

Code No. 350

Senior Secondary Course

Employability Skills

Book - 1



NATIONAL INSTITUTE OF OPEN SCHOOLING

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Developed under MHRD-UNFPA Supported: Adolescence Education Programme

A Word With You

Dear Learner,

Welcome to the course on Employability Skills!

You have just taken your first step towards realizing your goals. Often the most difficult part is to make a beginning. However, once you begin, you would want to keep improving and become the best that you can be. On this journey of personal growth, you will discover that there is much knowledge and wisdom to be gained – insights about yourself, about others, about life and about things around you. Let us begin this journey of learning with joy.

The new course has been designed to equip you with values, attitude and behavior for sustainable employability. Nineteen lessons in four modules will take you through the path of building aspirations, practicing communication skills, negotiating the world of web and leaning the intricacies of entrepreneurship. All the lessons are related to life experiences. The lessons will equip you with the skills of responding to challenging situations in logical, sensitive and positive ways without harming self and society and optimizing opportunities.

These life skills enriched materials aim at empowering you to enhance not only your academic but also personal and social competencies. Along with subject knowledge, you would have the ability to discriminate between right and wrong and take the correct decision regarding your life and career.

During the course of study, you will find a number of activities, including intext questions, in the lessons. Do make a sincere effort to attempt them. While activities have been carefully designed to provide you an opportunity to learn and practice, the intext questions and Tutor Marked Assignments (TMA) help you assess the extent of your learning. Attempting these will aid in developing life skills without any extra effort.

You would also have to make a portfolio that will be evaluated in practical examinations. The activities of portfolio are built from first lesson onwards. To know what is expected of you, read the curriculum and sample question paper given at the end of your study materials.

I hope you will find these life skills enriched study materials rewarding and helpful in your personal and professional life.

Chairman, NIOS

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material “Employability Skills” with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been explained below for your convenience.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.



Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.



Notes: Each page carries empty space in the side margins, for you to write important points or make notes.



Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.



What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.



Terminal Exercise: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.



Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.



Answers : These will help you to know how correctly you have answered the questions.

Activities: *Certain activities have been suggested for better understanding of the concept.*

www

Web site: These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

Course Overview



Module I: The Employee Everyone would like to Employ

1. Let us find ourselves!
2. Connecting the Dots
3. The Leader in Me

Module II: Expression and Communication

4. From Confusion to Clarity
5. Developing the Self
6. Be Well Do Well
7. Leading, Not Bossing
8. Effective Communication: A Life Long Asset



Module III: Going Digital

9. Working Smart: Introduction to Computers
10. Spreadsheets
11. Presentations
12. You in the World of Web
13. E business
14. Cyber Security



Module IV: Be Your Own Boss

15. Who is an Entrepreneur?
16. Co-existing within the Business Ecosystem
17. Know your Business Processes
18. Know the External Business Environment
19. Be an Ethical Entrepreneur
20. Know your Tax System – Goods and Services Tax



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**MODULE I: THE EMPLOYEE EVERYONE
WOULD LIKE TO EMPLOY**

1. Let us find ourselves!
2. Connecting the Dots
3. The Leader in Me

**1****LET US FIND OURSELVES!**

We, as individuals, are just one of the many humans, however, in our own little world, our lives mostly revolve around me and myself'. What do I want to do? What do I want to become? Who will I get married to? Will I be able to do this or how will I achieve what I want? Yet, there are times when we are distracted, lost or confused. Question 'Who am I?' have puzzled many. Often we compare ourselves to those more successful than us. We expect others to function as per our viewpoint. We assess ourselves in terms of the marks we score in a subject. While it is important to understand our relationship with others, it is equally important to recognize our own individuality. This lesson aims to do just that – find ourselves!

**OBJECTIVES**

After studying this lesson you will be able to:

- analyse the process of identity formation and the role of personal values, attitude and behaviour in decision-making;
- review personal action plans and assess how decisions influence aspirations;
- describe different learning styles and identify suitable and preferred learning style;
- identify goal setting as the key link in achieving aspirations;
- apply Stephen Covey's 4 Quadrant principle for managing time;
- explain the need and importance of perseverance and commitment to succeed in life;
- recognize that a happy employee is physically and emotionally healthy and is able to create work-life balance;

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- develop a vision of good health by identifying factors that promote or inhibit good health; and
- identify and list occupation-specific hazards that may affect health, plan appropriate preventative measures.

1.1 IDENTITY FORMATION

Following is the sequence of events in a normal human life represented in the flow chart:



Fig 1.1: Events in human life

At each stage think about something that you could identify personally as ‘yours’. For example as soon as you come into this world you were seen belonging to a particular background, with a particular religion and definitely a surname. Did you choose any of this at birth? Not likely! Similarly in the other stages, see if you identify yourself with that was given to you or that was chosen by you.

Name, Caste, Origin, Surname, Religion	Profession, Stream, Residence, Place of work
--	--

Fill in your particulars for both the columns. Which of the above are mostly acquired at birth. Which ones are chosen and can be easily changed as per individuals choices and circumstances?

These pointers are called identities. Identities maybe given or chosen. They define us and even others can identify us through our given and chosen identities.



Fig. 1.2: The given and chosen identities

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We can see that Anamika and Laxmi are functioning in two completely different contexts. What can you say about the behaviour and attitude of the two women through their conversations over the phone? We can see that both the women are aware of their duties and responsibilities. Both the women are also shown taking a stand in their respective situations. It is not possible to place one woman's stand over the other. What are the values these women possess based on their behaviour and attitudes as depicted in the picture? Are their values similar or different from one another?

1.2 ROLE OF VALUES, ATTITUDE AND BEHAVIOUR IN DECISION-MAKING

Life is a triangle between attitude, behaviour and values. The interdependence of the three determines our decisions. These decisions can be directly or indirectly related to our aspirations. Think of three decisions you made in the past week and how it shaped your day or week. It could be as small as deciding to wake up later or earlier, deciding what to eat or not to eat or even what to wear or not to wear, as long as it had an impact on something you did and the way you did it.

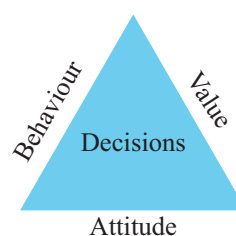


Fig 1.3: Decision making triangle

In order to understand how decisions based on our values, attitudes and behaviour affect our aspirations, let's look at the cases of Madhu, Biju and Jatinder. They have just completed their secondary education from NIOS. They have scored similar grades. Now they have to select subjects for senior secondary. They are confused so they consult and weigh their options. Let us see what kind of decisions each one takes.

Table 1.1: Kind of decisions

choice of subject	Reasons	Values	Decisions influencing aspirations
Madhu takes Science with Biology and Math	Math helps in every field. She doesn't want to be a doctor but would like to try Biology and change later if she is not comfortable with the subject.	willing to work hard Practical Plays it safe and smart	Madhu can pursue her passion later on and analytical skills developed in Science may help her. She is flexible with options and not scared of hard work.

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	<p>She is advised that science keeps many options open whereas career options in Arts are restricted.</p> <p>She wants to pursue History in the future.</p>	<p>Aware of her passion</p> <p>Considers others viewpoints.</p>	<p>Informed decision-making can take her a long way</p>
<p>Biju takes Home Science with Data Entry Operations</p>	<p>He is clear he wants to pursue his own business after school.</p> <p>He has strong cooking abilities and knows Home Science can help him join the Hotel Management course, rather than opting for science to keep options open.</p> <p>Though his family wants him to take science and become a scientist, Biju wants to pursue his passion.</p>	<p>Clarity of thought</p> <p>Awareness of his abilities</p> <p>Driven by passion instead of what people may say</p> <p>Confident and independent thought process</p>	<p>Biju is very clear about not wanting to waste time and spending all his resources on his passion. He is not scared of competition and willing to aim straight at his goal. Such clarity, confidence and dedication can help Biju achieve his aim. His single minded focus can also strengthen him to be persistent in case the journey is longer.</p>
<p>Jatinder takes Science then shifts to Commerce with Math</p>	<p>Jatinder wants to be a fashion designer which he will think about after school. He takes Science due to undue pressure of his parents. He is scared to tell his parents about his dream but changes his stream to commerce because of his friends. He compensates by taking maths to pacify parents.</p>	<p>Easily influenced</p> <p>Escapist</p> <p>Fearful</p> <p>Lacking clarity</p> <p>Sensitive</p>	<p>Jatinder knows what he wants to do but lacks the clarity and determination. He is sensitive to others feelings but unaware of his own and thus ends up being indecisive. If he doesn't get the right guidance he may falter but a good influence can lead him to the right path. He needs to be more self-dependent to achieve his dream.</p>

Whose decision do you find more valid in the above cases? How do you think their decisions influence their aspirations positively or negatively?

The line between us and our aspiration is not straight. There are many factors involved in the process some of which we have already discussed. Let's continue our journey towards understanding our aspirations and how some of our decisions influence them.



INTEXT QUESTION 1.1

1. Sangeeta aspires to be a professional babysitter in a metro city where many parents are working. Look at the following attributes of Sangeeta and classify them as her value, attitude or behaviour towards her aspiration. Give reasons for the choice.
 - (i) She has always felt that women can do the job of dealing with emotions, empathy and patience better than men, especially with young children.
 - (ii) She has always admired innocence and honesty. She is very sensitive and caring to the vulnerable lot of the society.
 - (iii) She enrolled for diploma in Early Childhood Development and has training in dealing with kids, despite many claiming it is a waste of time.

1.3 EFFORTS, CHOICES AND DECISIONS INFLUENCE ASPIRATIONS

You may have heard or read about Dasharath Manjhi. He lived in a village nestled under the Gehlaur hills near Gaya in Bihar. He was a daily wage labourer and used to travel from his village to his place of work, every day over the Gehlaur hills. His wife would try to bring him hot food every day. While bringing him lunch one day she slipped from the hill and was grievously injured. She died of injuries as the nearest medical help was across the hill. Overcome with grief Manjhi set out to dig a tunnel by hand through the hill, so that no one in his village has to go through such a mishap again. After twenty-two long years he carved a 110 km long road with hammer, chisel and a firm determination. “When I started hammering the hill, people called me a lunatic but that steeled my resolve.” He said, “Though most villagers taunted me at first, there were quite a few who lent me support later by giving me food and helping me buy my tools”.

What qualities did Manjhi possess that made him achieve his almost



Fig 1.4: Accepting challenges

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impossible goal? Can we say that it were his values and attitude that changed his behaviour? Close your eyes and take a deep breath. Surround yourself with your aspirations. Now you are what you aspire to be. Open your eyes. Recall the story of Dashrath Manjhi and create a story of the journey you will chart to reach your goal. What are the personal hurdles you can come across and how do you plan to adjust your behaviour, attitude and values to overcome the hurdles? What kind of societal pressures and circumstances you may have to tread past to reach your goal? Who could help you? I hope you have successfully written your own story. Now, read it and feel inspired. Keep this story in the portfolio.

You may know about the famous Phogat family. The movie *Dangal* was based on their life. It was evident that the collective efforts and individual efforts of the father and the two daughters led them to succeed in the international arena of wrestling. Let's list some of the efforts the father took at an individual level and also collectively to achieve his dream. He challenged family and society while he taught his daughters to wrestle, which was considered a sport for men. He motivated his daughters to wrestle with boys in public arena and earn name. We can also observe in the movie how the choices and decisions of the elder daughter impacts the way she performs in her matches. Her personal choices impacted her relationship with her family, especially the father. They even had an adverse effect on her professional capabilities as a wrestler.

She then went into deep introspection to learn from her mistakes and decided to take decisions based on her personal values. Her efforts, dedication and her sister's support ultimately led her to create history. Thus, we must remember that we always have a certain degree of power and responsibility in our personal, professional and social domains. When mixed in right proportions, these create a balance that will help us reach our goals.

Activity 1.1

Revisit your own story that you had kept in the portfolio. Based on what you learnt from such inspiring lives, write what is going to be your individual role along with the responsibilities that you will need to fulfil to chalk out an effective plan for achieving your aspirations? Given below is a table to help you identify and list the different factors that you might need to consider while making the plan.

Personal Sphere	Professional Sphere	Social Sphere

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Keep this table in your portfolio. You may keep adding to this table as you continue to learn new things.

Activity 1.2

Think about a person around you who inspires you. Look for an appropriate time and meet this person. Introduce yourself and tell this person why you want to speak with her/him. Ask their permission and conduct an interview with them. Some questions have been given. You may add more questions to bring out their story.

1. When did you first realize you had to become what you are today?
2. What was the driving force behind your aspirations?
3. Were there times you felt this is too difficult for you? What made you feel that way?
4. What made you continue despite the struggles in your path?
5. Did things work out as per the plan that you had set out with? If not, what were the struggles that came in the way of normal functioning of the plan? What were your feelings at such times?
6. What is it that you would change about you and around you if you were to go back in your journey and start all over?
7. What were your guiding principles that you couldn't compromise with to achieve your aspirations?

Write the story of this person and keep it in your portfolio.

1.4 LEARNING STYLES

Surely you have heard the names of popular cricket stars such as Sachin Tendulkar, Virat Kohli and M.S. Dhoni. They and many others like them, are known all over the cricketing world for their excellence in the field of cricket. Can we say that they are exactly alike in the way they play cricket or the way they practice before a match? Surely not! Similarly all of us have different ways of learning. We may have same or different goals but the way we choose to achieve them may be very different from one another. Whether it is negotiating with other people, solving a problem or dealing with difficult situations, it requires previous learning that guides our actions. It is also possible that new learnings may occur. Let us discuss a few learning styles that we may possess and that help us to achieve our goals.

Given here are a few statements which need to be completed based on the four endings provided against each statement. You have to rank each ending as 4, 3, 2 and 1 in the space provided next to each ending. Remember that 4 = most like you, 3 = second most like you, 2 = third most like you, 1 = least like you.

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Table 1.2: Learning style

No.	Sentence	Column 1	R	Column 2	R	Column 3	R	Column 4	R
1.	When I learn.....	I like to deal with my feelings		I like to watch and listen		I like to think about ideas		I like to be doing things	
2.	I learn best when.....	I trust my feelings		I listen and watch carefully		I rely on logical thinking		I work hard to get things done	
3.	When I am learning....	I have strong feelings and reactions		I am quiet and reserved		I tend to reason things out		I am responsible about things	
4.	I learn best by.....	feeling		watching		thinking		doing	
5.	When I am learning.....	I am an instinctive person		I am an observing person		I am a logical person		I am an active person	
6.	I learn best from.....	personal relationships		observation		rational theories		a chance to try out and practice	
7.	When I learn.....	I feel personally involved in things		I take my time before acting		I like ideas and theories		I like to see results from my work	
8.	I learn best when.....	I rely on my feelings		I rely on my observations		I rely on my ideas		I can try things out for myself	
9.	When I learn.....	I get involved		I like to observe		I evaluate things		I like to be active	
10.	I learn best when.....	I am open minded		I am careful		I analyse ideas		I am practical	
Total scores from each column		Column 1		Column 2		Column 3		Column 4	

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The four columns that you have just totalled relate to the four stages in the Cycle of Learning from Experience. This is the Cycle of Learning by David Kolb which consists of the following four learning modes:

- (i) Concrete Experience (CE)- Learning through experiences by feeling them and getting personally involved in the situations before them
- (ii) Reflective Observation (RO)- Learning through observation and critically thinking about the situations presented without making black or white decisions
- (iii) Abstract Conceptualization (AC)- Learning through a structured and a logical thought process with sound reasoning about what is going on and what is presented
- (iv) Active Experimentation (AE)- Application-based learning which deals with learning by doing and experimenting upon the environment and present situations

Now enter the total scores from each column in the following boxes and rate your learning:

Column 1 (CE):

Column 2(RO):

Column 3 (AC):

Column 4 (AE):



INTEXT QUESTION 1.2

1. State the learning modes used in the following situations:
 - (i) I have seen that if Ranjeet does not listen or watch carefully he finds it difficult to learn.
 - (ii) Pritom learns best when he tries things out himself.
 - (iii) How can anyone learn without analysing ideas?
 - (iv) Adi's performance improves when he participates in group learning.

1.5 KEY TO ACHIEVE ASPIRATIONS

Have you ever gone for a visit outside your town, to a distant place? You didn't just get up one fine day and set out for the journey, did you! You or someone must have planned the trip for a number of days, booked tickets, arranged for an accommodation, packed appropriately and so on. It requires planning. Just as reaching your destination is your goal here, your aspiration in life is also a goal. You need meticulous planning to reach this goal.

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1.5.1 Goal Setting

Let’s consider Rita’s situation. Rita is a good, hardworking student. She loves teaching. She teaches her younger siblings and neighbours’ children at home. She realizes that she wants to teach but is not sure where to start. She has just appeared in her senior secondary examinations. She decides to write down on paper what she has to do to achieve her goal. Let’s look at how she is planning to go about it.

- (i) I will apply to various colleges to pursue teaching course.
- (ii) I will apply in schools to join as a teacher as soon as possible.
- (iii) I will join a school and start teaching the students.
- (iv) I want to teach students so that they understand the concepts easily and score good marks.
- (v) I will be popular among my students professionally and personally.

Rita’s goal setting is ambitious but it doesn’t sound practical. If we were to look at point (i): How will Rita apply? When will she apply? Which teaching course will she apply to? What are the colleges that she can apply to, keeping in mind the availability, fees and accessibility? Are these some questions that need to be catered to during the process of setting goals.

Table 1.3: PSMART Goals

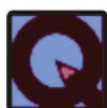
P.	I will apply online or through direct forms which I may submit through mail or by hand.
S.	I will apply to so and so colleges.
M.	I will apply to at least five colleges.
A.	I will be applying to these colleges keeping the fee structure and distance in mind.
R.	I will only apply for D.El.Ed or ETE colleges as I cannot apply for B.Ed or M.Ed yet.
T.	I have to apply before July so as to not miss the deadline of submission of forms for a course preferably of two years which will give me time to gain experience before further studies.

Carefully look at the first coloumn of the table. You will notice that the letters PSMART are written there. Let us try to understand what PSMART means.

P goal is **performance based** which requires Rita to decide how she is going to apply to a course which will help reach her passion. **S** goal is **specific, a goal that** clearly states which colleges she plans to apply to. **M** stands for **measurable** goal which tells precisely how many colleges she has decided to apply that match her marks, eligibility criteria and needs. **A** and **R** are the **achievable** and **relevant** goals which are made keeping the structural and viable points in mind such as the fees or distance and nature of the course which match her eligibility at the point of time. Can you guess what **T** stands for? Yes, **T** is the **time-bound** goal which refers to applying on time and completing the course in specified number of years. Rita can get a job to teach and also strengthen her financial condition to pursue further studies after she achieves this goal. In other words, set new targets and climb new mountains to move forward in life.



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INTEXT QUESTIONS 1.3

1. Let's try to fit in the PSMART goal in a single objective for Rita's goals. Goal A has been done for you. Formulate the other goals for Rita through the PSMART goal setting.
 - (i) I will apply through online/ hardcopy form to V, W, X, Y and Z D.El.Ed/ ETE colleges (for two year program) before July.
 - (ii)
 - (iii)
 - (iv)
 - (v)

1.5.2 Time Management

You will agree that time is an integral part of life. Well, it is also one of the important parts of the formulation of goals. Observe closely, most of our activities are based on time such as deadlines, last dates, opening time, closing time, *shubh muhurat*. Life as we know is not just our goals and us, it is a medley of lot of other events, incidents, work, people and so on. It is certainly not easy to juggle all this with our goal constantly in mind. Let us go back to Rita's case study. Help her arrange the following activities according to priority, starting from highest to least keeping her goal in mind.

1. Friend's birthday party
2. Helping mother set the table

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3. Filling up the form for your course with last date of submission two days away
4. Fill the form for exams for the course one month away
5. Meeting a visiting family friend who is in the field you aspire to be in
6. Taking your mother for her scheduled doctor's appointment
7. Teaching your younger sibling for their test next week
8. Going to shop for new clothes for the festival

Stephen Richards Covey was an American educator and author. He popularized the 4 Quadrants Model for Time Management. It is very helpful in prioritizing our work. Let us try to apply it to Rita's list of activities to do. Two activities have been placed for you in the Covey's 4 Quadrants Model for Time Management given in Table 1.3. Now arrange the remaining activities in the following quadrants according to the title in each box.

Table 1.4: Covey's 4 Quadrants Model for Time Management

<p><i>Do it now</i> A-Urgent and important (Example- Crises, meaningful deadlines,</p> <ul style="list-style-type: none"> ● Filling up the form for your course with last date two days away 	<p><i>Decide when to do it</i> B-Important not urgent (Example- Relationships, health, planning) emergencies)</p> <p><i>Dump it</i></p> <ul style="list-style-type: none"> ● Friend's birthday party
<p><i>Delegate it</i> C-Urgent not important (Example- Interruptions, emails, meetings)</p>	<p><i>Leave it</i> D-Not important not urgent (Example- Trivia, time wasters , busy work)</p>

Did your Covey's quadrant list follow the same order as the previous list? If we learn to divide our tasks priority wise as listed in the Covey's quadrants it will help in making the right choices and building focus towards a more goal-oriented life. It may not eliminate our struggles but it certainly helps manage them more conveniently towards the goals, keeping our time at hand in mind. If we learn the art of time management with respect to all the happenings in our life, reaching the goal becomes a lot more accessible. We must keep in mind that after having sorted out our tasks according to each box we must frame a timeline to complete the tasks at hand. They can be according to associated deadlines, convenience, availability, accessibility and so on.

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Activity 1.3

Think of all the tasks that you have at hand next week. Organize your week according to Covey's 4 Quadrants Model for Time Management. Keep this in your portfolio.

Now follow it during the week. Then check if you were able to complete these tasks within the given timeframe. Record your observations and keep these in your portfolio.

1.5.3 Perseverance and Commitment

Do you remember Shubhreet Kaur from India's Got Talent and Jhalak Dikh Laja? The thirty-one year old lost her leg in a road accident due to the doctor's negligence in 2009. She did not let her loss weaken her determination. In fact she turned into a dancing sensation on popular television even though she was dancing on one leg only. Her motto in life is: "Never give up ... Nothing is impossible." You can see, she has rightly lived up to. Complete Shubhreet Kaur's personality paragraph in the following paragraph by filling in the missing words from the one given below:

Determination Resolve Aspiration Hope Trained Skilled Grit Courage

Shubhreet's kept her going to achieve her dream. Her to perform exceptionally in dance was vivid in her attitude and talks. She made sure her physical challenge did not come in between her and her dream. She herself to live up to her motto of life. There are many good dancers on television yet it is this and she carries with herself that makes her a known face today among popular dancers.

What were the words that came to your mind as you filled in the blanks in the paragraph given above? Could you observe that the nature of words were more intrinsic than externally associated to the individual? Yes right! It is something very similar to Shubh's resolve, determination, spirit, courage, perseverance and faith. Without these one is easily bound to give up at the smallest hurdles that come across our path. Efforts, performance, time management, planning are all terms that we have to materialize but what is it from within us that compels us to act upon these terms?

Do you remember the rather popular dialogue from the movie *Wanted*—"Ek bar jo meine commitment kardi, phir mein apne apki bhi nahi sunta." (Once I have made a commitment, I don't even listen to my own self over the commitment.) We all make commitments, big or small. Commitment is the other intrinsic factor that aids in keeping the promises one has made and also to reach their goals. It has to be first instilled as a habit, then it becomes an attitude. Let's observe the following two cases.

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Case I

Ahmad's new year's resolution is to complete his distance diploma in business and training with flying colours. For that he will have to devote certain hours of each day to his studies. He starts studying and is managing fine when suddenly his father takes ill. His father is unable to go to the shop he runs thus Ahmad has to take up the responsibility. It takes time for him to manage the entire shop alone. He is also worried about his father's deteriorating health. In the idle hours at the shop Ahmad takes to studying and completing his course syllabus. There are distractions but he keeps trying.

Case II

Sameer realizes his poor test results are due to huge amounts of hours spent on his cell phone. WhatsApp, Facebook, YouTube you name it! This weekend he has planned to limit himself on the cell phone by just checking it in the morning and at night for important messages and calls. Sameer checks his phone the next morning as planned but ends up spending two hours on it playing games, watching suggested videos and so on. His mother sends him to get some grocery and instructs him to return early as she has to leave for the doctor. Sameer buys the grocery and starts talking to his friends on the way and returns in an hour. Mother is obviously unhappy. He doesn't touch the phone till night and when he does he goes on till 2.30 a.m. in the morning.

Who can you say is a committed individual in the above two cases? What attributes of the person made you say that he is committed? What attributes of the person made you feel that he is not as committed?

Commitment, we must remember, is not about making and fulfilling promises to only one self but also acting upon commitment made to others. This behaviour is evident which transforms itself into an attitude and gets instilled in us as a value ultimately also helping us in the process of planning to reach our goals.

To keep our commitment strong and intact, it's very important to keep reminding ourselves about the promises we have made to others and ourselves. People like Ahmad may have these values already instilled in him because of practice or nature, but many of us are like Sameer. Let's think about some commitments and the ways in which we can remind ourselves about them and keep them.

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Table 1.4: Reminders to commitment

Commitment	Reminder
I will exercise four days a week for 30 mins	Mark on calendar how well you perform per week till you get on track for a month at least
I will read or watch a short inspiring piece first thing in the morning every day of deviation	Put a small reminder chit of an inspiring motto or inspiring character in all places where or which are likely to be a source
I will play games on my phone in the morning and at night for a maximum of ten minutes each	Put a reminder on phone of task at hand 'first things first'

We must always remember that the most important source of commitment comes from within therefore the need to fulfil it is also intrinsic. No matter how many reminders, if we are unable to remind ourselves about consequences of failure to keep with our commitment, we will not do it. Always think about the satisfaction achieved after having met a commitment and long-term gains. This can be done by trying to be around your inspiration as often as possible or having their pictures, sayings, story, read ups around you always. You don't have to be it, you have to feel it. Feeling leads to being. Commitment is one weapon that can deter the most adverse of circumstances, people or structures and results in further strengthening you.

Activity 1.4

Think about some commitments you made to yourself or others. List the ones you were able to fulfil and the ones you were not. Analyse the factors that contributed in keeping you away from fulfilling your commitment/s and how you can work upon them to ensure fulfilling it next time.

1.6 PERSONAL WELL BEING

What are the major aspects we consider before planning to visit a new place? Weather, places worth visiting, people, safety and so on. We will avoid going to Mumbai during the monsoons for fear of floods or hilly areas for fear of landslides. During days after tsunami, many tourists avoided going to beaches and islands. Why? Most would fear for their safety unless of course they are looking for adventure or are in professions like journalism.

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Let us Find Ourselves!

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Let's look at the following two situations:

Situation 1	Situation 2
<p>Lily is a 3–4 years old child. Her parents have ensured that the stairs in the house are carpeted. There is a small gate with a latch at the top of stairs. All the switches are high on the wall. Windows and balcony have iron grill. Lily is at home while her parents are both working. The maid who stays back is busy watching T.V. She scolds Lily if she makes too much noise when feeling lonely and does not check if she has finished her meals. When the mother returns from work late she is tired and gets frustrated easily. Father returns mostly late into the night when Lily falls asleep. Lily mentions she doesn't like her maid but her parents tell her to learn to adjust.</p>	<p>VIBGYOR Bright School has slippery tile floors for easy cleaning. The primary section is located on the first floor with considerable gap in its fence. It has no ramps and only stairs. The walls in the school are low. There is a major construction site right next to the school. The teachers at this school are psychologically tested if they can connect personally with students before recruitment. Each level has an experienced counsellor to deal with students and parents. The teachers are always available for remedial sessions if any of the students are facing problems. And both students and teachers have interactive workshops where they are given a chance to connect and bond with one another.</p>

Consider the positive and negative aspects of situations 1 and 2. Where do you think will the children be safe?

We have observed in the above cases that environment that is physically and emotionally conducive results in a happier and healthier individual. In the same way when any one of us start working, the environment around us should be physically and emotionally safe. It helps in the workforce remaining physically and mentally healthy and contribute to productivity.

News is replete with instances of unsafe environment in different occupations and how it affects the workers involved. You must have heard about some of the cases of disasters like Bhopal gas tragedy 1984 due to faulty pipelines without maintenance, Mayapuri Radiological Incident, 2010 or the NTPC Power Plant Blast, 2017. Do try to find out more about these from old newspaper articles and internet.

Think about some of the common safety measures that should have been ensured that could have created a more protective environment. Yes, it is very important to ensure safety gear, equipment and infrastructure within any occupational structure. It is important to organize awareness programmes for all the workers to inform them of the occupational hazards involved and equip them with ways to handle them as effectively as possible. Frequent drills for training the work personnel in case of an emergency is important. Emergency contact numbers should be provided to all workers in this age of fast connectivity.

Apart from occupational hazards, all of us are personally responsible to maintain the equipment that we handle. We should also ensure that we do not indulge

Let us Find Ourselves!

in activities and habits such as smoking and drinking alcohol that can seriously undermine our abilities to remain alert. Such habits will eventually take a toll of our health also.



WHAT YOU HAVE LEARNT



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TERMINAL QUESTIONS

1. Compare and contrast between given and chosen identities.
2. Giving an example, explain how personal values, attitudes and behaviours are connected to one another with respect to making decisions.
3. In what way are efforts important in bridging the gaps to meet our aspirations?
4. Give two ways in which the personal, professional and social spheres are related to each other in realizing individual role in the process of trying to meet our aspirations.
5. Define learning styles. Why is identifying one's learning style important to make the learning process more effective?
6. What are the PSMART objectives? How can setting proper objectives help map our personal action plan/s towards achieving our goal?
7. Using the Stephen Covey's 4 Quadrant principle, discuss how effective time management is very important for goal setting and meeting them.
8. Mention at least two universal values that need to be imbibed for success.
9. What is the difference between being emotionally healthy and physically healthy? How are they interrelated?



ANSWERS TO INTEXT QUESTIONS

1.1

1. a. Attitude. Sangeeta believes this statement to be true and generalizes it over all men and women because of her observation and experience probably.
b. Values. Sangeeta is sensitive and her values indicate honesty and innocence as precious characteristics in an individual which are most vivid in a child. She wants to provide protection and care to those who need it most.
c. Behaviour. No matter the advice, Sangeeta goes ahead and does her diploma and training in the respective course based on her attitude and values to reach her aspiration of becoming a babysitter.

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1.2

1. (i) RO (ii) AE (iii) AC (iv) CE

1.3

1. B. I will apply to X, Y, Z private schools near my home where there is likely vacancy for primary to elementary level teachers as soon as I finish with my final term examinations.
- C. Upon selection to the school I will do a student analysis and start implementing the novel teaching strategies, I used during teaching practice for at least one class I am allotted in teaching mathematical concepts.
- D. I will aim through my strategies that at least 80 per cent of my class is able to score above 80 per cent in the given tests held twice a month.
- E. I will try to maintain my professional relationship with my students by keeping the above objectives in mind and maintain my personal relationship by having a weekly session allotted to three children and their parents to deal with their personal issues.



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2

CONNECTING THE DOTS

What if we were all robots in the human form! It would be a vicious cycle of work, earn and consume.



Fig. 2.1

Maybe the machine like life would carry us forth without any emotional hassles, troubled relationships or mixed feelings. Isn't it! Fortunately or unfortunately we humans were not meant to be boring. We as humans are bound by multiple roles in this life. All these roles are associated with emotional connect, building relations and developing respective spaces.

This demands creating a right balance between all our roles by connecting the dots at various points in our life and experiences. This lesson aims to discuss one such role that you aspire to take up- that of an effective employee. We would

Connecting the Dots

try to chart out the course of this journey by effectively dealing with situations difficult or otherwise. So let's proceed on to connecting the dots of this lesson!



OBJECTIVES

After studying this lesson you will be able to:

- explain the qualities of an effective employee i.e., producing intended results and aligned to customer needs;
- analyse that empathy in professional and personal spaces create positive experiences;
- align to social realities and appreciate social diversities;
- handle attraction and rejection in a responsible manner;
- explain the pivotal role positive relationships plays in being a happy employee;
- establish the importance of taking hundred percent responsibility in professional and personal relationships and
- apply the four step ESCA model to create win-win relationships.

2.1 QUALITIES OF AN EFFECTIVE EMPLOYEE

Think of a time when you had gone to your local grocery, a tailor or an eatery. Think about one good experience and one bad experience you may have encountered with the staff. Many of the words listed in the following box may help you.

Circle the adjectives you feel are necessary to make a suitable employee or staff. This will help us to list the qualities that we need to improve in us to become an effective employee.

cooperative	cheerful	inattentive	sulky
courteous	dedicated	rude	uncooperative
ignorant	helpful	empathetic	unresponsive
neglectful	uninformed	misinformed	

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Let us analyze the following two situations-



Fig. 2.2: Poor Service

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Fig. 2.3: Good Service

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How would you feel in each of the situations if you were the customer and why?

There are a number of qualities that a desirable employee must have. You may already know about many of these qualities. Let us see which of the abilities are not often discussed and yet play a crucial role in making you a desirable employee. Can you aspire to inculcate their abilities in yourself?

1. Ability to Empathize: Leads the Way

Think about a person around you who is your role model. Step into their shoes for some time. Think about some of their significant relations and how they dealt with them to make this journey of life successful and memorable. Let us understand this by analyzing the following situations.

Activity 2.1

Vijayamma your senior colleague is upset. Her mother-in-law has been keeping quite unwell. She had to take leave for few days, twice within a gap of three four days. She claims that although she has been a very dedicated employee her supervisor is being very unreasonable. Despite knowing her situation she is unwilling to give her any more holidays and is warning to deduct at least one week's salary. Vijayamma needs the money and the leave as there is nobody to take care of the mother in-law at home. However supervisor is worried as the business is not doing too well. She has been warned that if she does not keep her employees in check she will be personally held accountable.

- i) Think carefully and see what will you do in such a situation?
 - A. You listen patiently to your colleague, say you understand and carry on with your work. After all you don't want to be caught in controversy with your supervisor.
 - B. You tell her that self-respect is utmost and she should quit this job and find a new one. You feel her pain and no one has the right to behave this way to a dedicated employee.
 - C. You agree with her that the situation is definitely not easy. Then ask if the supervisor is always uncooperative. Also advise her that she should not act impulsively at the moment, instead have a one to one talk with the supervisor to reach a compromise.
 - D. You tell her to find the right moment, barge in supervisor's office and give the supervisor a piece of her mind. Just because they are supervisor does not mean they become stone-hearted.
- ii) Now put yourself in Vijayamma's situation. What kind of response would you have liked to have? A, B, C or D?

iii) Now put yourself in the supervisor’s situation. How would you have handled this issue?

If you have chosen C in the situations given above, then you can probably **empathize**. ‘Empathy’ is defined as- “The ability to identify another person’s emotions and thoughts and to respond to them in an appropriate way”.

We can say that empathy is to get into the shoes of the other person and understand the situation from their perspective and responding in a manner which is not impulsive but appropriate.

You must try to use empathy in your professional and personal spaces so that you create a happy experience for all.



Notes

2. Ability to appreciate social realities and diversities

Do you remember the movie ‘Chak De India’? It was made on the struggles and the triumph of the women’s hockey team as well as their coach. Do you think the movie would have had the same impact had the members of the team come from the same social background? Probably not! The beauty and entertainment lay in the film’s social diversity. Even within the movie the **whole** team performs successfully only when they accept one another and keep their larger purpose in mind- to play well as a team. The following picture consists of some variety of shapes

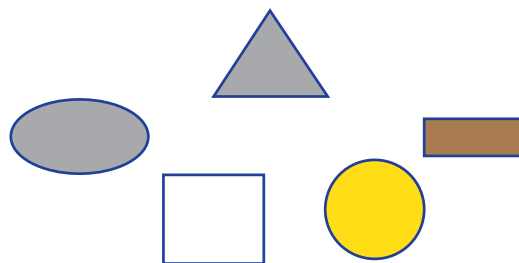
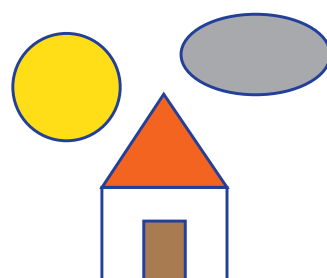


Fig 2.4: Meaningful shapes

Let’s try to rearrange the shapes to complete the picture.



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This is one possibility. There may be more. Did you observe how, without disturbing the nature of shapes, we aligned the diverse shapes in a way that the picture makes more sense? The beauty is in co-existence despite the diversity. The **‘whole’** includes all the shapes.

We too live in a country that is socially diverse. Land of many states, religions, languages, festivals and holidays too! When was the last time you met a different shape...Oops...someone from a different social background? You may just have passed them by; seen them in a bus; maybe even interacted with them.

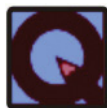
Social realities may differ from person to person and even from profession to profession. We have to bring in ‘Chak de India’ in our professional space while dealing with our employer, employee, colleague or customer. The idea is to deal with everyone with empathy and create a bigger picture that makes sense? Do you remember Activity 2.1? We learnt that all the stakeholders had to be treated with empathy to maintain a healthy working environment. Empathy without inclusion is no empathy. Inclusion without empathy is no inclusion.



Fig 2.5

Remember the fight between the shop keeper and a young person from Arunachal Pradesh in 2014 in Delhi. As he looked different, because of his origin and hairstyle, the episode took an ugly twist. The verbal fight turned violent leading to the tragic death of the young boy. It was found that fellow shop keepers also joined in to beat up the boy with sticks.

If you were the shopkeeper or an employee, how would you have reacted if your customer felt offended by a remark you may have made ? What would you have done to control the situation?



INTEXT QUESTIONS 2.1

Consider the following situations and write answers in the space given below:

1. You are a newly inaugurated ladies tailor in Baroda. There are certain periods of times through the year when your services are high in demand. You aim to make maximum profit and earn big name among the ladies for your services.

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2. You have just opened a sweet shop in Agra. You want to make it big. You know that some periods during the year require high demand of sweets. The workload will also be heavy at such times and you may even need to hire extra workers.

Think and write your answers in the space given below-

- a) List 2 ways in which your services will fit in to everyone’s need and appeal?
 - (i)
 - (ii)
- b) Mention two way in which you will conduct yourself that shows that you appreciate social and cultural diversities?
 - (i)
 - (ii)
- c) Share two ways that you plan to cater to your employees’ needs during the time of peak seasons?
 - (i)
 - (ii)

3. Ability to handle attraction and rejection in a responsible manner

Think about your first crush. It may have been long back, sometime back or maybe even now. It is completely normal to feel attracted to someone, similarly it is normal for someone to feel attracted towards us. It is not restricted to particular age, place, gender or even the number of times. However it is our right to accept or refuse. Yet it should be done with empathy. Although we know that it is our right to reject, question is how do we react to rejection when it happens to us.

Activity 2.2 Complete the dialogue

1. You are a new joinee. Your supervisor has been very kind to you, includes you in every meeting and helps you whenever you need it. Supervisor also makes sure that you are comfortable and well-adjusted in the new environment. You have started developing feelings for your supervisor. The special attention given to you makes you feel good. You decide to take a call and admit your feelings at an opportune moment expecting the supervisor to reciprocate for sure. Imagine the following exchange of phone messages where

Y = You and S = Supervisor

Y – I have to admit something to you...

S – Yes, tell me. Is everything ok?

Y – Ummm, ya...its about you...actually us...Promise me you won’t feel bad...

S – Tell me...I hope alls okay.

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Y – I have been thinking a lot and I didn't know whether to do this or not. But I feel I should let you know. I feel we both feel the same for each other.

Pause

S – Hmm...You are a wonderful person and very dedicated. I really respect that. I have even mentioned your work to my spouse. I have always needed and looked for your kind of zeal among my co-workers. And I believe in giving my time and guidance to all of them. You can go a long way. And I hope I can be of continuous support for you and others also.

Y –

(Please complete your reply before going ahead.)

What would be the responsible way of responding for you at this point? Yes, it would be responsible to accept it gracefully just as the supervisor has done.

We must always remember that feelings and emotions are a natural part of us. How we handle them to behave responsibly for ourselves as well as others is important.

2. You may be presented with other such situations involving attraction and rejection at your workplace. How would you deal with these feelings (yours or others)? Discuss the following two situations with your friends and try to find responsible ways of responding to it.
 - (i) Your colleague seems to be attracted to you and always offers help even when you don't need it. Sometimes getting uncomfortably close.
 - (ii) Your junior approaches you telling you how your fellow colleague and friend has been persuading her for a date even after her reluctance.

Surely you must have realized that these are difficult question to answer. Yet, it is important to learn the skills to handle these situation before it gets out of hand.

Have you ever, maybe in your childhood, tried touching a snail or a turtle? It will most probably hide in its shell. If you still keep picking on it, how do you think it feels? Should you still keep poking it?

How would you feel if someone starts using your diary, room, personal e-mail without your permission? Would you stop them from using it? Surely you would prefer that they take your permission before they use it, only if you allow. Similarly your hands, your lips, your back, your hair, your legs, also belong to you and so does your control over them. What is your responsibility towards others? Yes, you should also never touch other's things without permission. Just as we are responsible for our handling of attraction and rejection, we are also responsible for our sexual behaviour. Interestingly while the way we feel may not be always under our control but acting upon such feelings is under our control.



INTEXT QUESTIONS 2.2

- 1 Read the following case study and select the appropriate answer. Give reasons for the selection of your answer.

You are the employer. You keep an eye on the employees for their behaviour and work within the professional space. You do not interfere in their personal space. You have observed two of your employees X and Y getting physically close on various occasions like break time, informal meetups, recreation time etc.. They have been spotted holding hands together. X does not get too close to other males on her team as she does to Y. Y in return gives X a lot of attention, assists her wherever needed and spends a lot of time with her. On one occasion X with her friend comes to you and appears quite depressed. X breaks down and tells you about instances where Y tried misbehaving with her even when she stopped him. Y has also been sending X inappropriate messages and threatens X. It happens during office time and beyond.

- A. You will not blame the female as you are a broad minded feminist and you will not judge X on this kind of behaviour.
- B. You clearly tell both of them that you have observed the interaction between the two. You have no clue what went on between them but whatever it is should not affect work or else both of them will be fired. Any personal matter should be resolved by them mutually outside office.
- C. Clearly X never stopped Y before. Now suddenly she has flood of complaints against his physical behaviour towards her. You give her a sermon on how decent girls should behave from the very start to avoid such situations.
- D. You listen to both X and Y. Discuss self-control to avoid such situations altogether especially in professional space, prevention is better than cure. Also No means No and Stop means Stop no matter how far ahead you are in any relationship.
2. Common cliches are given below with twisted meanings under 'Misinterpretation of Consent'. Give it a sensible meaning under the heading 'True Interpretation'. Examples have been given.

Misinterpretation of Consent

a) Hansi toh Phasi!

b) You asked for it!

True Interpretation

Smiling is my right and I must enjoy it without being judged



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c) Silence means a yes! _____

d) I swear he was looking at me! _____
There is a difference between looking and gawking when one uses eyes.

e) Would you like to catch a coffee! _____

f) No means yes! _____

3. Keeping the above points in mind, as a future employee, worker or employer give at least 3 precautions you plan to take to avoid irresponsible sexual behaviour?

(i)

(ii)

(iii)

5. Ability to develop and maintain positive relationships

You must have had a fight with a friend or sibling sometimes? Don't you think that unpleasant incidents always create tense and sad environment. Similarly, when there is discord at work place, the morale as well as performance of the employees gets affected.

Lets consider a case. You have decided to expand the small saloon which you ran with one help. You hire two new competent staff to make a team of three. You also tie up with the companies to procure organic beauty products at factory rate. Now with professional help you manage to give more time to your family. You also decide to pursue the beautician course to expand services. After some days you notice the clients visits are lesser and you get complaints of your employees' inefficiency and rude behaviour in your absence. It doesn't take long for you to realize that the three employees are not getting along well. Reasons quoted by your three employees- 'Your old employee is very bossy and tries to dominate', 'the two new young employees are unwilling to learn from the old one', 'your older employee gets more pay despite the younger ones working harder', 'The two new employees backbite about the older employee together', 'the older employee demeans the new employees in front of customers by constantly taunting and bossing them', 'The two new employees tend to gossip a lot about everyone which the older employee believes is strictly against professional behaviour'. You realize that your final word can affect your business and relationships with your employees, customers and family also.

Activity 2.3

Lets try to do a fish bone analysis of the above situation.

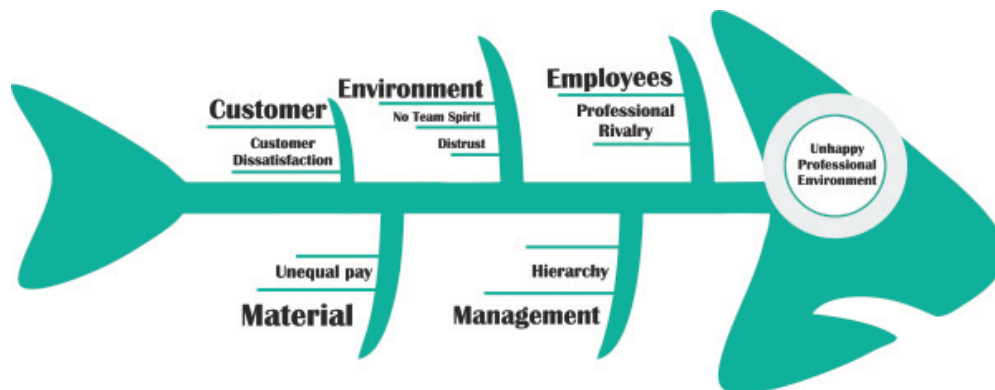


Fig. 2.6: Fish bone analysis

Some of the causes and sub causes of the unhappy environment are given in figure 2. Add at least three more sub-causes that could be contributing to the unhappy professional environment.



INTEXT QUESTIONS 2.3

1. You have just been given a promotion. Your sub-ordinates still see you as the old employee and you have to direct them to do work. Now give two suggestions how you will get work done while maintaining good relationship with your employees without being considered a mean boss?
 - (i)
 - (ii)

6. Taking hundred percent responsibility in relationships

We saw in the previous section that positive relationships help maintain an overall happy environment. Who creates the negative relationship? It is always the other person's fault. Isn't it! When was the last time you acknowledged your fault in a conflict between you and the other/s involved?

Activity 2.4

As a third person (observer) decide what is the 'Reaction' to be given in case of an occurrence in the 'Event' section.

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Event	Reaction
<p>Employee A reacts sharply to some comments supervisor makes during presentation.</p>	<ul style="list-style-type: none"> a. Supervisor stops the presentation and threatens to fire A if it is repeated. b. Supervisor apologizes and does not comment any further. c. After presentation supervisor calls A, asks if theres a problem and an explanation for the behaviour.
<p>A team is to work together on a project. Relatively experienced team member Y rejects all ideas, shouts and emphasizes own ideas recounting his experience. Another equally competent but new member X is vocal and appreciated by the rest of the team.</p>	<ul style="list-style-type: none"> a. X puts down Y every chance she gets with strong points and makes sure team is on her side. b. After making her point X lets go if Y rejects it and backbites to the employer and team about Y. c. X tries to reason out with . Talks to Y about what the team feels and how it can be worked out.

Lets term a, b and c reactions. a. = Eye for an eye b. = Taking a backseat c. = Carefrontation. Carefrontation, you may observe, is an empathetic version of confrontation. It requires one to be aware of the other’s feelings while simultaneously admitting to their own feelings. In our day to day life we may face situations where our reactions can pave way to maintain healthy relationships and to avoid unnecessary stress and negativity. Which of the terms given for a, b and c can help you take relationships a long way in your professional and personal settings?

We must keep in mind, an event leading to a reaction may just as well have been a reaction to some other event. This forms a never ending RER chain (Reaction-Event-Reaction) of estranged or positive relationships and emotional in/stability.

To maintain a responsible RER chain is important for happy relationships. So the next section will be an extension of ‘how’ we must take hundred percent responsibility in professional and personal relationships.



2.2 BREAK THE CHAIN, BUILD A WIN-WIN: THE POWER OF ESCA MODEL

Possible comic strip

Now Figure 2.7- In a public place an autodriver is having a loud argument with a woman standing outside his auto. The woman is reacting but is unable to meet his level of loudness. A passerby tries to tell the autodriver to behave himself. The autodriver starts fighting with the passerby and asks him to mind his own business.



Fig. 2.7

Look at figure 2.7. It seems that the auto driver is very unreasonable and seeing a woman he is trying to fleece her. However, everything is not always what it seems. Let us go half an hour back and observe the scene unfolding. The lady took an auto at place A to reach place B. They decided upon an amount on reaching the destination as the meter isn't working. She tells the autodriver to stop at least two times before reaching. At one place she buys some groceries. The second time she waits for someone who never shows up at the end. The autodriver protests so she tells him to quit complaining as he will get his dues. Upon arriving at the destination she realizes she had forgotten to pick one of the packet at grocery shop. She asks the autodriver to take a U-turn and go back. After reaching the destination she gives him the decided amount at which the autodriver protests. She tells him had the meter been fixed she would have given him the meter amount but the price was mutual decision and the fare is anyway more than what the meter would show. The autodriver deserves to be paid for the distance he has travelled including the wait time and loses temper.

What do you feel about the whole situation now? Good relationships are built on courteous conversation. A win-win relationship is dependant on how we converse to resolve conflicts. Let us study the ESCA Model, that can teach us a lot about it.



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Figure 2.8: ESCA Model of conflict resolution

Lets consider a situation where your supervisor shouts at you during a discussion in front of everyone. You are stunned. But after the discussion you go to the supervisor and confront. Choose the order in which you would carry out the conversation from statements C, S, A and E-

C- Do you feel your frustration of other work related issues may have come out on me or was I really that bad?

S- Sir/Ma'am are you facing any other problem regarding my work?

A- I assure you I am a trusted employee. If you have any problem, I would really appreciate that you would talk to me about it in person and I will be glad to help out in my capacity.

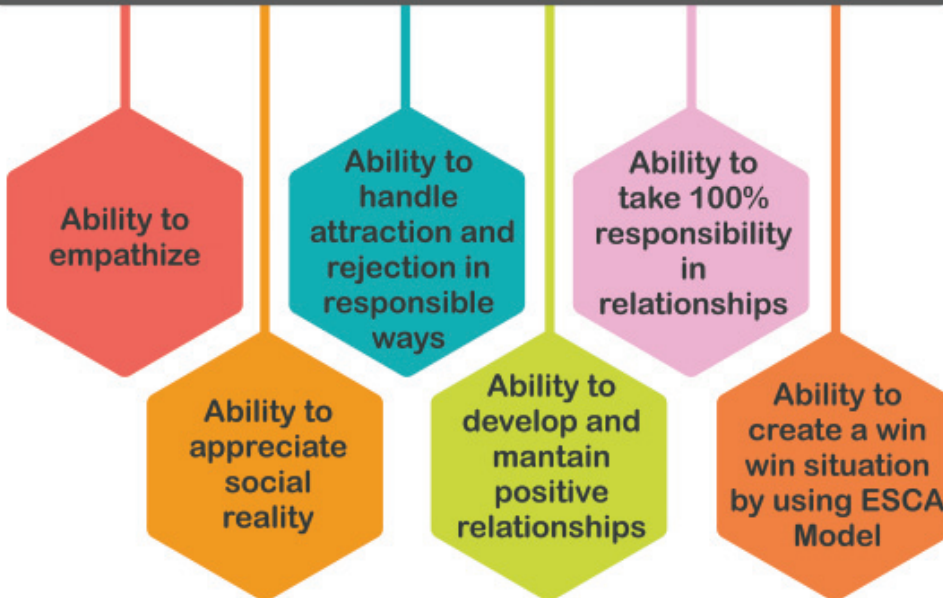
E- Sir/Ma'am I realize you are upset with me as you felt I had not completed my work on time.

Were you able to fit the statements in order of the ESCA Model i.e. E, S, C and A? How would you feel if someone responded to you through the ESCA model in a given situation? Do you think you can create a win-win situation for yourself through it?



WHAT YOU HAVE LEARNT

Qualities of Effective Employees



Notes



TERMINAL QUESTIONS

1. Mention any three qualities of an effective employee that help to
 - a) produce the desired results and
 - b) meet the customer needs.
2. Explain how good relations between the stakeholders could make the world of work a happier place.
3. Demonstrate the ESCA model with the help of examples for the components. (How can ESCA Model help create win-win relationships in the work space? Comment).
4. What do you mean by empathy? Keeping the ESCA Model in mind, determine how empathy plays a primary role in professional and personal spaces to create a happy space for everyone.

MODULE - I

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Notes

5. Compare and contrast between irresponsible sexual behavior and responsible sexual behavior at work place. Cite some instances of irresponsible sexual behavior that may appear normal but are inappropriate in any given space.
6. Do you think flattery comes under building positive relationship for a happier environment? Support your answer with a valid argument.
7. Define RER. How do you plan to break the RER chain at your work place? How will it help you personally?.
8. “Inclusion plays an important role in aligning oneself with the social realities within the professional space” Comment. Give an example of social diversity in professional space?



ANSWERS TO INTEXT QUESTIONS

2.1

1. (a)

- I will have to make my services readily available and on time especially during peak period.
- I will stock all the festival specific required material well in advance to combat delays.
- Any other relevant point

1. (b)

- I will keep myself informed about my customer’s cultural values and beliefs.
- I will greet my customers in their traditional greeting.
- I shall make my services available on all festivals irrespective of where I come from and what I believe personally.

1. (c)

- Give them overtime
- Provide pick and drop facilities

2.2

1. D

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Notes

2.

Misinterpretation of Consent	True Interpretation
i. Hansi toh Phasi!	i. Smiling is my right and I must enjoy it without being judged.
ii. You asked for it!	ii. I remember having a good time but definitely did not ask to be troubled.
iii. Silence means a yes!	iii. Silence means I am considerate enough to not to be rude, please consider my silence as an answer!
iv. I swear he was looking at me!	iv. There is a difference between looking and gawking when one uses eyes.
v. Would you like to catch a coffee!	v. Coffee is a good energizer for fresh ideas....at work and for work. Nothing more.
vi. No means yes!	vi. No means no and only a yes means yes. For hidden meanings read poetry, not me. <i>You can come up with true interpretations of your own</i>

3. My mantra for avoiding irresponsible sexual behavior will be self-control.

- i. Never believe in clichés and respect the rights of others
- ii. Never behave in an unwanted and inappropriate manner
- iii. Accept rejection gracefully
- iv. If the proposal is accepted I will still make sure that unnecessary affection displays are avoided within the workplace and otherwise.
- v. Any other

2.3

1. i. I will try to maintain my original relationships at workplace through trust and not being unnecessarily dominating.
- ii. If I am facing an issue regarding some matter I will try to talk about it with the concerned person/s. Indulging in backbiting and gossip is always bound to create unhappy relationships.
- iii. I will try to maintain a balance between work and personal relationships. Though I aim to be a dedicated worker, I also plan to be a good listening ear so the employees. I will also try to give sound advice wherever required.

MODULE - I

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Notes

3

THE LEADER IN ME

The year was 1999 and the venue was the VigyanBhavan hall, New Delhi. Chinnapillai, a woman in her fifties, clad in a simple saree and a pair of worn-out rubber slippers went on to the stage to receive the *Stree Shakti Puraskar* from the then Prime Minister, ShriAtalBihari Vajpayee. All of a sudden the Prime Minister bent down and touched her feet as a mark of respect, leaving the audience stunned. What did Chinnapillai do which impacted the Prime Minister so much?



Fig. 3.1

(Image source: <http://www.rediff.com/news/2001/jan/15spec.jpg>)

Coming from a small village called Pulliseri in Madurai district of Tamil Nadu, she worked as a labourer in the rice fields for 40 years. She lead a small group of village women to collectively bargain for their daily wages with landlords and moneylenders. Over a period of time it became a women's movement that

created a banking system to ensure women's financial independence. Now it has spread not only to all the four southern states but is expanding beyond as well. How did Chinnapillai do this? How did she organize illiterate village women to develop into a people's movement? We will try to identify answers to such questions in this lesson.

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OBJECTIVES

After studying this lesson, you will be able to

- define a wholesome leader;
- examine your own leadership style and identify gaps to become a wholesome leader and
- articulate the labour laws relevant to the industry you are working in.

Notes

3.1 WHO IS A WHOLESOME LEADER?

Chinnapillai does not know how to read. Her writing skills are limited to signing her name in Tamil. She works as a labourer in fields earning between Rs 30—50 a day. Yet, she managed to make a band of workers who offered their services to the farmers, landlords and job contractors. Chinnapillai would always **manage to convince** the farmer that better wages not only meant better quality of labour; it also meant the job would get done much faster. **It was not an easy task.** The landlords were initially dismissive of her efforts. But she **persevered**. Finally they understood. With that, came **loyalty and respect**—both from the landlords and her co-workers.



Fig. 3.2

(Image source: http://4.bp.blogspot.com/_8Bamw8f7rLs/ScsuTgRkjII/AAAAAAAAAF8/bO1Y8v1_Sdw/s320/Ms.Chinnapillai+shares+about+the+Kalanjiam+institutions.JPG)

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Notes

Soon her work was recognized by the Dhan Foundation. They were promoting a movement for women labourers called 'Kalanjiyam'. It focused on financial independence based on the idea of growing big through small savings. Chinnapillai understood the potential of the movement. But she was also **aware of the limitations** of the women labourers. Their earnings were small and the moneylenders were strong. But she also **recognized the power of united action**. She **convinced** 10 women to contribute Rs20 per month. She used the money collected as a 'revolving fund' for giving loans at very low interest rate to the members of the group. The members used the loan for starting small business or for meeting their financial needs. This saved the members from going to the moneylenders.

As the confidence of the group grew, she **encouraged the members to spread the idea**. Soon they spread the idea of the small savings unit to nearby villages. Now they have 4lakh members spread across nine Indian states, Rs 100 crore in savings and Rs 200 crore in revolving loans.

Her approach from the beginning was to build a strong organizational structure based on simple but thorough record-keeping. This led to total **transparency and confidence** and the movement increased. Every issue was debated and decisions were taken together. **Rules were rigorously enforced**.

However, Chinnapillai **keeps reminding others the fact that she is not the movement's only leader; there are many others**. She also feels **each member should be given due credit** since Kalanjiam's success is based on the fact that it is a community organization. **True to her words**, she stepped aside to let another woman lead Kalanjiam. The idea is to **create the opportunity and the space that will allow others and the movement to grow**. Now, the movement is spreading to other countries like Senegal, South Africa, Tanzania and Ethiopia

Read the highlighted lines in the above paragraph. Don't you think these are the necessary qualities that a leader should have in any field? Chinnapillai's leadership is what many would call as 'Wholesome Leadership'. Such leaders don't get tied by their current circumstances but are determined to take charge of their lives and the future of the group they are leading. A 'wholesome leader' is one who motivates the team to become aware of their strengths and weaknesses and dream big. The wholesome leader recognizes that each person brings a different strength to the table. They take the responsibility to ensure that everyone contributes to the larger benefit of the group. Understanding that there will be difficulties along the way, they encourage the group members not to give up. They tell their team members that if everyone does their job properly, the team will achieve its goals. Further they are ready to take difficult decisions in conflicting situations and are flexible in their plans. Also, they behave the way they expect others to do. They '*do what they say*' and '*say what they do*'. This extends to their personal life too. Companies too want to employ people who have qualities of a wholesome leader.

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Notes

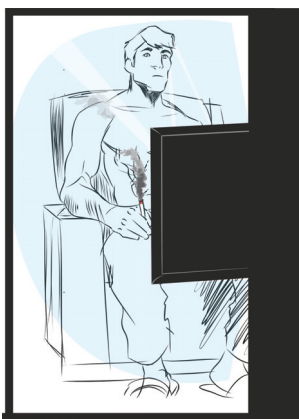


Fig. 3.3

Activity 3.1

Can you think of any person living around you who displays the qualities of a ‘wholesome leader’? Write down the names of two such people in the table provided below. The case of Chinnapillai has been done for your reference. Now do the same for yourself. Do your words and actions match?

Name	What they asked others to do	What they did
Chinnapillai	Take change of your own life.	She helped women in attaining financial freedom and developed their entrepreneurial capabilities.
1		
2		
3 your name		Now think if your words and actions match

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Notes

3.2 FINDING MY WHOLESOME LEADERSHIP SCORE!

If you can refer to the qualities of a leader in section 3.1, you must have understood that self-awareness is a common quality shown by all great leaders. They are aware about their personal, social, civic and environmental responsibilities. Knowing their strengths helps them in setting the goals, taking charge of their life. It gives them strength to face challenging life situations and overcoming them.

Activity 3.2

- Let us see if you are aware of your leadership abilities? To be a ‘wholesome leader’, you need to know where you are. You can take the following quiz to understand the leader in you better. Remember that there are no ‘right’ or ‘wrong’ answers. This is not a test; have fun!

Table 3.1: Are you a wholesome leader

1. I believe that having fun together is an important goal for any group. Always = 3 • Sometimes = 2 • Never =1	Always = 3 • Sometimes = 2 • Never =1
2. I keep an open mind and encourage people to share their opinions. Always = 3 • Sometimes = 2 • Never =1 <i>(A cartoon like this)</i>	8. When there’s a problem, I focus on finding a positive solution, rather than complaining or blaming others. Always = 3 • Sometimes = 2 • Never =1 <i>(A cartoon like this with kids faces)</i>
3. I consider what’s best for the group and its goals, not just what I want for myself. Always = 3 • Sometimes = 2 • Never =1	9. I listen carefully, and I urge my team to respect everyone’s ideas. Always = 3 • Sometimes = 2 • Never =1
4. I’m polite to the team, such as by saying please and thank you. Always = 3 • Sometimes = 2 • Never =1 <i>(a cartoon like this with a leader talking)</i>	10. I try to understand the feelings of each person on the team. Always = 3 • Sometimes = 2 • Never =1
5. When opinions are different, I look for things we agree about, rather than choosing sides. Always = 3 • Sometimes = 2 • Never =1	11. I stay flexible and calm when people disagree with me. Always = 3 • Sometimes = 2 • Never =1
6. I realize mistakes will happen, and I try to learn from them. Always = 3 • Sometimes = 2 • Never = 1	12. I give others praise for their great work and ideas. Always = 3 • Sometimes = 2 • Never =1
7. I get others involved in making important decisions.	

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Notes

<p>36–28 points</p> <p>You're doing a great job as a wholesome leader! Keep encouraging and helping others.</p>	<p>27–30 points</p> <p>You have lots of positive leadership skills. Keep up the good work as you learn more skills.</p>	<p>19–12 points</p> <p>With practice, you can grow as a leader. Look at the question for which you marked 'never' or 'sometimes' for ideas and work on them.</p>
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(Questions based on ideas from: - https://www.brilliantstarmagazine.org/uploads/play/pdf-play/Quiz_MA14_p5_r3.pdf)

2. Discovering your Leadership Style through Unknown I - Land

Let's go on a leadership quest and discover the leader in you. Download the app on your mobile device from the following link –

(<https://play.google.com/store/apps/details?id=com.zmq.cyc>)



Fig. 3.4: The unknown land

The Unknown I-Land app is a tool to assess your leadership abilities through fun-filled, life situations-based quest game. It takes you on a journey where along the way you will face different leadership 'situations'. You will have to make choices which will determine the course of the journey. Through this adventure-filled journey you will be able to analyse your choices. Did these decisions help you achieve what you wanted to? Play the game again and see if the outcomes change with your decisions. Let the leader in you shine! Ask your friends to play the game. Share your results with theirs and see what kind of decisions did they take?

(Source: 5th Space <http://5thspace.in/theunknowniland/>)

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Notes



INTEXT QUESTIONS 3.1

1. Watch the Lead India 2020 video from the following link - https://www.youtube.com/watch?v=TUM_zIKIHF0 and answer the following questions:



Fig. 3.5: Lead India 2020

- (a) Refer to the leadership qualities you had picked in yourself in activity 3.1. As a young person, list three ways you can contribute to the Lead India 2020 programme.
 - (b) As a wholesome leader, what will you do if you were in charge of the initiative?
2. **Read the following case study and select what you think is the most appropriate answer for each situation.**

Tamanna joined a company as an Assistant Manager three years ago. She has performed well in her job and wants to move up in her career. To do that, she needs to be a ‘wholesome leader’. If Tamanna is to become a ‘wholesome leader’, what would you advise her to do in the following situations?

- (a) Shanti, who reports to her, is a qualified employee. She lacks confidence and thinks that she doesn’t have the ability to complete a challenging project. What should Tamanna do?
 - (i) Remove Shanti from the company as having her in the company might set a bad example to others.
 - (ii) Have Shanti in the company, but give her easy tasks. She is a qualified person and will still be able to contribute to the company.
 - (iii) Ask Shanti to do any job which she likes. Giving her freedom may help her gain confidence.
 - (iv) Tell Shanti about the things she has accomplished in the past and show her that she has the ability to perform.

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- (b) Vinod is a creative person with many brilliant ideas. He is very shy and prefers to remain silent. The company is facing a tough situation and a meeting has been called to find a solution quickly. Every one gives many ideas. Vinod is also present in the meeting but does not open his mouth. What should Tamanna do?
- Ignore Vinod as time is very short and move ahead with the suggestion provided by others.
 - Shout at Vinod for not speaking during the meeting. His silence may encourage others to be silent too.
 - Encourage Vinod to participate and ask for his ideas even if it takes more time to complete the meeting.
 - Let Vinod be and don't interfere. Forcing someone to give their ideas is not a good idea.
- (c) Len is a close friend of Tamanna. Balvinder is also working in the same office. Both are reporting to Tamanna. She has to recommend one of them for promotions. Balvinder is more qualified than Len, but promoting him could damage her friendship with Len. What should Tamanna do?
- Promote Len as friendship is more important than company requirements.
 - Promote Balvinder as company comes first and explain to Len that as her friend he should help her take this tough decision.
 - Promote neither Len nor Balvinder and recommend a third person. This would avoid any unpleasantness.
 - Promote Balvinder and befriend him. It makes sense to be friends with a qualified person. Also, Len will become a source of problem.
- (d) Tamanna has to decide whether to accept a new project or not. She doesn't have the qualification to complete it successfully. However, taking this up will help her in her quest to become a leader. What should Tamanna do?
- Accept the project as her personal desire; to be promoted matters more. If she ignores this offer, she may not get any in the future.
 - Reject the project outright and wait for the next one which suits her skills. If she fails to perform in this project, it will spoil her reputation.
 - Tell the top management that the project can be executed better by another person. However, make a request to allow her to assist the project in a capacity suitable to her talents. She can use this as an opportunity to learn.
 - Don't take any action and let her bosses take the decision instead. Sometimes not taking a decision is the best decision.

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- (e) Tamanna asks her team members to be always punctual. However, when the company chief is absent for a month due to personal reasons, the heads of other departments arrive late to office and ask Tamanna also to come late. What should she do?
- (i) Take it easy and come late as there's not much work. It is necessary for a person to relax and refresh oneself.
 - (ii) Come late but insist that her team members be on time. There is work to be done and others should learn to manage without her.
 - (iii) Come on time and inform the Company chief about the other heads who weren't punctual. It is important to maintain discipline.
 - (iv) Come on time as punctuality is a habit that is to be practiced irrespective of the situation. If she comes late now, her team members may not value her words and would come late when she's absent from work.

3.3 AN ETHICAL AND RESPONSIBLE LEADER

Prakash, an entrepreneur, has a large factory which produces customized furniture. All the employees in his company like Prakash and are inspired by him. He is very ambitious and wants to expand. To do so, he needs to increase his profits. Therefore, he focuses on cutting costs. He ignores the various laws and regulations. To his utter surprise the company starts making losses. The workers suffer a lot and their output goes down. Due to miserable working conditions accidents happen. Soon they start protesting against this and go on strike. Also, he has to pay penalties for violating various rules. All this ruins Prakash's dream of expanding his business.



Fig. 3.6: An ethical and responsible leader

Where did Prakash go wrong? Is Prakash a wholesome leader? As we discussed previously, wholesome leaders are aware about their personal, social, civil and environmental responsibilities. A wholesome leader should take care of not just his *'personal well being'* but equally of his workers and his company.

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Individuals or companies cannot operate in isolation. The company depends on its suppliers for raw materials and machines from other companies to process them. The workers are needed to operate the machinery. Finally, the product must reach the consumers. The government ensures that the roads, power and water are available for the company to run. The police and the courts are needed to protect the company. Also, the environment must be protected to make sure that the growth of the company can be sustained. All these services must be paid for and this responsibility too ultimately falls on the leader.

To cut costs, Prakash compromised on the safety standards. This harmed his workers, the people living around his factory and perhaps the entire locality. You must be aware of the Bhopal gas tragedy. Thousands died due to gross negligence of the factory safety rules. Many continue to suffer till date. Everyone including the company management, the workers, the people of the city and the state were affected. The world was shocked by this incident and India's image was damaged. This shows the importance of responsibility that a wholesome leader carries.



Fig. 3.7: Impact of irresponsible leadership

Prakash and the company need the government and the workers to do their duties. If the facilities are not made available, the company cannot make profits to pay taxes to the government. If the workers are at fight with the company management, it would be difficult for the company to run. You must have heard of the terrible Maruti violence case where the workers agitation lead to the death

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of GM (HR). Thirteen workers were given life sentence. This is the worst case of lose-lose situation. The responsibilities of the company and its rights are linked. The wholesome leader balances them so that he, his company and workers perform in a safe and healthy environment.

A wholesome leader knows that rights and responsibilities are two sides of the same coin. Without one, the other loses its value. Prakash has every right to take any action which will increase his profits. However, he has a responsibility towards his workers. Worker's safety, security, working conditions, working hours, salary, bonus are some other things that he needs to take care. He has to keep in mind that the company needs to pay back to the society for the resources and the services which they utilize. To ensure this balance, laws are framed and enforced by the government. Penalties are imposed when these laws are broken. These laws and regulations are meant to protect the workers from abuse and give power to them to demand their rights.

India has the largest youth population in the world today. Many young people like you will be entering the workforce in the near future. Don't you think that you should be aware of the existing labour laws and rights, and the on-going reforms? Knowing the labour laws would shield you from being exploited. It also cautions you not to exploit when you are in the position of power. Though there are many labour laws in India, the following are the laws every employee should know to protect their rights:

1. The Factories Act, 1948

This act protects workers of a factory. It covers aspects like health, safety, proper working hours, leaves and welfare measures. Its provisions include both measures for workers and environment.

Applicability of the Act – To any premises where 10 or more persons are working with the aid of power or 20 or more workers are working without aid of power.

Working Hours and Overtime of Adults

- Weekly hours not more than 48 hours
- Daily hours, not more than 9 hours
- Intervals for rest at least 30 minutes on working for 5 hours
- Extra wages for overtime double than normal rate of wages
- Restrictions on employment of women before 6 a.m. and beyond 7 p.m. In the case of a night shift, a notice has to be given 24 hours before the shift

Employment of Young Persons

- Prohibition of employment of young children below 14 years

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- However, a new law has been passed which allows under-14 children to work in non-hazardous family enterprises
- Non-adult workers to carry tokens, for example, certificate of fitness
- Working hours for children not more than 4 ½ hrs. and not permitted to work during night shift
- International Labour Organization (ILO) sets the general minimum age for admission to employment or work at 15 years (13 for light work) and the minimum age for hazardous work at 18 (16 under certain strict conditions). It provides for the possibility of initially setting the general minimum age at 14 (12 for light work) where the economy and educational facilities are insufficiently developed.

Annual Leave with Wages

- A worker having worked for 240 days is entitled to have one day wages at the rate of one day for every 20 days.
- Accumulation of leave for 30 days.

Measures Related to Health of Workers

- Cleanliness
- Disposal of wastes and effluents
- Ventilation and temperature
- Dust and fume
- Overcrowding
- Artificial humidification
- Lighting
- Drinking water

Point to ponder!

Do you think employment of young persons in any manner damages their childhood and interferes with their education? If employment of all children below 18 years is banned, can you think of measures to support their livelihood?

Do you think

- *these measures must be provided irrespective of the number of workers?*
- *measures related to separate toilets for women and persons with disability must also be provided?*
- *facility of crèche must be provided for male workers also?*

Welfare Measures to be provided by the Employer

- Washing facilities
- Facilities for storing and drying clothing
- Facilities for sitting
- Firstaid appliances—one first aid box, not less than one, for every 150 workers
- Canteens when there are 250 or more workers

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- Shelters, rest rooms and lunch rooms when there are 150 or more workers
- Crèches when there are 30 or more women workers
- Welfare office when there are 500 or more workers

Penalty for not following the Provisions of the Act

- Imprisonment upto twoyears or fine upto Rs.1,00,000 or both.

Point to ponder!

Should the minimum wages provide for the bare minimum necessary for survival or should it aim to provide for a standard of living which helps the workers to achieve their potential?

Can a company afford to pay such an amount and make profits?

2. Minimum Wages Act, 1948

The Act specifies the minimum wages payable to the employees. The government fixes the minimum rates of wages based on the recommendations of a committee appointed by it. Only the union and state governments have the right to revise the wages. Penalty for paying less than minimum wages is imprisonment upto sixmonths or with fine upto Rs.500.

3. Payment of Wages Act, 1936

The Act specifies the time period within which wages must be paid to the employees. Employers cannot withhold the wages earned by workers nor can they make any unauthorized deductions from the wages. The payments must be made before the fixed pay day after the wage period. If the payment of wages is delayed or wrongful deductions are made, the workers or their trade unions can file a claim. The payment of overtime is decided by the Minimum Wages Act, 1948. The wage limits are constantly revised by the central or state governments. It is your responsibility to keep track of all such amendments.

Point to ponder!

With digital currency coming into picture, do you think it will be a good idea for the workers to be paid in electronic money instead of cash?

4. Workmen’s Compensation Act, 1923

This Act deals with issues related to compensations of injuries during the period of employment. If the injury is life threatening or damages an employee’s capacity to work, then the labour and employment lawyer could try to seek the best compensation. The Act also specifies the rate of compensation and the method of calculation.

Point to ponder!

Is monetary compensation sufficient or measures like re-skilling the worker be made compulsory so that they can take up new jobs?

5. Payment of Bonus Act, 1965

This Act states that any organization which has over 20 employees has to pay bonus. It gives formula for calculating bonus and the minimum and maximum percentage bonus to be paid. It also provides for a redressal mechanism. The amount is usually calculated on the profits earned by the company.

Point to ponder!

Can you think of other means besides money through which a company can thank an employee? What would a wholesome leader do?

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Notes

6. Payment of Gratuity Act, 1972

Gratuity is a retirement benefit paid as a token of thanks for the services offered. An employee, upon completion of five years of service, is eligible for gratuity, which is calculated at the rate of 15 days of salary for each full year of service. An organization with 10 or more employees is supposed to pay gratuity to workers who have worked for 12 months or more. Gratuity is the last drawn salary (sum of basic and dearness allowance) multiplied by the number of years of service. In case the employer fails to provide gratuity, they can even be imprisoned.

Point to ponder!

What if a company makes losses due to external circumstances, should bonus be delinked from profits? Can you think of an arrangement where workers are not affected by market circumstances?

7. Employees Provident Fund and Miscellaneous Provisions Act, 1952

The EPF Act provides social security benefits like pension and insurance cover to the employee of an organization which has 20 or more employees. The employees and employers contribute equally throughout the covered persons' employment. This sum is payable normally on retirement or death. Other benefits include Employees' Pension Scheme and Employees' Deposit Linked Insurance Scheme. In case of default, the employer can be arrested without warrant. All dues have to be paid by employer with damages up to 100 percent of arrears.

Point to ponder!

Should the government also contribute to the fund? Should the employer contribute more than the employee?

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Notes

8. Equal Remuneration Act, 1976

This Act prevents discrimination among workers on the basis of gender. According to this Act, employers can't discriminate among genders in matters of wages, training, transfer and promotion. The Act provides for equal remuneration to both men and women workers for the same work done.

Point to ponder!

Women do all the household work which adds to their burden. What measures can you suggest to reduce the burden on women?

9. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

The aim of the Act is to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment.

Definition: The Act defines sexual harassment as follows:

- any behaviour or act including physical contact
- demand/request for sexual favours
- making sexually coloured remarks
- showing pornography and any other unwelcome physical, verbal or non-verbal conduct of sexual nature

The following behaviour are said to constitute sexual harassment at a workplace:

- promise of preferential treatment
- threat of detrimental treatment
- threat about present or future employment status
- behaviour that creates an intimidating/offence/hostile work environment etc.

The Act specifies the kinds of Complaints Committees which should be made available to the complainant. It also talks about the constitution of the committees and their functions. The procedure for making complaints is also mentioned in the Act. It also details the inquiry mechanisms and the action which can be taken based on the inquiry report. The Act mentions in detail the duties of an employer. You can read in detail

Point to ponder!

Have you heard of any such instances occurring at workplace through TV, radio or through personal interactions? As a wholesome leader, what suggestions can you provide to handle this issue?

about the various provisions of the Act. Look into the various illustrations, scenarios and examples given in the handbook. You can download the 'Handbook on Sexual Harassment of Women at Workplace' from the following link:

The Employee Everyone would like to Employ



Notes

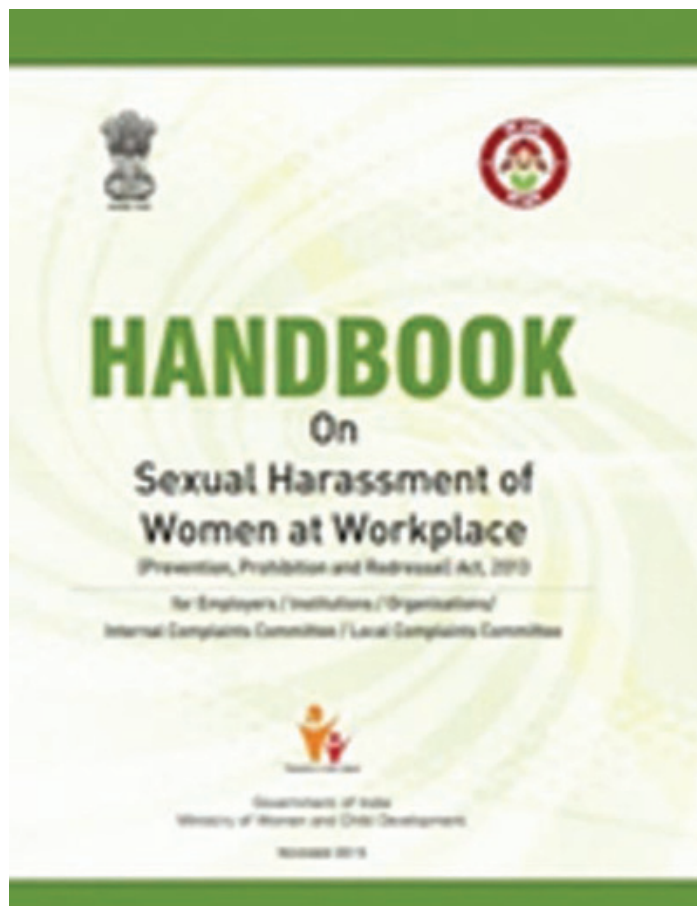


Fig. 3.8: Handbook of sexual harassment of women at workplace

(<https://www.iitk.ac.in/wc/dataHandbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf>)

10. The Rights of Persons with Disabilities Act, 2016

This law gives effect to the principles of the United Nations Convention on the Rights of Persons with Disabilities. According to the United Nations, around 40 to 80 million disabled people live in India. The law makes some provisions regarding employment of persons with disability. The employers should

- frame an Equal Opportunity Policy containing details of the facilities provided to the disabled employees in order to enable them to effectively discharge their duties,
- appoint a liaison officer to oversee the recruitment of disabled persons,

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Notes

- identify posts/vacancies for disabled persons,
- prohibit discrimination because of disability,
- provide additional facilities/benefits,
- overhaul existing hiring practices,
- conform with accessibility norms and
- maintain records containing details of the disabled persons who are employed.

Point to ponder!

The wholesome leader understands that everyone is unique and brings something special to the table. Can you think of some of the ways in which persons with disability will add value to the company?

11.Industrial Disputes Act, 1947

The aim of this law is to bring a balance between the rights and responsibilities of the employees and employers. However, when disputes arise wherein the workers as a group are concerned, this Act becomes a useful mechanism. This Act provides for investigation and settlement of industrial disputes. The Act makes provisions to form industrial tribunals and works committees to promote industrial peace. The committee comprises of employer and employee representatives. The key aim of this committee is to open channels of communication between employer and employees and resolve disputes. The act deals with

Point to ponder!

Many companies are asking the government to simplify the labour laws and make it 'industry friendly'. What do you think will be effect on worker's rights?

- power of Labour Court,
- prior permission for lay off and lay off compensation,
- lay off and payment of compensation; conditions for laying off,
- retrenchment of workmen compensation and conditions,
- period of operation of settlements and awards,
- prohibition of unfair labour practice either by employer or workman or a trade union,
- right of workmen during proceedings,
- conditions of service during proceedings,
- closure of an undertaking and
- strikes and lock out.

Activity 3.3

1. Visit the Government of India, Ministry of Labour & Employment website from the following link - <http://labour.gov.in/industrial-relations>

S.No.	Title	Download
1	The Industrial Disputes (Central) Rules, 1957	Download(2.42 MB)
2	The Plantation Labour Act, 1951	Download(0.03 MB)
3	The Industrial Employment (Standing Orders) Rules, 1946	Download(0.19 MB)
4	The Industrial Employment (Standing Orders) Act, 1946	Download(0.10 MB)
5	The Trade Unions (Amendments) Act, 2001	Download(0.04 MB)
6	The Trade Unions Act, 1926	Download(0.10 MB)

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Notes

- i. List the categories under which the various labour laws are organized?
- ii. Mention the laws mentioned under each category.
- iii. Identify the categories under which the various labour laws discussed above are mentioned.
- iv. Discuss with your friend if there are any issues which are not dealt with under the current laws. Give suggestions to form a new law which will address them.

2. Download the e-book published by the Ministry of Labour & Employment from the following link - <http://labour.gov.in/sites/default/files/MoLE%20e-book.pdf>

The e-book talks about the new initiatives that safeguard the interests of workers in India's organized and unorganized sectors. Find out the following information from this website and discuss with your friend as to how these will help you:

1. The initiatives, policies and schemes that deal with employees entering the workforce.
2. What are the vocational training schemes for the youth to improve their job profile and prospects?
3. What are the employment services provided by the Ministry?

MODULE - I

The Leader in Me

The Employee Everyone
would like to Employ



Notes



Fig. 3.9: ebook initiative safeguarding interests of workers

3. Choose an organization close by. Analyse the labour laws that are applicable to it.



INTEXT QUESTION 3.2

Read the following questions and choose the correct option. Give reasons for your choice.

1. Rekha's manager calls her at 5:00 p.m. and asks her to report for duty at 10:00 p.m. due to some emergency. Which of the following Act is violated?
A. Factories Act, 1948 B. Equal Remuneration Act, 1976
C. Workmen's Compensation Act 1923 D. Payment of Bonus Act, 1965

Reason: _____

2. Many workers of a large manufacturing unit were removed from service without giving any notice. Under which Act can the workers proceed further?
A. Payment of Gratuity Act, 1972 B. Industrial Disputes Act, 1947
C. Factories Act, 1948 D. Workmen's Compensation Act, 1923

Reason: _____

3. Ayesha is working with an export company. Though she's eligible for promotion, she is overlooked because of her gender. Under which law can she file a case against the company?

- A. Workmen's Compensation Act, 1923
- B. Industrial Disputes Act, 1947
- C. Factories Act, 1948
- D. Equal Remuneration Act, 1976

Reason: _____

4. You are the owner of a large textile unit. Which of the following actions you cannot take?

- a. Remove workers after giving sufficient notice period
- b. Pay equal salary to men and women working in your company
- c. Withhold payment to a worker as he is not efficient
- d. Install crèches though there are no women working in your unit.

Reason: _____

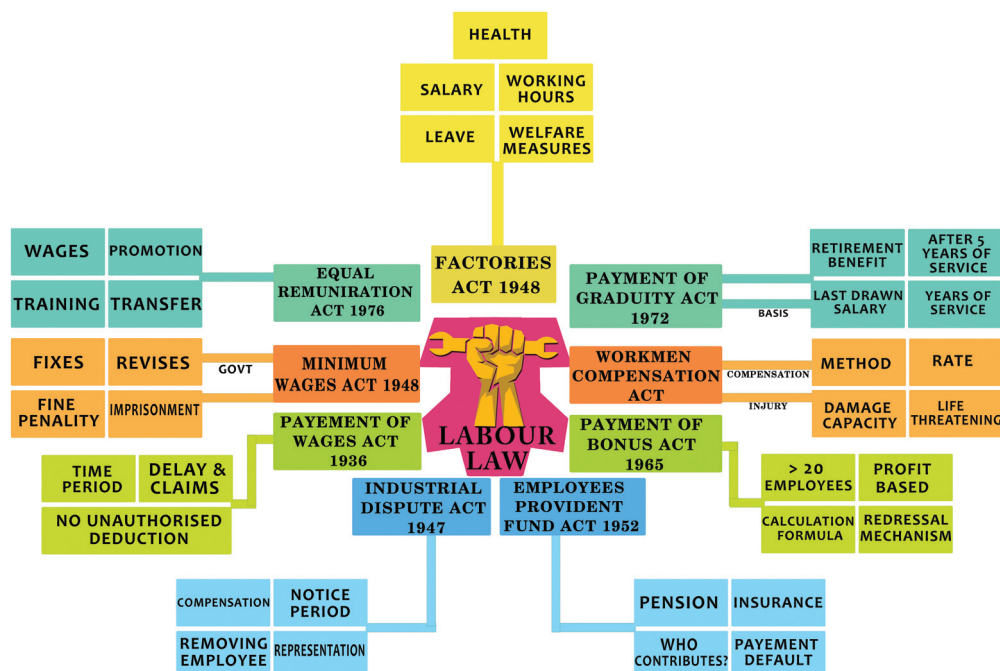
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Notes



WHAT YOU HAVE LEARNT



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Notes



TERMINAL QUESTIONS

1. Why are laws needed to keep the balance between rights and responsibilities?
2. Should a wholesome leader follow a course of action that has been successful in the past or change it and risk failure? Give two reasons.
3. Should companies continue to follow the laws if the government is not able to provide the necessary resources and services needed for the industry to discharge its responsibilities? Give two reasons.
4. Shubash is the first disabled person to join a small firm. He finds that there are no toilets suited to his needs. What should the employer do considering the fact that the company is still making losses?
5. You are the owner of an electronics company. You have to recruit a new manager to head your company's operations. List five qualities you will look for in the new candidate to be selected.
6. Kabir is a brilliant executive working in your company. The company incurred losses due to his decision that was taken under extreme pressure and limited information. Will you retain Kabir? Give two reasons.
7. Man Singh refuses to pay salary to some of his employees as they are not able to repay the loans taken by them. Are Man Singh's actions correct? Give reasons.
8. Keertha loses her arm in an accident while working in the factory. The company promises to give job to her son instead of paying her. Would you agree with the company's decision? Give reasons.
9. Arman is an honest person and is against paying bribes. After starting his own company he finds that his competitors are paying bribes to get their job done. His team members advise that he too must pay bribe in the interest of the company. As a wholesome leader, what should Arman do?
10. Pavalamani is a highly talented entrepreneur with a keen business mind. However, many employees in her company are not able to match up to her levels of performance. She sets extremely high standards and is disappointed when her team members are not able to live up to her expectations. Can you give some advice to Pavalamani about motivating her team members?
11. Jimmy is a self made man and a budding entrepreneur. He comes from a poor family and has risen through extremely challenging circumstances.

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would like to Employ



Notes

Laws demand that Jimmy spend a part of his company's profits in initiatives that will help the society. Jimmy feels that it is unfair to force him to spend on a society which has done very little for him. Do you agree with Jimmy? Give reasons.

12. You are the owner of a Manufacturing Unit which handles highly toxic chemicals. You discover that one of your managers has been indulging in a malpractice which has severely compromised the safety of your unit. What would be your course of action?



ANSWERS TO INTEXT QUESTIONS

3.1

- (i) D) One of the leader's responsibilities is to nurture leadership abilities of their team members. To do this, it's necessary to push them out of their comfort zone and give them confidence that they have ability to accomplish new tasks.
- (ii) C) A leader needs to take everyone along. Every member of the team brings something unique to the table. Also, Vinod may bring some fresh insights which will make others to think in new directions. This will benefit everyone.
- (iii) B) Many a time we need to decide between an 'easy choice' and a 'right choice'. Making the 'right choice' is tough but that's what makes one a 'wholesome leader'. Balwinder is more qualified for the job and is the 'right choice' for the promotion.
- (iv) C) A 'wholesome leader's' words and actions match. If Tamanna is unable to deliver on her promise, it will lower the trust in her. Accepting one's limitation is also a strength. She will be appreciated for her honesty which will help her in the long run.
- (v) D) A good habit is internal to a leader and is not determined by external circumstances. By such actions, the leader becomes a role-model for others and will be considered as an authentic person by his team.

3.2

- (i) A) The Factories Act, 1948 places restrictions on employment of women before 6AM and beyond 7 PM. In the case of a night shift, a notice has to be given 24 hours before the shift.

MODULE - I

The Employee Everyone
would like to Employ



Notes

- (ii) B) The Industrial Disputes Act, (1947) lays down conditions for lay-off and retrenchment of workmen. It also talks about the subsequent course of action available to the workmen.
- (iii) D) Equal Remuneration Act, 1976 specifies that employers can't discriminate among genders in matters of wages, training, transfer, and promotion.
- (iv) C) Withhold payment to a worker as he is not efficient. The employers cannot withhold the wages earned by workers nor can they make any unauthorized deductions from the wages.

MODULE II: EXPRESSION AND COMMUNICATION

4. From Confusion to Clarity
5. Developing the Self
6. Be Well Do Well
7. Leading, Not Bossing
8. Effective Communication: A Life Long Asset



4

FROM CONFUSION TO CLARITY

A lady needed few things to make dinner for the guests. She decided to send her husband to buy them. He came later than usual with three huge bags. He put them down on the kitchen floor and told her that he would be back with the rest of the bags.

The wife wondered what he was talking about and she started unpacking the bags. In the first one there was 1 kg of refined flour, two bags of *sugar* and 3 bottles of oil. In the second bag there were 4 dozen eggs. In the third bag were six cartons of milk and her shopping list. She looked at the list and suddenly realized what had happened. Her shopping list is shown as follows:

Her husband misunderstood the numbering of the items for the quantity to be purchased!

Miscommunication causes confusion.

How does communication happen? What are the processes involved in communication? What is clear communication? How do we avoid miscommunication? What is the appropriate way to communicate in a given situation? How to use communication as a tool to achieve a favourable outcome for all? We will try to find answers to these and related questions in this lesson.

-
- * 1kg of refined flour
 - * 2 bags of sugar
 - * 3 bottles of oil
 - * 4 dozen eggs
 - * 6 Cartons of milk



Notes



OBJECTIVES

After studying this lesson you will be able to

- identify the elements of a communication loop and use suitable techniques to communicate clearly;
- recognize the barriers in communication and handle them appropriately; and
- identify the various forms of communication and use them to handle life situations to arrive at win-win solutions.

4.1 COMMUNICATION LOOP

During the Mughal era, royal pigeons were used for carrying royal or state mail. Pigeons were trained and housed in the royal palace, in the *kabutar-khaana*, found even today in the relics of Mughal palaces. The sender holds the receiver's pigeons prior to release. Messages are written on thin paper rolled into a small tube attached to the bird's leg. Once released, the pigeons used their homing system to deliver the message. The receiver sends another pigeon as an acknowledgement of the message.

Muskaan has an innovative idea to purify and convert waste water from homes into drinking potable water. She wants to set up a water treatment plant in her village. To obtain the required funds to setup the unit, she approaches a bank with a ten page 'Business Proposal' outlining her plans. The bank agrees to fund her treatment plant and writes a letter to Muskaan asking her to come to the bank for preliminary discussions.

Sagar is a manager at an electronics firm. He approaches his reporting officer, Kiran, with a request to grant him a month of paternity leave to assist his wife. Kiran empathizes with his situation but says that the current rule provides for only 15 days of paternity leave. However, She informs Sagar that she would take up the matter with her boss and ask him to consider Sagar's request. She asks Sagar to write a formal email in this regard.

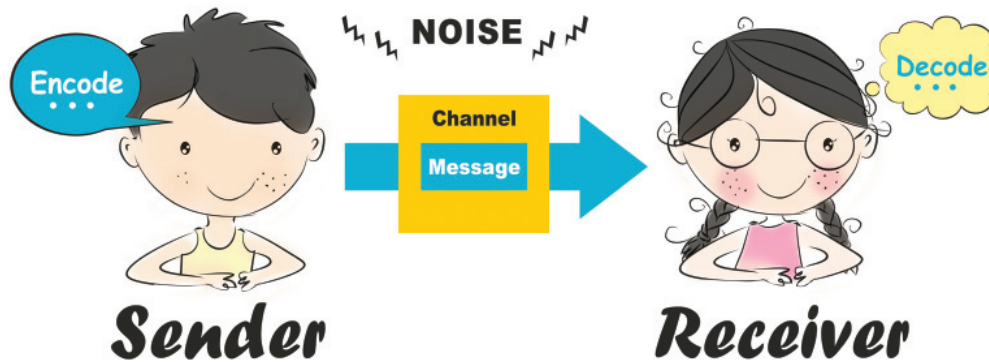
Senthil suffers from hearing impairment and communicates through sign language. He takes deep interest in social issues. The recent lynching of a couple who were involved in an intercast marriage moved him deeply. He took to social media and uploaded a video registering his protest through sign language along with subtitles. The video went viral which drew the attention of many people to the issue of casteism.

Do you find any commonality in the given situations? Have you noticed that, in all the cases, there's a *sender* of the message, a *receiver* and the *message*.



Notes

You might have also seen that the message is encoded by the sender before sending. The message is carried through via a *medium* or a *communication channel* to the receiver who decodes the message. Do you think the process stops here? In all the cases, the receiver sends some sort of message to the sender which is called as the *feedback*. Also, there's an element of disturbance when the message passes through the channels which is called as the *noise*. This whole process is called a 'Communication Loop' and is illustrated below–



(Image source - <http://kidcourses.com/wp-content/uploads/2014/05/communication-model-sender-encode-decode-receiver.gif>)



INTEXT QUESTION 4.1

Fill in the following table based on your reading of the above passage. The first row is filled for your reference –

Situation	Sender	Receiver	Channel	Noise	Feedback
Piegon Post	Mughal Emperor	Royal court official	Pigeon	Elements of nature like rain, that can damage the scroll	Pigeon sent by the receiver as an acknowledgement
Muskaan's Business Proposal					
Sagar's leave request					
Senthil's protest					



Notes

In the above instances, the message is transferred from the sender to the receiver. But do you think merely sending the message is enough for communication to occur? Is it possible that the sender meant one thing and the receiver interpreted it as something else? Do you think miscommunication can occur while communicating?

4.2 BARRIERS IN COMMUNICATION

Given below are three situations involving three different types of communication. Go through them and answer the questions at the end.

1. The following conversation occurs in a famous television series, between a new naval recruit, Homer Simpson and Captain Tenille –



Captain Tenille: Tell me young man, what do you want out of life?

Homer Simpson: [*straining to reach the peas on the table*] I want *peas*.

Captain Tenille: We all want *peace*, but it's always just out of reach!

Homer Simpson: Uh huh.

Captain Tenille: So, what's the best way to get *peace*?

Homer Simpson: [*reaching out and picking up peas on his knife*] With a knife.

Captain Tenille: Exactly. Not with the olive branch, but the sword.

— *The Simpsons*, “Simpson Tide”

Are Homer Simpson and Captain Tenille talking about the same subject? At the end of the discussion, do you think they arrived at the same conclusion? If not, why did the misunderstanding occur? How do you think this miscommunication could have been avoided?

2. The CEO of a company feels that his employees should have an opportunity in a safe environment to view a rare “solar eclipse”. He conveys his message through a memo so it reaches everyone in the company. The communication flow from the CEO through various departmental heads to the staff is given below.



Notes

Miscommunication

Note from CEO to Manager

Today at 11 o'clock there will be total eclipse of the sun. This is when the sun disappears behind the moon for two minutes. As this is something that cannot be seen every day, time will be allowed for employees to view the eclipse in the parking lot. Staff should meet in the lot at ten to eleven. When I will deliver a short speech introducing the eclipse, and giving some background information. Safety goggles will be made available at a small cost.

Note from Manager to Department Head:

Today at ten to eleven, all staff should meet in the car park. This will be followed by a total eclipse of the sun, which will appear for two minutes. For a moderate cost, this will be made safe with goggles. The CEO will deliver a short speech beforehand to give us all some information. This is not something that can be seen every day.

Note from Department Head to Floor Manager:

The CEO will today deliver a short speech to make the sun disappear for two minutes in the form of an eclipse. This is something that cannot be seen every day, so staff will meet in the car park at ten or eleven. This will be safe, if you pay moderate cost.

Note from Floor Manager to Supervisor:

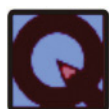
Ten or eleven staff are to go to the car park, where the CEO will eclipse the sun for two minutes. This doesn't happen every day. It will be safe and as usual it will cost you.

Note from Supervisor to staff:

Some staff will go to the car park today to see the CEO disappear. It is a pity this doesn't happen everyday.

(Image source: <https://qph.ec.quoracdn.net/main-qimg-31920e16880beda5c6478e18e25bd5c6>)

Did the message the CEO wanted to communicate reach all the employees of the company in the same manner? How accurate was the final memo compared to the initial memo from the CEO? Why do you think the contents of the memo changed at every stage of its transmission?



INTEXT QUESTION 4.2

1. Kedar is new to Delhi. His friend Konkana promises to take him to a football match. On the day of the match, Kedar arrives at the stadium and waits outside gate number 8. Konkana is late by 30 minutes. Kedar calls up Konkana and the following conversation happens –

Kedar: Hi where are you? Are you coming?

Konkana: Yes I am. I am stuck at Mandi house for the last 30 minutes.

Kedar: Whose house is that? Why did you go there?

Expression and
Communication



Notes

Konkana: It's not a house, it's a place. I am stuck in traffic. I am not able to hear you properly.

Konkana: Ok. Come soon. I am outside gate number 8.

Konkana: You ate what?

Kedar: I didn't eat anything. We can have snacks inside the stadium.

Konkana: You are always concerned about eating. Where should I meet you?

Kedar: I never spoke of eating. You are talking nonsense.

Konkana: Stop fighting and tell me where I should meet you.

- i. Identify the reason for miscommunication in the above conversation.
- ii. Suggest one way of communication which would have avoided the miscommunication.
- iii. Suggest one way of communication other than speaking which would have avoided the miscommunication.

3. Perceptions through Punctuations: "A Woman without Her Man is Nothing"

An English professor wrote the words: "A *woman without her man is nothing*" on the chalkboard and asked his students to punctuate it correctly.

Most men in the class wrote: "A *woman, without her man, is nothing.*"

Most women in the class wrote: "A *woman: without her, man is nothing.*"

Do both the sentences mean the same? If not, why do you think men and women chose to give it different meanings? Do you think people's perceptions, prejudices and biases also play a role in a successful communication?

Do you think that in the above-mentioned situations, the receiver understood the message as intended by the sender? The communication between the sender and receiver was not clear. The result is confusion and lack of clarity. **Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.** When this doesn't happen, the result is miscommunication.

Some of the reasons for miscommunication are given under -

- The sender wrongly interprets reality
- The sender tries to express a thought which is unclear
- The sender is unable to express clearly
- The sender speaks in a low voice, pronounces unclearly or makes a slip of the tongue
- There are noises and disturbances during communication
- The recipient mishears the message
- Poor listening skills
- Poor retention
- Making assumptions
- Mindset of sender and receiver may be different
- Being unaware of nonverbal communication
- Use of acronyms, jargons and buzzwords.
- Language limitation – words may not be adequate to express one's experience or feeling
- Language translation error
- Information overload
- Physical disabilities

Can you think of any examples wherein miscommunication arose due to the above given reasons?

We saw the miscommunication involving *Simpson and Captain Tenille*, the *CEO's* memo regarding the solar eclipse and the *English professor's* punctuation question. What would you do to ensure that there wasn't any miscommunication?

To ensure proper and effective communication, the 7 Cs of communication has to be kept in mind. According to the 7 Cs, communication needs to be:

1. Clear
2. Concise
3. Concrete
4. Correct
5. Coherent



Notes



Notes

- 6. Complete
- 7. Courteous

Let’s read the following case study and see how the 7Cs of communication can be applied.

Susanta is an entrepreneur and owner of Woodsworth Ltd., a furniture manufacturing company. Their operation is spread across India and has five regional offices. The company is planning to overhaul its plans and operations to counter the competition. Malar is a Manager in the company and has been allocated the task of organizing a Business Review Meeting (BRM) to discuss the future plans of Woodsworth Ltd. Susanta calls Malar to his cabin to talk about Malar’s plans for organizing the BRM. The following dialogue takes place between them –



Susanta: Do you think this BRM is a good idea?

Malar: *I guess so Sir.*

Susanta: Let us hope that something worthwhile comes out of this carnival.

Malar: *[nods her head]*

Susanta: How’s everything on the tech front? It should be impressive.

Malar: What are you looking for Sir?

Susanta: An ideal presentation during the BRM – top notch. That tech guy... Hukumjeet ... bring him on board. He knows his stuff. He has what’s needed.

Malar: Sure Sir. I will get to it immediately.

Do you think the communication that took place was clear?

Two different topics—the usefulness of the BRM and quality of presentation have been mixed. What ‘impressive’ or ‘ideal’ means is not clear. Also, there can be more than one Hukumjeet in the company working for any of the technical departments.



For communication to be clear the following must be kept in mind:

- Be clear about your goal or message.
- What is your purpose in communicating with this person?
- Minimize the number of ideas in each sentence.
- Make sure that it's easy for your reader to understand your meaning.
- People shouldn't have to make assumptions to understand what you're trying to say.

Clear communication example:

Susanta: I want to talk to you about the quality of presentations during the BRM to be held.

Malar: Sure Sir. What kind of quality?

Susanta: Each presentation should not exceed 15 minutes. They must focus on specific problems of the company and suggest solutions. I expect lots of pictorial representations. It should engage the audience.

Malar: I will convey the same to the regional heads.

Susanta: Also, involve Hukumjeet Singh from IT dept. He is good at data presentation. He can help the departmental heads.

Malar: Sure Sir. I will talk to Hukumjeet Singh and inform the regional heads about your requirements.

As suggested by Susanta, Malar calls up Hukumjeet. She briefs him about Susanta's requirement. The following is the telephonic conversation which takes place between them:

Malar: Hukumjeet, your workload is about to increase.

Hukumjeet: [in a nervous tone] why do you say that?

Malar: You are Mr.Susanta's blue-eyed boy. You should've known.

Hukumjeet: [confused] I am not able to understand.

Malar: Mr. Susanta wants the presentations to be made during the BRM to be professional. He feels that you are the man for the job.

Hukumjeet: What is expected of me?



Notes



Notes

Malar: Basically, Mr. Susanta thinks someone from the IT department should assist the regional heads in creating a good presentation.

Hukumjeet: Ok.

Malar: As you see, the presentations made are very long, dull and not very productive. What Mr. Susanta is saying is that it can be made crisp, pictorial and solution oriented.

Hukumjeet: It's interesting. I will be happy to be involved.

Do you think it is possible to misunderstand Malar?
If you were in Malar's position, what will you say to ensure that the receiver doesn't misunderstand?

You might have noticed that the communication between Malar and Hukumjeet has lots of unnecessary elements. For it to be concise, one must do the following:

(similar image with Indian features)

- Stick to the point and keep it brief.
- Delete the "filler words". You can often eliminate words like "for instance", "you see", "definitely", "kind of", "literally", "basically" or "I mean".
- Eliminate unnecessary sentences.
- Avoid repeating the point several times, in different ways.

Example for concise communication –

Malar: Hukumjeet, Mr. Susanta wants your help regarding the presentation to be made at the BRM.

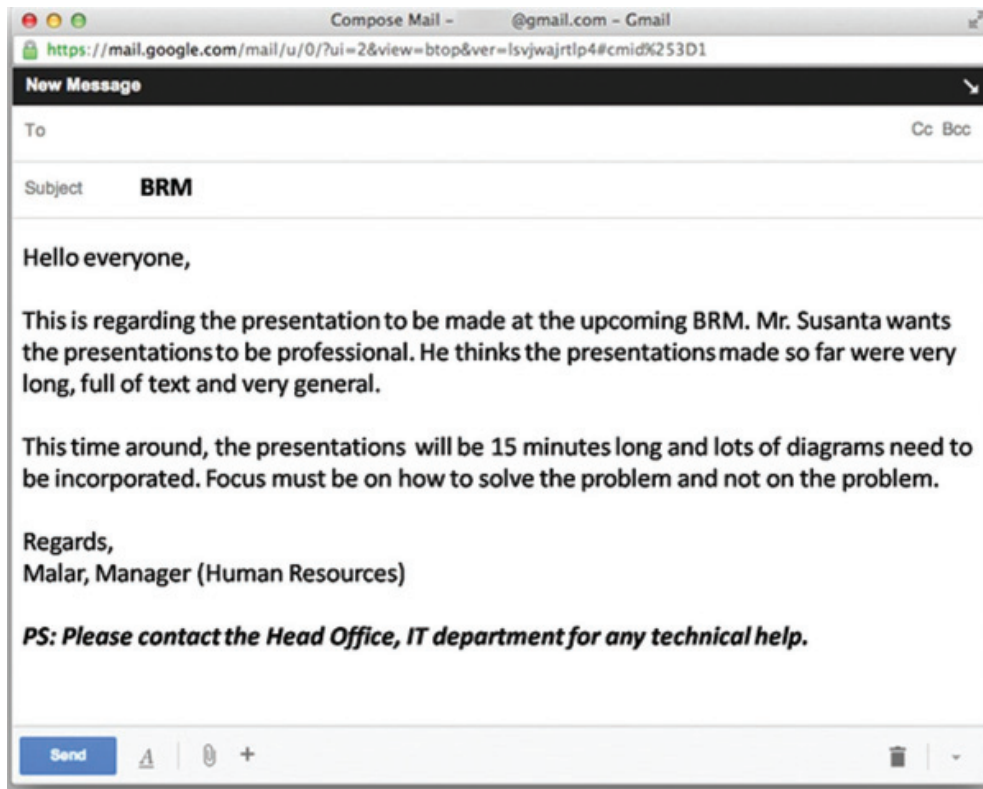
Hukumjeet: What does he want me to do?

Malar: You are to assist the regional heads in creating meaningful presentations. Each presentation should not exceed 15 minutes. They must focus on specific problems of the company and suggest solutions. He expects lots of pictorial representations. It should engage the audience.

Hukumjeet: It's interesting. I will be happy to be involved.



After speaking with Hukumjeet, Malar writes an e-mail to be sent to all the regional heads. The following is a copy of the email



Notes

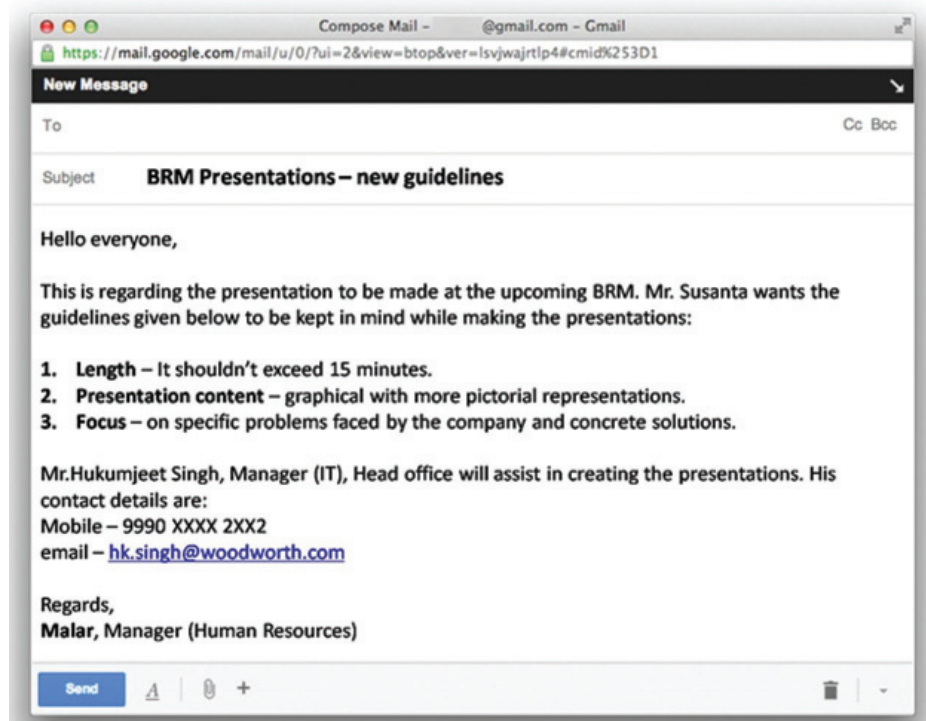
Do you think the regional heads get a clear picture of what Malar is telling them? Are the details given sufficient for them to make presentations as required by Mr. Susanta? For a communication to be concrete, the following must be kept in mind:

- The receiver should have a clear picture of what you're telling them.
- It should have all the essential details.
- The focus should be maintained on the issue at hand.

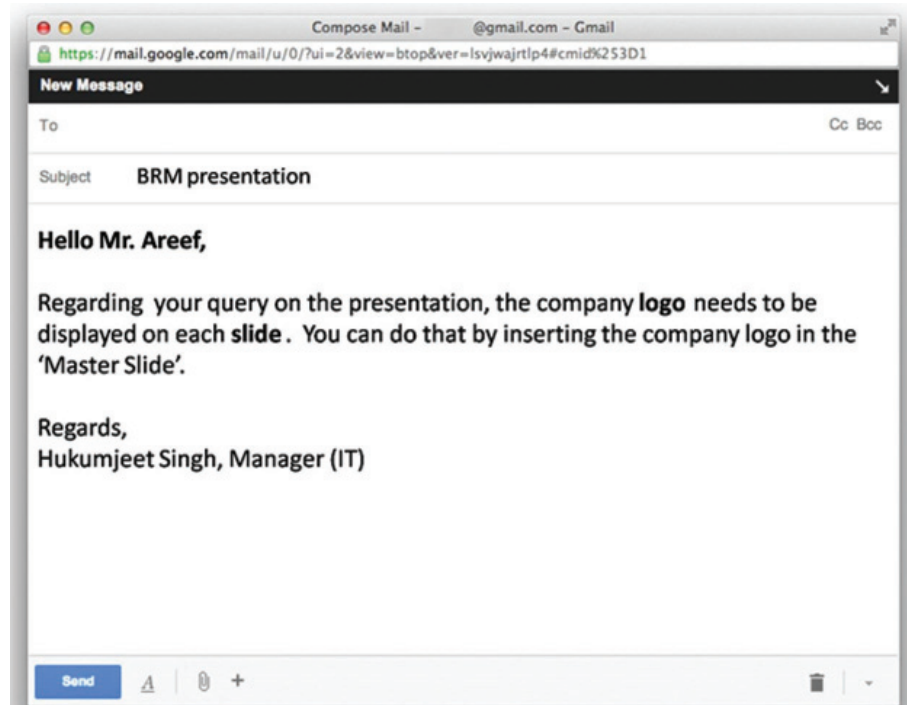


Notes

Example of concrete communication:



As directed, Hukumjeet assisted the regional heads in making the presentations. One regional head, Arif had some problems regarding the presentations. Hukumjeet composed the following message to Arif –

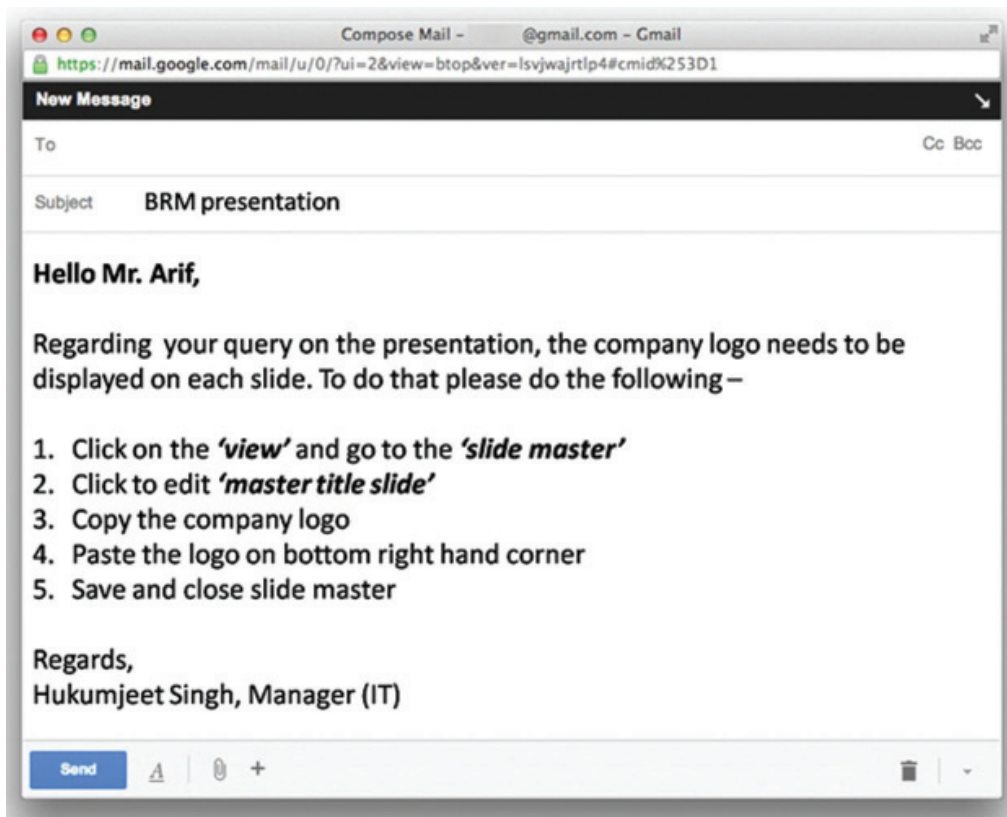


Can the regional head, Arif, who is not well versed with basic computer operations, perform the above operation? Also, are the words ‘logo’ and ‘slide’ spelled correctly? Has Arif’s name been correctly spelled? What do you think will be the impact of such an incorrect email?

To ensure correct communication,

- the technical terms used must fit your receiver’s level of education or knowledge,
- Check your writing for the following:
 - Grammatical errors.
 - Correct spelling of all the names and titles.

Example of correct communication:



Notes

On the day of the BRM, Arif made his presentation. The contents in his presentation and their order are as under –

MODULE - II

Expression and
Communication



Notes

From Confusion to Clarity

Content -

- Introduction
- Furniture Market analysis
- Resources needed to implement the strategy
- Ways to acquire the resources required.
- Woodworth - Strength, Weakness, Opportunities and Threats (SWOT)
- Recommended strategy

WoodWorth

Can you make sense of the presentation? Is the flow of the topics logical?

To communicate effectively, coherence is needed and one must ensure that–

- The communication is logical.
- All points are connected and relevant to the main topic.
- The tone and flow of the text is consistent.

Example of coherent communication

Content -

- Introduction
- Furniture Market analysis
- Woodworth - Strength, Weakness, Opportunities and Threats (SWOT)
- Recommended strategy
- Resources needed to implement the strategy
- Ways to acquire the resources required.

WoodWorth

Following the BRM, Susanta wrote a report to all the regional heads regarding the outcome of the event. The contents of his report is as under –

**WoodWorth Furniture Limited.
Report on the Business Review Meeting**

Contents

1. About BRM
2. Summary of presentations by the regional heads
3. Overall observation



Notes

If you were the regional head, would you get the complete picture of what happened at the BRM? Can you take any action based on the report? Is the report complete? For a communication to be complete, one must ensure the following:

- The receiver must have everything needed to take action.
- The receiver should be clear about what you want them to do.
- Included all relevant information—contact names, dates, times, locations and so on.

Example of complete communication.

**WoodWorth Furniture Limited.
Report on the Business Review Meeting held on
20th December 2012, New Delhi**

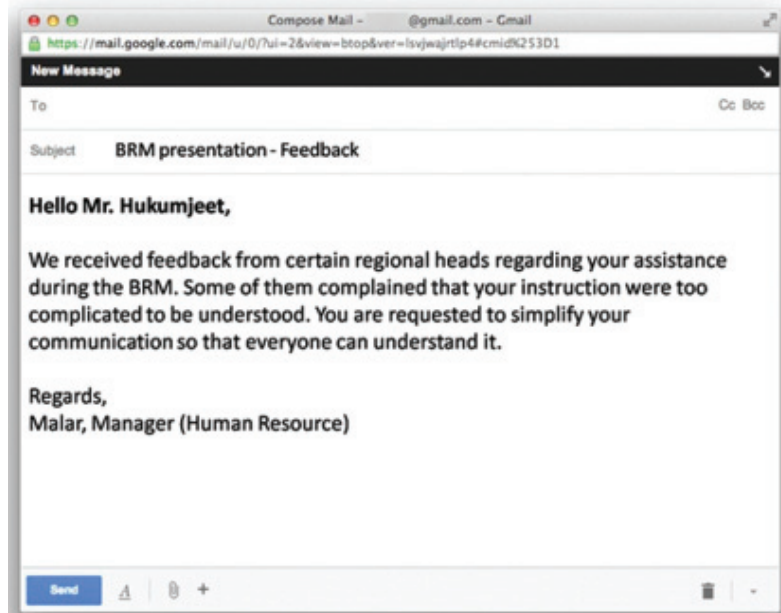
Contents

1. About the BRM
2. List of participants
3. Agenda of BRM
4. Summary of presentation by the regional heads
5. Overall observation
6. Analysis of the BRM outcome
7. Final plan to be adopted
8. Action to be taken to implement the plan



Notes

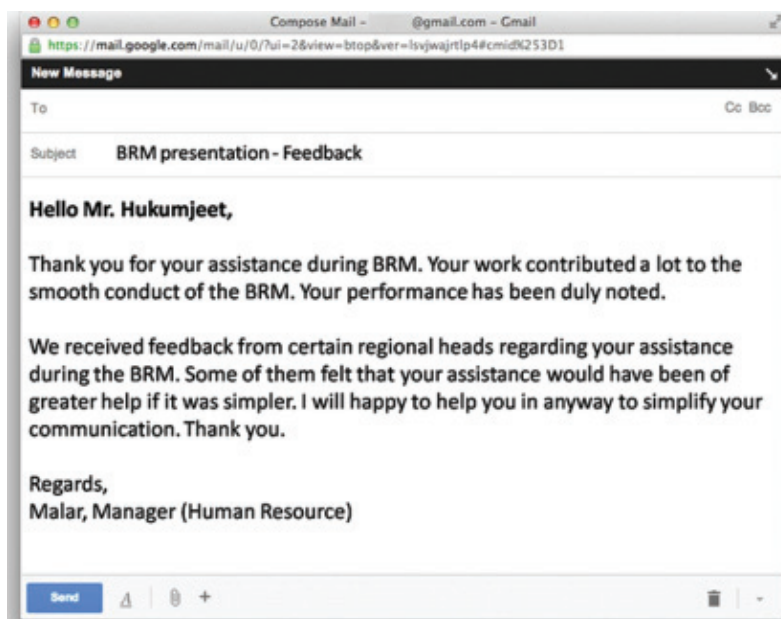
After the BRM was over, Malar wrote the following email to Hukumjeet's regarding his performance -



Do you think this was the right way to give feedback to Hukumjeet? Has Hukumjeet's positive contributions been recognized and appreciated? What would you have done if you were in Malar's position? For the communication to be fully effective, it must be courteous. The following must be kept in mind:

- The communication must be kept friendly, open and honest.
- Be empathetic. Keep your receiver's viewpoint in mind.

Example of courteous communication:



Activity 4.1**Chinese whispers**

You may be familiar with the game of ‘Chinese whispers’. A person whispers a message into another person’s ear and the chain continues till the last person in who says aloud the message whispered into his or her ear. The communication is one way and no questions or clarifications are allowed. Assemble a few your friends and play the game with them. Use the following sentences or any others of your choice.

**Notes**

Did the original message and what the last person in the chain said, match? If no, can you identify some reasons as to why they didn’t? What would you change in the game so that the message is passed on correctly?

4.3 FORMS OF COMMUNICATION

Read the following conversation between two friends – Tarun and Mani.

Tarun: I have a brilliant idea for a new product but I don’t know how to...

Mani: How to market? Well, you have just come to the right person. I happen to be an expert in this field.



Notes

Tarun: That’s good to know. But I was thinking about investment.

Mani: Don’t worry; I will help you with that as well. By the way, where are you having your lunch today? If you’re free we can go to ‘Karim’s Corner’.

Tarun: I would love to. Maybe we can go a bit later. Coming back to my idea, the financials make me nervous. I need to move fast.

Mani: Do you think you are the only person in the world who happened to have a brilliant business idea? There were thousands before you and many of them are quite successful. So, stop complaining.

Tarun: You don’t understand. The sooner I begin my unit the better it is. Else, someone else could develop something similar.

Mani: [scratching the back of his head] I get it. We will find a solution for your financial problem.

Tarun: So do you know any investor?

Mani: [turns to another colleague standing nearby and winks] Money problem.

Did Mani understand Tarun’s problem? Do you think Mani would be able to help Tarun? If you were Mani, what would you have done to better understand Tarun’s concerns? In the above conversation, Mani did hear what Tarun was telling him, but was he listening to him? So what’s the difference between ‘hearing’ and ‘listening’?

Hearing	Listening
It’s a physical process.	It’s a mental process.
The ability of the ear to sense the surrounding sound.	Listening is an attempt to make meaning of what we hear.
It is involuntary.	We consciously choose to listen.
It is a passive process.	It requires an active effort.
Hearing may or may not lead to using listening.	Listening leads to learning. It implies the message received.

Now you know the difference between ‘hearing’ and ‘listening’, can you suggest some techniques to listen better?

The following are the five key active listening techniques. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay attention

Silence your mind. Give the speaker your undivided attention, and acknowledge the message.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's *'body language'* (we will read about them further ahead.)

LISTEN

SILENT



Notes

2. Show that you're listening

- Use your own body language and gestures to convey your attention.
- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like "yes", and "uh huh", etc.

**3. Provide feedback**

Our personal assumptions, judgments and beliefs can distort what we hear. This may require you to reflect on what is being said and ask questions.

- Reflect what has been said by – "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments regularly.

**For example -****Speaker:**

"I just don't understand my boss. One minute he says one thing and the next minute he says the opposite."



Notes

Listener:

As I understand, “*You feel very confused by him?*”

We will read more about ‘feedback’ in lesson 6, ‘Be Well Do Well’.

4. Don’t interrupt

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don’t interrupt with counter arguments.

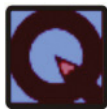


5. Respond appropriately

- Assert your opinions respectfully.
- Don’t attack the speaker or put them down.
- Be candid, open and honest in your response.
- Treat the other person in a way that you think he or she would want to be treated.



Source: <https://www.mindtools.com/CommSkill/ActiveListening.htm>



INTEXT QUESTIONS 4.3

1. Who among the following is practicing active listening? Give reason for your selection.

- (i) Nirmal is a marketing executive. His new plan for selling the company’s products has failed miserably. His CEO calls for a review meeting to discuss the plan with Nirmal to identify what went wrong. During the meeting he thinks of the harsh words used by the CEO and feels hurt and upset. He tries to explain his stand but is not given an opportunity.



Notes

- (ii) Xavier is a brilliant manager and has the ability to grasp any topic immediately. He needs to attend a very important business meeting for which he needs information urgently. His assistant Amol is ready with the details but takes a long time to explain it to Xavier. This frustrates Xavier who mocks him mentally and urges him to hurry up.
-
-

- (iii) Sindhu is talking to her colleague Shibani on the telephone. She's giving her instructions about the how to handle a difficult but important client. There's high disturbance during the call and Shibani is not able to hear properly. She pauses at regular intervals and summarizes what Sindhu has said.
-
-

- (iv) Rizwan feels very shy talking to women. While interacting with his boss Kavya he keeps shifting eyes and is constantly fidgeting with his pen. He is worried that she might get a wrong opinion about him and is hoping that the meeting would be over soon.
-
-

Plays, dramas, skits and movies are good examples regarding the power of communication. The adjoining picture is from a Charlie Chaplin movie *A Dog's Life*. Can you guess his mood? Do you know that this movie like many of the earliest movies did not have any dialogues at all? Have you seen any silent movie? How do you think the viewers understood such movies?



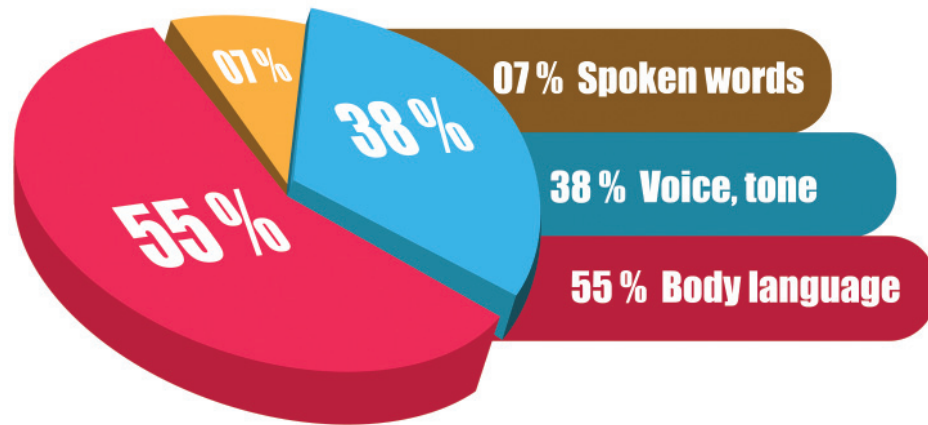
(Image: https://travsd.files.wordpress.com/2014/04/chaplin_a_dogs_life.jpg?w=723&h=969)

In such 'silent movies', the story was told through actions, gestures, expressions and posture. This is referred to as non-verbal communication.



Notes

As per Albert Mehrabian’s model of communication there are three basic elements of inter personal communication. Spoken words, intonation and body language.



In this section, we will focus our attention on body language in personal communications.

The forms of non-verbal communication (other than para-verbal) is as follows:

Types of communication	Example
Facial expressions	The smiling face of a child upon seeing her/his favourite toy may indicate happiness.
Posture	The raised arms and shoulders of a sportsman after winning a competition may indicate triumph.
Gesture	‘V – sign’ displayed by sportsmen as a mark of victory.
Eye contact	An eye stare by a stranger gives rise to negative emotions.
Touch	A pat on the shoulder by parents on the child’s shoulder as recognition of the child’s achievement.
Space	The feeling of discomfort in an elevator filled with complete strangers.

In the above examples you might have observed that without any words being said, the message is being communicated. It is important for us to understand non-verbal communication for the following reasons:

- It helps us pick on the non-verbal cues being sent out by the receiver in response to our communication.

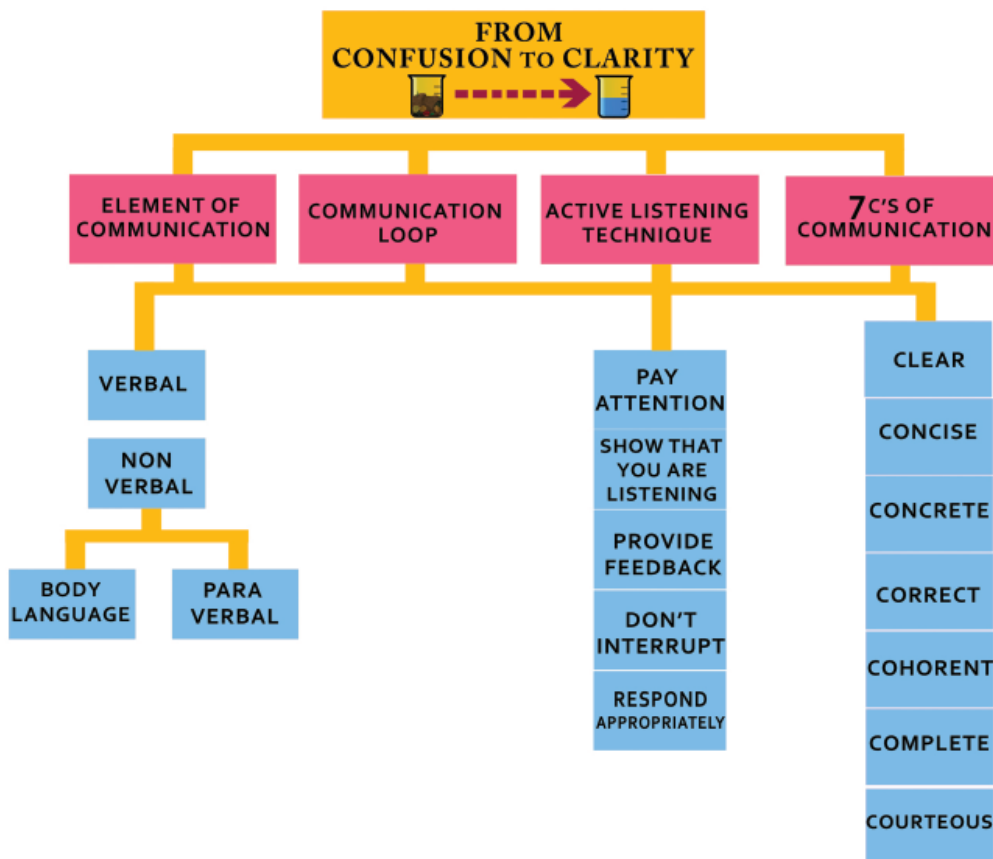
From Confusion to Clarity

- In the event of a conflict between what is being said and the non-verbal cues, the latter is to be given importance. Therefore understanding body language is crucial to understanding communication.
- We can send the right signals so that the receiver interprets the communication as we intend.

There are many non-verbal cues. However, one must not read body language out of context. For example, if someone was sitting at a bus terminal with arms and legs tightly crossed and chin down and it was a chilly winter's day, it would most likely mean that he or she was cold, not defensive. If, however, the person used the same gestures while you were sitting across a table from him trying to sell him an idea, product or service, they could be correctly interpreted as meaning that the person was negative or defensive about the situation. So now you understand the importance and ways of speaking with clarity and reducing confusion.



WHAT YOU HAVE LEARNT



MODULE - II

Expression and Communication



Notes



Notes



TERMINAL QUESTIONS

1. Identify the elements of communication loop.
2. What is noise and how does it affect communication?
3. What are the challenges to good communication?
4. Give four ways to measure the effectiveness of communication.
5. What is the role of listening in communication?
6. What are technological barriers to listening and how to overcome them?
7. Why shouldn't you interrupt when someone is talking?
8. How does asking questions improve communication?
9. Why is feedback necessary in communication?
10. Why do leaders need to be effective communicators?
11. How can you use body language to persuade someone?
12. What would you do if you there was a breakdown in communication?
13. What would you do if you misunderstood an important communication?
14. Communication is about what people hear, not what you say. Do you agree with this statement? Give reasons.



ANSWERS TO INTEXT QUESTION

4.1

Situation	Sender	Receiver	Channel	Noise	Feedback
Piegon Post	Mughal Emperor	Royal court official	Pigeon	Elements of nature like rain, that can damage the scroll	Pigeon sent by the receiver as an acknowledgement
Muskaan's Business Proposal	Muskaan	Bank	Business Proposal	Technical language used in the proposal may be misunderstood.	Letter from the bank to Muskaan asking her to come for preliminary discussions.

Sagar's Leave Request	Sagar	Kiran	Verbal	Gender stereotypes may cause doubts about Sagar's intentions.	Kiran asks Sagar to write a formal request for leave.
Senthil's Protest	Senthil	Social media users	Social media	1. Misinterpretation of sign language. 2. Biases and assumptions about casteism.	The video going viral indicates the vimpact of the message on the audience.



Notes

4.2

- i. Identify the reasons for miscommunication in the above conversation.
 - The noise and disturbance caused by the traffic.
 - As Kedar is new to Delhi, he's unaware of the place called 'Mandi House' and assumes that it's someone's residence.
 - The word 'ate' and the numerical '8' sound similar which results in Kedar and Konkana to arrive at different conclusions.
 - Konkana's preconceived notion that Kedar is 'always concerned about eating' results in misunderstanding.
- ii. Suggest one way of speaking which would have avoided the miscommunication
 - As Kedar is new to Delhi, Konkana could have just mentioned that she's stuck in traffic without specifying her location. This would have removed the confusion over 'Mandi House'.
 - Instead of jumping to conclusion that Kedar is talking about food, Konkana could have asked him to repeat the line regarding gate number.
 - Fighting with a person who is not able to hear properly is bound to cause confusion. Kedar could have shown more patience and repeated his location to Konkana.
- iii. Suggest one way of communication other than speaking which would have avoided the miscommunication.
 - Both Kedar and Konkana are in crowded places which makes verbal communication difficult. Instead they could have communicated via text through some messaging service or a mobile app. Further, they could have shared their location with each other through some 'online map app' which would have made the communication very effective.


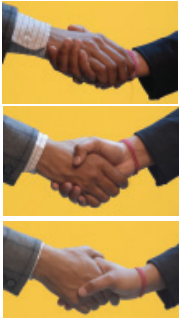


Notes

4.3






- (i) If Nirmal focuses on the harsh words spoken by his CEO, he might miss out on the real message the CEO is trying to convey. Further, trying to explain his stand might result in interrupting the CEO’s message. Instead, Nirmal could ask questions like “What do you mean when you say?”, “Is this what you mean?” etc. to identify the actual meaning behind his CEO’s message. Further, feedback is a great way to improve oneself.
- (ii) Xavier may be brilliant, but mentally mocking another person during a conversation could make him lose focus and he might miss out on some vital information. If need be, he can politely convey that he’s running short of time and ask Amol to be brief.
- (iii) In case the noise and disturbance is high it’s advisable to summarize at regular intervals. This acts as a feedback and avoids any misunderstanding. It also gives confidence to the sender that that the information being conveyed has been properly understood.
- (iv) Avoiding eye contact could convey many negative messages like – deceit, lack of confidence, hidden intentions, lack of interest etc. Rizwan’s interaction with his boss Kavya is professional in nature and he must learn to focus his eye gaze in the business zone.

My Directory of Communication

<p style="text-align: center;">Palm Positions</p> 	<p style="text-align: center;">Submissive</p> <p style="text-align: center;">Dominant</p> <p style="text-align: center;">Aggressive</p>
<p style="text-align: center;">Handshakes</p> 	<p style="text-align: center;">Taking Control</p> <p style="text-align: center;">Giving control</p> <p style="text-align: center;">Equal partnership</p>



Notes

	<p>frustration gesture, signaling that the person is holding back a negative attitude.</p>
	<p>Gripping hands, arms and wrists. Superiority complex</p>
	<p>Thumb displays and hands tucked in pocket while talking are not considered polite</p>
	<p>Thumb displays</p>
	<p>Holding hands with oneself - to experience Emotional security</p>




MODULE - II

Expression and
Communication







Notes

From Confusion to Clarity

	<p>Head position</p> <p>Normal</p> <p>Interested</p>
	<p>feeling confident, dominant, or superior about something.</p>
	<p>Action gesture</p>



Notes

	<p>Action gesture</p>
	<p>Readiness to end an encounter or a conversation</p>
	<p>Eye gaze – the business gaze</p>
	<p>Eye gaze – the social gaze</p>

MODULE - II

Expression and Communication



Notes

	<p>Eye gaze – the intimate zone</p>
	<p>Mirroring gesture – thinking alike</p>
	<p>Mirroring gesture – gaining acceptance</p>
	<p>Proximity / space - distances</p>
	<p>Acceptable conversational distance in social situations</p>

	<p>unacceptable conversational distance in social situations</p>
	<p>Open and closed attitude</p>



Notes

(Source: Body Language – How to ready other’s thoughts by their gestures, Allan Pease, Sheldon Press, London.)

MODULE - II

Expression and
Communication



Notes

5

DEVELOPING THE SELF

Abandoned by her mother, beaten by her father and married at the age of twelve to an abusive man much older than her, Baby Halder's early life was full of overwhelming challenges and heartbreak. Her luck finally turned when she started working for Prabodh Kumar, a retired professor. He helped her to read his books and newspapers—which she read with enthusiasm. She then started expressing her life's story in the form of a book, *Aalp Andheri, A Life Less Ordinary*. Hers is a story of an ordinary woman who shows a lot of courage and determination. Finally, she emerges as a confident writer (Source: *A Life Less Ordinary: A Memoir by Baby Halder, Urvashi Butalia* (Translator)). Through the story of Baby Halder, a domestic help-turned author, we will start our journey of developing the self.



OBJECTIVES

After studying this lesson, you will be able to

- identify characteristics of descriptive piece of writing;
- pick between given and chosen identity;
- read and comprehend biographical and inspirational text to empathize and connect with the characters;
- interpret an interview to look for details, and
- write grammatically correct autobiographical note showcasing their journey which can be used in evaluative situations such as interviews.

5.1 DESCRIPTIVE WRITING

Descriptive writing is the art of describing a thing, person, place or event to create an image in the mind of the reader. A good piece of writing appeals to as many senses of the reader as possible, that is, sight, hearing, smell, taste and



Notes

touch. We should write in a way that the reader is not only able to imagine but comes close to experiencing what is being described.

You must be wondering why you need to learn writing descriptive texts. Imagine that you are looking for headphones. You explore a variety of options that you have within your price range. In addition to the picture of the product, do you not pay close attention to its description? If the description brings the experience of using these headphones to life, it might tempt you to buy them!

Descriptive writings can be in the form of a biographical text. These can be called an inspirational text if they inspire us to change. Let us try to read some of these texts to better understand descriptive writing style. In this lesson we will learn about:

1. Biographical text
2. Inspirational text
3. Dialogues in interviews

1. Biographical Text

Let us go back to Baby Halder’s story. Let us identify some words that describe her struggle. These are: poor, neglected and heartbroken. Can you identify one more word that describes Baby’s struggle? Yes, abused is another word. Now, let us identify some positive words that describe Baby Halder’s response to her unfavourable circumstances. Enthusiasm, determination, confidence are some of the positive words. Let us find one more positive word that describes how Baby responded to the problems in her life. You are right, it is courage!

Let us learn grammar 5.1

You have noticed that many symbols have been used while narrating Halder’s story. These are called punctuation marks. Punctuation refers to symbols used to help us better understand the meaning of a written text. Here are some commonly used punctuation marks!

Symbol	is called	is used to	Example
,	Comma	separate parts of a sentence	We need to learn the skills to say no to smoking, drinking alcohol, consuming paan masala and gutkha.
;	Semi colon	separate two closely related parts (called independent clauses) within a sentence	We can choose not to give in to negative peer pressure; it may have bad consequences.

Expression and Communication



Notes

.	Full stop	mark the end of a sentence	All young people have a right to be educated.
“...”	Quotation marks	quote what someone said word to word	“One child, one teacher, one book and one pen,” said Malala Yousafzai, “can change the world.”
?	Question mark	indicate a question	Don’t you think that Indian cinema has positively addressed the issue of women empowerment?
!	Exclamation mark	express a sudden reaction (surprise or shock)	Life is what you make of it!



INTEXT QUESTION 5.1

1. Punctuate the following sentences:
 - (a) Though Halder did not have access to books she made the most of the ones she could lay her hands on
 - (b) Whoever thought said the Professor that a maid without proper schooling cannot write a book was proved wrong
 - (c) Her only assets were her confidence her resolution and the Professor’s help
 - (d) We can all learn something from this story it really is unusual and inspiring.
 - (e) Did you also get inspired to do something that you have always wanted to do?
2. Complete a short descriptive paragraph.

One of your friends wants to create a brief profile on a website which allows people to connect with other professionals. A profile is an introductory paragraph that describes the person’s qualities and her background. Your friend started writing the profile using the following descriptive words Can you write the next sentence to help her complete her profile?

Energetic Responsible Team Challenge Independent Contribute

I am an energetic and creative person who likes to work in a challenging environment _____



3. Write a short descriptive paragraph.

You want to sell your headphones online. Complete this descriptive paragraph about these headphones to a potential buyer in 50 words.



You may use the following words:

headphones	listen	comfort
headband	soft	earcups
relax	songs	favorite

5.2 IDENTITY: GIVEN AND CHOSEN

Our identity is an image of ourselves. This image is influenced by the choices we make in our life. It has multiple aspects: gender, race, culture, profession and others. An important aspect of our identity is what we think we can accomplish in our lifetime. A famous poet, Kamala Das, often expressed her emotions through her thought-provoking poems. She speaks for many Indian women who do not get a platform to voice their opinion. In a beautifully written poem, 'Introduction', Das raises the issue of her identity. Now, let us read two stanzas chosen from the poem.

"I am Indian, very brown, born in Malabar,

I speak three languages, write in

Two, dream in one.

Don't write in English, they said, English is

Not your mother-tongue. Why not leave

Me alone, critics, friends, visiting cousins,

Every one of you? Why not let me speak in

Any language I like? The language I speak,

Becomes mine, its distortions, its queernesses

All mine, mine alone.

It is half English, half Indian, funny perhaps, but it is honest,

It is as human as I am human, don't

You see?"

"Then ... I wore a shirt and my

Expression and Communication



Notes

*Brother's trousers, cut my hair short and ignored
 My womanliness. Dress in sarees, be girl
 Be wife, they said. Be embroiderer, be cook,
 Be a quarreller with servants. Fit in. Oh,
 Belong, cried the categorizers. Don't sit
 On walls or peep in through our lace-draped windows.
 Be Amy, or be Kamala. Or, better
 Still, be Madhavikutty. It is time to
 Choose a name, a role."*

(Source: <https://www.poemhunter.com/poem/an-introduction-2/>)

In the first stanza, Kamala Das speaks of people discouraging her from writing in English, since it is not her mother tongue. She gives a befitting response, saying that she has the right to express her emotions in a language she is comfortable in.

Let us write 5.1

Write the meaning of the second stanza in your own words. Remember to write in full sentences using correct punctuation.

How beautifully the author describes her struggle to fit into a gender-appropriate role that is considered acceptable by the society! Often in our lives, we also struggle with a role that has been given to us because of our circumstances. However, sometimes we want to choose our own identity. Don't you think that gender plays a big role in the way society expects you to conduct yourself?

Let us see how author Baby Halder and the poet Kamala Das explored their identities. Halder was not born an author. She had to fight her circumstances to be who she is today. Don't you agree that Baby Halder has two identities? Her given identity is that of a domestic help, engaged in manual labour to make ends meet. However, the identity that she chooses for herself is that of an author, voicing her opinion. Similarly, Das feels the pressure to fit into a role considered acceptable by the society. However, she believes that she should be able to choose how she leads her life.



Notes

Activity 5.1.

Look at the contrasting identities of Baby Halder.



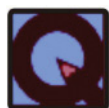
 <p>Source: Google images</p>	 <p>Source: Google images</p>
<p>Given Identity: A Domestic Help</p>	<p>Chosen Identity: An Author</p>

Fig 5.1: Given and Chosen identity

Based on the two identities of Baby Halder, draw two pictures of yourself—one depicting your given identity and the other that you want to choose for yourself. Be sure to add interesting titles for both your identities!



INTEXT QUESTIONS 5.2

1. Write a descriptive paragraph of about 100 words explaining the choices you will need to make to achieve your chosen identity.
2. Which of the following identities of Abdul Kalam Azad was given and which one was chosen? Why?

Son of a boatman, Rocket Scientist, President of India

5.3 COMPREHENDING A BIOGRAPHICAL AND INSPIRATIONAL TEXT

Prem Ganpathy was born in Nagalapuram, in Tuticorin district, Tamil Nadu. They were six brothers and one sister. Prem’s father’s farming business was not very profitable but the family somehow managed a living. However, honesty was the way of life for them. When Prem completed class 10, there was only one clear career path. Get out of school and get to work! “*Phir general store main, kapadey ki dukan main job pe jata tha!*” (I used to work in general stores or cloth shops.) So, Prem got employed at the coffee shop owned by a cousin. He might have continued all his life, had Prem not taken matters in his own hands!

Expression and Communication



Notes

When Prem was 17 years old, he went to Bombay with Rs.150 in his pocket to support his family. But the person with whom he had come disappeared leaving him alone at Bandra station! A fellow traveller started collecting money for PremGanpathy’s ticket, back to Chennai. “No way! *Main yahin pe kuch kaam karega,*” said Prem. (I will take up some work here). And so, he took on the work of a dishwasher in hotel for the next six months.

(Source: Edited excerpts from the book *Connect the Dots* by RashmiBansal)



Do you know that Prem, who once struggled for survival, is today a proud owner of Dosa Plaza, a unique food chain that offers more than 100 varieties of dosa? His dosas werenot only tasty but also hygienic. He was amongst the few ‘thela’ (handcart) owners to use hair bands and gloves. He learnt to use computers to expand his business. Then he started thinking bigger—he thought of creating his own brand!Image Source: <http://www.drillers.com/prem-ganapathy-started-dosa-restaurants>

Don’t you think Prem’s response to his situation shows a deep conviction (belief in one self) and confidence? He creates his own destiny rather than accepting circumstances as fate.

Let us write 5.2

All of us face challenges in life. We can handle some of them well, while we may struggle with others. Think of two challenging situations from your life. One situation when you were able to respond positively and find a solution to your problem and other when you failed to resolve the issue. For both the situations, write a descriptive paragraph of approximately 200 words each. Use at least five words that best describe you when you were responding to the situation in question. Add this write up to your portfolio:

	Situation handled well	Situation not handled well
Suggested describing words	Cooperative, brave, courageous, confident, perseverant (one who does not give up in unfavourable circumstances), optimistic (one who sees the bright side of things)	Argumentative, non-cooperative, afraid, unsure, fatalistic (one who accepts unfavourable circumstances as destiny without questioning them or trying to help herself), pessimistic (one who sees negative side of things)
Write up for your portfolio		



Notes

A. Analysing Biographies for Details

When we read a descriptive text, we try to understand the purpose that motivated the author to write. Is she writing to inform us, entertain us or convince us about her viewpoint?

Some stories are written just to entertain the readers, for example, novels. Aren't textbooks written to inform, instruct and explain concepts? Print advertisements, on the other hand, are written to convince or persuade people to buy a product or a service.

Biographies are often written to inspire others to follow their footsteps. "A person does not need an M.B.A to create an innovative, successful business," says author Rashmi Bansal while writing Prem's biography. While reading a biographical text, we start by looking for the main or the central idea that the author is trying to convey. Then, we look for details to understand the text better.

Let us learn grammar 5.2

Verbs are words used to describe an action or an occurrence. The word tense is derived from the Latin word *tempus* which means time. Verb tenses help us understand the timing of an action or event. An important part of grammatically correct language is the correct use of verb tenses. The table below is an illustration of appropriate use of tenses:

Verb Tenses	Past	Present	Future
Simple	I read NIOS study material yesterday.	I read NIOS study material every day.	I will read NIOS study material tomorrow.
Continuous	I was reading the study material when you arrived yesterday.	I am reading the study material right now.	I will be reading the study material when you arrive tomorrow.
Perfect	I had read all the chapters when you arrived.	I have read the reference material I took from the library.	I would have read all the lessons in the study material by the time you arrive.



INTEXT QUESTIONS 5.3

1. Read Prem Ganpathy's story again and answer the following questions in a few words:
 - (a) Prem's given identity was that of and chosen identity is that of

Expression and
Communication



Notes

- (b) new skill helped Prem expand his business.
 - (c) The creative idea of helped Prem make his business successful.
 - (d) The purpose of the author in narrating Prem’s story was to
2. Fill in the blanks with the correct verb tense
- (a) Prem..... (work) in the restaurant industry for ten years.
 - (b) His business (be) quite successful.
 - (c) As he (want) even better next year, he (work) harder this year.
 - (d) Before he (establish) his company, he (do not) know how to use a computer.
 - (e) But while he..... (learn) to use the computer, he..... (meet) lots of young educated people.
 - (f) Then he.....(notice) how important it (be) to be able to use the computer nowadays.

B. Empathizing and Connecting with Characters

Empathy is being able to connect with others emotionally and intellectually. It helps us relate to what the other person is going through without judging him or her.

Now, let us bring together all the people that we have talked about so far: Baby Halder, Kamala Das and Prem Ganapathy. All of them were from ordinary backgrounds but managed to accomplish extraordinary things in their lives: be an author, a poet or build a famous brand in the food industry. What helped them do so?

Empathy is being able to connect with others emotionally and intellectually. It helps us relate to what the other person is going through without judging him or her.

Activity 5.2

Look at the traits that helped these people turn their lives around. Identify at least five traits or abilities you have which will help you to work towards your goals in life. Write them in the space provided below.

Person	Descriptive words showing their Unique Abilities
Baby Halder	Courage, creativity, perseverance (not giving up in unfavourable circumstances), resourcefulness (reaching out to mentors for guidance when needed)



Notes

Kamala Das	Confidence, creativity, audacity (boldness to challenge the rules of the society for self-development)
PremGanapathy	Hard work, vision (making realistic short-term goals and working towards ambitious long-term goals), innovation (thinking of a new or original way of doing things), networking (being able to develop and maintain relationships with people for mutual benefit)
(Your name)	_____ _____

Activity 5.3

Let us go back to ‘Let us write 5.2’ where you described a situation which you could not handle well. If you could live that situation again, do you think you could have handled it better using the unique traits that you have just identified? Discuss the situation in question with a mentor or a close friend or a family member to see how you could have turned it around with your strengths. Respond in approximately 250 words and include it in your portfolio. (Hint: Using past tense may help you avoid some grammatical errors.)

5.4 DIALOGUES - INTERPRETING AN INTERVIEW

Have you ever appeared for a job interview? A job interview is a conversation or an interaction between an employer offering a position, called the interviewer and a candidate looking for the position, called the interviewee.



An interesting interview interaction

As you might already know, an interview is usually an important step in selecting the candidate who gets the job. Hence, it is important for the interviewees to present themselves well. During an interview it is important to answer the



Notes

questions from the point of view of the interviewer. It helps us focus on the value that we can add to the role and the organization. There is much more to learn about interviewing skills in another lesson.

Now, we will observe some dialogues from a job interview for the position of an administrative assistant in a private school. We will focus on making sure that there are no grammatical errors and that the answers are meaningful and complete.

Interviewer: “Why did you apply for this job?”

Interviewee: “I came to know that there is a position for administrative assistant in your school. Since I have done my +2 and I been looking for a job, I think I should apply.”

Let us analyse the response of the interviewee. First, are there any grammatical errors? Yes! “*I been looking for a job*” can be replaced with “*I have been looking for a job*”. Further, “*I think I should apply*” can be replaced with “*I thought I should apply*”.

Is the answer complete and meaningful? You are right, this answer is incomplete. The interviewee does not show interest in the job. Nor does she talk about her capabilities. Here is a suggested response:

“Madam, I have 6 months of experience in working with a private school as a data entry specialist. Hence, I have some understanding of how a school system runs. I am good at coordinating with people as well as at organizing information. I also enjoy working in the education sector. I think that the administrative assistant position in your school will be a suitable for my interest as well as my capability.”

Now, let us look at another dialogue.

Interviewer: “Can you share one of your weaknesses?”

Interviewee: “Since my mother is ill, I take care my mother, so I can sometimes not come in time, but I can complete the work.”

You might have also observed that the candidate has left a doubt in the mind of the interviewer that she might not be able to perform her duties well. Do you think she will get the job if she presents the situation in the above-mentioned way? I agree, though we can try to understand what she is trying to convey, we need to work on presenting it better. “*I take care my mother*” can be replaced with “*I take care of my mother*”. Here is a suggested response:

“Sir, when I was in 9th grade, my mother was diagnosed with epilepsy. I decided to take responsibility of her health and decided to shift from my school to the open schooling system. I finished my schooling with distinction. My mother has now been completely cured. However, once in two months, I must take her for

regular check-ups. I will appreciate it if you could give me flexible hours on those days.”

While the candidate is asking for some time off, she is justifying it well. Further, she is presenting herself as a responsible person. This question was asked at the end of this interview:

Interviewer: “Do you have any questions for me?”

Interviewee: “Yes, when will I come to know about the result of this interview?”

Do you think that this is a good question to ask when you are being given the opportunity to ask a question in an interview? I agree, it is not. It shows lack of preparation for the interview. It also reveals lack of confidence. Is the following question any better?

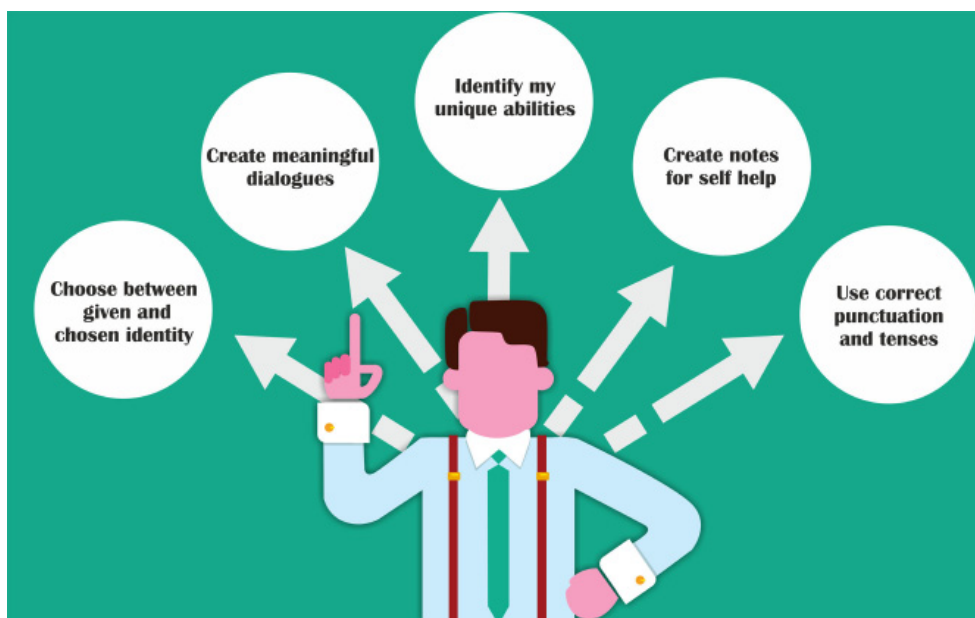
Interviewee: “I would like to know what are your expectations from the person who will be selected for this position.”

Yes, this question shows that the candidate is thinking how he can perform the role well.

After studying this lesson, you might have realized that each one of us has the capability to challenge our given identities. We are also empowered to build our own chosen identities. To be able to follow our dreams, we equip ourselves with a variety of skills. One of the important skills that will help us realize our dreams is the ability to communicate effectively!



WHAT YOU HAVE LEARNT



Notes



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**TERMINAL EXERCISE**

1. There is an internet connectivity issue with your new phone. You try to get the problem fixed multiple times, but it is not getting resolved. Write a descriptive paragraph complaining to the company in 50 words. Use appropriate punctuation marks.
2. There are moments when you must have felt burdened by the challenges and felt discouraged. Remember one such moment. Write in ten sentences how you motivated yourself to stay positive and resolved the issue.
3. You are being interviewed for the post of floor assistant. Respond approximately in 50 to 100 words to the question, “*Why should the company hire you?*”
4. Read the following story and answer the questions given below:

Mangte Chungneijang Mary Kom, known to millions as Mary Kom, is an Indian boxer. She belongs to the Kom tribal community of Manipur. Her parents used to work in the fields. Mary Kom completed eight years of education in Moirang and proceeded to Imphal for her ninth and tenth standards. Then, she quit school and gave her examination from NIOS. Although she was not brilliant academically, she did not give up on life.

“Some women are physically strong but fail when it comes to having a strong heart. I am determined to fight with all my strength to make my nation proud. God has given me the talent and it’s only because of sheer grit and hard work that I have made it so far.”

The success of Dingko Singh, a boxer from Manipur, in the 1998 Asian Games inspired her to become a professional boxer. Since boxing is considered unsuitable for women, Mary Kom had to initially hide her passion from her family. She started boxing at the international level at the age of 18, which is considered late. However, her determination to succeed in the world of boxing won her numerous medals, including a bronze medal in 2012 Olympics.

Edited excerpts from: <http://www.mbarendezvous.com/motivational-story/mary-kom/>

- (a) Pick six words or phrases from the text that describe the traits that helped Mary to be successful in achieving her goal?
- (b) In your opinion, how important is age when it comes to achieving one’s dreams? (approximately 150 words)
- (c) Mary’s story has inspired millions of people all over the world. Which dream or goal did Mary’s story inspire you to pursue? (approximately 250 words)



5. Rewrite the following sentences using the correct tenses and punctuation:
- During her childhood her family (struggle) even for the basic amenities let alone the luxuries
 - “When I (see) Asian champion Dingko I (is, hook) to boxing” says Mary
 - Mary(go) on to make India proud by win) fifth gold medal at the Asian Championship
 - “I am hoping this medal which (come) after I (become) a Member of Parliament (enhance) my reputation even further” said Mary
 - Mary Kom (is) a great inspiration for women in sports



ANSWERS TO INTEXT QUESTIONS

5.1

- Punctuation Exercise.
 - Though Halder did not have access to books, she made the most of the ones she could lay her hands on.
 - “Whoever thought,” said the Professor, “that a maid without proper schooling cannot write a book, was proved wrong.”
 - Her only assets were her confidence, her resolution and the Professor’s help.
 - We can all learn something from this story; it really is unusual and inspiring.
 - Did you also get inspired to do something that you have always wanted to do?
- I am a responsible individual who can work independently as well as contribute positively in teams.
- These headphones are designed to give you a superior experience. Cushioned headband along with soft ear cups allow you to relax while listening to your favourite songs for hours. I have hardly used them, so they are as good as new!

5.2

- A suggested response:

I will start with identifying my chosen identity after assessing my strengths and weakness. I will reflect on my interests and identify the areas where I



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can add value. Then I will evaluate the difference between my current skills and the skills that I need to be able to live my chosen identity. This skill gap will have to be filled. I will also consider factors such as support of family and friends and access to funds. I understand that there will be difficulties along my chosen path. Along with hard work and perseverance (not giving up in difficult circumstances), I will make sure that I do not compromise on my value system.

2. Identities of Abdul Kalam Azad

Given: Son of a boatman

Chosen: Rocket Scientist and President of India

By virtue of birth, Abdul Kalam Azad's given identity was that of the son of a boatman. However, he struggled to get educated and become a rocket scientist, choosing his own destiny. Gradually, he became well known for his patriotism, his leadership skills and his compassion towards the poor. Later, he became the President of India.

5.3

1. (a) Prem's given identity was that of *a helping hand in a small business.....* his chosen identity is *that of a business owner*.
- (b) *Learning to use computers* was a new skill that Prem learnt to take his business to the next level.
- (c) The creative idea of *adding new varieties of dosas* helped Prem make his business successful.
- (d) The purpose of the author in narrating Prem's story was to *encourage other budding entrepreneurs to follow their dreams by narrating an inspirational real-life example*.
2. (a) Prem **has worked** in the restaurant industry for ten years.
- (b) His business **has been** quite successful.
- (c) As he **wants to do** even better next year, he **is going to work** harder this year.
- (d) Before he **established** his company, he **did not know** how to use a computer.
- (e) But while he **was learning** to use the computer, he **met** lots of young educated people.
- (f) Then he **noticed** how important it **is** to be able to use the computer nowadays.

**6****BE WELL DO WELL**

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his garden. Suddenly felt a tug on his trousers. There was a little boy looking at him. “I want to buy one of your puppies,” he said. “Well, these puppies come from fine parents and cost a good deal of money,” said the farmer. The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of coins and held it up to the farmer. “I’ve got 100 Rupees. Is that enough to take a look?” “Sure,” said the farmer. And with that he let out a whistle. “Here, Dolly!” he called.

Out from the doghouse and down the ramp ran Dolly followed by four little puppies. The boy’s eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly another little puppy appeared. In a somewhat awkward manner, the little pup began hobbling toward the others, doing its best to catch up. One of its legs was missing. “I want that one,” the little boy said, pointing to the pup. The farmer knelt down at the boy’s side and said, “Beta, you don’t want that puppy. He will never be able to run and play with you like these other dogs would.” With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. He revealed his artificial leg attached to a specially made shoe. Looking back up at the farmer, he said, “You see sir, I don’t run too well myself, and he will need someone who understands.” With tears in his eyes, the farmer reached down and picked up the little pup and gave it to the boy.

What made the boy choose the pup though one of its legs was missing? Why did the farmer get emotional when he gave the pup to the boy? The boy has an artificial leg. What do you think are the challenges he will be facing in his life? How will you refer to the boy – lame, handicapped or a person with a



Notes

disability? If you had to write about this event, how will you do it? How did the boy convey his message to the farmer so that the farmer appreciates it? We will try to answer many such questions in this lesson.



OBJECTIVES

At the end of this lesson, you will be able to –

- perceive and relate to the emotions of people;
- reflect on and write an article on overcoming difficult situations in life;
- distinguish between a report and an article;
- use neutral language which is free from biases and prejudices, and
- accept and give constructive feedback.

6.1 PERCEIVING AND RELATING TO EMOTIONS

Let us read the story “The Coin in the Shoes”. A young student was one day taking a walk with a professor, who was commonly called the ‘students’ friend’. On the way they saw a pair of old shoes, which they thought to belong the poor man, who was working in a field close by. The student turned to the professor and said “Let us play the man a trick: we will hide his shoes, and hide ourselves behind those bushes, and will wait to see his confusion when he cannot find them.” “My friend, we should never amuse ourselves at the expense of the poor. It may give your greater pleasure if you put a coin into each shoe. Then we will hide ourselves and watch how the discovery affects him” said the professor.

The student did so, and they both hid behind the bushes close by. The poor man soon finished his work, and came across the field to the path where he had left his coat and shoes. While putting on his coat he slipped his foot into one of his shoes; but feeling something hard, he stooped down to feel what it was, and found the coin. He looked shocked and pleasantly surprised. He gazed upon the coin, turned it round, and looked at it again and again. He then looked around him on all sides, but no person was to be seen. He then puts the money into his pocket, and went on to put on the other shoe; but to his surprise was doubled on finding the other coin. His feelings overcame him; he fell upon his knees, looked up and thanked the Gods. He spoke of his wife, sick and helpless, and his children without bread. He was very grateful for this timely help from some unknown hand. The student stood there deeply affected, and his eyes filled with tears.



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What would you do if you were the student and there was no professor to guide you? Which of the actions would have made you feel better – seeing the poor man search for his shoes or knowing the kind of struggles he is undergoing and how your action has made a difference in his life?

Further, what if you were the poor man? How will you feel if your shoes were missing? What will be your reaction if you found coins in your shoes?

The boy who chooses the three-legged pup and the student, who realizes the feelings of the poor man, have a common element – empathy. Having empathy means the following –

1. **Emotional sharing** - which occurs when we experience feelings of distress as a result of observing distress in another individual
2. **Empathic concern** - which is the motivation to care for individuals who are vulnerable or distressed, and
3. **Perspective-taking** - the “ability to consciously put oneself in the mind of another individual and imagine what that person is thinking or feeling.”

Activity 6.1

Identify the 3 elements given above in the stories of ‘The Fifth Pup’ and ‘The Coin in the Shoes’?

Elements of empathy	The Fifth Pup	The Coin in the Shoes
<i>Emotional sharing</i>		
<i>Empathic concern</i>		
<i>Perspective-taking</i>		

6.2 WRITING AN ARTICLE ON OVERCOMING DIFFICULT SITUATIONS

Here is a story “The ‘Sign’ of the blind man”.

An old blind man was sitting on a busy street corner in the rush-hour begging for money. On a cardboard sign, next to an empty tin cup, he had written: **‘Blind - Please help’**.



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A young advertising writer walked past and saw the blind man with his sign and empty cup, and also saw the many people passing by. Many walked by completely unmoved, let alone stopping to give money. Some of them glanced at him as they passed, felt sorry and went away. The advertising writer took a thick marker-pen from her pocket, turned the cardboard sheet back-to-front, and re-wrote the sign, then went on her way. Immediately, people began putting money into the tin cup. After a while, when the cup was overflowing, the blind man asked a stranger to tell him what the sign now said.

“It says,” said the stranger, *‘It’s a beautiful day. You can see it. I cannot.’*

How a simple change in the sign changed the action of the people? How does empathy come in here? In the first instance, the people felt sorry for the blind man. When the sign was changed, people could put themselves in the blind man’s shoes which drove them to action. Herein lies the difference between apathy, sympathy and empathy.

- i. **Apathy** can be defined as the lack of interest or enthusiasm displayed towards something. It is when an individual simply stops caring about his or her surrounding because it is too much, or the individual feels powerless to make a change in the surrounding. Many people who walked by the blind man completely unmoved can be termed as apathetic.



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(Image source <https://i.pinimg.com/236x/e5/4e/99/e54e995bdad9d39dfdcf0d086fba8f40.jpg>)

- ii. **Sympathy** is feeling sorry for another's hurt or pain. There is some emotional distance with sympathy – you are not experiencing the pain for yourself, rather you are saying “Isn't it sad that this person is having a bad time.” Sometimes sympathy can turn into pity. Pity is an emotion that tends to dehumanize and belittle. The people who felt sorry for the blind man and gave him some coins would fall under this category.



(Image source <https://i.pinimg.com/564x/09/cb/45/09cb45b6844dc5a17dd025624eb29f37.jpg>)

- iii. **Empathy** can be defined as being able to understand and share the feelings of another individual. This is often believed as the highest form that a person can achieve as it allows the person to comprehend another fully. Empathy allows the person to care genuinely for another. For example, when we understand the sorrow of a friend without reservations from his point of view



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than ours, it is empathy. The writer in the story felt empathetic towards the blind man. He could understand the blind man’s feeling helped communicate it to the world.



(Image source <https://i.pinimg.com/564x/34/d3/40/34d340d1e6b372b2b6bd09ce1933c003.jpg>)



INTEXT QUESTION 6.1

Based on your above understanding, fill up the table with yes or no –

Listening	Understanding	Judging	Helping
Apathy			
Sympathy			
Empathy			

6.3 WRITING A REPORT AND AN ARTICLE

Anita and Rahul, both of the same age, were studying in the same school and in the same class. While Anita scored 94% in 12th standard and secured admission in the best college, Rahul scored 84% and still did not get admission in a good college. Out of jealousy, Rahul hit Anita and threw acid on her face when she was walking to the college with her friends. 80% of Anita's face was burnt by the acid and she lost complete vision in her right eye. She was in a state of shock and mental trauma for many months. Anita who was very cheerful earlier became sad after the acid attack. Her face which earlier exuded confidence was now showing depression. She refused to meet people because she felt ugly. She refused to look in the mirror and refused to accept herself. Earlier she was an extrovert but after the acid attack she became an introvert. For almost a year she closed herself in her room and refused to go out of the house. Anita became very quiet and only kept crying in silence.

*This is the fate of many unfortunate **acid attack victims**. But Anita transformed into an **acid attack survivor**.*

Later, Anita sought psychiatric treatment from a doctor. She started meeting the doctor regularly and slowly started expressing her pain. She told her, “that she felt her life is over and there is nothing to live for”. She said, “she feels ashamed of her burnt face and doesn't have confidence to join college. She was upset that no one will marry her and all her life she will be alone”. She said, “she has become scared of people and cannot trust anyone now”.

The Psychiatrist let Anita express herself as much as she wanted. She told Anita about other women who had overcome attacks. She made Anita realize that she cannot hang on to the past and must look towards the future. In a few months time the Psychiatrist helped Anita with various techniques such as to let go the past, to engage in productive work and to be aware of our true feelings. In one of the sessions with the Psychiatrist Anita said that drawing and sketching keeps her calm and happy and her dream was to become a fashion designer. Her parents encouraged Anita to sketch, draw and paint. Anita started sketching beautiful fashion designs. Everyone was surprised as they were never aware of her talent. She posted her designs on various social networking sites like Facebook, Instagram, Twitter etc.

Her designs earned huge positive response and was noticed by a reputed fashion magazine which published her designs. Anita realized her passion for fashion designing and secured admission in a Fashion Institute. Through her hard work and determination Anita landed a job in a leading fashion design. Today, Anita is a leading designer in the company. ***Rahul may have changed her face, not her heart. He threw acid on her face, not her dreams.***



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Activity 6.2

Anita faced a huge challenge in her life and overcame it. Do you know of anyone who has overcome difficulties in their lives? Have you ever faced a tough situation in your life which tackled successfully? Think of 2 such examples and fill up the table below. Anita’s story is given as an example.

	Challenge	Response	Action taken to overcome the challenge	Final outcome.
Anita	Acid thrown on her face which affected her personal and professional life.	She was depressed initially. But changed her outlook from being a victim to a survivor	She discovered her passion for designing and devoted all her energy to it. She expressed her inner beauty through her designs.	She became a leading designer. She found peace within herself and actualized her potential.
Person you know of				
Myself				

Have you read any newspaper ‘articles’ on acid attack victims? Collect some of them and compare their stories with that of Anita’s. Have you come across any ‘reports’ on acid attack victims? If so, how are they different from the articles you have read?

Article	Report
<p>Definition</p> <p>A piece of writing usually intended for publication in a newspaper, magazine or journal written for a wide audience, so it is essential to attract and retain the readers’ attention.</p>	<p>A report is a systematic, well organized document which defines and analyses a subject or problem. Written either for an instructor/teacher/professor, or for a committee. They usually have a little bit more subject knowledge.</p>



Notes

<p>Content</p> <p>The authors can express their opinions and they need not be facts.</p> <p>The writer puts in interesting facts, and things that will appeal to readers who aren't that familiar with the subject.</p>	<p>A report has more details and a greater amount of information, sometimes on a very deep level.</p> <p>The ultimate purpose of a report is the information. Therefore accuracy information is more important than holding the reader's interest.</p>
<p>Focus</p> <p>Most articles will have a narrower focus than the average report.</p>	<p>Reports usually have a broader focus than articles, and their aim is to grasp the overall picture, rather than focusing in on a specific problem or interest area within the topic.</p>
<p>Structure</p> <p>Title Introduction</p> <p>Main body</p> <p>Conclusion</p>	<p>Title page</p> <p>Contents page</p> <p>Introduction</p> <p>Main body</p> <p>Results</p> <p>Conclusion</p> <p>Recommendations</p> <p>Appendices</p> <p>References</p> <p>Bibliography</p> <p>Glossary</p>
<p>How to write</p> <p>Select your Topic</p> <p>Address your audience's need</p> <p>Research</p> <p>Tighten your Draft</p> <p>Make it specific</p> <p>Read, Revise and Repeat</p>	<p>Initial preparation</p> <p>Planning</p> <p>Research</p> <p>Make sure your online sources are reputable.</p> <p>Keep track of all of the information you find.</p> <p>Create your outline for the report</p> <p>Write your Introduction and body paragraphs.</p> <p>Provide evidence found in your research that supports your topic.</p> <p>Format and proofread your report.</p>

Let Us Read 6.1

1. Read the news article on a new govt. policy from the given link below and complete the table below -



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THE HINDU f t in

9 **JUST IN** 2hrs Pakistani Prime Minister to head to Kabul on landmark visit

10 2hrs Turkish spy agency has snatched 80 people from 18 countries

11 2hrs Bandh peaceful in Sal Namakkal

MENU

HOME NEWS OPINION BUSINESS SPORT SCIENCE ENTERTAINMENT LIFE &

STATES ANDHRA PRADESH KARNATAKA KERALA TAMIL NADU TELANGANA OTHER

NEWS > STATES > KARNATAKA

KARNATAKA

Govt. frames policy to pay relief to victims of rape, acid attack

T.V. Sivanandan

KALABURAGI, AUGUST 31, 2015 00:00 IST
UPDATED: MARCH 29, 2016 18:13 IST

SHARE ARTICLE f 30 t r e p PRINT A | A | A

Shapoorji Pallonji

- [How is modern India living – Not just by the square foot!](#)

The State government has come out with a new policy to pay compensation to the victims of acid attack as per the directions of the Supreme Court.

Official sources told *The Hindu* on Sunday that as per the notification issued by the State government, in case of the death of the victim aged below 40, the family would get a compensation of Rs. 3 lakh.

Injuries

Similarly, victims suffering injuries would also get Rs. 3 lakh as compensation. The families of the victims in the 40-60 age group would get a compensation of Rs. 2 lakh in case of death and if the victim is aged above 60, the family would get a compensation of Rs. 1 lakh as compensation in case of death.

(Image source: <http://www.thehindu.com/news/national/karnataka/govt-frames-policy-to-pay-relief-to-victims-of-rape-acid-attack/article7598327.ece>)

Title	
Focus	
Topics	
Key points	
Conclusion	



- 2. Download the report of the *Law Commission of India* on Acid Attacks from the given link and complete the table below –

LAW COMMISSION OF INDIA

Report submitted to the Hon'ble Supreme Court of India for its consideration in the pending proceedings filed by one Laxmi in W.P. (Crl) No. 129 of 2006

ON

“The Inclusion of Acid Attacks as Specific Offences in the Indian Penal Code and a law for Compensation for Victims of Crime”

July, 2008

Report No. 226

July 2009

(Source: <http://lawcommissionofindia.nic.in/reports/report226.pdf>)

Notes

Title	
Focus	
Topics	
Key points	
Conclusion	



Notes



INTEXT QUESTION 6.2

Read the following situations and identify whether it's a 'report' or an 'article'

S. No.	Situation	Article/Report
1.	Jawahar writes a piece about water pollution in his village to be given to the district collector for necessary action.	
2.	Sangeeta writes on the current trends in men's fashion to be published in a blog.	
3.	Birsa collects detailed information on 'Farmers Suicide' in his district so that he can present it to the Member of Parliament.	
4.	Tulu submits a written proposal to a bank about her venture to obtain loan	
5.	Harsharan is a popular writer who gives tips to young people on employment opportunities.	
6.	Aneesh heads a committee which investigated a rail accident. He submits his findings in a 40 page document.	

6.5 Using Neutral Language

You have read the following stories so far - '*The Fifth Pup*', '*The Coin in the shoes*', '*The Sign of the blind man*' and '*Anita, the survivor*'

The lead characters in these stories can be referred by various means. For e.g.

	A	B
The boy, <i>The Fifth Pup</i>	Lame, handicapped	disabled
The poor man, <i>The Coin in the shoes</i>	Poor man	economically disadvantaged
The beggar, <i>The Sign of the blind man</i>	Blind	Visually handicapped
Anita, <i>Anita, the survivor</i>	Acid attack victim	Acid attack survivor



Notes

Which do you think sounds appropriate? Which words or terms do you think are sensitive, progressive, inclusive, respectful and free from stereotypes?

Language possesses immense power and must be used carefully. Proper use of language is important if one needs to do well in professional and personal life. It also allows one to participate and contribute to the society and country in a productive manner. It can motivate people to perform impossible tasks. On the other hand poor selection of words can end up demotivating even the best of people.

We all have certain biases and prejudices. Many of these biases may be unconscious. Such biases come out through our language and may create a biased environment., A bias-free environment allows each of us to learn, work and grow, free from limiting stereotypes and expectations. Such an environment ensures that the rights mandated by human decency and law are protected. Language and actions reflect attitudes and values. Hence, responsible communicators make every effort to end the biases.

The key to effective bias-free communication is treating all people with respect and consideration regardless of age, gender, race, religion, sexual orientation, ethnicity, physical characteristics or political preference. Eliminating specific biases requires us to be aware of ourselves, how we communicate and how our communication style might affect other individuals. The following are some suggestions for bias-free communication.

Avoid	Use
career woman	Be specific: doctor, artist, truck driver, etc
chairman (when used for everyone)	chair, chairperson.
Craftsman	craftsperson, artisan (or potter, woodworker, knitter, etc)
Dear sir	Use a specific name, if possible, or perhaps “Dear Members” As a last resort, use Dear <i>Madam or Sir or Dear Sir/Madam.</i>
fireman, policeman, post man	firefighter, police officer, post carrier
male nurse, lady doctor	nurse, doctor
layman	layperson, non-specialist
male nurse, lady doctor	nurse, doctor
man and wife	husband and wife, partners
Manpower	Workforce, personnel, human resources, staff, workers, employees, labor
man hours	staff hours, staff time, work time

MODULE - II

Expression and
Communication



Notes

Be Well Do Well

mankind	humankind
Manmade	artificial, handmade, hand-built, synthetic, manufactured, fabricated, machine-made, constructed
middle man	intermediary
waitress, waiter	server
Mothering	parenting, nurturing
Businessman	Executive, business executive, manager, professional, entrepreneur, industrialist, financier, magnate, business owner
Workman	Worker
Foreman manager,	Supervisor, team or work leader, line section head, chief, director
Housewife/househusband	Homemaker
Spokesman	Representative, official, speaker, source, advocate, agent, PR coordinator, speechmaker, public information manager
Stewardess/steward	Flight attendant
Tradesman	Trader, shopkeeper, small business owner, merchant, retailer, dealer
An AIDS victim	A person with AIDS/who has AIDS/living with AIDS
homosexual	lesbians, gay men.
sexual preference	sexual orientation, gender orientation
Muslims, Christians, Sikhs, Buddhists or Jains	Religious Minorities
Low caste	Depressed classes
confined to a wheelchair	uses a wheelchair, is in a wheelchair
Deaf, mute	hearing impaired
the elderly	Older people, old people
handicapped, crippled	person with a disability (or be specific)
Retarded	Cognitively disabled person, children and adults with intellectual and developmental disabilities (or be specific about the person's capabilities)
suffering from, afflicted with	has a disability or illness (and be specific where possible)



Notes

6.5.1 General Guidelines of using Neutral Language:

1. Handicap

- Recognize that a handicap is a disability only when it severely stops one from doing a specific task.
- Instead, concentrate on performance rather than on the handicap e.g., the “blind operator” should be “the operator.”
- A first step in concentrating on ability is to recognize that handicapped are not disabled individuals.

2. Gender

- As seen in the above table, use gender-neutral words/phrases in your language. Address both female and male perspectives with phrases like “employees and their partners.”
- Use parallel words when specifying gender like “he/she” or “women/men.”
- Be sure your pronouns include both sexes instead of only male.
- Respect both women and men - don’t gender stereotype.
- Avoid describing men by profession and women by physical attributes.

3. Race and Ethnicity

- If you specify race or ethnic origin, be certain it is relevant.
- Avoid language that has questionable racial or ethnic connotations.
- Avoid stereotyping racial or ethnic groups

4. Age

- Mention age only when it is relevant.
- Remember that children and older people are individuals. Let them speak for themselves rather than assuming you know what they want.
- Remember that you may underestimate a child’s or older person’s capability or energy.

Let us Write 6.1

Read the following passage and if required, rewrite it in formal, neutral and bias free language.



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Hello all,

Our company has suffered massive losses this year due to the workmen strike. The chairman is very angry with the workers and thinks that the union leader must be called and forced to accept our terms and conditions. He thinks that this nonsense has gone for too long and must be shot down immediately. Also, we have more men than needed and the unwanted workmen must be fired. Further, the housewives are demanding crèches and they are blackmailing us that they will approach the men at the labour office if we say no to them. Someone has leaked to the press that we don't have toilets for the handicapped. Our spokeswoman is having a tough time putting them in their place.

The chairman has ordered that all our employees assemble in the auditorium at 5:00 PM. Everyone must attend the meeting. The Chairman has warned that the employees who don't show up will face his wrath.

Bikram Kumar

Head, HR

6.6 ACCEPTING AND GIVING CONSTRUCTIVE FEEDBACK

You must have noticed that in the story '*The Coin in the shoes*', the professor doesn't scold the student when he suggests that poor man's shoes should be hidden. Instead, he asks him to place some coins in the shoes and observe. Soon the student realizes his lack of empathy and thanks the professor for the lesson. Similarly, in Anita's story the psychiatrist doesn't force her views on Anita. Instead she listens carefully and makes Anita realize that a bright future is awaiting her.

If the professor or the psychiatrist had taken an aggressive approach and forced the student and Anita to listen to them, would the results be same? The message that professor and the psychiatrist gave to the student and Anita respectively is called feedback.

Have you ever given a feedback to anyone? Has anyone ever given a feedback to you? What kind of feedback do you give/receive most often? How do you take in feedback? How do you offer it? And how do people react to it?

The purpose of feedback is to reinforce the positive behavior that contribute to performance or eliminate negative behaviors that detract from performance. Giving feedback is one of the most important parts of a manager's job. Good employees need and want to know how they are doing. When you recognize an issue or problem, giving feedback is the clearest, quickest way to encourage a change in behavior.

Do you think feedback can be given only when there's a problem? Can feedback be given when an employee performs well? Many people are motivated or inspired by well-delivered feedback, and will perform at a higher level because of it.

We all have “blind spots,” Sometimes we become blind to our own shortcomings and biases. A manager focused on employee development can help open an employee's eyes to those blind spots and coach them on how to improve. So giving the feedback is one of the duties of an employer or manager. In order for feedback to be effective, it should be:

- Specific
- Sincere
- Timely
- Meaningful or behavioral
- Job-related
- Something the person can change

6.6.1 Giving feedback?

To give a constructive feedback we can use this five-step model -

1. Ask for Permission

2. State What You Observed

Where possible, use specific examples and avoid being judgmental. “*You are very dull during staff meetings*” is not as helpful as, “*In the meeting with Paramita yesterday, I noticed your body language was rather passive.*”

Also, be tough, not mean. When someone makes a mistake at work and you have to give them a feedback, start by asking their perspective on the situation. Resist saying how stupid their actions were, even if they were.

3. Explain the Impact

Point out the consequence of their behavior, and again be as specific as possible. Saying, “*When you called the meeting to an end without leaving time for discussion, it made me feel like you did not value the team's input*” or “*I noticed that the clients were upset*” is much more effective than “*When you don't leave time for a discussion, you look like a control freak.*” Statements like “*it made me feel*” and “*I noticed that*” are more difficult to argue with, and using those phrases will keep the feedback session from devolving into a debate.

4. Pause

When you've said your piece, stop. And then ask for the other person's reaction. Give them time to think through what you've said and react to it.



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5. Suggest Concrete Next Steps

Give a small number of actionable suggestions (ideally only one or two) that the other person can take in the future, to change this behavior. They will appreciate that you're giving them the first step to improving the situation.

Activity 6.3

Aman is a hardworking employee. He's very creative and gets the job done. He's perfectionist. However, he takes lot of time to complete the work and misses the deadline very often. Because of this the company had to fault on their promises to clients many a times. If you were Aman's manager, what feedback will you give him? Discuss it with your friends.

**INTEXT QUESTION 6.3**

Philip is an efficient worker. However, he doesn't take any initiative. As Philip's manager, which of the following feedback is appropriate?

- A. "Your co-workers are very enthusiastic and take lot of initiative. Why don't you try to match them?"
- B. "Performance Appraisals are coming up. It's time you took some initiative, else it will affect your ratings"
- C. "I notice that you're not taking as much initiative as you used to be. That makes me feel like I did something wrong. Did I say or do anything recently to upset you? Is there any way I can help you?"
- D. "Philip you are taking lot of initiative in you work. Keep it up!"

The young student in the story 'The Coin in the shoes' was prepared to listen to the professor's suggestion and was willing to see his faults. Similarly, Anita too listened to the psychiatrist even when she was the victim of a crime. Feedback can be hurtful but can sculpt us and turn us into a better version of ourselves. It helps us to chip away what is unnecessary.

Has anyone ever given you a feedback? How did you take it? Did you agree with the feedback given? Did it help you?

6.6.2 Receiving Feedback

It's important to think about what skills you need to receive a feedback, especially when it is something you don't want to hear, and also because not everyone is skilled to give feedback.

Keep these steps in mind the next time someone tries to give you some helpful feedback.



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- 1. Practice active listening.** Feedback, however painful, is truly a gift so treat the “giver” appropriately. While receiving feedback, maintain good eye contact and keep your body language open—no crossed arms or legs! Summarize what you heard and ask clarifying questions.
- 2. Never argue; just say thanks.** Your natural tendency may be to turn your “clarifying questions” into a spirited defense. The problem is that even if you’re right—even if the feedback is wrong or off-base—defending yourself sends the signal to the giver that you are unreceptive. You don’t want to shut down future criticism or get labeled as “un-coachable” within your organization. There is only one appropriate response to constructive criticism and that is, “Thank you.”
- 3. Evaluate it, slowly.** Just as you shouldn’t summarily reject feedback, you shouldn’t automatically accept it either. Get in the practice of evaluating the feedback slowly. Chew on it for a day or more. Does the criticism seem true; is it something you already knew was a limitation? Does the giver have expertise or credibility to make their observation? Have other people said similar things to you?
- 4. Be mindful.** Develop awareness around the areas that you received feedback or criticism. Look for the opportunities to *stop doing* or *start doing* critiqued behaviors. If you feel the criticism was justified and you are better off for it, don’t forget to close the loop and share your progress with the feedback giver.

Simran is an executive of an exporting company. She’s a dedicated employee and performs her job diligently. However, she is not able to communicate properly and the company loses out on many business deals. Simran has been called by her boss to give some feedback regarding her performance.

It is possible that someday you may be in Simran’s place. What will you do then? What kind of feedback will you ask for? What kind of questions will you ask? Surely, after studying this lesson you would be equipped to deal with these and many other such questions.



INTEXT QUESTION 6.4

Imran is a newly appointed technician at an electrical company. During an office meeting, he shouts at Aparna, his co-worker, as she questioned his ideas. His manager Shamli invites him to her cabin to give him a feedback about his behavior. What will you say if you were in Imran’s position?

- “My ideas were good. Everyone but Aparna appreciated them. I think she questioned me out of jealousy”

Expression and Communication

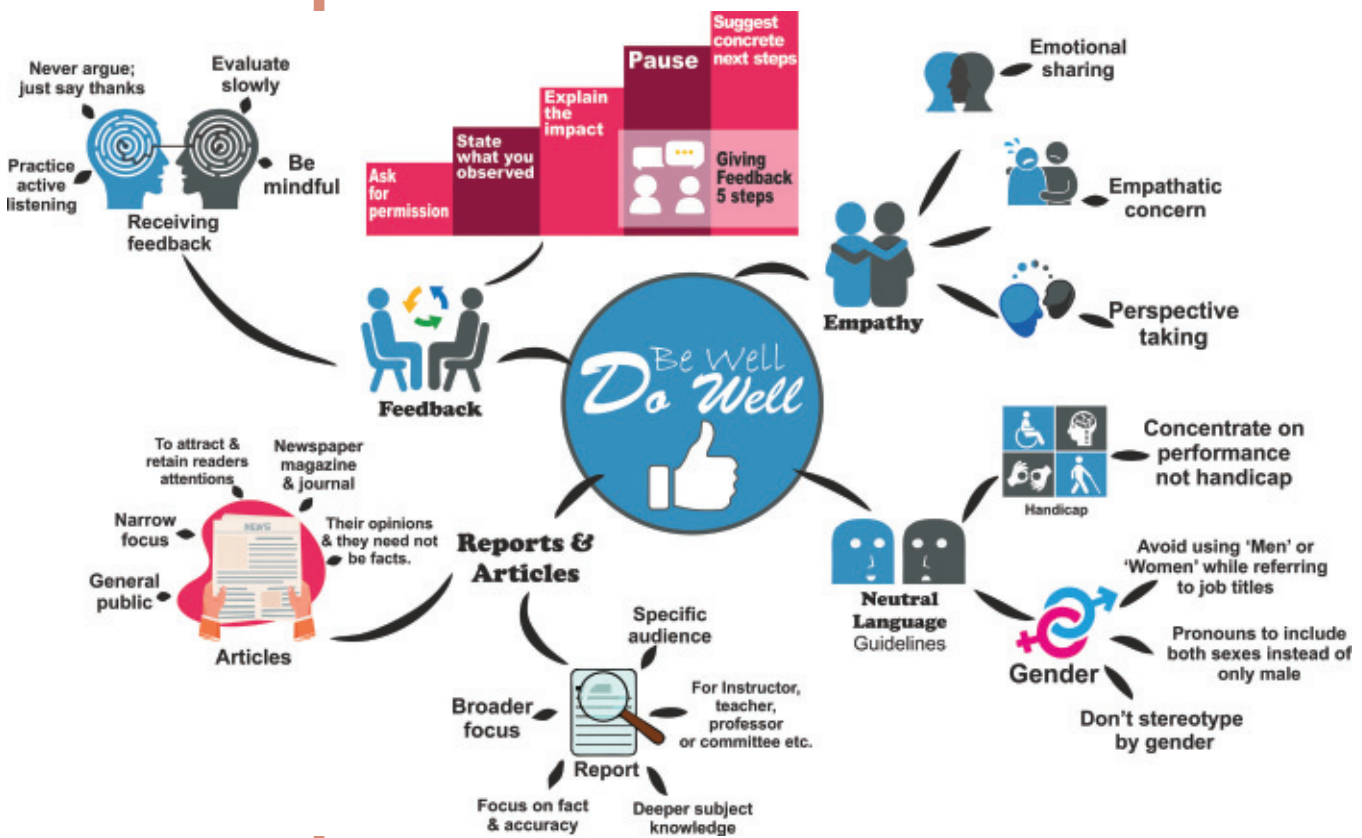


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- B. "I am sorry for what I did. But, why don't you call Aparna and give her feedback about her behavior?"
- C. "I never question anybody when they are giving their ideas. I expect the same from others."
- D. "You're right that I did cut her off while she was talking. I was a little frustrated. I will apologize to her. I'd love to hear your ideas on how I might handle this differently in the future."



WHAT YOU HAVE LEARNT





ANSWERS TO INTEXT QUESTION

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6.1

	Listening	Understanding	Judging	Helping
Apathy	No	No	No	No
Sympathy	Yes	Yes	Yes	No
Empathy	Yes	Yes	No	Yes

6.2

1. Report 2. Article 3. Report 4. Report 5. Article 6. Report

Answer to Let us Write 6.1

Hello everyone,

Our Chairperson is very concerned about many of the recent developments in our company. Our company has suffered massive losses this year due to the workers strike. The Chairperson thinks that negotiations must be held with the trade union leaders to arrive at an early settlement. He is of the opinion that this problem has persisted for too long and a mutually acceptable solution must be found immediately. Also, he feels that we have to rationalize our workforce according to the requirements. Further, the spouses of our employees have requested for crèches facilities. They have indicated that if their request is not met, they will be forced to approach the concerned authorities. The lack of toilet facilities for the disabled persons has come to the attention of the media and necessary action must be taken to resolve the issue at the earliest.

The Chairperson wishes to discuss these issues with the employees and has called for a meeting. All employees are requested to assemble in the auditorium at 5:00 PM today. Attendance is compulsory. Absentees will face strict disciplinary action.

Thank you.

Regards,

Bikram Kumar

Head, HR



Notes

6.3

Answer C, when you're giving feedback, remember to:

- Tell them how it affects you
 - Offer help and advice
- A. Comparing workers is not a good idea and would bring down team morale.
- B. Using fear to motivate an employee may work in the short-term but may prove harmful in the long run.
- D. Avoid sarcasm while giving feedback. People react negatively to sarcasm. It also affects interpersonal relationships.

6.4

Answer - D, when you're receiving feedback, remember to:

- Acknowledge the feedback that is not in dispute.
 - Also, ask for concrete solutions to address the feedback
- C. Blaming others will not help in improving yourself. Even when you think that the feedback given is unfair, try to look for points wherein you can improve.
- D. While receiving feedback, keep the focus on yourself. Also, it's not proper to ask your manager to give feedback to others.
- E. Justifying your behavior will make you look defensive and the person giving the feedback may choose to withhold. This will affect your personal growth.



7

LEADING, NOT BOSSING

Can you name some bosses?

.....,,

Can you name some leaders?

.....,,

We often want to know the difference between a leader and a boss. Let us try to understand through this small activity. Here is a list of adjectives and adverbs. Choose the ones which suit a leader.

Inspires fear, takes credit, earns respect, focused on people, dictates, empowers, think long-term, gives credit, bossy, focuses on process, say's go, is your colleague, say's let's go.

Can you name the qualities of a boss?

.....,,

Can you name the qualities of a leader?

.....,,

Yes, you are right! The leader leads but the boss forces employees to work; the leader is respected but a boss is feared. Leaders usually have very good communication skills. They have the ability to instil a sense of responsibility in us and help us realize our own potential, so we too can lead.

And therefore we tend to remember the leaders and not the bosses.



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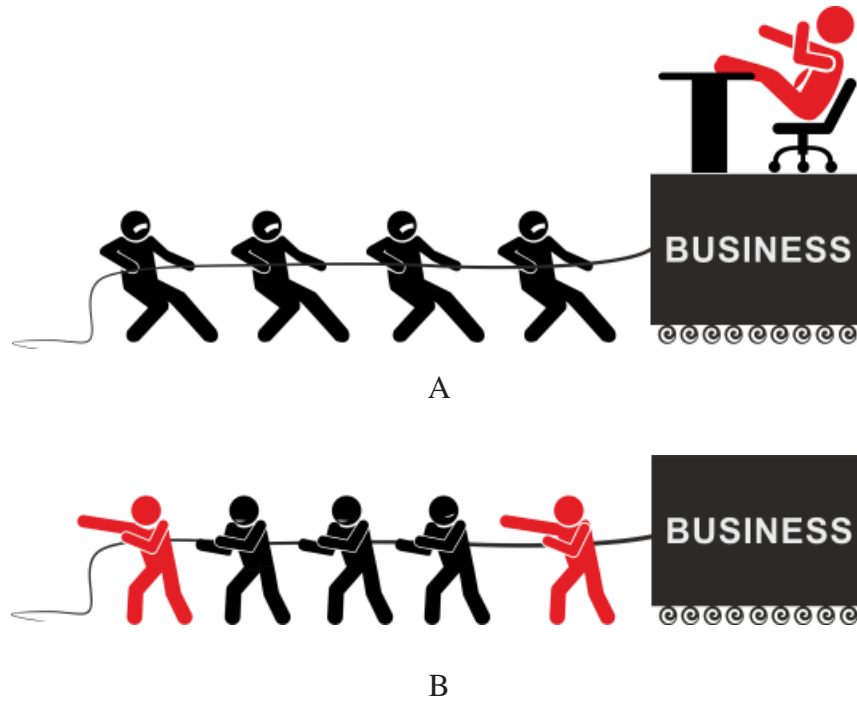


Fig. 7.1: Leadership styles

In figure 7.1, who do you think is a leader and who is a boss? Think and then discuss it with your friends. What do you want to be a—leader or a boss?

In this lesson we will learn about the attributes that make a leader. We will also learn language skills that are essential to be a leader.



OBJECTIVES

After studying this lesson, you will be able to;

- choose the correct verb form, analyse and reflect use of verbal and non-verbal language;
- listen, comprehend various motivational speeches and get acquainted with the register of a motivational speech;
- identify changing scenarios and respond appropriately;
- resolve conflicts and create an environment for sustainable progress towards their goal;
- read for details and develop the skill of skimming and scanning; and
- use appropriate language and medium to convey their decisions.

7.1 WHAT TO SAY AND HOW TO SAY?

Imagine your co-worker comes into her office after lunch. She's red-faced, tight-lipped and speaks to no one. She throws her laptop bag on the desk, clumsily sits down in her chair and glares out of the window. You ask, "Are you all right?" She snaps back in an angry tone, "I'm fine!"



Fig. 7.2: A upset colleague

You must have also witnessed such situations, where you know what is being said verbally is not the truth as behaviour and body language defy it. In such cases we tend to go by the behaviour and the body language.

1. Verbal and Non Verbal Communication

We often regard communication as the words we say but actually it includes much more than that—the way we say (tone), our choice of words, hand movements, facial expression, eye movements and body posture. Thus, it can be said that non-verbal communication plays an equally important role as verbal communication so as to communicate effectively.

Let's understand how to say things in the most effective manner:

- While interacting it is important to maintain an **eye contact** as it helps in engaging others; it is welcoming and shows our interest. However always remember there is difference between making eye contact and staring.
- The human face is extremely expressive. It is able to express all emotions without saying a word. Unlike some forms of non-verbal communication, **facial expressions** are universal. The facial expressions for happiness, sadness, anger, surprise, fear and disgust are the same across cultures. Right facial expressions make communication more effective.



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- The way we stand or sit (**body language**) tells more about how we perceive others. A person who keeps sitting while communicating with another person who is standing shows an inconsiderate attitude towards others. However in a classroom or while making presentation, the decorum requires some people to stand and some to sit.
- Another feature that plays an important role in communication is **tone**. Tone involves the volume we use, the level and type of emotion that we communicate and the emphasis that we place on the words that we choose. To see how this works, try saying the following sentences placing emphasis each time on the word in bold. Bottom of Form

I didn't say he touched me inappropriately.

I **didn't** say he touched me inappropriately.

I didn't **say** he touched me inappropriately.

I didn't say **he** touched me inappropriately.

I didn't say he **touched** me inappropriately.

I didn't say he touched **me** inappropriately.

I didn't say he touched me **inappropriately**.

The same sentence can have multiple meanings depending on the word being emphasized. The emphasis placed on a particular word implies information in addition to what the words express.

Notice that the meaning of the sentence changes each time, even though the words remain the same. The emphasis we place on the word draws the listener's attention, indicating that the word is important somehow. So in the first example, **I** didn't say he touched me inappropriately, the phrase includes the message that someone else said it. The implied information continues to change in each sentence, even when the words remain the same each time. Therefore, it is important to use the right tone to convey the right message. All of us are leaders in our own space and it is our job to inspire people around us to create a more innovative and productive organization. This is typically accomplished through verbal communication. It is the leader who communicates the vision, purpose and direction of the company.

Now that you have read about the qualities of a wholesome leader in lesson 3, let's add another quality to it that is of being an effective communicator. Employees look up to them as a role model and tend to behave the way such leaders act and communicate. If employees see a leader listening carefully and having an empathetic tone with others, they are more likely to do the same. When leaders are open to the ideas of others and praise often, employees will tend to follow suit.



INTEXT QUESTIONS 7.1

1. Let us peep into the offices of a leader and a boss and see their working style!

Scenario 1

Scenario 2



Fig. 7.3: Working styles

- (a) Which body language is more supportive of inviting suggestion amongst the two? What makes you say that?

- (b) What are the words used in Scenario 1 that depicts commanding tone and what are the words used in Scenario 2 that depicts a tone of request?

- (c) What kind of boss would you like to be or would like to have?

Let us learn grammar 7.1

1. Verb Tenses

The tense of a verb tells you when a person did something or when something existed or happened. In English, there are three main tenses: the **present**, the **past**, and the **future**.



Notes



Notes

2. Simple Verb forms

My grandparents *are* in a yoga camp *this week*. (Present)

My grandparents *went to* a yoga camp *last week*.(Past)

My grandparents *will go to* a yoga camp *next week*. (Future)

Table 7.1: Tenses

Here is a list of example of these tenses and their definitions				
	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	I play	I am playing	I have played	I have been playing
Past	I played	I was playing	I had played	I had been playing
Future	I shall play	I shall be playing	I shall have played	I shall have been playing

3. Progressive or Continuous Verb forms

My grandparents *are going* to a yoga camp. (Present)

My grandparents *were going* to a yoga camp. (Past)

My grandparents *will be going* to yoga camp. (Future)

4. Neena went to hospital 4 day before and she saw something which moved her emotionally. She met her friend the next day and thought of sharing it with her.

Before – refers to what time frame – present, past or future

Saw – signifies what time frame – present, past or future

Met – would have beenwhen talking in present.

Now you help Neena to tell her story to Riya by selecting the correct verb.

Riya , you know when I (a) (go/ went) to the hospital that day, I (b) (witnessed/ witness) something which (c) (is/was) really heart-warming.

There (d) (was/is) an old haggard man dressed in a sweeper’s uniform walking in the corridor. He (e) (seemed/ seems) disturbed and (f) (is/ was) blabbering. Another guy



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who (g).....(was/is) probably a doctor (h) (passing/ passed) by him. A while later, I (i) (see/ saw) this guy (j) (hug/ hugging) that old man.

That old man was at first (k) (tried/ trying) to free himself from the grip of that man , but then he just (l)(broke/break) down and tears (m) (roll/rolled)down his eyes. He (n) (hugs/ hugged) the man back and (o) (tell/ told) him that he (p) (has been/had been) working in that hospital for past thirty years but no one ever (q) (notice/ noticed) him or his contribution in that hospital.

Everyone in the corridor (r) (looked/ looks) at him and (s) (thanking/ thanked) him for his work.

It just (t) (struck/ strike) me that we never thank or show our gratitude to the people who (u) (was/are) essential for smooth (v)(function/ functioning) of an institution but (w) (is/are) not part of the upper tier or management.

Let us write 7.1

As a boss you get to know that an employee of your company has been calling the peon as ‘cup-plate’ to the merriment of all others. However, you feel that it is disrespectful to call names and it undervalues someone’s contribution in the organization. How will you handle this situation without creating disharmony? (Write the answer in not more than 60 words.)

7.2 SEEK THE MOTIVATOR IN YOU

The Elephant Rope

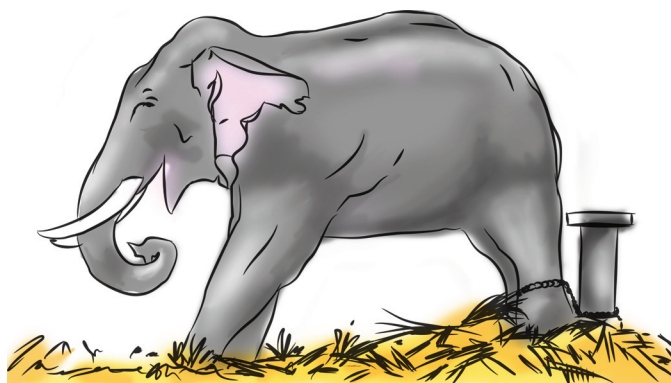


Fig 7.4: The elephant and the rope

(Source: <https://theunboundedspirit.com/short-story-the-elephant-and-the-rope/>)



Notes

As a man was passing a group of elephants, he suddenly stopped, confused by the fact that these huge creatures were being held only by a small rope which was tied to their front leg. No chains, no cages. It was obvious that the elephants could, at any time, break away from their bonds but for some reason, they did not. He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away. ‘Well,’ the trainer said, ‘when they are very young and much smaller we use the same size rope to tie them and, at that age, it’s enough to hold them. As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free.’ The man was amazed. These animals could at any time break free from their bonds but because they believed they couldn’t, they were stuck right where they were. Like the elephants, how many of us go through life hanging onto a belief that we cannot do something, simply because we failed at it once before? Failure is part of learning; we should never give up the struggle in life

- (a) What do you think rope symbolizes in the story?

- (b) Why do you think elephant never tried to break free?

- (c) Do we also have such ropes tied to our feet? If yes how can we let ourselves be free?

- (d) What message does this story convey?

Let us learn grammar 7.2

A **verb** is a word which presents an action or an occurrence.

Underline the verbs in following sentences:

As a man was passing a group of elephants, he suddenly stopped, confused by the fact that these huge creatures were being held only by a small rope which was tied to their front leg. It was obvious that the elephants could, at any time, break away from their bonds but for some reason, they did not.

He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away.



Notes

Let us speak 7.1

1. Talk to your mother or sister about a dream that she has not been able to fulfil. What were those invisible ropes that tied her down and what is it that you would say to her to help her break free from those ropes?
2. Listen and Comprehend motivational speeches.

Just as you spoke to your mother or sister about the difficult times they have been through, there are times in our lives when we feel shattered and depressed. What do you do during those phases? Yes, different people do different things to overcome such phases in life. Some listen to music, some seek help from friends, read motivational stories and quotes. Some listen to motivational talk and speeches. Let's listen to some such speeches.

Let us listen 7.1

- (a) First speech is by Sundar Pichai, first India-born CEO of Google. He was born in Madurai, Tamil Nadu to Laxshmi and Regunatha Pichai, a stenographer and an electrical engineer respectively. He grew up in a two-room apartment in Ashok Nagar, Chennai. Sundar completed schooling in JawaharVidyalaya, a Central Board of Secondary Education school in Ashok Nagar, Chennai and completed Class XII from VanaVani school in the Indian Institute of Technology Madras. Pichai earned his degree from Indian Institute of Technology Kharagpur in Metallurgical Engineering. He holds an M.S. from Stanford University in Material Sciences and Engineering, and an MBA from the Wharton School of the University of Pennsylvania.

Transcription of Pichai's Speech: 'You will have many-many opportunities to re-invent yourself, so I think it's worthwhile taking risks, trying to do something you're really excited by. If in first attempt you do not do it, you can try again and things tend to work out in the long run. In Silicon Valley, part of the reason so many people start up a company is that after failing, you can wear it like a badge of honor. I think it's important culturally if risk is rewarded. I remember when I started working at Google, if I went and people were discussing ideas, there are other people who heard those ideas and tried to build on those ideas. They encourage you. So the culture of optimism and risk taking is very important. If in life you have to work in a place where you feel a bit insecure, it is essential because it means that you [are] working with people who are better than you and always encourage you and push you. If you feel very secure in your job that means you are doing something comfortable and not pushing yourself. When I see entrepreneurs here,

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there is no difference in the people, I meet in valley. It means India can do same kind of things, as internet becomes more mainstream, people become more confident. We have large domestic market to tackle, this will give you confidence to tackle global market. At Google we always think about solving problems and how that solution can apply to I Billion people. We think of a product we think will it work for a billion people? These are the questions we always ask, even when we do simple things such as Google books. We thought what if we scan all the books in the world and bring them online, so there was an inherent assumption of scaling everything, it helps in shaping thinking, so think big. In Google to do a product well, building a product is just one aspect of it, you want to build it ,scale it ,take it to the market. How do you market it or sell it in certain cases that end to end work makes it a product. It's a cross-functional thing. So we hire people from all kinds of background. There are language majors, people who have done history, done business and commerce. I am confident, infact majority of people working in Google haven't done computer sciences at undergrad level. So follow your dream and reach where you want.

Source: <https://www.youtube.com/watch?v=J2umO62CGQY>

A. What does Pichai says about taking risk?

B. Why do you think it is important to have culture of optimism?

C. How is feelling insecure in a job seen positively by Pichai?

D. Why it is important to think big?

(b) Second Speech is by Deepa Malik:

You must have heard about her or seen her pictures swarming national newspapers. She is the first Indian woman to win a medal in Paralympic Games (games for differently abled athletes) at Rio de Janeiro and won a silver medal at the 2016 Summer Paralympics in shot put. She is associated with Himalayan Motorsports Association (H.M.A.) and Federation of Motor Sports Clubs of India (F.M.S.C.I.). She has undertaken an 8-day, 1700-km drive in sub-zero temperatures which included a climb to 18000 feet. It was—'Raid De Himalaya'. This journey covers many difficult paths including

remote Himalayas, Leh, Shimla and Jammu. She did all this and more without legs but with great spirit.

Thank you for such a warm welcome and thank you for this opportunity to come and meet you. *Bahut accha lag rha hai aur itna bhara hua hall dekh kar aur accha lag rha hai* (and it feels so good to see such a big audience). *Ab main chahunga ke char behad handsome men* (four very handsome men please come forward) [while she is saying this four men lifts her wheel chair and keeps it on the dais]. Wheelchair *par aksar log mujhe dekh kar kehte hain, kaibaar main wheelchair par aise hi utha kar rakhi jati hoon* because mostly we have infrastructure as the biggest challenge. *Jab main paralyze huithi tab logon ne khatha ki yeh toh ghar mein rehjayegi kyunki chati ka nichla hissa bilkul hi apang ho chuka hai.* She will be home bound, she will be wheelchair bound. *Bahut log jab mujhe aise uthakar rakte huye dekhte hain to haksar kehte hain bicharke saath kya hua, aisa lagta hai nakichaar log iske sharir ki arthi utharahehainaur main palat ke kehti hoon ki kyunma haraniyon ki palkiyanbhitohchaar log uthatehain.*

So basically I am here to tell you, get up and break the stereotypes, think outside the box, create opportunities, continue to learn *kyunki yeh kuch mantra shainjo maine meri life apnaye hainaur kyunki maine apnaye hain, is sharir mein, is wheelchair par baithe huye bhi main aapke saamne hoon.* With due respect ‘*main as talker and motivational speaker bulayigayihoon*’. There are lot of people who showed doubt ‘*ki bacchek aise palegi...Deepa toh itna bahar rehti thi, yeh ab kaise jiyegi*’. So many questions and that is when I decided that I have to stand up and remove these stereotypical doubts against me because my body was paralyzed; my soul was not paralyzed. ‘*kadmon ko rukna Manzoor na tha rahein aur bhi toh hain, tay to karna hain to hkyun na haskar, zindagi ek safar hi tihhai.*’ ‘*abaapusko English wala suffer bnaye yahin diwalasuhana safar bnayein yeh apke haath mein hai.*’ It’s all about how you make your choices. When I was in the hospital I could have cried and cried because I was not going to walk again but with all this also and at my age I look hot. I looked inside me and asked ‘*Deepa what all can you do with this body to send out a loud and clear message that there is ability beyond disability and it is all about mind over body? I started investing in happy thoughts. I think this word ‘investing’ will mean a lot to you. I was ready to learn and to invest only in positivity so I started doing that. So setting a target and setting out to achieve it by convincing people of what you have to say about your product is huge challenge. ‘toh aapki duty hai samjhana ki guru*



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bin gyan nahin, so you are the gurus. You are the advisors. After 58 National Golds and 17 international medals at the age of 42 which is the highest age ever in India to get Arjuna award for the active sports. ‘*Mere father army se hain, mere father- in- law army se hain*’, my husband is from the army...my brother is from the army. All four of them that day were wearing their ceremonial outfits and wearing ‘*chotha medal*’ and going to the President’s house, who is head of the defense services, not because of their uniform but because of my Arjuna award. ‘*Aur maze ki baat yeh hai ki jo yeh Olympic ke medal main aapke liye layi hoon is me bhi mere coach mere husband hi rahe the.*’ ‘*Agar maine motorcycle chalayi-toh-Limca world record bana, swimming karitoh Yammuna nadi par kari, gadi chalayi toh highest motorable roads par chlake world record bnaya, athlete bani toh pehli Indian mahilajo Paralympics se Indiakeliye medal layi.* If I can why can’t you, what is stopping you to from not dreaming big and achieving it.’

Transcripts of Deepa Malik’s speech:

(Source: <https://www.youtube.com/watch?v=RTC1LZmmelY>)

- A. How does Deepa view her handicap?

- B. Does her idea of handicap fit Pichai’s idea of optimism?

- C. What are the things that we need to do to succeed as per Deepa? Are they similar to Pichai’s idea of thinking Big?

- D. What is the importance of perseverance and commitment in life?

- E. What makes Deepa and Sundar Pichai a motivational or inspirational speaker?



INTEXT QUESTION 7.2

1. What are things that are common in these speeches, in terms of ideas, words and phrases? Your friend wrote a speech to motivate her colleagues in office but somehow, she spilled coffee on her papers. Please help her to rewrite



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the speech by filling in the appropriate expressions. These expressions are often referred as a **Register**. It is a variety of a language used for a particular purpose or in a particular social setting.

Fill in the blanks by choosing the right expression.

- (a) I stand before you this morning to tell you that you are [winners/ losers] and to [not try/maybe try a little harder].
- (b) It's been a tough year. We all know it. Right, Krishnan ,Jessy, Mariyam? Right?!
- (c) Right.
- (d) Let me tell you a little story. I once [had an outstanding year/ had a tougher-than-usual year].
- (e) Sure, I could've [closed up the shop/ celebrated for getting free time], but I didn't do that.
- (f) You know what I did? I ran back [towards/ away from] the problem.
- (g) Did I solve the problem with my brain? Well, [no/ a little].
- (h) Mainly, I solved it with my [heart/ cunningness].
- (i) Sometimes you have to [offer free gifts/summon your inner champion].
- (j) We've [risen/fallen] to the challenge before, and we can do it again. You know why? Because we're [winners/losers]. Right?Right?! I can't hear you!
- (k) Here's how we're going to [move forward/ recede].
- (l) We're going to [focus/cry like babies for a few minutes as a cathartic exercise].
- (m) We're going to [identify the problem/i don't really know ... Mariyam, you have any ideas?].
- (n) We're going to [identify the solutions/apologize to the customers].
- (o) We're going to [leave/ regroup as a stronger team].
- (p) We're going to [go home and stop being bothered/ walk out of this room and do the jobs we were born to do]



Notes

Let us speak 7.2

Annie Lakra, a colleague of your's seems to be disturbed because she has not been able to achieve her monthly targets. It is not the first time that she has faced such a situation. Last quarter had been more or less like this. It has made her depressed and resentful. She now feels that she doesn't have potential to excel and is also afraid of losing her job. She cannot afford to be out of work as she needs to pay instalments of her home for which she raised a loan from the bank. There is no other working member at her home as her husband left his job to take care of their six months old baby.

What will you say to her to motivate her? Please use the speeches you have heard as point of reference.

7.3 CAN CONFLICTS BE RESOLVED

What is a conflict?

What are the various things that come to your mind when you hear or think about the word conflict? Did you think about—disagreement, fight, difference of opinion, people not talking to each other, non-responsive behaviour? Different people react in different ways during a conflict situation. You too must have had various altercations with friends, parents and siblings. You may have also behaved differently in different conflict situations. What do you do to resolve these conflicts? Try and remember an incident from your life to answer this question. Think about it and please select appropriate words from the given options.

Shout, compromise, fist fight, discuss, stop talking, take a break and think over, seek help from a neutral party, bring in previous points of disagreement, look at the root cause of problem, barge out of the room, negotiate...

Annie turned cold

When you were trying to motivate Annie instead of turning positive she snapped at you. Probably it seems she is not open to being motivated. You may have tried quite hard to help her but she seemed to be bogged down by her circumstances. She feels as if nobody understands her situation and everybody is just trying to preach. By now you are also getting heated as you have been trying your level best to help her but she is not receptive. What will you do now?



Notes

Activity 7.3 Complete the conversation with Annie (Cartoon strip)



Fig. 7.5: Angry Annie

Annie

1. I am not interested in your *gyaan*. You Don't understand my situation. 1. _____
2. Do you realize if I lose this job, I will be in a big-big trouble. I have EMI to pay, Baby to take care of.... 2. _____
3. Can you give me a solution to my problem Or you can just talk irrelevant stuff. 3. _____

When you were having this conversation, she received her termination letter. She was thrown out of the job with immediate effect. She was all shattered and in tears. All her anger and frustration turned into remorse.

While you were trying to console her, you remember the offer letter that company gives at the time of joining. You ask her about the offer letter, to which she replied that she has it but it is a twelve-page long document and she needs to give an answer to the termination letter before office closes for the day, which is in another half an hour.

You tell her to bring the letter and decide to skim and scan for the relevant information pertaining to norms related to termination.

7.4 SKIMMING AND SCANNING

Annie's offer letter is given below please skim and scan to find the relevant information in regard to termination so as to save her job.

Let's first see what it actually means to skim and scan.



Notes

Skimming means to read the whole text or a large part of the text, so as to understand the general meaning. In other words, you read quickly to understand generally what it is about. **Scanning** on other hand is to read for a particular word or phrase. We normally use this skill when we are trying to locate *where* the correct answer is. This skill alone does not give us the correct answer, it indicates the probable location of the correct answer.

So what are the words which you will look for in the offer letter that might help Annie

_____ , _____ , _____

Offer Letter

TEXT Solutions Ltd. - Business Service Sector 59, Kolkata West Bengal (India)

Registered Office: 1002 Siddharth, Park Street Kolkata West Bengal (India)

Ref No: 125629

Date: 23-03-2013

Private & Confidential

Name: Annie Lakra

Address: B 20, sec 20, Noida. district gautambudhnagar, UP 201301

Dear Annie,

1. With reference to your application and subsequent interview, we are pleased to make you an offer cum appointment with **TEXT Solutions Ltd. BUSINESS SERVICES** as Sales Executive. You are required to report on 3/28/2013 at 10:30 a.m., at the address: **TEXT Solutions Ltd., BUSINESS SERVICES, A 12 Sec 60, Noida.**
2. Your annual compensation would be **Rs. 120000/-Per annum.** A detailed structure of your compensation will be shared on your joining. As part of your CTC, you would also be eligible for a process allowance of Rs.18300/- based on the process you are aligned to. Process Allowance will be shown as an annual component in the CTC annexure but the same shall be payable to you on a monthly basis. Process Allowance is payable from the Date of production. In the event of process change, Process Allowance will change accordingly and a new compensation letter to this effect will be issued to you thereafter for your records/reference. The structure and components of your Compensation plan may be changed from time to time in line with the Compensation Policy and practices of the Company.



3. Please note that this **offer is valid for 7 days from the date of offer** mentioned above.
4. Your offer is subject to you being **medically fit** at the time of joining the Company. For your pre-employment medical check-up, you are required to contact a registered medical practitioner and obtain a Medical Fitness Certificate which needs to be submitted at the time of joining. If you are found medically unfit, this offer will stand withdrawn forthwith. Decision of the company, in that regard will be final & binding.
5. All our operations function **24x7, 365 days in a calendar year**. Your working hours, number of working days in a week, weekly off will depend upon the process requirements. Your working hours will be as advised to you by your superiors from time to time but **shall not exceed 48 hours** in a week. It is expressly agreed that if you fail to perform the work according to the scheduled working hours or you resort to stoppage of work, whether alone, or with others, you will be entitled to receive salary only in proportion to the working hours during which you actually performed work.
6. In accordance with the authorization on your application, your appointment is subject to your clearance of **Background Verification/Reference Check/ any other test specified by the client** and genuiness of documents or information provided by you to the Company. You are being provisionally offered on the presumption that you have no criminal background as per law of the land and the particulars furnished by you in your Application and/ or Bio-data are correct. We will also be contacting your referrals. **Please note that this offer is subject to satisfactory references being obtained.**
7. In case the aforesaid particulars are found to be incorrect or it is found that you have **concealed or withheld** some other relevant facts, your offer/ employment with the Company shall stand terminated/cancelled forthwith, without any notice.
8. Your growth in terms of role, compensation etc., in the company will solely be based on your performance. Unless notified in writing, you will be deemed as “confirmed” on completion of your probation period i.e. 12 months from date of joining. Subsequently, your annual performance appraisal and compensation review will be aligned and effected from the first day of the subsequent quarter thereafter. **Probation period & Performance Appraisal / Compensation Review shall be deemed to be changed with the change in position / process / function.**
9. Please note that if you **chose to resign from services of TEXTSolutions– BusinessServices within six(6) months from your date of joining, a sum of up to Rs. 50,000/- will be recovered towards training expenses**

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10. Your services during the **period of probation shall be liable to be terminated giving 90 days notice or three months basic salary in lieu thereof without assigning any reason thereof. Likewise you will also be competent to terminate your contract of employment by giving 90 days notice.** The waiver of the notice period fully or partially or acceptance of such basic salary is at the Company's sole discretion. Same holds after completion of probation as well.
11. The company shall be entitled to accept your prospective resignation with effect from a date earlier than the one offered by you and thus relieve you at any time during your notice period as the notice is for the benefit of the management and balance notice period can be waived at any time by the management. In such an event, however, you shall be paid basic salary for the remaining period of your notice. In case the management at your request accepts a shorter period of notice, you shall be entitled to receive your salary only for the actual number of days worked.
12. You will be required to declare at the time of joining any direct relatives who may be working with HRL or any of its subsidiary, group, and affiliate companies, direct or indirect competitors. During your employment with HRL TECHNOLOGIES - BUSINESS SERVICES, if any of your direct relatives are offered by HCL or any of its subsidiary, group, affiliate companies, you would be required to voluntarily declare the same as and when an offer of employment is made to them. Direct relatives herein include parents, spouse, brother/s, sister/s and children of the HRL TECHNOLOGIES - BUSINESS SERVICES employee.
13. On joining you will be imparted with necessary training. You are expected to meet with all the requirements in the training. In the event, you are unable to meet with the expectations, we would be constrained to terminate your services. During the training period working schedule shall be of any six days a week
14. Your resignation shall become effective as soon as the management accepts it. The management shall be competent to withhold its acceptance in respect of your resignation in case dues are recoverable from you or if you are under suspension and/or disciplinary proceedings are pending or contemplated against you or for any other similar reasons. After having opted to resign and given the intimation to this effect, you shall be debarred from withdrawing your resignation except with the written permission of the management.

With best wishes and looking forward to a mutually fruitful association.

Yours sincerely,

DeenDayal



INTEXT QUESTIONS 7.4

a. Find out the clauses which might help Annie to save her job?

b. How can these clauses help Annie to negotiate best possible arrangement?



Notes



WHAT YOU HAVE LEARNT

- Effective communication is an essential part of being a good leader.
- Communication is not just about what to say, it is also about how to say.
- The specific kind of communication requires specific register.
- A definite format needs to be followed for specific kind of written or oral communication.
- Skimming and scanning is an essential skill for being a good reader.



TERMINAL QUESTIONS

1. Effective communication requires
 - A. Speaking English fluently
 - B. Balance between Non – verbal and verbal communication
 - C. Using right expressions
 - D. Using language with correct verbs
2. Leader is the one
 - A. Who orders
 - B. Who leads
 - C. Who manages
 - D. Who supervises



Notes

3. Write an email to your colleague, giving her news of her promotion due to recommendations from many customers who appreciated her good behaviour.
4. You have helped Annie, to find a clause in the offer letter that can help her save her job at least for time being and give her time to find a new job. Now please help her write a e-letter in response to the termination letter she got, stating reason that you found in the offer letter which doesn't let the company terminate her.



ANSWERS TO INTEXT QUESTIONS

Let us Learn Grammar 7.1 (4)

- | | |
|-------------|-----------------|
| (a) went | (b) witnessed |
| (c) was | (d) was |
| (e) seemed | (f) was |
| (g) was | (h) passed |
| (i) saw | (j) hugging |
| (k) trying | (l) broke |
| (m) rolled | (n) hugged |
| (o) told | (p) had been |
| (q) noticed | (r) looked |
| (s) thanked | (t) struck |
| (u) are | (v) functioning |
| (w) are | |

Let us learn grammar 7.2

As a man was passing a group of elephants, he suddenly stopped, confused by the fact that these huge creatures were being held only by a small rope which was tied to their front leg. It was obvious that the elephants could, at any time, break away from their bonds but for some reason, they did not. He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away.



Notes

Let us listen 7.1 (a)

- A. Pichai says that is worth taking risk as it gives us multiple opportunities to re-invent ourselves.
- B. As per Pichai it is important to have culture of optimism as it encourages people to take risk and re- invent themselves.
- C. We should feel insecure in job because there are people who are better than you. They encourage you and push you to realize your full potential.
- D. It is important to think big as it can help millions of people find solutions to their problems.

Let us listen 7.1 (b)

- A. Deepa doesn't view her handicap as an impediment or a hinderance. For it is an opportunity to break the stereotypes and convince people that handicap is a mindset and has nothing to do with body.
- B. Yes it does, as both look at failure or hurdle as an opportunity.
- C. Success as per Deepa is about making choices, breaking stereotypes, setting targets and achieving them. Yes, it does agree with Pichai's idea of thinking big.
- D. Perseverance and commitment helps the person to overcome the obstacles which come in path of our success.
- E. commitment, perseverance, time management, never say die attitude etc.

7.5

Fill in the blanks by choosing the right expression.

Intex Question 7.2

- (a) Winners and may be try a little harder
- (b) –
- (c) –
- (d) Had a tougher than usual year
- (e) Closed up the shop
- (f) Towards
- (g) A little
- (h) Heart
- (i) Summon your inner champion

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- (j) Risen; Winners
- (k) Move Forward
- (l) Focus
- (m) Identify the problem
- (n) Identify the Solutions
- (o) Regroup as a stronger team
- (p) Walk out of this room and do the jobs we were born to do.

Let us speak 7.1

Ans: Subjective.

Intex Question 7.4

Ans: Both the company and the employee are liable to 90 days' notice before terminating the services or resigning as the case may be.

(b) It can buy Annie time to improve performance and simultaneously look for new opportunity. If still employers insist on her termination, she is entitled to get 90 days salary, which can sustain her until she finds a new job.



8

EFFECTIVE COMMUNICATION: A LIFE-LONG ASSET

A leading auto servicing company is in need of auto mechanics and comes out with the following job advertisement

JOB OPPORTUNITY

AUTO MECHANICS

We are looking for qualified individuals for the above position.

Eligibility Criteria: A pass in 10th Class examination under 10+2 system of education or its equivalent with the prescribed NTC(ITI) qualification recognized by the National Council of Vocational Training (NCVT) or State Council of Vocational Training (SCVT)

Experience: A minimum of 2 years hands on experience in an auto servicing.

Other Conditions: Should be willing to be posted at any of our servicing centers in India.
Willing to work flexible hours and on weekends.
Age not exceeding 24 years.

For details on Job Description, Roles & Responsibilities and Salary visit our website WWW.ShineAutoServicing.com

interested candidates may mail their CVs to sunny.shineautoservicing@gmail.com



Shine Auto Servicing
B-201, Industrial complex, sector 5, New Delhi-110989
WWW.ShineAutoServicing.com

Fig. 8.1: Employment Advertisement

Rehman and Chong are two friends who passed out of the same ITI. They come across the above advertisement. Both of them are interested in the job and decide



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to apply. Will they get this job? It all depends on how they are able to convey their suitability for this job! This lesson deals with different kind of communication skills that are required for various situations.



OBJECTIVES

After studying this lesson you will be able to:

- use effective written and verbal communication skills to enhance your employability
- write your CV and customize it to the requirements of the given job description.
- present competencies and skills effectively at interviews, group discussions and other relevant forums.

8.1 WRITING AND SPEAKING EFFECTIVELY

Sheila is the Human Resource Manager at Best Serv and is in-charge of recruitment. She went through all the **Curriculum Vitae (CV)** received in response to the job advertisement. She outlines Rehman’s and Chong’s work profile as given below.

Rehman:

Age – 22 years

Experience – working in an auto servicing centre for last 2 years.

He is willing to work flexible hours anywhere in India.

Chong:

Age – 21 years

Experience – working in an auto servicing centre for last 1 year.

Willing to work anywhere in India and prefers a stable work schedule as he needs to take care of his parents.

Will she call Rehman or Chong for the interview?
After the interview, on what basis will she select the



right person for the job? Could you suggest to Sheila other ways of selecting people apart from interviews? Have you heard of ‘**Group Discussion**’?

Have you noticed that through Curriculum Vitae, interview or group discussion, you are telling your future employer that you are the right person for the job? In that case, do you agree that **effective communication** is the key to success in all of the above? However, is effective communication restricted to getting a job? How can you get the salary, designation, place of posting or promotion that you desire? We will try to identify answers to such questions in this lesson.

To answer this question, we must understand why companies ask for CVs? Companies look for employees who ‘*suit their needs*’. This ‘*suitability*’ is with respect to the job requirement, skills, education, personality, company culture etc. The candidate’s ‘*suitability*’ is tested by going through their Curriculum Vitae followed by interview and sometimes group discussions.



Notes

8.2 CURRICULUM VITAE (CV)

The Curriculum Vitae is the first step of communicating with the prospective employer. When many candidates apply for a job, a CV is a good way to screen them and select the more suitable ones for the interview. *The CV speaks about candidates even before they are seen. It is your ticket to the interview.* **Do you know that recruiters spend an average of 5-7 seconds looking at a CV!** This might be shocking but the recruiters have a trained eye and know exactly what they are looking for. So, effective communication is all about making an impression within that short a time and ensures that you are called for the interview.

Before getting into process of making CVs, it is necessary to discuss the concepts of ‘*Job Description*.’ It is the basic job-related information that is useful to advertise a specific job and attract a pool of talent. It includes information such as job title and job location. It also includes important information like reporting to and of employees, job summary, nature and objectives of a job. Qualifications and skills needed, tasks and duties to be performed, working conditions, machines, tools and equipments to be used by a prospective worker and hazards involved in it are very important parameters while writing a job description. It can be found in any job advertisement in newspaper or the internet.

For your CV to be impactful, you should read the job description carefully and tailor your CV according to the needs. Most CVs are rejected because they are general in nature. Many job seekers submit the same CV to all job advertisements and face rejection. Your CV should ‘**fit the requirements**’ of the job.

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A sample 'Job Description' for an Auto Mechanic at *Best Serv Auto Servicing Centre* is given below-

Job Title: Auto Mechanic

Job Summary: Our car servicing centre is in need of an experienced, Auto Mechanic for our service and parts department. The successful candidate will be responsible for repairing mechanical issues on customers' cars, including AC and electrical problems. We're looking for a well-trained and highly organized professional who takes pride in his or her work and can perform various customer service duties as required throughout the day. We employ between four and six Auto Mechanics at any given time, so we need a professional with a flexible schedule and a willingness to work overtime when needed.

Auto Mechanic responsibilities

- Greet customers when they arrive and take a detailed history of vehicle performance or mechanical failure.
- Identify vehicle problems based on observation, mechanical testing as well as information provided by the customer.
- Provide customers with detailed estimates for repairs and replacements and obtain signature approval prior to commencing work.
- Repair vehicles based on the identified issues and repair estimates
Test drive vehicles after repairs are complete and to determine whether any other problems exist
- Describe vehicle's condition to customer and answer any follow-up questions

Auto Mechanic qualifications and skills

- National Trade Certificate (NTC) in Mechanic Repair & Maintenance of Light Vehicles Valid driver's license Excellent communication skills
- Knowledge of tools and equipment required to conduct all repairs
- Ability to operate the tools required

While preparing the CV for the above job, you should highlight the following details first-

- Auto Mechanic experience details
- Experience of working on car AC and electrical issues
- Achievements in the previous job
- Instances of achievements resulting from team-work
- Internship details related to auto mechanics
- Educational achievements
- Extracurricular activities, with focus on communication skills etc.

Do you think a CV which highlights the fact that you have the necessary ability and experience has a greater chance of drawing the recruiter's attention? Would such a CV stand out rather than a CV which is written in a standard format without any customization or consideration of the job requirements? In today's competitive world, you need to distinguish yourself and show your uniqueness. Tailoring your CV according to the job requirement is a great way to do that.

The question is, what is the format of Curriculum Vitae? It is necessary to keep in mind that there is no CV standard format. The format keeps changing as per the job needs and your strengths. However, there are a few basic details which are necessary to be included in any CV.

8.2.1 Format for experienced job seekers –

A. Name and Contact Details –

Your name should be mentioned prominently. However, don't exceed font size of 14-16. Use the same name as found in your certificates. Don't add the title 'name' before your name.

Rehman K.K.
28-B, Pocket-I, Market Road, Phase-1, Nagpur - 440003
Mobile: 84289 7XXXX, 88233 2XXXX
e-mail: rehmankk@_____.com

Fig. 8.2

Your contact details should consist of your primary mobile number, alternate contact number, e-mail address and your residential address. It is necessary to have a professional e-mail address. ***Do you know that 76% of CVs are rejected because of unprofessional e-mail address!*** A professional e-mail address should consist of your name with or without alpha-numeric alphabets. *Avoid nicknames or playful, cheeky versions of your name.*

B. Achievements – Actions speak louder than words and the same applies to job applications as well. Before writing your CV, identify your achievements in your job, education, internship or extra-curricular activities which are relevant to the job you are applying for. Write down these achievements in ***bullet points with each achievement beginning with a powerful action word.*** A list of such action-words suited for various jobs and purposes can be found in the links given below-

<http://career.opcd.wfu.edu/files/2011/05/Action-Verbs-for-Resumes.pdf>

<https://www.thebalance.com/action-verbs-and-power-words-for-your-resume-2063179>



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<https://www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome>

<https://hrweb.berkeley.edu/sites/default/files/attachments/action-verbs.pdf>

Achievement:

- **Obtained** customer service rating of 4 and above on all the cars service in the period that I was employed with company.
- **Identified** a new way of solving the engine vibratio problem which reduced the servicing costs by 10%.

Fig. 8.3

However, lying in the achievements section or any other part of your CV will damage not just your chances of selection but your future career prospects as well.

C. Work Experience –

Mention the details of your experience in the *descending order* starting with your current employment. Provide details regarding company name, designation, duration and location. You can give a brief summary about the nature of the job and the responsibilities involved.

Achievement:

- **XYZ car servicing Company, New Delhi**
- Designation- Customer Service Executive (Nov. 2006 - Present)
- Responsibilities - Customer interaction, indenifying servicing issues, estimates to customers and allocation of vehicles to mechanics.
- **ABC Mechanics Ltd., Mangalore**
- Designation- Junior Mechanic (Nov 2015 - Nov 2016)
- Responsibilites- Identifying servicing issues, spare parts

Fig. 8.4

D. **Education** Mention details of your academic qualification in the descending order starting with the highest one. Provide details about the qualification, percentage or the grade obtained, year of passing out and name of the institute with the location. Don't mention details below 10th or matriculation level. If you are currently pursuing a course, do mention it at the end.



Notes

Education:

- **ITI, Motor Mechanic Vehicle Trade, NCVT**
 - H J Bhabha ITI, Mayur Vihar, New Delhi
 - Percentage - 77%
 - Year of passng - 2015
- **Certificate in Senior Secondary course, NIOS**
 - Percentage - 80%
 - Year of passng - 2013
- **Certificate in Secondary course, NIOS**
 - Percentage - 85%
 - Year of passng - 2011

Fig. 8.5

- E. **Certification** – If you have obtained any certificates in course related to your trade or computer proficiency or relevant extra - curricular activities, they can be mentioned here.
- F. **Personal Details**– Provide details about your date of birth (DD/MM/YYYY format), Languages known (read, write, speak) and any hobbies which you may have. Your hobbies say a lot about your personality. So do cultivate a meaningful hobby which can make your personality shine.

Personal Details:

- Date of Birth: DD/MM/YYYY
- Languages Known: Hindi, Marathi, English (read, write, speak)
- Hobbies: Gardening, painting

Fig. 8.6

- G. **Signature, Name, Location and Date** – End the CV with these details. Don't forget to sign when you are submitting your CV in printed form. Don't write any fancy quotes or symbols, religious texts or notes to the recruiter at the end.



Notes

8.2.2 Format for new job seekers/ Freshers

For freshers, the format of the CV remains the same but the content may vary. You can mention your achievements during your internships, projects undertaken by you during school or college, volunteer experiences, relevant extra-curricular activities etc. In case your achievement is not your strength, you can project your educational qualification and following order can be followed –

1. Name and Contact Details
2. Educational Qualifications
3. Certification
4. Personal Details
5. Signature, Name and Location

Remember that lack of experience is not a disadvantage as recruiters are always looking for young people with new, creative ideas and a hunger for learning.

Table 8.1: Do’s and Don’ts of Curriculum Vitae -

Do’s	Dont’s
<ul style="list-style-type: none"> ● Use standard fonts with font size not exceeding 12. ● Maintain the same font style through your CV ● Use single line spacing between the lines. ● Use left margin justification i.e. keep all text in the main body left-aligned. ● Simple bullet points under each category head give a neat format. ● Use page numbers. 	<ul style="list-style-type: none"> ● Don’t overload your CV with text. Use white space while designing to make your CV attractive. ● Use bold, italics carefully. Avoid all CAPITALS unless it’s necessary. ● Avoid spelling or grammatical mistakes. ● Don’t use abbreviations or short forms of words. ● avoid informal language. ● The length shouldn’t exceed 2-3 pages. ● Don’t stick your photo on your CV unless asked for .

Based on the above discussion, Rehman's CV would look as under:

Rehman K.K.

28-B, Pocket-I, Market Road, Phase-1, Nagpur - 440003
Mobile: 84289 7XXXX, 88233 2XXXX
e-mail: rehmankk@_____.com

Achievement:

- **Obtained** customer service rating of 4 and above on all the cars service by me in the 1 year period I was employed with company.
- **Identified** a new way of solving the engine vibratio problem which reduced the servicing costs by 10%.

Achievement:

- **XYZ car servicing Company, New Delhi**
- Designation- Customer Service Executive (Nov. 2016 - Present)
- Responsibilities - Customer interaction, indenifying servicing issues, estimates to customers and allocation of vehicles to mechanics.
- **ABC Mechanics Ltd., Mangalore**
- Designation- Junior Mechanic (Nov 2015 - Nov 2016)
- Responsibilites- Identifying servicing issues, spare parts

Education:

- **ITI, Motor Mechanic Vehicle Trade, NCVT**
 - H J Bhabha ITI, Mayur Vihar, New Delhi
 - Percentage - 77%
 - Year of passng - 2015
- **Certificate in Senior Secondary course, NIOS**
 - Percentage - 80%
 - Year of passng - 2013
- **Certificate in Secondary course, NIOS**
 - Percentage - 85%
 - Year of passng - 2011

Personal Details:

- Date of Birth: DD/MM/YYYY
- Languages Known: Hindi, Marathi, English (read, write, speak)
- Hobbies: Gardening, painting

Date: _____ Signature _____



Notes



Notes

Let us Write – 8.1

Now that you are aware of the format and the contents of Curriculum Vitae, prepare a CV for yourself. Also, go through some of the job advertisements in newspapers and internet. Based on the job description, identify the jobs for which you are qualified. Customize your CV for 2 such jobs and see how they vary. Compare your CV with your friends and see what they have done differently. Keep your cvs in your portfolio.

8.3 COVER LETTER

Is it possible for Rehman to just mail his CV when applying for a job? Have you ever seen a book without a cover or met a person without a name? A book, a product or a person needs to be introduced. This gives us a brief idea about what we are being introduced to. Don't you think the same is with the case of your Curriculum Vitae? The Cover Letter introduces you to your recruiter and creates a powerful first impression which can lead to your CV being read or set aside. ***Do you know that 50% of employers don't read them and the others scan it in 5-10 seconds.*** Further, after reading there's 17% chance that your CV will be rejected. Therefore it's important to get your cover letter read and your CV considered for getting an interview call.

Follow the guidelines below while writing a cover letter:

- Always address the letter to an individual by his or her name. Do not send it to the “*Hiring Manager*” or “*To Whom It May Concern*”. **Contact the company and find out who the cover letter should be addressed to.**
- Clearly tell why you are writing the cover letter in your opening sentences - the **position** you are applying for and **why you are applying.**
- Express **enthusiasm** and **confidence** that you are a suitable candidate in your introduction.
- Highlight your abilities and skills and summarize why you are the right person for the job.
- Close the cover letter with a request for an interview, meeting or follow-up.

(Source: <https://www.best-job-interview.com/basic-cover-letter.html>)

Let us see the cover letter that Rehman can use while sending his CV for the post of Auto Mechanic at BestServ Auto Servicing.



Notes

To,
MM/YYYY

DD/

Ms. Sheila
Human Resource Manager (Recruitment)
BestServ Auto Servicing
New Delhi – 110 999

Re: Application for the job of Auto Mechanic

Hello Ms.Sheila,

This is in response to your advertisement dated DD/MM/YYYY for the job of Auto Mechanic at your organization. As a student certified from XYZ Industrial Training Institute (Motor Mechanic Vehicle trade), I was delighted to discover this job opportunity.

BestServ has been a leading auto service company in North India for over a decade and is aggressively expanding its operations all over India. It has regularly come up with new technological innovations in the auto servicing industry. It is also the most trusted company in India as per (agency name). My goal in gaining my certification in Motor Mechanic Vehicle trade has always been to be involved in the latest technical developments in the auto industry, and I can think of no place better to launch my career than at BestServe.

My coursework as a student in Motor Mechanic Vehicle Trade has enabled me to gain an understanding of how automobile parts are assembled and serviced. I have worked as an intern/apprentice at ABC Mechanics Ltd. My responsibilities in this role included maintenance of automotive electrical systems & electronics and automotive air conditioning systems.

I am eager to work in an innovative company like your's and would welcome the opportunity for a personal interview. Please let me know if there is any other information I can offer to support my candidacy for the auto mechanic position; I hope to hear from you soon.

Thanking You.

Yours Sincerely,

Your Name

Expression and Communication



Notes



INTEXT QUESTION 8.1

Sindcraft Fashions specializes in customized garment sales and has advertised for a position of a Customer Service Executive. They are looking for a fresher from an Industrial Training Institute from the ‘Cutting and Sewing’ trade. The position requires interaction with customers, understanding customer requirements, developing garments as per customer needs, sourcing orders and after sales service. Gegong is an ITI certified professional and meets the qualifications. He was an intern with Softcot Textiles for 2 months and did a project on customized garments.

Prepare a CV and a cover letter for Gegong so that he can apply for the job.

8.4 PRESENTING SKILLS AND COMPETENCIES EFFECTIVELY

Elements of Personal Communication

Previously we saw that the CV, the covering letter and the interview, all form part of a communication process. Here the job-seeker communicates to the interviewer that he or she is best candidate suited for the job. Are you aware of the many forms of communication besides verbal communication? Can you think of any? Well, you are right. The way you speak and the way you sit or stand also communicate many things about you. Prof. Albert Mehrabian’s research on forms of communication confirms this.

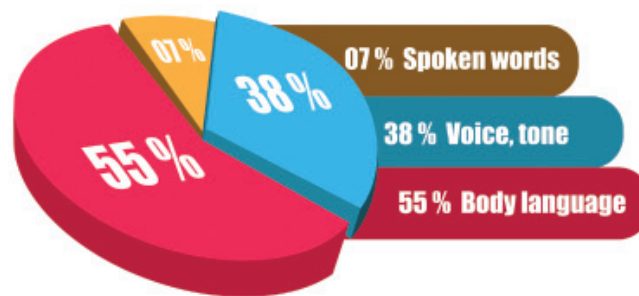


Fig 8.6: Elements of Personal Communication

In the previous lesson, you studied about the verbal and non-verbal forms of communication. In this section we will focus on the following –

1. Verbal
 - a. What to say in interviews, group discussions and negotiations.

2. Body Language

- a. For interviews, group discussions and negotiations.

8.4.1 Interview

Rehman received an interview call from Best Serve. He was very happy and rightfully so. Being shortlisted for the interview meant that he had impressed upon the recruiter that he could be tested for the potential to perform. However, you may be aware that many job-seekers attend an interview but only a few get selected.

Would you agree that those who were selected were able to convince the interviewers that they are better than other candidates and therefore should be selected? In the interview, the candidate's technical knowledge is tested. More importantly it's a test of his personality, and attitude. They also decide if a candidate fits into the company culture.

Success in interview depends on one crucial element – *preparation*. Following are some of the important things to be done while preparing for an interview:

1. Find out information about the company, its business and its current activities. The company website, news articles etc. will be a great source.
2. Work on all possible questions that might be asked based on your CV and job description.
3. Read up on all the current developments in your field.
4. Practice answering questions before a mirror
5. If possible do a mock interview with your friend or any other suitable person.

Some of the frequently asked questions for which you can prepare beforehand are as follows:

1. Tell me about yourself?

- This not an invitation to recite your entire life story or even to go bullet by bullet through your CV.
- This is your first and best chance to pitch the hiring manager on why you're the right one for the job.

Use the '*Present-Past-Future*' formula -

- Start with the present—where you are right now.
- Go into the past—a little bit about the experiences you've had and the skills you gained at the previous position.
- Finish with the future—why you are really excited for this particular opportunity.



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For eg. In Rehman’s case, a possible answer might be *“I am Rehman and I am currently working with XYZ Car Servicing Company as Customer Service executive. My main responsibility is to understand customer needs and come up with technical solutions which maximize customersatisfaction. Before that, in ABC Mechanics, Mangalore, as a junior mechanic, I gained practical insights into spare parts managements. This enabled me to look for win-win situations in providing spare parts solutions to the customer. I think this is very crucial in auto servicing. I like to develop innovative solutions and BestServe is the leading innovator in auto servicing. I think this is the best place to launch my career into the next stage”*

2. What are your strengths?

- Describing yourself as ‘capable’, ‘hard-working’ or ‘diligent’, won’t really portray you well.
- Think about 3 things that you do well and give concrete examples.
- *Accurate, relevant and specific* for example, instead of “people skills,” choose “persuasive communication” or “relationship building”.
- Follow up with an example of how you’ve demonstrated these qualities in your job.

3. What are your weaknesses?

- Never say that you have no weaknesses.
- Don’t highlight a weakness that’s the crucial requirement of the job.
- Know that ability to identify a weakness is a strength.
- Interviewers want to understand that you have the ability to be honest about yourself and to seek self-improvement.
- Ways to answer -

Think about something that isn’t your strong point, whether it’s delegating to others or attention to detail, but think about it **back in the past**. Show how you’ve **taken steps to overcome it, or worked hard on getting better**, and mention that you’re still working and working at becoming even better at this skill set.

Let us learn Grammar 8.1

An adjective is a word that describes noun or a pronoun. These words describe you as a person. Following are some of the adjectives that describe personalities:



Notes

Positive Adjectives	Negative Adjectives
Adaptable	Aggressive
Diligent	Impatient
Persistent	Inconsistent

Can you think of 3 things that you do well and give relevant examples? Add this to your portfolio.

4. Why should I hire you?

Focus on what you can bring to the job – this can be your technical knowledge or your soft skills that will be very important in the job.



Fig. 8.7: Positive Aspects

Highlight the positive aspects of what you can do now and how quickly you will be able to progress, if hired.

Highlight how you, as well as the company, will benefit from hiring you.

- Show them what you have to offer that others don't.

5. Where do you see yourself 5 years down the line?

AVOID THESE REPLIES

- “Moving up the ranks,”
- “running this place,”



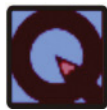
Notes

- “working for myself,”
- “in your job,”
- “NOT in your job,”
- “NOT in this job,”
- “at a bigger better opportunity”

Possible ways to answer-

- *Talk about your wider ambitions and goals and how you can move towards that while working in the organization that you are applying to join*
- *Think about where this position could realistically take you.*

Let us see how Rehman should respond to this. “Well I’m really excited by this position at BestServe. Because in five years, I’d like to be seen as someone who is an expert in the auto servicing sector. I’ll have an opportunity to do that here. I would also like to develop myself as a manager. I’ve been lucky enough to work with some amazing managers, and so developing into a great manager is something I’m really excited about.”



INTEXT QUESTION 8.2

1. Find 5 adjectives to describe your strength and weakness and develop answers to the frequently asked questions in specific trade.

Keep these answers in your portfolio. However, it’s not a one time activity. Get feedback on your answers and revisit these questions after sometime.

8.4.2 Group Discussion:

Following Rehman’s interview, he was asked to participate in a group discussion. It is often referred to as GD. He had not participated in one before and had little idea of what it meant. He asked another participant, Banoo, to tell him more about GD. She summarized it as follows –

- A GD is another tool like interview to evaluate a candidate. Aspects like assertiveness, leadership, team playing skills, negotiation, conflict resolution, time management, creative thinking, win – win thinking, flexibility and empathy etc. are tested in GD.
- In a GD, a group of people (usually 8- 10) discuss a given topic.
- The topic is given by the HR manager who organizes the discussion.

- A GD usually lasts for about 15 minutes.
- Apart from evaluating the participants, the group as a whole is also evaluated.

We saw earlier that GD is also a way of communication. Can you think of some ways through which Rehman can communicate effectively in a group discussion and succeed in getting the job at BestServe? Yes, for that you will need to know some basic rules of a GD. Let us see what these rules say.



Notes

Table 8.2: Do's and Don'ts of Group Discussion

DO's	DON'Ts
<ul style="list-style-type: none"> ● Understand the topic before participating in the discussion. ● Try to initiate the discussion when the GD begins. This way you will be able to set the tone of the discussion and also show your leadership skills. ● Express your opinion clearly and precisely. ● It's a discussion – therefore listening is as important as speaking. ● Put forward your points assertively and firmly. ● Give opportunity for other's to speak. Encourage those who haven't spoken to participate in the discussion. This shows as an empathetic person. ● Try reaching a consensus whenever possible. ● Try arriving at a common ground when dealing a different opinion. ● Agree to disagree. ● Know that diversity of opinion is good for the discussion. ● Try to find win-win solution ● Always be aware of the discussion. 	<ul style="list-style-type: none"> ● Don't start the discussion for the sake of initiating. ● Don't begin on a negative note or apologetic note. ● Don't talk over others and at the same time don't let others to subdue you while talking. ● Don't panic if you don't get a chance to speak. Look for the correct time to enter the discussion. ● The quality of your input matters more than the quantity ● Don't get into arguments. Know when to disengage. ● Don't shout during discussions. ● Don't speak with a feeble voice. ● Don't intimidate others. ● Don't be submissive or aggressive. ● Don't vacillate. ● Don't joke or mock others.

Expression and Communication



Notes

Other tips for a successful GD

- It’s helpful to read extensively and be aware of current topics to maximize the chances of your success.
- Learn some quotes or anecdotes which might help you to initiate the discussion.
- Practice GD with your friends.
- Watch debates and panel discussions on TV channels and radio.
- Learn to use the right words and phrases;e.g. – instead of ‘wrong approach’ you can say ‘different approach’

8.4.3 Body Language

Do you know that 55% of our communication. It involves postures, gestures, facial expressions, eye movements etc. The following are some of the body language gestures to be followed and avoided during interviews.

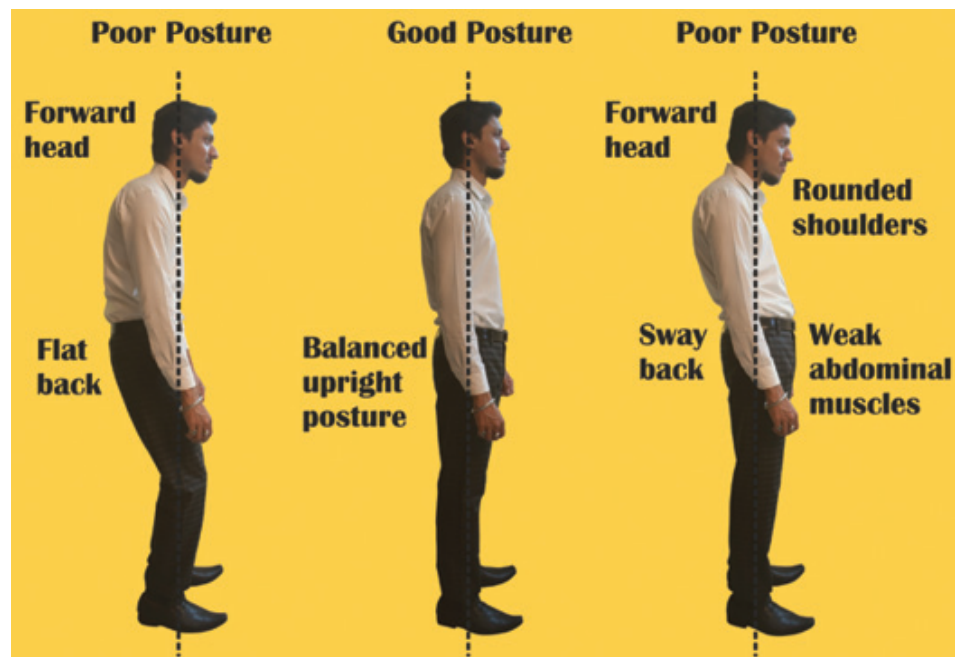



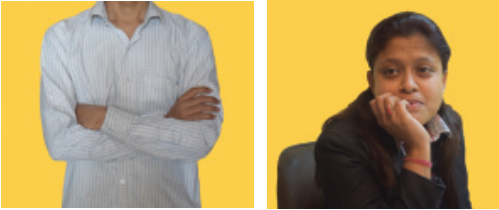

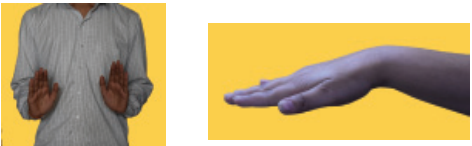
Fig. 8.8: Body Postures

It’s necessary to use appropriate body language for interviews and group discussions.

- Walk straight and stand straight. It shows your attitude and approach.

Given below are the tips on body language that will help you during interviews.

Table 8.3: Body Postures and it's Meaning

	<p>Don't slouch or lean forward excessively.</p>
	<p>Don't cross your legs or fold your arms. It forms a barrier and is a defensive posture.</p> <p>Avoid biting nails or twisting the hair. It denotes insecurity or nervousness.</p>
	<p>don't point fingers, its considered agressive</p>
	<p>don't use palms down gesture too much. Its considered dominating.</p>



Notes

While appearing in an interview some of the gestures or body language of the interviewer can help you to assess how your interview is proceeding.

Table 8.4: Meaning of body postures of interviewer

 <p>Gesture of Frustration</p>	 <p>Gesture of forming a decision</p>
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Expression and Communication







Notes

 <p data-bbox="537 668 803 702">Gesture of boredom</p>	 <p data-bbox="1068 668 1318 702">Gesture of interest</p>
---	--

Given below are some tips of the gestures and body language that can be used during interviews, meetings, presentations, workshops and even during social interaction.

Table 8.5: Tips for positive body postures

	<p>A slight tilt of the head to one side indicates interest on that individual's part.</p>
	<p>Forming pyramid with hands indicates that the individual is self-assured and relaxed.</p>
	<p>Hands that are held as if holding a ball indicates that the individual is commanding.</p>
	<p>Hands that are held as if holding a box indicates that the individual is trustworthy and truthful.</p>



Notes

Let us do 8.1

1. You are now aware of various gestures and their meaning. Observe people in real life or on TV and try to arrive at what they are communicating through their body language. Does it match with what they are saying?
2. Practice your answers to FAQs before the mirror. Observe your gestures as you speak.

Following a successful interview and GD, Rehman was offered the job at BestServ. However, the salary was not specified anywhere in the job advertisement or on the company website. When the time came to accept the offer, he was eager to know about his salary and felt a bit awkward about as to how to approach the topic. The salary that was offered was not according to his expectation and was only slightly higher than what he was earning at his current job. He felt disappointed and didn't know whether to accept or reject the offer. What will you do if you were in Rehman's place? What advice can you give him? Have you heard about salary negotiation?

Here are some of the tips to negotiate successfully –

1. Understand Benchmarking - know the following details before negotiating
 - Average pay at other companies in the industry
 - Average pay for professionals with your level of experience and education
 - Average pay for professionals in your field in your area or state
2. Wait for the right time to talk about salary. Let the other side make the first offer.
3. When you hear the offer, repeat the number—and then stop talking.
4. Make a counter offer based on what you know about yourself, the market, and the company.

You can say something like “The salary I had in mind was more because (your reason)” and state why you're worth the amount you are asking for.

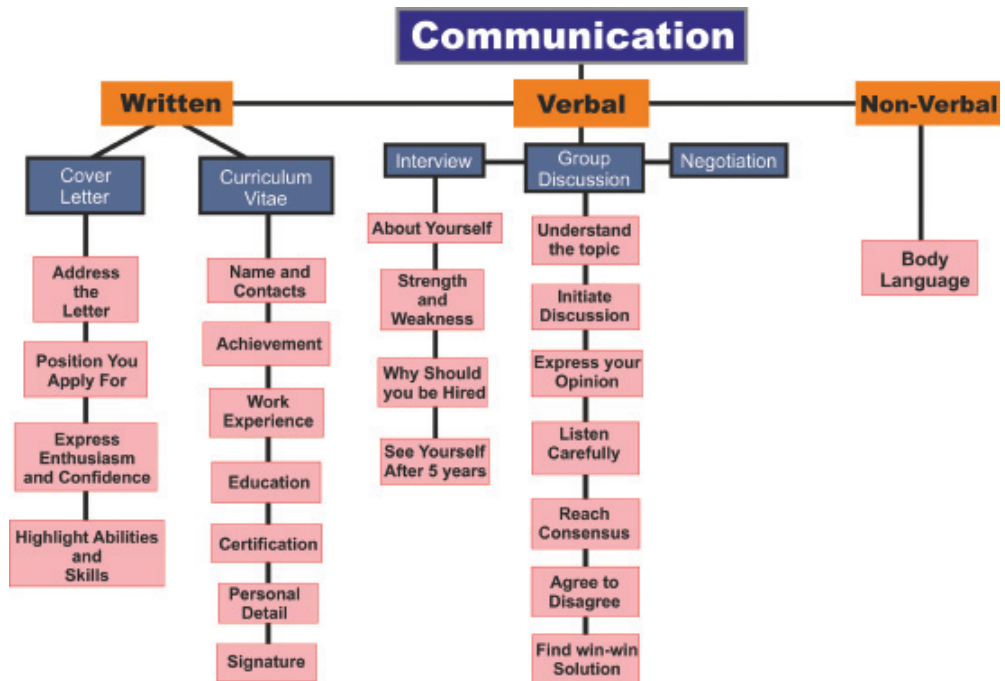
5. Stop talking after making the counter offer.
6. Clinch the deal and then negotiate on other company benefits.
7. Be persistent, patient and flexible.



Notes



WHAT YOU HAVE LEARNT



TERMINAL QUESTIONS

1. What is the full form of CV?
2. List the components of a CV.
3. What is the importance of writing the phone number on a cv?
4. Give two ways each in which CV is helpful to the company and the candidate.
5. Explain 'tailoring the cv' and its importance for the candidate.
6. Write a cover letter for your cv in response to an advertisement uploaded on jobseekers.com for you're the post of an assistant in the trade of your choice.



ANSWERS TO INTEXT QUESTIONS

8.1

- (i) F (ii) T (iii) T (iv) F
- (i) Gegongis
(ii) As per section 8.2.1

8.2

- Personal and Trade specific
- Adjectives as per personal strengths and weakness

MODULE - II

Expression and
Communication



Notes

Curriculum for Employability Skills at Senior Secondary

INTRODUCTION

Along with good technical skills and subject knowledge, employers often outline a set of skills that they expect from an employee. These skills, they believe, will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills and attitudes as well as how you present yourself to your clients and employers while job readiness skills include life skills that help the worker to fit in to and stabilize in the work environment.

Life skills complement the core or the technical skills which are an essential requirement of a job. These are applicable even outside the workspace. Presently life skills are often referred to as soft skills, and are increasingly sought out by employers in addition to the standard qualifications. There are instances of professions where soft skills proved to be more important, on a long term basis than occupational skills. Life skills refer to the competencies such as critical and creative thinking, communication and negotiation, problem solving and decision making and many more. These skills when applied to behaviour, personal health, finance management, communication etc. empower people to be focused, goal oriented as well as make them a team player. Studies suggest that these skills are at par with technical skills.

Entrepreneurial skills are for creating enterprise either for profit or non-profit. Entrepreneurs are the key drivers of tomorrow's innovations and are

integral for creating a thriving economy. However, studies confirm that work-related stress is a major cause of various issues like health, poor productivity and human error. This means increased absence (due to sickness), low staff turnover, poor performance and a possible increase in accidents. Further, it leads to poor decision making due to anxiety and depression. These mental health problems impact enterprise's productivity and are critical human resource issues.

Hence, a successful entrepreneur or employee needs to be mentally, physically and emotionally healthy and have strong technical skills, willingness to learn with an ability to reinvent self and continue to forge ahead despite hardships obstacles.

OBJECTIVES

The broad objectives of teaching Employability Skills and Entrepreneurship is to empower learners:

- to recognize and improve upon their own strengths and weakness for becoming an efficient worker and achieve their potential;
- with abilities beyond skills and apply them in personal and professional spheres;
- to communicate effectively;
- with basic Information Technology and Entrepreneurship skills, and
- to be job ready or start their own enterprise as the case may be.

Eligibility conditions: Age at entry: 15 yrs

Education: Secondary pass from a recognized Board of Education.

Duration of the course: 240 hrs

Scheme of Studies: Theory: 80 and Internal Assessment: 20

WEIGHTAGE

Name of the Module	No. of Lessons	Study Hours	Mark Allotted for Modules		Total
			Theory	Internal Assessment	
Module 1: The Employee Everyone would like to Employ	3	60	13	3	16
Module 2: Expression and Communication	5	55	22	3	25
Module 3 : Going Digital	6	50	22	4	26
Module 4 : Be Your Own Boss	5	75	23	10	33
Total	19	240	80	20	100

Scheme of Evaluation:

Theory: 80

Internal Assessment: 20

Pass criteria: 33% in theory

Details of Syllabus

MODULE – I: THE EMPLOYEE EVERYONE WOULD LIKE TO EMPLOY

Hour of Instruction: 60 hours

Weightage: 13 marks

	Topic	Contents
1.1	Let us find ourselves!!	<ul style="list-style-type: none"> ● Identity: Given and Chosen ● Values, behaviour and attitudes ● Aspiration Building (& Relation between values and aspiration + efforts) ● Learnability ● Goal Setting and Time Management ● Perseverance and Commitment ● Personal Well Being
1.2	Connecting the dots	<ul style="list-style-type: none"> ● Empathy and Inclusion (Respect, Consent, Diversity) ● Conflict resolution and working in teams
1.3	The world around me	<ul style="list-style-type: none"> ● Leadership and skills to take everyone along ● Ethics and rights and Responsibility

MODULE – II: EXPRESSION AND COMMUNICATION

Hour of Instruction: 55 hours

Weightage: 22 marks

	Topic	Contents
2.1	From Confusion to Clarity	<ul style="list-style-type: none"> ● Listening-hearing and listening, effective listening, barriers to effective listening, guidelines for effective listening ● Responding appropriately ● Body language ● Communication Barriers and skills to negotiate them

2.2	Developing the Self	<ul style="list-style-type: none"> ● Descriptive writing ● Comprehension and paraphrasing ● Reading for details; Skimming and scanning ● Correct use of tense markers. ● Writing short autobiographical notes for interview
2.3	Be Well Do Well	<ul style="list-style-type: none"> ● Different formats and styles of writing like articles and reports ● Frame questions and practice the skill of interviewing. ● Skill of data collection and data analysis. ● Neutral and biased free language ● Constructive feedbacks and using it as a reinforcement tool.
2.4	Leading , Not Bossing	<ul style="list-style-type: none"> ● Use of verbal and non-verbal language with correct tenses as per the situation. ● Listen and comprehend various motivational speeches and use register required to give a motivational speech. ● Flexible responses to the limitations and the changing scenarios ● Using verbal and non verbal cues for resolving conflicts and creating a sustainable progress environment ● Read for details to get precise information. ● Use suitable language to convey decisions
2.5	Effective Communication: A Life Long Asset	<ul style="list-style-type: none"> ● Construction of simple sentences ● Writing simple English <ul style="list-style-type: none"> – Letters, Emails and sms, with reference to previous communications, cover letter – Writing CV and organization’s profile – Writing reports ● Habitual actions: <ul style="list-style-type: none"> – Taking messages, – passing messages on – filling in message forms ● Functional Grammar: <ul style="list-style-type: none"> – Use of spell checkers, grammar checkers work, and the environment

Curriculum

		<ul style="list-style-type: none"> – Transformation of sentences, – Voice change – Change of tense and types – Spellings – Articles conjunction, preparation – Modals – Direct and Indirect speech ● Interview skills
--	--	---

MODULE – III: GOING DIGITAL

Hour of Instruction: 50 hours

Weightage: 22 marks

	Topic	Contents
3.1	Working Smart: Introduction to Computers	<ul style="list-style-type: none"> ● Introduction: Computer and its applications, Hardware and peripherals ● Office tools: Word document
3.2	Spreadsheets	Office tools: Spreadsheet <ul style="list-style-type: none"> ● Spreadsheet: charts, calculation functions, pivot table, page layout and conditional formatting (freezing panes), sorting and filtering, data validation tools, macros.
3.3	Presentation	Office tools: Presentation <ul style="list-style-type: none"> ● Presentation: Designing, custom animation, transition, inserting media/graphics, master slide, layout, embedding charts/documents, printouts
3.4	You in the World of Web	<ul style="list-style-type: none"> ● Web tools ● Internet services, Browser, Search engines, cloud computing (google drive, docs, sheets, forms, slides etc...) ● Emails and its management ● Video conferencing ● E-governance
3.5	E business	<ul style="list-style-type: none"> ● Digital marketing & E commerce and Trade ● Communication tools- Internet forums and newsletter ● Chat services, blogs

3.6	Cyber security	<ul style="list-style-type: none"> ● Social media, mobile app, online promotion, digital footprints ● Financial accounting tools ● E commerce and trade ● Crimes ● Information leak ● IT act ● Netiquettes
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MODULE – IV: BE YOUR OWN BOSS

Hour of Instruction: 75 hours

Weightage: 23 marks

	Topic	Contents
4.1	Who is an Entrepreneur	<ul style="list-style-type: none"> ● Who is an entrepreneur ● Why entrepreneurship ● What kind of entrepreneurship ● What are the key traits of an entrepreneur ● What are the determinants of entrepreneurship
4.2	Co-Existing within the Business Ecosystem	<ul style="list-style-type: none"> ● Ecosystem and systems model ● Key components (meaning and significance, not the content): inputs, process output; ● Internal organization v/s external environment and their interplays through porous membrane (two-way and multi-way flow)
4.3	Know Your Business	<ul style="list-style-type: none"> ● Input: <ul style="list-style-type: none"> – Role and importance of components such as capital, raw material, human resource and technology in starting a business venture. – Steps involved in managements of resources like capital, raw material, human resource and technology with reference to POSDCoRB: Input-output (model). ● Throughput (Process) <ul style="list-style-type: none"> – Vision, mission & core values of organization. – Organisational policies such as HR, Travel, Gender, child Right/Protection, CSR

		<ul style="list-style-type: none"> – Organizational hierarchy responsibility & accountability matrix. – Key concepts of Human resource, Accounts and finance, Production, Supply chain, Quality Processes, Administration and Operations, and Marketing – Types of product mix, product line, service mix and determining the output in terms quantity and price points
4.4	Know the External Business Environment	<ul style="list-style-type: none"> ● Role of external factors on the organization ● Influence of global, national & local factors on a business. ● Key concepts of Polity/Government, Laws, Policies and Regulations, Social, Economic, Technical and environmental.
4.5	Be an Ethical Entrepreneur	<ul style="list-style-type: none"> ● Role of Legal, Social, Economic and Environmental Responsibilities of Enterprise ● Relevant accreditations/ratings/certifications/self-regulation norms and practices related to ethical/responsible businesses ● How to optimize profitability while maintaining quality of product / services as a means of ethical business practices; ● An ethical business practice includes non discrimination on the basis of disability, gender, religion, caste, class, ethnicity violating the human rights. ● Understanding long-term effect of ethical business practices in building employee satisfaction, fulfilling social responsibility and ensuring customer satisfaction and loyalty leading to sustainability.
4.6	My Business Plan	<ul style="list-style-type: none"> ● Business canvas <ul style="list-style-type: none"> – Map their own business specific requirements – Documenting business plan in a soft copy (word document) – Presenting business plan as a part of final viva & including a copy in portfolio.

Feed back on Lessons

Lesson No.	Lesson Name	Content			Language		Illustrations		What You Have Learnt	
		Difficult	Interesting	Confusing	Simple	Complex	Useful	Not useful	Very helpful	Not helpful
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

-----Fourth fold-----

-----Third fold-----

Complete and Post the feedback form today

Feed back on Questions

Lesson No.	Lesson Name	Intext Questions		Terminal Questions		
		Useful	Not useful	Easy	Diff.	V. diff.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Dear Learners,
 You must have enjoyed going through your course books. It was our endeavor to make the study material relevant, interactive and interesting. Production of material is a two way process. Your feedback would help us improve the study material. Do take a few minutes of your time and fill-up the feedback form so that an interesting and useful study material can be made.
 Thank you
 Coordinators
 (Employability Skills)

Second Fold



Yours suggestion

Did you consult any other book to study Employability Skills? Yes/No
If Yes, give reason for consulting it

Name : _____
Enrolment No: _____
Address : _____

Subject : _____
Book No: _____



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