or organization or environment can lessen my enthusiasm or productivity.

Exercise 1 : An analysis of the case entitled "One Marble Difference"

Read the case 'One Marble Difference' and understand to the power of faith in motivation*.

One Marble Difference

As a part of my master's programme, I was required to teach at the Sprague school for Crippled Children. At the beginning, I didn't give much thought to this assignment. I came to know that the above school was for severely handicapped children who required constant attention by physicians and nurses. I never heard about such school earlier. The day arrived and I was given the responsibility to teach mathematics at the intermediate level. As soon as I entered to the class, I was surprised to see children in hospital beds with tubes in their arms. A number of children were in wheel chairs. You could see several crutches and canes. I almost became dumb and frozen. I could feel the sweat in my forehead and palms. I was thinking, "what difference did percentages and decimals make to these children".

As I stood there not knowing what to do, an energetic little fellow entered the class. His presence immediately brought smiles and the tension in the class was broken. He was only three-foot tall. His name was Bougie. He behaved like a seasoned politician. He started greeting children and communicating with them. His communication involved a lot of body gestures. He maintained direct eye contact when he spoke. After greeting few children he came to me and said "Hi you must be Mr. Fitzpatrick, our new maths teacher". Then he started telling about Mrs. Donovan, the former maths teacher and what she taught. As soon as Dougie asked me "Mr. Fitz Patrick did you know Mrs. Donovan? ", all the children started laughing for they knew about Dougie and his humor. Dougie started narrating "well, she was so fat, that she had to take three steps before her backside moved. At the all-you-can-eat Chinese buffet, down the street, they had to put a four hour time limit for her eating."

I laughed and laughed and Dougie would not stop. He started mimicking the poor Mrs. Donovan. Soon I learned a cardinal rule of the school "Do not encourage Dougie".

The Sprague School consisted of children of different age groups. While most of the children were younger, Dougie was a teenager. "Everyday Dougie was the same. Every minute of every day Dougie, was the same: greeting, smiling and back patting and joking. Around Dougie people were just happy. He was a complete hellion." He had even once snuck into the principal's office to broadcast crazy messages using the intercom throughout the school.

In a place like Sprague School, you can expect the staff the students to be very sad and worried. However, Dougie was vibrant, he was lively and lived in the moment. Dougie was loved. Soon Dougie become my friend.

I was wondering about the positive attitude of Dougie and his influence over other children. How could he maintain such a positive attitude and outlook given his circumstances? The words of Dougie were very much comforting to the children. Often children at Sprague were gripped by fear and pain. Whenever this happened, Dougie was also called along with medical staff. The words and touch of Dougie brought peace and joy.

Another thing about Dougie was his physical toughness. Even though he was only a three footer, yet he was strong. The occasional wheel chair racing accident would send him flying to wall or floor, yet he would get up waving off offers of help. Dougie was tough, funny and charismatic who got more hugs and kisses from women. As my assignment was nearing the end, I wrestled with asking Dougie about his conditions and future. I was worried about him. I asked him "Dougie, you seem to have a pretty good attitude about being different?"

"Well, Mr. Fitzpatrick, I am not that different. I am a dwarf, a little person, but I am mostly just like you."

Dougie then told me a story that I will never forget. He told me that, he had an uncle Bill who was also a dwarf. Uncle Bill was a clown in a circus who made a good living along with his wife and two houses. Dougie told me "I'm gonna have money, houses, a nice car and get paid to be a clown."

Dougie was happy and adjusted because he believed in his own bright future. "He seemed to be saying that he knew that he was not going to have everything but he was going to have enough and that was OK."

Then Dougie told to me "how he felt about being dwarf. Medically right or wrong did not matter, his rationalization to his condition was all that mattered. "His Uncle Bill had told him a story about when he, Uncle Bill was a boy." Uncle Bill was worried about his dwarfness. Therefore, he went to his Doctor and asked him, "if there was anything that he could do to grow

to a normal size. The doctor had told under Bill that there was actually very little abnormal about him. The doctor asked Uncle Bill to picture a very large fish tank that was filled to the top with marbles. The doctor said that each of those marbles represents human genes and chromosomes." The doctor said, if we take just one of those marbles out of all the tens of thousand there, that is the difference between Uncle Bill and everybody else-Just one marble. The doctor said that everything else about uncle Bill, ten fingers and ten toes, hair and eyes and heart and, liver and brain and everything else is the same. You are only one marble difference from everybody else."

Dougie could handle the fact that he was only one marble different. Many times since in my own life faced with challenges, I have tried to look and plan ahead and thought "is there even a marble's bit of difference between me and the person I want to be?"

The above story will clearly show the power of faith in ones ability irrespective of serious limitations. The success in your working environment will depend upon a marble difference in your attitude towards self. Whether you could believe in your abilities and move on to face the challenges or loose faith in yourself and get defeated.

Questions for Discussion

1. How did Dougie rationalize his disability?
2. What lessons do you learn from the life of Dougie?
3. Can you quote an incident from your life wherein 'one marble difference' in attitude made all the difference?

Self-Motivation: Pursuing One's Interest and Sense Of Purpose

One of the complaints made by employees of Government organizations is that their organizational environment is highly bureaucratic resulting in demotivation and dissatisfaction. The employees can do very little about changing their organizational environment. Most often they may not be in a position or have power even to effect a very little change. When motivational training programmes are offered to these employees, they often would complain that this programme should have been offered first to their own bosses and those who make policy decisions. Even if one's boss is convinced about making necessary changes in the organization to improve motivation he may not find sufficient resources to implement a programme of change. Under the above circumstance, it is the self-motivation of the employees, which will help them to increase their passion for work and achievement of goal. Thus an understanding of self-motivation is essential for everyone including managers.

Look At The Following Individuals:

A photographer with an intense desire for photography who puts hardwork from morning to night to shoot pictures and process them and get them printed which will be displayed for an exhibition that has been planned during next month.

A surgeon who from morning to night spends his time in operation theatre undertaking several surgeries day after day for six days in a week. He hardly has thirty minutes break for the lunch.

The scientists of a national biotechnological research laboratory who spend atleast 10-12 hours in laboratory with a greater level of dedication and enthusiasm.

All the people mentioned in above situation exhibit a remarkable level of motivation. They do not have a boss or a supervisor who asks for the report of the work done at the end of the day. They do not need anyone to tell them what they should do. Interestingly, money is not the only reward, which sustains their interest. They may receive appreciation for the work they have done but that is not the main factor of their burning desire which continues on and on. What is the secret of their self-motivation? A chosen career which goes along with their natural talent. One of the common denominator of self-motivated individual is they pursue a work which they enjoy and have natural talent to excel in it.

A large number of middle and senior level scientists in a particular discipline were undergoing a training programme on motivation development. Many of them were dissatisfied with their job and frustrated. The facilitator of the programme was curious to know the reasons for their demotivation. When scientists were interviewed individually, it was found that none of them liked the discipline in which they were working. They were compelled to pursue career in the that discipline, which had relatively low prestige, because they failed to find a place in the discipline of their choice.

A block level agricultural extension officer who was posted to work among the villagers was found to be dissatisfied. The reason for his lack of enthusiasm was found to be his dislike for field extension activities, which involve lot of interaction with people. He was the type who liked research work and has a great desire to work with instruments and chemicals. When he was asked why did he accept the job, which he was doing presently, he replied, " I couldn't get admission for higher studies, which would help me to pursue a carrer in research. Now I have been compelled to accept this job because I have to support my family."

The above two cases, clearly indicate that one of the most important problems of motivation is their failure to get into right kind of job suiting to their natural inclination, interest and aspiration. This problem is quite common in countries like India, where there is acute

unemployment problem and lack of opportunity to choose a profession one wants. Thus, employees may fall into one of the following categories*:

A. I am not motivated, yet I need to perform

In the above case an employee is not at all motivated and yet he has to do his duty due to forced compulsion. Here the employee does not enjoy the work. He does not find any meaning out of it.

B. I am not motivated and I don't perform

In the above case, an employee does not have any interest in the work. He might have entered into the job out of compulsion and the job is totally boring one and he only performs to a very very minimum level so that he does not get fired out of the job.

C. I am motivated and I perform

In this case, an employee who was chosen a right job according to his or her natural inclination or desire and is highly involved in the job and performs to the highest possible extent.

D. I am motivated and I do not perform

Here an employee likes the job the performs and has interest in the work. However he may not be able to perform because of poor organisational climate including lack of support from supervisors.

Can You Develop Interest For The Job On Which You Do Not Have Any Natural Inclination?

Many employees in countries like India have landed up in occupation out of compulsion. Their interest did not match up with their nature of job. Does it mean that one has to continue to be demotivated in entire career? No, you can start falling in love with your present job and start liking it by changing your attitude and using your creativity. Every one will be motivated when presented with opportunities for growth and development. Therefore start looking for opportunities within your own work environment with open mind. There are a number of cases of people who failed to get the career of their first choice but their failure helped them to find out their potentialities in other areas and helped them to attain great success.

You should also know that the basic nature of man is to excel. I do not think that anyone will get up from bed every morning thinking "I am going to do a bad job today and I will be frustrated today."

It is not your innate or inborn nature to mess up things or to be lazy unless one has got some medical problems. What to do, when you find yourself in a situation where your job may not be completely in agreement with your desire? You can overcome it by exploiting your

basic desire to excel in every situation. Men have been endowed with enough creativity and power to face every "low or high " situation and become success at every occasion.

Self Motivation: Power of Sense of Purpose

A sense of purpose

A traveler was passing through a village where most of the villagers were involved in agriculture. He was delighted to see sincere and hard working farmers in the field. As he travelled further, he saw three men cutting stones. It seems that they were involved in making statues. The traveler asked questions to the first man "why are you cutting stone?" The first man replied "I am cutting stone because I am paid for it". The second person replied "I am cutting stone since I have to feed my children". But the third person replied "I am giving life to the dead stones".

The above example clearly indicates that it is the sense of purpose, which can give continuous inspiration for the person to work. There will not be any sense of purpose without a compelling vision or dream, which is the common denominator for achievement. Look at the life of Mahatma Gandhi, who had a vision that motivated him, which so powerful that it energized many people around.

Most often people treat their job as means to get a handsome salary and to support their family. Such people will not have a long lasting motivation in their job. What is needed is that your job should become your calling. Your job becomes your calling when you see a purpose, meaning and satisfaction behind your job.

As pointed out by Singh (2000) for keeping oneself continually motivated is a need of reviewing of one's sense of purpose. This review may be done in order to reexamine and redefine goals to be purpose in the context of changes occurring in the environment as well in one's values and priorities.

SELF-MOTIVATION: BOUNCING BACK FROM FAILURE

The self motivated individuals have not only dreams and a sense of purpose but they are aggressive in learning, have ability to take risk, creative, independent, and having an ability to bounce back from failures. They knew how to face failures. For them failure is a learning tool. You might have known the famous example of Thomas Edison who failed not once or twice but more than a thousand times before he invented bulb. Abraham Linchon was defeated several times, yet he did not give up. He bounced back from his failure every time and achieved his vision. We all face people who criticize and discourage us. The negative opinions of others can bring depression in your heart. Self-motivated individuals know whom to approach in the event of

failure. They always have a network of people who can offer help to one another and able to point out one's potentiality.



Understanding and Managing Stress

Premlata Singh

Concept of Stress

Stress has existed throughout the evolution. Stress and pressure have become an intrinsic part of our lives yet most of us are clueless and perplexed on what to do. Most people are leading frenzied lives like hyper charged wind-up toys which don't have a 'turn-off' switch. In today's fast-paced, hectic world, stress related illnesses are more common than the common cold.

Stress is something we all have as human beings, we all face it; how we deal with it, however is a major part of what people need to learn. This makes the difference between being healthy and being sick. Conquering stress is no different from acquiring any other management skill- it just needs understanding and practice.

Stress is an all-pervasive phenomenon of life that affects different people in different ways. The workplace has become a high stress environment in many organizations cutting across occupations. Stress is disease of this millennium. A growing concern of organizations is the impact of stress on the health- mental, physical, social and emotional, which in turn is impacting productivity of its employees. Stress at work is costing money now. Stress has been referred to as the 'invisible disease' that weakens the body's immune defenses. Like hunger and thirst, stress is an inescapable part of life. We experience it in a wide spectrum of activities in our lives. Although stress is an integral part of our everyday life, it remains remarkably little understood.

It is important to understand and master stress management since stress management is the need of the hour. The word stress means different things to different people in various fields. There is no consensus on the definition of stress. It is multi dimensional. The word 'stress' is defined by the Oxford dictionary as a 'constraining or impelling force' and as 'effort, demand upon physical or mental energy'. Stress is also seen as the perturbation by demand on mind-body when it tries to cope with life. Cannon (1939) and Selye (1950) used animal studies to establish the earliest scientific basis for the study of stress by studying the physiological responses of animals to external pressures. Subsequent studies of stress in human beings established the view that stress is caused by distinct, measurable life stressors which can be ranked by the median degree of stress they produce. Hence stress was traditionally conceptualized as a result of external pressures, beyond the control of those experiencing the stress. However, now it has been argued that external circumstances do not have any intrinsic capacity to produce

stress, but instead their effect is mediated by the individual's perceptions, capacities and understanding. Hans Selye, one of the founding fathers of stress research expressed the view in 1956 that "Stress is not necessarily something bad-it all depends on how you take it." The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental. According to a definition by Lazarus "Stress is a condition of feeling experienced when a person perceives that demand exceed the personal and social resources the individual is able to mobilize."

Stress as 'Fight or Flight': Cannon (1932) established. The existence of the well-known fight or flight response wherein when an organism experiences a shock or perceives a threat is well established. It quickly releases hormones that help it to survive. This improves our ability to survive life-threatening events, to the exclusion of everything else. These hormones prepare the body to run faster and fight harder. We experience these biochemical changes not only in life threatening situations, but every time we come across some-thing unexpected or something that frustrates our goals. This has negative consequences for our body and mind. We need to keep this fight or flight response under control to be effective at our work place. We also need to keep it under check to avoid problems of poor health and burnout in the long term.

Definitions of Stress: Stress has been defined by various authors based on three criteria: (a) Response oriented, (b) Stimulus oriented and (c) Interactional.

- (a) 1 st Approach: Stress is seen as a response, "stress is the non-specific response of the body to any demand upon it."
- (b) 2nd Approach: Stress is seen as a stimulus. What characteristics of the job environment pose a threat to the individual? Stress also means those environmental factors which stimulate unhealthy individual reactions.
- (c) 3rd Approach: Stress is seen as an entire phenomena of stimulus, response and intervening variables. "An event can be stressful only if the individual perceived it as such, adopting a transactional view whereby stress refers, to the entire phenomenon of stimuli, response, and intervening variables" (Lazaurs, 1966). This approach has been widely accepted.

Job stress has been defined as the reaction of individuals to new or threatening factors in their work environments. Burnout has been defined by Wagner and Hollenbeck (1995) as a condition of emotional, physical and mental exhaustion resulting from prolonged exposure to intense, job related stress. There are three stages of burnout as given by Lauderdale (1982). These are:

- **Confusion:** Feelings of anxiety and minor health problems stem from a sense of expectations not being met without having the answer to 'why'.
- **Frustration:** Feeling of anger and hostility and more pronounced health problems stem from a sense of being unappreciated and unrewarded.
- **Despair:** Feelings of inadequacy and physical and emotional fatigue stem from thinking that actions have no meaning and a sense of depersonalization (being treated like an object).

Models of Stress Management

Transactional model:

Lazarus and Folkman (1984) have suggested that stress can be thought of as resulting from an "imbalance between demands and resources" or as occurring when "pressure exceeds one's perceived ability to cope". Stress management was developed on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus allowing stress to be controllable.

In order to develop an effective stress management programme it is first necessary to identify the factors that are central to a person controlling his/her stress, and to identify the intervention methods which effectively target these factors. Lazarus and Folkman's interpretation of stress focuses on the transaction between people and their external environment. The transactional model conceptualizes stress as a result of how a stressor is appraised and how a person appraises his/her resources to cope with the stressor. The model breaks the stressor-stress link by proposing that if stressors are perceived as positive or challenging rather than a threat, and if the stressed person is confident that he/she possesses adequate rather than deficient coping strategies, stress may not necessarily follow the presence of a potential stressor. The model proposes that stress can be reduced by helping stressed people change their perceptions of stressors, providing them with strategies to help them cope and improving their confidence in their ability to do so.

Health realization/innate health model: The health realization/innate health model of stress is also founded on the idea that stress does not necessarily follow the presence of a potential stressor. Instead of focusing on the individual's appraisal of so-called stressors in relation to his or her own coping skills (as the transactional model does), the health realization model focuses on the nature of thought, stating that it is ultimately a person's thought processes that determine the response to potentially stressful external circumstances. In this model, stress results from appraising oneself and one's circumstances through a mental filter of

insecurity and negativity, whereas a feeling of well-being results from approaching the world with a "quiet mind," "inner wisdom," and "common sense". This model proposes that helping stressed individuals understand the nature of thought-especially providing them with the ability to recognize when they are in the grip of insecure thinking, disengage from it, and access natural positive feelings-will reduce their stress.

An integrative model of stress management (based on Chauhan, 2006) : It proposes that in any particular situation there may be 'perceived stress' and the 'response' to this may be avoidance/ inaction (leading to anxiety or depression) or it may be an action-oriented approach. Furthermore the action oriented approach can be categorized as follows:

- * Proactive approach- resulting in sense of achievement
- * Reactive approach-resulting in anxiety followed by sense of relief and achievement
- * Defensive approach- resulting in fear and guilt
- * Fault finding/ Blaming approach- resulting in anger, frustration and resentment.

Positive and Negative Effect of Stress

Stress can have both positive and negative effects on individuals. Positive effects of stress: here the pressure leads to favourable consequences like positive anticipation, a feeling of being stimulated and facing an exciting challenge. Each individual needs a moderate amount of stress to be alert and capable of functioning effectively in an organization. Some positive effects of stress are :

- Expresses talents, energies and helps to pursue happiness.
- Helps in overcoming challenges / problems.
- Compels us to do a good job.
- Heightened alertness.
- Make us work energetically.
- Clarity of thought - think more clearly, work faster.
- Discard or ignore what is unimportant.
- See stress as an opportunity, challenge, enjoy meeting goals / targets.

Negative effect of stress : stress becomes negative when we stay 'pumped up' and just cannot or will not relax after meeting the challenge. This stress becomes a vicious cycle affecting health and well being. Stress is associated with anxiety, depression, hopelessness, anger and helplessness. It has also been reported that stressed people are more likely to be psychologically distressed than those who are not. They feel irritated, angry, depressed,

restless, rushed, upset and experience worry, ill health, poor appetite, emotional upheaval, impaired performance, unresolved mental strain, unhappiness.

Stress and Performance

There is usually an "inverted U" shaped curve between anxiety and performance. When we are totally relaxed we do not perform at our best on most tasks. A little anxiety and stress can motivate us and help us perform better. Too much stress impairs performance. Elevated levels of cortisol hormone may be one reason for impairing performance on some tasks.

The essential ingredients of stress are that it is caused by pressures and demands, affects one's coping ability and it affects one's perception of coping ability. Positive stress drives us to solve problems, motivates us to face challenges.

Different people react differently to stress. Our perception of our ability to cope in a given situation counts stress may be due to excessive stress by major occurrences or a cluster of many small ones. There are cumulative effect of stress at home and at work Stress is by things which are important to us, changes that put new pressures and by continuously facing situations or people we can't handle. Change in general life events - even welcome ones, can be stressful. The impacts of stressors on individuals is influenced by the duration, security, predictability and perceived controllability of the situation.

Organizational stressors

There are a number of stressors in organizations. We can find different combination in different organizations. Some of the common ones are:

- * Job design and technical problem.
- * Unreasonable deadlines.
- * Environmental job stress - automation and competitive pressure - ingredients of a recipe for workplace stress.
- * Fatigue & overwork - builds up over a period of time. Ineffective time management.
- * These days 'Techno Stress' or 'Data Smog' - information overload is also becoming a source of stress. Internet, phone, television - too much of all these impairs performance.
- * Prolonged exposure to stress.
- * Job conditions suggesting that one's efforts are useless, ineffective or unappreciated seem to contribute to burnout.
- * Poor opportunities for promotion, inadequate promotion progress.
- * Inflexible rules, procedures.
- * Unfairness.

- * Leadership style (where there is less concern for employees and poor relations).
- * Boredom.
- * Uncertainty about future.
- * Lack of control.
- * Lack of recognition.
- * Career development.
- * Conflicting demands of superiors and subordinates.
- * Lack of involvement in decisions.
- * Personality clashes.
- * Insufficient control.
- * Inexperience.
- * Over ambition, over - eagerness for quick promotion.
- * Under work.
- * Overwork.
- * Feeling under-utilized and unneeded.
- * Unexplained changes in work place.
- * Inadequate resources.
- * No proper performance appraisal or feedback mechanism.
- * Under promotion and over promotion.
- * Frequent conflicts with colleagues and staff.
- * Job insecurity.
- * Technology and stress.
- * Work under constant time pressure.
- * Too much office politics.
- * Underpaid.
- * Communication.
- * Travel to work.
- * Role overload- working under deadlines and constant time pressure.
- * Role underload - Doing work that is repetitive, monotonous and boring.
- * Over qualified for the job.
- * Work that is not relevant, useful or absolutely necessary.
- * Administrative policies and strategies - Merit promotions, Rotation, downsizing.
- * Organizational structure and design.
- * Centralization.
- * Specialization.

- * Career advancement.
- * Untrusting culture.
- * Organizational process.
- * Autocratic leadership and tight controls.
- * One-way communication.
- * Poor feedback.
- * Centralized decision-making.
- * Punitive appraisal system.

Symptoms of Stress

Stress experts attribute 50-80 per cent of episodes of illness to stress- directly or indirectly. The effects of stress on health (physical, social and emotional well being) are direct (e.g. precipitating heart attacks or unhealthy-illness generating coping habits) by indirect aggravation of existing diseases (e.g. spondylitis, arthritis) or by reducing resistance to diseases.

The long term symptoms of the stress are as follows : frustration, increased drinking, smoking, drugs, heart attacks, Hypertension, Migraine, ulcers, allergies, colitis, spondylitis, low self-esteem, job-dissatisfaction, stuttering, extreme of appetite and accident proneness.

The short term symptoms of the stress are as follows: stomach ache and 'butterflies' in stomach - intestinal problems, indigestion, diarrhoea, upset stomach, high blood pressure, fatigue, insomnia, nail biting, dry mouth, trembling clenched fists, bruxism (teeth - grinding), decrease or increase in appetite, frequent urination, nervous twitch, stuttering, increase in pupil size and perspiration

The effect of stress on individuals depends on a number of factors, the stressors themselves, the individual- his/her emotional state, personality type and life style.

Stress Management

We have to manage stress or suffer. The act and science of stress management is to keep ourselves at an optimum simulation level that is healthy and enjoyable. There are proven ways to quell stress. Behaviourist theory and consequently behaviour therapy works from the perspective that ineffective modes of behaviour are as a result of learned experiences and as such can be replaced by learning different responses in like situations. Alternatively cognitive theory and cognitive therapy operate from the view that the way one perceives things determines how one acts towards them. Identifying distorted cognition's allows an opportunity for the individual to change these distortions for a more effective view, which

enables life to be dealt with more positively. "Both belief that old actions, perceptions and beliefs can be 're-programmed' and new and more constructive 'habits' introduced.

Organizations and institutions can lay the foundations for better stress management, but it is upto the individual to reduce his/her internal pressures or to redesign his/her lifestyle... unless the individual takes an active part in the process of stress prevention and coping, institution or government policy changes will be of little use.

Stress Management Techniques: Approaches

'Reaction to life events or stressors are largely determined by our perceptions, meaning and evaluations of these events rather than by events themselves'. We create most of our stress and because we are the creators of most of our stress, we can do some-thing about it. This gives us choice and control.

Situational Approaches to Stress Management

These approaches can be classified under the following three categories :

1. Life Style -Increasing one's social support network, spiritual health Management awareness, time management and space management
2. Physiological -Relaxation techniques - deep relaxation, biofeedback, Techniques breathing, hypnosis, visualization, meditation, diet, exercise.
3. Cognitive -Stop worrying about stress - changing negative thought Techniques patterns - positive thinking, happiness, self-esteem, rational emotive behaviour therapy, neuro - linguistic programming

Tips to Better Manage Stress

Some of the tips for stress management are as follows:

- Awareness to stressors.
- Awareness to reaction to stressor - emotional, mental, physical.
- Awareness of what you can change.
- Working towards that change.
- Elimination of stressors.
- Reduction in their intensity.
- Shortening exposure to stressors.
- Checking your reaction and its intensity.
- Reviewed perspective.
- Viewing stressful situations calmly and realistically rather tha

catastrophically.

- Modifying your reactions - moderately.
- Relaxation.
- Life Style - physical and emotional reserves.
- Muscle relaxation exercises - they reduce anxiety and promote sleep.
- Visualization - create pleasant images in your mind, that are peaceful and pain-free.
- Defocusing from the negative state - through distractions – involvement in pleasurable activities, attending to others or the environment.
- Attention has to be paid to building stress hardiness.

Tips for Time Management to Cut Out Unnecessary Stress at Work

Stress can be managed by time management to quite some extent. Some of the tips for time management for managing stress are :

- Take short breaks in between and pace yourself.
- Not more than one and a half hour at a stretch.
- Do not procrastinate.
- Adjust your work according to your biological clock.
- Do not allow others to become 'stealers' of your time.
- Do things only once.
- Do things well.
- Allocate time for relaxation.
- Learn from others.
- Avoid involvement with small or trifling details.
- Planning helps.
- Do not shuffle papers - pick up and act on them.
- Learn the art of delegation - hold your staff more accountable for results instead of methods.

Conflict Management

Premlata Singh

"A man's own self is his friend. A man's own self is his foe" (Bhagavadgeeta). "The spirit indeed is willing, but the flesh is weak" (Matthew, Bible).

Introduction

Conflict is a topic of increasing importance in all human systems because of the growing scarcity of natural resources, complexity and increasing interdependence of relationships between individuals, groups, organizations and nations, pluralism in value and life style and personalities. Conflict is bound to happen when people differ in tastes, beliefs, attitudes, habits and needs. Conflict happens in personal, professional, family and social relationships. Expect it will occur in any long-term relationship.

Conflict is common when complex entities such as individuals and small groups are brought together in formal organizations. A vital part of effective management is conflict management. Many situations require the skill to resolve conflicts effectively and productively. This handling of conflicts productively can indeed be a difficult task. There is a need to learn productive ways of objectively resolving conflicts. Interpersonal relationships, exchange of informations, networking are important, yet they are open doors for potential conflict to creep into the workplace, causing difficulties that affect not only what people may accomplish in their work but also their satisfaction. The effects of conflict in the work place are widespread and costly. Studies show that 24-60 per cent of management time and energy is spent in dealing with conflicts and anger. This in turn leads to decreased efficiency and productivity, increase stress among employees and absenteeism because people focus on the distress rather than their work.

Conflict can be good, bad or ugly and it can be managed in good, bad and ugly manner. Conflict that occurs in organizations need not be destructive, provided the energy and productive force associated with conflict is harnessed and directed towards problem-solving, innovation, increasing knowledge and skills and organizational improvement. Conflict is an organizational reality that is inherently neither good nor bad in and of itself. A balanced view of conflict is emerging in the literature which recognizes that conflict is no evil and can have constructive or destructive effects, depending upon its management. Like any potent force, conflict generates ambivalence by virtue of its ability to do great injury or, if harnessed, great good. Managers at all levels react to conflict in different ways. Many managers simply ignore it because conflicts can be uncomfortable. Conflicts that are not readily resolved may cause the person to suffer helplessness and anxiety. Conflict among divisions and between people is inevitable and often useful. Good managers expect it, understand it and try to design their organizations in ways that minimize the costs of conflict and maximize the creative benefits. Conflict management is a vital part of effective managerial performance. Conflict can be directed and managed so that it

causes both people and organizations to grow, innovate and improve. If conflict is inevitable, bound to happen, then the next important point is to understand and manage it.

Developing an Understanding of Conflict

Conflict can be understood by scanning following definitions: Conflict is a state of discord caused by actual or perceived opposition of needs, values and interests between people. Dictionary meaning of conflict is "a struggle to resist or overcome, a contest of opposing forces, strife, battle, a state or condition of opposition, antagonism, discord, clash, collision". Conflict takes place when both sides believe that what each wants is incompatible with what the other wants. It occurs at different levels. "Conflict occurs when two or more parties (individuals, groups, organizations, nations) perceive mutually exclusive goals, values or events. According to Thompson (1960), "Conflict is that behaviour by organization members which is expanded in opposition to other members", while Thomas Schmidt (1976) defines it as "The process which begins, when one party perceives that the other has frustrated, or is about to frustrate, some concern of his". As per De Bono (1985). "Conflict is a clash of interests, values, actions, views and directions" and Robins (1990) defines it as "A process in which an effort is purposely made by A to offset the efforts of B by some form of blocking that will result in frustrating B in attaining his or her goals or furthering his or her interests".

Signs of Conflict in Organizations

Some of the symptoms of conflicts in organizations are : Frequent unresolved misunderstandings and arguments, negative attitudes, low morale, high tension, absenteeism, people feel they are not making a contribution, employees feel they or their work is not respected or valued, people feel insecurity and unsafe and talking behind people's backs.

Sources of Conflicts in Organizations

Today's era of achieving more with less causes stress which makes people intolerant at times and this, if left unchecked, results in conflicts. Conflict in the work place is the result of a variety of factors. These factors are as follows:

- Decentralization and decision making by employees who are not used to do so.
- Collaborative team work where different personalities come together.
- Structural Conflict - Functional conflict - competing needs of groups / units.
- Because of the structure of organizations - complexity, size, different levels of hierarchy, complicated roles and functions.
- Distortion/ Barriers and gaps in communication, breakdown in communication.
- Limited and scarce resources (actual or perceived).
- Reward and evaluation system.
- Decision making based on participatory style.

- Heterogeneous members.
- Incongruence and alterations in status.
- Dissatisfaction with job.
- Increased position, acknowledgement, appreciation, independence and monetary benefits.
- Lack of understanding, trust and openness between parties.
- A struggle for limited rewards - status, responsibility or power.
- Misunderstandings.
- Insensitive and non-supportive relationships.
- Unreasonable pressure or competition.
- Values clash.
- Interest clash.
- Personality nature - (aggressive etc.) of people.
- Sexual harassment.
- Differences in perceptions.
- Vested interests.
- Changes.
- Unfavourable organizational climate.
- Line of hierarchy.
- Power seeking.
- Poor leadership.
- Ambiguity.
- Power - value asymmetries in work relationships.
- Lack of co-operation.
- Ambiguity in jurisdiction, job role, job expectation, performance expectation.

Why Conflicts Occur in Organizations : The Top 10 Reasons

Understanding how conflicts arise at workplace can be very helpful for anticipating situations that may become turbulent. Conflicts typically stem from the following causes.

1. Divisions and departments often have different objectives. If their members cannot find common values and goals, they will not cooperate.
2. Employees are more knowledgeable and comfortable being solo contributors than being thorough members of a team, despite the need for interdependency in most work. This is exaggerated when, through their reward systems, organizations encourage employees to compete with one another. Team work is a concept that must be learned and applied throughout the organization.
3. Employees are neither trained nor prepared to negotiate shared areas of responsibility and productivity gaps comfortably.
4. Supervisors may state their expectations of employee job performance, but they usually do not

know how to do so in a way that can be heard and understood effectively.

5. Organizational problems and responsibilities are analyzed from individual or departmental viewpoints, rather than from that of the organization as a whole. Good decisions are further undermined by a short-term, crisis approach to problem solving.
6. Managers would rather do the work themselves than take responsibility for motivating others to do their best work. To motivate each employee to contribute maximum productivity, managers must demonstrate insight, dedication and flexibility.
7. Managers need significant information from front-line employees to make good decisions. Yet they seldom know how to ask for meaningful information, input or feedback from employees.
8. Differences in personality, approach to tasks and individual values create even more friction and tension than that caused by racial or cultural background differences.
9. Good communication requires trust, a suspension of assumptions and hard work, which most organizations do not demonstrate well from executive level downward to front line employees.
10. Small and large changes occur constantly within organizations, but the emotions these changes generate are seldom addressed. Employees can more easily adapt to change if they are prepared, included and supported.

Mind frames Consulting

Beside the above ten reason other causes of conflict are : incompatible goals between individuals or groups / teams; different personal values we bring to work; the extent to which we depend upon others to complete our work; scarce resources; the power distribution at work; unpredictable policies; underlying stress and tension; perceived breach of faith and trust between individuals (unleashes strongest emotions); personality clashes these differences can become strengths in a team or source of clash; differences in acquired values; ego problems; miscommunication; unclear expectations; unresolved disagreement that has been escalated to an emotional level and combinations of the above.

The Conflict Process

The conflict process can be understood in terms of Boulding's (1964) framework for a composite view of the antecedents and resolution of the total conflict situation. According to this framework the conflict process has four components:

1. The parties - at least two individuals, groups / organizations
2. The field of conflict - the whole set of relevant possible states of the social system - all possible alternative positions towards which the conflict could move.
3. Dynamics of the situation - each party in a conflict situation will adjust his or her position to one that he or she feels is congruent with the position of the opponent.
4. Management, control or resolution of conflict - conflicts are not discrete situations with a clear beginning and end.

Stages of Conflict

It is also important to understand the stages of conflict. The five stages of Conflicts are (Pandey, 1967; Rue and Byars, 1977):

1. Latent conflict - At this stage the basic conditions for potential conflicts exist but have not yet been recognized.
2. Perceived conflict - The cause of the conflict is recognized by one or both of the participants.
3. Felt conflict - Tension is beginning to build between the participants, although no real struggle has yet begun.
4. Manifest conflict - The struggle is under way, and the behaviour of the participants makes the existence of the conflict apparent to others who are not directly involved.
5. Conflict aftermath - The conflict has been ended by resolution or suppression. This establishes new conditions that will lead either to more effective cooperation or to a new conflict that may be more severe than the first.

The elements of the aftermath set the stage for subsequent episodes between the parties. The outcome of a specific conflict episode involves more than a substantive agreement. There are residual emotions - frustration from the new agreement, and hostility or mistrust stemming from the other party's behaviour during negotiations. There may be stereotypes, perceptions of incompatibility, long-term goals concerning the other and so on. All conflicts do not go through all the stages. But this leads to a better understanding and hence better management of conflicts.

Types of Conflicts

Different authors have given different categories of conflicts in the work environment. The following types of conflicts can be identified:

- a. • Institutional conflicts: Due to differences that result because of the structural relationships.
- Interpersonal conflicts: Due to personality differences, value difference, faulty communication.
- b. • Vertical conflicts - between hierarchical levels.
- Horizontal conflicts — within same hierarchy.
- c. • Within - group conflict (Intra-group conflict).
- Between - group conflict (Inter-group conflict).
- Between - organizations (Inter-organizational conflict).

Intra group (within group) conflict can be further classified as follows:

- Role conflict (simultaneous demands by two bosses at a time).
- Issue conflict - mainly related to solution of problems of objectives.
- Interaction conflict—Attribution Theory - Others' success and failure viewed differently from one's

own.

- Personal Conflict - Personal clashes, value clashes, ego issues, deep rooted personal feelings and attitudes (difficult to resolve).
- Substantive conflict — Real or actual issues is present - usually technical or administrative in nature e.g. which computer is better (Easier to resolve).

Inter-group conflict can be further classified as follows:

- Functional conflict - Each group develops its own distinctive norms and frames of reference which contain their own elements of potential conflict. Task or goal incompatibility and or boundary role incompatibility may give rise to functional conflict.
- Hierarchical conflict - This arises from interest - group struggles over the organizational rewards of status, prestige and money.
- Conflicts due to similar functions of groups and perceptions about 'others/outside'. (Levine and Campbell 1972). Ethnocentrism, the natural progression from perceived competition among groups to perceived hostility. "Symbols of one's own group or of the values shared by the group "become objective of attachment, pride and veneration; symbols of other groups or their values become objects of contempt and hatred". (Kahn, 1964).

Traditional and Contemporary Theories of Conflict

Traditional theory of conflict states that conflict is bad and a sign of mis-management because it is the antithesis of cooperation. A sign of defective or incomplete social structure. There conflict management was through structural mechanisms like dysfunctional committees, task forces, liaison roles etc. Here conflict leads to group think, poor decision making, apathy, and stagnation.

Contemporary theory-functional view of conflict is positive. Here conflict leads to stimulation, adaptation and better decision making (because of input of divergent opinions). It is psychologically healthy venting of frustrations, gives sense of participation, even exhilaration at times and sociologically healthy - encourages opposition to the status quo. Conflict initiates conditions for social change and provides conditions for democracy by encouraging respect for diversity.

Hence according to the contemporary theory conflicts are inevitable and usually beneficial. They are the natural result of change and can and should be managed

Ways / Styles of Addressing Conflict

Conflict management involves an understanding of the various styles of addressing conflict. The five common styles are as follows :

- Competition- Assert one's view point at expense of other.
- Forcing- Using formal authority or other power that are possesses to satisfy one's concerns without regard to the concerns of the party that one is in conflict with.

- Accommodating- Allowing the other party to satisfy their concerns while neglecting one's own. (Surrender one's needs to others).
- Avoiding- Not paying attention to the conflict and not taking any action to resolve it. (Ignore, avoid or postpone).
- Compromising- Attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither, (find a middle ground-partial satisfaction).
- Collaborating- Cooperating with the other party to understand their concerns and expressing one's own concerns in an effort to find a mutually and completely satisfactory solution.

Skill in conflict management involves: (a) understanding interpersonal conflict situations and (b) using the appropriate conflict management strategy for different situations.

Key Variable that define Matching Strategies to Conflict Situations

In every situation we are responsible for our actions. Conflict situations offer each of us an opportunity to choose a style for responding to the conflict. The key to effective conflict prevention and management is to choose the conflict management style appropriate for the conflict. Most of us have a favourite or typical style that we usually use in conflict situations, but we can choose a different style when it is appropriate. To most effectively resolve conflict, we should use the appropriate strategy, even though it may not be the strategy that we habitually use. Besides the strategies, other important considerations for conflict management are :

- Time pressure- Collaboration takes time, many conflict situations are either very urgent or too trivial to justify the time taken for collaboration.
- Issue importance- the extent to which important values, principle or priorities are involved in the conflict.
- Relationship importance- how important is it to maintain a close, mutually supportive relationship with the other party. Relative power- how much power you have compared to how much power other party has.

Collaborating is normally the best strategy for important issues. Compromising can often lead to quick solutions when dealing with moderately important issues. Accommodating is a quick way to resolve the conflict without straining one's relationship with other party over fairly unimportant issue while Avoiding is a poor strategy and is appropriate if one is too busy with more important concerns and if one's relationship with the other party is unimportant.

Conflict Management

The ability to resolve conflicts is a highly prized skill. Getting into conflict is easy, getting out of it is something else. Conflict contains conflicting views of what has happened- by definition. You see it one-way, the other person sees it another. And, of course, our vision is the true vision. Understand that 'the

truth' in any conflict is an illusion, as both parties see their vision of what happened as 'the truth'. *Try to understand the other parties 'truth'. "Seek first to understand then to be understood".*

Parties can conceptualize responses to conflict according to a two dimensional scheme, concern for one's own outcomes and concern for the outcomes of the other party. This leads to four hypotheses:

- High concern for both, one's own and the other party's outcomes leads to attempts to find mutually beneficial solutions (Win-Win)
- High concern for one's own outcomes only leads to attempts to 'win' the conflict (Win-Lose)
- High concern for other party's outcomes only leads to allowing other to 'win' the conflict (Lose-Win)

Workplace Conflicts can be resolved by the following:

- Looking at the communication skills and training the employees to communicate effectively-owing their feelings and own communication. How it is communicated is as important as what is communicated.
- By improving listening skills and involving in active, empathetic listening. Human needs are important and need to be understood and addressed (feeling understood, respected and heard). Collaboration requires deliberation and listening.
- By establishing healthy boundaries to avoid squabbles and power struggles.
- By improving emotional intelligence- focusing on its various facets and aspects. In case of employees who just will not change because of their unwillingness or inability it is important to set up behavioural consequences that state the likely outcome of continuing problematic behaviour.
- Shift perspectives and vision of the workplace to determine job satisfaction and fulfilment.
- Rather than trying to eliminate conflict or suppress its symptoms, managing conflicts so that it enhances people and organizations rather than destroying people and organizations.
- Asking the right questions to turn conflict into positive outcomes:

Rather than the dispute itself it is the process we use to resolve it that is important. Designing and facilitating this process is an art to be groomed. Before the intervention is designed the problem needs to be fully understood and assessed. There is no 'one best way' for managing interpersonal conflict.

Process and Structural Models of Conflict Management

Two models of conflict management have been suggested by Kenneth (1976). These are the Process and Structural models.

Process model: This is concerned with identifying events - e.g. the frustration of one party, conceptualization of the situation, behaviour and the reaction of the other party, and the final agreement or lack of agreement. After this identification, the model is then concerned with the influence of each event.

Structural model: The conflict phenomena is understood by studying how underlying conditions shape events. The objective here is to identify parameters which influence conflict behaviour, and to specify the form of that influence. The conditions are repetitively fixed or slow changing. This model is concerned with identifying the pressures and constraints which bear upon the parties behaviour - e.g. social pressures, personal predispositions, established negotiation procedures and rules, incentives etc. The model then attempts to specify the effects of these conditions upon behaviour e.g. what way do peer pressures influence behaviour, how does frequency of interaction influence conflict behaviour, and how do various personal motives shape one's conflict behaviour ?

The two models complement each other. The structural model suggests systematic changes and long-term improvements in relationship while the process model helps in managing an ongoing system and helps one to cope with crisis.

Guidelines for a Group to Cope with Conflict

Some guidelines for a group to cope with conflict are as follows (Turner, 1977):

- Attempt to define and describe the conflict in cooperative terms, (i.e. as a common problem).
- Try to deal with issues, rather than personalities.
- Deal with one issue at a time.
- Focus on issues while they are small, rather than permitting them to grow over time and become larger ones.
- Attempt to persuade one another, rather than using threats, intimidation and power play.
- Try for full disclosure of all facts, rather than allowing 'hidden agendas' (left over feelings or old arguments not settled) to function.
- Encourage validation of the other parties interests or concerns (feelings are valid, no matter what the facts are).
- Emphasize what you still have in common.
- Attempt to portray a trusting and friendly attitude.
- Try for a 'win-win' feeling (i.e. there is a piece of the pie for everyone), rather than a 'win-lose' feeling (my gain is your loss).
- Attempt to generate as many new ideas and as much new information as possible in order to broaden the perspective of all persons involved.
- Involve all principal parties to the conflict at a common meeting.
- Clarify whether you are dealing with one conflict or multiple conflicts.

For management of conflict it is essential to understand what sort of conflict behaviour is most likely to lead to constructive outcomes and which behaviours tend to be either unproductive or destructive. Hence it is essential to develop skills in conflict management to enhance personal and organizational effectiveness.

Effective Communication Skills

R. Roy Burman and Girijesh Singh Mahra

Why effective communication skills?

The ability to communicate is the primary factor that distinguishes human beings from animals. And it is the ability to communicate well that distinguishes one individual from another. The fact, is that apart from the basic necessities, one needs to be equipped with habits for good communication skills, as this is what will make them a happy and successful social being.

In order to develop these habits, one needs to first acknowledge the fact that they need to improve communication skills from time to time. They need to take stock of the way they interact and the direction in which their work and personal relations are going. The only constant in life is change, and the more one accepts one's strengths and works towards dealing with their shortcomings, especially in the area of communication skills, the better will be their interactions and the more their social popularity.

Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work. In fact, according to the management gurus, being a good communicator is half the battle won. After all, if one speaks and listens well, then there is little or no scope for misunderstanding. Thus, keeping this fact in mind, the primary reasons for misunderstanding is due to inability to speak well, or listen effectively.

Basic Communication Skills

Communication is essentially the transfer of ideas, messages or information from one person to another. It is effective when it gets the desired action or response. Basic communication skills are essential for continued success, whether personal or professional. At the very base one needs to understand the communication process.

Thus, one may ask what are communication skills? To answer that simply - Basically, communicating is like a two-way street, which entails the relation between the sender and the receiver. In this process, a cycle of communicating messages is formed between the sender and the receiver. The sender is required to conceive the message he/she wishes to send, encode this message and then transmit. The receiver then is required to receive the message, decode it and clarify his/her understanding of the message.

In order to maintain healthy communication, the two must go through this process, without bringing in other elements of intellectual thoughts and judgments, as they tend to harm the harmonious process of message passing and receiving.

From the sender's perspective one needs to have the following essential skills:

- Skills to compose the message
- Skills to send the message

From the receiver's perspective one needs to have the following essential skills:

The skill of receiving a message

- Without assumptions
- Placing biases aside
- Actively listening

Thus, the elements of effective communication are:

- Listening
- Verbal skills
- Non-verbal skills

Effective Communication

Effective Communication = Comprehension + Validity + Utility

Comprehension refers to the extent to which message conveyed is clear to receiver. *Validity* refers to the accuracy of the message and *Utility* refers to relevance of the message to audience. Communication is generally classified into a couple of types. The classifications include: i) Verbal and non-verbal, ii) Technological and non-technological, iii) Mediated and non-mediated and iv) Participatory and non-participatory.

However, the commonly known types of communications are:

A. Intra-personal communication skill:

This implies individual reflection, contemplation and meditation. One example of this is transcendental meditation. According to the experts this type of communication encompasses communicating with the divine and with spirits in the form of prayers and rites and rituals.

B. Interpersonal communication skill:

This is direct, face-to-face communication that occurs between two persons. It is essentially a dialogue or a conversation between two or more people. It is personal, direct, as well as intimate and permits maximum interaction through words and gestures. Interpersonal communications maybe:

1. Focused Interactions:

This primarily results from an actual encounter between two persons. This implies that the two persons involved are completely aware of the communication happening between them.

2. Unfocused interactions:

This occurs when one simply observes or listens to persons with whom one is not conversing. This usually occurs at stations and bus stops, as well as on the street, at restaurants, etc.

3. Non verbal communication skills:

This includes aspects such as body language, gestures, facial expressions, eye contact, etc., which also become a part of the communicating process; as well as the written and typed modes of communications.

C. Mass communication:

This is generally identified with tools of modern mass media, which includes: books, the press, cinema, television, radio, etc. It is a means of conveying messages to an entire populace.

No matter what the different types of communication skills are, communicating is an ever-continuing process that is going on all the time. It is as important to human life as is day-to-day existence.

Stages of Interpersonal Communication

Interpersonal Communication is the most used type of communication by young entrepreneurs. Therefore, it is essential for him to study the same in-depth.

The phatic stage:

This is the initial exploratory stage, which determines the course of the conversation. This begins with the greetings and accompanying gestures such as eye contact, the smile, etc. In a formal encounter there is more distance between the individuals, as compared to in the case of an informal encounter. This stage is also known as the warming up stage. There is a no meaning and intention, but just the setting for the next level of the conversation.

The personal stage:

This is the second stage in which the individuals bring a more personal element into the conversation. During this stage one generally brings down their social guard and begins to interact more openly. They are ready to let the others involved in the conversation more about themselves and the hesitation decreases. Interpersonal interactions generally move into a third stage. Otherwise professional interactions are generally confined to this stage. This stage is the most important in entrepreneurial development.

The intimate stage:

This stage is mainly meant for conversations between friends, family and relatives, where those involved in the conversation share a higher level of intimacy with each other. This stage of communicating usually entails opening one's heart and sharing rather intimate details, which is not a part of professional conversations.

Keeping in mind these stages, one becomes more aware of how their conversations should progress and where they need to conclude a conversation, or extend it for that matter. Effective skills in communication call for awareness and attentive listening.

Effective Communication Skills

More often than never, most people consider themselves to be good and effective communicators simply because they feel they can speak fluently. While speaking fluently is an important aspect of communicating, yet it is not the only requirement. One should be able to listen effectively, speak fluently and clearly, write well and read in the language/s they are familiar with.

Apart from these basic aspects of communications, one needs to keep in mind the non-verbal aspects too, in order to be considered adept in communication skills. The fact is that one needs to constantly work towards developing effective communication skills. And primarily they need to

overcome the barriers to effective communication. And this can be done when they are aware of the barriers and shortcomings.

This is in fact the first and foremost primary step to being good communicator. Given here are some of the barriers that occur in communicating effectively. Understanding these barriers will help one comprehend examples of communicating skills. After all breaking down barriers implies setting good examples...

The verbal barriers which need to be avoided are:

Attacking:

Interrogating, Criticizing, Blaming, Shaming

You messages:

Moralizing, Preaching, Advising, Diagnosing, Endorsing Power, Ordering, Threatening, Commanding, Directing

Shouting

Name-calling, Refusing to talk

The non-verbal barriers are:

Flashing eyes, Rolling eyes, Quick movements, Slow movements, Arms crossed, Legs crossed

Gestures out of exasperation

Slouching, Hunching, Lack of personal hygiene, Doodling, Avoiding eye contact, Staring at people, Over fidgeting

Needed Verbal Communication Skills

Everybody has interesting thoughts floating in their mind, however only a few are able to communicate them effectively, and bring about a resounding impact on their audience. This is because they have probably sharpened their verbal communication skills. Many feel that this skill does not need any training, as every individual is able to communicate. Yes, every individual can communicate, but the problem is that every individual cannot effectively communicate.

Then the common question that arises is: 'how to improve my communication skill'. Though the years, experts in the field of training have found innovative ways and have provided interesting tips and methods to improve your communication skills.

Given here are some interesting tips ways in which one can improve the way in which they communicate:

- A. Be aware of the communication process:** One should be aware of every aspect of the present communication - the purpose, objective and needs. One needs to be aware of what is occurring within the self; aware of what the others present feel; aware of all that is occurring between the communicators and aware of all that is happening around the communicators.
- B. Digging deeper:** One should be able to dig below the surface and derive and understands each communicator's primary needs from the conversation taking place.
- C. Clarity of thought:** One needs to be clear and focused on the subject at hand and not beat around the bush and be ambiguous.

- D. Listening empathetically:** One should hone the skills of listening with understanding.
- E. Assert respectfully:** It is important that one develops speaking up assertive communication skills. This is because when one is assertive, they are proving that they are confident about what they need to convey.
- F. Conflict resolution:** One should be able to come to win-win solutions in order to solve all problems that may occur from time-to-time.

Based on the communication skills training programs conducted by known experts in the field, here are some tips to good communication skills:

- 1. Maintain eye contact with the audience:** This is vital as it keeps all those present involved in the conversation. It keeps them interested and on the alert, during the course of the conversation.
- 2. Body awareness:** One needs to be aware of all that their body is conveying to them, as well as others. For instance, if there is anxiety rising during the course of a conversation then one feels thirsty and there may be a slight body tremor. At that point one needs to pause and let someone else speak. A few deep breaths and some water works as the magic potion at this point.
- 3. Gestures and expressions:** One needs to be aware of how to effectively use hand gestures and the way they need to posture their body to convey their messages effectively. Sometimes it may happen that they verbally convey something, but their gestures and facial expressions have another story to tell.
- 4. Convey one's thoughts:** It is important for one to courageously convey what they think. This is because when things are left unsaid, then what is being spoken is not as convincing as it should be. Then a lack of confidence develops.
- 5. Practice effective communication skills:** One should practice speaking and listening skills as often as possible. In order to practice effective speaking skills one can read passages from a book aloud, in front of a mirror, or simply perform a free speech in front of the mirror. And where listening is concerned, one can try transcribing from the radio or television, etc. this helps in honing sharper listening skills.

The ability to communicate effectively is a trick learnt by many, but practiced perfectly by not too many. This is because for most communicating is simple process. However, it is not so, it a rather simple-complex-networking system that has varied undercurrents flowing between the speaker and listener/s.

Given here is an interesting list of communication skills that one should be aware of in order to better their ability to convey their valuable messages...

1. Taking responsibility for one's messages,
2. Claiming ownership for one's messages,
3. Preparing to listen,
4. Encouraging the speaker to speak more,
5. Reflecting on what the speaker has to say,
6. Adapting to difference of opinions,

7. Being open minded,
8. Acknowledging differences,
9. Assessing without being judgmental,
10. Accepting feedback,
11. Being assertive,
12. Ability to share one's thoughts,
13. Sharing one's feelings,
14. Conveying to others a message without commanding or dictating terms,
15. Being aware of the information coming in,
16. Maintaining a communication wheel of conclusions, sense data, emotions, impact and desire,
17. Calm repetition to drive in a message,
18. Addressing people by their name,
19. Ability to explain a concept differently so that all those present understand it at their level,
20. Ability to resolve conflicts so that it is a win-win for all,
21. Ability to be concise and clear,
22. Ability to convey thoughts in a focused and concrete manner,
23. Ability to confront a situation without ruffling any feathers,
24. Ability to convey with and empathetic statement,
25. Ability to explain objectively without evaluating,
26. Ability to provide specific details supported by concrete examples,
27. Ability to monitor emotional reactions and filter out irrational thoughts,
28. Ability to project oneself into the audience's point of view

Building Effective Teams

Premlata Singh

One of the important steps to effective management is getting a group to perform like a team. This process of creating and building effective teams is indeed a very big challenge. Team members and leaders need to understand the dynamics, issues and challenges in team effectiveness including goals, roles, procedures and dynamics of interpersonal functioning. In fact the basic building blocks of human systems are interdependent groups of people or teams. Team building is a very important intervention at group level-for organizational development. It has definite implications for the total effectiveness of the entire organization. Team Building is the systematic, long range plan for the improvement of interpersonal relationships amongst those workers who are functionally interdependent.

Team building implies the ultimate purpose of increasing the effectiveness and efficiency of a group in its pursuit of personal and organizational objectives. Individuals in a team-building program should expect to increase their awareness of the impact of their own behaviour on the functioning of others. Moreover, team members should come to understand more clearly the role they play in contributing to the achievement of organizational objectives and their roles as members of an interdependent team.

What is a Team

One way to describe a work team is to distinguish it from a work group. Work groups can be best described by what they produce. The tasks of individuals in groups may be combined through processes that are additive, integrative or interactive.

A team is distinct from a group when it has the following attributes

- A common purpose
- Recognition by each individual as belonging to the same unit i.e. team identity
- Interdependent functions
- Agreed norms or values which regulate behaviour

A team is a group of individuals who must work interdependently in order to attain their individual and organizational objectives. According to Reilly and Jones there are four essential definable characteristics of teams

- The group must have a charter or reason for working together.
- Members of the group must be interdependent - they need each other's experience, ability and commitment in order to arrive at mutual goals

- Group members must be committed to the idea that working together as a group leads to more effective decisions than working in isolation.
- The group must be accountable as a functioning unit within a larger organizational context

Why Teams

- For improving the efficiency and effectiveness of team members and the organization
- For building and maintaining high morale.
- For keeping reins in check in case any member drops out
- For synergy-The synergy of a team is always potentially greater than the sum of the combined energies of its members.
- For interdependence -This is a simple reality and strength to accept in order to produce organizational results.
- For Stress Reduction and Support Base - To provide social and emotional support in order to produce a more satisfying and work - productive environment and keeping stress in check
- For Dealing with Conflicts through collaboration - a 'Win-Win' approach.
- For Self and organizational renewal

Stages in Team Development

According to Tuckman the stages of group development are -

- Forming - initial awareness
- Storming - sorting out process
- Norming - self-organization
- Performing - maturity

Some researchers have identified these stages

Creation

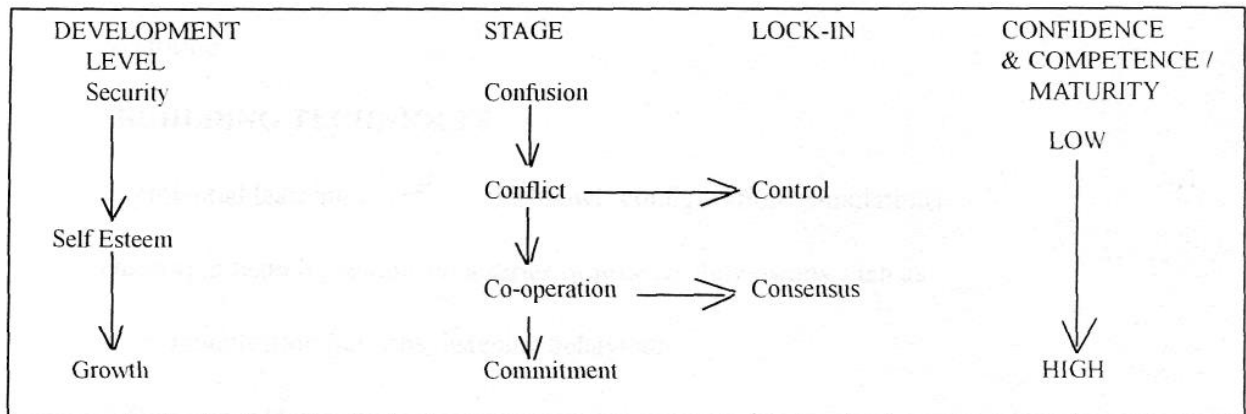
Conflict

Cohesion

Contribution

Recreation

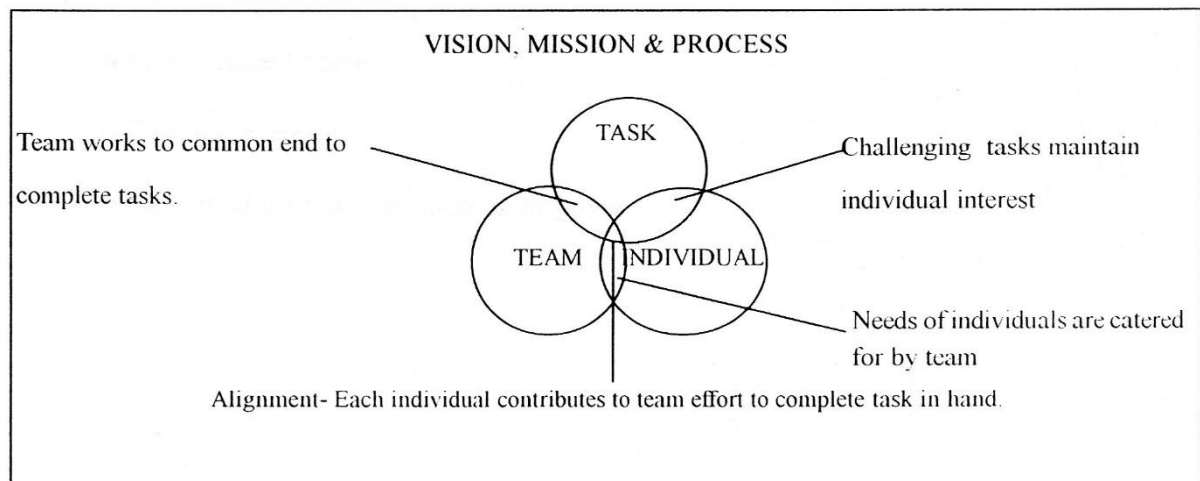
Stages of Team Development



Alignment Model for Unifying a Team

This model ensures peak performance of a synergy team.

VISION, MISSION & PROCESS



Seven "Perform" Characteristics of Effective Teams

- Purpose and Value
- Empowerment
- Relationship and Communication
- Flexibility
- Optimal productivity
- Recognition and appreciation
- Morale

Team Building Techniques

Experiential learning exercises, 'Fishbowl' configuration. Simulations Observing team behaviour on a series of process dimensions such as

- Communication patterns, listening behaviour
- Decision-making
- Task behaviours
- Maintenance behaviours
- Self-oriented behaviours
- Time management
- Amount of trust and openness in the group

SWOT Analysis

J. P. Sharma

SWOT, is the acronym of the process involving documentation, and analysis of strengths, weaknesses, opportunities and threats and has recently found vafours with researchers gapping with organizational development issues of the organizations. The allocation of finite resource - mix (men, money, material, time) for realization of institutional mandates calls for the application of SWOT analysis.

S - Strength is the basic asset of the organization that would provide competitive advantage for its growth and development.

W- Weakness is the liability of an organization that can create a state of time and situation specific disadvantage for its growth and development.

O - Opportunity is the ability of the organisation to grow and achieve its specific objectives in a given situation.

T- Threat is a situation that blocks the abilities of the organization to grow and develop for meeting its ultimate goals.

The term SWOT has a recent origin, however, we have been utilizing this concept since inception of the civilization. When we seek a match for our girl/boy's marriage, choose a education line for our son/daughter or when the politician choose his or her constituency for election etc., in every situation we do this analysis without naming it as SWOT analysis.

SWOT in Agriculture

Application of SWOT analysis-for agriculture research organizations now assumes greater relevance because of internationalization and globalization of agriculture. In India with growing urbanization the land available for agriculture is continuously reducing. The situation in future will further aggravate due to population explosion and conversion of joint families into nuclear families and subsequent division and fragmentation of land. As a result per capita land availability is decreasing day by day and pressure on agriculture land is increasing. Average land holding size decreased from 2.28 ha. in 1971 to 1.84 ha. in 1981 and now this is less than 1 ha. Further the per capita land availability is far low in areas around big cities. Another sever problem India is facing is negative growth in employment opportunities. Growth of employment decreased from 2.82% in 1972-73 to 1.15% in 1987-88. It was only 1% during the year 1996-97 and continuously it is decreasing. With this all, the youths in rural areas are victims of frustration, goallessness and normlessness and this situation has given birth to various social evils. It is estimated that the rural population has declined from 80% in 1971 to 70% in 2001. If it continues uncontained, in only few years from now, it will not only create chaos in cities and towns, but it would destroy the socio-cultural-fabric of rural

India. Hence, even if agricultural productivity of India improves, much more needs to be done in other aspects also for attaining economic prosperity and development of the rural areas.

In view of the pressure on farmland and rampant unemployment, there is a strong need to diversify and commercialize agriculture. Agriculture need to be converted from culture to business. There are now available a number of technologies and opportunities for farmers to take a shift from subsistence farming to commercial and economically viable agriculture. However, to select a right kind of opportunity from the available alternatives, we need to study its strength & weaknesses through SWOT analysis.

Having decided to become an agri-preneur, the next task is to decide what business to venture in to, the product or range of products that shall be taken up for manufacture and in what quantity. This may sound simple, but in my view, It is the hardest and the single most important decision you will take in this whole business of setting up a small-scale enterprise. As the old saying goes "well begun is half done", and if your decision to select a product is right, basically your enterprise will do well, if not, there are likely to be troubles ahead. One of the reasons why many small scale units become "sick" is that no serious thought is given by the entrepreneur before starting the unit on whether there is reasonable chance of succeeding in the product selected.

Even after you have taken a correct decision, all sorts of things can happen and upset your plans, but in such cases, you can retrieve the situation, provided you product is intrinsically sound. There could be factors beyond your control and one must be prepared to face them.

In making your mind what to make, the first thing is to analyse yourself, what is your interest? What are your basic skills? In what field you are good? All of us have strong points and weak ones and in choosing your product you must capitalise, on you strong ones. Don't let weaknesses take over. The exercise known as "micro screening" may help you select a right kind of product though SWOT analysis.

The output of this exercise consist in having a group or individual participants identify 10 potentially viable projects ideas that the group or individual participants thinks feasible for undertaking in a specific locality (stated by the facilitator, by the location of the training, by the origin of the participants etc.) from the number of ideas that have been generated as a result of the brainstorming session. The 10 identified, potentially viable project ideas are put in a flip chart. A brief presentation by the group -representatives or individuals participants may be called for by the facilitators.

The facilitator explains that the 10 potentially viable projects ideas will undergo a finer screening test, that is the micro screening. He then proceeds to explain the concept. He uses a ready-made micro screen chart containing various columns with the following heading.

PJ	MKT	RM	TEC	SKL	GOP	SFT	EI	RE	PFT	C/B	TTL	CF
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Coloum

1. Project (PJ)
2. Availability of market (MKT)
3. Availability of raw material (RM)
4. Availability of technology (TEC)
5. Availability of skill (SKL)
6. Government priority (GOP)
7. Strategic Fit (SFT)
8. Ease of Implementation (EI)
9. Risk exposure (RE)
10. Profitability (PFT)
11. Cost / benefits (C/B)
12. Total (TTL)
13. Critical success factors (CF)

The 10 factors (starting with column 2 to column 11) will be rated according to the participant's or group's perception of information, or experience in the following manner:

1. Poor
2. Fair
3. Satisfactory
4. Very Satisfactory
5. Excellent

The potential total score, a project idea can get is 50 points, that is 5 for excellent multiplied by 10 factors. The facilitator must explain the meaning and significant of the 10 factors using a specific project as an example, the following is a guide:

1.Availability of Market

If there is no assurance of an adequate market, there is no sense in going to business. The market must be large enough to enable the entrepreneur to capture a market share and in the process, make an attractive profit from the transaction after deducting his costs from sales.

Indication of availability of market includes, among others:

- a) Existing demand is not present adequately served by existing suppliers;
- b) Existing demand is presently served by imports;
- c) Existing demand is presently not served at all;
- d) The project's product has significant uniqueness or unique selling feature-USF (in the case of a product) or unique selling proposition- USP (in the case of service) such as a more desirable feature, better quality, more durable, better taste, superior after sales service, free delivery, etc.
- e) Supply of the product/service is not reliable;
- f) Demand for the product/ service is expected to increase significantly or substantially in the future;

2.Availability of Raw Material

Availability of raw materials is indicated by the following consideration:

- a) Raw material are available in adequate quantity locally;
- b) There is reliability of supply whether local or imported sources;
- c) Seasonality, perishability, quality and variability of raw materials have been considered and found to be satisfactory;
- d) Price of raw materials is reasonable;
- e) Increase in the price of raw materials in the future is perceived to be reasonable and predictable

3.Availability of Technology

The technology can be evaluated in terms of the following indicators;

- a) The technology or technologies to be used have been proven;
- b) Reasonably priced technologies are available to produce the product;
- c) Technology is appropriate for the level of production, level of investment and desired

product quality

- d) The project will not suffer from technology obsolescence, which will render the project non-viable.

4.Availability of Skills

Availability of skills can be gauged by the following factors;

- a) Different skills (conceptual, managerial, technical and manual) needed by the project are available;
- b) Supply of skills is relatively steady and stable so as not to jeopardize the project in case of sudden or unforeseen labour changes, unusual turnover, or unexpected problems;
- c) Cost of labour is projected to be fairly steady and predictable

5.Government priority

This is indicated by following considerations:

- a) The project is listed under the government's list of priorities for promotion or investment;
- b) The project receives government incentives whether fiscal (e.g. tax exemption or reduction, tariff protection, import privileges, etc.), monetary (priority lending status, reduced interest rate), or other support assistance (e.g. marketing, technical or consultancy services);
- c) The project falls under the government's priorities of import substitution, export promotion, employment generation, rural industrialization programs, technology development/transfer, etc.

6. Strategic Fit

The Strategic Fit of the projects under consideration is indicated by the following criteria:

- a) Proposed projects fits well within competence
- b) Proposed projects fits well within the existing product line, technology, marketing set up, production system, facilities and resources of the entrepreneur or the firm;
- c) Project complements and enhances the existing set up; viability or growth of the firm through a positive synergy;

7. Ease of implementation

Ease of implementation can be measured by the following criteria:

- a) Project.can be easily be implemented because the inputs are readily available;

- b) Project can be implemented within a short gestation period or reasonable preparatory' period (e.g. 3 months to one year);
- c) Project can start operation within one year from the completion of the training
- d) Any unforeseen difficulties can be controlled by the entrepreneur or management;

8. Risk Exposure

The project is rated excellent if it is considered less risky, or risks are very minimal while projected profits are more or less assured. Degree of risk can also be assessed in terms of the following factors:

- a) The product or service can readily be copied or imitated if the projects is found very profitable by others;
- b) Competitors who have more resources and expertise may effectively fight back if threatened by the project;
- c) Changes in customer and consumer's lifestyle, buying habits, consumption and spending pattern, etc. may take place anytime before the project can service the market;
- d) The project may suffer from unforeseen factors such as weather condition, availability of raw materials technology obsolescence, changes in government policies, priorities or programs;
- e) Dependency of the projects on imported inputs whether raw materials, technology, skills or other resources.

9. Profitability

At this point in the training, the participants have not yet undertaken business plan preparation. In this case, profitability is a matter of perception or prior knowledge of the participants which may be based on their reading, experience, or observation/feedback from others (competitors, suppliers, consultants, others). This criterion can be rated in terms of whether the profitability (return on investment) is:

- a) Excellent
- b) Very Satisfactory
- c) Satisfactory
- d) Fair
- e) Poor

10. Cost/Benefit

This tenth factor is practically the summation of all the other nine criteria and gives an overall impression regarding the desirability and feasibility of undertaking the project. The various considerations to be taken into account in rating this factor include:

- a) Whether the benefits of the projects in terms of profitability, risk investment requirement, availability of inputs, etc. are worth all the efforts in conceptualizing, organizing, and implementing the project;
- b) The projects provides sufficient (tangible and visible) benefits to the community either through employment generation, backward or forward linkages with other industries or economic activities; availability of needed products and services, etc;
- c) The project is economically viable through its own merits and not through artificial government intervention.

The critical success factors (CSF) CSF means a certain factor particular to the identified projects which is very important to the success of that specific project. If the certain factor is missing, is inadequate, or is not properly taken into account, it can suggest that the project is not feasible or is likely to collapse. A Project's CSF can be one of the 10 factors above. However, it must be further refined. For example, not just raw materials, but seasonality of raw materials, perishability of raw materials, lack of standardization of raw materials,, unpredictability of availability of supply (perhaps due to import restrictions, infrastructure problem, weather condition, etc.) The CSF concept is also way of validating-the participants explanation and rating with'regard to the 10 micro screening factors.

After the explanation of the whole micro screening technique (the meaning of the 10 factors, the rating system, and the CSF), the facilitator can give the" participants about 30 minutes to one hour to go through the exercise — asking the participants to micro screen the 10 identified projects ideas. The facilitators should be around to provide further explanation to the 10 criteria or guidance to the participants. To allow more time for discussion or evaluation, the facilitator can prepare in advance the micro screen chart according to the number of participants or groups.

After the exercise, the facilitator can ask for class presentation. In a full course setting, volunteer participants can explain the three highest rated projects. In an appreciation workshop or training of trainers, the micro screen is a group 'process, hence each group can be called by the facilitators to take turn in presenting their three highest rated project ideas. The class should be encouraged to ask questions to help crystallize or clarify the participant's rating. It has been the experience that the other participants always provide constructive feedback particularly in providing information unknown or unclear to the presenting participant or groups. The micro screen leads to the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. Before concluding anything, we

should remember that SWOT analysis for any product is not a blanket recommendation but depends on place, individual person and even on time. So while deciding the suitability of the product, these things should be kept in mind. A project may be suitable at one place and may not be suitable at another place, it may be good for one person and may not be good for another individual.

Understanding Personal Strengths

Rashmi Singh, M. S. Nain and J. P. Sharma

The most basic philosophical question which has always been intriguing and interpreted variously over the ages is the question Who am I? Understanding and knowing self is prerequisite to perform or serve in any capacity. Self-concept or self identity is the mental and conceptual understanding and persistent regard that human beings hold for their own existence. In fact, it is the sum total of a being's knowledge and understanding of his or her self. The self-concept is different from self-consciousness, which is an awareness or preoccupation with one's self. Components of the self-concept include physical, psychological, and social attributes, which can be influenced by the individual's attitudes, habits, beliefs and ideas. A milestone in human reflection about the non-physical inner self came in 1644, when Rene Descartes wrote Principles of Philosophy. A second milestone in the development of self-concept theory was the writing of Sigmund Freud (1900) who gave us new understanding of the importance of internal mental processes. While Freud and many of his followers hesitated to make self-concept a primary psychological unit in their theories, Freud's daughter Anna (1946) gave central importance to ego development and self-interpretation. Self-concept theory has always had a strong influence on the emerging profession of counseling.

The most influential thoughts are of Carl Rogers (1947) who introduced an entire system of helping built around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment. Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. Self-concept is learned, is organized, and is dynamic.

Empowering yourself is neither easy nor quick. It calls for fundamental changes in attitudes, behaviours, communication styles and even one's self-image. An empowered person seeks, through formal and informal appraisals from managers, colleagues and subordinates to understand his or her strengths and weaknesses. They also seek for themselves the resources they need to build on their weaknesses and develop their strengths. **Self-knowledge is strength.** Empowered people challenge constantly their own beliefs about what they are and are not capable of. Confidence and self-image create some of the strongest motivation and some of the most

powerful limitations to change any behaviour. People do what they believe they are capable of doing and it can take significant effort to overcome one's personal view of one's capabilities.

It is essential for a budding entrepreneur to understand his strengths and weaknesses. He must have some understanding of the task he wishes to undertake and should be able to assess the resources available with him in terms of his internal strength as well as those that are required for performing the task. The exercise on tower building helps in providing information to an individual about how he makes his decision, whether he gets disheartened by apparent blocks and perceives them as real or it does not really deter him. How focussed he can be in his goal achievement and his ability to concentrate without losing hope. The exercise on Tower Building is useful in providing self-awareness on all of the above besides highlighting the concept of help and encouragement in task accomplishment.

To conduct the exercise one requires about 20-30 wooden blocks of about 1 ½ inch cube and a blindfold.

Objectives

- (i) To help the participants understand the difference between apparent block and real block.
- (ii) To make the participants understand the need to critically evaluate resources personal and material, for any task accomplishment.
- (iii) To help the participants understand the differences in help, instructions and encouragement.
- (iv) To help the participants relate their confidence with entrepreneurial achievement.

Time required: 1.5 to 2.5 hours.

Method: The exercise is usually introduced in an interesting fashion relating it with reality e.g., the facilitator announces "today there was a news item in the papers that the government has invited tenders for constructing towers on which prefabricated flyovers will be made in the city". The participants are invited to take part in this activity. We will be making towers here from this material- the wooden blocks. The facilitator notes down names of participants and their estimated number of cubes they think they can put up in a single file tower on the display board in front of the class.

Then comes the announcement regarding 'the task is to be done by handicapped people who are blind and would be allowed to use wrong hand for building the tower'.

Participants are invited to participate in the game in groups of three members and observations are noted down. The team members are asked to take up the role of a worker, supervisor and manager.

Processing: Before the facilitator starts processing the data and ask them how they felt. It is always desirable to extract the exact feelings in their own words and then build on those by gently probing

deeper and deeper. Invite the worker of the first group to say what was going on in his mind when he was constructing the tower. What he really made of the help that was given to him. How involved he felt while making the tower, etc. proceeds from the initial target setting. Who was the influencing force? In case worker had initially set a higher target vis-a-vis other two team members then how other's lack of confidence in him affected him, why he agreed to decline from his own estimate of himself, etc.

The concepts which emerged and deliberated on during the experiential session were:

- Target setting
- Decision Making
- Actual resources needed for the task
- Real and Apparent blocks
- Understanding resources available with self
- Role of various resources - self and outside resources.

Goal Setting For High Performance

R. N. Padaria

Goal setting is a powerful way of motivating people as well as motivating our self. The value of goal setting is so well recognized that entire management systems, like “Management By Objectives” have goal setting basics incorporated within them. The famous goal setting theory was put forward by Dr Edwin Locke in the late 1960s. It is widely recognized as the most valid and useful motivation theories. Today, we all use it and set our goals. Not only company and organizations use it, we use it in our lives too. It is a great way to motivate us and enhance our performance.

Dr Edwin Locke's pioneering research on goal setting and motivation in the late 1960s led to a sea change in management styles. Locke's research showed that there was a relationship between how difficult and specific a goal was and people's performance of a task. He found that specific and difficult goals led to better task performance than vague or easy goals. Telling someone to "Try hard" or "Do your best" is less effective than "Try to get more than 80% correct" or "Concentrate on beating your best time." Likewise, having a goal that's too easy is not a motivating force. Hard goals are more motivating than easy goals, because it's much more of an accomplishment to achieve something that you have to work for.

A few years after Locke published his article, another researcher, Dr Gary Latham, studied the effect of goal setting in the workplace. His results supported exactly what Locke had found, and the inseparable link between goal setting and workplace performance was formed. In 1990, Locke and Latham published their seminal work, "A Theory of Goal Setting and Task Performance." In this book, they reinforced the need to set specific and difficult goals, and they outlined three other characteristics of successful goal setting.

Characteristics of successful goal setting

According to the goal setting theory, to result in high motivation and performance, goals must be specific, challenging and achievable.

1. Goals should be Specific

Specific means that we describe our goal in as much detail as possible, the more clearly defined, the better. For example, "I will be fitter than I am now" is a general goal. Instead, "Jogging five miles once a week" is a specific goal. If we dream of a new car, what does the new car look like? We decide on an "Audi A4, red, including navigation system". This is a specific goal.

Specific means to be quantitative. For example, we may set a goal such as "To review two papers every day". This is a specific target. When we use the specific result as a source of motivation, we perform better.

2 Goals Should Be Challenging

One of the most important characteristics of goals is the level of challenge. People are often motivated by achievement, and they'll judge a goal based on the significance of the anticipated accomplishment. When we know that what we do will be well received, there's a natural motivation to do a good job. Rewards typically increase for more difficult goals. If we believe we will be well compensated or otherwise rewarded for achieving a challenging goal, that will boost our enthusiasm and our drive to get it done.

When setting goals, make each goal a challenge. If an assignment is easy and not viewed as very important – and if we or our employee doesn't expect the accomplishment to be significant – then the effort may not be impressive. Let us make each goal a challenge to us. If the goal we can easily achieve, without difficulty, it is not very motivational. Hard goals are more motivating than easy goals, because when we are challenging a goal, we will try our best and generate enough enthusiasm to get it done. When the goal has been accomplished, we will feel very happy and we will get high rewards too. However, it's important to strike an appropriate balance between a challenging goal and a realistic goal. Setting a goal that we will fail to achieve is possibly more de-motivating than setting a goal that's too easy. The need for success and achievement is strong; therefore people are best motivated by challenging, but realistic, goals.

3. Goals should be achievable

If the goals are not realistic to achieve, we may lose confidence in the end. So when we set a goal, make sure that we can achieve it. The goal should be challenging and difficult, and we believe that we can achieve it too. The last factor in goal setting theory introduces two more requirements for success. For goals or assignments that are highly complex, take special care to ensure that the work doesn't become too overwhelming.

People who work in complicated and demanding roles probably have a high level of motivation already. However, they can often push themselves too hard if measures aren't built into the goal expectations to account for the complexity of the task. It's therefore important to do the following:

- Give the person sufficient time to meet the goal or improve performance.
- Provide enough time for the person to practice or learn what is expected and required for success.

The whole point of goal setting is to facilitate success. Therefore, we should make sure that the conditions surrounding the goals don't frustrate or inhibit people from accomplishing their objectives.

6. Goals should be relevant

Relevant means that the goal is important to us. It's something that we genuinely want, that fits in with our values and beliefs, and that we are prepared to work towards the goal. It's important to distinguish here between a goal and a passing thought. For example, we may like the notion of becoming a top racing driver, but are we really prepared to get up early and train every single day for the next 5 years? Depending upon the requirement of the project or organizational goal we have to set our goal keeping the relevancy in consideration and at the same time we need to be prudent to alter our work and life styles to pursue the goal.

Goals must be understood and agreed upon if they are to be effective. Employees are more likely to "buy into" a goal if they feel they were part of creating that goal. The notion of participative management rests on this idea of involving employees in setting goals and making decisions. This doesn't mean that every goal has to be negotiated with and approved by employees. It does mean that goals should be consistent and in line with previous expectations and organizational concerns. As long as the employee believes that the goal is consistent with the goals of the company, and believes the person assigning the goal is credible, then the commitment should be there.

Goal commitment and difficulty often work together. The harder the goal, the more commitment is required. If we have an easy goal, we don't need a lot of motivation to get it done. When we are working on a difficult assignment, we will likely encounter challenges that require a deeper source of inspiration and incentive.

As we use goal setting in our workplace, we should make an appropriate effort to include people in their own goal setting. Encourage employees to develop their own goals, and keep them informed about what's happening elsewhere in the organization. This way, they can be sure that their goals are consistent with the overall vision and purpose that the organization seeks.

7. Goal should be time-bound

Time-bound is one of the important factors. It means we have to put a deadline on achieving our goal. Well, suppose we don't put a deadline, how long is it going to take? May be forever. We need to complete the task in scheduled time frame so that other related and dependent works of the project or organization are not affected. Therefore, we must add a completion date to our goal.

Conclusion

Once we have set up a goal, we should find out if our goal is smart according to this system. We adjust your goal until it is a smart goal. We can use goal setting theory to motivate ourselves. When developing goals, make sure the goals are not only specific, challenging, and achievable, but also are measurable and have a target date for attainment. Finally, we should make sure that we provide feedback on goal performance. We should measure our progress and see how we are doing. If the goal is too hard, adjust the goal's difficulty. If we follow these simple rules, our goal setting process will be much more successful, and our overall performance will improve.

The Science and Art of Public Speaking

Girijesh Singh Mahra, R.R. Burman and V. Sangeetha

Introduction

Public speaking (sometimes termed oratory or oration) is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. Public speaking is commonly understood as the formal, face-to-face talking of a single person to a group of listeners. It is closely allied to "presenting", although the latter is more often associated with commercial activity. Most of the time, public speaking is to persuade the audience.

In public speaking, as in any form of communication, there are five basic elements, often expressed as *"who is saying what to whom using what medium with what effects?"* The purpose of public speaking can range from simply transmitting information, to motivating people to act, to simply telling a story. Good orators should not only be able to engage their audience, but also able to read them. The power of a truly great presenter is the ability to change the emotions of their listeners, not just inform them. Public speaking can also be considered a discourse community. Interpersonal communication and public speaking have several components that embrace such things as motivational speaking, leadership/personal development, business, customer service, large group communication, and mass communication. Public speaking can be a powerful tool to use for purposes such as motivation, influence, persuasion, informing, and translation

Effective public Speaking

For becoming effective public speaker following points has to be kept in mind

1. Know Your Audience

Before going to prepare your speech/content always investigate about educational background, beliefs, language, norms, and customs of your audience. Prepare the content in that language which is understandable by audience and relevant to their needs and have suitability with norms and mores of society. Knowing as much as you can about their knowledge, their age, the number of people you will be lecturing or speaking to. If you get some idea of what they hope to achieve from the speech, then that will help you to prepare in a more effective way.

2. Know your Purpose

Prepare the content according to the occasion. There are different styles of preparation of content for debate, declamation, teaching situation or speech. Be clear about your purpose.

3. Command on Language and Subject Matter

- A good speaker has rich and diverse vocabulary of the language in which he communicates. Always choose that language in which you and audience are comfortable.
- *Command over subject matter on which you are going to speak is the prerequisite of effective communication.* Once you have well prepared your content then it will automatically give you inner confidence.
- *Content should be Simple, understandable, attractive, free of jargons.* Make message SMART (simple, measurable, authentic, reliable and timely).

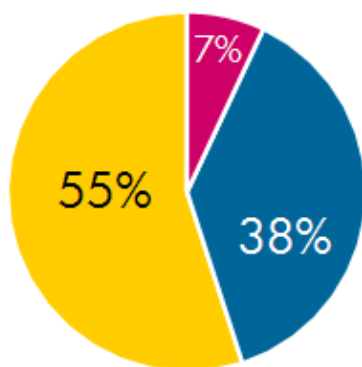
4. Verbal Communication (tone, pitch and modulation)

When your name is announced, from that very moment till you return after finishing your speech, communication goes on. Your starting/opening of speech should be attractive and catchy. *Play with diversity of tone and pitch.* There should be balanced up and down of tone and pitch. Provide effects and punch at suitable places.

Verbal Communication varies according to the speaking platform example for debates speaking needs to be argumentative, for declamation speech should contain both pro and cons of the topic. Adapt your voice according to the occasion. A large group lecture (50+) will be far more formal than a small group. For small groups you can include them in the speech, by asking questions or involving them. Be aware that any holes in your research will be noticed and questioned by someone in the audience, so to prevent any awkward moments make sure there are no holes, sweeping statements or uncertainties.

Never assume “no one will notice” or “no one will ask about that”. Always assume someone will ask. Try to think of all the questions you could be asked and make sure that you have an answer.

5. Non Verbal Communication



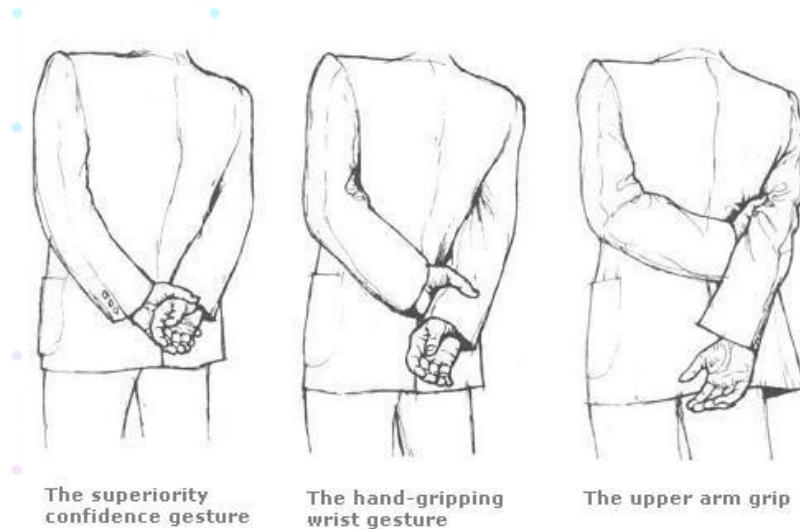
Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

Maximum communication occurs through non verbal communication. Always wear clothes suitable to the occasion (formals with soothing color clothes). Gestures and postures play a crucial role in making your audience understand. Use hand movements in a balanced way and in synchronization with your verbal communication. Practice the speech at home, and time it.

There are many nonverbal signals which we should avoid while speaking in public, some of those are as follows

(i) Gripping Hands, Arms and Wrists



- **Superiority/Confidence Gesture** - Several prominent male members of the British Royal Family are noted for their habit of walking with their head up, chin out and one palm gripping the other hand behind the back. Not only does British Royalty use this gesture; it is common among Royalty of many countries. On the local scene, the gesture is used by the policeman patrolling his beat, the headmaster of the local school when he is walking through the school yard, senior military personnel and others in a position of authority.
- **Hand-Gripping-Wrist Gesture** - which is a signal of frustration and an attempt at self-control. In this case one hand grips the other wrist or arm very tightly as if it is an attempt by one arm to prevent the other from striking out.
- **Upper Arm Grip Gesture** - The further the hand is moved up the back, the more angry the person has become. He is showing a greater attempt at self-control than the man in Hand-Gripping-Wrist Gesture man, because the hand is gripping the upper arm, not just the wrist. It is this type of gesture that has given rise to such expressions as, 'Get a good grip on yourself'.

(ii) Thumb Displays

The thumbs denote strength of character and ego and the non-verbal use of thumbs agrees with this. They are used to display dominance, superiority or even aggression; thumb gestures are secondary gestures, a supportive part of a gesture cluster. Thumb displays are positive signals, often used in the typical pose of the 'cool' manager who uses them in the presence of subordinates



The dominant male



The dominant female

- **Dominant Male** - Arms folded with thumbs pointing upwards is another popular thumb gesture position. This is a double signal, being that of a defensive or negative attitude, (folded arms) plus a superior attitude (displayed by the thumbs). The person using this double gesture usually gesticulates with his or her thumbs, and rocking on the balls of the feet when standing is common.
- **Dominant Female** - Dominant or aggressive women also use this gesture. The women's movement has allowed them to adopt many male gestures and positions. In addition to all this, thumb thrusters will often rock on the balls of their feet to give the impression of extra height.

(iii) The Mouth Guard



- The mouth guard is one of the few adult gestures that is as obvious as a child's. The hand covers the mouth and the thumb is pressed against the cheek as the brain sub-consciously instructs it to try and suppress the deceitful words that are being said. Sometimes this gesture may only be several fingers over the mouth or even a closed fist, but its meaning remains the same.
- Many people try to disguise the mouth guard gesture by giving a fake cough. If the person who is speaking uses this gesture, it indicates that he is telling a lie. If, however, he covers his mouth while you are speaking, it indicates that he feels you are lying!

(iv) Nose Touching and Eye Rub



The nose touch



The eye rub

- **The Nose Touch** - In essence, the nose touch gesture is a sophisticated, disguised version of the mouth guard gesture. It may consist of several light rubs below the nose or it may be one quick, almost imperceptible touch. Like the mouth guard gesture, it can be used both by the speaker to disguise his own deceit and by the listener who doubts the speaker's words.
- **The Eye Rub** - 'See no evil' says the wise monkey, and this gesture is the brain's attempt to block out the deceit, doubt or lie that it sees or to avoid having to look at the face of the person to whom he is telling the lie. Men usually rub their eyes vigorously and if the lie is a big one they will often look away, normally towards the floor. Women use a small, gentle rubbing motion just below the eye, either because they have been brought up to avoid making robust gestures, or to avoid smudging make-up. They also avoid a listener's gaze by looking at the ceiling.

(v) Ear Rub and Neck Scratch



The ear rub



The neck scratch

- **The Ear Rub** - This is, in effect, an attempt by the listener to 'hear no evil' in trying to block the words by putting the hand around or over the ear. This is the sophisticated adult version of the handsover-both-ears gesture used by the young child who wants to block out his parent's reprimands. Other variations of the ear rub gesture include rubbing the back of the ear, the finger drill (where the fingertip is screwed back and forth inside the ear), pulling at the earlobe or bending the entire ear forward to cover the earhole. This last gesture is a signal that the person has heard enough or may want to speak.
- **The Neck Scratch** - In this case, the index finger of the writing hand scratches below the earlobe, or may even scratch the side of the neck. Our observation of this gesture, reveals an interesting

point. The person scratches about five times. Rarely is the number of scratches less than five and seldom more than five. This gesture is a signal of doubt or uncertainty and is characteristic of the person who says, "I'm not sure I agree." It is very noticeable when the verbal language contradicts it, for example, when the person says something like, "I can understand how you feel."

(vi) Collar Pull Gesture and Fingers in the Mouth Gesture



The collar pull



Fingers in mouth

- **The Collar Pull** - when a person is feeling angry or frustrated or sweating and needs to pull the collar away from his neck in an attempt to let the cool air circulate around it. When you see someone use this gesture, a question like, "Would you repeat that, please?" or, "Could you clarify that point, please?" can cause the would-be deceiver to give the game away.
- **Fingers in the Mouth** - Morris's explanation of this gesture is that the fingers are placed in the mouth when a person is under pressure. Whereas most hand-to-mouth gestures involve lying or deception, the fingers-in-mouth gesture is an outward manifestation of an inner need for reassurance. Giving the person guarantees and assurances is appropriate when this gesture appears.

(vii) Cheek Gestures

- **Boredom Gesture** - When the listener begins to use his hand to support his head, it is a signal that boredom has set in and his supporting hand is an attempt to hold his head up to stop himself from falling asleep. Extreme boredom and lack of interest are shown when the head is fully supported by the hand.
- **Interested Gesture** - Interested gesture is shown by a closed hand resting on the cheek, often with the index finger pointing upwards. Should the person begin to lose interest but wish to appear interested, for courtesy's sake, the position will alter slightly so that the heel of the palm supports the head.
- **Genuine interest** is shown when the hand is on the cheek, not used as a head support.



Boredom Gesture

Interested, Evaluation
Gesture

(viii) Head-Rubbing and Head-Slapping Gestures



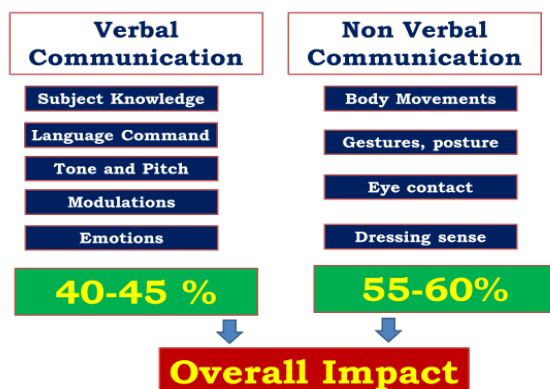
Pain in neck gesture



forgetfulness

- **Pain in Neck Gesture** - A person who uses this when lying usually avoids your gaze and looks down. This gesture is also used as a signal of frustration or anger and, when this is the case, the hand slaps the back of the neck first and then begins to rub the neck.
- **Forgetfulness Gesture** - The slapping of the head communicates forgetfulness, the person signals how he feels about you or the situation by the position used when he slaps his hand on his head, either the forehead or the neck. If he slaps his forehead he signals that he is not intimidated by your having mentioned his forgetfulness, but when he slaps the back of his neck. He non-verbally tells you that you are literally a 'pain-in-the-neck' for pointing out his error.

Thus, its your verbal and non-verbal communication which makes overall impact on audience.



6. The 6 I's of credibility for public speaking

Ideation	Be creative in presenting the idea
Information	Bring out new and decision driving facts
Influence	Be charismatic with show of confidence
Integrity	Be authentic and build a trust through the first half of the session
Impact	Identify and present a memorable delivery to root the message
Ignition	Call out to action, if required (E.g. Funding, Social Action etc.)

7. Timing

You will be given a time for your speech, sometimes these are flexible (between 10-15 minutes for example) which is good, as going over time is bad manners. However, if you are told you have 20 minutes make sure you stick to it, as you cannot rush your lecture to finish as this will affect delivery, and you do not want to be stopped before the end. If you have a time slot of 20 minutes, for example, the audience will know this, and will start fidgeting as you go over time, which is distracting for you, and you are certain they are not listening, but rather thinking about their lunch or tea-break.

Always read your notes before you arrive at the venue so it is fresh in your mind which will eliminate a total reliance on notes. Also remember that you are the only one who knows exactly what you intend to speak about, so if you miss something out no one else will know.

8. Develop habit of Listening to Great Orators

Try to develop a habit of listening great orators in History like Martin Luther King, M K Gandhi, Wiston Churchill, Swami Vivekananda etc. Learn new words daily and try to use then next time when you speak.

Useful References for public speaking

- <http://www.wikihow.com/Be-an-Effective-Public-Speaker>
- <http://www.artofmanliness.com/2008/08/01/the-35-greatest-speeches-in-history/>
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- Mahtma Gandhi Speech London 1931 <https://www.youtube.com/watch?v=SakitCoNYc>
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<https://www.youtube.com/watch?v=3vDWWy4CMhE>



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