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Meaning and Definition and Process of Communication

Meaning and Definition of Communication

The communication process is fundamental for human survival. It is essential to the development of the individual, to the formation and continued existence of groups and to the interrelations among groups. No any other social process is as important and basic as the communication to development of human individuals, their culture and civilization, science and technology, institutions and organization and everything that is man-made. In fact communication has separated human beings from animal kingdom and endowed them with a superpower to control the world around them.

The word 'Communication' is derived from the Latin word 'Communis' meaning common. This implies that when we communicate, we are trying to establish 'Commonness' with someone through a message. Then communication is a conscious attempt to establish commonness over some idea, fact, feelings and the like, with others. In essence, it is a process of getting a source and a receiver tuned together for a particular message or a series of messages.

Definitions of Communication

Leagans – Communication is a process by which two or more people exchange ideas, facts, feelings or impression in ways that each gains a common understanding of meaning, intent and use of message.

Schramm - communication as "a tool that makes societies possible and distinguish human from other societies".

Berelson and Steiner - Communication as the transmission of information, ideas, emotions, skills through the use of symbols, words, pictures, figures, and graph.

Rogers and Shoemaker - Communication is the process by which messages are transferred from a source to receiver.

The Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding. Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.

A more comprehensive suggested definition to define communication would be: "a process of transmitting ideas, information, attitudes (images which we have formulated for ourselves) by the use of symbols, words, pictures, figures from the source (who is the originator of the message) to a receiver, for the purpose of influencing with intent", So communication is considered as a process through which senders and receivers of messages interact in a given social context. We can conclude that communication is a process used to timely and properly exchange information between a sender and a receiver to achieve a desired goal.

- A. Process:** It suggests that the components of interaction are dynamic in nature. They can not be regarded as unchanging elements in time and space. This simply means that no single aspect of communication can be meaningfully understood apart from the other elements
- B. Interaction:** It is the process of linking between senders and receivers of the message. The process specifies interaction or linkages between or among countless factors; so that the changes in any set of forces affect the operation of all other processes to produce a total effect. The concept of interaction is central to an understanding of the concept of process in communication. Communication is an attempt to bridge the gap between two individuals through producing and receiving messages which have meaning for both.
- C. Social Context:** Human communication is, to a great extent. Influenced by the social context in which it occurs. The context or the situation that consists of a set of rules which govern the origin, flow and effect of the messages.

Communication is a process whereby information is encoded and imparted by a sender to a receiver via a communication channel / medium. The receiver then decodes the message and gives the sender a

feedback. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speaking, singing and sometimes tone of voice, and non-verbal, physical means, such as body language, sign language, paralanguage, touch, eye contact, by using writing. Communication is thus a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. If you use these processes it is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur.

Communication Process

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are seven major elements / components of communication process:

Sender: The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.

Encoding: The sender begins with the encoding process wherein he uses certain words or nonverbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

Message: Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.

Communication Channel: The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

Receiver: The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

Decoding: Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Feedback: The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

Types of communication

1. **Verbal communication** - It includes listening, speaking reading and writing
2. **Nonverbal communication** - Communication without language is known as nonverbal. It is also known as gestural communication. This includes gestures, facial expressions, etc., which make communication more effective.
3. **Intra personal communication** - It occurs within ourselves and continuous as long as we are alive.
4. **Small group communication** - In Mutual conversation between five to ten people. It may be formal or informal.
5. **Mass communication** - It is a communication system in which an identical message is originated by an institutional organization and sent to a large number of receiver through public channels (TV, Radio, Newspaper, Magazines, Film, Internet)
6. **Dyadic communication** - In dyadic communication, two individuals communicate with each other.
7. **Interpersonal communication** - Interpersonal communication most commonly occurs in face to face situations, where we can see, hear and even touch the other person or persons.
8. **Public speaking** - One person addresses a large audience. Public speaking is mostly one way from the speaker to audience. Messages are conveyed by the speaker and received by the audience.



Verbal and Non-Verbal Communication

Verbal Communication

The Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In the case of the verbal communication, the feedback is immediate since there are a simultaneous transmission and receipt of the message by the sender and receiver respectively. The sender must keep his speech tone high and clearly audible to all and must design the subject matter keeping the target audience in mind. The

sender should always cross check with the receiver to ensure that the message is understood in absolutely the same way as it was intended. Such communication is more prone to errors as sometimes the words are not sufficient to express the feelings and emotions of a person. The success of the verbal communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations.

Non-Verbal Communication

The Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called as nonverbal communication.

The Non-Verbal Communication, unlike the verbal communication, helps in establishing and maintaining the interpersonal relationships while the verbals only help in communicating the external events. People use non-verbals to express emotions and interpersonal attitudes, conduct rituals such as greetings and bring forward one's personality.

The non-verbal communication in the form of signals, expressions add meaning over the verbals and help people to communicate more efficiently. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions.

The non-verbal communication defines the distance between the communicators and helps them to exchange their emotional state of mind. Also, it regulates the flow of communication, for example, an individual can give signals to convey that he had finished speaking or else he wants to speak. Sometimes, the non-verbals acts as a barrier to communicating effectively as the recipient could not understand what the sender is trying to say and may interpret it wrongly.



Introduction

The process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners is known as public speaking. It is closely allied to "presenting", although the latter has more of a commercial connotation.

Importance of Good Public Speaking

In public speaking, there are five basic elements, often expressed as "*who* is saying *what* to *whom* using what *medium* with what *effects*?" The purpose of public speaking ranges from simply transmitting information, to motivating people to act, to simply telling a story. Good orators should be able to change the emotions of their listeners, not just inform them. Interpersonal communication and public speaking

have several components that embrace such things as motivational speaking, leadership / personal development, business, customer service, large group communication, and mass communication. Public speaking can be a powerful tool to use for purposes such as motivation, influence, persuasion, informing, translation, or simply entertaining. A confident speaker is more likely to use this as excitement and create effective speech, thus increasing their overall ethos. Professional public speakers often engage in ongoing training and education to refine their craft. This may include seeking guidance to improve their speaking skills such as learning better story-telling techniques, for example, or learning how to effectively use humor as a communication tool as well as continuous research in their topic area of focus.

Good public speaking skills works at the time of the interview. It is compulsory to face an interview before getting a new job. Interviewer will not only judge your personality but also your communication and fluency in general. In this technology- savvy world, your presentation skills and public speaking skills are also counted along with your basic qualification.

It is not that we only require public speaking skills to speak in front of audience or to give lectures. Public speaking skills are an asset that is worth millions. These skills are counted not only in our professional life but are also useful when a person is college go-getter. For example, a student possessing good presentation skills and public speaking skills can do wonders in his grading criteria. It is important to have clarity of delivery element, which is the base of any public speaking skills because unclear speech and words will do any good in general speaking in front of audiences. It is common sense that on whatever topic you are speaking, clarity is a must because no one would be able to convey your message or whatever you are trying to speak. Unclear words will only show that you have not prepared the subject or you are scared of speaking. Those who cannot convey their ideas into words cannot transform their skills in professional life. Some scholars just pass away with their ideas still left with them just because of the inability to transform ideas. It is true that these scholars were intelligent and conveyed their message through writing. But the written scripts cannot convey the messages effectively compared to speaking. They simply were not able to put their messages in front of the people of what they actually think. They were unable to speak in front of the public. So, do not let go the importance of public speaking skills.

People also think that public speaking skills and communication skills are not interrelated. But they should know that they are inter-related to a certain degree of extent. However public speaking is a broader term compared to communication skills, because people with good public speaking skills have good communication skills. However, the *vice-versa* may not be correct. There are many reasons behind why people with good communication cannot speak in public. The reason behind why people are unable to speak in front of public is fear. Most of the people are scared and have fear while speaking in front of the public. They get nervous and their heartbeat gets fast resulting into unclear words and stammering. The common fear of public speaking is called **gloss phobia** (or, informally, "stage fright").

There are numerous ways to enhance public speaking skills. No doubt, apart from the practice you should have a great storage bank of vocabulary in your mind. You can practice public speaking skills by speaking in front of your family members, friends and colleagues. Gradually, your fluency will increase along with your vocabulary. Once you are able to come out of your fear, you can be a good public speaker. Do not forget that possessing good public speaking skills is a big asset.

Objectives of a public speaking

The objectives of a public speaker's presentation can range from simply transmitting information, to motivating people to act, to simply telling a story. People who speak publicly in a professional capacity are paid a 'speaking fee'. Professional public speakers may include ex-politicians, sports stars and other public figures. In the case of high profile personalities, the sum can be extraordinary.

Public speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess. This skill can be used for almost anything. Most great speakers have a natural ability to display the skills and effectiveness that can help to engage and move an audience for whatever purpose. Language and rhetoric use are among two of the most important aspects of public speaking and interpersonal communication. Having knowledge and understanding of the use and purpose of communication can help to make a more effective speaker communicate their message in an effective way. The speeches of politicians are often widely analyzed by both their supporters and detractors.

Tips for Public Speaking

Know the needs of your audience and match your contents to their needs.

Know your material thoroughly.

Put what you have to say in a logical sequence.

Ensure your speech will be captivating to your audience as well as worth their time and attention.

Practice and rehearse your speech at home or where you can be at ease and comfortable, in front of a mirror, your family, friends or colleagues.

Record your presentation with the help of mobile or digital camera or tape-recorder and listen to yourself and analyze it.

Know what your strong and weak points are. Emphasize your strong points during your presentation.

When you are presenting in front of an audience, you are performing as an actor is on stage. How you are being perceived is very important. Dress appropriately for the occasion.

Be solemn if your topic is serious. Present the desired image to your audience.

Look pleasant, enthusiastic, confident, proud, but not arrogant.

Remain calm. Appear relaxed, even if you feel nervous.

Speak slowly, enunciate clearly, and show appropriate emotion and feeling relating to your topic.

Establish rapport with your audience.

Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room. Vary the tone of your voice and dramatize if necessary. If a microphone is available, adjust and adapt your voice accordingly.

Body language is important. Standing, walking or moving about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech.

Use audio-visual aids or props for enhancement if appropriate and necessary.

Master the use of presentation software such as *PowerPoint* well before your presentation. Do not over-dazzle your audience with excessive use of animation, sound clips, or gaudy colors which are inappropriate for your topic.

Do not torture your audience by putting a lengthy document in tiny print on an overhead and reading it out to them.

Speak with conviction as if you really believe in what you are saying. Persuade your audience effectively.

The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION.

Do not read from notes for any extended length of time although it is quite acceptable to glance at your notes infrequently. Speak loudly and clearly. Sound confident.

Do not mumble. If you made an error, correct it, and continue. No need to make excuses or apologize profusely.

Maintain sincere eye-contact with your audience. Use the 3-second method, e.g. look straight into the eyes of a person in the audience for 3 seconds at a time. Have direct eye contact with a number of people in the audience, and every now and then glance at the whole audience while speaking. Use your eye-contact to make everyone in your audience feel involved.

Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt.

If what you have prepared is obviously not getting across to your audience, change your strategy midstream if you are well prepared to do so. Remember that communication is the key to a successful presentation.

If you are short of time, know what can be safely left out. If you have extra time, know what could be effectively added. Always be prepared for the unexpected.

Pause. Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.

Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

When using audio-visual aids to enhance your presentation, be sure all necessary equipment is set up and in good working order prior to the presentation. If possible, have an emergency backup system readily available. Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation.

Have handouts ready and give them out at the appropriate time. Tell audience ahead of time that you will be giving out an outline of your presentation so that they will not waste time taking unnecessary notes during your presentation.

Know when to STOP talking. Use a timer or the microwave oven clock to time your presentation when preparing it at home. Just as you don't use unnecessary words in your written paper, you don't bore your audience with repetitious or unnecessary words in your oral presentation. To end your presentation, summarize your main points in the same way as you normally do in the CONCLUSION of a written paper.

Remember, however, that there is a difference between spoken words appropriate for the ear and formally written words intended for reading. Terminate your presentation with an interesting remark or an appropriate punch line. Leave your listeners with a positive impression and a sense of completion. Do not belabor your closing remarks. Thank your audience and sit down. Have the written portion of your assignment or report ready for your instructor if required.



LISTENING AND NOTE TAKING

(A) LISTENING

Listening is both a physiological as well as a cognitive process, a sort of qualitative add-on to hearing. Listening is to give one's attention to sound. Hearing, which is only one part of the listening process, refers to the physical act of receiving sounds. It is a passive process that occurs even when we are in sleep. Listening on the other hand is work. It means not only hearing but also paying attention and understanding. Listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioural processes include responding with verbal and non-verbal feedback.

Listening helps the cultivation of smooth interpersonal relationships with fellow workers, which is essential for efficient functioning of any organization. Many professionals do not wait and listen. Listening is often undermined by distractions arising from the environment, the learner and the speaker. Listening is a part of good communication. Lack of listening may lead to incorrect communication. Listening is to showing respect to the speaker and his / her view point. Managers and teachers should develop the art of listening and not assume that they know what is being said. Good and active listening requires careful hearing and understanding of the message to make out its meaning. Active listening, sometimes by writing notes, responses greater confidence in the listener.

Research studies and surveys have shown that most of the people are poor listeners. A basic reason for this is that we practice it seldom though few of us have been taught how to listen; listening efficiency can actually be raised by merely giving some attention to it. A prime cause of poor listening is the difference between the think speed and a person's rate of speech. This refers to the difference between the average rate of speech - about 125 to 175 words a minute and brain's capacity to think words, which is at the rate of 500 to 1000 words a minute or in some case 5000. Thus, our brain works too fast and the relatively slow input of these 125 to 175 words a minute leaves the mind much room to think about other things. When we are engaged in conversation we find so many times that the listener is miles away.

Types of Listening

- (1) **Active Listening** - Active listening is when the listener is fully engaged and reacts to the ideas presented by the speaker. This is usually through non-verbal cues such as nodding, smiling, facial expressions in response to the ideas of the speaker, making eye contact, etc. The listener can also ask questions, clarify ideas, and even comment on certain points that have been presented.
- (2) **Passive Listening** - In passive listening, the listener does not react to the ideas of the speaker but merely listens. In this case, the listener makes no attempt to interrupt the speaker, by asking questions and commenting on the ideas that have been presented. This, however, does

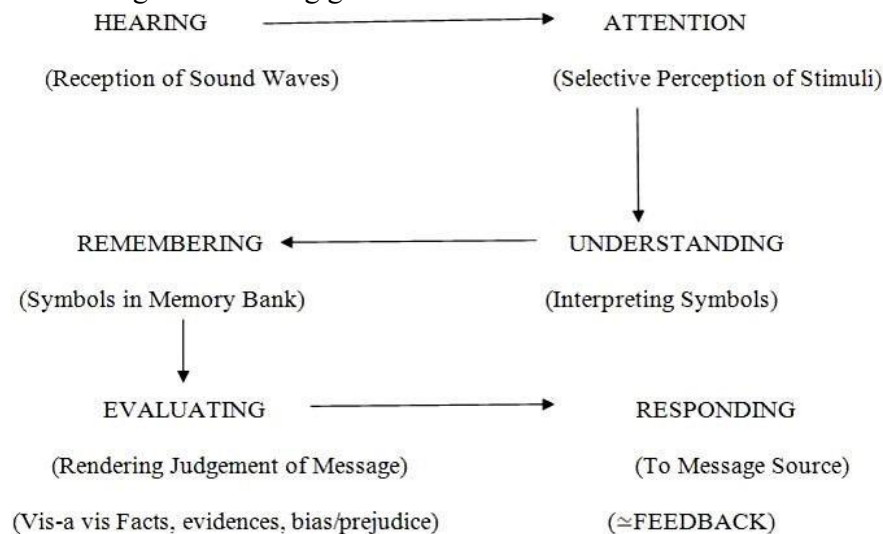
not mean that the listener is not paying much attention to the speaker. On the contrary, even though he is listening he makes no attempt to react.

- (3) **Appreciative Listening** – It is a type of listening behavior where the listener seeks certain information which they will appreciate, for example that which helps meet his / her needs and goals. One uses appreciative listening when listening to good music, poetry, cultural programmes or may be even the stirring words of a great leader.
- (4) **Conversational Listening** - It implies a constant exchange in the roles of Speaker and Listener in the conversation.
- (5) **Courteous Listening** – It is conversational and social listening. For most of us, our first inclination is to talk, “to say what's on our minds,” and hope that someone else will do the listening.
- (6) **Critical Listening** – It is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real - time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.
- (7) **Discriminative Listening** - It is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages.
- (8) **Sympathetic listening** - In sympathetic listening, we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.
- (9) **Empathetic listening** - When we listen empathetically, we go beyond sympathy to seek a truer understanding how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self -disclosure.
- (10) **Therapeutic listening** - In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker

understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Stages of Listening Process

There are six stages of listening given as below:



Hearing - It refers to the response caused by sound waves stimulating the sensory receptors of the ear. Therefore, the reception of sound waves, which we know as hearing, does not mean that there is any conscious perception of what is being heard.

Attention - Our senses are constantly bombarded by countless stimuli from the world around us. However, your brain screens these stimuli and permits only a few to come into focus. This selective perception is known as attention.

Understanding - Hearing and perceiving a sound are not enough to enable meaningful messages to be received. The next step understands the symbols we have seen and heard. To do this, we must analyze the meaning of the stimuli we have perceived.

Remembering - Remembering is important to the listening process because it means that an individual has also added it to the mind's storage bank.

Evaluating - It is at this point that the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message.

Responding - This stage of the process requires that the receiver complete the process through verbal and / or non-verbal feedback.

Guidelines for listening effectively (How to develop listening skills)

Active and effective listening is must to become an effective speaker. By listening carefully to his audience, a communicator can judge how his message is being received. By listening patiently to their comments and questions, he can tell how his points are being understood. The listeners can see the following techniques / ideas to improve their basic listening. A communicator can put them to use to improve his overall listening ability. Good listeners make good communicators. They listen carefully to what others say. Here are some suggestions to improve your listening skills:

Stop talking sometimes: Most communicators tend to talk too much. You cannot do an effective listening job while you are talking. Nature gave people two ears but only one tongue which is a gentle hint that they should listen more than they talk. Listening requires two ears, one for meaning and one for feeling.

Put the talker at ease: Help a person feel free to talk. This is often called a permissive environment. In this environment, speaker feels to express opinions, feelings, ideas and attitudes. Show them that you respect their opinions.

Show a talker that you want to listen: Look and act interested. Do not do any other work while someone talks. Concentrate on what someone is saying. Listen to understand rather than to oppose.

Remove distraction: If there is some noise or distraction from outside it will be better to shut the door. Don't allow others to talk and to distract you from listening. Do not tap or shuffle papers. **Give feedback:** When you are communicator, immediate feedback is very important. If there is a misunderstanding, the best time to rectify it is immediately, to avoid future problems. Ask questions. Questions will often prompt students to respond better. Listen actively; restate and rephrase what has been said to you before responding.

Familiarise yourself with the sound system of language: The sound system of every language is unique. So listening sometimes suffers because the sound system of one's mother tongue interferes with the sound system of other languages. Apart from individual sounds, there are other important features which play an important role in conveying meaning. To comprehend fully it is essential to recognize the difference between a stressed word and an unstressed word, falling intonation and rising intonation, short pause and long pause.

Listen between the lines: Very often, we may say one thing while we really mean something quite different. Others may also do like this, so it is important to remember this advice. Do not listen to what I say, listen to what I mean. Look for hidden or deeper messages.

Listen for purpose motive: Every speaker hopefully has a purpose, but it may not related to the content of the speech. In order to determine the speaker's motive, free your mind of traditional evaluative thoughts and ask yourself the question - what is the speaker's purpose? Listen carefully and get an idea of the speaker's perspective. Try to understand the framework and point of view.

Focus on your purpose: Listening serves a number of purposes. As a student, when you attend lectures and seminars, your purpose is to gather information, to gain knowledge, to understand concepts, and to learn the procedure or process of doing things. Sometimes your listening has to be critical as well. For example, when proposal is put forward or plan of action is suggested you have to be critical in your approach while examining their suitability or feasibility.

Listen for attitudes: Our behavior is a reflection of our attitudes, and our attitudes are shaped by our motives. To understand a person's motives, you must listen carefully to expressions about other people, classes, groups or ideas. People reveal their attitudes in their comments about others. So listen attentively and do not hold a contrasting attitude or value stop you from listening.

Have a positive attitude towards the speaker and the topic: Prevent yourself from paying attention to the dress and physical features of the speaker. Keep your mind open and ready to receive.

Listen to non - verbal language: This language is expressed through eye contact and facial expressions such as smiles, frowns, raised eye brows, moving versus steady eyes, a tense versus a relaxed face, and look of approval or disapproval *etc.* Finger pointing, covering the mouth with hand and touching are also ways of nonverbal expression. Another way of non - verbal communication is how say words. This includes voice intonation, inflections, and smoothness of speech and so on. How a person says words, can greatly affect their meaning. Often this non - verbal communication takes place simultaneously with verbal speaking which can amplify or change the meaning of words. It also expresses attitudes and emotions. So consider these non verbal cues within the physical and cultural context and in reference to the individual using them. Listen with your eyes as well as ears. You must carefully pay attention not only to the spoken words but also on how they are being said and the accompanying body language.

Avoid negative feedback : When people become emotionally upset they tend to interrupt, argue with, or criticize the speaker. It makes the speaker defensive and he / she can hide his real opinions, feelings, ideas and attitudes.

Emphasize with the talker : Perhaps the best trait of a good listener is that of empathy. Being able to put ourselves in other's positions and sincerely trying to see things from their point of view is truly an ability teacher and trainers should cultivate. Avoid making assumptions. Don't assume that you know what someone is going to say to you.

Be patient : Allow plenty of time to talker and do not interrupt him. Do not start for the door or walk away.

Hold your temper : An angry or disturbed person takes the wrong meaning from words. An individual is better able to deal with the situation if he fully understands the opposing position. So, if you are to understand other person, you must keep yourself cool and hold your temper. Try to listen empathetically to something that disturbs you.

Go easy on argument and criticism : This puts people on the defensive, and they may 'clean-up' or become angry. Do not argue, even if you win or you lose. Ask a question which encourages a talker and shows that you are listening. It helps to develop points further.

Factors Affecting Listening

- i) Environmental Setting
- ii) The Message Source (Speaker's Image / Reputation / Credibility, etc.)
- iii) The Message
- iv) Channel
- v) The Listener: (a) Listener's Attitude (b) Listener's Needs (c) Listening Habits

Barriers to listening :

- i) **Adverse physical atmosphere** : Proper physical environment induces good listening.
- ii) **Lack of motivation** : The lack of a strong desire to understand, to learn, to acquire skills, or to gain knowledge hinders effective listening.
- iii) **Improper perception** : A distorted or truncated perception of the relevance and usefulness of the topic affects listening adversely.
- iv) **Negative personality traits** : Studies on the relationship between listening and personality traits show that in general, those persons who are self-centered, boastful and down.

(B) NOTETAKING

Studies find that note taking helps students' focus attention, promotes more thorough elaboration of ideas, and encourages efforts to relate ideas and organize materials. Note taking helps students to process information more deeply.

What is note taking?

It is a practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture. Notes of a meeting are called minutes. The format of the initial record is informal or unstructured. One common format for such notes is shorthand, which can allow large amounts of information can be put on a paper very quickly. Notes are usually written in note books, some people also use post it notes. Note-taking is an important skill for students, especially at the college level. Many different formats are used to structure information and make it easier to find and to understand, later. There are a number of different ways to take notes, and it is desirable that you use the method you feel most at ease with.

The pre requisite

Note Taking is a skill you can develop. However, you have to develop another skill before you become a good note maker. This prerequisite is good listening skill. Concentrate on the lecture (contents) rather than the lecturer. Listen with an open mind finally, sit in the front (if possible) row and maintain eye contact with speaker and take notes.

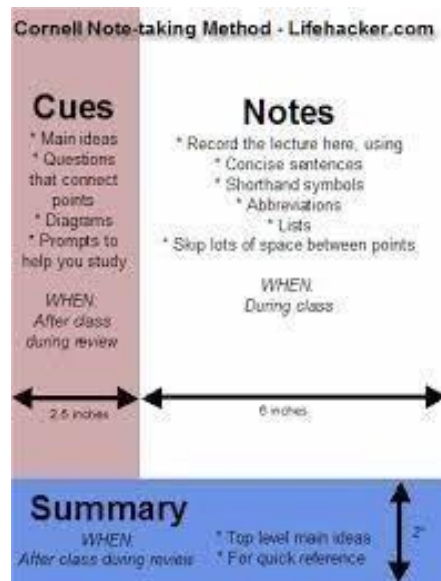
Why to take lecture notes?

1. Taking notes forces you to listen carefully and tests your understanding of the material.
2. Reviewing notes helps you to judge what is important in the text.
3. Personal notes are easier to remember than the text.
4. Taking notes helps you to remember longer.

Methods of Note-Taking

The Cornell Method: The Cornell Method is based on two columns: one containing the keyword or concept, and the other containing the description or notes associated with the keyword or concept. This method can be used while listening to the lecturer. In the right hand column, you can list the main ideas or write a paragraph and then on the left hand side note the keyword or concept that relates to your section of notes. At the bottom of the page you should write paragraphs summarizing the information contained in the notes.

Sample of Cornell Method



The Outlining Method: This method involves writing a series of topics and sub-topics, and identifying them by indenting the text, numbering the lines, or using a dash or bullet point.

Sample of Outlining Method

Global warming

Definition: "Global warming is a phrase that refers to..."

Causes:

- Natural
 1. Greenhouse gas emissions from permafrost and tundra
 2. Earth's natural climate cycle
- Man made
 - population
 1. agriculture
 2. deforestation
 3. transport
 - pollution
 1. mining
 2. power production
 3. machinery

Reference

Glens, W. R. (1992). *The economics of global warming*. Washington, DC: Institute for International Economics.

Effects:

- extreme weather conditions
 1. violent storms and heatwaves
- greenhouse gases in atmosphere
 1. oceanic warming
 2. coral bleaching
 3. polar ice pack meltion
 4. glacial retreat
 5. tropical diseases

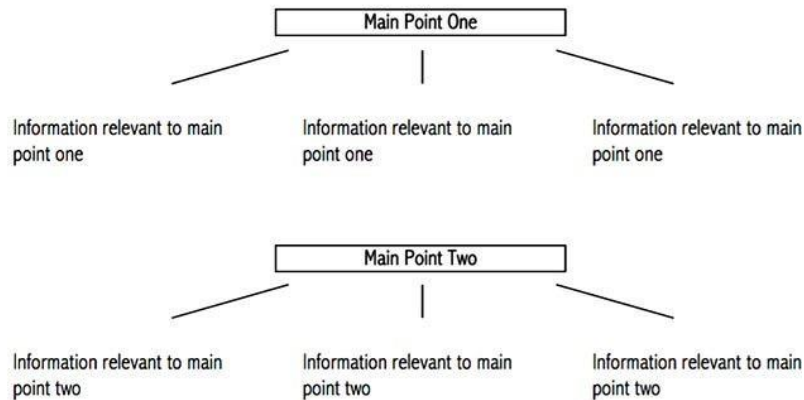
Reference

Chanahani D. & Warren M. (2009, Oct 1). *All defiant despite global warming alarm*. The Australian. Retrieved from <http://www.theaustralian.com.au/news/world>

Solutions:

1. Vote for political climate change activists
2. Utilise renewable resources and non-fossil fuel power production

Mind Mapping: A mind map is a diagram in which ideas, concepts and images are linked together around a central concept, keyword or idea. The sub-concepts may be organized into sub-groups or branches with more important concepts closer to the central core.



Charting Method: Charting is effectively a table of rows and columns. The top row normally classifies the concept with descriptions or keywords listed in the row below. This method enables you to quickly identify facts and their relationships with other information.

Heading One	Heading Two	Heading Three	Heading Four
Information relevant to column one	Information relevant to column two	Information relevant to column three	Information relevant to column four
Information relevant to column one	Information relevant to column two	Information relevant to column three	Information relevant to column four
Information relevant to column one	Information relevant to column two	Information relevant to column three	Information relevant to column four

The Sentence Method: With this method, you simply write every new concept or topic on separate line. You can also number the information if you wish. It is recommended that you use some form of visual aid to group related points together. **Clues to important points in lectures**

1. The words written on the black board are usually those that the teacher feels important and must be remembered and understood.
2. The teachers usually repeat words phrases or information he deems important.
3. The importance of the contents can also be judged by the tone, voice and gestures of the teachers or the amount of time he spends on the points and number of examples he gives.

4. Summary given by the teacher at the end of the class.
5. Reviews given at the beginning of class are also clues to important points.

Note-Taking Tips for Students:

Taking notes in class is one of the most effective ways to understand the material being presented in class. Unless you have a photographic mind, you'll need to learn this important skill. Follow these general guidelines mentioned as below:

Come to class prepared: Always bring enough paper and a writing instrument of your choice to class.

Start a new page for each new class: Put the date on the top of the first page. This way, you will know where the notes for each class begin, which will help you keep the material organized. Consider keeping your notes organized in their own binder. Try to limit your notes to one concept or section per page. Date your notes and number the pages too.

Don't try to write down every word your teacher says: You will not be able to, even if you can write very fast. More importantly, in trying to do so, you will miss the overall point your teacher is trying to make. Make your notes brief never use a complete sentences. Write down the information in your own words.

Write down the big ideas: Listen for facts, connections, and main ideas. This may take a while to get used to, because you will need to divide your attention between listening to the teacher (or other students) and writing your notes. Don't get frustrated. In time, this will become easier.

Use abbreviations for commonly occurring names and words: Write your notes in your own words. You can develop your own abbreviations, so long as you don't forget what they stand for. Use abbreviations and symbols as much as possible. Omit vowels in words Example:

fr – From	Vs-against	w/ -with
N.B – Note well	w/o- without	etc – and so forth
e.g. – example	? – questionable item	c.f. – compare with
Q – question	re – in reference to	ref – reference
i.e - that is	ø – important	^ - therefore

Leave lots of room on the page: When writing, leave ample space between ideas. This is like pausing before you begin a new sentence. Your notes will be much easier to read, and you'll have space to add information later on, if needed. Don't try to cram everything onto one piece of paper. Do not use every space of the page. Leave some space so that missing words or your inference can be written at the end of the lecture or coordinate with textbooks.

Use diagrams and pictures wherever necessary: Sometimes it is helpful to draw pictures that illustrate the connections between ideas, sequences, or events. Don't be afraid to draw pictures that will help you understand the material.

Give visual emphasis to the important ideas by doing : Underline key statements or important concepts may be with colors or Use signal marks such as arrows, asterisks.

Write down corresponding page numbers from your textbook: Teachers often use the textbook to refer to ideas you're learning in class. Recording the page number of corresponding ideas and homework assignments can come in handy later on.

Review your notes for accuracy: It's a good idea to look over your notes sometime after class for accuracy and completeness. Consider doing this just before doing your home work to get yourself back in the mindset of the material.

Obtain notes for missed classes: Sometimes it's unavoidable to miss class, but that shouldn't stop you from getting notes for it. Consider forming a partnership with another student at the beginning of class on whom you can rely (and, who can rely on you too !) for notes when a class is missed. Your teacher may also be willing to share his or her notes with you.

PRECISE WRITING, SUMMARIZING, ABSTRACTING

Precise Writing / Abstracting / Summarizing are the one of the most useful skills for both the student and the professional for reporting purpose. It is the art of shortening a document to extract the maximum amount of information, then conveying this information to a reader in the minimum number of words. But, it is necessary at the same time to be very careful not to lose or distort the original meaning. The goal is to preserve the core essence of the original report in a manner which is both clear and concise.

[A] PRECIS WRITING

'Precis' is a French word and concerned with the English word precise. A good précis is a straight forward condensed statement of the salient features, ideas or information contained in the original passage and it is written in a clear and concise way in the writing own words. A precise is a summary, and précis - writing means summarising. A precise is a summary and precise writing means summarizing. This is an exercise in compression. It is the gist or main theme of a passage expressed in as few words as possible. It should be lucid, succinct and full (including all the essential points) so that anyone, on reading it, may be able to grasp the main points and general effect of the passage summarized. Précis is lengthier than the abstract and follows the exact order of points of the original passage. It is a clear statement of base facts without any unnecessary frills. In fact précis writing requires writing of the essential facts / ideas

in a clear, exact and concise way. In this sense précis is more like original piece of writing. As a précis writer, use your own words to write the gist of the passage.

- It is not paraphrasing. A paraphrase should reproduce not only the substance of a passage, but also all its details. It will, therefore, be at least as long as, and probably longer than, the original.
- A Précis should not contain more than a third of the number of words in the original passage.
- It is an exercise to grasp the gist of the passage and to read the material with full concentration. So summarizing is an excellent training in concentration of attention. It teaches us to read with the mind, as well as with the eye, on the page.
- It's a good exercise in writing a composition.
- It teaches us to express our thoughts clearly, concisely and effectively.
- It corrects our common tendency to be vague, disorderly and diffused in our thinking and written expressions.
- It is an exercise to choose our words carefully and to construct our sentences with an eye to fullness combined with brevity and to put our matter in a strictly logical order.
- In other words, it is an ability to grasp quickly and accurately what is read, or heard and to reproduce it clearly and concisely.

Skills required

The aim of précis is to present to a busy reader, the main ideas of original passage as concisely and clearly as possible, in a readable form. In this sense a précis is like an original piece of writing. Precise writing demands power of judgment and evaluation as the passage usually contains important ideas and a number of unnecessary words.

Method of procedure (1) Reading

(a) First read the passage through carefully, but not too slowly, to get a general idea of its meaning. If one reading is not sufficient to give you this clearly, read it over again, and yet again. The more you read it, the more familiar will it become to you, and the clearer will be (i) its subject, and (ii) what is said about that subject. Ask yourself, 'What is it I am reading? What does the author mean? What is his subject? What is he saying about it? can I put in a few words the pit of what he says?'

(b) Usually you are required to supply a title for your précis. This is a good stage at which to do this. Think of some word, phrase or short sentence that will sum up briefly the main subject of the passage. But you will not always find such convenient key - sentences in the passage you have to summarise. In their absence, you must get a clear idea of the subject from the passage as a whole, and then sum it up in a suitable heading. The effort to find a suitable title at this stage will help you to define in your mind what exactly the subject, or main theme, of the passage is.

(c) Further reading is now necessary to ensure that you understand the details of the passage as well as its main purport. Take it now sentence by sentence, and word by word. If the meanings of any words are not clear, look them up in a dictionary. Detailed study of this kind is necessary, because a phrase, a sentence, or even a single word, may be of prime importance, and the misunderstanding of it may cause you to miss the whole point of the passage.

(d) You should now be in a position to decide what parts of the passage are essential and what parts are comparatively unimportant and so can be omitted without any loss. This process of selection is not as easy as some people think. Beginners select; but they often select in a haphazard or mechanical way. It requires some practice to be able to say, "This is essential to the meaning of the passage, and that is only incidental and unimportant." The best guide, of course, is the subject or main theme of the passage. If you have a clear and correct idea of that you will soon see what is important and what is unimportant.

At this stage it is useful to note down your conclusions in brief notes - writing down the subject, the title, and the details which you consider essential or important.

(This is a better plan than underlining sentences and phrases in the original.)

(2) Writing

(a) **Rough drafts** – You should now be ready to attempt the writing of the precis; but be sure of the limits within which it must be compressed. If the number of words is given you, this is easy; but if you are told to reduce the passage to say, a third of its length, count the number of words in the passage and divide by three. You may use fewer words than the number prescribed, but in no case may you exceed the limit.

It is not likely that your first attempt will be a complete success. The draft will probably be too long. In fact you may have to write out several drafts before you find how to express the gist of the passage fully within the limits set. A good deal of patience and revision will be required before you get it right. It is a good plan to write the first draft without having the actual words of the original passages before one's eyes. (b)

Final drafts

(i) The precis should be all in your own words. It must not be a patchwork made up of phrases and sentences quoted from the original.

(ii) The precis must be a connected whole. It may be divided into sections or paragraphs, according to changes in the subject – matter, but these must not appear as separate notes, but must be joined together in such a way as to read continuously.

(iii) The precis must be complete and self-contained; that is, it must convey its message fully and clearly without requiring any reference to the original to complete its meaning.

Some guidelines

1. Read the passage at least two times to familiarise yourself with the theme and the main ideas contained in the passage.

2. Give the passage a little, a suitable title would help you to identify the name of the passage.
3. Write down important points and arrange them in the same sequence as the original passage.
4. Make a rough draft. A précis should not be more than 1/3 of the original unless otherwise directed.
5. Write the précis in the indirect form of narration using only the third person.
6. Scrupulously avoid all examples, figures of speech, illustrations and comments.
7. Retain all those facts and ideas which are related to the main ideas, reject those which have minor importance.
8. Drop all redundant words and expressions.

[B] ABSTRACT WRITING

An abstract is a concise and accurate representation of the contents of a document, in a style similar to that of the original document. An abstract is a very important portion of an article. Abstract is best placed before the text of the manuscript so that the reader might comprehend the essence of the report. The formulation of an abstract into a short paragraph forces the author to express precisely the most important information of the technical report. The abstract should be informative, give a succinct condensation of the article, and complete in itself and intelligible without reference to the text, figures or tables. It generally appears at the beginning and is written in the past tense.

In scientific articles, always begin the abstract with rationale and objective statements; never jump directly into the materials and methods. It should include:

- ☐ Principal objectives and scope of investigation.
- ☐ Methodology / technique (s) employed / but not mega emphasis on techniques but on results.
- ☐ The main and important findings of the experiment.
- ☐ The contribution of this particular piece of work towards new knowledge

The abstract is not needed in a short report though it is required in a long report. The busy technocrat or an over busy executive may read only the abstract and refer to the relevant parts of the report only if it is absolutely necessary. The abstract is placed on the separate page or immediately after the title. **Purpose of abstracts**

- As an aid to the reader. It helps the reader assess the contents of a document without having to read the whole document.
- The reader can narrow the selection of documents based upon their abstracts. It increases the efficiency of searching.
- Professional abstractors employed by organisations to abstract numerous documents. If they know the subject well enough, they can write a good abstract.

- Authors many publications, conferences, ask the author to include an abstract of 100-200 words with the original document. This saves time, but authors are not always good as abstractors. **Abstract and Summary**
- Abstract is generally restricted to 250 words or even less, but a summary may be somewhat longer.
- If a summary is the precise of a report, an abstract is a precise of the summary.
- Long reports, sometimes has a summary as well as an abstract; in short reports the abstract tends to coincide with the summary.
- A **synopsis** is a summary with some particulars, especially of the results, given in greater detail than in a summary. **Extract and Summary**
- Extract is one or more portion of a document selected to represent the whole (an excerpt).
- Summary is a brief restatement within the document (usually at the end) of its salient findings and conclusions and is intended to complete the orientation of a reader who has studied the preceding text.

Abstracting services - Abstracts are used in abstracting services, such as *Library and Information Science Abstracts (LISA)*. **This serves** – current awareness and retrospective searching

Value of an abstract

1. **Abstract length** - Long abstracts have more detail. They will be found more often by keyword searches. This may be what the research wants, but it will be have low *precision*. Short abstracts are quicker to read. They can be more precise but there will be lower *recall*.
2. **Abstract orientation** - Professional abstracting is done for a special market. Some abstracts are written for a general audience.
3. **Abstract quality** - Not all abstracting is of high quality. Author abstracts are often low quality. Professional abstracts are usually better.
4. **Nature of the original document** - Abstracts can be in a different language to the original. As an example, the original document is in English, and the abstract is in Vietnamese.

Types of abstract

- (1) **Informative abstracts** - Represent as much of the information from the document's content as possible. This means they can be long (up to 500 words). Good for documents describing research that contains a single process. Not good for review documents with many different concepts to describe. An informative abstract stands in the place of the real document. It may be all that researchers need to read - the abstract contains enough information for their purposes.
- (2) **Indicative abstracts** - Indicates general content without trying to describe it all. Usually a list of topics but no detail. Very useful as a selection aid - will contain all relevant keywords. Easier to write than informative abstracts! An indicative abstract

does not stand on its own. It leads the researcher to the full document. The abstract helps with searching the literature.

(3) **Critical abstracts** - Does more than just describe content. Evaluates work and places it in context, so write of abstract is adding personal opinion to abstract. Not common.

Selecting documents for abstracts

- ☐ Relevant to customers
- ☐ New contributions to the subject
- ☐ Final reports (not interim ones)
- ☐ Foreign documents / hard to access material
- ☐ Reliable sources
- ☐ Specific journals
- ☐ The abstractor

Process

- ☐ Read the document
- ☐ Understand content
- ☐ Focus on results reported in document
- ☐ Make written notes
- ☐ Draft rough abstract
- ☐ Check draft for spelling, accuracy
- ☐ Write final abstract

[C] Summarising

A summary is a **short** and **concise** representation of the main points, ideas, concepts, facts or statements of a text written in your own words. Unlike a paraphrase, which is generally of a similar length to the original text, a summary is much shorter. When either summarising or paraphrasing, you should not alter: the author's original idea(s) and the degree of certainty with which the ideas are expressed.

How to summarise?

To create / write a good summary, you should read the article or text a number of times to develop a clear understanding of: the author's ideas and intentions, the meaning and details and the force with which the ideas are expressed.

Summaries need to be referenced. Whether you have summarised or paraphrased an author's words, thoughts, ideas etc, a citation to the original source of the words, thoughts, ideas etc must be provided.

Steps to write a summary

Step-1: Write notes in point form using keywords; this will make it easier to express the ideas in your own words.

Step- 2: Write the summary directly from your notes without re-reading the passage.

Step-3: Refer back to the original to ensure that your summary is a true reflection of the writer's ideas.

Tips

- Topic sentences provide a quick outline of the main idea (s) presented in a paragraph.
- When summarising a chapter or article, the introduction and conclusion should provide a good overview of the content.

ORGANISING SEMINAR AND CONFERENCE

Seminar is one of the most important forms of group discussion and is more formal in nature. The seminar enables a study in depth to be made in specific areas under the guidance of experts. In seminar, the discussion papers prepared by the participants on the basis of their study and research are presented, and discussion is based primarily on these papers. A seminar may have one or more plenary sessions. This method has the advantage of pooling together the opinion of a large number of persons. At the end, some conclusions and recommendations are arrived at, for taking action.

A **Seminar** refers to the discussion in a small group in which the result of original research or advanced study is presented through oral or written reports. Generally one person presents a lead paper incorporating his / her findings and then there is an in-depth discussion on the material presented. The other members are knowledgeable and take active part in the discussion. The main purpose of a seminar is to share knowledge and to get the viewpoints of equally well-informed persons.

The purpose of a **Conference** is to confer with persons having similar interests and also to pool their experiences and opinions. The discussion usually results in a set of suggestions or recommendations on the central theme of the conference. Conference is an assembly of different organizations, departments and even interests for discussing issues of common interest. It is noted for its wide and varied representation. It has an agenda for its deliberations. Its end-result is usually a set of recommendations for policy makers and others. Its handicap is that the mode of participation in it is speeches.

A **Seminar** has an objective, a Lead Speaker and a number of Participants. The person who organises the seminar is known as Seminar Director or Seminar Coordinator. An appropriate theme is selected, the lead speaker is determined and the participants are identified. If more than one session is visualised, a Chairperson and one or more Rapporteurs are selected for each session. Next, the date(s), venue and time are selected. Sub-committees are formed to look after: Reception, Transport, Food and lodging, Conduct of the seminar

including typing facility and fixing a competent audio-visual operator. Availability of adequate fund for conducting the seminar has to be ensured.

The participants and all functionaries are informed well in advance through a circular letter, or through a brochure with a covering note. This communication should be properly structured and should clearly state the objective of the seminar, venue, date, time and arrangements that have been made to conduct it.

At the beginning, the Coordinator or any other suitable person welcomes the participants, introduces the topic of the seminar, the Lead speaker and the Chairpersons of the sessions. Arrangements that have been made for conducting discussion are also briefly stated. The Head of the Organisation or any other respectable authority on the topic is then invited to inaugurate the seminar. The inauguration session should be brief, and is generally followed by a tea / coffee break.

The floor of the house is then handed over to the Chairperson of the first session. He / she makes introductory remarks delineating the scope of the topic of the session and then invites the Lead speaker who makes a comprehensive presentation of the topic. A discussion on it may or may not follow. Presentations then follow for each of the sessions (may be in different locations). Discussion with the participants are made in each of the sessions, and the Chairperson and the Rapporteurs note down the important points. They have hectic time and often have to work for long hours at night to bring out the pertinent points which have come out of discussion.

In the last (Plenary) session, the Coordinator sums up the conclusions reached in individual sessions and states their significance. A vote of thanks is then proposed. After the seminar is over, the proceedings / conclusions are cyclostyled / printed and circulated to the participants.

A **Conference** is usually a large gathering of persons who meet to confer on a particular theme or to exchange experience or information. Most of the steps that have to be taken for preparation, presentation and conclusion of the seminar are broadly relevant for organisation of a conference also. Since the information to be sent to the potential delegates is substantial, it is better to prepare a brochure containing all important and relevant information, including arrangements made, and mailed to the participants well in advance.

A conference is inaugurated by a relevant dignitary. The inaugural address is scheduled between the Welcome Address and the Keynote Address. The important addresses (presentations) are often cyclostyled / printed and distributed to the audience. The topic is discussed thoroughly by the participants which may take more than one session. At the end there is the Plenary Session, where the entire proceedings are summed up and presented to the audience.

PERSONALITY DEVELOPMENT

Meaning and Definition of Personality

Personality as a term originates from the Roman word “persona” meaning “a mask”, which implies that the theatre actors who wore a particular type of mask held a particular personality. Psychologists define personality as “an individual characteristic pattern of behaviour”.

Psychologists define personality in different ways. Some of the important definitions are as follows;

Personality is the more or less stable and enduring organization of a person’s character, temperament, intellect, physique which determines his unique adjustment to his environment. **(Eysenck)**

Personality is the distinctive patterns of behaviour including thoughts and emotions that characterize each individual’s adaptation to the situation of his or her life. **(Walter Mischel)**

Personality is that which permits a prediction of what a person will do in a given situation. **(Raymond Cattell)**

Personality is made up of Id, Ego and Super ego- the three structures, the interaction of which determines behaviour. **(Freud)**

Personality is a person’s unique pattern of traits (Guilford)

Personality is a dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought. (Allport)

Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information. (Watson)

One of the most important characteristics of personality is that it is a product of heredity and environment. A child though not has born with a personality develops the same in course of continuous interaction with his environment. The social and cultural factors as well as the various experiences influence the development of personality. Personality includes the cognitive, affective and psychomotor behaviors and covers all the conscious, sub-conscious and unconscious also. It is specific and unique for each and every individual. It is not static but dynamic in nature. Personality of an individual keeps adjusting itself to the environment on a continuous basis. A fine balance is maintained between the environmental and the inner forces.

Factors Affecting Personality or Determinants for Personality

Personality is an all encompassing phenomena and many factors shape and determine human personality all through the life. The relative contribution of each of these factors is dependent on stage of life cycle the individual is passing through.

1. Heredity - Heredity refers to those factors that were determined at the time of conception, through genes. Physical stature, facial features, temperament, energy levels, biological rhythm are all inherited, which determine a wide range of personality characteristics.

2. Family factors

Parenting styles – being brought up / raised by parents who could have different styles of parenting can be critical factors in the child's personality. Eg. An authoritarian parent, who places rigid rules in the child's path, may make a child timid or on the other hand rebellious. Democratic parenting may bring responsible behaviour in the child. Too permissive parenting may make a child pursue fewer goals and become laid back.

Life experiences – what life experiences an individual goes through could develop certain traits in the individual. Stressful situations can bring about distress, anxiety and diffidence in the person. Happy and successful experiences can lead to confidence, assertive nature and goal directed behaviour.

3. Intelligence– Intelligence is both a factor of personality as well as a factor that affects personality. Research has shown that high intelligence is related to social success, emotional stability and success in many aspects in life, which contribute to positive personality development.

4. Health and physical states - Health and physical states of the individual – when people suffer health problems, personality suffers. Ill health brings down physical energy levels, motivational levels and general vitality is lost. Personality suffers due to these conditions.

5. Neighborhood - Different kinds of neighbourhoods give very different experiences to individuals. People must make adjustments to demands of the neighbourhoods, its people and its expectations. For instance, children can be easily influenced if they live in crime ridden neighbourhood to develop certain behaviours that suit that environment. Calm, quiet and cultured neighbourhoods have calming effects on individual's personalities.

6. Culture - Different cultures of the world have set norms, standards and acceptable patterns of behaviour that the persons residing those cultures must abide by. This brings about vast differences in the personalities of people. Even in a single country too, different ethnic groups have different cultural practices which bring about diversities in personalities of people.

Theories of Personality Trait

The primary assumption of any trait theory is that personality can be described in terms of how much of the various traits individuals possess. "Traits are described as enduring and consistent characteristics that are often but not always evident in particular situations (Maguiness & Endler, 1977). One of the pioneers in trait theories is Gordon Allport (1961), who studied individual's traits from 1930s to 1960s.

Allport's trait theory

He considered traits as "internal structures that direct the behavior of the individual in consistent, characteristic ways." He described 2 types of traits

Common traits- are characteristics that are common to many people and by which individuals can be compared. Eg. Friendliness, responsibility, dominance. These traits can be compared based on the extent to which people show these traits.

Unusual traits or trait combinations that characterize individuals and give them their unique personalities. Eg – a sense of humour, crude cynicism, optimism.

These types of traits can be either i) cardinal ii) central or iii) secondary, depending upon how much of each trait is expressed by the individual.

1. **Cardinal Traits-** lead a person to behave in similar ways in different situations. Eg- rigid, assertive people generally have only one cardinal trait.
2. **Central Traits-** are similar to cardinal traits but are not as consistently seen as cardinal traits. Common ones are shyness, optimism, cheerfulness, introversion. A person can have many central traits.
3. **Secondary traits-** are only seen in particular situations or at particular times. They are important characteristics of individuals but are not as pervasive as central or cardinal traits; instead, they help to give a more complete picture of the person.

Eysenck's theory

Eysenck used a factor analytic study of traits and concluded that there are two dimensions of personality;

Introversion Vs Extroversion

1. **Introversion:** It composes of traits such as reserve, lack of sociability, cautious and emotional control.
2. **Extroversion:** It composes of traits such as sociability, activity, daring and expressiveness. Both are placed on a continuum and people may be near one of the extremes or at any point between them.

Stable Vs unstable (neuroticism)

1. **Stable** – traits such as well adjusted, calm, relaxed and easy going
2. **Unstable** – traits such as neurotic, moody, anxiousness, restlessness, temperamental All individuals can be located on the introversion-extroversion-stability-instability dimensions.

The following figure may be studied to locate persons with traits of all the dimensions.

Cattell's basic personality traits

Raymond Cattell (1950, 1966, 1973) used behavioral observation records of people's life histories, questionnaires and objective tests to arrive at trait descriptions. He describes two types of traits.

1. **Surface traits** - reflected in consistent patterns of behavior. Eg. Curiosity, altruism
2. **Source traits**- originate from deeper part of the person. Eg. Dominance, submissiveness, **ego**-strength, capacity to withstand pressure. Source traits give rise to surface traits.

A person with dominance and **ego**strength as source traits might show surface traits such as persistence and leadership in decision- making situations.

Cattell, on the basis of extensive research concluded that there are 16 basic source traits, which lead to differences in behavior.

The big five factor theory

Personality traits have been measured by many psychologists and many traits have been identified to describe personality, the field of trait measurement has been scattered and psychologists in general agreed that there were few traits that could discriminate different personalities across large groups of people. This understanding came with analyzing a number of studies. These were identified as the big five factors.

1. **Agreeableness** - These individuals have optimistic view of human nature, and value getting along with others. They exhibit traits such as generosity, friendliness, consideration, willingness to cooperate.
2. **Conscientiousness** - It is concerned with the way in which we control, regulate and direct our impulses. Conscientious individuals avoid trouble and achieve high levels of success through planning and in persisting with the tasks. They are considered by others as intelligent and reliable.
3. **Extroversion** - These individuals enjoy being with people who are full of energy and often experience positive emotions. They are enthusiastic and action oriented.
4. **Neuroticism** - Refers to the tendency to experience negative emotions such as anxiety, anger, or depression. These individuals are emotionally reactive; they respond emotionally to situations that would not affect others and their reactions tend to be intense.
5. **Openness to experience** - They are intellectually curious, appreciative of art and sensitive to beauty. They are more aware of their own feelings. They hold unconventional beliefs, though they may not act on those beliefs.