



# MUTHAYAMMAL ENGINEERING COLLEGE

(An Autonomous Institution)

(Approved by AICTE, New Delhi, Accredited by NAAC & Affiliated to Anna University)

Rasipuram - 637 408, Namakkal Dist., Tamil Nadu



LECTURE HANDOUTS

L 01

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : I- Critical Thinking & Problem Solving Date of Lecture:

**Topic of Lecture:** Life Skills based education & Creativity

### Introduction :

Life skills-based education (LSBE) is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices.

Creativity is the act of turning new and imaginative ideas into reality. It is the ability to develop and express ourselves and our ideas in new ways. It is the ability to generate, create, or discover new ideas, solutions, and possibilities. It involves two processes: thinking, then producing. Creativity powers learning and it can take many forms, each of which benefits our lives as individuals as well as society.

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Life Skills such as Communication, Self-Discipline, Self-Motivation and Organization & Planning
- Creativity
- Typical Traits of Creativity
- Stages in Creative Process
- Roles of risk and commitment

### What is Creativity?

- Digging deeper
- Not being afraid any more
- Cutting holes to see through
- Singing in your own key
- Having a ball!
- Finding unusual solutions
- Passion for ones interests; a desire to go forward
- Appropriate, meaningful, or valuable novelty
- A style of existence
- Persistent trying
- Walking two steps into the darkness
- Finding out what makes you unique and looking for ways to express this uniqueness
- Finding new, innovative solutions to unusual problems

### What traits are typical of creative people?

- Commitment to risk
- A willingness to try new ways to do things
- An ability to visualize problems, to work them out mentally

- A desire to push beyond the boundaries of convention
- An interest in confronting challenges
- An openness to surprise, particularly those that come from mistakes or desperation
- An eye for the happy accident

### **Is it true that you either have it, or you don't?**

Howard Gardner talks of several kinds of intelligence:

- Interpersonal--you know other people well; you make friends easily; you seem to know what will appeal to other people.
- Intrapersonal--you know yourself very well; you have a very clear sense of who you are as a person; you know what you believe and why.
- Kinesthetic--you're good with your body
- Spatial--you have a sense of your surroundings; you always know where you are without a map; you can park a semi in a small space.
- Logical/Mathematical--you can solve logical problems; you like numbers and you can put together logical arguments
- Verbal--you are sensitive to language; you like to write poetry or stories; you get complex jokes; you enjoy reading.
- Musical--you sing or play or compose music; you can feel rhythms as you drive in your car.
- Natural--you can determine north when there is no sun; you recognize the sound of different birds; you get along well with dogs and cats.
- Spiritual--you have a strong connection to the divine; prayer makes sense to you.

Gardner suggests that we are creative in different ways.

### **What are the stages in the creative process?**

- *Immersion*--bury yourself in the problem. Learn as much about it as you can. Explore various solutions. Talk to people. Read.
- *Incubation*--Put your problem away. Allow your subconscious mind to work on it.
- *Illumination*--Watch for solutions to appear. Be ready for them. Write them down as soon as you think of them.
- *Transaction*--Solve your problem. Like Nike says, Just do it.

### **What role do risk and commitment play in creativity?**

- Our stumbles are clues to what we are trying to do.
- We learn by our mistakes, what not to do.
- Risk forces you to look for new ways to solve problems.
- If there is risk of failure, you look harder for solutions.
- If you're the sort who is willing to take a risk, you're probably also the sort of person who is not highly self-critical or overly influenced by social norms or others expectations.
- Therefore, you are better able to try unusual solutions to new problems.

**Why do people seem to get their best ideas while driving, showering, etc?** According to *Inside Creativity*, the video we watched in class, ...

- The mental space is a vast, inner galaxy of ideas, thoughts, experiences, a steady murmur of fleeting impulses few of which ever reach the conscious mind.
- Certain thoughts cross the threshold to be illuminated by awareness.
- Awareness is shaped by several factors: Self-censorship, the inner voice that confines our thoughts to what we see as acceptable. The other is habitual thinking. These forces keep some of our most creative thoughts from seeing the light of day.
- Creativity occurs best when we are willing to break out of our regular way of doing things.

### **What is flow or the white moment?**

- You're doing your work better or faster, but it feels effortless, almost easy.
- You've prepared so well, the skills are part of the instinct. You can turn the brain off and not think about it.
- Your skills match the demands of the situation.
- Only the parts of the brain relevant to the task are active.
- Complete absorption in what you're doing.

- |  |
|--|
| <ul style="list-style-type: none"><li>• The mind is not filled with random thoughts about self; there is just the doing.</li><li>• Attentiveness to the task. A passive way of thinking of creativity.</li></ul>   |
| <b>Video Content / Details of website for further learning (if any):</b><br><br><b>Can be added as link</b><br><a href="https://www.creativityatwork.com/2014/02/17/what-is-creativity/">https://www.creativityatwork.com/2014/02/17/what-is-creativity/</a> |
| <b>Important Books/Journals for further learning including the page nos.:</b><br><br>Development of Life Skills and Professional Practice by Shalini Verma pg.no.135-144   |

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LECTURE HANDOUTS

L 02

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : I- Critical Thinking & Problem Solving Date of Lecture:

## Topic of Lecture: Lateral Thinking

### Introduction : ( Maximum 5 sentences)

- Lateral thinking is a manner of solving problems using an indirect and creative approach.
- It involves ideas that may not be obtainable using only traditional step-by-step logic.
- The term was coined in 1967 by Edward de Bono.
- Lateral thinking is for changing concepts and perceptions.
- Lateral thinking, is the ability to think creatively.

### Prerequisite knowledge for Complete understanding and learning of Topic:

#### ( Max. Four important topics)

- Methods of lateral thinking
- 4 types of thinking tool
- Lateral thinking and problem solving
- Lateral thinking puzzles

### Detailed content of the Lecture:

#### What is Lateral Thinking?

- Lateral Thinking is solving problems through an indirect and creative approach.
- The term was coined in 1967 by Edward de Bono.
- Lateral thinking is for changing concepts and perceptions.
- Lateral thinking, is the ability to think creatively.

#### Methods of Lateral Thinking:

- Random Entry Idea Generating Tool
- Provocation Idea Generating Tool
- Movement Techniques
- Challenge Idea Generating Tool
- Concept Fan Idea Generating Tool
- Disproving

#### 4 Types Of Thinking Tool:

- Idea generating tools that are designed to break current thinking patterns—routine patterns.
- Focus tools that are designed to broaden where to search for new ideas

- Harvest tools that are designed to ensure more value is received from idea generating output
- Treatment tools that are designed to consider real world constraints, resources, and support

**Lateral Thinking & Problem Solving:**

- **Problem Solving:** The objective is to get the situation to where it should be
- **Creative Problem Solving:** Using creativity, one must solve a problem in an indirect and unconventional manner.
- **Creative Problem Identification:** Many of the greatest non-technological innovations are identified while realizing an improved process or design in everyday objects and tasks either by accidental chance or by studying and documenting real world experience.

**Lateral Thinking Techniques:**

- Alternatives
- Focus
- Challenge
- Random entry
- Provocation and movement
- Harvesting
- Treatment of ideas

**Diagram/ Description/Algorithm/Procedure for solving problems/ Derivation component with supporting content if any**

**Max. 2 pages ; content should not be in paragraph**

**Video Content / Details of website for further learning (if any):**

**Can be added as link**

<http://www.debonothinkingsystems.com/tools/lateral.htm>

<http://thepeakperformancecenter.com/educational-learning/thinking/types-of-thinking-2/lateral-thinking/lateral-thinking-techniques/>

**Important Books/Journals for further learning including the page nos.:**

Development of Life Skills and Professional Practice by Shalini Verma pg.no.135-144

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LECTURE HANDOUTS

L 03

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : I- Critical Thinking & Problem Solving Date of Lecture:

Topic of Lecture: Critical Thinking

## Introduction :

Critical thinking refers to the ability to analyze information objectively and make a reasoned judgment. It involves the evaluation of sources, such as data, facts, observable phenomena, and research findings. Good critical thinkers can draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions.

## Prerequisite knowledge for Complete understanding and learning of Topic:

- Importance and Benefits of "Critical Thinking Skills.
- Top Critical Thinking Skills.

## Importance and Benefits of "Critical Thinking Skills

- **Critical Thinking** is the ability to analyze the way you think and present evidence for your ideas, rather than simply accepting your personal reasoning as sufficient proof.
- **Critical Thinking** is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. From solving problems in class assignments to facing real world situations, **Critical Thinking** is a valuable skill for students to master.
- **Critical Thinking** skills teach a variety of skills that can be applied to any situation in life that calls for reflection, analysis and planning.
- **Critical Thinking is a domain-general thinking skill.** The ability to think clearly and rationally is important whatever we choose to do. If you work in education, research, finance, management or the legal profession, then *critical thinking* is obviously important.
- **Critical Thinking is very important in the new knowledge economy.** The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively.
- **Critical Thinking enhances language and presentation skills.** Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyse the logical structure of texts, critical thinking also improves comprehension abilities.
- **Good Critical Thinking is the foundation of science and a liberal democratic society.** Science requires the critical use of reason in experimentation and theory confirmation.
- **Critical Thinking** is something that is valued both in the university setting and in the professional situations you will find yourselves in after you graduate, and is part of lifelong learning.
- Rather than relying on teachers and classroom time for instruction and guidance, students

with *critical thinking* skills become more independent, self-directed learners.

- Rational *critical thinkers* are generally the voices of reason in times of mass hysteria or panic. As Franklin D. Roosevelt said, "We have nothing to fear but fear itself." The *critical thinker* usually has the comprehensive skills to consider all possible options and solve a problem.
- The *critical thinker* remains calm and knows when he is right. *Critical thinkers* are less likely to fall for scams or tricks because they approach everything with a healthy amount of skepticism. Those who lack *critical thinking* skills often assume that everything they hear is true, regardless of the source.
- A *critical thinker* has the self-awareness to know the difference between a rational thought based on careful consideration and an emotional response based on personal bias.
- Many of the highest paying jobs require *critical thinking* skills, such as generating effective ideas and making important decisions.
- Ultimately, **Critical Thinking Skills** help you to better understand the experiences and views of others, enhancing your ability to work with different people.

## Top Critical Thinking Skills

### Analysis

Part of critical thinking is the ability to carefully examine something, whether it is a problem, a set of data, or a text. People with analytical skills can examine information, understand what it means, and properly explain to others the implications of that information.

- Asking Thoughtful Questions
- Data Analysis
- Research
- Interpretation
- Judgment
- Questioning Evidence
- Recognizing Patterns
- Skepticism

### Communication

Often, you will need to share your conclusions with your employers or with a group of colleagues. You need to be able to communicate with others to share your ideas effectively. You might also need to engage critical thinking in a group. In this case, you will need to work with others and communicate effectively to figure out solutions to complex problems.

- Active Listening
- Assessment
- Collaboration
- Explanation
- Interpersonal
- Presentation
- Teamwork
- Verbal Communication
- Written Communication

### Creativity

Critical thinking often involves creativity and innovation. You might need to spot patterns in the information you are looking at or come up with a solution that no one else has thought of before. All of this involves a creative eye that can take a different approach from all other approaches.

- Flexibility
- Conceptualization
- Curiosity
- Imagination
- Drawing Connections
- Inferring
- Predicting
- Synthesizing

- Vision

#### Open-Mindedness

To think critically, you need to be able to put aside any assumptions or judgments and merely analyze the information you receive. You need to be objective, evaluating ideas without bias.

- Diversity
- Fairness
- Humility
- Inclusive
- Objectivity
- Observation
- Reflection

#### Problem Solving

Problem solving is another critical thinking skill that involves analyzing a problem, generating and implementing a solution, and assessing the success of the plan. Employers don't simply want employees who can think about information critically. They also need to be able to come up with practical solutions.

- Attention to Detail
- Clarification
- Decision Making
- Evaluation
- Groundedness
- Identifying Patterns
- Innovation

#### **Video Content / Details of website for further learning (if any):**

##### **Can be added as link**

<https://www.linkedin.com/pulse/what-importance-benefits-critical-thinking-skills-islam/>

#### **Important Books/Journals for further learning including the page nos.:**

Development of Life Skills and Professional Practice by Shalini Verma pg.no.135-144

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L 04

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : I- Critical Thinking & Problem Solving Date of Lecture:

### Topic of Lecture: Multiple Intelligence

#### Introduction :

Multiple Intelligences is Howard Gardner's psychological theory about people and their different types of intelligences (logical, visual, musical, etc.). There are seven Intelligences that each person has. A person may have two or more dominant intelligences, and maybe there are some individuals who have a balance of all seven intelligences. Howard Gardner initially formulated a list of seven intelligences. His listing was provisional.

#### Prerequisite knowledge for Complete understanding and learning of Topic:)

- Types of Multiple Intelligences
- Additional Intelligences
- 9 Types Of Intelligence

#### Detailed content of the Lecture:

##### Types of Multiple Intelligences:

##### 1. Visual / Spatial Intelligence:

These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

##### 2. Verbal / Linguistic Intelligence:

These learners use words and language. and are generally elegant speakers. They think in words rather than pictures.

##### 3. Logical / Mathematical Intelligence:

These learners use reason, logic and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

##### 4. Bodily / Kinesthetic Intelligence:

These learners control body movements and handle objects skillfully. They have a good sense of balance and eye-hand co-ordination. (E.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

##### 5. Musical / Rhythmic Intelligence:

These musically inclined learners to produce and appreciate music, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

##### 6. Interpersonal Intelligence

These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body

language) to open communication channels with others.

### **7. Intrapersonal Intelligence**

These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

### **Additional Intelligences**

Since Howard Gardner's original listing of the intelligences in Frames of Mind (1983) there has been a great deal of discussion as to other possible candidates for inclusion (or candidates for exclusion). Subsequent research and reflection by Howard Gardner and his colleagues have resulted in three particular possibilities: a naturalist intelligence, a spiritual intelligence and an existential intelligence.

### **Applying M.I. theory helps students learn better**

Students begin to understand how they are intelligent. In Gardner's view, learning is both a social and psychological process. When students understand the balance of their own multiple intelligences they begin

- To manage their own learning
- To value their individual strengths

In 1983 an American developmental psychologist Howard Gardner described 9 types of intelligence

### **9 Types Of Intelligence**

- Naturalist (nature smart)
- Musical (sound smart)
- Logical-mathematical (number/reasoning smart)
- Existential (life smart)
- Interpersonal (people smart)
- Bodily-kinesthetic (body smart)
- Linguistic (word smart)
- Intra-personal (self smart)
- Spatial (picture smart)

**Diagram/ Description/Algorithm/Procedure for solving problems/ Derivation component with supporting content if any**

**Video Content / Details of website for further learning (if any):**

**Can be added as link**

[https://en.wikipedia.org/wiki/Theory\\_of\\_multiple\\_intelligences](https://en.wikipedia.org/wiki/Theory_of_multiple_intelligences)

**Important Books/Journals for further learning including the page nos.:**

Development of Life Skills and Professional Practice by Shalini Verma pg.no.135-144

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LECTURE HANDOUTS

L 05

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : I- Critical Thinking & Problem Solving Date of Lecture

**Topic of Lecture: Problem Solving, Six thinking hats, Mind mapping.**

**Introduction : ( Maximum 5 sentences)**

Problems are at the center of what many people do at work every day. Whether you're solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve, the problems you face can be large or small, simple or complex, and easy or difficult.

**Prerequisite knowledge for Complete understanding and learning of Topic:  
( Max. Four important topics)**

- Problem solving.
- Four basic steps in solving a problem.
- Problem-Solving Processes.
- Six thinking hats.
- Mind mapping.

**Detailed content of the Lecture:**

**Problem Solving:**

- Fundamental part of every manager's role is finding ways to solve them.
- So, being a confident problem solver is really important to your success.
- Much of that confidence comes from having a good process to use when approaching a problem.
- With one, you can solve problems quickly and effectively.
- Without one, your solutions may be ineffective, or you'll get stuck and do nothing, with sometimes painful consequences.

**Four basic steps in solving a problem:**

There are four basic steps in solving a problem:

- Defining the problem.
- Generating alternatives.
- Evaluating and selecting alternatives.
- Implementing solutions.

**Problem-Solving Processes:**

1. The four-step approach to solving problems that we mentioned at the beginning of this article will serve you well in many situations.
2. However, for a more comprehensive process, you can use Simplex, Appreciative Inquiry

or Soft Systems Methodology (SSM).

3. These provide detailed steps that you can use to solve a problem effectively.
  1. **Simplex** involves an eight-stage process: problem finding, fact finding, defining the problem, idea finding, selecting and evaluating, planning, selling the idea, and acting. These steps build upon the basic process described earlier, and they create a cycle of problem finding and solving that will continually improve your organization.
  2. **Appreciative Inquiry** takes a uniquely positive approach by helping you solve problems by examining what's working well in the areas surrounding them.
  3. **Soft Systems Methodology** is designed to help you understand complex problems so that you can start the process of solving them. It uses four stages to help you uncover more details about what's creating the problem, and then define actions that will improve the situation.

### Six Thinking Hats:

- "Six Thinking Hats" can help you to look at problems from different perspectives, but one at a time, to avoid confusion from too many angles crowding your thinking.
- You can use Six Thinking Hats in meetings or on your own. In meetings, it has the benefit of preventing any confrontation that may happen when people with different thinking styles discuss a problem, because every perspective is valid.

Each "Thinking Hat" is a different style of thinking. These are explained below:

- **White Hat:** with this thinking hat, you focus on the available data.
- **Red Hat:** "wearing" the Red Hat, you look at problems using your intuition, gut reaction, and emotion.
- **Black Hat:** using Black Hat thinking, look at a decision's potentially negative outcomes. Black Hat thinking helps to make your plans "tougher" and more resilient.
- **Yellow Hat:** this hat helps you to think positively. It is the optimistic view.
- **Green Hat:** the Green Hat represents creativity. This is where you develop creative solutions to a problem.
- **Blue Hat:** this hat represents process control. It's the hat worn by people chairing meetings. When contingency plans are needed, they will ask for Black Hat thinking.

### Mind Mapping:

Mind mapping is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

The Five Essential Characteristics of Mind Mapping:

- The main idea, subject or focus is crystallized in a central image.
- The main themes radiate from the central image as 'branches'.
- The branches comprise a key image or key word drawn or printed on its associated line.
- Topics of lesser importance are represented as 'twigs' of the relevant branch.
- The branches form a connected nodal structure.

How to Make a Mind Map

- Think of your general main theme and write that down in the center of the page. i.e. Food.
- Figure out sub-themes of your main concept and draw branches to them from the center, beginning to look like a spider web i.e. Meats, Dairy, and Breads.
- Make sure to use very short phrases or even single words.
- Add images to invoke thought or get the message across better.
- Try to think of at least two main points for each sub-theme you created and create branches out to those.

Diagram/ Description/Algorithm/Procedure for solving problems/ Derivation component with supporting content if any



Video Content / Details of website for further learning (if any):

Can be added as link

<https://www.mindmapping.com/>

Important Books/Journals for further learning including the page nos.:

Development of Life Skills and Professional Practice by Shalini Verma pg.no.135-144

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L 06

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : I- Critical Thinking & Problem Solving Date of Lecture:

### Topic of Lecture: Analytical Thinking

#### Introduction :

Analytical thinking is a critical component of visual thinking that gives one the ability to solve problems quickly and effectively. It involves a methodical step-by-step approach to thinking that allows you to break down complex problems into single and manageable components. Analytical thinking involves the process of gathering relevant information and identifying key issues related to this information. This type of thinking also requires you to compare sets of data from different sources; identify possible cause and effect patterns, and draw appropriate conclusions from these datasets in order to arrive at appropriate solutions.

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- Characteristics of Analytical Thinking:
- Structure and functions of analytical thinking:
- **Putting analytical thinking into practice:**
- **Three steps of analytical thinking:**

#### Detailed content of the Lecture:

##### Characteristics of Analytical Thinking:

- Analytical thinking is based on evidence and not on emotions . By default, it is questioning: the question "What?" is always present in the analysis.
- It is detailed and methodical. Develops the ability to investigate and organize thoughts with precision and clarity.
- Also, analytical thinking implies being able to decompose the parts of a problem to understand its structure and how they interrelate, being able to identify the relevant and the irrelevant.
- In the search for the solution or conclusion, several instances are crossed, such as the formulation of hypotheses, the reformulation of the problem, reflection and the development of new strategies, to finally select the most appropriate. This works for decision-making, solving scientific problems, conflict resolution, etc.

##### 1- Analytical

As its name indicates, it is analytical, since it breaks apart the parts of a whole to analyze the meaning of each of them, being more interested in the elements than in the relations.

##### 2- Sequential

It is sequential, since it follows steps in sequence for the analysis, studying linearly, without jumps or alterations each of the parts and increases them until arriving or approaching the solution.

### 3- Resolutive

It is resolutive or convergent, because at all times it is focused on the search for a solution; Analytical thinking is little given to go through the branches or to investigate alternative scenarios.

#### Structure and functions of analytical thinking

- Every thought-and the analytic is not the exception-is composed of eight basic elements. When thinking, questions are asked and information based on data, facts, observations and experiences is used.
- One thinks of a purpose with a point of view or frame of reference that is based on assumptions, that is, assumptions that are taken for granted. These assumptions lead to implications and consequences.
- In the process of thinking concepts, theories and definitions are used that allow interpretations and inferences, ie conclusions or solutions.
- Analytical thinking involves the application of the rules of logic and the search for truth through inferential processes.
- In addition, he develops logical thinking , Reinforcing the capacities to reason with order, analyze, compare and synthesize. To carry out this process are useful tools such as Mental map , The synoptic chart, the word clouds and the timeline.
- The analytical thinking is functional for problem solving, because it allows the vision from different angles and perspectives, the reflection and the learning of new strategies.
- In decision-making, the analytical thinker collects information, analyzes it by looking for different solution alternatives and selects the most appropriate one according to its criteria.

#### Putting analytical thinking into practice

- With all the above, you can build a practical framework of analytical thinking applicable to problems in any area of study, work or everyday situation.
- The steps in the analytical process are listed below, and the reader is invited to associate each step with the topic he or she wishes.
- As an example, two practical cases are very common in everyday life: a vehicle in the garage and a customer service executive of a cell phone company.

**1- Thinking about the purpose :** Repair the vehicle / solve the problem of the customer who does not turn on the cell phone

**2- Expose the question :** What is that noise that has the vehicle? / What is the failure of the cell that does not allow it to light?

**3-Gather information :** To know when the fault was presented, how it worked (the vehicle or the cell phone) before presenting the fault, what was the last thing that happened to it, if there are other problems in parallel, when was the last maintenance / Service, etc.

**4-To put forward the points of view :** Motor noise is typical of carburizing problems; It could also be an electrical problem / the cell phone is old; The battery has a limited life time; The power button may be damaged.

**5-Verify assumptions :** The carburettor is checked / the battery of the cell phone is changed.

**6-Thinking about the implications :** If the carburetor is fixed, the spark plugs must also be replaced. If a new battery is inserted and the problem persists, the ignition button must be changed.

**7-The concepts (knowledge) are used to make the inferences.**

**8-Reasonable conclusions must be accurate, with sufficient evidence, relevant :** The carburetor was in terrible condition / the battery and the ignition button on the cell phone were fine, but the customer did not know how to turn it on.

Although the conclusions are based on evidence, this does not necessarily mean that these evidences are accurate, sufficient or absolute. The mere fact of reflecting on this leads to a deepening of the process of analytical thinking.



**Three steps of analytical thinking:**

**1. Gather Information**

Here you must gather all the necessary information that will be required to help you solve your problems. You also need to recognize whether you need to obtain more or higher quality information in order to collect all the relevant data you will need to arrive at an appropriate solution.

Gathering information requires that you ask appropriate questions of yourself and of others in order to gain the necessary insights that will enable you to make more effective decisions about the problems you are facing. However, you also need to consider the relevance of your sources and the means by which you will gather this information.

**2. Identify Issues and Problems**

When it comes to analytical thinking, it's important to develop your ability to recognize underlying issues or problems based on trends, associations and cause-effect relationships between datasets.

**3. Organize Information**

Once all relevant information has been collected successfully, you must now organize and integrate all the pieces in a way that will provide you with insights and ideas that can be used to draw appropriate conclusions. This in turn will lay down the foundations for potential solutions to the problem or problems you are facing.

**Diagram/ Description/Algorithm/Procedure for solving problems/ Derivation component with supporting content if any**

**Max. 2 pages ; content should not be in paragraph**

**Video Content / Details of website for further learning (if any):**

**Can be added as link**

<https://www.lifepersona.com/analytical-thinking-features-and-functions>

**Important Books/Journals for further learning including the page nos.:**

Development of Life Skills and Professional Practice by Shalini Verma pg.no.135-144

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# MUTHAYAMMAL ENGINEERING COLLEGE

(An Autonomous Institution)

(Approved by AICTE, New Delhi, Accredited by NAAC & Affiliated to Anna University)

Rasipuram - 637 408, Namakkal Dist., Tamil Nadu



## LECTURE HANDOUTS

L 07

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : II - Teamwork

Date of Lecture:

### Topic of Lecture: Groups Vs Teams

#### Introduction :

A **group** is a collection of individuals who coordinate their individual efforts. On the other hand, at **team** is a **group** of people who share a common **team** purpose and a number of challenging goals. Members of the **team** are mutually committed to the goals and to each other

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- Definition of Group
- Two kinds of groups
- Definition of Team
- Key Differences between Group and Team

#### Detailed content of the Lecture:

- A **group** is a collective of mutually independent individuals with separate goals who are brought together by common interests and experience.
- Even though everyone shares information and resources with other group members, each member is responsible for their own work.
- There are two types of groups:
- Formal group, created by the management to perform a particular task
- Informal group, formed naturally by employees for different reasons

#### Definition of Group

- A group is an assemblage of persons who work, interact and cooperate with one another in achieving a common goal in a specified time.
- The identity of the group members is taken individually. The members share information and resources with other group members.
- In an organisation, the groups are made on the basis of common interests, beliefs, experience in common fields and principles, so that they can easily coordinate with each other.

#### Two kinds of groups:

- **Formal Group:** These groups are created by the management of the organisation for performing a specific task.
- **Informal Group:** The formation of these groups is done naturally in an organisation, to satisfy the social or psychological human needs.
- **For example:** Ethnic groups, trade unions, friendship circles, airline flight crew, etc
- A **team** is an interdependent group of individuals who share responsibility and are focused

on a common goal.

- People in a team have a mutual understanding with other members. By working together, they tend to maximize each other's strengths and minimize weaknesses.
- Unlike a group, where each member is expected to contribute separately, the most important characteristic of a team is synergy: the whole is greater than the sum of its parts.
- Nowadays, group or team concept is adopted by the organization, to accomplish various client projects.
- When two or more individuals are classed together either by the organization or out of social needs, it is known as a **group**.
- On the other hand, a **team** is the collection of people, who are linked together to achieve a common objective.
- Most of the work in a business entity is performed in groups.
- Although the individual personality of an employee is important, their effectiveness depends on the teams in which they are working collectively to achieve any objective.
- In a particular team, there can be several groups in which the group members individually help their leader to accomplish the goals.
- Below you can see the difference between group and team in an organization, explained in tabular form.

#### **Definition of Team:**

- A group of people who are joined for achieving a common goal within a stipulated period, having collective accountability is known as the team.
- The agenda of the team is "one for all and all for one". Apart from sharing information, the team members also share the responsibility of the team task.
- The team is always responsible for the outcome (i.e. Result of the collective efforts of the team members).
- The team members have a mutual understanding with other members. They work jointly to maximise the strengths and minimise the weakness by complementing each other.
- The most important feature of a team is "synergy" i.e. the team can achieve much more as the members can achieve individually.

**For example:** Cricket team, team for accomplishing a project, team of doctors, management team etc.

#### **Key Differences Between Group and Team:**

- The difference between group and team in the workplace can be drawn clearly on the following grounds:
- There is only one head in a group. A team can have more than one head.
- The group members do not share responsibility, but team members share the responsibility.
- The group focuses on achieving the individual goals. Conversely, the team members focus on achieving the team goals.
- The group produces individual work products. As opposed to, the team who produces collective work products.
- The process of a group is to discuss the problem, then decide and finally delegate the tasks to individual members.
- On the other hand, a team discusses the problem, then decide the way of solving it and finally do it collectively.
- The group members are independent. Unlike a group, the team members are interdependent.

**Group Vs Team  
Comparison Chart**

<b>GROUP</b>	<b>BASIS FOR COMPARISON</b>	<b>TEAM</b>
A collection of individuals who work together in completing a task.	Meaning	A group of persons having collective identity joined together, to accomplish a goal.
Only one leader	Leadership	More than one
Independent	Members	Interdependent
Discuss, Decide and Delegate.	Process	Discuss, Decide and Do.
Individual	Work Products	Collective
Accomplishing individual goals.	Focus on	Accomplishing team goals.
Individually	Accountability	Either individually or mutually

**Video Content / Details of website for further learning (if any):**

**Can be added as link**

<https://www.bizjournals.com/bizjournals/how-to/growth-strategies/2013/06/the-difference-between-a-group-and-a.html>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology by Landy, F. J. & Conte, J. M. pg no:483-545

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L 08

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : II - Teamwork

Date of Lecture:

### Topic of Lecture: Team or Group Formation Process

#### Introduction :

In 1965, a psychologist named Bruce Tuckman said that **teams** go through 5 stages of **development: forming**, storming, norming, performing and adjourning. The stages start from the time that a **group** first meets until the project ends. ... Each is aptly named and plays a vital part in **building** a high-functioning **team**.

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- Stages of Team Development
- Forming
- Storming
- Performing
- Adjourning

#### There are five stages of team development:

##### 1. Forming

- In this stage, most team members are positive and polite. Some are anxious, as they haven't fully understood what work the team will do. Others are simply excited about the task ahead.
- As leader, you play a dominant role at this stage, because team members' roles and responsibilities aren't clear.
- This stage can last for some time, as people start to work together, and as they make an effort to get to know their new colleagues.

#### As the team leader, you should:

- Play a dominant role at this stage to help your employees recognise whos the leader
- Establish clear goals and objective for the whole team, and each individual
- Allow for open communication so that your team members can get to know each other

##### 2. Storming

- Next, the team moves into the storming phase, where people start to push against the boundaries established in the forming stage. This is the stage where many teams fail.
- Storming often starts where there is a conflict between team members' natural working styles. People may work in different ways for all sorts of reasons but, if differing working styles cause unforeseen problems, they may become frustrated.
- Storming can also happen in other situations. For example, team members may challenge your authority, or jockey for position as their roles are clarified. Or, if you haven't defined

clearly how the team will work, people may feel overwhelmed by their workload, or they could be uncomfortable with the approach you're using.

- Some may question the worth of the team's goal, and they may resist taking on tasks.
- Team members who stick with the task at hand may experience stress, particularly as they don't have the support of established processes or strong relationships with their colleagues.

**As the leader, you should:**

- Be specific and clarify goals
- Remain positive
- Ensure that you don't overload the members with work
- Ensure that you support your team members, and ensure that they support each other; building trust is crucial at this stage.
- Explain the forming, storming, norming, performing and adjourning model to your team so they know what to expect.
- Use personality tests, such as the ones outlined in the article, to aid the understanding of each others personality and work styles.

### 3. Norming

- Gradually, the team moves into the norming stage.
- This is when people start to resolve their differences, appreciate colleagues' strengths, and respect your authority as a leader.
- Now that your team members know one another better, they may socialize together, and they are able to ask one another for help and provide constructive feedback.
- People develop a stronger commitment to the team goal, and you start to see good progress towards it.
- There is often a prolonged overlap between storming and norming, because, as new tasks come up, the team may lapse back into behavior from the storming stage.
- Provide feedback, both positive and negative.
- Step back and allow your team to take responsibility towards the goal; you could even begin to work on other tasks - perhaps even forming new teams!
- Incorporate team building exercises to strengthen the unity and trust within the team.

### 4. Performing

- The team reaches the performing stage, when hard work leads, without friction, to the achievement of the team's goal. The structures and processes that you have set up support this well.
- As leader, you can delegate much of your work, and you can concentrate on developing team members.
- It feels easy to be part of the team at this stage, and people who join or leave won't disrupt performance.
- Delegate work evenly and fairly
- Focus on the development of individual team members
- Allow people to join, or leave, as it won't affect group performance.

### 5. Adjourning

- Many teams will reach this stage eventually. For example, project teams exist for only a fixed period, and even permanent teams may be disbanded through organizational restructuring.
- Team members who like routine, or who have developed close working relationships with colleagues, may find this stage difficult, particularly if their future now looks uncertain.

**As a leader, you should**

- Allow for celebration
- Recognise and reward Allow for reflection: what went right? What went wrong?
- Give guidance and support about future plans.

**Video Content / Details of website for further learning (if any):**

**Can be added as link**

<https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-the-five-stages-of-team-development/>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology by Landy, F. J. & Conte, J. M. pg no:483-545

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LECTURE HANDOUTS

L 09

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : II - Teamwork

Date of Lecture:

Topic of Lecture: Stages of group

### Introduction :

It takes time, patience, requires support, efforts and members often go through recognizable **stages** as they change from being a collection of strangers to a united **group** with common goals. Bruce Tuckman presented a model of five **stages** Forming, Storming, Norming, and Performing in order to develop as a **group**.

### Prerequisite knowledge for Complete understanding and learning of Topic:

Stages of group  
Group dynamics

### Detailed content of the Lecture:

The most famous and a well-known model of group development was proposed by **Bruce Tuckman**, that included four stages Viz, forming, storming, norming, performing and later the fifth stage adjourning was added to this model.

Tuckman's Stages of Group Development

#### Forming

- :At this stage, the formation of a new group begins, wherein the members come together and get to know each other through the interactions. Here the individuals are excited and anxious to know about the scope of the task and the ways to approach it.
- Generally, the individuals come with a desire to get accepted by others and avoid controversy or conflicts.

#### Storming:

- Once the forming stage is over, the individuals will start interacting with each other in the context of the task to be achieved.
- The conflict and competition among the group members will be highest at this stage.
- The most dominant group members come in the front while the confrontational members remain silent and continue to be in the security or calm stage (forming).
- The issues related to the leadership, responsibility, strategies, rules, authority, evaluation, reward system, etc. arises at the storming stage.

#### Norming:

- Once the role of every member is cleared along with the authority and responsibility of each, the team members start settling in a group.
- Here, everybody works cohesively towards the target and appreciate each other's experience and skills.

**Performing:**

- At this stage, synergy gets created between the team members, where everyone works towards the accomplishment of a goal.
- This stage is characterized by flexibility and interdependence. The team members know each other so well that they can handle any complex problem that comes before the team.
- Also, the roles and responsibilities of member changes according to the situation frequently, because at this stage everyone is equally a task-oriented and people-oriented and thus can perform efficiently.

**Adjourning:**

- This is the last stage of group development, where the group is terminated, and the group members are separated from each other.
- Every group is created for a purpose, and once the purpose is fulfilled the group is adjourned.
- Some authors call this stage as “**mourning or deforming**,” because, the sense of loss is felt by the group members, at the time of separation from each other.
- Thus, the researchers study about the group development to determine the changes that occur within the group.
- Group dynamics deals with the attitudes and behavioral patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups.
- Group dynamics is relevant to groups of all kinds – both formal and informal. If the UPA government has set up Group of Ministers for every governance issue, the Supreme Court of India has 27 Group of Judges committees overseeing all manner of non-judicial work in the apex court.
- In an organizational setting, the term groups are a very common and the study of groups and group dynamics is an important area of study.

**Video Content / Details of website for further learning (if any):****Can be added as link**

[https://www.tutorialspoint.com/individual\\_and\\_group\\_behavior/five\\_stage\\_model\\_group\\_development.htm](https://www.tutorialspoint.com/individual_and_group_behavior/five_stage_model_group_development.htm)

<http://www.yourarticlelibrary.com/management/group-dynamics-its-characteristics-stages-types-and-other-details-management/5363>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology by Landy, F. J. & Conte, J. M.pg no:483-545

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LECTURE HANDOUTS

L 10

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : II - Teamwork

Date of Lecture:

**Topic of Lecture: Group dynamics**

**Introduction :**

Stages as they change from being a collection of strangers to a united **group** with common goals. Bruce Tuckman presented a model of five **stages** Forming, Storming, Norming, and Performing in order to develop as a **group**.

**Prerequisite knowledge for Complete understanding and learning of Topic:**

Stages of group  
Group dynamics

**Detailed content of the Lecture:**

The most famous and a well-known model of group development was proposed by **Bruce Tuckman**, that included four stages Viz, forming, storming, norming, performing and later the fifth stage adjourning was added to this model.

Tuckman's Stages of Group Development

**Group Dynamics:**

- In the field of group dynamics the term 'syntality' is used to describe for the group what is called personality for the individual.
- Syntality refers to all the interrelated attributes or independent variables by which a group may be defined. The terms used to describe this syntality of group are 'general ability', 'attitudes', 'performance' and 'morale'.
- Under morale we find such terms as 'synergy' referring to the sum total of the energy any group can command; 'doggedness' in meeting different situations and 'morality' and 'honesty'.
- Synergy has two aspects- 'maintenance synergy' or the energy needed to keep the group intact; and 'effective synergy' or the energy available to move toward the achievement within the group goals.
- 'Group structure' refers to all the behaviour relationships within the group such as status gradients depending upon the varying roles of individual members \* clique relationship.
- According to Raymond Cattell "a group is a collection of organisms in which the existence of all (in their given relationship) is necessary to the satisfaction of certain individual needs in each".
- The term 'dynamics' as applied to groups refers to all the interacting forces within groups as they are organizing and operating to achieve their objectives which involve the whole field of sociometry and the nature of leadership.
- The problem of first importance for the guidance leader is to study the group with a view to understanding its syntality and structure. This will involve studying the manners of the group both individually and collectively.

- Long range personal records of individual members of the group can be sought to answer many questions and also careful observation and study of the individual in action within the group and, of the total group in action.
- To secure such information the teacher or guide must plan time for the study of personnel records and for the individual interviews.
- In many school programmes, the curriculum may provide for part areas of study in the guidance field at designated grade levels or in specific subject for example, educational or vocational planning, self-appraisal, understanding human behaviour, improving learning skills, getting along with others, or school citizenship.
- Motion picture presentation of case studies, story-telling, individual or committee study, and reports on specific problems, dramatizations, lectures, informal discussion, and buzz sessions are among the multitude of possibilities at the command of a group leader.
- Such orienting activities, skillfully planned and executed, will create opportunities for the interaction of individuals in a way that will enable them to become acquainted with each other and will stimulate the development of a group structure of inter-relationship that can pave the way for real group organization and leadership.
- Beyond these initial stages the guide should strive to be an integral part of a cohesive group with common interests in which each member senses that he has a respected place and a unique role to play in helping the group to reach its own group determined goals.
- The behaviour of students in a class or in groups is the area of social psychology. This field of psychology deals the behaviour of an individual in groups.
- The concept of personality exists in the context of a group of social norms. The interpretation of behaviour of an individual in based on the norms.
- The norms are the average performance of the group. The standardization of psychological and educational tests is done by developing the norms of the concerned group.

**The social psychology may be defined as:**

- “The social psychology is a scientific field that seeks to investigate the manner in which the behaviour, feelings or thoughts of an individual are influenced or determined by comparing with the group behaviours or the characteristics.” -Baron and Byrne
- “Educations psychology confines to the reactions of the learners or the student’s classroom behaviours as a result of interaction with the teacher and among the students”.

The social psychology is concerned with both type of group behaviours-positive or desirable behaviour and negative or undesirable behaviour of the individual.

Educational psychology is concerned with the interaction of teacher and students mainly positive or desirable behaviour not the undesirable behaviour.

The undesirable behaviours of the students are discouraged and desirable behaviours are reinforced or encouraged. The purpose is development if individual personality.

The standard or norms are development for the desirable behaviour of the group.

**Video Content / Details of website for further learning (if any):**

[https://www.tutorialspoint.com/individual\\_and\\_group\\_behavior/five\\_stage\\_model\\_group\\_development.htm](https://www.tutorialspoint.com/individual_and_group_behavior/five_stage_model_group_development.htm)  
<http://www.yourarticlelibrary.com/management/group-dynamics-its-characteristics-stages-types-and-other-details-management/5363>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology by Landy, F. J. & Conte, J. M.pg no:483-585

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L 11

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : II - Teamwork

Date of Lecture:

### Topic of Lecture: Managing Team performance

#### Introduction :

Many of us have worked in groups where all of the members were focused on the same goals -- they were teams. If a team was in the workplace, then it probably had a supervisor. The supervisor might not have been a team member, but was responsible to be sure the team was doing a good job in achieving its goals (it was showing strong performance).

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- 

#### Detailed content of the Lecture:

##### Meaning of managing team performance:

- Managing team performance requires a constant balance between people and task – and with the time pressures faced by many people with the responsibility of managing a team, the key question is “how do I do this” and ensure my team is working in the high performance space
- People work in teams to complete tasks and achieve results. A large measure of their success at the task depends on the process.
- The productivity, effectiveness, engagement and on-going sustainability of the team depends on how “supported” and significant they feel – critical to the interpersonal relationships within the team.
- This constant balance between people and task is critical – so to manage team performance effectively you need to “manage this tension”.
- When managing team performance, every conversation you have reveals what is important to you.

##### SIX concepts and types of conversations:

- Recognise a team is made up of individuals who all need to perform
- Value the power of real conversations to propel performance
- Engage in “tactical” conversations to create clarity and alignment
- Use “operational” conversations to enable results and engagement
- Capture learning with “reflective” conversations
- Empower performance with “leverage” cycle conversations.

##### 1. There are individuals in teams

- Once a task is assigned and delegated to an individual it is important to manage the

performance of the individual as well as the team performance if you want to achieve the desired results.

- Supporting each individual in your team is critical to managing team performance. It is the only way to ensure the task is completed and team members are engaged to work at their full potential. You do this with each individual team member by:
- Recognising their significance
- Engaging in real conversations
- Observing, sharing and being present
- Matching the level of support to each person's needs.

## **2. Power of real conversations**

- When managing team performance the power of real conversations is what propels it into high performance. To have productive and trusted relationships with members of your team working in the "open" window is the only place it happens.
- Real conversations bring courage into action – they give it tangibility.
- Every conversation reveals what is important to people working in the team, brings the values to life and influences the culture of the team, the business unit and the business.
- When people in the team know themselves well (self-mastery) and bring confidence, they are ready for the vulnerability that comes from being completely transparent and honest with others (courage).
- Conversations enable us to make decisions, share decisions, share divergent thinking, share innovative thinking, ask questions to seek out new ideas and find new ways of doing things.
- Managing team performance is best done by connecting and engaging with each individual in your team through conversations. Before we go any further let's be clear on how we define a "real conversation": When managing team performance there are seven critical conversations:
- Tactical
- Operational
- Reflective to create learning agility
- Delegation to initiate the leverage cycle conversations
- Supporting to ensure people feel significant
- Feedback
- Coaching
- 

## **3. Tactical conversations**

- When managing team performance clarity on the team brand is essential as this establishes the purpose, provides the meaning and positions them successfully to release their energy so they can bring their best to the team.
- Conversations that align vision, brand and culture delivers a strong team brand with everyone in the team having absolute clarity on what is expected of them and what they can expect of others. They have absolute clarity on how to bring their best to the team.
- This tactical approach of aligning vision, brand and culture assures you create the foundation for unleashing the potential of each person within your team.
- 

## **4. Operational conversations**

- At an operational level when managing team performance, people need to understand and respect what they each bring to the team and the team brand at a highly individual and specific level – so they can 'operate' together to achieve results and feel engaged – personally thriving and unleashing their true potential.
- In our [Courageous Leadership Program](#) we recommend the use of this tool to guide such operational conversations. Managing team performance with a firm GRIP ensures success because it balances the focus between people and task:
- G - Goals: what we do (**TASK**)

- R – Roles and responsibilities: who does what (**PEOPLE**)
- I – Interpersonal relationships: how we work (**PEOPLE**)
- P – Process and procedures: how we work (**TASK**)

#### **5. Reflective conversations**

- When managing team performance investing time and energy to engage in reflective thinking conversations to capture learning is critical.
- Creating this kind of space to think is essential for high performance. We recommend using Edward de Bono's famous six thinking hats framework to provide the necessary discipline and rigour reflective thinking requires to be effective.
- Ask us for more information if you are serious about investing in this kind of conversation – we have a one page checklist we can email to you.

#### **6. Leverage cycle conversations**

- When managing team performance you leverage the efforts of each individual in your team by engaging in each of these four conversations:
- Delegate to initiate the leverage cycle
- Support so individuals feel significant and engaged
- Feedback to create awareness of performance impact
- Coach to improve, consolidate and maintain performance of each individual in the team.
- Engage in a real conversation with Mandy to explore any of these concepts in more depth so you know how to activate practical results or to find out how we put all of this together into an interactive high performance workshop.

#### **Video Content / Details of website for further learning (if any):**

<https://courageousleaders.com.au/key-managing-team-performance/>

#### **Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology by Landy, F. J. & Conte, J. M. pg no:483-545

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L 12

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : II - Teamwork

Date of Lecture:

### Topic of Lecture: Team Conflicts

#### Introduction :

Conflict is a common occurrence on teams. Conflict itself can be defined as antagonistic interactions in which one party tries to block the actions or decisions of another party. Bringing conflicts out into the open where they can be resolved is an important part of the team leader's or manager's job.

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- Types of team conflict
- Conflict within Team

#### Detailed content of the Lecture:

##### Types of team conflict:

There are two basic types of team conflict: substantive (sometimes called task) and emotional (or relationship).

- **Substantive conflicts** arise over things such as goals, tasks, and the allocation of resources. When deciding how to track a project, for example, a software engineer may want to use a certain software program for its user interface and customization capabilities.
- The project manager may want to use a different program because it produces more detailed reports. Conflict will arise if neither party is willing to give way or compromise on his position.
- **Emotional conflicts** arise from things such as jealousy, insecurity, annoyance, envy, or personality conflicts. It is emotional conflict when two people always seem to find themselves holding opposing viewpoints and have a hard time hiding their personal animosity.
- Different working styles are also a common cause of emotional conflicts. Julia needs peace and quiet to concentrate, but her office mate swears that playing music stimulates his creativity. Both end up being frustrated if they can't reach a workable resolution.
- Differences are inevitable when passionate people work together. Eventually, after a team gets through an initial orientation with a new task, members usually come to the realization that working together to accomplish a common goal is tough work.
- This occurs in the "dissatisfaction" stage of team development when the team recognizes the discrepancy between what is expected of them and the reality of getting it done. It is not a pleasant stage.
- As a leader it's important to differentiate between the different types of conflict teams experience and to have a plan for helping the team move forward.

- Here are four examples of team conflict and some advice on how a leader can intervene properly from Dr. Eunice Parisi-Carew, teams expert, and coauthor of the upcoming book, Collaboration Begins With You.

**Conflict within Team:**

**Conflict over positions, strategies or opinions**

- If two or three strong, but differing, positions are being argued in the group and it is getting nowhere, a leader might stop the group and ask each member to take a turn talking with no interruption or debate.
- The rest are just to listen and try to understand where they are coming from and why they are posing the solution that they are. It may go something like this.
- *Leader: "Let's stop for a minute. I want each of you state what is underneath your argument. What is your desire, your concern, your goal, your fear or your need that leads you to that conclusion?"*
- In this instance, the leader's job is to make sure everyone is heard. When the exercise is completed the leader should look for concerns or goals that people have in common.
- Once all are uncovered, the leader can build on any interests that are shared. In most cases this becomes the new focus and it turns the situation from conflict to problem solving.
- For example, "In the last five minutes we have interrupted the speaker 10 times," or, "We keep talking over each other." Just knowing this fact can alter the team's interaction. Soon the team will catch itself. It is harder to misbehave once you know what the impact of your behavior is.

**Personality clashes**

- If personal styles are very different and causing conflict among team members, a team leader might administer the DISC, MBTI, or another behavioral assessment tool to help people better understand each other and learn to work together.
- These tools help people understand what the other person needs. They can also provide a common frame of reference for dealing with individual differences.

**Power issues and personal agendas**

- Conflict that involves power issues, or strong personal agendas must sometimes be dealt with also.
- The reality is that some people just do not fit on a team and a leader needs to be willing to remove them or offer them another role.
- The good news is that once it is dealt with, the team usually takes a leap forward.
- Conflict can be healthy for a team when it is channeled properly. The challenge for leaders is knowing how and when to intervene.

**Video Content / Details of website for further learning (if any):**

<https://courses.lumenlearning.com/wm-principlesofmanagement/chapter/reading-conflict-within-teams/>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology by Landy, F. J. & Conte, J. M. pg no:483-545

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# MUTHAYAMMAL ENGINEERING COLLEGE

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Rasipuram - 637 408, Namakkal Dist., Tamil Nadu



LECTURE HANDOUTS

L 13

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : III - Leadership Skills Date of Lecture:

**Topic of Lecture: Leadership**

**Introduction :**

- *Leadership* is the art of motivating a group of people to act toward achieving a common goal.
- In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs.

**Prerequisite knowledge for Complete understanding and learning of Topic:**

- Definition of leadership
- What makes a great leader?
- Why are leadership skills important?
- Characteristics of Leadership
- Leadership Functions

**Detailed content of the Lecture:**

- Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.
- Leadership involves making sound and sometimes difficult decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals.
- Leaders are found and required in most aspects of society, from business to politics to region to community-based organizations.

**What makes a great leader?**

- Multiple definitions of leadership exist, although the different definitions generally converge in the theory that great leaders have the ability to make strategic and visionary decisions and convince others to follow those decisions.
- The consensus is leaders create a vision and can successfully get others to work toward achieving that goal.
- They do this by setting direction and inspiring others to want to succeed in achieving the end result. Moreover, they are capable of getting people excited and motivated to work toward the



### Why are leadership skills important?

- Effective leaders are essential to any organization.
- They can help build strong teams within a business and ensure projects, initiatives or work functions are performed successfully.
- The skills of a leader involve multiple interpersonal and communication skills, anyone can exercise and hone their leadership abilities.
- Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations.
- They are the person in the group that possesses the combination of personality.
- The most important qualities of a good leader include integrity, accountability, empathy, humility, resilience, vision, influence, and positivity.
- While leadership is about inspiring people to do things they never thought they could leadership skills to make others want to follow their direction

### Characteristics of Leadership

- It is an inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals.
- It denotes a few qualities to be present in a person which includes intelligence, maturity and personality.
- It is a group process. It involves two or more people interacting with each other.
- A leader is involved in shaping and moulding the behaviour of the group towards accomplishment of organizational goals.

### Importance of Leadership

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. The following points justify the importance of leadership in a concern.

1. **Initiates action-** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
2. **Motivation-** A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.
3. **Providing guidance-** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
4. **Creating confidence-** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
5. **Building morale-** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
6. **Builds work environment-** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
7. **Co-ordination-** Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective

co-ordination which should be primary motive of a leader.

**Leadership Functions**

- Setting Goals.
- Organizing.
- Initiating Action.
- Co-Ordination.
- Direction and motivation.
- Link between Management and Workers.
- It Improves Motivation and Morale.

**Video Content / Details of website for further learning (if any):**

[www.inc.com](http://www.inc.com) › [drew-greenbelt](#) › [13-leadership-ideas-our-nation-s-top-...](#)

[www.softwaretestinghelp.com](http://www.softwaretestinghelp.com) › [leadership-qualities](#)

[www.adamenfroy.com](http://www.adamenfroy.com) › [leadership-qualities](#)

**Important Books/Journals for further learning including the page nos.:**

Leadership Development by *Ricardo S. Morse* Pg.no 79 to 96 , 119 to 128

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## LECTURE HANDOUTS

L 14

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : III - Leadership Skills Date of Lecture:

**Topic of Lecture: Qualities of a leader**

**Introduction :**

Leaders shape our nations, communities, and organizations. We need good leaders to help guide us and make the essential large-scale decisions that keep the world moving. Our society is usually quick to identify a bad leader.

**Prerequisite knowledge for Complete understanding and learning of Topic:**

- Qualities of a Great Leader
- **Develop the Qualities of a Good Leader**

**Detailed content of the Lecture:**

**The 5 Essential Qualities of a Great Leader**

**clarity:**

- It is the desire of every leader to see their vision become reality.
- The challenge leaders face translating vision to reality is having the focus and clarity to bring their vision to life

**Decisiveness:**

- Making decisions that are well-informed and time-sensitive is a crucial part of being a successful leader. ...
- This helps them gather information from these resources before making a final decision.
- Important decisions can't always wait until every option has been dissected.

**Courage:**

- They take risks that go against the grain of their organizations. They make decisions with the potential for revolutionary change in their markets.
- courageous leaders are people who are able to push through uncomfortable situations. They are willing to make difficult decisions and do not back down when things get too hard.

**Passion**

- *Leadership Passion* at a High Level. Being honest and approachable.
- Professionally speaking the unspeakable.
- Listening to others feelings.
- Disagreeing without shooting the messenger. Staying focused on the results of your *passion*.

## Humility

Humble *leaders* will use their skills, experience and knowledge to attract and inspire followers,

- Bring people together and contribute to their community.
- Such *leaders* inspire people and align them to their vision.
- And *humility* is the core ingredient that every *leader* should possess and strive for.

## Develop the Qualities of a Good Leader

- Organizations can strengthen leadership qualities and foster deeper levels of engagement at work through providing a variety of development opportunities, ranging from on-the-job learning and mentoring, to more formal virtual coaching or leadership development programs.
- But individuals don't have to wait to begin strengthening these characteristics of a good leader within themselves – you can start today.
- First, make sure you subscribe to our newsletters to get our research-based insights, webinars, and tips on leading effectively delivered straight to your inbox.

## How to use leadership qualities in the workplace

You don't have to be in a management position to exercise the qualities of an exceptional leader. Leaders are the ones who help and motivate the people around them.

They have good ideas and set a good example.

Employees at any level can have leadership qualities.

In fact, anyone who hopes to be promoted into a leadership position in the future should work on developing the traits of a leader today.

Let's look at ways you can use leadership qualities in the workplace.

### Video Content / Details of website for further learning (if any):

[www.inc.com](http://www.inc.com) › [drew-greenblatt](#) › [13-leadership-ideas-our-nation-s-top-...](#)

[www.softwaretestinghelp.com](http://www.softwaretestinghelp.com) › [leadership-qualities](#)

[www.adamenfroy.com](http://www.adamenfroy.com) › [leadership-qualities](#)

### Important Books/Journals for further learning including the page nos.:

The Essentials of Leadership in Government by By Darry Plecas ,Colette Squires. Pg.no :57 -69

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L 16

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : III - Leadership Skills Date of Lecture:

### Topic of Lecture: Making of a leader

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- We can practice good leadership skills in any role, at any level.
- Showing up on time to meetings and turning in work on schedule shows dependability.
- Offering support and coaching to less experienced colleagues is also an example of leadership.
- If it seems like a good fit for you, you might consider seeking out leadership roles to develop and practice your leadership skills.

#### Prerequisite knowledge for Complete understanding and learning of Topic:

- How to make a leader?
- Some of skills that make a strong leader

#### Detailed content of the Lecture:

##### How to make a leader?

- Effective leaders are essential to any organization.
- They can help build strong teams within a business and ensure projects, initiatives or other work functions are performed successfully.
- Because the skills of a leader involve multiple interpersonal and communication skills, anyone can exercise and hone their leadership abilities.
- Most people have seen the results of both effective and ineffective leaders on the job.
- Good leaders increase employee engagement, support a positive environment and help remove obstacles for their team.
- Good leadership is also contagious, inspiring colleagues to apply positive leadership traits in their own work.

#### Some examples of skills that make a strong leader include:

## 1. Honesty and Integrity

- The 34th President of United States, Dwight.D.Eisenhower once said, “**The supreme quality of leadership is unquestionably integrity.**”
- Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.”
- Honesty and integrity are two important ingredients which make a good leader. Leaders succeed when they stick to their values and core beliefs and without ethics, this will not be possible.

## 2. Confidence

- If you are unsure about your own decisions and qualities, then your subordinates will never follow you.
- As a leader, you have to be oozing with confidence, show some swagger and assertiveness to gain the respect of your subordinates.
- This does not mean that you should be overconfident, but you should at least reflect the degree of confidence required to ensure that your followers trust you as a leader.

## 3. Inspire Others

- Probably the most difficult job for a leader is to persuade others to follow.
- It can only be possible if you inspire your followers by setting a good example.
- As a leader, should think positive and this positive approach should be visible through your actions. Stay calm under pressure and keep the motivation level up.

## 4. Commitment and Passion

- Your teams look up to you and if you want them to give them their all,
- When your teammates see you getting your hands dirty, they will also give their best shot.
- It will also help you to gain the respect of your subordinates and infuse new energy in your team members, which helps them to perform better.
- If they feel that you are not fully committed or lacks passion, then it would be an uphill task for the leader to motivate your followers to achieve the goal.

## 5. Good Communicator

- Until you clearly communicate your vision to your team and tell them the strategy to achieve the goal, it will be very difficult for you to get the results you want.
- Simply put, if you are unable to communicate your message effectively to your team, you can never be a good leader.
- A good communicator can be a good leader. Words have the power to motivate people and make them do the unthinkable.
- If you use them effectively, you can also achieve better results.

## 6. Decision-Making Capabilities

- **Apart from having a futuristic** vision, a leader should have the ability to take the right decision at the right time.
- Decisions taken by leaders have a profound impact on masses.
- A leader should think long and hard before taking a decision but once the decision is taken, stand by it.
- Although, most leaders take decisions on their own, but it is highly recommended that you consult key stakeholders before taking a decision.
- After all, they are the ones who will benefit or suffer from your decisions.

## 7. Accountability

- When it comes to accountability, you need to follow the approach highlighted by Arnold H Glasow when he said, “**A good leader takes little more than his share of the blame and little less than his share of the credit.**”
- Make sure that every one of your subordinates is accountable for what they are doing. If they do well, give them a pat on the back but if they struggle, make them realize their mistakes and work together to improve.
- Holding them accountable for their actions will create a sense of responsibility among your subordinates and they will go about the business more seriously.

## 8. Creativity and Innovation

- In order to get ahead in today’s fast-paced world, a leader must be creative and innovative at the same time.
- Creative thinking and constant innovation is what makes you and your team stand out from the crowd.
- Think out of the box to come up with unique ideas and turn those ideas and goals into reality.

## 9. Empathy

- Last but certainly not the least, is empathy.
- Leaders should develop empathy with their followers. Unfortunately, most leaders follow a dictatorial style and neglect empathy altogether.
- Due to this, they fail to make a closer connection with their followers.
- Understanding the problems of your followers and feeling their pain is the first step to become an effective leader.
- Even that is not enough until you work hard and provide your followers with the suitable solution to their problems.

## 10. Emotional Intelligence

- Good leaders always have higher influence but how do they increase their influence on the point where people accept what they say.
- They do this by connecting with people emotionally.
- That is where emotional intelligence comes into play.
- Here are some of the reasons why a leader should be emotionally intelligent.

## 11. Humility

- A good leader is always selfless and always think about his or her followers.
- That is why the leadership styles most great leaders adopt put lots of emphasis on problem-solving and team dynamics instead of focusing on self-promotion.

## 12. Vision and Purpose

- Good leaders always have a vision and purpose.
- They not only visualize the future themselves but also share their vision with their followers.
- When their followers were able to see the big picture, they can see where they are heading.
- A great leader goes above and beyond and explain why they are moving in the direction they are moving and shares the strategy and action plan to achieve that goal.

**Video Content / Details of website for further learning (if any)**

*blog.hubspot.com › marketing › leadership-styles*

[www.mindtools.com](http://www.mindtools.com) › Leadership Skills › Leadership Styles

<https://www.amazon.in/Making-Leader-Recognizing-Leadership-Development/dp/>

**Important Books/Journals for further learning including the page nos.:**

Leadership: Essential Selections on Power, Authority, and Influence

Book by Barbara Kellerman page no: 110, 117

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L 17

## LECTURE HANDOUTS

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : III - Leadership Skills

Date of Lecture:

**Topic of Lecture:** Types of leadership

### Introduction :

Leadership style is the way a person uses power to lead other people. Research has identified a variety of leadership styles based on the number of followers. The most appropriate leadership style depends on the function of the leader, the followers and the situation.

### Prerequisite knowledge for Complete understanding and learning of Topic:

#### Types of leadership

- Delegative Leadership
- Autocratic Leadership.
- Democratic Leadership.
- Transactional Leadership.
- Transformational Leadership. .
- Cross-Cultural Leadership
- Facilitative Leadership
- Laissez-faire Leadership
- Coaching Leadership

### Detailed content of the Lecture:

#### Delegative leadership

- It is a management strategy geared toward sharing knowledge and responsibility across many levels of an organization.
- it can take the form of an entirely hands-off approach, giving managers and team members complete control over work processes and outcomes.

#### Autocratic Leadership.

- Autocratic leadership, also known as authoritarian leadership,
- It is a leadership style characterized by individual control over all decisions and little input from group members.
- Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers.,
- In this kind of leadership, guidelines, procedures and policies are all natural additions of an autocratic leader.
- Statistically, there are very few situations that can actually support autocratic leadership.
- In this leadership, leaders make decisions on their own without consulting subordinates.

#### Democratic Leadership.

- *Democratic leadership*, also known as *participative leadership* or *shared leadership*
- It is a type of *leadership* style in which members of the group take a more participative role

in the decision-making process.

- This type of *leadership* can apply to any organization, from private businesses to schools to government.

### **Transactional Leadership.**

- A transactional leader is someone who values order and structure. ...
- Transactional leadership depends on self-motivated people who work well in a structured, directed environment.
- By contrast, transformational leadership seeks to motivate and inspire workers, choosing to influence rather than direct others.

### **Transformational Leadership**

- Transformational leadership is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration
- Executing the change in tandem with committed members of a group;
- It is an integral part of the Full Range Leadership Model.

### **Cross-Cultural Leadership**

- This form of leadership normally exists where there are various cultures in the society.
- This leadership has also industrialized as a way to recognize front-runners who work in the contemporary globalized market.
- Most of the leadership environments in the United States are cross-cultural because of the different cultures that live and work there.

### **Facilitative Leadership**

- Facilitative leadership is dependent on measurements and outcomes – not a skill, although it takes much skill to master.
- The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.
- An effective facilitative leadership involves monitoring group dynamics, as well as offering process suggestions and interventions to help the group stay on track.

### **Laissez-faire Leadership**

- Laissez-faire leadership gives authority to employees. According to azcentral, departments or subordinates are allowed to work as they choose with minimal or no interference.
- According to research, this kind of leadership has been consistently found to be the least satisfying and least effective management style.

### **Coaching Leadership**

- Coaching leadership involves teaching and supervising followers.
- A coaching leader is highly operational in settings where results/performance require improvement.
- Basically, in this kind of leadership, followers are helped to improve their skills.
- Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

### **Video Content / Details of website for further learning (if any):**

[blog.hubspot.com > marketing > leadership-styles](http://blog.hubspot.com/marketing/leadership-styles)

[www.mindtools.com > Leadership Skills > Leadership Styles](http://www.mindtools.com/Leadership Skills/Leadership Styles)

### **Important Books/Journals for further learning including the page nos.:**

The AMA Handbook of Leadership by Marshall Goldsmith, John Baldoni, and Sarah McArthur Pg.no : 47 - 55

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LECTURE HANDOUTS

L 19

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : IV - Grammar and Vocabulary Date of Lecture:

Topic of Lecture: Single Word Substitutes, Verb Patterns

## Introduction :

- **One word Substitution** is one of the integral parts of vocabulary. It simply means that a sentence has to be replaced with a **single word**.
- **Verb patterns:** different meanings. Sometimes in a sentence, one **verb** follows another. For example, 'I remember telling her about the bowling'. The first **verb** is 'remember', the second **verb** is 'tell'. In sentences like this, there are two main **patterns**.

## Prerequisite knowledge for Complete understanding and learning of Topic:

- One Word Substitutes
- Verb Patterns

## Detailed content of the Lecture:

### Single Word Substitutes

- One word substitution is a process in which people use one word to replace a wordy phrase, to make the sentence structure more clear. The meaning is identical, yet the sentence is shorter.
- *One word Substitution* is one of the integral parts of vocabulary. It simply means that a sentence has to be replaced with a *single word*. This area requires a good vocabulary to solve the questions well. **Ex:**
- A government by the people - Democracy
- One who is all powerful - Omnipotent
- Killing of self or self-murder - Suicide
- A sound that cannot be heard - Inaudible

### Verb Patterns

#### Verb + Verb patterns

- In English, when a verb is followed by another verb, the second verb may be an **infinitive** (to go), **bare infinitive** (go) or **-ing form** (going). It all depends on the first verb. Let's see all those different patterns.

#### VERB + VERB PATTERNS

##### ● V + INFINITIVE

→ Most normal verbs use this construction.

They decided to stay at home

They need to buy a bigger car

##### ● V + BARE INFINITIVE

→ Special verbs (except Be, Have and Ought to): *do, can/could, will/would, shall/should, may/might, must*

Josh can speak French

She will come soon

### ● V + -ING

→ Verbs of likes and dislikes: *like, dislike, hate, detest, love, prefer, enjoy...*

Ken likes reading comics

I enjoy listening to music

She hates walking in the rain

In modern English these verbs can also be used with infinitive with no real change of meaning

I like to dance tango

She loves to swim

But if these verbs are used with WOULD, you must always use the infinitive

I'd like to tell you a secret (not ~~I'd like telling you...~~)

She would prefer to live in a bigger house

→ Other verbs: *finish, mind, keep, practice, go on, consider, suggest ...*

Would you mind opening the window?

When you finish studying, come with me

She suggested going to Cancun for the summer

### VERB + OBJECT + VERB

#### ● V + O + infinitive

want, ask, invite, order, tell, teach, advise, allow, beg, cause, command, encourage, expect, force, need, order, recommend, remind ....

- I want you to go
- She invited me to have dinner
- I told you not to do it

#### ● V + O + bare infinitive

let, make, (help)

- Please, let me go
- She made me do it
- I'll help you move the table (also: I'll help you to move the table)

#### ● V + O + -ing

The object of the first verb is the subject of the following -ing form. In this case we can also use a possessive adjective.

excuse, forget, forgive, etc.

Excuse **me** interrupting you / Excuse **my** interrupting you

### VERBS USING 2 PATTERNS

#### ● V + -ing / inf

→ No change of meaning: *begin, start, continue*

It began to rain = It began raining

→ Change of meaning: *remember, forget, regret / stop / try / advise, allow, permit, forbid*

Remember, forget, regret

*Look to the future:* Remember to post this letter when you get there (=don't forget to do it in the future)

*Look to the past:* I remember buying my first bicycle when I was 8 (= it's a memory from the past)

Stop

*End an action to do something different:* He stopped to relax

*Finish an action:* He stopped driving because he was too tired

Advise, allow, permit, forbid

*With no object:* I advise getting up very early

*With an object:* I advise you to get up very early

#### ● V + O + -ing / bare inf

Verbs of the senses: see, watch, hear, listen, feel, smell, notice...

If we use it with a bare infinitive, the action is perceived complete, from beginning to end. If we use it with -ing then we only perceived a fragment of the action, we saw it happening, but not from beginning to end.

I saw them talk angrily, but nothing happened

I saw them talking angrily, so I left the room. I could still hear them from the kitchen.

**Video Content / Details of website for further learning (if any):**

<https://examples.yourdictionary.com/dialogue-examples.html>

<https://multimedia-english.com/grammar/verb-verb-patterns-54>

<https://www.hitbullseye.com/Vocab/One-Word-Substitute-List.php>

**Important Books/Journals for further learning including the page nos.:**

English for Technical Communication by Viswamohan, Aysha, p 3-30.

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LECTURE HANDOUTS

L 20

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : IV - Grammar and Vocabulary Date of Lecture:

Topic of Lecture: Voices, Comparative Adjectives

### Introduction :

- The **active** voice describes a sentence where the subject performs the action stated by the verb whereas **passive voice**, the subject is acted upon by the verb.
- **Comparative adjectives** are used to compare differences between the two objects they modify (larger, smaller, faster, and higher). They are used in sentences where two nouns are compared, in this pattern.

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Active Voice
- Passive Voice
- Comparative adjectives

### Detailed content of the Lecture:

#### Voices

**Active Voice:** the subject performs the action expressed by the verb.

- *Usage:* when more clarity and straightforward relation is required between verb and subject.

**Passive Voice:** the subject receives the action expressed by the verb.

- *Usage:* when the action is the focus, not the subject or when the doer is unknown.

#### Rules of Conversion from Active to Passive Voice:

1. Identify the subject, the verb and the object: S+V+O, 2. Change the object into subject, 3. Put the suitable helping verb or auxiliary verb, 4. Change the verb into past participle of the verb, 5. Add the preposition "by", 6. Change the subject into object

#### Changes of Pronouns

Active Voice	Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

#### Present Simple

Active Voice	Passive Voice(Auxiliary Verb - is/am/are)
Subject + V1+s/es+ object	Object+ is/am/are+ V3+ by + subject
Subject + Do/does+ not + V1 + Object	Object + is/ am/are+ not + V3+ by Subject
Does+ Subject+ V1+Object+?	Is/ am/are + Object+ V3+ by subject +?

- **Active:** He reads a novel. / **Passive:** A novel is read.

- **Active:** He does not cook food. / **Passive:** Food is not cooked by him.
- **Active:** Does he purchase books? / **Passive:** Are books purchased by him?
- **Active:** They grow plants. / **Passive:** Plants are grown by them.

#### Present Continuous

Active Voice	Passive Voice(Auxiliary Verb- is/am/are + being)
Subject + is/am/are+ v1+ ing + object	Object+ is/am/are+ being+ V3+ by + subject
Subject + is/am/are+ not+ v1+ ing+ object	Object + is/am/are+ not + being+V3+ by Subject
Is/am/are+ subject+v1+ing + object+?	Is/ am/are + Object+ V3+ by subject +?

- **Active:** Esha is singing a song. / **Passive:** A song is being sung by Esha.
- **Active:** Kritika is not chopping vegetables. / **Passive:** Vegetables are not being chopped by Kritika.
- **Active:** Is Ritika buying a table? / **Passive:** Is a table being bought by Ritika?

#### Present perfect

Active Voice	Passive Voice(Auxiliary Verb- has/have +been)
Subject + has/have+ v3+ object	Object+ has/have+ been+ V3+ by + subject
Subject + has/have+ not+ v3+ object	Object + has/have+ not + been+V3+ by Subject
Has/have+ subject+ v3 + object+?	Has/Have + Object+ been+V3+ by subject +?

- **Active:** Nitesh has challenged her. / **Passive:** She has been challenged by Nitesh.
- **Active:** Radhika has not written an article. / **Passive:** An article has not been written by Radhika.
- **Active:** Have they left the apartment? / **Passive:** Has apartment been left by them?
- **Active:** I have read the newspaper. / **Passive:** The newspaper has been read by me.

#### Past simple

Active Voice	Passive Voice(Auxiliary Verb- was/were)
Subject + V2+ object	Object+ was/were V3+ by + subject
Subject +did+ not+v1+ object	Object + was/were+ not +V3+ by Subject
Did+ subject+V1+ object+?	Was/were + Object+ V3+ by subject +?

- **Active:** Reema cleaned the floor. / **Passive:** The floor was cleaned by Reema.
- **Active:** Aisha bought a bicycle. / **Passive:** A bicycle was bought by Aisha.
- **Active:** Naman called my friends. / **Passive:** My friends were called by Naman.

#### Past Continuous

Active Voice	Passive Voice(Auxiliary Verb- was/were + being)
Subject + was/were + v1+ing+ object.	Object+ was/were +being+V3+ by + subject
Subject +was/were+ not+v1+ing + object	Object + was/were+ not +being+V3+ by Subject
Was/were+ Subject + V1+ing + object+?	Was/were + Object+ being+v3+ by+ subject+?

- **Active:** Nitika was painting the wall. / **Passive:** The wall was being painted by Nitika.
- **Active:** Manish was repairing the car. / **Passive:** The car was being repaired by Manish.
- **Active:** Were you reciting the poem? / **Passive:** Was the poem being recited?

#### Past perfect

Active Voice	Passive Voice(Auxiliary Verb- had +been)
Subject + had + v3+ object.	Object+ had+been +V3+ by + subject
Subject +had+ not+v3+ object	Object + had+ not +been+V3+ by Subject
Had+ Subject + V3+ object+?	Had + Object+ been+v3+ by+ subject+?

- **Active:** Misha had cleaned the floor. / **Passive:** The floor had been cleaned by Misha.
- **Active:** Vidhi had not received the parcel. / **Passive:** The parcel had not been received by Vidhi.
- **Active:** Vishal had solved the doubt. / **Passive:** The doubt had been solved.
- **Active:** Had they caught the thief? / **Passive:** Had the thief been caught by them?

#### Future simple

Active Voice	Passive Voice(Auxiliary Verb- will+ be)
Subject + will+ v1+ object.	Object+ will+ be +V3+ by + subject
Subject +will + not+ V1+object	Object + will+ not +be+V3+ by Subject
Will+ Subject + V1+ object+?	Will + Object+ be +v3+ by+ subject+?

- **Active:** Kriya will sew the bag. / **Passive:** The bag will be sewed by Kriya.
- **Active:** Disha will not arrange the things. / **Passive:** The things will not be arranged by Disha.
- **Active:** Will you mop the floor? / **Passive:** Will the floor be mopped by you?

#### Future Perfect

Active Voice	Passive Voice
Subject + will+ have +v3+ object.	Object+ will+ have+ been +V3+ by + subject
Subject + will+ have +not+v3+ object.	Object + will+ have +not+been+v3+ subject
Will+ Subject+have+v3+ object+?	Will + object+have+been+v3+by +subject+?

- **Active:** They will have brought the toy. / **Passive:** The toy will have been brought by them.
- **Active:** Nimesh will not have changed the table cover. / **Passive:** The table cover will not have been changed by Nimesh.
- **Active:** Will she have written the notes? / **Passive:** Will the notes have been written by her?

There is no Passive Voice formation for these tenses-

- 1.) Present Perfect Continuous Tense
- 2.) Past Perfect Continuous Tense
- 3.) Future Perfect Continuous Tense
- 4.) Future Continuous Tense

#### Changing an imperative sentence in the active voice to passive

An imperative sentence in the passive voice has the following form: **Let + object + be + past participle.**

Active	Passive
Carry it home.	Let it be carried home.
Do it at once.	Let it be done at once.
Open the door.	Let the door be opened.
Throw the ball.	Let the ball be thrown.

When the active voice is in the negative, the passive voice takes the form: **Let + object + not + be + past participle.**

- Active: Do not beat the dog. Passive: Let the dog not be beaten.

Note that **do** is not used in the passive form.

We can begin the passive sentence with **you** if we want to put emphasis on the person addressed to.

Compare:

- Active: Help me. - Passive: Let me be helped. / Passive: You are requested to help me.
- Active: Learn the poem. - Passive: Let the poem be learned. / Passive: You are asked to learn the poem.
- Active: Don't touch it. - Passive: Let it not be touched. / Passive: You are warned not to touch it.

Note that the passive form has to begin with **you** when the object of the active verb is not mentioned.

- Active: Work hard.

Here the active verb does not have an object. Therefore the passive form should begin with **you**.

- Passive: You are advised to work hard.
- Active: Get out. - Passive: You are ordered to get out.

#### Comparative Adjectives

Most adjectives have three different forms to show **degrees of comparison** – the positive, the comparative, and the superlative. The positive is used to describe one item, group, or person. The comparative is used to describe two items, people, or groups. The superlative is used to describe three or more items, groups or people.

- Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:
- **Noun (subject) + verb + comparative adjective + than + noun (object).**
- The second item of comparison can be omitted if it is clear from the context (final example below).
- ✓ My house is **larger** than hers.
- ✓ This box is **smaller** than the one I lost.
- ✓ Your dog runs **faster** than Jim's dog.



- ✓ The rock flew **higher** than the roof.
- ✓ Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

### Affirmative Adjectives

Affirmative adjectives describe people, places, and things positively. Using these noun modifiers, you can express emotions such as satisfaction, love, amusement, hope, and more. Here are a few examples of sentences that use good emotional words.

- Steve is *happy* today.
- Her *wise* words fired up the crowd.
- Suzy's always *cooperative* with her classmates.

### Negative Adjectives

**Comparative adjectives** can be made **negative** by adding 'not' before the forms in brackets.

Not all noun modifiers have a happy connotation. Some make listeners and readers think about sad, bad, or unhappy situations. There are just as many good describing words as there are bad. Let's look at our examples again and change the sentences' meaning.

- Steve is *bossy* today.
- Her *cruel* words fired up the crowd.
- Suzy's always *aggressive* with her classmates.

### Sentences with Comparative Adjectives

Here is a list of sentences making comparisons between two things:

- ✓ (Affirmative) My house is **bigger** than yours.
- ✓ (Negative) Your house is **not bigger** than mine.
- ✓ (Affirmative) Your grade is **worse** than mine.
- ✓ (Negative) My grade is **not worse** than yours.
- ✓ (Affirmative) The Pacific Ocean is **deeper** than the Arctic Ocean.
- ✓ (Negative) The Arctic Ocean is **not deeper** than the Pacific Ocean.
- ✓ (Affirmative) You are **more polite** than Joey.
- ✓ (Negative) Joey is **less polite** than you.
- ✓ (Affirmative) Learning Japanese is **more difficult** than learning Italian.
- ✓ (Negative) Learning Italian is **less difficult** than learning Japanese.
- ✓ (Affirmative) It's **farther** from New York to Austin than it is from New York to Nashville.

(Negative) It's **not farther** from New York to Nashville than it is from New York to Austin.

### Video Content / Details of website for further learning (if any):

<https://www.mbarendezvous.com/tense/>

<https://www.ego4u.com/en/cram-up/grammar/passive>

<https://www.studyandexam.com/passive-voice-for-tense.html>

<https://www.studyandexam.com/passive-voice-for-imperative-sentence.html>

### Important Books/Journals for further learning including the page nos.:

English for Technical Communication by Viswamohan, Aysha, p 3-30.

High School English Grammar and Composition by Wren & Martin

Course Faculty

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LECTURE HANDOUTS

L 21

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : IV - Grammar and Vocabulary Date of Lecture:

**Topic of Lecture:** Nominal Compounds, Articles, Use of Prepositions

### Introduction :

- Noun in noun **compounds** can also serve this junction though they usually describe categories rather than characteristics. Example - Dinner plate, tooth brush, book shelf, hair - clip, rain coat etc.
- Technically, an article is an adjective, which is any word that modifies a noun. Usually adjectives modify nouns through description, but articles are used instead to point out or refer to nouns.
- A **preposition** is a word or set of words that indicates location (in, near, beside, on top of) or some other relationship between a noun or pronoun and other parts of the sentence (about, after, besides, instead of, in accordance with).

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Nominal Compounds,
- Articles,
- Use of Prepositions

### Detailed content of the Lecture:

#### Nominal Compounds

- Nominal compound is a grammatical structure in which nouns are linked together to indicate a new concept.
- Adjectives are used to describe the characteristics of nouns for example Long table, Broken table, ect...
- Noun in noun compounds can also serve this function though they usually describe categories rather than characteristics.
- Example - metal table, Picnic table, card table
- Noun compounds consisting of two nouns occur in many everyday activities Example - Dinner plate, tooth brush, book shelf, hair - clip, rain coat etc.

#### Ways to Form a Compound Noun

**Compound nouns** are nouns that are made with two or more words. Here are 08 ways to form a compound noun in English.

- **Noun + Noun:** girlfriend, greenhouse, football, grandmother, homework, teacup, friendship, etc.
- **Noun + Verb:** heartbeat, sunrise, raindrop, handmade, haircut, etc.
- **Adjective + Noun:** blackboard, greenhouse, highway, etc.
- **Adverb + Noun:** online, overdue, overdose, outside, outdoor, etc.
- **Verb + Noun:** washing machine, swimming pool, etc.
- **Adverb + Verb:** output, intake, etc.

- **Verb + Adverb:** takeover, etc.
- **Adverb + Noun:** upstairs, downstairs, etc.

### Expansion of Compound Words

- Aircraft engine – engine of the aircraft
- Brass terminal – terminal made of brass
- Computer memory – memory capacity of the computer
- Diesel engine – engine using diesel
- Input file – file which gives input
- Steel bar – bar made of steel
- Truck driver – one who drives truck

### Articles

- Articles (*a*, *an*, *the*) are determiners or noun markers that function to specify if the noun is general or specific in its reference.
- The articles *a* and *an* are indefinite articles. They are used with a singular countable noun when the noun referred to is nonspecific or generic.
- The article *the* is a definite article. It is used to show specific reference and can be used with both singular and plural nouns and with both countable and uncountable nouns.

### A few important definitions to keep in mind:

- *Countable noun:* The noun has both a singular and plural form. The plural is usually formed by adding an *-s* or an *-es* to the end of it.
  - one horse, two horses
  - one match, two matches
- Countable nouns may also have irregular plural forms. Many of these forms come from earlier forms of English.
  - one child, two children
  - one mouse, two mice
- *Uncountable noun:* The noun refers to something that cannot be counted. It does not have a plural form.
  - Information
  - Grammar
- *Proper noun:* The name of a person, place, or organization and is spelled with capital letters.
  - Tim Smith
  - McDonalds

### When to use *a* or *an*

*A* and *an* are used with singular countable nouns when the noun is nonspecific or generic.

- I do not own *a car*.
  - In this sentence, *car* is a singular countable noun that is not specific. It could be any car.
- She would like to go to *a university* that specializes in teaching.
  - *University* is a singular countable noun. Although it begins with a vowel, the first sound of the word is /j/ or “y.” Thus, *a* instead of *an* is used. In this sentence, it is also generic (it could be any university with this specialization, not a specific one).
- I would like to eat *an apple*.
  - In this sentence, *apple* is a singular countable noun that is not specific. It could be any apple.

*A* is used when the noun that follows begins with a consonant sound.

- *a* book
- *a* pen
- *a* uniform (Note that *uniform* starts with a vowel, but the first sound is /j/ or a “y” sound. Therefore *a* instead of *an* is used here.)

*An* is used when the noun that follows begins with a vowel sound.

- *an* elephant
- *an* American
- *an* MBA (Note that *MBA* starts with a consonant, but the first sound is /ɛ/ or a short “e”

sound. Therefore, *an* instead of *a* is used here.)

Sometimes *a* or *an* can be used for first mention (the first time the noun is mentioned). Then, in subsequent sentences, the article *the* is used instead.

- He would like to live in *a* large *house*. *The house* should have at least three bedrooms and two bathrooms.
- In the first sentence (first mention), *a* is used because it is referring to a nonspecified house. In the second sentence, *the* is used because now the house has been specified.

### When to use *the*

*The* is used with both singular and plural nouns and with both countable and uncountable nouns when the noun is specific.

- *The book* that I read last night was great.
  - In this sentence, *book* is a singular, countable noun. It is also specific because of the phrase “that I read last night.” The writer and reader (or speaker and listener) know which book is being referred to.
- *The books* assigned for this class are very useful.
  - In this sentence, *books* is a plural, countable noun. It is also specific because of the phrase “for this class.” The writer and reader (or speaker and listener) know which books are being referred to.
- *The advice* you gave me was very helpful.
  - In this sentence, *advice* is an uncountable noun. However, it is specific because of the phrase “you gave me.” It is clear which piece of advice was helpful.

Here are some more specifics:

*The* is used in the following categories of proper nouns:

- **Museums and art galleries:** *the* Walker Art Center, *the* Minneapolis Institute of Art
- **Buildings:** *the* Empire State Building, *the* Willis Tower
- **Seas and oceans:** *the* Mediterranean Sea, *the* Atlantic Ocean
- **Rivers:** *the* Mississippi, *the* Nile
- **Deserts:** *the* Sahara Desert, *the* Sonora Desert
- **Periods and events in history:** *the* Dark Ages, *the* Civil War
- **Bridges:** *the* London Bridge, *the* Mackinac Bridge
- **Parts of a country:** *the* South, *the* Upper Midwest

In general, use *the* with plural proper nouns.

- *the* Great Lakes
- *the* French
- *the* Rockies (as in the Rocky Mountains)

*The* is often used with proper nouns that include an “of” phrase.

- *the* United States of America
- *the* University of Minnesota
- *the* International Swimming Hall of Fame

Use *the* when the noun being referred to is unique because of our understanding of the world.

- *The* Earth moves around *the* sun.
- Wolves howl at *the* moon.

Use *the* when a noun can be made specific from a previous mention in the text. This is also known as second or subsequent mention.

- My son bought a cat. I am looking after *the* cat while he is on vacation.
- I read a good book. *The* book was about how to use articles correctly in English.

*The* is used with superlative adjectives, which are necessarily unique (*the first, the second, the biggest, the smallest, the next, the only, etc.*).

- It was ***the first*** study to address the issue.
- She was ***the weakest*** participant.
- He was ***the only*** person to drop out of the study.

### No Article

Keep in mind that if the noun is singular, countable, and nonspecific or generic (e.g., book, author), the articles *a* and *an* may be used. However, if the noun is countable and plural (e.g., research studies) or uncountable (e.g., information) and it is being used in a nonspecific or generic

way, no article is used.

**Prepositions:**

**Prepositions** are words that are used to link a noun or phrase to another part of the sentence. The most common ways to **use prepositions** include using them to indicate time, the direction or location of an object, or to introduce something – and an individual **preposition** can be used in more ways than one.

- I prefer to read *in* the library.
- He climbed *up* the ladder to get *onto* the roof.
- Please sign your name *on* the dotted line *after* you read the contract.
- Go *down* the stairs and *through* the door.
- He swam *across* the pool.
- Take your brother *with* you.

**The following rules will help you understand and use prepositions correctly.**

- A preposition must have an object
- Pre-position means place before
- A pronoun following a preposition should be in object form
- Preposition forms
- To preposition and to infinitive are not the same
- The golden preposition rule

Prepositions of position

- You can use prepositions to show where an object is positioned, in relation to something else, such as whether it is placed on the surface of something, inside something, or in another position.

Some common prepositions of position are:

- On: "*She placed the lid on the cooker.*"
- Above: "*The plane flew over the houses.*"
- "In front of: "*The books should go in front of the other items.*"

Prepositions of time

Different prepositions can be used to indicate time in specific ways:

- At: this can be used to indicate a specific time, for example:
  - "*We are arriving at 22.50.*"
- In: this is used to express events taking place during lengthy periods of time, such as a month or year, for example:
  - "*They first moved to the country in 1978.*"
  - "*We are going on holiday in March.*"
- On: Like "in" this is used for specific points in time – in this case, you use this preposition to indicate particular dates or days. For example:
  - "*He's moving in on Saturday.*"
  - "*I will need it back on the 17<sup>th</sup>.*"

**Video Content / Details of website for further learning (if any):**

<http://www.focus.olsztyn.pl/compound-nouns-list.html>

[https://en.wikipedia.org/wiki/Article\\_\(grammar\)](https://en.wikipedia.org/wiki/Article_(grammar))

<https://www.gingersoftware.com/content/grammar-rules/preposition/>

**Important Books/Journals for further learning including the page nos.:**

English for Technical Communication by Viswamohan, Aysha, p 3-30.

King Abdulaziz University .. Rabigh Branch. . Academic Year :1430-1431 / 2009-2010. .Mr. Samir M'rabet.. Groups : B\_4 .GRAMMAR..

Course Faculty

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Rasipuram - 637 408, Namakkal Dist., Tamil Nadu



LECTURE HANDOUTS

L 22

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : IV - Grammar and Vocabulary Date of Lecture:

Topic of Lecture: Phrasal Verbs, British and American vocabulary

**Introduction :**

- In English a **phrasal verb** is the combining of two or three words from different grammatical categories – a verb and a particle, such as an adverb or a preposition – to form a single semantic unit on a lexical or syntactic level. Examples: *turn down, run into, sit up.*
- The most noticeable difference between **American** and **British English** is **vocabulary**. There are hundreds of everyday **words** that are different. For example, Brits call the front of a car the bonnet, while **Americans** call it the hood. **Americans** go on vacation, while Brits go on holidays.

**Prerequisite knowledge for Complete understanding and learning of Topic:**

- Phrasal Verb
- British and American vocabulary

**Detailed content of the Lecture:**

**Phrasal Verbs**

- Phrasal verbs** are phrases that indicate actions. They are generally used in spoken English and informal texts. Examples of such **verbs** include: *turn down, come across and run into.*
- Phrasal verbs consist of a verb plus a particle (preposition, adverb). The particle can change the meaning of the verb completely, e.g.
  - look up – consult a reference book (look a word up in a dictionary)
  - look for – seek (look for her ring)
  - look forward – anticipate with pleasure (look forward to meeting someone)

**Position of the Particle**

- The particle is placed either after the verb or after the object.

*Example: Write down the word. / Write the word down.*

- If the object is a pronoun, however, the particle has to be placed after the pronoun (object).

*Example: Write it down.*

Phrasal Verb	Meaning	Example
Act on	To take action because of something like information received.	The police were ACTING ON a tip from an informer and caught the gang red-handed.

Aim at	To target.	The magazine is AIMED AT teenagers.
Allow for	Include something in a plan or calculation.	You should ALLOW FOR delays when planning a journey.
Back up	Make a copy of computer data.	You should always BACK UP important files and documents so that you won't lose all your work if something goes wrong with the hardware.
Bag out	Criticise.	Don't bag out BAG OUT Australian English.
Bash about	Mistreat physically.	If you BASH your monitor ABOUT like that, it won't last long.
Carry off	Win, succeed.	She CARRIED OFF the first prize in the competition.
Carry on	Continue.	CARRY ON quietly with your work until the substitute teacher arrives.
Die away	Become quieter or inaudible (of a sound).	The last notes DIED AWAY and the audience burst into applause.
Die back	When the parts of a plant above ground die, but the roots remain alive.	The plant DIES BACK in the winter.

### British and American Vocabulary

- The language may be similar, but there are some differences between *British and American English* in both the written and spoken forms.
- The most noticeable difference between **American** and **British English** is vocabulary.
- There are hundreds of everyday words that are **different**.

### List of British words and what the same word is in American English

#### British English

#### American English

1.	flat	apartment
2.	appetizer	starter
3.	fringe	bangs
4.	hairslide	barrette
5.	grill	broil
6.	grill	broiler
7.	sweet(s)	candy
8.	mobile phone	cell phone
9.	crisps	chips
10.	snakes and ladders	chutes and ladders
11.	wardrobe	closet

12.	biscuit	cookie, cracker
13.	candyfloss	cotton candy
14.	anticlockwise	counter clockwise
15.	cot	crib
16.	nappy	diaper
17.	chemist	drugstore
18.	aubergine	eggplant
19.	junior school, primary school	elementary school
20.	lift	elevator

**Video Content / Details of website for further learning (if any):**

<https://www.inlingua-edinburgh.co.uk/200-common-phrasal-verbs-with-meanings-and-example-sentences/>

<https://www.usingenglish.com/articles/big-list-british-american-vocabulary-by-topic.html>

**Important Books/Journals for further learning including the page nos.:**

English for Technical Communication by Viswamohan, Aysha, p 3-30.

**Course Faculty**

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LECTURE HANDOUTS

L 23

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : IV - Grammar and Vocabulary Date of Lecture:

**Topic of Lecture:** Abbreviations and Acronyms, Instruction

**Introduction :**

- **Abbreviations and acronyms** are shortened forms of words or phrases. An **abbreviation** is typically a shortened form of words used to represent the whole (such as Dr. or Prof.) while an **acronym** contains a set of initial letters from a phrase that usually form another word (such as radar or scuba).
- The **definition of instruction** is the act of educating, giving the steps that must be followed or an order. An example of **instruction** is someone giving another person detailed directions to the library.

**Prerequisite knowledge for Complete understanding and learning of Topic:**

- Abbreviations and Acronyms
- Instruction

**Detailed content of the Lecture:**

**Abbreviations and acronyms**

- Abbreviations and acronyms are shortened forms of words or phrases. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or Prof.) while an acronym contains a set of initial letters from a phrase that usually form another word (such as radar or scuba).

**Abbreviations**

- PA - Personal Assistant
- MD - Managing Director
- VP - Vice President
- EVP - Executive Vice President
- CMO - Chief Marketing Officer
- CFO - Chief Financial Officer
- CEO - Chief Executive Officer

**Acronyms**

- ABS - Anti-lock Braking System
- ADD - Attention Deficit Disorder
- AIDS - Acquired Immune Deficiency Syndrome
- DARE - Drug Abuse Resistance Education

**Instruction**

- Instruction was defined previously as "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management). Professional educators have developed a variety of models of instruction, each designed to

produce classroom learning.

- The purpose of instruction is to help people learn. The goal of instructional designers is to make learning easier, quicker, and more enjoyable. We believe that an instructional designer's job is to help everyone to learn and be successful.

“The main purpose of instruction, whether face-to-face or online, is to facilitate student achievement of intended learning objectives” (Linn & Miller 2005)

- Imperative forms are very common in instructions and mostly used for technical instructions.
- An imperative sentence begins with the base form of a verb. The implied subject *you* is said to be understood.
- Ex. Keep the battery ready.

#### **Instructed Sentence Examples**

- Don't open it, he instructed him. ...
- From behind her his voice instructed gently. ...
- "Bring it to me first," she instructed in a low tone. ...

#### **Video Content / Details of website for further learning (if any):**

<https://abbreviations.yourdictionary.com/articles/common-acronyms.html>

<https://sentence.yourdictionary.com/instructed>

#### **Important Books/Journals for further learning including the page nos.:**

English for Technical Communication by Viswamohan, Aysha, p 3-30.

**Course Faculty**

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LECTURE HANDOUTS

L 24

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : IV - Grammar and Vocabulary Date of Lecture:

**Topic of Lecture:** Recommendation, Use of Dialogue writing, Checklist

### Introduction :

- **Recommendation** is the act of saying that someone or something is good and deserves to be chosen. : a suggestion about what should be done. Chiefly US : a formal letter that explains why a person is appropriate or qualified for a particular job, school, etc.
- As a literary technique, **dialogue** serves several purposes. It can advance the plot, reveal a character's thoughts or feelings, or show how characters react in the moment. **Dialogue** is written using quotation marks around the speaker's exact words.
- The definition of a checklist is a list of things that can be checked off as completed or noted. An example of a checklist is when you have ten things to do for work and you make a list of all of them and you check them off as you accomplish each of them.

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Recommendations
- Use of Dialogue writing
- Checklist

### Detailed content of the Lecture:

#### Recommendation

- It is the act of saying that someone or something is good and deserves to be chosen as well as a suggestion about what should be done.

#### RECOMMEND / SUGGEST + ING

- There are a couple of different ways. You can use the "ing" form of the verb immediately after recommend or suggest. You can say, "It's raining outside, I **recommend taking** an umbrella" or "I suggest taking an umbrella." That's correct.

#### RECOMMEND / SUGGEST + (THAT) + SUBJECT + VERB

- Or you can use this structure "I **recommend that you take** an umbrella" or "I **suggest that you take** an umbrella." Those are correct as well. Some native English speakers will actually eliminate the word "that" and say "I **recommend you take** an umbrella" or "I **suggest you take** an umbrella." That's okay to say too.
- Alright, now you've got a few different correct ways to use recommend and suggest. Don't use the "to" use "taking" the "ing" form or use "I suggest that you take" or "I suggest you take an umbrella."

#### Use of Dialogue Writing

- Dialogue is the speech of fiction, the talk between two or more characters. It is speech appropriate for the story, verbal communication that works with and for, not against, the fiction. Good dialogue draws the reader into an imaginary world and works to keep her there. Dialogue is one of the key elements of fiction.

- Dialogue is a conversation between two or more people in a narrative work. As a literary technique, dialogue serves several purposes. It can advance the plot, reveal a character's thoughts or feelings, or show how characters react in the moment.
- Importance of dialogue writing

Dialogue is important because when you have dialogue it shows the character's personality, emotions, and actions. With dialogue you can show how the character is instead of describing how the character is.

### Checklist

- A checklist is a list of all the things that you need to do, information that you want to find out, or things that you need to take somewhere, which you make in order to ensure that you do not forget anything.
- Make a checklist of the tools and materials you will need.
- A checklist is a type of job aid used to reduce failure by compensating for potential limits of human memory and attention.
- It helps to ensure consistency and completeness in carrying out a task. A basic example is the "to do list".

### A typical checklist should have the following items:

- Give a name to your checklist.
- Date / Date range.
- Add tasks in your checklist.
- Continue repeating for every task.
- Step 1: Create a Bit Account.
- Step 2: Create a Workspace.
- Step 3: Add Team Members.
- Step 4: Create Your Desired Document.

### Video Content / Details of website for further learning (if any):

<https://examples.yourdictionary.com/dialogue-examples.html>

<https://www.wikihow.com/Recommend-Someone-for-a-Job>

<https://blog.bit.ai/how-to-create-a-checklist/>

### Important Books/Journals for further learning including the page nos.:

English for Technical Communication by Viswamohan, Aysha, p 3-30.

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LECTURE HANDOUTS

L 25

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : V-Workplace Psychology Date of Lecture:

## Topic of Lecture: Nature and Development of Industrial/ Work Psychology

### Introduction:

Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Industrial-organizational psychologists perform a wide variety of tasks, including studying worker attitudes and behavior, evaluating companies, and conducting leadership training. The overall goal of this field is to study and understand human behavior in the workplace

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Industrial psychology
- Objective of industrial psychology
- Difference between industrial psychology and organizational psychology
- Industrial Psychologists motivate

### Detailed content of the Lecture:

- Industrial Psychology is the application of psychological principles and facts to the behavior of the people at work in industry and business.
- **Industrial and organizational (I-O) psychology** is a branch of psychology that studies how human behavior and psychology affect work and how they are affected by work.
- By understanding the causation of behavior we can predict, change or control their behavior or shape it in a desirable direction.
- Industrial and organizational psychologists work in four main contexts: academia, government, consulting firms, and business.
- Industrial-organizational psychologists use psychological principles and research methods to solve problems in the workplace and improve the quality of life.

### 6 Scopes of Industrial Psychology

- Economic, Social and Psychological Aspect of the Industry: ...
- Study of the Physical Aspect of Work Environment: ...
- Principles of Human Relationships: ...
- Study of Aptitudes and Motives: ...
- Study of Principles of Mental Health: ...
- Study of Human Relation:
- Industrial and Organizational Psychology (I/O Psychology), which is also known as occupational psychology, organizational psychology, or work and organizational psychology..
- Industrial psychology is the field of psychology dedicated to understanding and

managing employment and organizational relationships.

- Industrial psychologists may work directly for a business in an advisory role, provide counseling to employees, or offer businesses tips on finding and hiring the right employees.
- The objective of Industrial Psychology is to discover the ideal conditions in which the best mental and physical health of worker can be maintained.
- Protection of Worker's Economic Interests: Mental Health cannot be maintained unless a person's economic interests are secure.
- Industrial psychology includes studying worker satisfaction, motivation, and commitment.
- Industrial Psychology and Organizational Psychology can be pursued at Master's level as it is a specialized domain in the field of psychology.
- The basic difference between the both is that the Industrial Psychology uses psychometrics, statistics, and research tools to design unbiased system for hiring employees.
- Motivated employees improve an organization's productivity and its competitive advantage
- Industrial and organizational (I/O) psychologists focus on the behavior of employees in the workplace.
- Psychological principles and research methods to improve the overall work environment, including performance, communication, professional satisfaction and safety.
- The use of psychology in business can allow you to motivate your employees, hire intelligently, expand and grow, negotiate contracts effectively, improve your staff's performance, market better, bring in more customers, and realize your goals.
- Workplace psychologists use psychology research strategies to assess workplace environments, identify areas in need of improvement, and develop strategies to address those issues.
- Workplace psychologists use conduct surveys and individual assessments, and evaluate programs for effectiveness.
- Psychology principles are motivation, performance appraisal, training, recruitment, compensation, stimulation, socialization, identity, control, communication and human behaviors and psychology of leadership.
- The five major perspectives in psychology are biological, psychodynamic, behavioral, cognitive and humanist.
- **Industrial Psychologists motivate their employees as to be :**
- Be kind. Encourage self-care. ...
- Be transparent. ...
- Have an open-door policy. ...
- Nurture creativity and out-of-the-box thinking. ...
- Collaborate

**Video Content / Details of website for further learning (if any):**

<https://www.verywellmind.com/what-is-industrial-organizational-psychology-2795302>

[https://en.wikipedia.org/wiki/Industrial\\_and\\_organizational\\_psychology](https://en.wikipedia.org/wiki/Industrial_and_organizational_psychology)

<http://www.yourarticlelibrary.com/industrial-psychology/industrial-psychology-top-6-scopes-of-industrial-psychology-explained/34685>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> century: An introduction to industrial and Organisational Psychology by Landy,F.J.& Conte, J.M page nos:1-12,37,17

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LECTURE HANDOUTS

L 26

ENGLISH

I /II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : V- Workplace Psychology Date of Lecture:

## Topic of Lecture: Employee Selection Techniques

### Introduction :

Employee Selection is the process of putting right men on right job. It is a procedure of matching organizational requirements with the skills and qualifications of people. Employee selection is the process employers use to determine which candidates to choose for particular jobs or roles within the organization Recruitment is considered to be a positive process as it motivates more of candidates to apply for the job. It creates a pool of applicants.

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Effective selection
- Review of Job Classification Systems.
- Preliminary Interviews
- Application blanks-
- Written Tests
- Employment Interviews

### Detailed content of the Lecture:

- Effective selection can be done only when there is effective matching. By selecting best candidate for the required job, the organization will get quality performance of employees.
- Employers may use formal, standardized selection procedures to facilitate meeting other important organizational goals in addition to the enhancement of job performance.
- Candidates may be external applicants (i.e., applicants with no current association with the hiring organization) or internal candidates (i.e., current employees seeking other positions).
- Moreover, organization will face less of absenteeism and employee turnover problems. By selecting right candidate for the required job, organization will also save time and money.
- An organization may use these selection procedures to ensure a process that treats all candidates consistently.
- Often, employee selection connotes pre employment selection—that is, determining which external applicants to hire.
- Proper screening of candidates takes place during selection procedure. All the potential candidates who apply for the given job are tested.
- But selection must be differentiated from recruitment, though these are two phases of employment process.
- Recruitment is considered to be a positive process as it motivates more of candidates to apply for the job.
- It creates a pool of applicants. It is just sourcing of data. While selection is a negative process as the inappropriate candidates are rejected here.

- Recruitment precedes selection in staffing process. Selection involves choosing the best candidate with best abilities, skills and knowledge for the required job.
- Review of Job Classification Systems.
- Incumbent Interviews.
- Supervisor Interviews.
- Expert Panels.
- Structured Questionnaires.
- Task Inventories.
- Check Lists.
- Open-Ended Questionnaires.

**The Employee selection Process takes place in following order**

- **Preliminary Interviews-** It is used to eliminate those candidates who do not meet the minimum eligibility criteria laid down by the organization.
- The skills, academic and family background, competencies and interests of the candidate are examined during preliminary interview.
- Preliminary interviews are also called screening interviews.
- **Application blanks-** The candidates who clear the preliminary interview are required to fill application blank.
- It contains data record of the candidates such as details about age, qualifications, reason for leaving previous job, experience, etc.
- **Written Tests-** Various written tests conducted during selection procedure are aptitude test, intelligence test, reasoning test, personality test, etc.
- These tests are used to objectively assess the potential candidate. They should not be biased.
- **Employment Interviews-** It is a one to one interaction between the interviewer and the potential candidate.
- It is used to find whether the candidate is best suited for the required job or not.
- But such interviews consume time and money both. Moreover the competencies of the candidate cannot be judged.
- Such interviews may be biased at times. Such interviews should be conducted properly. No distractions should be there in room.
- There should be an honest communication between candidate and interviewer.
- **Medical examination-** Medical tests are conducted to ensure physical fitness of the potential employee. It will decrease chances of employee absenteeism.
- **Appointment Letter-** A reference check is made about the candidate selected and then finally he is appointed by giving a formal appointment letter.

**Video Content / Details of website for further learning (if any):**

[www.managementstudyguide.com](http://www.managementstudyguide.com) > [employee-selection-process](#)

<https://www.managementstudyguide.com/employee-selection-process.html>

<https://www.universalclass.com/articles/business/i/o-psychology-the-process-of-employee-selection.htm>

<http://psychology.iresearchnet.com/industrial-organizational-psychology/recruitment/employee-selection/>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> century: An introduction to industrial and Organisational Psychology by Landy, F.J. & Conte, J.M page nos: 1-12, 37, 17

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LECTURE HANDOUTS

L 27

ENGLISH

I/II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : V -Workplace Psychology Date of Lecture:

## Topic of Lecture: Fair Employment Practices Recruitment

### Introduction :

Fair employment practices consist of hiring practices that are fair, merit-based and non-discriminator. A **fair selection process** consists of judging people on their ability to do the job not on the basis of one's race, color, sex, age, national origin, religion, genetic information, disability, or EEO activity..

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Principles to adopt fair employment practices
- Ways to Make Your Company's Hiring Process More Fair
- Selection documents
- **Fair Recruitment Initiative**

### Detailed content of the Lecture:

- A fair selection process is important because it contributes to a business' bottom line by adding credibility to the selecting official's decisions.
- One ensures that a selection process is fair by creating a painstakingly structured interview process that reduces the likelihood of bias and increases objectivity.
- The greater amount of objectivity that is built into the interview process the higher the likelihood that an agency can demonstrate that its selection process was fair.
- Using objective and consistent evaluation methods promotes impartiality and neutrality.
- Implementing fair employment practices makes good business sense.
- It is also the right thing to do in a workforce such as Singapore's, with its diverse ethnic, religious, age and gender makeup
- A fair selection process consists of judging people on their ability to do the job not on the basis of one's race, color, sex, age, national origin, religion, genetic information, disability, or EEO activity.
- Principles to adopt fair employment practices
- Recruit and select employees on the basis of merit (such as skills, experience or ability to perform the job), regardless of age, race, gender, religion, marital status and family responsibilities, or disability.
- Treat employees fairly and with respect, and implement progressive human resource management systems.
- The principles and guidelines aim to inform the current and future work of the ILO and of other organizations, national legislatures, and the social partners on promoting and ensuring fair recruitment.
- Provide employees with equal opportunity to be considered for training and development based on their strengths and needs, to help them achieve their full potential.

- Reward employees fairly based on their ability, performance, contribution and experience.
- Abide by labour laws and adopt the Tripartite Guidelines on Fair Employment Practices.

**Fair Recruitment Initiative:**

- help prevent human trafficking and forced labour;
- protect the rights of workers, including migrant workers, from abusive and fraudulent practices during the recruitment process (including pre-selection, selection, transportation, placement and possibility to return);
- reduce the cost of labour migration and enhance development outcomes for migrant workers and their families, as well as for countries of origin and destination.

- **Ways to Make Your Company's Hiring Process More Fair**

Embrace diversity from the get-go.

- Diversity is important in the workplace because it builds a company with a unique dynamic and a strong ability to adapt.
- **Create a values-based process.**
- A simple way to avoid discrimination during the hiring process is to take a values-based approach to hiring.
- Level the playing field.
- To avoid the appearance of discrimination, the interviewer should ask each candidate the same set of questions.
- Identify disqualification reasons.
- Companies should rethink this inaction: If a company identifies and captures the reasons why it did not hire a particular candidate, it can better ensure that its hiring process is EEOC-compliant.
- Continue to review and improve the process.
- As with all business practices, there is never a “set it and forget it” method, especially with a hiring process. The workplace is in a constant state of change, and the hiring process should reflect that.

- **Selection documents include, but are not limited to:**

- Vacancy Announcement (internal and external recruitment, if applicable)
- Position Description;
- Application materials submitted by the top-rated
- Candidates;
- Rating plan;
- Interview questions
- Interview matrix
- Referral list
- Ranking matrix
- Selection memorandum; and
- All notes provided by panelists (if a panel was used).

**Video Content / Details of website for further learning (if any):**

<https://www.mom.gov.sg/employment-practices/good-work-practices/fair-employment-practices>

<https://www.entrepreneur.com/article/270617>

<https://www.ilo.org/global/topics/fair-recruitment/lang--en/index.htm>

[https://www.edi.nih.gov/sites/default/files/public/EDI\\_Public\\_files/guidance/toolkits/managers/manager-fair-selection-toolkit01.pdf](https://www.edi.nih.gov/sites/default/files/public/EDI_Public_files/guidance/toolkits/managers/manager-fair-selection-toolkit01.pdf)

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> century: An introduction to industrial and Organisational Psychology by

Landy,F.J.& Conte, J.M page nos:13-19,38-47

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LECTURE HANDOUTS

L 28

ENGLISH

I /II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : V- Workplace Psychology Date of Lecture:

## Topic of Lecture: Biographical Information &, Interviews

### Introduction:

A biography, or simply bio, is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships, and death; it portrays a person's experience of these life events. One in-depth form of biographical coverage is called legacy writing. A psychological interview ferrets out your work ethic and honesty, or determines whether you might be the type of person that loses control or steals on the job

### Prerequisite knowledge for Complete understanding and learning of Topic: .

- Biographical Information
- Types of Biographies
- Job Interview Tips
- Handle a Psychological Interview

### Detailed content of the Lecture:

- **Detailed content of the Lecture:**
- Biographical Information Blank (BIB) is a type of assessment that uses biodata in employee recruitment to help determine which of several candidates should be hired for a job. Understanding Biographical Information.
- Personal information is personal data that distinguishes one individual from another.
- The most basic of this information is a person's biographical data, which includes name, address, gender, marital status, and date of birth.
- A biography can contain almost anything about a person - their entire life, or just one key event.
- Most biographies, regardless of their length and target audience, will provide basic facts like the time and place in which the person lived..
- Biodata measures are individuals in free societies shape their life experiences, and they also are shaped by them
- The process of reciprocal influence between personality and situations occurs over a large time span; and therefore,
- Measures of past experience should predict future work behavior, especially given a relatively unconstrained environment where employees' typical performance can be wide-ranging.

### Types of Biographies

- **Autobiography:** A narrative of a person's life, written by, or as having been written by that person.
- **Biography:** A history of a person's life. It could be written by another author.
- **Memoir:** A narrative recollection of the writer's earlier experiences, especially those

involving unusual people, places, or events.

- **Psychological Interview** can help an employer match you with the type of job you will do best.
- **Structured Interview** is a data-gathering methodology that involves a standard set of questions asked in the same manner and order.

#### **Stages of the Interview**

- Stage 1: Lasting approximately two to three minutes, you are meeting the interviewers and being escorted to the interview room. ...
- Stage 2: The longest portion of the interview, this is when the employer asks you questions and listens to your responses. ...
- Stage 3: your questions. ...
- Stage 4: Closing.
- Job interviewers often have two goals in mind when meeting an applicant and conducting a job interview: Evaluate the candidate's fit for the company or position, and "sell" the job to the prospective employee.
- The job selection process, with its involved interviews and situational tests, is a peculiar and specialized kind of environment.
- Handle a Psychological Interview
- Make an effort to arrive at the interview completely rested and refreshed.
- Get a good's night sleep the night before the interview. Eat a light, nutritious breakfast and try to stay relaxed.
- Limit your caffeine consumption before the interview so that you don't appear nervous. Use relaxing breathing techniques before the interview, such as several deep, full breaths, to help reduce your tension before the interview.
- A psychological interview is nothing more than a psychological "fitness" test that more than likely focuses on your personal career goals, ambitions and family background.
- The best way to handle a psychological interview is to tell the truth.
- When the interviewer asks you why you did or didn't like your boss, don't use this as an opportunity to complain.
- Avoid sharing any previous negative work experiences in a psychological interview.
- Interviewers like to ask challenging questions to see how you handle the scrutiny.

#### **Job Interview Tips**

- Focus on the positive. ...
- Be professional. ...
- Know why you want the job. ...
- Create alternatives. ...
- Practice, practice, practice. ...
- Do your research on the job and the organization. ...
- Know what you have to offer. ...

Ask questions (even if you think you already know all the answers).

#### **Video Content / Details of website for further learning (if any):**

<https://www.ioatwork.com/interviewing/>

<https://work.chron.com/handle-psychological-interview-14334.html>

[careers.umbc.edu > students > interview > stages](https://careers.umbc.edu/students/interview/stages)

#### **Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> century: An introduction to industrial and Organisational Psychology by Landy, F.J. & Conte, J.M page nos: 1-12, 37, 170

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LECTURE HANDOUTS

L 30

ENGLISH

I /II

Course Name with Code : Life Skills and Workplace Psychology / 21HSS03

Course Faculty :

Unit : V- Workplace Psychology Date of Lecture:

**Topic of Lecture: Interpreting Visual Information - Flow Chart, Pie Chart, (Transcoding)**

### Introduction :

Visual representations help us to understand data quickly. When you show an effective graph or chart, your report or presentation gains clarity and authority, whether you're comparing sales figures or highlighting a trend. Visual transcoding refers to the interpretation of the visual and then subsequently changing it into a written text. The ability to interpret visuals is also known as visual literacy

### Prerequisite knowledge for Complete understanding and learning of Topic:

- Visual transcoding
- Flow Chart
- Pie Chart

### Detailed content of the Lecture:

- Visual transcoding refers to the interpretation of the visual and then subsequently changing it into a written text.
- Transcoding graphical representations such as line graph, pie chart, bar diagram, table in Technical English.
- A flowchart is **a picture of the separate steps of a process in sequential order.**
- It is a generic tool that can be adapted for a wide variety of purposes, and can be used to describe various processes, such as a manufacturing process, an administrative or service process, or a project plan.

### Benefits

- A flow chart will highlight the need for clear, unambiguous procedures that fully define everybody's responsibilities.
- Difficulties may be encountered because the process is not understood, there have been changes to the process which have not been recorded or because there really is no common process, i.e. everybody does it differently. The discipline of drawing a flow chart can solve all of these problems.
- Flow charts often make very complex written procedures easy to understand at a glance. The logic and clarity of flow charts make them appropriate for many operations. Rather than write a long detailed procedure first, why not try making a flow chart and put it on the wall. This will improve the clarity of decision-making.
- To interpret a pie chart, compare groups.
- When you interpret one pie chart, look for differences in the size of the slices. ...
- When you compare multiple pie charts, look for differences in the size of slices for the same categories in all the pie charts.
- To interpret a graph or chart, read the title, look at the key, read the labels. Then study the graph

to understand what it shows

- It represents data visually as a fractional part of a whole, which can be an effective communication tool for the even uninformed audience.
- It enables the audience to see a data comparison at a glance to make an immediate analysis or to understand information quickly.
- **Representing Data Graphically**
- Create a frequency table, bar graph, pareto chart, pictogram, or a pie chart to represent a data set.
- Identify features of ineffective representations of data.
- Create a histogram, pie chart, or frequency polygon that represents numerical data.
- Create a graph that compares two quantities.
- A flowchart is a picture of the separate steps of a process in sequential order. It is a generic tool that can be adapted for a wide variety of purposes, and can be used to describe various processes, such as a manufacturing process, an administrative or service process, or a project plan.
- Pie charts can be used to show percentages of a whole, and represents percentages at a set point in time. Unlike bar graphs and line graphs, pie charts do not show changes over time. The following pages describe the different parts of a pie chart. The title offers a short explanation of what is in your graph.

**Video Content / Details of website for further learning (if any):**

[https://www.mindtools.com/pages/article/Charts\\_and\\_Diagrams.htm](https://www.mindtools.com/pages/article/Charts_and_Diagrams.htm)

<http://cms.gcg11.ac.in/attachments/article/97/VISUAL%20TRANSCODING.pdf>

<https://www.excelr.com/advantages-and-disadvantages-of-pie-charts#:~:text=Advantages%20of%20a%20Pie%20Chart&text>

**Important Books/Journals for further learning including the page nos.:**

Work in the 21<sup>st</sup> century: An introduction to industrial and Organisational Psychology by Landy,F.J.& Conte, J.M page nos:1-12,37,170

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