

NATIONAL UNIVERSITY STUDENTS' SKILL DEVELOPMENT (NUSSD) PROGRAMME

YOUTH LEADERSHIP AND PEOPLE SKILLS

Student Workbook

NAME : _____



Tata Institute of Social Sciences

TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI

CENTRE FOR LIFELONG LEARNING, TATA INSTITUTE OF SOCIAL SCIENCES

NAME : _____



STUDENT WORKBOOK



YOUTH LEADERSHIP AND PEOPLE SKILLS



Tata Institute of
Social Sciences

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NATIONAL UNIVERSITY STUDENTS SKILL DEVELOPMENT PROGRAMME

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A NOTE FOR THE LEARNER

You can achieve what you want when you know your purpose. Purpose is not a goal. Your wisdom space will guide you to achieve your purpose through your action and contribution. No matter what your circumstances rich or poor, urban or rural, female or male.....to discover your purpose leading to action, is a possibility which you must explore.

When you start on this course, you have taken the first step to do so and your journey has begun.

Undoubtedly, you must have come across and read books and articles on leadership. Self-help literature is easily available. However, this course on Youth Leadership and People Skills is not merely a leadership skill enhancement course nor is it an inspirational guide. It focuses upon moving ahead to discover your life purpose, identify your inner power (universal values which are our strengths) and to be in action despite fears. Fears keep us away from using our strengths.

Taking a start from the precept of Ray William that ' Good leaders need to become masters of themselves before they can attempt to be masters of anything else' this course begins with working with your Self, moving on to understand the interaction of the Self with society and from there to intervene in the issues that affect society and stand in contradiction to the universal values which are the gateways to achieving our purpose.

Nothing has ever been achieved without practice. This course asks you to practice..... not only you as the student learner, but your teachers and indeed even the authors need to practice. We hope you enjoy your practice journey as much as we enjoyed putting it together for you.

Prof. Nasreen Rustomfram

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Youth Leadership and People Skills

Introduction:

This Foundation Course is a part of the Certificate in Management and Soft Skills.

It has a duration of 45 teaching hours including class inputs, audio-visuals and experiential exercises. It carries 3 credits.

Knowing that our youth are soon to enter the world of work, the three threads that weave the different topics together are firstly the notion of self and agency, Secondly upholding dignity of self and others and thirdly embodying values for fairness and one's own action in future.

Learner Objectives:

At the end of 45 hours, the students will develop skills in the context of employability involving the following areas:

1. Become self-aware by knowing who I am, what I think and what I do.
2. Practice deep listening and responsible speaking rather than give in to reactive and destructive behavior.
3. Become aware of and practice positive and effective communication in student and work life.
4. Become aware of interdependent connections, and own my inner power for taking strategic action.
5. Be more effective in interpersonal relationships, engage in dialogue, give feedback, cooperate as a team member and resolve conflict.
6. Realise potential of self and others and demonstrate it with confidence.

Content:

The Course on Youth Leadership and People Skills is divided into 3 sections. Each section looks at specific inputs to *develop inner capacity and confidence, skills and knowledge and competencies and understanding.*

Module I is entitled 'Self-Awareness and Personal Effectiveness'. It deals with aspects of self and agency, articulating purpose, practicing deep listening, assertiveness and managing stress. It will create awareness of how one mentally filters what people say and hence the beginning of

discrimination, in the thoughts of a person. Recent studies reveal that self awareness is the foundation for being effective in your work and life and is being used and developed by progressive corporations and social sector organizations including some UN agencies.

Module II is entitled 'Interaction Competencies and Skills'. It deals with inculcating the ability to change one's behavior based on one's values. It will develop effective verbal and non-verbal skills. Since the learning and the practice of the above are emotional in nature, this section will seek to develop handling feelings and managing conflicts and time as the desired competencies. In the world of work this is vital.

Module III is entitled 'Intervention Skills and Competencies' and relates to developing one's capacity to transform daily activities to manifest one's full potential. This section is also about developing resilience as an essential quality for leadership along with decision making skills and ability to work with and within teams. It will also cover how to speak powerfully and present ideas effectively, dialogue and have generative conversations.

Overall, the Youth Leadership and People Skills (YLPS) Course will take the student on a journey of self-discovery, awareness of one's own power and agency while simultaneously valuing diversity, becoming aware of what one does and the results that come forth, and to solve problems in an interdependent and systemic manner.

*"When you know who you are;
When your mission is clear
and you burn with the inner fire of
unbreakable will;
no cold can touch your heart;
no deluge can dampen your purpose"*

Chief Seattle, of the Suquamish Indians of Washington State. City of Seattle is named after him

YOUTH LEADERSHIP AND PEOPLE SKILLS

STUDENT WORKBOOK CONTENT

SESSION NO.	TOPICS/TIME	SESSION NO.	TOPICS/TIME	SESSION NO.	TOPICS/TIME
M1-S1	Icebreaker	M2-S1	Seeing connections: Story of Stuff – a film	M3 S1	Generating responses for well being
M1-S2	My purpose	M2-S2	Managing Our Feelings	M3 S2	Actions based on my values – Breakthrough ideas in action
M1-S3	Sourcing Inner Power Self-Awareness	M2-S3	Complaints: seeing the commitment	M3 S3	Speaking Responsibly
M1-S4	My Four Profiles	M2-S4	Verbal Communication Skills	M3 S4	Team Building skills
M1-S5 Part A Part B	Practicing Assertiveness	M2-S5	Non-verbal Communication Skills	M3 S5	Decision- making
M1-S6	Background conversations & listening	M2-S6	Influencing Skills for change	M3 S6	Resilience: the Hallmark of Leadership
M1-S7	Ek Ruka Hua Faisla	M2-S7 Part A Part B	Managing Interpersonal Conflict	M3 S7	Stages of my Leadership
M1- S8 Part A Part B	Managing Our Stress	M2-S8 Part A Part B	Managing Time		

MODULE 1 SESSION 1

Title: Ice-breaker

Objective:

At the end of the session, I will:

- Get to know each other and have fun.

Context:

We talk to people and so, we may think we know them. But do we really? This is a fun and quick way to get to know each other differently.

Points for learning and exercises:

1. Open your workbook
2. Exercise I
 - Find a person you know the least /don't know
 - Introduce yourselves _____
 - Ask the person: What is the one thing that made you happy last week

3. Introduce your partner to the whole group
 - Her/his name
 - The happy event

4. Read this quotation:

“People rarely succeed unless they have fun in what they are doing:”Dale Carnegie.

5. **Do you know who Dale Carnegie was? Dale Carnegie** was an American writer and lecturer. He was born into poverty in on a farm in Missouri. He was the author of the best seller still widely read “How to win friends and influence people” written in 1936. Dale Carnegie is an example of an ordinary person doing extraordinary things.
6. Read **“My practice as a student”** below and practice.

My practice as a student

Introduce myself to people I do not know at my work place and my neighbourhood. Find out about a happy incident they have experienced recently, and share my happy experience too.

MODULE 1 SESSION 2

Title: My Purpose

Objective:

At the end of the session, I will:

- Know myself and my potential better by
 - (a) connecting my deeper purpose to what I do and will do and by
 - (b) offering my unique qualities, so that others know me and can depend upon me.

Context:

At home, in school and in college, others often judge us by the marks we get in different subjects and prizes we are given. And we start judging ourselves the same way. But we are much more than our marks and our prizes—we have much more to give to our family, our society and our community. Therefore, knowing my larger purpose in life, and connecting it with what I do now and dream to do, creates a new future.

(Notes:

Purpose is asking a simple question “why am I here?” This wisdom (which cannot be measured) is within me and is the basis of my actions; when I discover my purpose within me, I find my inner power and strength for action.

Contribution is what I do and the specific change I make in the world, and it can be measured)

People do not know the qualities and values that form the basis of my life and action because I do not usually share these... because I myself may not be aware of these. This session helps me understand that these qualities and values which are within me are vital for our society and

community. I need to share them with people so that they know what they can depend on me for. Similarly, I too need to know the qualities and values of others..

Points for learning and exercises:

1. Refer to your workbook
2. Read the objective and context along with your Trainer. You may follow only a part of it. It does not matter. After you finish the exercise, you will understand it. And when you practice it regularly, you will develop the skills for it.

3. Exercise I:

Organize yourselves in groups of 5 and answer the following questions individually in 5 minutes and in silence. Read each question (follow what the trainer reads), reflect and fill the answers according to the following sequence.

- **Describe how you felt in a peak experience/ how you felt when something wonderful happened to you...use two or three words (30 seconds)**

- **What is my life's purpose? Why am I on this planet? What do I care about/burn for/ache for? (30 seconds)**

- **What is going to be my contribution? Try to be specific – e.g. in 5 years I want to reach XX people to change ... (30 seconds)**

- **Reflect on what are 3 qualities that I best display in my relationships and I can be counted on for?(45 seconds)**

4. Exercise II:

Introduce yourself to your group in an inspirational way following the format below:

- My name is
- My purpose in life is
- My contribution is.....
- You can count on me for (your qualities)

1.

2.

3.

5. When the trainer asks you, share how you FELT introducing yourself this way to the whole group. Try and say it in one word.

Then, when the trainer asks, share what insights you got about yourself from this exercise.

6. Read the quotation

“One cannot consent to creep when one feels the impulse to soar!” Helen Keller.

Do you know who Hellen Kellr was? Helen Keller was born deaf and blind. She was the first deaf-blind person in the world to earn a Bachelor of Arts degree. She campaigned for justice-women’s rights, labour rights and other radical causes.

7. Read **“My practice as a student”** below and practice.

My practice as a student

Reflect upon and connect my purpose to my contribution, and share it in day-to-day conversations with 10 people

Discover and articulate 3 unique qualities I have. Share them in day-to-day conversations with 10 people and tell them they can depend on you/count on you for these qualities.

MODULE 1 SESSION 3

Title: Sourcing Inner Power and Self Awareness

Objective:

At the end of the session, I will:

- Become self-aware by knowing who I am, what I think and what I do; and know how to source my inner power for action.

Context:

All of us – each and every one – have inner power. Due to our socialization process, we are often not able to discover this wonderful space. Knowing our inner power, and declaring (speaking confidently) this inner power as a foundation upon which we think and act, opens up new pathways in our life.

All of us – each and every one — also have fears. These fears could be feelings which have been within us for a long time or could be an emotion which has just come upon us. We generally do not know, notice or name our fears, thereby letting our fears control us. We can learn to notice our fears instead of suppressing them -- our body gives us many signals. Then, we can name the fear/s, and release them by turning our attention to our values and being in action. Courage is not the absence of fear, but the ability to act in spite of fear. (Note: We should not take our real life fears of assault and molestation lightly. Here, we are not dealing with fears of assault or molestation or bullying. The fears we are talking about are related to our growing up and socialization - for example, fear of failure, rejection, and ridicule. We can transcend them for powerful action).

Whatever we give attention to grows. When we give attention to our inner power for action, that grows. If we give attention to fears, fears loom large in our thoughts, feelings and emotions. What we give attention to is our choice.

In our work, ‘Commitment’ has a deep meaning. Commitment means ‘know my inner power, and acting from my inner power to create a future that is inclusive of everyone and that does not exist today’.

Points for learning and exercises:

1. Refer to your workbook.
2. Read the objectives and context along with your Trainer. You may follow only a part of it. It does not matter. After you finish the exercises, you will understand. And when you practice it regularly you will develop the skills for it.
3. **Exercise I : Know who I am - my inner power**

Answer the first three questions rapidly by yourself.

- Think of the person you respect most and whom you have never met
- Write down the name of the person _____
- Identify the quality/inner value you admire most in that person.
Do not write what the person did, activities, or personality traits

You will be requested to share the quality you identified with the whole group.

- I admire (person’s name).....
- The quality/value I admire in(person’s name) is
- I stand for in my life

Example

- ✓ “who do you admire?”. For example, a student says: I admire Swami Vivekananda” .
- ✓ Then ask yourself “what quality/inner value do I admire in Swami Vivekananda”. A student may say “courage”. Remind yourself that what you see in Swami Vivekananda is also a quality in yourself. Another student may say Swami Vivekananda’s “concern for others-empathy”. Both are wonderful responses. Qualities we see in others are also within us. What you admire in another person, is a quality you also have.



- ✓ Then ask “What do you stand for?” or “do you also stand for courage? (if they said the quality is courage). These qualities/ inner values form the foundation of our work in the world.
- ✓ Request the student to say “I stand for” We know that speaking about one’s inner power/values helps us get in touch with our own wisdom and source of energy for action.

Every student will state one quality/inner value. Those qualities are considered as universal qualities or universal values which are applicable everywhere, for everyone. Some examples of universal qualities/values that people mention are: compassion, empathy, courage, justice/fairness, dignity, oneness, self-expression/voice, happiness, freedom, peace, wisdom, integrity, equality, full potential, respect....

4. Exercise II: Knowing and transcending my fears

The context for knowing my fears:

- everyone has fears – having fears is normal
- strong persons know their fears and can transcend them
- (we are not talking about physical fears of assault or molestation, riots but we are talking about psychological fears that become part of us due to socialisation)

What am I afraid of? Write: _____

Examples from others include fear of: failure, ridicule, isolation, rejection, not good enough, misunderstood, betrayal, loss (e.g. death of loved ones), mistake, hurting someone,

Everyone has to speak.

Courage is not the absence of fear but the ability to act in spite of fear.

To transcend fear:

- Notice the fear
- Name the fear
- Let go/release fear by being in action.

We do not need to “fix” our fears—we can release it.

5. Exercise III: Sourcing inner power – ‘unmessablewith’ -----synthesis and review

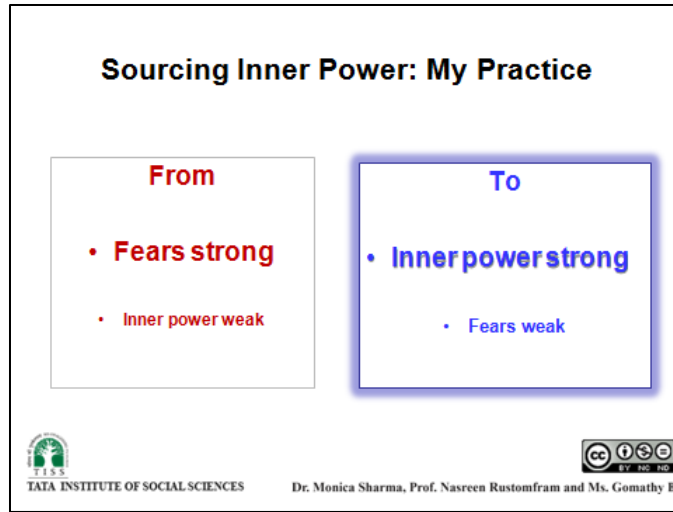
- Fears are our **default**. Just like the screen which appears when you open a computer. It is comes up first. So also, our fears up – but if we notice, name and release it, when are effective.
- Sourcing Inner power -**unmessablewith**
 - Sourcing inner power is being ‘unmessablewith’
 - Inner power is the place of our real strength.
 - Domination, bullying, ridicule are signs of inner weakness
 - No one can take our inner power away from us
 - Obstacles put us down sometimes; but we bounce back soon

Sit in pairs and discuss these 5 points. Think of a time when it was hard for you, and when you bounced back. Write: _____

Share with your partner.

In front of the whole group, share: What did it feel like when you to bounce back and source their inner power? Share your strengths.

What do you learn from this diagram? Reflect.



My Learning: _____

6. Exercise IV : Sourcing inner power for action

Sit in groups of 5. We are working on “sourcing my and others inner power for action” and “Commit to action”.

Respond to the following question:

From your inner power, identify three things you will do to foster a prosperous society, now and in future. _____

In your group of 5, speak for 1-2 minutes each in your group in the following manner

- **my name is.....**
- **I stand for....**
- **My three actions are**



In the whole group, share what actions you will take.


Using the slide below, review the 6 points of the session.

Sourcing Inner Power: Six Steps

- **Know who am I - my inner power – being Unmessablewith**
- **Declare my/your stand**


- **Know my fears**
- **Transcend my fear**

- **Source my and others' inner power for action**
- **Commit to action**



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7. Read out this quotation

“When you know who you are; when your mission is clear and you burn with the inner fire of unbreakable will, no cold can touch your heart; no deluge can dampen your purpose.”

Chief Seattle.

Do you know who Chief Seattle was? Chief Seattle, of the Suquamish Indians of Washington State, USA. City of **Seattle** was named for him, a man who dealt peaceably with whites. He was born in 1780 and died in 1866. He argued in favor of ecological responsibility and respect of native Americans' land rights has been attributed to him.

8. Read **“My practice as a student”** below and practice.

My practice as a student

By noticing my own strengths and changes, I break my ineffective habits.

- Notice when I am being steady in my inner power
- Notice when I act with courage. Courage is not the absence of fear, but the ability to act despite of fear.
- Notice when commit and I am in action
- Note when I acting from my inner power (as distinguished from business as usual)

Share each of the above in day-to-day conversations with 5 different people.

MODULE 1 SESSION 4

Title: My Four Profiles

Objectives:

At the end of the session, I will be able to:

- Distinguish one's wisdom (inner power) from social, professional and personality identities, and embrace all within myself.
- Recognise the vital importance of my inner power (wisdom) for creating a just and prosperous future
- Understand our own and others four profiles so as to embrace all people, respecting diversity.

Context:

Each one of us have different aspects in us—our inner power, social aspects which are influenced by other human beings, our personality or style of expression, our professional abilities. These are fine, provided they do not become a basis for separation. Unfortunately, many of us are very attached to our social identity (for example to our caste, our religion, our language) to the extent that we do not include others —so much so, that we are willing to break friendships, and sometimes even fight and kill. With this 'separative' attitude, as individuals, we are not able to manifest our full potential, because we divert our energy and actions with anger and opposition. So much energy is wasted, which could be used in furthering our lives, our work, our happiness. When we are able to embrace all our identities, we are able to include others, and are able to be productive, peaceful and prosperous.

Points for learning and exercises

1. Refer to your workbook
2. Read the objective and context along with your trainer. You may follow only a part of it. It does not matter. After you finish the exercises, you will understand it. And when you practice you will develop the skills for this.
3. Read the four profiles

My 4 profiles: Definitions

- **Inner power- Wisdom profile**
- **Social Profile**
- **Personality profile**
- **Professional profile**

4. Exercise on Inner power-wisdom profile:

Read out the definitions on ‘Inner power—wisdom.

Inner power-wisdom : The inner guidance, insight and light that clarifies universal, life-giving principles , sees things as they really are, resolves/releases fear, anger, separation, and anxiety, knows the universal truth that sets us free, and leads one to compassionate action in the world.

Reflect: What do you understand from this? What connections do you see with the previous exercise? Be specific and write by yourself.

When the trainer asks, find a partner and share what you think and wrote.

In the whole group, share when your trainer asks.

5. Exercise on Social profile

Read out the definitions of ‘Social Profile’.

Social profile:

The assumptions and conditioning that influence our perception of who we are and what the world is which we receive from our family, race, gender, religion, politics, education, culture, nationality, class, language, caste.

When the trainer asks, find another partner.

Read the exercise.

“There is a family function, and you have invited your friends who are from different religions, castes, class, and both boys and girls. What are other people in your family saying about your friends? Are they welcoming them, or are they criticizing you and your friends? In either case, what are they saying?”

Discuss with your partner.

Read the definition of social profile again and reflect: What do you understand from this? What connections do you see with what is written on the slide on social profile? Be specific and write by yourself.

Share with their partner when the trainer requests you.

In the whole group, share when the trainer requests you.

6. Exercise on Personality profile

Read out the definition of ‘Personality profile’.

Personality profile:

Personal style of expression in front of the worlds and the others. Our unique strengths, limits and defense mechanisms...

Reflect: Personality is an external way of expression—it has nothing to do with inner values. In our culture, we use this word very loosely—we say someone’s ‘personality is very good’. Parents compare and tell their children ‘to improve your personality’. There is nothing to improve—it is our way of expression. There are personality tests (such as MBTI, and many others), which help us to understand our own style (for example, am I an introvert or extrovert? both are fine) of functioning better.

Read the definition of personality profile again and reflect:

What do you understand from this? What connections do you see with what is written and the way we talk about personality in society? Be specific and write by yourself.

When your trainer asks, find a new partner.

When your trainer asks, share your insights with your partner.

In the whole group, when your trainer asks, share your insights.

7. Exercise on Professional Profile

Read out the definition of ‘Professional Profile’.

Professional profile:

The way we express our professional talents, abilities in the world; success, prosperity, service.
The skills we have for managing, creating, manifesting in a professional way.

Note: The profession I have is “student”.

When the trainer asks, sit in groups of five.

Share what professions you plan to explore or study for with your group.

- 8. Exercise on all four profiles:** Read the definitions of the four profiles.

My four profiles

Inner power-Wisdom:

The inner guidance, insight and light that clarifies universal, life-giving principles, sees things as they really are, resolves/releases fear, anger, separation, and anxiety, knows the universal truth that sets us free, and leads one to compassionate action in the world.

Social:

The assumptions and conditioning that influence our perception of who we are and what the world is which we receive from our family, race, gender, religion, politics, education, culture, nationality...

Personality:

Personal style of expression in front of the worlds and the others. Our unique strengths, limits and defense mechanisms...

Professional:

The way we express our professional talents, abilities in the world; success, prosperity, service.
The skills we have for managing, creating, manifesting in a professional way.

Think and write

- I. Which of the four profiles are unimportant, and therefore we can leave it out?
-

- II. Which of the four profiles is most important for creating a better life?
-

9. Read the quotation:

“A human being is part of the whole called by us the universe, a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.” Albert Einstein

Do you know who Albert Einstein was? Albert Einstein was born in Germany in 1879. He trained as a teacher in physics and mathematics but could not find a teaching post, so he accepted a position as technical assistant in the Swiss Patent Office in 1901. During his stay at the Patent Office, and in his spare time, he produced much of his remarkable work. In 1908 he was appointed as a teacher in Berne. Einstein always appeared to have a clear view of the problems of physics and the determination to solve them. He was awarded the Nobel Prize in physics in 1921. Einstein's gifts resulted often in intellectual solitude and, for relaxation, music played an important part in his life. He died in 1955 at Princeton, New Jersey, USA.

10. Read **“My practice as a student”** below and practice.

My practice as a student

- I notice when I make new friends from different social and professional profiles to enrich myself and to include diversity. I will share this in my day-to-day conversations with 5 people.
- When my friends ridicule others on the basis of their social profile, I talk to my friends and help them to see how valuable every human being is. I will share this in my day-to-day conversations with 5 people

Answers for Think and Write:

- I:** All are important, and none can be left out
- II.** Inner power-wisdom profile

MODULE1 SESSION 5

Title: Practicing Assertiveness (Part A)

Objectives:

At the end of the session, I will be able to:

- Understand the power of open communication
- Become aware of behaviours that are aggressive, assertive and submissive
- Understand how these behaviours affect oneself
- Strengthen assertive behaviours

Context:

Open communication is vital for self-esteem. Inappropriate communication by using aggressive or submissive behaviour creates win-lose situations where one of the parties is demeaned or made to feel small. This leads to loss of confidence and ineffective interpersonal relationships. Ineffective interpersonal relationships are those in which individuals find themselves unable to express their honest feelings and emotions. Hence they cover their feelings and live behind masks.

Assertive behaviour leads to open communication where each person accords respect and dignity to the other even if there are differences.


Points for learning and exercises

1. Refer to your workbook
2. Read the objective and context along with your Trainer. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice regularly you will develop the skills for it.
3. What is Assertiveness?

Assertiveness

Assertive communication is vital to

- Building self esteem
- Nurturing open and healthy relationships




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Practicing Assertiveness

- ◆ Everybody has a right to express their feelings, thoughts and preferences and what they stand for.
- ◆ Everybody has a right to expect that they will be treated with respect and dignity.
- ◆ The basis of being assertive is to stand in our power and speak from the space of our values.
- We will then:
 - be able to express our needs and expectations.
 - be able to voice our opinion and stand by it in the face of disagreement.




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Interpersonal Effectiveness depends upon producing win-win scenarios.

Aggressive (based on our fears)	Assertive (based on our values and inner power)	Submissive (based on our fears)
<ul style="list-style-type: none"> • Violating the respect and dignity of others • Disregarding needs of others • Generating ill-will and resentment. • Expressing oneself through sarcasm, put-downs, hostile statements. 	<ul style="list-style-type: none"> • Standing up for one's values without excluding anyone. • Expressing one's own needs • Share beliefs with a willingness to examine the assumptions behind them. • Stating feelings in an open and direct way. • Standing up for self without undue anxiety, exercising personal rights without denying them to others 	<ul style="list-style-type: none"> • Allowing others to violate one's respect and dignity. • Not expressing one's own needs • Giving in to pressure, unable to say no. • Looking down on one's self and feeling unimportant, using deprecating, apologetic language for self.



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4. Exercise 1: Sharing my Behaviour

- a) Here we will reflect on our own behaviour. Find a partner and work with her/him as per the instructions given below Write a sentence about a time when you felt ignored or disrespected
-
-

- b) Share the incident with your partner.
c) Share what you did or did not do in this situation.
d) Reflect on whether you were aggressive, assertive or submissive. Share your reasons as to why you think you were aggressive, assertive or submissive.

5. Read the quotation:

A 'No' uttered from the deepest conviction is better than a 'Yes' merely uttered to please, or worse, to avoid trouble - Mahatma Gandhi

Do you know who Mahatma Gandhi was? Mahatma Gandhi (2 October 1869 – 30 January 1948) was the preeminent leader of Indian nationalism in British-ruled India. Gandhi led India to independence and inspired movements for civil rights and freedom across the world. He lived modestly in a self-sufficient residential community and wore the traditional Indian *dhoti* and shawl, woven with yarn hand spun on a *charkha*

6. Read “My practice as a student” below and practice.

My practice as a student

Identify at least 5 friends or colleagues and practice the “Sharing My Behavior” exercise. This will increase my self -awareness with regard to how often I use aggressive, assertive or submissive behaviors.

MODULE 1 SESSION 5

Title: Practicing Assertiveness (Part B)

Objectives:

At the end of the session, I will be able to:

- Understand the power of open communication
- Become aware of behaviours that are aggressive, submissive and assertive
- Understand how these behaviours affect oneself
- Strengthen assertive behaviours



Context:

Open communication is vital for self-esteem. Inappropriate communication by using aggressive or submissive behaviours creates win-lose situations where one of the parties is demeaned or made to feel small. This leads to loss of confidence and ineffective interpersonal relationships. Ineffective interpersonal relationships are those in which individuals find themselves unable to express their honest feelings and emotions. Hence they cover their feelings live behind masks.

Assertive behaviour leads to open communication where each person accords respect and dignity to the other even if there are differences.

Points for learning and exercises:

<u>Distinguishing Behaviours</u>		
Aggressive (based on our fears)	Assertive (based on our values and inner power)	Submissive (based on our fears)
<ul style="list-style-type: none">• Violating the respect and dignity of others• Disregarding needs of others• Generating ill-will and resentment.• Expressing oneself through sarcasm, put-downs, hostile statements.	<ul style="list-style-type: none">• Standing up for one's values without excluding anyone.• Expressing one's own needs• Share beliefs with a willingness to examine the assumptions behind them.• Stating feelings in an open and direct way.• Standing up for self without undue anxiety, exercising personal rights without denying them to others	<ul style="list-style-type: none">• Allowing others to violate one's respect and dignity.• Not expressing one's own needs• Giving in to pressure, unable to say no.• Looking down on one's self and feeling unimportant; using deprecating apologetic language for self.



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Exercise 1: Reflecting on the incident you shared in your workbook in Part A, identify your behaviour based on the table in the slide ‘**Aggressive, Assertive and Submissive Behaviors**’ . Were you Aggressive, Submissive or Assertive? Why do you think so?

Read the slide on **Practicing Assertiveness** and reflect on it.

Practicing Assertiveness
(Overcoming aggressive and submissive behaviour)

- ◆ We need to be self aware and recognize when we are being aggressive or submissive or assertive
- ◆ Assertive behaviour is possible when we are grounded in our values/inner power



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1. Based on the slide, learn how to make ‘I statements’ in order to practice assertiveness

An “I”- Statement allows us to revisit the incident and practice assertiveness by stating to the person involved,

1. What happened
2. How you felt (your emotions)
3. What the person/s did to make you feel this way

Now complete the following statements in the context of the incident you shared:

When _____,
(Describe the incident)

I felt _____
(State your feeling)

Because _____

(give the reason why you felt so)

2. Exercise 2

- a. Form groups of three.
- b. List three or more situations from home or friends or work where you want to become assertive.(Individual Work)

- c. Select any one. Briefly explain it to the other two in the group.
- d. Share with each other a statement about the value which you said you stand for.
- e. Practice making an **‘I – statement’** with your partners.
- f. Discuss with each other how you feel when you make it.

3. Read the quotation

“No one can make you feel inferior without your consent” - By Eleanor Roosevelt

Do you know who Anna Eleanor Roosevelt was? Anna Eleanor Roosevelt (October 11, 1884 – November 7, 1962) was the longest-serving First Lady of the United States, holding the post from 1933 to 1945 during her husband President Franklin D. Roosevelt's four terms in office. President Harry S. Truman later called her the "First Lady of the World" in tribute to her human rights achievements. She advocated for expanded roles for women in the workplace, the civil rights of African Americans and Asian Americans, and the rights of World War II refugees.

4. Read **“My practice as a student”** below and practice

My practice as a student

I will identify two difficult situations,, one at home and one at college and practice making I statements

MODULE 1 SESSION 6

Title: Background Conversations and Listening

Objectives:

At the end of the session, I will be able to:

- Mentally filter what people say and do, and hence notice/release the beginning of bias and discrimination
- Develop the ability to listen deeply always
- Foster leadership in oneself and others through deep listening

Context:

There are many types of listening exercises, and each has its own purpose and utility. Most listening exercises are for improving communication. They improve skills to be attentive and focus on what the other person is saying, listen to the point of view or opinion of the other person and encourage or draw out what the person wants to say. In short, most listening exercises deal with attention, focus and encouragement.

This listening exercise has a different purpose and use. I will learn to hear and see my own background conversations—the conversations that happen in my mind and my ‘head’ when I am not talking, for example, ‘I agree (or disagree) with what you are saying’. These conversations which I have with myself, arise from my perceptions and past, and influence my current thinking. Noticing these background conversations allows me to understand myself better, and release me from the grip of my biases or prejudices and leaves me free to take new or different actions. And I learn to listen with my heart without judging the person or jumping to conclusions.

Points for learning and exercises:

1. Refer to your workbook.
2. Read out the objectives and context with your Trainer. You may follow only a part of it. It does not matter. After you finish the exercise you will understand. And when you practice it regularly, you will develop the skills for it.
3. Read out what is written on Background Conversations given on the slide below.

Background Conversations

As human beings we constantly have background conversations, whether we are aware of them or not. Being aware of one's own conversations allows us more freedom of thought and action.



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4. **Understand what background conversations means. Read the statement.**

“They say climate change is serious. The ice caps are melting in the poles. The polar bears are dying. I think we in India should not use big cars and waste petrol. I also think we are irresponsible”

5. What are you thinking after reading this? Share it with the trainer. Which points given in the slide below are going through your mind?

Background Conversations

- Right/Wrong
- Agree/ Disagree
- Find the Flaw
- Not Responsible
- Us/Them
- Either/Or
- Not Enough



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6. These background conversations occur in our analytic mind and are not generated in our wisdom space.

They also allow us to reflect on our listening, responding and thinking patterns.

7. Read the next statement

“Media has been giving a picture that youth in our country are very responsible and have taken up many social projects. However when you look around you one finds that in fact these are only one or two cases and the majority 98 percent of youth are irresponsible and only looking for quick success.”

What are you thinking after reading this? Share it with the trainer. Which points given in the slide above are going through your mind?



8. Make a Choice

Read the next slide. Reflect. No answer is required.

Your Choice...

–Will you allow the background conversation to drive you?

–Or will you notice your background conversation, listen to others and be an effective leader?



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9. Exercise: Listening

- (a). Find a partner and work in pairs.
- (b) Read the slide below—the three steps.

Exercise: Listening

- Think of something you did which you are proud of.
- Share it with a partner
- Partner listen as if you do not care: totally judgmental



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- (c) Role play with your partner, according to the instructions on the above slide . Then change roles. Be serious. Mostly, participants laugh because it looks funny! But you will not be able to do the next step if you do not take it seriously.
- (d) How did you feel doing this exercise?
- (e) Share it in the plenary when trainer asks

- (f) Slowly read the poem on Listening.



Listening

Listening is a rare happening among human beings. You can not listen to the word another is speaking if you are preoccupied with your appearance or with impressing the other, or are trying to decide what you are going to say when the other stops talking, or are debating about whether what is being said is true or relevant or agreeable.

Such matters have their place, but only after listening to the word as the word is being uttered.

Listening is a primitive art of love in which a person gives himself to another's word, making himself accessible and vulnerable to that word.



William Stringfellow
ON LISTENING

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- (g) “What did you understand?”
- (h) Is it then correct that while listening we should stop thinking?
- (i) The answer to the above question is: Thinking has its place but only after we listen from our heart- we are fully present to the speaker. We can train our minds to be quiet, while listening with our heart. Many new perspectives open up if you practice this.
- (j) Read the instructions on the slide below. This time, I listen with my heart open and a quiet mind.

Exercise: Listening

- Think of something you did which you are proud of.
- Share it with a partner
- Listening like you care deeply

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(j). “How did you feel?”

(k) Share it in plenary when trainer asks



(l) Did you give advice or want to give advice? Notice how hard it is for some of us to listen without giving advice. This exercise is about listening with our heart open, with a quiet mind, **without advice!**

(m) Did you notice your own background conversations? What are they?

Read the points on the slide below.

Leadership and Listening

- **We all have background conversations. We cannot stop them, but we can be aware of them.**
- **Noticing my own background conversations opens up new pathways for me and others while I listen to others.**
- **My leadership skills improve when I notice my own background conversation.**
- **I foster leadership in others when I listen deeply to them.**



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10. Read the quotation

“The world is the great gymnasium where we come to make ourselves strong” Swami Vivekananda

Do you know who Swami Vivekanand was? Swami Vivekananda (Narendranath Datta) was born in Kolkata on 12 January 1863. Narendra was naughty and restless as a child, and his parents often had difficulty controlling him. He was an avid reader and was interested in a wide range of subjects, including philosophy, religion, history, social science, art and literature. Narendra was trained in Indian classical music and regularly participated in physical exercise,

sports and organised activities. In 1886, he became a monk. He traveled extensively where he met and stayed with Indians from all religions and walks of life: scholars, dewans, rajas, Hindus, Muslims, Christians, Dalits and government officials. Swami Vivekananda had a great mission in life — he wanted serve his motherland where starvation and poverty stalk millions of people. His world famous speech at the Parliament of World Religions in 1893 voiced the spirit and sense of universality he believed in. He was instrumental in setting up Ramakrishna Mission. He died in 1902.

11. Read “My practice as a student” below and practice.

My practice as a student

- Listening deeply to myself and others (noticing background conversations). Share this in day-to-day conversations with 5 people.
- Noticing when I see new perspectives and pathways after I know my background conversations. Share this in day-to-day conversations with 5 people.

MODULE 1 SESSION 7

Title: Ek Ruka Hua Faisla

Objectives:

At the end of the session, I will be able to:

- Reflect on self-awareness-- by knowing who I am, what I think and what I do; and know how to source inner power for action.
- Recognise the vital importance of inner power (wisdom) for creating a just and prosperous future
- Distinguish wisdom (inner power) from social, professional and personality identities, embracing all within myself and others, and see how it connects to respect diversity
- Notice and know how different people mentally filter the same information based on their bias or prejudice , which often leads to discrimination
- Notice the ability to listen deeply
- Recognize what principle- based (based on universal values) leadership means

Context:

This film weaves together many aspects we worked on in previous sessions. It supports participants/students to connect what each of us discovered, to the world outside. The film makes principled action a reality, not an ideal that cannot be achieved.

Points for learning and exercises:

1. Refer to your workbook.

Read the objective and context along with your trainer. You may follow only a part of it. It does not matter. After you finish the exercises, you will understand it. And when you practice you will develop the skills for this.

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Generate Insights

Read the questions below:

- What did you see? What insights do you have from this film?
- What connections could you make with previous sessions?

Write down your insights/thoughts below.

When the trainer requests, find a partner and share your insights.

Then, in front of the whole group, share your insights. Add points your fellow students are sharing I your workbook..

A note: In previous similar programmes, the following points were brought up. These are examples—others points will emerge in the session:

- *Stand alone in the face of ridicule (declaring my stand)*
- *Compassion—embodying in action, combined with discernment not judgment*
- *Principled action must be backed by fact... effort and rigor required - adequate preparation must be done.*
- *Ability to trust and handle process without compromising principles and trust one's self*
- *Ability to be in unknown to allow emergence and greatness to unfold (courage in the face of fear)*
- *Ability to manage/ facilitate and be tactical*

- *Ability to ask the right questions to shape generative conversations*
- *Ability to draw greatness in others through compassion without compromising principles*
- *Noticing our own and others social biases and stereotypes that subtly influence our decision making even though we speak equality, and bring to consciousness.*
- *Emotional baggage informs decisions unless we are aware and transcend it.*
- *Ability to hold big picture, foundation and principles with specific details.*
- *Distinguish stand from position (stand is/are the universal value/s that form the foundation of who I am, what I think and do; position is my point of view, my opinion.)*

2. Read the following questions and write your responses

- Reflect on self-awareness-- knowing who I am, what I think and what I do; and know how to source inner power for action. What did you see in the film? Insights?

- Where did you see inner power (wisdom) creating justice?

- Where/when in the film did you see disrespect as well as respect for diversity? Describe how this shows up where you live or work or study?

- Did you notice how different people mentally filtered the same information based on their bias or prejudice, leading to discrimination? Describe two characters in the film who did this. How did this show up in the film?

- Where did you see assertive, aggressive and submissive behaviours in the film?

- Who listened deeply? Who was willing to change and listen deeply?

- What principles (universal values) formed the foundation for reflection and decisions?

3. Read the quotation

“I attribute my success to this - I never gave or took any excuse.” Florence Nightingale.

Do you know who Florence Nightingale was? Florence Nightingale, born in 1820, was a celebrated British social reformer and statistician, and the founder of modern nursing. She served

as a nurse during the Crimean War, caring for wounded soldiers. In 1860, Nightingale laid the foundation of professional nursing at St Thomas Hospital in London, the first secular nursing school in the world. Her social reforms include improving healthcare for all sections of British society, improving healthcare and advocating for better hunger relief in India, helping to abolish laws regulating prostitution that were overly harsh to women, and expanding the acceptable forms of female participation in the workforce. She died in 1910.

4. Read “**My practice as a student**” below and practice..

My practice as a Student

- Notice when I source inner power (wisdom) for creating a just and prosperous future. Share these incidents with 5 persons in daily conversations.
- Notice when I speak up and speak out to include different people, respecting diversity. Share these incidents with 5 persons in daily conversations.
- In meetings and family gatherings, notice and know how different people mentally filter the same information based on their bias or prejudice, which often leads to discrimination. I am able to shift the conversation, and create new perspectives during these conversations. Note these and share them with others.
- Notice principled (based on universal values) leadership, and speak about 5 such leaders—amplify what is working!

MODULE 1 SESSION 8

Title: Manage Our Stress (Part A)

Objectives:

At the end of the session, I will be able to:

- Understand the meaning of stress
- Become aware of myself so that I can prevent being overtaken by stress
- Become aware of myself so that I manage stress when it does occur.

Context:

Stress is the wear and tear on your body and mind when you adjust to changing circumstances. Stress can be emotional, physiological and psychological. It can be caused by internal or external pressures. It can be caused by either conflicting situations or excessive efforts to achieve a goal. Stress can be positive and help one's performance. Positive stress can bring enthusiasm to life and make life worthwhile. This is 'helpful' stress (eustress), as it enhances our coping abilities and makes us strong. It is the commitment to our actions that produces stress. No commitment, no stress.

On the other hand stress can also have a negative effect and a person may feel that they lack the ability to handle the demands of life. When stress exceeds one's ability to cope, this overload contributes to reduced performance, inefficiency and even causes health problems.

An individual who is able to manage stress will be able to cope effectively with problems, move towards effective solutions. Such a person may also be able to inspire others to overcome stress


Points for learning and exercises:

1. Refer to your workbook
2. Read the objective and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.
3. What is stress?


WHAT IS STRESS?

Your reaction to an inappropriate level of pressure

REACTION INAPPROPRIATE




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React – How you instantly counter pressure. Reaction is located in your emotions and fears (fight/flight response)

Inappropriate – too much / too little / for too long



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Stress is not the same as pressure

Pressures are inevitable


Pressure arising out of our commitment motivates us.

Stress on the other hand is avoidable

Example: The Pressure Cooker



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[What is the pressure cooker example? We all know that the pressure cooker only works when water is heated and steam (pressure) builds up inside the pressure cooker. It is released at regular

intervals through the nozzle so that the cooker doesn't explode or burst. Hence pressure in life may be ever present however if you have your ways of releasing it you will not become stressed. What blocks the nozzle of the pressure cooker? It is your irrational beliefs. To understand what these are, look below.]

Irrational Beliefs

Irrational Beliefs:

Stress is most commonly caused by irrational beliefs

Irrational beliefs are dysfunctional beliefs that people often hold. They come from our Background Conversations and are located in our fears. They can block rational thinking and cause stress. This also prevents action which is sourced in our values/inner power.

The effect of Irrational beliefs are:

- Distort reality.
- Are illogical.
- Prevent you from reaching your goals.
- Lead to unhealthy emotions.
- Lead to self-defeating behavior.



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Some examples,

- ✓ Everyone must always love me
- ✓ Everyone must always be fair and considerate
- ✓ Things must always be as I like them to be
- ✓ In our life we are always dependent on others and can not be fully in charge of our life
- ✓ Life has too many responsibilities and difficulties and it is easier to avoid them.
- ✓ There is invariably a right, precise and perfect solution to human problems and it is awful if this perfect solution is not found.

Exercise: Irrational Beliefs

Irrational Beliefs stem from background conversations that are located in our fears.

[These beliefs are self-defeating and task-interfering in nature, leading to self-fulfilling prophecy cycles]



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4. *Exercise: Irrational Beliefs*

Give 30 minutes

Do you recognise any of the following? The questions include both work and general beliefs. Circle the strength of your belief, where S represents strongly, M represents moderately and W represents weakly. Include in Question 25 any additional beliefs you hold that cause you further stress.

1	S	M	W	Events should go smoothly
2	S	M	W	Studies must be exciting and stimulating
3	S	M	W	If I lost a friendship, life would be 'awful'
4	S	M	W	If I lost a friendship, I could not bear it
5	S	M	W	My studies is one of the most important things to me
6	S	M	W	I must perform well at all important tasks
7	S	M	W	My work should be recognised by others
8	S	M	W	I am indispensable at college
9	S	M	W	I must enjoy myself whatever I'm doing
10	S	M	W	I must not get bored
11	S	M	W	I should not encounter problems
12	S	M	W	I should have the solitude I deserve
13	S	M	W	I must escape from responsibilities and demands
14	S	M	W	I should be treated fairly
15	S	M	W	I should be treated as special
16	S	M	W	I should be in control of all significant situations
17	S	M	W	Others should respect me
18	S	M	W	I should get on well with my friends and family
19	S	M	W	My parents should do well in life
20	S	M	W	If things went badly, it would be 'awful'
21	S	M	W	If things went badly, I could not stand it
22	S	M	W	Things never work out well for me
23	S	M	W	If things go wrong, those responsible are 'stupid', 'useless', 'idiots' or 'failures'
24	S	M	W	If I fail at a task, that proves I'm a failure or useless
25	S	M	W	Additional beliefs: _____ _____



Even a few responses that are 'Strongly' perceived can cause huge stress. 10 'weak' responses are better than 5 'strong' responses.

5. Thinking Errors: Changing your thinking

Thinking Errors : Changing your thinking

- > All or nothing : There are no greys, everything is black and white
- > Labeling : to make very general and overall statements
- > Blaming others
- > Blaming Self
- > Unrealistic Expectations: 'shoulds', 'musts', 'oughts', 'got to's'
- > I can't stand it : lowering one's tolerance.



Which of the above do you recognize most in you?

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6. Reflect solutions to each of the errors discussed in Task 5, using the next slide on 'Error and Solutions'

ERROR	SOLUTION
All or nothing	Develop Relative thinking
Labeling	De-labeling
Blaming others Blaming Self	Broaden the picture
Unrealistic Expectations	Thinking more flexibly
I can't Stand it	Keeping Emoticons in place
	Sourcing my inner strength

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7. Read the quotation

“It is not stress that kills us, it is our reaction to it.” -Hans Selye

Do you know who János (Hans) Hugo Bruno Selye was? János (Hans) Hugo Bruno Selye

(January 26, 1907 – October 16, 1982) was a pioneering Austrian-Canadian endocrinologist (doctor who studies hormones system) of Hungarian origin.

8. Read “My practice as a student” below and practice.

My Practice as a student:

Using the slide on ‘Thinking Errors’ evaluate which ones apply to you in most situations

MODULE 1 SESSION 8

Title: Managing Our Stress (Part B)

Objectives:

At the end of the session, I will be able to:

- Understand the meaning of stress
- Become aware of myself so that I can prevent being overtaken by stress
- Become aware of myself so that I manage stress when it does occur.

Context:

Stress is the wear and tear on your body and mind when you adjust to changing circumstances. Stress can be emotional, physiological and psychological. It can be caused by internal or external pressures. It can be caused by either conflicting situations or excessive efforts to achieve a goal. Stress can be positive and help one's performance. Positive stress can bring enthusiasm to life and make life worthwhile. This is 'helpful' stress (eustress), as it enhances our coping abilities and makes us strong. It is the commitment to our actions that produces stress. No commitment, no stress.

On the other hand stress can also have a negative effect and a person may feel that they lack the ability to handle the demands of life. When stress exceeds one's ability to cope, this overload contributes to reduced performance, inefficiency and even causes health problems.

An individual who is able to manage stress will be able to cope effectively with problems, move towards effective solutions. Such a person may also be able to inspire others to overcome stress

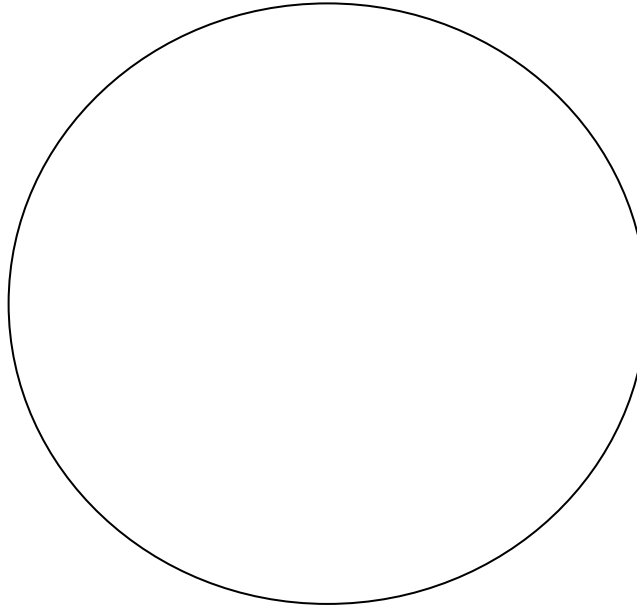
Points for learning and exercises:

1. Refer to your workbook
2. Read the objective and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.
3. Exercise on ‘Broaden the Picture’. Fill up the following details
 - **Think of a situation, when you have blamed yourself for making it happen or you have blamed someone else for making it happen.**

Step 1: Put down all the factors / the people who were involved

<u>Persons Involved/Factors Involved</u>	
Persons	Factors

Step 2: Using the circle below draw a pie diagram. Each “pie” should equate to the “fault” or responsibility of the different factors or people involved.





Step 3: Whatever is left of the circle is your responsibility. All the blame is never yours only nor is it only the other person.

4. Changing your Behavior

Managing Stress:
Changing your Behavior

- Assertiveness Training
- Developing Support Networks
- Time Management
- Developing your ability to withstand unfair pressure
- Practice noticing, naming and letting go of your fears
- Practice quietening your background conversations
- Sourcing your inner power/values for action



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Note to Students: You have already practiced assertiveness as well as developing your ability to withstand unfair pressure, practicing noticing, naming and letting go of your fears; Practice quietening background conversation as also sourcing your inner power/values for action. Now we will practice how to develop a support network and Module two you will learn Time Management.

5. Exercise on How to develop a Support Network

Developing a Support Network	
Who can you rely on?	<u>Write a name for each point</u>
◆ Difficulties with studies	
◆ Social or family problem	
◆ Money problem	
◆ A crisis	
◆ When you are stressed or anxious	



The more names you identify for each situation, the better, as you widen the network of your support systems

6. 'Improving your Physical Health'.

Improving your Physical Health

Exercise
Nutrition
Relaxation



Practice Ex: 1) Relaxation Technique
2) Relaxation Imagery



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Relaxation Technique

Step 1: If possible, find a noise free place and reduce the level of lighting. Ensure that you will not be disturbed.
Step 2: Find a comfortable position and lie down or sit quietly
Step 3: Close your eyes
Step 4: Relax your muscles in groups. Start at your face and progress down to your toes
Step 5: Focus on your breathing. Breathe naturally in through your nose and out through your mouth. Notice how your stomach may rise and fall as you breathe in and out. Avoid letting your shoulders rise as you breathe.
Step 6: In your mind, say a number such as 'one' every time you breathe out.
Step 7: Continue for 5 to 20 mins
Step 8: Finish in your own time





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Relaxation Imagery

Step 1 Find a quiet place where you are unlikely to be disturbed. If possible reduce the level of lighting.
Step 2 Find a comfortable position and lie down or sit quietly
Step 3 Close your eyes and picture one of your favorite relaxing places
Step 4 Focus on the colors on your relaxing place.
Step 5 Focus on one color in particular
Step 6 Focus on the sounds or silence in your relaxing place
Step 7 Imagine touching something in your relaxing place.
Step 8 Focus on any aromas or smells in your relaxing place.
Step 9 In your own time, open your eyes

Any one who regularly practices this method will be able to achieve a relaxed state relatively quickly and with little effort.





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7. Exercise: 'Stress Management Action Plan'. Prepare your stress management Action Plan with following points.

Exercise: Prepare your own Stress Management Action Plan

<p>Inner Capacity</p> <ul style="list-style-type: none">> Sourcing my Inner Power/ Values> Notice, name, letting go of fears> Notice background conversations <p>Psychological</p> <ul style="list-style-type: none">> Thinking Skills> Imagery Skills	<p>Behaviourial</p> <ul style="list-style-type: none">> Social Support> Assertiveness> Time Management <p>Physical Health</p> <ul style="list-style-type: none">> Exercise> Nutrition> Relaxation
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8. Read the quotation

“Your mind will answer most questions if you learn to relax and wait for the answer.”

William S. Burroughs

Do you know who William Seward Burroughs II was? William Seward Burroughs II (February 5, 1914 – August 2, 1997) was an American novelist, short story writer, essayist, painter, and spoken word performer. He is considered to be "one of the most politically trenchant, culturally influential, and innovative artists of the 20th century". His influence is considered to have affected a range of popular culture as well as literature.

9. Read “**My practice as a student**” below and practice

My practice as a student

The student will practice both exercises: Relaxation Technique and Relaxation Imagery and share with friends or parents

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M1-S2- My purpose**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Reflect upon and connect my purpose to my contribution, and share it in day-to-day conversations with 10 people

Discover and articulate 3 unique qualities I have. Share them in day-to-day conversations with 10 people and tell them they can depend on you/count on you for these qualities.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M1-S3- Sourcing Inner Power Self-Awareness**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

By noticing my own strengths and changes, I break my ineffective habits.

- Notice when I am being steady in my inner power
- Notice when I act with courage. Courage is not the absence of fear, but the ability to act despite of fear.
- Notice when commit and I am in action
- Note when I acting from my inner power (as distinguished from business as usual)

Share each of the above in day-to-day conversations with 5 different people

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

(Circle the number)

BEFORE

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) (Circle the number)

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: **M1-S4- My Four Profiles**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- . I notice when I make new friends from different social and professional profiles to enrich myself and to include diversity. I will share this in my day-to-day conversations with 5 people.
- When my friends ridicule others on the basis of their social profile, I talk to my friends and help them to see how valuable every human being is. I will share this in my day-to-day conversations with 5 people

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) (Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: **M1-S5- Practicing Assertiveness (Part A+ Part B)**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- A. Identify at least 5 friends or colleagues and practice the “Sharing My Behavior” exercise. This will increase my self -awareness with regard to how often I use aggressive, assertive or submissive behaviors.
- B. I will identify two difficult situations,, one at home and one at college and practice making I statements

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(maximum marks 3)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment** :
- B. Peer Assessment** :
- C. Assessment by teacher** :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M1-S6- Background conversations & listening**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- Listening deeply to myself and others (noticing background conversations). Share this in day-to-day conversations with 5 people.
- Noticing when I see new perspectives and pathways after I know my background conversations. Share this in day-to-day conversations with 5 people.

i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10 (with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
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B. PEER ASSESSMENT (Find a partner) (maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (*each question carries 0.5 marks*)

Scoring for this session

- A. Self Assessment :**
- B. Peer Assessment :**
- C. Assessment by teacher :**

TOTAL MARKS:

**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: M1-S7- Ek Ruka Hua Faisla

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- Notice when I source inner power (wisdom) for creating a just and prosperous future. Share these incidents with 5 persons in daily conversations.
- Notice when I speak up and speak out to include different people, respecting diversity. Share these incidents with 5 persons in daily conversations.
- In meetings and family gatherings, notice and know how different people mentally filter the same information based on their bias or prejudice, which often leads to discrimination. I am able to shift the conversation, and create new perspectives during these conversations. Note these and share them with others.
- Notice principled (based on universal values) leadership, and speak about 5 such leaders—amplify what is working!

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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NOW

1	2	3	4	5	6	7	8	9	10
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B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) (Circle the number)

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

A. Self Assessment :

B. Peer Assessment :

C. Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M1-S8- Managing Our Stress (Part A+ Part B)**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- A. Using the slide on thinking errors evaluate which ones apply to you in most situations
- B. The student will practice both exercises: Relaxation Technique and Relaxation Imagery and share with friends or parents

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

(Circle the number)

BEFORE

1	2	3	4	5	6	7	8	9	10
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NOW

1	2	3	4	5	6	7	8	9	10
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B. PEER ASSESSMENT (Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

A. Self Assessment :

B. Peer Assessment :

C. Assessment by teacher :

TOTAL MARKS:

MODULE 2 SESSION 1

Title: Seeing Connections: Story of Stuff- a film

Objectives:

At the end of the session, I will be able to:

- Understand the invisible, multiple patterns and systems that shape our lives and also shape society and the world
- Recognize interdependence as a core value in sustainable change
- Enhance my ability to exercise critical thinking about self and society, so that I am more effective

Context:

Today, in every part of the world, the thinking on policies, rules and regulations is done by a few for the many, with the assumption and justification that people and citizens do not have the expertise to influence policy nor the ability to think critically. New research indicates that all humans, regardless of education, have the innate ability to see patterns and to create new systems and forms. Since critical strategic thinking is possible for all, not just the experts, we need to create ways to stimulate critical thinking along with authentic processes for everyone to have their voice heard. This is compelling demand for our future.

This film is to stimulate critical thinking. After the film is over, participants will be asked what they saw. They are not being asked whether they agree with Annie's position or not. Annie's film is the single most popular documentary in the world. It appeals to all ages. It has been viewed by over 12 million people. It has been translated in several Indian languages.

Points for learning and exercises:

1. Refer to your workbook.
2. Read the objective and context along with your trainer. You may follow only a part of it. It does not matter. After you finish the exercises, you will understand it. And when you practice you will develop the skills for this.
3. See the film

Generate Insights -Read the slide below.

- **What did you see? Give facts and describe visuals**
- **What did you learn from this film?**

Write your responses by yourself in the workbook.

4. When the trainer requests, find a partner and share your insights.

Then, in front of the whole group, share your insights. . Add points your fellow students are sharing I your workbook.

For your information, participants in other programmes said

- *If the parts of the system are linked up, then small efforts can create greater change in the system.*
- *A system has many parts- they are interdependent*
- *Many parts of the system are “invisible”*
- *Global and local issues, systems and concerns are interconnected*

- *In today's globalised world we need to inform ourselves about the patterns and systems affecting our daily lives, work and the lives of others*
- *To manifest equality and dignity, we need to address the factors that impinge upon them.*
- *The systems did not appear randomly- people designed them!*
- *We CAN change the systems that are not working for people*
- *The more we understand how different actions and interventions can impact a system the more we are positioned to achieve greater changes and impact on a system.*
- *Notice interplay of systems*
- *Stimulate synthesis*
- *Demystify technology*
- *Use humor*
- *Make the invisible visible*
- *Mapping the invisible creates new entry points*
- *Acknowledge that I am part of the problem*
- *Notice externalized costs*
- *Know how the work we do is linked to a financial system*
- *The film presents a new map to look at systems*
- *One needs to be able to see impact on both the planet and the people*
- *Differentiate systems thinking from systems change – focus here on systems change*

5. Read the quotation:

“I do what I feel is right. I am not scared to walk on the new path and take risk.”

Amir Khan

What do you know about Amir Khan? Amir Khan, born in 1965, is an Indian film actor, director, screenwriter, producer and television presenter. Through his successful career in Hindi films, Khan has established himself as one of the most popular and influential actors of Indian cinema. He is the recipient of numerous awards and nominations, including four National Film

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Awards and seven Filmfare Awards, and was honoured by the Government of India with the Padma Shri in 2003 and the Padma Bhushan in 2010. In addition to acting, Khan is a humanitarian and has participated in and spoken out for various social causes. He has created, and featured as the host of the television talk show *Satyamev Jayate* through which he highlights sensitive social issues prevailing in India.

6. Read “**My practice as a student**” below and practice

My practice as a student

- Next time there is a problem to solve, whether that is at home or in society or at work, ask yourself: what are the invisible and multiple patterns or systems shaping this problem? Share your thinking with 5 persons in daily conversations.

MODULE 2 SESSION 2

Title: Managing our feelings

Objectives:

At the end of the session, I will be able to:

- Differentiate between feelings and emotions
- Learn to identify and express ones feelings.
- Understand how feelings affect our work and daily life
- Deal appropriately and constructively with our feelings and feelings of others

Context:

Our feelings affect every aspect of our life. Sometimes, we are taught to ignore our feelings and think only of others. But failure to acknowledge, understand and handle your own feelings can lead to stress, depression and even suicide. Our actions and attitudes emerge from our feelings. Feelings may push us into doing some things and they may also push us away (demotivate) from doing others. A good understanding about the role of feelings in our personal and work life equips us to meet life's demands.



Points for learning and exercises

1. Read the objective and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.

2. Identifying and expressing feelings.

Identifying and expressing feelings.

- Ability to differentiate between a variety of feelings is a sign of a mature person.
- Alienation from one's own feelings: The value of expressing your genuine feelings is more important than expressing what others want you to (We are trained to be 'other directed' rather than in contact with ourselves.)
- The cost of unexpressed feelings is lack of self confidence, diffidence, getting bullied and alienated from ourselves. It is a sure way of creating stress for oneself.



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Exercise: 'Expressing Feelings' (20 mins)

The trainer gives an example of 'Expressing Feelings' by giving the following example.

Step (a): In a hostel room a roommate is playing music very loudly after 10 pm at night. Second roommate says "when you do something like this I think you have a personality disturbance." This is an opinion or a judgment or a criticism but not an expression of feeling. Expression of feeling will be "I find this loud music disturbing and irritating; can you lower it please."

Step (b): Change the given sentence to a 'Feeling Sentence.'

1. Don't look at me like a wall when I talk to you

2. Only an insane person will watch the type of movie you suggest.

3. You are being dramatic I don't believe you.

4. I would rather die before approaching you for help.

5. My life has gone to dogs.

Besides the above feeling sentences given as answers other sentences with different feeling word are also possible. Creatively think of different answers using the feeling words given below.

Here are some positive Feeling Words: **Happiness, Love, Contentment, Alive, Calm, Cheerful, Confident, Encouraged, Glowing, Grateful, Relived, Satisfied, Trusting, Thrilled, Touched, Interested, Fulfilled, Inspired**


Here are some negative Feeling Words: **Afraid, Angry, Confused, Depressed, Discouraged, Exhausted, Embarrassed, Hostile, Impatient, Nervous, Mean, Numb, Scared, Reluctant, Terrified, Upset, Weary, Withdrawn, Bitterness, Depression, Worry.**


3. Difference between Feelings and Emotions

Feelings and Emotions

Feelings are products of emotions. In psychology, the word ‘feeling’ is usually reserved for the conscious subjective experience of emotion.

Feelings	Emotions
Feelings are Low-key and Sustainable.	Emotions are Intense and Temporary.
Happiness: is a feeling.	Joy: is an emotion.
Worry: is a feeling.	Fear: is an emotion.
Contentment: is a feeling.	Enthusiasm: is an emotion.
Bitterness: is a feeling.	Anger: is an emotion.
Love: is a feeling.	Desire: is an emotion.
Depression: is a feeling.	Sadness: is an emotion.

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4. When we are in the grip of an intense emotion, it is important to be aware that we are operating from the space of our fears. Noticing, naming and letting go by getting into action is essential to reclaim our stand and manage our emotions in a healthy manner.

For example, when we are very angry, our heart starts beating very fast, our breathing becomes shallow, we might start sweating. If we notice our physical and mental state *while we are in that state, we are able to notice and name it*. Once we name it, we can reclaim our inner power and ‘let go’ by being in action. At this point we need to speak assertively about our feelings, so that we will be able to manage our emotions better and self regulate ourselves.



Exercise:

- Sit in pairs and recount a time when you were in the grip of an intense emotion.
- Notice that emotion and name it eg. Sadness or anger.
- Express to your partner how you felt and discuss how you could have been in action if you had ‘let go’ of that emotion at that time.

Exercise: Managing our Emotions

- Notice your emotion (which is being triggered by our fears)
- Name your emotion
- ‘Let go’ your emotion by being in action

Speaking assertively allows us to self regulate
and to express our feelings better and
manage our emotions



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5. Read the quotation

“Action and attitudes are feelings in disguise”-Neil Thompson

Do you know who Neil Thomson was? Dr Neil Thompson is an author, trainer and consultant whose work is highly acclaimed across the people professions. He has contributed a lot through his writing in the development sector. The Well-being Specialists and Avenue Media Solutions, providers of high-quality multimedia learning resources. He manages an online learning community for the people professions.

6. Read **“My practice as a student”** and practice

My practice as a student

Identify two feeling that you find difficult to express in words. Make an attempt to clearly verbalize the feeling when the opportunity presents itself. Track your improvement.

MODULE 2 SESSION 3

Title: Complaints: Seeing the commitment

Objectives:

At the end of the session, I will be able to:

- To distinguish different types of complaints
- To recognize the commitment behind complaints in order to take action.

Context:

We all complain. We all receive complaints, whether it is from our friends, our family or at work.

Usually, we get irritated when people complain. We often take it personally, thinking that the complaint is attacking us or our competence. When we complain, we usually want a problem to be solved or resolved. Sometimes we seem to be complaining about a situation, but we are just having fun! Unfortunately, some of us complain in a way that makes fun of people—this is called ridicule, and this erodes self-esteem in both myself and others. When we are strong, we do not need to ridicule others.

Sometimes, our complaints are such that we need somebody we trust, to listen to our feelings—these are our expressive complaints.

The above two may not require any action.

However we need to learn to act and to respond to complaints which are commitments for action.

This session will tell us about these three different types of complaints.

Points for learning and exercises:

1. Refer to your workbook.
2. Read the objective and context along with your trainer. You may follow only a part of it. It does not matter. After you finish the exercises, you will understand it. And when you practice you will develop the skills for this.
3. When your trainer asks, find a partner.

Exercise on **Recreational Complaints:**

Read an example of a recreational complaint. For example, when two or more people get together and complain for fun. There is nothing they want to change. For example, men are sitting together and drinking tea and relaxing and they complain about a situation or person in the office in a light way, in a fun way! Nothing needs to be done; nothing is expected to be done. Caution: this is not making fun of somebody or ridiculing them e.g. When a colleague or a friend always comes to the canteen looking for sweet tea and always complains that the tea in the canteen never has sugar.

When the trainer asks, work with your partner and to think of an incident in your family or with friends, where you were complaining, having fun, laughing. Remember: this is not about making fun of anybody. First write it down then when the trainer asks, share with each other.

When the trainer asks, respond in front of the whole group: How do you feel? They say one word, for example: light, relaxed etc

Exercise on **Expressive Complaints:**

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Read this example of an expressive complaint. For example, a child has some difficulty in school, and wants to share this with her/his mother or father. S/he is not looking for advice—she or he simply wants to share.

Or a long time- friend comes to you and shares a problem- we need to listen deeply. Unfortunately, our first tendency is to give advice.

Expressive complaints are when a person has a genuine concern, and needs someone s/he trusts to talk to; needs someone who will listen deeply. The person is not seeking advice- though our tendency when someone shares is to give advice. This happens often between people who know each other for a long time- friends, husband-wife, where we tend to give advice. The person who is complaining or expressing a concern, needs you to open your heart and listen deeply.

When the trainer instruct you to work with your partner and to think of an incident in your family or with friends, where you made an expressive complaint to them —you needed someone to trust and to listen to you. Did the other person listen to you deeply? Or did they start giving you advice? Write this below.

Next when the trainer asks, share with each other in pairs

Next when the trainer asks What did you feel? share it in front of the whole group:

Examples: The person listened deeply and I felt good. Or the person started giving me advice and I was confused. .

When the trainer asks, work in pairs, and share something you do not feel good about, or a problem with your partner—that is an expressive complaint. Student partner who is listening, listen deeply, with an open heart and not to give advice. Both should speak and listen by turns.

When the trainer asks, What did you feel? Share in the whole group: Examples could be : The person listened deeply and I felt good or I felt valued or I felt relieved.

Exercise on Complaints with a commitment for action:

Read: this is when person complains because s/he has a genuine commitment for action. We tend to dismiss complaints or label the person as s/he always complains! Or we are irritated that the person complains. Or take it as a personal criticism. These ways of reacting to complaints do not lead to action. Seeing beyond the complaints, and seeing the person's commitment, is a very important leadership or stewardship ability. Listen. State the commitment you hear. Ask the person questions that help to clarify what the person wants changed. Ask her/him what matters. Say that you hear him/her. Acknowledge the person's commitment for action, which is behind the complaint.

4. Read the example.

A participant in a HIV/AIDS programme which had three parts (one every month) said to the Master Trainer after the first session "I will not come back for the second session because this programme did not teach me anything." The Master Trainer was not upset, and did not take this as a personal attack. He did not feel that the participant was challenging his competence as a trainer. Instead the master trainer listened and was thoughtful. Then he said "I hear the commitment behind your complaint".

The participant returned for Session 2, and said "I was so surprised that you (Master Trainer) were not upset, and actually saw a commitment when I was complaining. I want to know what commitment you saw through what I said. The Master Trainer replied "I saw your commitment

for addressing the HIV/AIDS epidemic with excellence. I could see that you did not connect what I had taught so far with your commitment; but I knew that you would connect after you complete all the three parts.”

This participant went on to become one of the best Master Trainers!

When the trainer asks, work in pairs. Think of a recent complaint someone made to you in your family or from friends. How did you feel? What did you think? Write this down and then share with her/his partner.

Work by yourself, when the trainer asks. Think of the same complaint and think of the person’s commitment for action in this complaint. Write it down in silence.

When the trainer asks, share with the same partner you have been working with.

Then, when the trainer asks, share your insights with the whole group.

Note: this is a very powerful process for building relationships, diffusing irritation and taking action.



Distinguish the three types of complaints and review the session, as given below—Read out along with your trainer

Complaints

Recreational – Fun

Expressive

Complaints as Commitment for Action

5. Read the quotation

“Life is not easy for any of us. But what of that? We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained” -Marie Curie.

Do you know who Marie Curie was? Marie Curie, born in 1867 was a Polish and naturalized-French physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the only woman to win in two fields, and the only person to win in multiples sciences. Her achievements included a theory of *radioactivity* (a term that she coined), techniques for isolating radioactive isotopes, and the discovery of two elements, polonium and radium. Under her direction, the world's first studies were conducted into the treatment of neoplasm's (cancer) using radioactive isotopes. She founded the Curie Institutes in Paris and Warsaw, which remain major centers of medical research today. She died in 1934.

6. Read “My practice as a student” below and practice

My practice as a student

Practice listening to commitments for action behind complaints. Recall 5 such incidents and what you accomplished by doing this. Share your thinking with 5 persons in daily conversations.

MODULE 2 SESSION 4

Title: Verbal Communication Skills

Objectives:

At the end of the session, I will be able to:

- understand how the spoken word affects and influences the process of verbal communication
- understand the barriers that come in the way of communicating effectively.
- practice and maintain clarity in communication

Context:

Communication is a central feature of interaction. It is the basis of relationship building. Certain ways of communicating cause misunderstanding, destroy our relationship and distance us from people we love. Often we communicate in an impersonal way when we do not want to. We often judge others and their behavior and thus trap ourselves in ideas of right and wrong. Here we use a language that classifies and divides people and their action.

In this session on verbal communication we will become aware of how not to do this and to use words and speech in order to communicate better and improve our relationships.

Points for learning and exercises:



1. Read the objectives and context along with your Trainer. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice regularly you will develop the skills for it.
2. The three elements of ‘Verbal Communication’.

Verbal Communication

Verbal communication

Verbal Communication has three elements:
1. Speaking 3. Feedback
2. Listening

Aspects of Speaking	Aspects of Listening	Feedback
•Speed •Tone •Pitch •Degree of formality •Loudness(volume) •Language	•Active listening •The environment •Emotional Climate •Discrimination	•Retain.... •Increase.... •Decrease....

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3. Aspects of Speaking



Speed

Aspects of Speaking

I. Speed

Fast speech :

- Indicates the emotional state of the speaker e.g. anger, excitement, anxiety
- A state of heightened emotion that in turn can create similar agitation in the other party
- Can annoy and irritate
- Difficult to concentrate and hard to follow



 

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Aspects of speaking 'Speed'(Contd.)

Slow speech :

- Can be an indicator of emotional state. For e.g. tiredness and depression
- Can indicate defensiveness or lack of confidence
- Can be interpreted rightly or wrongly as lack of interest in the conversation or in the person with whom you are conversing.


 


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Tone and Pitch

Aspects of Speaking (contd.)

<p>'Tone' of voice indicates:</p> <ul style="list-style-type: none">• emotional state and feeling. eg. anger, sadness, joy, disappointment• attitude towards the other person. eg. approval, disapproval, closeness, distance, friendship <p>The tone of voice has significant impact on the process of communication.</p>	<p>'Pitch': Tune or intonation of speech</p> <ul style="list-style-type: none">• Can be high or low eg. A question ends with a high pitch.• Conveys emotional state or attitude: flat pitch (depressed mood); high pitch (anger, fear, excitement.)• High pitch may irritate people who are tense or distressed.
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Tone

However carefully you choose your words, if your tone is cold it will not convey sensitivity. A tone of contempt can make a person feel disrespected, ridiculed, ignored, demeaned and discriminated against. It is important to notice the tone that we use when we speak to vulnerable and disadvantaged groups including children, women and elderly as well as those from disadvantaged castes.

Pitch: Tune or intonation

Extremely high or low pitched tones can convey emotional states or attitudes. For example, a flat pitch can indicate depression while a high pitch could indicate anger, fear or excitement.


Degree of formality


Aspects of Speaking (Contd..)
Degree of Formality

- Degree of Formality refers to how we use speech in formal and informal situation.
For e.g. An interview with your college principal is a formal situation while talking with friends is an informal situation.

The problem arises when:

- You are formal in an informal setting - you will look arrogant, distant, unfeeling or hardhearted.
- You are informal in a formal situation - you may look weak and your ability to influence someone else will reduce.

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'Loudness' (volume)


Aspects of Speaking (contd)


Loudness(Volume):
Loud speech may indicate:

- aggressive or dominating attitude, lack of sensitivity, fear or anxiety, anger or disapproval

Quiet speech may indicate

- Confidence and ability to calm a person
- Lack of confidence or lack of assertiveness
- Reluctance to talk to the other party

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Language


Aspects of Speaking(Contd..)
Language

Words that stereotype, label or demean are disempowering for individuals.

- Instead of 'victim' use the word 'survivor',
- abla naari 'weak woman' is a demeaning phrase
- 'crybaby or crying like a girl' is stereotyping,
- Instead of the word 'lame (langda)' use the word 'physically challenged'

Can you give more examples?

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Exercise on Speaking

Reflections


4. Aspects of Listening


Active Listening

Aspects of Listening

Active listening:

- Pay attention to what is being said
- Avoid jumping to conclusions or labeling
- Resist the temptation to interrupt
- Use appropriate body language
- Give feedback on key points to confirm understanding
- Active listening always requires time and needs to be developed with experience.

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Environment


Aspects of Listening (Contd)

Environment

Aspects of Physical environment:

- Noise disturbances
- Involvement of other activities at the same time
- Disturbances with people coming in and out.
- Holding a formal discussion in informal surroundings.

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Sitting arrangements:

Aspects of Listening (Contd)

Sitting arrangements:

- For informal exchanges sitting face to face and in a circle is better and reduces power hierarchies

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Emotional Climate:

Aspects of Listening (Contd)

Emotional Climate:

- Your own emotional state affects your communication
- When caught up with ones own feelings and concerns sensitivity to others will be low.



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Discrimination:

Aspects of Listening (Contd)

Discrimination:

- Our society discriminates against social groups such as women, caste, age, persons with disabilities etc.
- Power dynamics operate in interpersonal communication in different ways
- Listening without discrimination means to hear their voices, suspend judgment and listen deeply with our hearts.
- We need to be aware that we can demean or empower a person based on how we listen to them



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5. Feedback as Growth

Feedback as Growth:
give feedback so that the person grows

Ask whether you may give feedback?
Person agrees or disagrees



Give feedback in the following format

- Retain.....
- Increase.....
- Decrease.....

The person receiving feedback, thanks the one who is giving it.

Feedback is not about reasons or point of view nor is it advice

FEEDBACK IS A GIFT



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Exercise on Feedback as Growth

Reflections

Exercise on Listening and Feedback

What was easy?

What was difficult?



What do you wish to improve on?

6. Barriers to Communication

'Barriers to Communication'

1. The listener may not hear because of any number of external disturbances: There may be outside noise, the speaker may articulate badly, the power of voice may be inadequate, the microphone may distort, there may be language and dialect problems.



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'Barriers to Communication' (Contd)

2. The listener may not understand what he hears because of poor organization of material, complex thinking, educational and technical deficiencies, language barriers, use of jargon, misinterpretation etc.



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'Barriers to Communication' (Contd.)

3. What is said may not be accepted because of a lack of involvement, , conflicting objectives, poor relationship between listener and speaker etc.
4. The speaker may not be aware that his listeners are bored/disinterested



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Notes to yourself:

7. Promoting Effective Verbal Communication

Promoting Effective Verbal Communication

Clarity

- Don't be vague
- Don't be ambiguous
- Articulate carefully
- Think First

The benefits of clarity:

- Fewer misunderstandings,
- less time wasted,
- greater self confidence
- the respect and confidence of others



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8. Read the quotation

“The single biggest problem in communication is the illusion that it has taken place.”

- George Bernard Shaw

Do you know who George Bernard Shaw was? George Bernard Shaw (26 July 1856 – 2 November 1950) was an Irish playwright and a co-founder of the London School of Economics. Although his first profitable writing was music and literary criticism, in which capacity he wrote many highly articulate pieces of journalism, his main talent was for drama, and he wrote more than 60 plays. He became an accomplished orator in the furtherance of its causes, which included gaining equal rights for men and women, alleviating abuses of the working class, rescinding private ownership of productive land, and promoting healthy lifestyles.

9. Read “My practice as a student” below and practice.

My practice as a student

- Practice feedback for growth with atleast one person every day. Make it a regular practice in your future interaction.
- Practice the exercise on listening and feedback with two friends.

MODULE 2 SESSION 5

Title: Non Verbal Communication Skills

Objectives:**At the end of the session, I will be able to:**

- Understand the power and significance of non verbal communication
- Be able to comprehensively list all aspects of non verbal communication
- Develop sensitivity to subtle but influential processes in non-verbal communication that occur when people interact
- Utilize this sensitivity for their own well-being as also for that of others.

Context:

Non verbal communication is an aspect of interaction that is so common that we take it for granted. In fact it should be remembered that facial expressions, gestures of the hand, eye contact and body language are all a form of language. Non verbal communication is culture specific and similar meanings cannot apply to people from different cultures. It is also gender specific and class specific.

To interpret gestures, body language and facial expressions carefully and sensitively is important for effective communication. At the same time it is equally important that we are sensitive to our own non verbal communication. What are the signals and messages that we send out?

Points for learning and exercises:

- 1:** Refer students to your workbook
- 2:** Read the objectives and context along with your trainer. You may follow only a part of it. It does not matter. After you finish the exercise you will understand. And when you practice it regularly, you will develop the skills for it.

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3: Aspects of Non Verbal Communication.

Aspects of Non Verbal Communication

Facial Expression: Eg. Smile, frown, lines on the forehead etc.

- A genuine smile, pleasant look makes the person look warm, empathetic and approachable.
- A false smile looks like you are sucking up to, or being submissive or appeasing and is associated with artificial and unassertive people.

Eye Contact: Neither too little, neither too much.

- Too little eye contact could mean boredom, disapproval, lack of confidence, untrustworthiness.
- Too much eye contact could be interpreted as aggression, intrusive.



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Aspects of Non Verbal Communication (contd.)

Posture: The way we hold our body.

- **Relaxed Posture:** indicates a relaxed frame of mind and encourages others to relax.
- **Inappropriate posture:** is context dependent. Eg. slouching at a job interview
- **Leaning forward:** Denotes interest
- **Leaning Away:** Denotes distancing and disinterest
- **Crossing your arms:** Makes you appear closed or critical



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Aspects of Non Verbal Communication (contd.)

Orientation: The direction we face when we are conversing

- Face to face communication denotes interest .
- Facing away from someone can be interpreted as lack of interest, disapproval or even a direct snub.



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Aspects of Non Verbal Communication (contd.)

Proximity: How close or distant one is when conversing.

- Standing too far away: You will look uninterested or distant
- If too close: Intrusive and intimidating (Particularly in terms of gender and class difference)



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Aspects of Non Verbal Communication (contd.)

Touch should be used thoughtfully and consciously

When used appropriately

- Provides comfort and reassurance
- Demonstrates unity
- Calms someone who is agitated
- Shows respect, confers praise or congratulates someone.



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Aspects of Non Verbal Communication (contd.)

Touch : When inappropriate; It can

- Invade privacy
- Cause embarrassment
- Cause intimidation
- Destroy trust
- Constitute sexual harassment
- Should always be used thoughtfully and consciously.



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Aspects of Non Verbal Communication (contd.)

Vulgar and Unacceptable Movements:

- Bodily movements on a larger scale. These are walking away, pushing, grabbing, hitting.
- Largely but not exclusively associated with tense situations possibly involving aggression. Feelings could be running high.



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Aspects of Non Verbal Communication (contd.)

Fine Movements

- Gestures and mannerisms that accompany spoken language. E.g. pointing, nodding, shaking the head and beckoning
- Cultural differences apply: Shaking ones head in India means YES and in other cultures it means NO



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4: Exercise on Non Verbal Communication. What would you feel? Take 25 minutes

Read out each statement and respond. Link your response to your feelings. The information on the slides will help you

Scene 1: You walk into the classroom and three of your friends get up and leave.

How would you feel?



Ver 2.0

Scene 2: One of your classmate walks out of the classroom while the class is going on.

How would you feel if you were the teacher?

As another student seated in the class, how would you feel?

Scene 3: You are meeting a classmate for the first time and find that he stares at you for an unnecessarily long time.

How would you feel?

Scene 4: You are showing your mark sheet to your father and his eyes remain on the television set.

How would you feel?

Scene 5: You are sharing an incident of disappointment with your friend and she/he is constantly looking at the door.

How would you feel?

Ver 2.0

Scene 6: On a bright Monday morning you approach your teacher with a smile. She/he looks at you with a look that says don't disturb me.

How would you feel?

Scene 7: A young woman is walking past a group of young men who wink and pass improper comments at her.

How would you feel if you were the woman?

How would you feel if you were one of the men?

Scene 8: A student is being ragged in a threatening manner by being pushed and shown a fist.

How would you feel if you were the person who is ragging (bullying)?

How would you feel if you were being ragged (bullied)?

Scene 9: You go to a friend's home who is from a different community/religion/caste and are served food in a plate obviously different from the family.

How would you feel?

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How would you feel if it was your home?

5. Exercise: Observing Non Verbal Cues.

6: Read the quotation

”The most important thing in communication is hearing what isn't said.”

Peter F. Drucker

Do you know who Peter F Drucker was? Peter Drucker was born in Vienna, Austria, in a small village named Kaasgraben in the year 1909. He grew up in a home where intellectuals, high government officials, and scientists would meet to discuss new ideas. He became a management consultant, educator, author and a leader in the development of management education. His writings are about how organizations can bring out the best in people, and how workers can find a sense of community and dignity in a modern society organized around large institutions. He developed one of the first executive MBA programs in USA for working professionals at Claremont Graduate University which later was named the Peter F. Drucker Graduate School of Management in his honor in 1987.

8: Read “**My practice as a student**” below and practice

My practice as a student

Reflect on a difficult interaction with a friend, a colleague or a family member and recollect the type of non verbal cues that you sent out. Were they helpful in the interaction or did you do something which prolonged the negativity in the discussion? How would you do it differently the next time around?

MODULE 2 SESSION 6

Title: Influencing Skills for Change

Objectives:

At the end of the session, I will be able to:

- Understand importance of influencing skills to help us achieve our objectives.
- Explore the process through which influencing can happen and will understand the difference between influencing and manipulating
- Learn some strategies that can be used to maximize effectiveness in using influencing skills

Context:

Influencing skills are basic components in our personal and professional life. Our interaction skills can benefit a good deal if we can cultivate strategies for including influencing skills within their ambit. In the sessions on verbal and non verbal communication we have already learnt that effective communication builds relationships.

To recognize the significance of influencing skills we may point out that in our day to day interactions we don't only convey information to each other. In the context of our relationship with others we also seek to influence each other.

It is also important to realize that as individuals we are not isolated. Building relationships and using influencing skills so that we receive their support is a part of building self confidence and positive emotional health.

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Points for learning and exercises:

1. Read the objectives and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises, you will understand. And when you practice you will develop the skills for it.
2. **Importance of Influencing Skills**

Importance of Influencing Skills

1 Influence is an essential component of interaction skills

2 Influencing skills are used for:

- Motivating people to support and implement decisions
- For creating partnerships to work together
- Understanding that my success depends on other people and some people's success depends on me.





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3. Distinction between 'Influencing and Manipulating'

Influencing vs. Manipulating

- **Manipulating** is influencing someone in a way that will benefit me but be of disadvantage to them.
- **Influence** is that where I can benefit from what I hope that person can do, and at the same time they too can benefit. Even if they do not benefit they should not suffer as a result of it.





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Influencing vs. Manipulating (Contd..)

It is critical to understand that we can influence people based on the values and principles we hold.

When we stand in our inner power and commitment, we will be able to speak up and speak out convincingly, and change the conversation



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Influencing vs. Manipulating (Contd..)

Example:

- I convince a friend to accompany me to a bank to apply for a loan, even though I know that he has an exam the next day. (Manipulating)
- I convince a friend to accompany me to the bank for an education loan on the day after he finishes his exam. (Influencing)



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Influencing vs. Manipulating (Contd..)

- The difference here is that in the first example, I persuade my friend knowing that he or she will suffer a problem or be at a disadvantage by not having time to study. Whereas, in the second I make it a win-win situation where I get what I want and my friend also learns how to approach a bank.
- Manipulation is an unethical form of influencing.



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4. Exercise 1:

- Sit in pairs.
- Recollect an incident where you felt that you had been manipulated to do something where you suffered a disadvantage.
- Share your incidents.
- Both will share how they felt at that time.

5. How do you influence?

There are three ways in which people can be influenced

How Do You Influence?

- **Logical appeals:** This is communication which is directed towards explaining and giving reasons. This person is attracted or convinced by these tactics.
- **Emotional appeals:** This is communication which is directed towards a person's feeling. e.g. creating a sense of belonging, of sympathy etc.



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How Do You Influence? Contd..

- **Co-operative appeals:** directed towards building a connection between you and the person you are trying to work with, persuading them to work with you
Eg. Offering your time, technical support, staff etc.

Different individuals are influenced through different tactics.



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6. Exercise 2

Sit in groups of 4

Scene 1

Your parents want you to study science, but you want to study literature or music. You make a strong case for yourself using:

Step (a): Emotional appeal: (give examples)

Logical Appeal: (give examples)

Co-operative Appeal : (give examples)

Step (b): You come back to the larger group to share your insights.

Scene 2

Your brother is getting married and wants to take dowry from the girl's parents. Your parents are okay with it, but you are committed to not taking or giving dowry. You seek to influence your family using:

Step (a): Emotional appeal: (give examples)

Logical Appeal: (give examples)

Co-operative Appeal : (give examples)

Step (b): You come back to the larger group to share your insights.

7. Strategies for Influencing

Strategies for Influencing

1. To connect or engage with people: This may be as simple as giving a smile to something as complex as connecting with someone from a different background or culture

2. Give solutions, not problems: Instead of saying we have a big problem can somebody solve it?

We can say, "here is a big problem and a possible solution is

.....because....."



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Strategies for Influencing (contd.)

3. Giving feedback : Honest feedback is always appreciated however it has to be given constructively without making the other person feel small. If you can do this you will gain respect. And when you are respected you can influence others.

4. Speaking the same language: This has two aspects. One is literally speaking the same language that is speaking in the native tongue of that person. The second aspect is matching what we are saying to the situation that we are in. Eg. When speaking to students about team building we give examples from the game of cricket.



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Strategies for Influencing (contd)

5. Listening and Empathy: Active listening has been covered in the session on verbal communication. To be a good listener is an important part of being a good influencer. Understanding the perspective of the other person will put you in a better position to influence them.



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Exercise 3:

- a. Reflect on the five ‘Strategies of Influencing’ given above and select the one which will be easiest for you to practice.

- b. Give the reason why you would find it easy?

- c. Identify what for you will be the most difficult of the five strategies

- d. State the reasons for why you would find it difficult.

7. Read the quotation

“The key to successful leadership is influence, not authority.” — Kenneth H. Blanchard

Do you know who Kenneth Hartley Blanchard was? Kenneth Hartley Blanchard (born May 6, 1939) is an American author and management expert. His book *The One Minute Manager* (co-authored with Spencer Johnson) has sold over 13 million copies and has been translated into 37 languages

8. Read “**My practice as a student**” below and practice.

My practice as a student

You may practice the exercise on Using Influencing Strategies. Once you identify the strategy which you find difficult to practice, make a decision to use it more often to be able to improve upon it. Find opportunities to practice.

MODULE 2 SESSION 7

Title: Managing interpersonal conflict (Part A)

Objectives:

At the end of the session, the student will be able to:

- Understand how conflicts are inevitable but can be managed.
- Become aware of strategies for managing inter personal and team conflict.
- Practice the five step problem solving process.
- Recognize the importance of win-win situations
- Develop self awareness to deal with conflict situations

Context:

Wherever there are people, the possibility of conflict exists. Conflict has been defined as ‘a state of mind in which a person experiences a clash of opposing feelings or needs.’ It is important to understand the role that conflict can play in our relationships within the family, at work, between friends, and in the larger social context. While it is an unavoidable consequence of people living and mixing together conflict can be handled and resolved. Conflict that is managed and resolved can even strengthen family and group communication in positive and lasting ways.



On the other hand, unresolved conflict can lead to long lasting hostility, resentment, and breakdown in relations. Effective conflict strategies focus on solutions rather than winners and losers.

Points for learning and exercises

1. Read the objectives and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice, you will develop the skills for it.
2. Definition of conflict

Definition of Conflict:

A serious incompatibility between two or more opinions, principles, or interests which is generally protracted (long drawn out in nature)





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3. ‘Seven Different ways of dealing with conflict’.

SEVEN DIFFERENT WAYS OF HANDLING CONFLICT

- 1. Having it only my way**
Refusing to have it any other way than one's own. This will break the relationship
- 2. Collaborating**
Work out a solution in partnership with the other person
- 3. Aggression**
Turning to violence to solve the conflict. This NEVER resolves conflicts, only escalates it, resulting in a lose-lose situation




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SEVEN DIFFERENT WAYS OF HANDLING CONFLICT (Contd.)

- 4. Compromising**
Both sides give something and both sides get something
- 5. Accommodating**
Letting the other side get his/her way
- 6. Avoiding, Delaying or Denying**
Leaving the conflict issue aside for a while
- 7. Appealing to others for help**
Ask an uninvolved party to solve the conflict



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Key Learning Points

- We can use different strategies at different stages of a conflict resolution
- To resolve conflicts we must listen deeply and be aware of our background conversations
- **All** possibilities must be explored to find solutions to the conflict
- Assertive communication is essential to conflict resolution



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Key Learning Points:..(Contd..)

- To resolve the conflict, we must create context. The context is 'bigger' than the conflict
- When emotions are high, it is difficult to ground oneself in our space of values/inner power. However, it is essential to do this and to notice our emotions and fears (notice, name, let go in action) if we are to genuinely seek a resolution
- Even at the height of conflict, resolution is possible. It requires us to transcend personal issues and create new relationships (E.g. in South Africa after apartheid)



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4. Exercise 1. “Dealing with Conflict.”

Step (a): Divide yourselves into three groups. Each group will get a different scene to discuss for 10 minutes

Step (b): Each group will then get 10 minutes to present its answer.

Step (c): You may continue to look at the slides on Key Learning Points during your discussion in Step (a)

Scene 1

The college elections are coming close. The old students union does not want any students associated with a political party to stand for elections. However there is a new group of students who feel that the student body will get a lot of support in the form of money, contacts and the use of a large playing ground(maidan), if students associated with a certain political party are allowed to stand for elections.

You are not part of the old union nor part of the new students group but both approach you to help out in sorting the problem. Which of the above seven ways would you use?

Scene 2

Your sister's marriage has been arranged. Her prospective in-laws are asking for large amount of money to enable the bridegroom to complete his medical studies. They also have pointed out that in their family the custom has been that the bride's side has to give gifts in cash and kind to the 12 closest family members of the bridegroom. You consider that all this is only another way of asking for dowry. You recommend to your parents not to go ahead with the marriage.

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Since you are young you ask your uncle to intervene. Which of the above seven ways can your uncle adopt?

Scene 3

Your college has decided to develop 10 vocational courses. The four courses which girls can opt for are tailoring, nutritionist and dietician, beautician and hair dresser, and jewellery-making. The girls in the college point out that all the above courses are gendered in nature and want to know why they cannot also opt for courses offered to the boys such as computers, paramedical worker, dialysis technician, maintenance and repairing of audio visual equipment, domestic electrician etc.

You are a girl student who is not happy that only so-called women-oriented choices have been given to girls. You have protested to the head of the vocational courses committee and have been told that there can be no change.

Which of the above seven ways would you adopt to resolve the conflict? And why?

5. Read the quotation

“ You can’t shake hands with a clenched fist” - Indira Gandhi

Do you know who Indira Gandhi was? Indira Priyadarshini Gandhi (19 November 1917 – 31 October 1984) was the third Prime Minister of India and a central figure of the Indian National Congress party. Gandhi, who served from 1966 to 1977 and then again from 1980 until her assassination in 1984, is the second-longest-serving Prime Minister of India and the only woman to hold the office. Indira Gandhi was the only child of India’s first Prime Minister Jawaharlal Nehru and his wife Kamla Nehru.

6. Read “My Practice as a student” below and practice.

My practice as a student

Practice different ways of dealing with conflict resolution and start recognising the patterns which you are generally using. Discuss with your friends, colleagues or family.

Do you use different strategies with different individuals for example your parents ? Your brother? Your sister? Your teachers?

MODULE 2 SESSION 7

Title: Managing interpersonal conflict Part B

Objectives:

At the end of the session, the student will be able to:

- Understand how conflicts are inevitable but can be managed.
- Become aware of strategies for managing inter personal and team conflict.
- Practice the five step problem solving process.
- Rrecognize the importance of win-win situations
- Develop self awareness to deal with conflict situations

Context:

Wherever there are people, the possibility of conflict exists. Conflict has been defined as ‘a state of mind in which a person experiences a clash of opposing feelings or needs.’ It is important to understand the role that conflict can play in our relationships within the family, at work, between friends, and in the larger social context. While it is an unavoidable consequence of people living and mixing together, conflict can be handled and resolved. Conflict that is managed and resolved can even strengthen family and group communication in positive and lasting ways.

On the other hand unresolved conflict can lead to long lasting hostility, resentment, and breakdown in relations. Effective conflict strategies focus on solutions rather than winners and losers.

Points for learning and exercises

1. Read the objectives and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.
2. 'Good things about win-win situations.'

GOOD THINGS ABOUT WIN-WIN SITUATION

- Both parties get what they want
- Both parties get what they need
- Both parties feel good about the situation and themselves
- Nobody is hurt
- Nobody has lost



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3. 'Points to remember when in conflict'.

POINTS TO REMEMBER WHEN IN CONFLICT

- The action of the other person seems right from his/her point of view
- If you stick to only your idea of a solution, you might lose
- Together you can both win if both are committed to a solution
- Remember that Conflict always has two opposing parties and you could be one of them !
- Listen actively/ deeply to the other party
- Look for Win-Win solutions. They are possible



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4. The Five Step Conflict Resolving Process makes for greater clarity and effectiveness when trying to consider resolving a conflict and moving towards a solution.

Five Step Conflict Resolution Process

Define the conflict:

Express the conflict in a question beginning with the words 'what are the obvious issues that can be seen and what are the deeper issues that will have to be looked out for.....'

Brainstorm all possible solutions:

Ask the question 'what are possible solutions to.....'

List all the ideas and suggestions without passing a judgment

Evaluate the possible solutions

Choose the one in which nobody loses. The question to ask yourself here is of all the alternatives suggested will this alternative resolve the conflict.

Implement the solution

How will you do it? When will you do it? Will anyone help you to do it? Answer these questions specifically.

Review how the solution is working.

Ask both the parties for feedback after a reasonable period of time. Make changes if required. This will ensure the sustainability of the solution.



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5. Read the quotation

“Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict.” – Dorothy Thompson

Do you know who Dorothy Thompson was? Dorothy Thompson (9 July 1893 – 30 January 1961) was an American journalist and radio broadcaster, who in 1939 was recognized by [Time magazine](#) as the second most influential woman in America next to [Eleanor Roosevelt](#). She is notable as the first American journalist to be expelled from Nazi Germany in 1934 and as one of the few women news commentators on radio during the 1930s. She is regarded fondly by some as the "First Lady of American Journalism".

6. Read ‘**My practice as a student**’ below and practice.

My practice as a student

Identify a conflict at the personal or professional front and practice the Five Step Conflict Resolution process. This practice will help you to be calm when resolving a conflict

MODULE 2 SESSION 8

Title: Managing Time Effectively (Part A)

Objectives:

At the end of the session, I will be able to:

- To realize the need for managing time effectively
- To explore the personal, external, social and cultural reasons that prevents you from managing your time.
- Identifying solutions to manage time better and preparing your own action plan.

Context:

There is a popular phrase which says “time and tide wait for no man”

Time is a valuable asset and ones lost can never be recovered. In the modern world the need for managing time has become very critical because of the need for multitasking and managing several things at the same time. One of the negative effects of not managing time well is that it leads to stress and a job not done.

So, effective time management is a conscious decision and does not happen by only thinking about it. We have to identify factors where we lose time or use it inefficiently and through this have our own action plan which will involve pro active thinking, judicious delegation, setting priorities and avoiding procrastination. Developing the art of saying polite “No” is also important.

Points for learning and exercise:

1. Refer to your workbook.
2. Read out the objectives and context with your Trainer. You may follow only a part of it. It does not matter. After you finish the exercise you will understand. And when you practice it regularly, you will develop the skills for it.
3. Exercise: ‘**Time For Me**’

Think of the following questions and make brief notes about it

What do you want time for?

- a. What activities give you the most pleasure?

- b. What activities give you the best sense of achievement?

- c. If you had an extra hour, what would you do with it?

d. What do you regret not having done in your life so far?

e. Find a partner to discuss it with.


4. What is Time Management?

What is Time Management?


Time Management is about planning for the future, it is about living today.

Time Management is:

- not just about “money” or a resource,
- is about keeping up and managing energy levels.
- is about developing motivation and maintaining commitment at optimal levels.

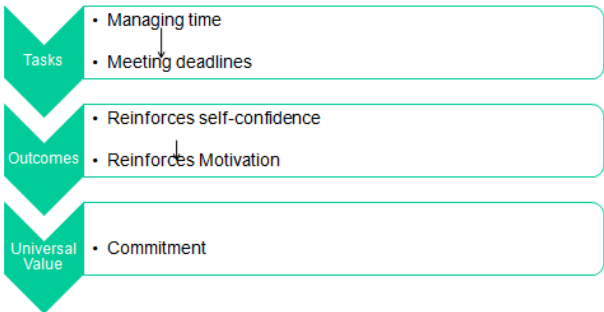


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Impact of Time Management



- Tasks
 - Managing time
 - Meeting deadlines
- Outcomes
 - Reinforces self-confidence
 - Reinforces Motivation
- Universal Value
 - Commitment



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➤ Lessons from the story on Pandavas and the wax (lac) palace are:



1. Always communicate as clearly as you can
2. Do not waste the time of others.

5. What is your time problem?

What is YOUR time problem?

Personal

- ◆ Organisational e.g. I can't keep track of assignments and deadlines, I don't finish one thing before starting another, I don't seek help on time.
- ◆ Psychological e.g., I can't say 'no', I am interested in many things.

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Some of these reasons/excuses emerge from my background conversations located in my fears.



What is YOUR time problem? (contd.)

External

- Relating to others e.g., Too many friends drop in, others are not reliable, transport is not good, college schedules are not stable.

Social or cultural norms which you feel put pressure on you

- Attending social events, have to do particular things, you have to follow some social criteria on which you are judged.

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6. Exercise: Your Problem with time

Exercise

Your Problem with Time

Using the earlier exercise, put down your problems in the three categories.

Personal	External	Pressurising social/cultural norms

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7. Suggestions for resolving Your Time Problems

Suggestions for resolving Your Time Problems

<p><u>Organising Time</u></p> <ul style="list-style-type: none"> *Set Priorities *Keep a clear focus *Use of a diary *The 3-Minute Rule *Working together /delegation 	<p><u>Managing Energy Levels</u></p> <ul style="list-style-type: none"> *When to do what - Timing *Best person for the job *The worst-first Rule *Take a break *Working together / delegation
---	---

Note:

3 Minute Rule: Whatever can be completed in three minutes do so immediately

Worst First Rule: That which you dislike do it first. The reason is you lose energy in trying to avoid it.

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8. Exercise: Managing Your Time

Step (a). Sit in groups of threes.

Step (b). Brainstorm one or two solutions for the problem with time you identified in exercise ‘Your Problem With Time’



Step (c). In the plenary, report on any one that you still feel doubtful about overcoming.

9. Read the quotation

“We work not only to produce but to give value to time”- Ferdinand Delacroix

Do you know who Ferdinand Delacroix was? Ferdinand Delacroix (26 April 1798 – 13 August 1863) was a French Romantic artist regarded from the outset of his career as the leader of the French Romantic school.

10. Read ‘My Practice as a student’ below and practice.

My Practice as a student

The Student will practice the exercise on ‘Your Problem with Time’ her/himself and put down suggestions for the same.

MODULE 2 SESSION 8

Title: Managing Time Effectively (Part B)

Objectives:

At the end of the session, I will be able to:

- Realize the need for managing time effectively
- Explore the personal, external, social and cultural reasons that prevent them from managing their time.
- Identify solutions to manage time better and preparing their own action plan.



Context:

There is a popular phrase which says “time and tide wait for no man”

Time is a valuable asset and once lost can never be recovered. In the modern world the need for managing time has become very critical because of the need for multitasking and managing several things at the same time. One of the negative effects of not managing time well is that it leads to stress.

So, effective time management is a conscious decision and does not happen by only thinking about it. We have to identify factors where we lose time or use it inefficiently and through this have our own action plan which will involve pro active thinking, judicious delegation, setting priorities and avoiding procrastination. Developing the art of saying polite “No” is also important.

Points for learning and exercise:

<u>Suggestions for Resolving Your Time Problems</u>	
<p><u>Organising Time</u></p> <ul style="list-style-type: none"> *Set Priorities *Keep a clear focus *Use of a diary *The 3-Minute Rule *Working together /delegation 	<p><u>Managing Energy Levels</u></p> <ul style="list-style-type: none"> *When to do what - Timing *Best person for the job *The worst-first Rule *Take a break *Working together / delegation
<p>Note: 3 Minute Rule: Whatever can be completed in three minutes do so immediately</p> <p>Worst First Rule: That which you dislike do it first. The reason is you lose energy in trying to avoid it.</p>	
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1. Stephen Covey's Time Management Matrix.

<u>Using Stephen Covey's Time Management Matrix</u>		
	URGENT	NOT URGENT
IMPORTANT	<u>Quadrant I</u>	<u>Quadrant II</u>
	Crises(at home, in studies), Pressing Problems, Missed deadlines, Classes/Meetings	Preparation, Prevention Planning, Relationship Building, career planning, taking permissions for tasks related to study
UNIMPORTANT	<u>Quadrant III</u>	<u>Quadrant IV</u>
	Interruptions, some phone calls, some meetings, some socializing, internet browsing, family expectations & responsibilities	Some phone calls, gossiping, Irrelevant mail, Excessive TV, Excessive internet browsing, Some socializing

Stephen Covey's Time Management (Matrix cont...)
Each quadrant has a name which describes it

	URGENT	NOT URGENT
IMPORTANT	<u>Quadrant 1</u> Challenges (are faced)	<u>Quadrant II</u> Quality work (is done)
UNIMPORTANT	<u>Quadrant III</u> Deception of one's self	<u>Quadrant IV</u> Waste of Time

Stephen Covey's Time Management Matrix (contd...)

	URGENT	NOT URGENT
IMPORTANT	<u>Quadrant 1</u> Challenges (are faced) Activities from our Commitment/Contribution	<u>Quadrant II</u> Quality work (is done) Activities from our Commitment/Contribution
UNIMPORTANT	<u>Quadrant III</u> Deception of one's self Activities from the space of our fears or background conversations	<u>Quadrant IV</u> Waste of Time Activities from the space of our fears or background conversations

Quadrant II and I require us to source our inner power and strength and energise us. This is work that comes from the space of our commitment.

Sometimes assertive behavior can prevent shifting activities from quadrant III to quadrant I. Remaining in quadrant III is actual resistance to taking action and continue with just talking about it.

2. My Action Plan

My Action Plan

	URGENT	NOT URGENT
IMPORTANT	<u>Quadrant 1</u> Challenges (are faced) Commitment/Contribution	<u>Quadrant II</u> Quality work (is done) Commitment/Contribution
UNIMPORTANT	<u>Quadrant III</u> Deception of the self Fears/Background conversations	<u>Quadrant IV</u> Waste of Time Fears/Background conversations

3. Read the quotation

“You delay, but time will not.” – Benjamin Franklin

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Do you know who Benjamin Franklin was? Benjamin Franklin (January 17, 1706 – April 17, 1790) was one of the Founding Fathers of the United States and in many ways was "the First American" , Franklin was a leading author, printer, political theorist, politician, postmaster, scientist, inventor, civic activist, statesman, and diplomat.. As an inventor, he is known for the lightning rod, bifocals, and the Franklin stove, among other inventions. He facilitated many civic organizations, including Philadelphia's fire department and a university.

4. Read “**My Practice as a student**” below and practice

My Practice as a student

The student must complete their own matrix before doing the session and using it to regularly assess their time management habits.

**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: **M2-S1- Seeing connections: Story of Stuff – a film**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- Next time there is a problem to solve, whether that is at home or in society or at work, ask yourself: what are the invisible and multiple patterns or systems shaping this problem? Share your thinking with 5 persons in daily conversations.

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) (Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: M2-S2- Managing Our Feelings

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Identify two feeling that you find difficult to express in words. Make an attempt to clearly verbalize the feeling when the opportunity presents itself. Track your improvement.

i). With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

(Circle the number)

BEFORE

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: **M2-S3- Complaints: seeing the commitment**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Practice listening to commitments for action behind complaints. Recall 5 such incidents and what you accomplished by doing this. Share your thinking with 5 persons in daily conversations.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: M2-S4- Verbal Communication Skills

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- Practice feedback for growth with atleast one person every day. Make it a regular practice in your future interaction.
- Practice the exercise on listening and feedback with two friends

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT (Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :**
- B. Peer Assessment :**
- C. Assessment by teacher :**

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: M2-S5- Non-verbal Communication Skills

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Reflect on a difficult interaction with a friend, a colleague or a family member and recollect the type of non verbal cues that you sent out. Were they helpful in the interaction or did you do something which prolonged the negativity in the discussion? How would you do it differently the next time around?

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

NOW

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M2-S6- Influencing Skills for change**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

You may practice the exercise on Using Influencing Strategies. Once you identify the strategy which you find difficult to practice, make a decision to use it more often to be able to improve upon it. Find opportunities to practice.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(maximum marks 3)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M2-S7- Managing Interpersonal Conflict (Part A+ Part B)**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- A. Practice different ways of dealing with conflict resolution and start recognising the patterns which you are generally using. Discuss with your friends, colleagues or family.
Do you use different strategies with different individuals for example your parents? your brother? your sister? your teachers?
- B. Identify a conflict at the personal or professional front and practice the Five Step Conflict Resolution process. This practice will help you to be calm when resolving a conflict

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) (Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER(*maximum marks 3*)

Answer the following six questions. (*each question carries 0.5 marks*)

Scoring for this session

- A.** Self Assessment :
- B.** Peer Assessment :
- C.** Assessment by teacher :

TOTAL MARKS:

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M2-S8- Managing Time (Part A+ Part B)**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- A. The Student will practice the exercise on ‘Your Problem with Time’ her/himself and put down suggestions for the same.
- B. The student must complete their own matrix before doing the session and using it to regularly assess their time management habits.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C. ASSESSMENT BY TEACHER (*maximum marks 3*)

Answer the following six questions. (*each question carries 0.5 marks*)

Scoring for this session

- A. Self Assessment :

- B. Peer Assessment :

- C. Assessment by teacher :

TOTAL MARKS:

MODULE 3 SESSION 1

Title: Generating Responses for Well-being

At the end of the session, I will be able to:

- enhance the ability to craft projects and processes for durable change.
- learn to take into account the invisible, multiple patterns and systems that shape societal situations and actions during our study and work.
- design and deliver on actions simultaneously in real time that (1) source from self-awareness (2) create sustainable change and shift systems and (3) solve problems
- unleash the power of creativity and to act.

Context:

Most issues that impact our daily lives are complex; for example, availability of clean drinking water, nutritious food, quality education. We will not be able to get what we need to be healthy, happy and have a sense well-being, if we are not able to understand the factors leading to these problems or issues. To get results, we have to design our responses in such a way that we address both the problem (e.g. clean drinking water not available) as well as the factors underlying the problem (for example, the amount of clean drinking water available is limited , and only certain groups benefit). To produce results and sustain the changes we make, we must draw upon the most important factor—each person’s inner power and capacity. A system delivers what it is designed to deliver. Therefore, we need to design our projects differently to get the results we want. Simply doing more the same way is not going to work! We need to solve problem, shift systems and source our inner power at the same time. This may sound difficult, but in practice, this is really easy!

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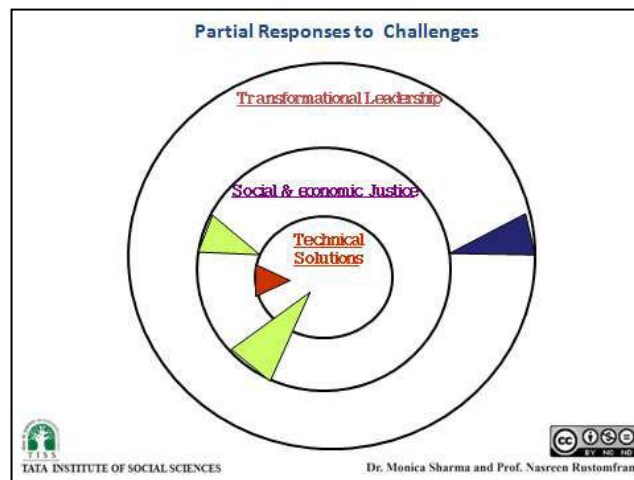


Most of the time, we engage partially. There is nothing wrong with engaging partially; but we can produce much greater results if we know how to design our projects in a way that it is “conscious full-spectrum”- solving problems, shifting systems and sourcing our inner power. We will learn to focus on “Conscious full spectrum response” for the best and sustainable results, which we are referring to here as “A response framework for well-being”. We will also see the seven ways in which we usually organise ourselves and act.

Points for learning and exercises:

1. Refer to your workbook.
2. Read the objectives and the context with your trainer. You may follow only part of this. It does not matter. After you finish the exercises, you will understand. And when you practice, you will develop the skills for it.
3. **Partial responses**

See the diagram below. Along with your trainer, follow the three circles, which represent the three aspects of our work.



Thank about what this implies. Look at the examples of partial responses

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Example 1: I am bleeding, and have a bleeding disorder. What can be done?

- Inner circle (solving problems) only – Give a band aid – a temporary solution
- Middle circle (shifting systems, creating new patterns) only - find out the cause of bleeding and treat the cause, but do not give me a band aid
- Outer circle only (sourcing inner power) - focus on inner healing practices, such as stillness, drawing upon our body's natural healing practices
- Inner and middle circle (solving problems and shifting systems, creating new patterns) only – give a band aid and find out the cause of bleeding and treat the cause—treatment, but not healing
- Inner and outer circle (Solving problem and sourcing inner power, but not addressing systems issues) only – give a band aid and work on body's healing responses, without treating the cause

Instead, we could respond with far more impact if we addressed all these dimensions together.

Example 2: I am hungry, and do not have food, I do not have money to buy food, and have a bleeding disorder. What can be done?

- Inner circle (solving problems) only – Give food – a temporary solution
- Middle circle (shifting systems, creating new patterns) only - find out policies and programmes that can generate income and use them or connect with the right people; also shift the policies of food subsidies for more access for the poor, or work with people who will do the same, but do not give food
- Outer circle only (sourcing inner power) - embodying values that matter to you and others (e.g. equality, peace) but doing nothing.

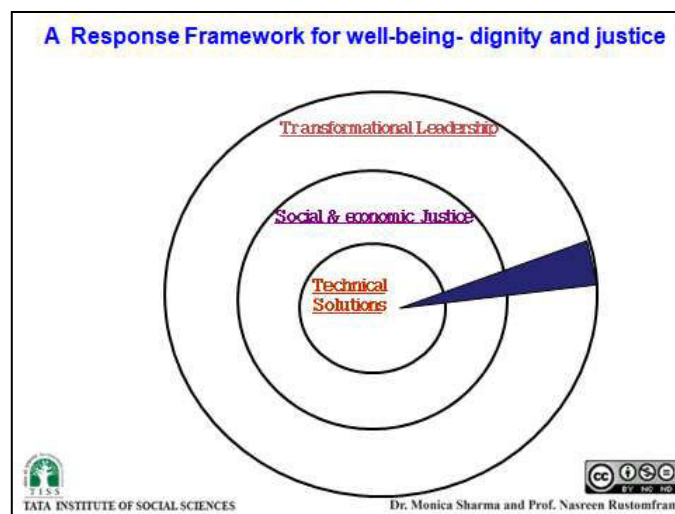
- Inner and middle circle (solving problems and shifting systems, creating new patterns) only – Give food and find out policies and programmes that can generate income and use them or connect with the right people; also shift the policies of food subsidies for more access for the poor , or work with people who will do the same;
- Inner and outer circle (Solving problem and sourcing inner power, but not addressing systems issues) only – Give food; and embodying values that matter to you and others (e.g. equality, peace) , but no strategic action nor policy change

Instead, we could respond with far more impact if we addressed all these dimensions together.

4. A response framework for well-being –dignity and justice

See the diagram below to them. Think about the three circles, which represent the three aspects of our work. Notice how they connect.

- Inner circle – solving problems
- Middle circle-- shifting systems (social and economic justice)
- Outer circle-- sourcing our inner power (transformational leadership)
- And , all this being done simultaneously, represented by the dark blue insertion connecting the three domains



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See the same examples and see how to connect the three domains.

Example 1: I am bleeding, and have a bleeding disorder. What can be done?

The best and sustainable process is to combine all the three dimensions at the same time (a) Inner circle (solving problems) – Give a band aid (b) Middle circle (shifting systems, creating new patterns) - find out the cause of bleeding and treat the cause and (c) Outer circle (sourcing inner power)-- focus on inner healing practices, such as stillness, drawing upon our body’s natural healing practices. This is a complete response – a conscious full spectrum response. This is the pattern we would like to follow for well-being, with dignity and justice.

Example 2: I am hungry, and do not have food, I do not have money to buy food, and have a bleeding disorder. What can be done?

The best and sustainable process is to combine (a) Inner circle (solving problems) – Give food (b) Middle circle (shifting systems, creating new patterns) only - find out policies and programmes that can generate income and use them or connect with the right people; also shift the policies of food subsidies for more access for the poor , or work with people who will do the same and (c) Outer circle (sourcing inner power)-- embodying values that matter to you and others (e.g. equality, peace) leading to strategic action and policy change based on these universal values. This is a complete response – a conscious full spectrum response. This is the pattern we would like to follow for well-being, with dignity and justice.

What they learnt so far about “Full Responses” from “Partial responses”.

See the film “Story of Solutions”

Write what you learnt.

5. See the film “Story of Solutions” again

Answer the following questions by yourself.

- What do we need to do to solve the many problems and shift systems in a sustainable way?

- What are the 4 strategies of GOAL?

- What is a “game –changing” solution?

-
- Other new insights?

- Is my action a game changer?

When the trainer asks, share your points of view and insights in the whole group.

6. Read the quotation in both English and Hindi

“The world we have made as a result of the level of thinking we have done thus far creates problems that we cannot solve at the same level at which we have created them... We shall require a substantially new manner of thinking if humankind is to survive.” Albert Einstein

जो समाज हमने इतने सोच विचार के बाद बनाया है, हम उसकी कठिनाइयों को उसी सोच के स्तर पर रहकर हल नहीं कर सकते हैं। हमें अगर मानवजाति को बचाना है तो एक नयी तरह की सोच चाहिए।

-अल्बर्ट आइन्स्टीन

What other aspects do they know about Albert Einstein? Did you know .

He Loved to Sail: He would often take a boat out onto a lake, pull out a notebook, relax, and think. Even though Einstein never learned to swim, he kept sailing as a hobby throughout his life.

Einstein and the Violin: Einstein's mother wanted her son to love music, so she started him on

violin lessons when he was six years old. Unfortunately, at first, Einstein hated playing the violin. He would much rather build houses of cards, which he was really good at (he once built one 14 storeys high!), or do just about anything else. When Einstein was 13-years old, he suddenly changed his mind about the violin when he heard the music of Mozart. With a new passion for playing, Einstein continued to play the violin until the last few years of his life. For nearly seven decades, Einstein would not only use the violin to relax when he became stuck in his thinking process, he would play socially at local recitals.

No Socks: In addition to his uncombed hair, one of Einstein's peculiar habits was to never wear socks. Whether it was while out sailing or to a formal dinner at the White House, Einstein went without socks everywhere.

Dyslexia: Einstein had dyslexia, but this did not come in the way of his genius.

7. Read “**My practice as a student**” below and practice

My practice as a student

- Identify 5 issues and recognize the invisible, multiple patterns and systems that shape the situations and our actions or reactions. Discuss them with others.
- For 5 ideas distinguish, design and deliver on actions simultaneously in real time that (1) sourcing from self-awareness, (2) shifting systems or creating new patterns and (3) solving problems. Share them with 5 people.

MODULE 3 SESSION 2

Title: Breakthrough ideas in Action

Objectives:

At the end of the session, I will be able to

- Further enhance my ability to craft projects and processes for durable change, based on new understanding from the previous session.
- Learn how to take an idea forward for action and make it a “game-changer”.
- Practice how to design projects simultaneously in real time that (1) source from self-awareness (2) create sustainable change and shift systems and (3) solve problems

Context:

Expect to be confused. This is a new way of working, and we need to accept our confusion. Confusion means that our mind is unable to understand, it is something new, and our mind has to learn a new way of thinking. In fact, we are not able to create something new from our space of comfort and from what we know. When we see a problem, we like to ‘fix’ it. This is fine for problems like a leaking tap or a fused bulb. We can fix it with technology. But for problems that are related to opportunity or basic needs, the solutions need to be different.

Leaders understand both the visible and hidden sources of action and inaction, and the attitudes that determine them. They understand factors and forces that create and legitimize structures and the systems, for example, why do some children have access to good schools and colleges, and others do not? They understand cultural norms that inhibit or enhance progress, for example, how do we support or not support girls from going to school and realizing their full potential. New leaders enhance their own personal awareness, realizing this is the most critical element of social transformation. They have courage to take action that creates a better society for everyone.

Points for learning and exercises:

1. Refer to your workbook.
2. Read the objectives and the context with your trainer. You may follow only part of this. It does not matter. After you finish the exercises, you will understand. And when you practice, you will develop the skills for it.
3. **Commitment for action**

Read the following poem along with your trainer in English

Until one is committed there is hesitancy,
the chance to draw back, always ineffectiveness.
Concerning all acts of initiative and creation there is one
elementary truth the ignorance of which kills
countless ideas and splendid plans.
That the moment one definitely commits oneself,
then Providence moves too.
All sorts of things occur to help one
that would never otherwise have occurred.
A whole stream of events issues from the decision,
raising in one's favor all manner of unforeseen
incidents and meetings and material assistance
which no man could have dreamed would have come his way.

I am reminded of one of Goethe's couplets:

"Whatever you can do or dream you can; begin it.

Boldness has genius, power and magic in it. Begin it now."

W.H. Murray

The Scottish Himalayan Expedition

When the trainer asks, reflect on what you understand from this poem and share with a partner.

Refer to the exercise you did on “Sourcing Inner Power” in the beginning (M1 S3). Look at what you wrote about your qualities/values. Write down what you stand for again.

I stand for _____

When the trainer asks, share with a partner.

4. Exercise: My breakthrough Idea in Action:

Think of a project – something you are already doing (community outreach work in NSS) or something new (for example, an exhibition)

On the a response framework for well-being –dignity and justice, map

- a. The measurable deliverables: what problem are you solving? What will you do?
- b. What systems must be changed in society, governance, and business to make this happen?
- c. What values and principles underpin the project?
- d. What values and principles must I embody to make this happen?

When the trainer asks, in your dyads, share your points: practice listening deeply to each other.

When the trainer asks share in the group.

Worksheet: A response framework for well-being –dignity and justice

Solving Problems, Shifting systems Sourcing Inner Power

Name: _____

Issue: _____

Project: _____

My inner capacities:

What values and principles must I embody to make this happen?

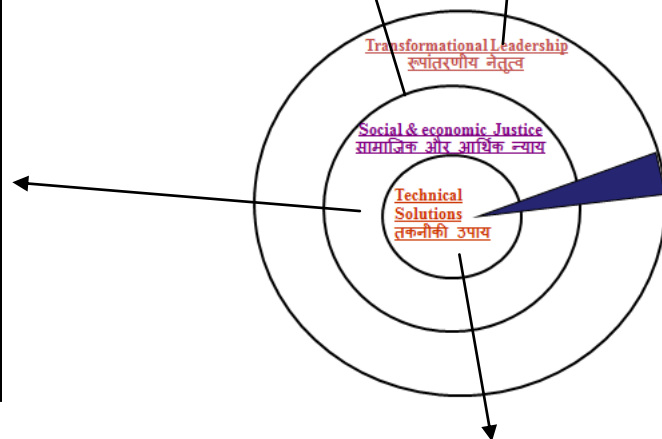
Principles of Project :

What values and principles underpin the project?

Systems shifts:

What systems must be changed in society, governance, and business to make this happen?

A Response Framework for well-being- dignity and justice
परिवर्तनों के लिए अंतर्ज्ञान का नक्शा: सम्मान और सामाजिक न्याय



Visible, Measurable Deliverables:

(a) How do the problems show up (give 1 or 2 examples)?

(b) What will change visibly because of my actions?

(c) What I will do?

Follow the example the trainer is showing.

Example 1: I am hungry, and do not have food, I do not have money to buy food, and have a bleeding disorder. What can be done?

The best and sustainable process is to combine (a) Inner circle (solving problems) – Give food (b) Middle circle (shifting systems, creating new patterns) only - find out policies and programmes that can generate income and use them or connect with the right people; also shift the policies of food subsidies for more access for the poor , or work with people who will do the same and (c) Outer circle (sourcing inner power)-- embodying values that matter to you and others (e.g. equality, peace) leading to strategic action and policy change based on these universal values. This is a complete response – a conscious full spectrum response. This is the pattern we would like to follow for well-being, with dignity and justice.

Do the exercise by yourself and map on the worksheet.

After finishing, and when the trainer asks, share in dyads: practice listening deeply to each other.

When the trainer asks, share with the group.

5. Read the quotation

“I’ve always said there’s no hope without endeavor. Hope has no meaning unless we are prepared to work to realize our hopes and dreams” Aung San Suu kyi.

Do you know who Aung San Suu kyi is? Aung San Suu kyi was born in 1945.in Myanmar (Burma). 1990 general election, her party won 59% of the national votes and 81% (392 of 485) of the seats in Parliament. She had, however, already been detained under house arrest before the elections. She remained under house arrest in Burma for almost 15 of the 21 years from 20 July 1989 until her most recent release on 13 November 2010, becoming one of the world's most

prominent political prisoners. Suu Kyi received many awards and prizes for her courage, including the Nobel Peace Prize in 1991. In 1992 she was awarded the Jawaharlal Nehru Award for International Understanding by the government of India.

On 1 April 2012, her party announced that she was elected to the lower house of the Burmese parliament, and her party also won 43 of the 45 vacant seats in the lower house. The election results were confirmed by the official electoral commission the following day. She is the leader of the opposition party.

6. Read “**My practice as a student**” from below and practice.

My practice as a student

- Craft 5 projects or ideas and practice how to design differently-- simultaneously in real time that (1) source from self-awareness (2) create sustainable change and shift systems and (3) solve problems. Write it and share this with 5 persons.
- Take 5 ideas forward for action which are a “game-changers”.

MODULE 3-SESSION 3

Title: Speaking Responsibly

Objectives:

At the end of this session, I will be able to

- Enhance the ability to speak as inspiration for action
- Connect with one's commitment, and relate to other's commitments
- Distil the essence of one's Breakthrough Initiative, retaining the three components –
(1) Actions to solve problems (2) the new pattern or systems shift you are creating and (3) who I am being and my stand

Context:

All the exercises on communication are very useful, for example being assertive, verbal and non-verbal communication, time management. Speaking responsibly builds on all we have learnt.

Speaking responsibly fosters leadership in oneself and others, just as deep listening does. This is a very important leadership skill.

Speaking includes: identifying our own commitment - what we stand for - and being able to connect with other's deeper commitments. This inspires others, and often builds interpersonal relationships at a much deeper level. In this session, we are using your breakthrough idea or project to practice speaking responsibly; therefore being clear and specific about the problem I wish to solve, the results I wish to produce, the new pathways I create or intend to create are important. We need to know and say what I will do; and how to make committed requests – specific requests, from specific people at specific times.

Speaking responsibly also means that we are able to give feedback to others in a way that grows and is vital.

Points for learning and exercises:

Task 1: Refer to your workbook.


Task 2: Read the objectives and the context with your trainer. You may follow only part of this.

It does not matter. After you finish the exercises, you will understand. And when you practice, you will develop the skills for it.

Task 3: Read out the three steps from the slide below. Discuss it in the whole group when the trainer asks.

Three Steps: Speaking responsibly

- **Design to make a difference: map your idea on the worksheet**
- **Speak powerfully: inspire & generate commitment for action**
- **Feedback as growth: give feedback so that the person grows**



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Task 4: Refer to the workbook. Remember that this was completed on the previous session titled “Breakthrough Ideas in Action”.


**Design to make a difference:
map your idea on the worksheet (Done)**

Step 1: Choose a topic for your project/idea

Step 2: On the Worksheet, map

- The measurable deliverables: what problem are you solving?
- What systems will you need to shift to make the solution sustainable ?
- What are the core values grounding your project?
- What inner values will be the basis of your actions?

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Task 5: When the trainer asks, to prepare a speech for three minutes, based on your breakthrough idea. And follow the next 3 steps given below.

Speak powerfully (3 minutes)

Based on your Group Work,

- Declare your stand and your commitment for action
- Refer to the problem you are solving, system/structure you are shifting and values manifesting through your project
- Make a committed request inviting people to step to their greatness- Be specific

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Note: Committed requests are request for specific action (not generic help), from specific people (name them) within a specific time frame (e.g. 2 weeks).

Write your Speech:

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Task 6: Ask the students to sit in groups of 5 persons. Ask them to share their ideas one by one.

One person should note the time. The other 4 persons should listen deeply, and not give any advice to the speaker—just listen. It is difficult to speak clearly in a short time. This is an important skill. Each person is to take only 3 minutes. Give the group 20 minutes.

Task 7: In the whole group, ask students to share how what they felt while speaking like this.

Ask them, what did they learn? Take 10 minutes

5 minutes for the next 3 tasks

Task 8: Read the quotation

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**“If everyone demanded peace instead of another television set,
then there would be peace.” John Lennon**

Do you know who John Lennon was? John Lennon, (born 9 October 1940 – 8 December 1980) was an English musician, singer and songwriter who rose to worldwide fame as a founder member of the Beatles, the most commercially successful band in the history of popular music. When the group disbanded in 1970, Lennon embarked on a solo career that produced the world famous songs such as *‘Imagine’*, and iconic songs such as "Give Peace a chance" and "Working class hero". After his marriage to Yoko Ono in 1969, he changed his name to John Ono Lennon. Lennon disengaged himself from the music business in 1975 to raise his infant son Sean, but re-emerged with Ono in 1980 with the new album Double fantasy. He was murdered three weeks after its release.

Lennon revealed a rebellious nature and acerbic wit in his music, writing, and drawings, on film and in interviews. Controversial through his political and peace activism, he moved to New York City in 1971, where his criticism of the Vietnam War resulted in a lengthy attempt by Richard Nixon’s administration to deport him, while some of his songs were adopted as anthems by the anti-war movement and the larger counter culture. In 2002, a BBC poll on the 100 Greatest Britons, voted him eighth and, in 2008, Rolling Stone ranked him the fifth-greatest singer of all time.

Task 10: Read **“My practice as a student”** from the workbook. Tell them that you too will practice.

My practice as a student

Take your breakthrough idea and speak powerfully – sharing what you stand for and your commitment for action. Refer to the problem you are solving, the system/structure you are shifting and the values manifesting through your idea. Make a committed request inviting people to step to their greatness – be specific.

Do this 5 times. This will soon become an easy and a regular practice.

MODULE 3 SESSION 4

Title: Team Building Skills

Objectives:

At the end of the session, I will be able to:

- understand the difference between a group and a team
- list five important characteristics of a team
- learn about the crucial elements that make team effective, that is generated from their inner source
- identify their own strengths and weaknesses whilst working in a team

Context

No woman/man is an island. In today's fast paced world almost all that we do is done along with other people. The simplest group that we are born into is the family. But are families teams? In the world of sports we always talk about teams not groups. What is the difference? We are often told that working as a team is not only essential but also beneficial. How far is this true?

It has been found that teams are one of the best ways to use individual talents. They are more flexible and responsive to changing events than permanent committees sections and departments. The use of teams is also a form of democratizing work.

Points for learning and exercises:

1. Refer to your workbook
2. Read the objectives and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.
3. Definition of 'Team'



'Team' Definition

1. Team is a specific kind of group whose members are collectively accountable for achieving the team's goals

Eg. Several persons are standing at a bus stop. Even if they are waiting for the same bus it does not make them a team.

Why?

Because they do not have to work together for that bus to come or to get into the bus.





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'Team' Definition (Contd)

2. Groups may not have a need or an opportunity to engage in collective work that requires joint effort.

- However, 11 students drawn from three different classes of a college who are asked to play hockey match with another college are called a hockey team. Why?
Because they have a common task and a common purpose to achieve namely play together in such a way that they observe the rules and together win the match.
- Here all the 11 have to work together to achieve a common purpose.





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4. Characteristics of a Team

Characteristics of a Team

1. Members of the team are dependent upon each other for the completion of a task. Individuals have different resources and an effective team makes sure that all of them are utilized.

- Eg. In a Student Union the President may display leadership qualities while the Secretary may be an individual with creative ideas. The Treasurer may have high fund raising abilities and all three will bring their own resources to the work of the team



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Characteristics of a Team (Contd.)

2. Members possess different but corresponding skill sets

Eg. In a cricket team some members are good at batting, others at bowling and yet others at fielding. All the three skills are different but to be able to play well the team requires all three. This gives balance to the team.



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Characteristics of a Team (Contd.)

3. Teams do their work within their boundaries. They decide for themselves how often and for how long they want to meet, then which member will take what kinds of responsibilities.

How will they make decisions, how will they handle conflicts, how will they communicate.



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Characteristics of a Team (Contd.)

4. Teams evolve their own ways and processes for solving problems, making decisions and reaching their goals. Effective teams have trust and openness in their communication.



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Characteristics of a Team (Contd.)

5. Teams have a structure and a time frame.

Eg. The Student Welfare Committee of the college may have a Chairperson, a Co-ordinator and three committee members. This composition refers to structure. Further this welfare committee will change every three years. This means that the committee has a time frame of three years.



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5. Exercise 1- Discussion

A. Write down at least three teams who they are aware of. To identify these refer to slide on definition of 'Team'

B. Share which of the above characteristics you have identified in the selected teams.



6. The Elements of Successful Team

The Elements of Successful team

- **Openness:** Ideas, thoughts, feelings and reactions to the issue that the team is working on
- **Sharing:** Offering own materials and resources in order to help the team move towards the objective
- **Acceptance:** To indicate respect and regard to other members and their contribution






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The Elements of Successful Team (Contd.)

- **Support:** To recognise the strengths in other members and believe in their capacity to deliver
- **Co-operative intention:** You are going to behave co-operatively and that other members will also do the same.



The aim being to achieve the objective/goal. When I stand in my inner space, I am able to generate these elements in myself and others that makes our team more effective.

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The Elements of Successful Team(Contd)

ELEMENTS	LEADS TO
<ul style="list-style-type: none"> ➤ openness and sharing 	<p><i>Trusting behaviour</i> <i>Which I practice and can be seen by others</i></p>
<ul style="list-style-type: none"> ➤ acceptance, support and co-operative intention 	<p><i>Trustworthy behaviour</i> <i>Which I demonstrate and can be seen by others</i></p>

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7. Scene from the film ‘Chak De India’ where the coach asks one of the important players “do you not see that the opposing team is observing that you and the other lead player are not passing the ball to each other? Will not your non co-operation and lack of sharing lead to the team losing the match?”

Key Learnings from the scene:

- ❖ When members support each other, a team is successful.

- ❖ When egos interfere in you performance, cooperation will suffer. When cooperation suffers, others will notice this weakness in the team and take advantage.
- ❖ Interference from the ego can come from your fears for example insecurity, being rejected and not being acknowledged. These create background conversation and need to be handled by noticing, naming and transcending – letting it go by getting into action.

8. Read the proverb

“If you want to go fast, walk alone. If you want to go far, walk together”. – African proverb

9. Read **“My practice as a student”** below and practice.

My Practice as a student

Identify any two teams in which you are a member. Identify three specific contributions you make in that team. Go back to those teams and ask other member’s whether in fact, you are contributing those three things. You will get feedback on whether your understanding is correct. If it is not, identify how you can change.

MODULE 3 SESSION 5

Title: Decision Making

Objectives:

At the end of the session, I will be able to:

- encourage participants to examine how they make decisions
- make them aware of the elements and factors in effective decision making
- explain the decision making process, encourage them to see decision making as a situation which will arise daily in their life.

Context:

Decision making is a basic element on a day to day basis in the life of a person. Everyone is faced with some situation everyday which requires them to make a judgment on how to proceed. People make decisions on the basis of what they know and how much risk they are prepared to take. Making one choice implies that you are leaving out the other. This will always have some consequences. Sometimes we may know certain consequences but we will never know all. Therefore decision has to be made with the best possible information that is available at that particular time.

Points for learning and exercises:

1. Read the objectives and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.
2. **Exercise on ‘Decision Making’.**

Step (a): Ask each student to think of an important decision they made in the last month.

Use the following questions to ask the students to answer them in their workbook.

A. Was my decision made freely without any external pressure?

B. Do I feel good about the decision I made or do I wish I made a different decision?

C. Did I carefully consider all advantages and disadvantages of my decision?

D. How did I get the information that I needed to help me make the best decision?


E. Have I made my decision public?

F. Whom have I told?


3. When you made a decision you also made some choice. In making this choice you used whatever information you had. That means you took a ‘risk’. Decision making is all about risk and uncertainty.
4. ‘Risk’ and ‘Decision Making.’

‘Risk’ and ‘Decision Making’

- **Involves dealing with uncertainty:** All consequences are never known
- **Risk Assessment:** balancing the risk
- **Weighing Consequences:** To the best possible extent that we can
- **There is no the right answer:** Life is not simple



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5. In the exercise on ‘Decision Making’ you took decision

A. How did you deal with the uncertainty? What is risk assessment that you made and did you weigh the consequences between the desirable and undesirable?





B. Do you think you found ‘the right answer’? if Yes? Why ? if not? why not?

Decisions: Making a decision is the first step towards finding a direction, reaching a conclusion by passing a judgment on an issue. This judgment cuts off other options as you have reached the final result. Decisions are often made from a belief system, which

excludes other options. It is also based on what is expected of you. Therefore, these decisions may not turn out to be empowering because they are usually made from a place that does not have all the facts. This means that there may not be flexibility and it may, in fact, seem to be completely unchangeable. A decision is often made but not implemented. During a decision, the individual need not use his or her agency to implement it and own it, thus personal responsibility is compromised upon. Often, decisions can be taken from the space of fears and background conversations. This does not leave a sense of accomplishment within the person.

Choice: This word creates the idea of possibilities, it denotes several options, a variety from which to choose, sort of like picking from a menu. The ability to exercise choice allows that we have options, that we can revisit our choice and choose again if we feel the need. Choosing is activating the inner wisdom and hence helps you do what you truly want. Choosing moves energy and creates changes in its field that begin the manifestation of what you want to set into motion. Choice locates responsibility in the individual who uses his or her agency for making a choice and producing a result.

6. 'The Decision Making Process'

<h3><u>The Decision making process</u></h3> <ul style="list-style-type: none">• Define Objective: Specifying the aim or objective, having recognized the need for a decision• Collect information: Collecting and organizing data; checking facts and opinion; identifying possible causes; establishing time constraints and other criteria• Develop options: listing possible courses of actions, generating courses of action   <p>TATA INSTITUTE OF SOCIAL SCIENCES Prof. Nasreen Rustomfram and Dr. Monica Sharma</p>	<h3><u>The Decision Making Process Contd.....</u></h3> <ul style="list-style-type: none">• Evaluate and Decide: Listing the pros and cons; examining the consequences, measuring against criteria; trials; testing against objective; selecting the best• Implement: Acting to carry out the decision; monitoring the decision; reviewing   <p>TATA INSTITUTE OF SOCIAL SCIENCES Prof. Nasreen Rustomfram and Dr. Monica Sharma</p>
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7. Exercise: Career Choice. Take 10 minutes

Step (a): You have to take a decision regarding the subject that they you want to study.

Step (b): After completing standard 12, you have to decide between studying in a regular BA/BCom/ BSc programme or in a Government Sports Academy and become a Physical Instructor and Games Coach.

Using the five steps of decision making process, make a decision as to what you would study?

8. An important aspect of decision making specially with new ideas is to go beyond your emotions and your limited view point (thinking). Our emotions and our thoughts restrict our ability to take decisions.

Exercise: Widening our thinking and emotion

Step (a): Here are examples of some ideas you might be tempted to reject without full thought

Idea 1: Examinations in colleges should be banned.

Idea 2: The right to death should be made legal.

Idea 3: Remove all the seats from the city buses.

Idea 4: All candidates standing for election must put in one year of voluntary work in the army/defense forces.

Idea 5: It should be compulsory for graduation students to teach 30 hours in their final year.



Step (b): Put down all **plus** points of this idea that you select. Share the points with the trainer.

Step (c): Put down all the **minus** points of this idea. Share the points with the trainer.

Step (d): How can this idea be **improved** upon to maximize the plus point and minimize the minus points. What could the idea lead to?

Step (e): The students carry out this step. The facilitator again takes down all the answers on the board.

In summary, when deciding upon a new idea

- Do not reject an idea that you dislike at first
- Examine the disadvantages of an idea that you like very much.
- Ideas are not just good or bad but can also be interesting if they can lead us to something better.
- Decision should be based on the worth of the idea and not only your emotions
- Decide about an idea after you have explored all the aspects

9. Read the quotation:

“Truly successful decision-making relies on a balance between deliberate and instinctive thinking.”

— Malcolm Gladwell



Do you know who Malcolm T. Gladwell was? Malcolm T. Gladwell, is (born September 3, 1963) an English-Canadian journalist, bestselling author, and speaker.

Gladwell has said that his mother is his role model as a writer. Gladwell's father noted that Malcolm was an unusually single-minded and ambitious boy.

During his high school years, Gladwell was an outstanding middle-distance runner and won the 1,500 meter race. Gladwell's grades were not good enough for graduate school (as Gladwell puts it, "college was not an... intellectually fruitful time for me"), so he decided to go into advertising.

After being rejected by every advertising agency he applied to, he accepted a journalism position at *The American Spectator*. His first assignment was to write a piece about fashion. Instead of writing about high-class fashion, Gladwell opted to write a piece about a man who manufactured T-shirts, saying "it was much more interesting to write a piece about someone who made a T-shirt for \$8 than it was to write about a dress that costs \$100,000. I mean, you or I could make a dress for \$100,000, but to make a T-shirt for \$8 – that's much tougher.

Malcolm Gladwell's work is toppling the popular understanding of bias, crime, food, marketing, race, consumers and intelligence.

Read '**My Practice as a student**' below and practice.

My practice as a student

Practice the exercise on 'Widening your Thinking and Emotion'. Recollect an idea that you may have recently rejected without much thought. This rejection could be mainly based upon your subjective liking or dislikes. Allow the exercise to widen your thinking, thereby allowing you to look for the possible, the new and the innovative.

MODULE 3 SESSION 6

Title: Resilience: the Hallmark of Leadership

Objective:

At the end of the session, I will be able to:

- understand need to build up resilience to face challenges in life.
- develop a world view of persisting despite difficult life situations.
- create awareness of various support systems present in the environment and make optimal use of one's own strength and environmental support systems.

Context:

The concept of resilience assumes significance in today's competitive environment where many have few opportunities and a few people have many chances and opportunities. Often people may grow up with very little encouragement and low motivation and when they are called upon to face personal, interpersonal and professional hardships, they may feel defeated, lost and even depressed.

In very simple terms, resilience is the capacity to bounce back after facing an adverse situation. Adverse situations may be faced in one's life or social situations around us.


Parents and teachers play a very large role in promoting resilience in children and youth. Further resilience also means the capacity to bounce back in a socially acceptable way and could even strengthen or transform the person who has suffered. Some of the best examples for this are to be found amongst victims of war and life threatening illness (Yuvraj Singh) and situations (Laxmi) or extreme disability (Sudha Chandran, Hellen Keller – a description of these people is given at the end of the chapter).

Points for learning and exercises:


1. Refer to your workbook.
2. Read the objectives and context along with your teacher. You may follow only a part of it. It does not matter. After you finish the exercises you will understand. And when you practice you will develop the skills for it.
3. Let's learn 'What is resilience?'

'What is Resilience?'

- In engineering the word 'resilience' is used to describe the capacity of a material to recover its original form after having been deformed under pressure.
- In English language 'resilience' means human capacity to face, overcome and even be strengthened or transformed by the adversities of life.




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Aspects of Resilience

1. Overcoming difficulties
Eg: Manmohan Singh, Abdul Kalam, Milkha Singh
2. Maintaining ones capacity even under stress
Eg: Sindhutai Sakpal, Sharmila Irom
Children of alcoholic parents
3. Recovery from trauma
Eg. Survivors of war, riots, accidents, disasters, overcoming addiction etc.



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4. Exercise 1: 'Exploring... Aspects of Resilience In My Life'

Complete the following questions

Step (a): Recollect an incident in your life when you suffered a setback and you felt like a failure or completely rejected and had no hope of overcoming the situation. Recollect what were your thoughts and feelings?

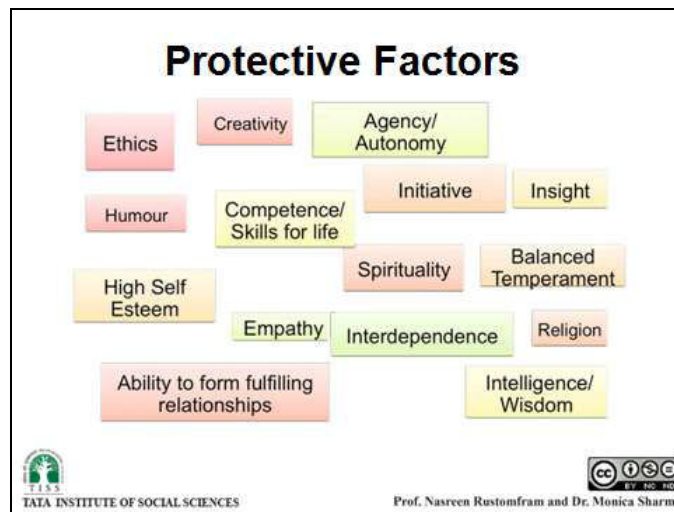


Step (b): What did you do to overcome it?

Step (c): Were your efforts to overcome supported by anyone else? If yes, then who?

Step (d): Sit in threes and share your incidents

Step (e): Have a look at the ‘Protective factors’ table which is given below and identify if any of the factors listed there helped you to overcome your feeling of failure and/or rejection.



5. Exercise 2: Recognizing Resilience

Step (a): Identify one or two individuals whom you personally know as being resilient people. It can be your friends or family members

Tips on Resilience

'Tips on Resilience'

Studies show that five factors can add to resilience in a person.

1. Having deeply held goals and commitments: when you have a goal that you want to achieve, it supports you to be persistent. What do you deeply care about?
2. Sharing your distress with other people: Sharing helps to decrease suffering. To be passive and accepting leads to loss of esteem and confidence.



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'Tips on Resilience' contd..

3. Keeping up morale: Depression reduces physical and mental immunity. It reduces skills to cope with challenges. It makes you dependent on others.
4. Physical activity is a positive factor in making you resilient.
5. Satisfying relationships and friendships give you resilience. Loneliness decreases ability to cope



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6. What is Perseverance?

Perseverance: 'I am willing to have a setback'

Tolerance for setback and ability to learn; helps you to be persistent, so:

- ✓ Setback and success are close relatives
- ✓ Setback is a step in becoming more effective
- ✓ Give Setback its due but do not see it as a catastrophe
- ✓ A setback is better than doing nothing at all



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7. Exercise 3:

Step (a): Identify one goal which you absolutely want to achieve in the next one year.

Step (b): What will happen if you do not? Note down as many problems as possible that can come up if you do not get it.

Step (c): Think of all the reasons that are in your favour to be able to achieve this goal in the next one year.

Step (d): What resources will you find within yourself to achieve it?

Step (e): What resources will you find from outside to get support?

Step (f): How confident do you feel in being able to achieve these goals?

Step (g): Put down what you plan to do when you find that your resilience is faltering and what would you do to keep up your perseverance

8. Read the quotation

"Do what you can, with what you have, where you are." - Theodore Roosevelt

Do you know who Theodore "T.R." Roosevelt, Jr was? Theodore "T.R." Roosevelt, Jr. (October 27, 1858 – January 6, 1919) was a sickly child who suffered from asthma. To overcome his physical weakness, he embraced a strenuous life. He was an American author,



naturalist, explorer, historian, and politician who served as the 26th President of the United States. He was a leader of the Republican Party and founder of the Progressive Party.

9. Read ‘**My Practice as a Student**’ below and practice.

My practice as a student

Recollect an incident when you felt completely dejected and lost. Practice with the steps of the Exercise on “Exploring Aspects of Resilience in my Life”. Use these steps whenever you feel dejected.

ABOUT FEW PERSEVERANT AND RESILIENT PERSONALITIES

A P J Abdul Kalam (born 15 October 1931) is an Indian scientist and administrator who served as the 11th President of India from 2002 to 2007. He came from a poor background and started working at an early age to supplement his family's income. After completing school, Kalam distributed newspapers in order to financially contribute to his father's income. In his school years, he had average grades, but was described as a bright and hardworking student who had a strong desire to learn and spend hours on his studies, especially mathematics.

"I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness as did my three brothers and sisters."

—A quote from Kalam's autobiography

Helen Keller was born deaf and blind. She was the first deaf-blind person in the world to earn a Bachelor of Arts degree. A prolific author, Keller was well-travelled and outspoken in her convictions. She campaigned for justice- women's rights, labour rights and other radical causes.

Irom Sharmila Chanu (born 14 March 1972), also known as the "**Iron Lady of Manipur**". She is a civil rights activist, political activist, and poet from the Indian state of Manipur. On 2 November 2000, she began a hunger strike which is still ongoing. Having refused food and water for more than 500 weeks, she has been called "the world's longest hunger striker". On International Women's Day, 2014 she was voted the top woman icon of India by MSN Poll.

Laxmi: At the age of 16yrs waiting for a bus an acid attack disfigured her permanently. After the acid attack, Laxmi became the standard-bearer of India to end acid attacks and gathered 27000 signatures for a petition to curb acid sales and took her petition to the Supreme Court of India.

Following the petition of Laxmi, Supreme Court ordered Central and State Governments to regulate the sale of acid and the Parliament to make prosecutions of acid attacks easier to pursue. US honoured Laxmi with the prestigious International Women of Courage Award on 4 March 2014. She has been honoured for being a standard-bearer for the movement to end acid attacks in India.

Manmohan Singh (born 26 September 1932) has served two terms as the Prime Minister of India. He is also renowned economist who has headed the reserve bank of India. A renowned economist, he is the only Prime Minister since Jawaharlal Nehru to return to power after completing a full five-year term, and the first Sikh to hold the office.

Milkha Singh (born 1935), also known as *The Flying Sikh*, is a former Indian track and field sprinter who was introduced to the sport while serving in the Indian Army. As of 2013, he is the only Indian male athlete to win an individual athletics gold medal at a Commonwealth Games. From beginnings that saw him orphaned and displaced during the Partition of India, Singh has become a sporting icon in his country. In 2008, journalist Rohit Brijnath described Singh as "the finest athlete India has ever produced".

Sudha Chandran: She is a dancer and actress. In 1981, on a school trip, she met with an accident in which she was hurt. She had to amputate her infected wounded leg. Chandran says that this period was the toughest time of her life. She subsequently overcame her disability with the help of a prosthetic 'Jaipur foot', becoming one of the most highly acclaimed dancers of the Indian subcontinent. She received invitations from all over the world for performances. She has performed as far away from home as Europe, Canada and the Middle East. She has become an inspiration to many physically challenged individuals.

Sindhutai Sapkal is known as **Mother of Orphans. She** is a social worker and a social activist particularly known for her work for raising orphaned children.

She was born on 14 November 1948 at Pimpri-Meghe village in Wardha district, Maharashtra. Her father, Abhimanji Sathe, was a cowherd by profession. Being an unwanted child, she was nicknamed 'Chindhi' (torn piece of cloth). Her father was keen on educating Sindhutai, much against the wishes of her mother. Abhimanji used to send her to school under the pretext of cattle grazing, where she would use the leaf of the 'Bharadi' Tree as a slate as she could not afford a real slate because of financial reasons. Abject poverty, family responsibilities and an early marriage forced her to quit formal education after she passed 4th grade.

Her husband abandoned her during the 9 month of her pregnancy. She gave birth to a baby girl on 14 October 1973 in a cow shelter outside their house that night, all by herself and walked few kilometers away to her mother's place, who refused to shelter her. She had to set aside the thought of suicide and started begging on railway platforms for food. In the process, she realized that there are so many children abandoned by their parents and she adopted them as her own and started begging even more vigorously to feed them. She decided to become a mother to anyone and everyone who came across to her as an orphan.

She has nurtured over 1050 orphaned children. As of today, she has a grand family of 207 sons-in-law, 36 daughters-in-law and over 1000 grandchildren. She has been honoured with over 272 awards for her dedication and work.

Yuvraj Singh: He is an Indian international cricketer. In 2011, Yuvraj was diagnosed with a cancerous tumor in his left lung and underwent chemotherapy treatment in Boston and Indianapolis. In March 2012, he returned to India in Apr and shortly joined the Indian team.

Yuvraj was conferred with the Arjuna Award, India's second highest sporting award, in the year 2012 by the President of India Pranab Mukherjee In 2014, he was awarded the Padma Shri, India's fourth highest civilian honour.

MODULE 3-SESSION 7

Title: Stages of Leadership

Objectives:

At the end of the session, I will be able to:

- To develop one's leadership to deal with complex challenges of the world today.
- To understand the Likert-Emberling model on stages of leadership for manifesting: sound management, results –orientation, principled action and valuing diversity

Context:

Leaders create new futures. To do so, they engage in projects and create ideas for action. Whatever they do, some features are important. For projects to be successful, there needs to be good management, with roles and responsibilities defined- who will do what. Results are produced, with principles as the foundation for all work. And, we need to respect different perspectives, provided we do not compromise on values.

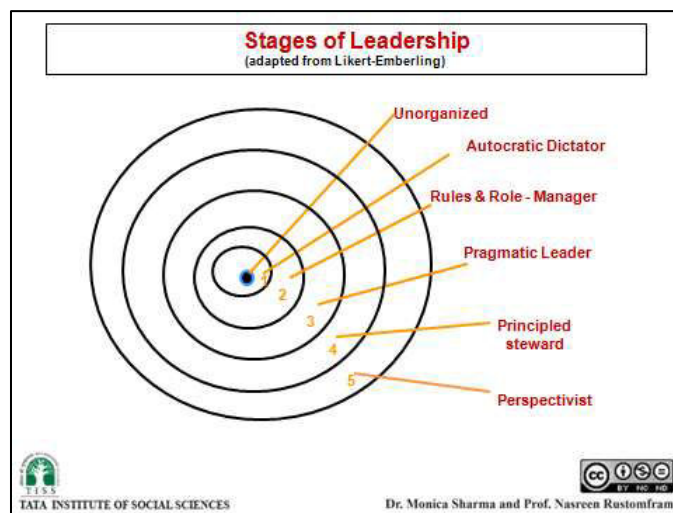
The Likert- Emberling model helps us to understand these different dimensions and move to action in an effective way.

Points for learning and exercises:

1. Refer to your workbook.
2. Read the objectives and the context with your trainer. You may follow only part of this. It does not matter. After you finish the exercises, you will understand. And when you practice, you will develop the skills for it.
3. See the diagram below.

Some Characteristics :

- This is a hologram.
- Each stage can be either 'healthy' or 'unhealthy'
- Begin from the centre
- We cannot be at a higher stage without developing the previous stage. For example, we cannot be at healthy stage 4, if we have not developed healthy stages 1 & 2 & 3.



Find a partner Listen to the instructions of the trainer.

Stages of Leadership

(0) **Innermost circle:** unorganized, no leadership, will not produce action or results—we do not write about this and do not have examples

Stage 1: An Autocrat- autocratic decisions: Making decisions by oneself.

Healthy: Mother telling a child not to put his hand in the fire, firefighter telling people to “get out” of a burning building, doctor commanding for a scalpel during surgery

Unhealthy :Coercive: Do what I say—forcing people, for example boss demanding an employee do something with no context or relatedness present

When the trainer asks, write the name of both a healthy and an unhealthy stage 1 person you know from your family or community or any other place.

Stage 2: Manager -- rules and roles: Following the Rules, and acting out specific and defined Roles. This is required in any organization, for example a university, a restaurant, a sport

Healthy: Following the rules as necessary. For example, in a basketball game when the referee calls someone out for a foul or double dribbling; or when a teacher pulls up a student for lack of attendance or homework not assignments being handed in.

Unhealthy: When the rules become the all important thing vs. a vehicle to accomplishing something. For example, stopping or obstructing the signing of an important paper, even when all rules are followed just to make it difficult for another person.

When the trainer asks, write the name of both a healthy and an unhealthy stage 2 persons you know from your family or community, or any other place.

Connect to all the exercises done: for example, time management, communication managing conflicts, assertiveness, seeing commitment behind complaints

Stage 3: Pragmatic leader: Emphasis on practicality and results.

Healthy: involves people more; this is a very ACTION oriented person, therefore is very result- oriented. For example, leading a campaign against malaria successfully.

Unhealthy: when the ends justify the means, this can be a very cut throat approach demanding effectiveness at any cost, even the wellbeing of the employees. Or when profit is pursued at any cost –personal principles are abandoned in the pursuit of profit.

When the trainer asks, write the name of both a healthy and an unhealthy stage 3 persons you know from your family or community, or any other place.

Connect to all the exercises done: for example, team building, background conversations, speaking responsibly, assertiveness

When the trainer asks, share what you understand about stages 1, 2 & 3 Leadership with each other

When the trainer asks, share in the whole group.

Stage 4 Principled leaders- Mentor: Reliant on principles of conduct or ethics. Actions are principle based, based on universal values

Healthy: Thinking (and deciding) before accepting funds from an organization that may not adhere to the same principles.

Unhealthy: When my principles become the ‘truth’ and I become self-righteous, making others with principles wrong.

When the trainer asks, write the name of both a healthy and an unhealthy stage 4 persons you know from your family or community, or any other place.

Connect to all the exercises done: for example, sourcing inner power, resilience, assertiveness

Stage 5- Perspectivist – able to hold many perspectives without compromising on values.

Examples: Martin Luther King, Dalai Lama: They include/d other perspectives without making people wrong, while simultaneously speaking up and speaking out about what did not work for humanity.

When the trainer Ask students to write the name of a healthy stage 5 person they know from their family or community, or any other place.



4. Connect to all the exercises done: for example, sourcing inner power, Ek Ruka Hua Faisla, My four profiles, assertiveness

When the trainer asks, share what you understand about stages 4 & 5 Leadership with each other

5. When the trainer asks, share in front of the whole group. Listen to the summary, given below.

Principled Leadership

- Proper management – healthy stage 2
- Results accomplished – healthy stage 3
- Principled action – healthy stage 4
- Respect for Diversity – stage 5



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6. Read the quotation

“Never doubt that small groups of concerned citizens can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

Do you know who Margaret Mead was? Margaret Mead (December 16, 1901 – November 15, 1978) was an American cultural anthropologist who was frequently a featured author and speaker in the mass media throughout the 1960s and 1970s. Margaret Mead was both a student of civilization and an example of it. To many millions of people, she brought the central insight of cultural anthropology: that varying cultural patterns express an underlying human unity. She mastered her discipline, but she also transcended it. Independent, plain spoken, fearless, she remains a model for the young and a teacher from whom all may learn.

7. Read **“My practice as a student”** from the workbook.

My practice as a student

Notice your stages of leadership for manifesting: sound management, results –orientation, principled action and valuing diversity. Share your insights with 5 persons in daily conversations.

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M3-S1- Generating responses for well being**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- Identify 5 issues and recognize the invisible, multiple patterns and systems that shape the situations and our actions or reactions. Discuss them with others.
- or 5 ideas distinguish, design and deliver on actions simultaneously in real time that (1) sourcing from self-awareness, (2) shifting systems or creating new patterns and (3) solving problems. Share them with 5 people.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE (Circle the number)

1	2	3	4	5	6	7	8	9	10
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NOW

1	2	3	4	5	6	7	8	9	10
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B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) (Circle the number)

1	2	3	4	5	6	7	8	9	10
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**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: **M3-S2- Actions based on my values – Breakthrough ideas in action**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

- Craft 5 projects or ideas and practice how to design differently-- simultaneously in real time that (1) source from self-awareness (2) create sustainable change and shift systems and (3) solve problems. Write it and share this with 5 persons.
- Take 5 ideas forward for action which are a “game-changers”.

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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NOW

1	2	3	4	5	6	7	8	9	10
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B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on (Circle the number) **Rate each other on scale on 0-10** (with zero being least and 10 being the maximum)

1	2	3	4	5	6	7	8	9	10
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YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M3-S3- Speaking Responsibly**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Take your breakthrough idea and speak powerfully – sharing what you stand for and your commitment for action. Refer to the problem you are solving, the system/structure you are shifting and the values manifesting through your idea. Make a committed request inviting people to step to their greatness – be specific. Do this 5 times. This will soon become an easy and a regular practice.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

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NOW

1	2	3	4	5	6	7	8	9	10
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B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M3-S4-Team Building skills**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Identify any two teams in which you are a member. Identify three specific contributions you make in that team. Go back to those teams and ask other member's whether in fact, you are contributing those three things. You will get feedback on whether your understanding is correct. If it is not, identify how you can change.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

1	2	3	4	5	6	7	8	9	10
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**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: **M3-S5- Decision making**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Practice the exercise on 'Widening your Thinking and Emotion'. Recollect an idea that you may have recently rejected without much thought. This rejection could be mainly based upon your subjective liking or dislikes. Allow the exercise to widen your thinking, thereby allowing you to look for the possible, the new and the innovative.

i) With reference to the practice above, what is the level of skill you have now?

Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

i) *What did you learn from your peers? Discuss with your partner and write.*

ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
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C) TEACHERS'S ASSESSMENT (*maximum marks 3*)

Answer the following six questions. (each question carries 0.5 marks)

Scoring for this session

- A. Self Assessment :
- B. Peer Assessment :
- C. Assessment by teacher :

TOTAL MARKS

YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet

Name of the Participant: _____

Name of the Session: **M3-S6- Resilience: the Hallmark of Leadership**

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Recollect an incident when you felt completely dejected and lost. Practice with the steps of the Exercise on “Exploring Aspects of Resilience in my Life”. Use these steps whenever you feel dejected.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)

BEFORE

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum)

(Circle the number)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**YOUTH LEADERSHIP AND PEOPLE SKILLS (YLPS)
Assessment Sheet**

Name of the Participant: _____

Name of the Session: M3-S7- Stages of my Leadership

This assessment has 3 parts

A. SELF ASSESSMENT: (maximum marks 4)

My Practice as a student

Notice your stages of leadership for manifesting: sound management, results –orientation, principled action and valuing diversity. Share your insights with 5 persons in daily conversations.

- i) With reference to the practice above, what is the level of skill you have now?
Rate yourself on scale ON 0-10(with zero being least and 10 being the maximum)



BEFORE *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

NOW

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B. PEER ASSESSMENT(Find a partner)(maximum marks 3)

- i) *What did you learn from your peers? Discuss with your partner and write.*

- ii) *What did your peers learn from you? Discuss with your partner and write.*

Now, allow your partner to rate you and you do the same on her/his sheet. Rate each other on scale on 0-10 (with zero being least and 10 being the maximum) *(Circle the number)*

1	2	3	4	5	6	7	8	9	10
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NUSSD TISS



National University Students' Skill Development (NUSSD) Programme,
Tata Institute of Social Sciences (TISS)
G-09, Malti and Jal A.D. Naoroji Campus
Deonar Farm Road, Deonar, Mumbai 400088
Email: nussd@tiss.edu
Website: www.tiss.edu www.nussd.tiss.edu

VISAKHA GOVT.DEGREE COLLEGE FOR WOMEN
LIST OF STUDENTS ENROLLED FOR TISS-III Year

S.NO	NAME OF THE STUDENT	GROUP	CONTACT NUMBER	CASTE CATEGORY	JKC BATCH	DEGREE PASSOUT
1	SK SAGUFA	B.Sc	9290577440	BC	TISS	2017
2	S SANTHI PRABHA	B.Sc	9848403441	SC	TISS	2017
3	B SANTOSHI	B.Sc	9642122541	BC	TISS	2017
4	B SUMA	B.Sc	9959427293	BC	TISS	2017
5	V ANUSHA	B.Sc	9100676054	BC	TISS	2017
6	N LAKSHMI	B.Sc	7288801465	BC	TISS	2017
7	SHAIK BASHEERA	B.Sc	9030995070	BC	TISS	2017
8	V RAMYA	B.Sc	9573580590	BC	TISS	2017
9	ROOTHU	B.Sc	9492973537	BC	TISS	2017
10	K ROJA	B.Sc	9849986152	BC	TISS	2017
11	I SASI PRIYA	B.Sc	9494138644	BC	TISS	2017
12	LATHA	B.Sc	8008272463	BC	TISS	2017
13	V RAJYA LAXMI	B.Sc	8977936693	OC	TISS	2017
14	K CHINNARI	B.Sc	7702163857	OC	TISS	2017
15	B LEELAVATHI	B.Sc	9963583621	BC	TISS	2017
16	SUNANDHA	B.Sc	9010547287	BC	TISS	2017
17	LAKSHMI	B.Sc	7386517950	OC	TISS	2017
18	G NAVYA	B.Sc	9533228242	SC	TISS	2017
19	G NAGA LAXMI	B.Sc	9246040409	BC	TISS	2017
20	D TULASI	B.Sc	8522902993	OC	TISS	2017
21	D GOWTHAMI	B.Sc	9966216043	SC	TISS	2017
22	S SUNITHA	B.Sc	9515144067	BC	TISS	2017
23	B JAYA SREE	B.Sc	8019231150	BC	TISS	2017
24	D SOWJANYA	B.Sc	7893385803	SC	TISS	2017
25	J NEERAJA	B.Sc	9618804496	BC	TISS	2017
26	T NAMRATHA	B.Sc	7288801465	BC	TISS	2017
27	B.Hema Priya	B.Com	9246065910	SC	TISS	2017
28	K RAMYA	B.Com	8008250129	BC	TISS	2017
29	Sasi Kala	B.sc	8374078953	BC	TISS	2017
30	Md Rabiya Begum	B.sc	7702062362	BC	TISS	2017
31	V PRIYANKA	B.Sc	9177747900	BC	TISS	2018
32	K NIIKARATNAM	B.Sc	9542971377	SC	TISS	2018
33	N SANDHYA RANI	B.Sc	7095933242	SC	TISS	2018
34	K LAVANYA	B.Sc	9885216597	BC	TISS	2018
35	P SARALA KUMARI	B.Sc	9705769801	SC	TISS	2018
36	V NAGA LAKSHMI	B.Sc	9440218307	SC	TISS	2018
37	N REVATHI	B.Sc	7893459073	BC	TISS	2018
38	M SANDHYA	B.Sc	9491469263	SC	TISS	2018
39	P SARANYA	B.Sc	9949141493	BC	TISS	2018
40	P LALITHA RANI	B.Sc	9010185527	SC	TISS	2018
41	P PRIYANKA	B.Sc	9652450950	OC	TISS	2018
42	Y LAKSHMI	B.Sc	9885095370	BC	TISS	2018
43	M KALYANI	B.Sc	9652080920	BC	TISS	2018
44	D RENUKA	B.Sc	9676647757	OC	TISS	2018
45	K KRISHNAVENI	B.Sc	7893851252	OC	TISS	2018
46	T SHARMILA	B.Sc	8125603442	OC	TISS	2018
47	P NANDINI	B.Sc	9959947579	BC	TISS	2018

48	M NAGA LAKSHMI	B.Sc	9989010315	SC	TISS	2018
49	E SOUJANYA	B.Sc	9848726214	OC	TISS	2018
50	CH SATYA SAI	B.Sc	9393806551	OC	TISS	2018
51	M SAI LAKSHMI	B.Sc	9989847441	BC	TISS	2018
52	K RAMANAMMA	B.Sc	9652662418	BC	TISS	2018
53	P HARITHA	B.Sc	9704778592	BC	TISS	2018
54	G LAKSHMI PRIYA	B.Sc	9704199579	BC	TISS	2018
55	V NEELIMA	B.Sc	7386660032	BC	TISS	2018
56	SK KATIJA BEGUM	B.Sc	9989591633	BC	TISS	2018
57	D ADILAKSHMI	B.Sc	9154144458	BC	TISS	2018
58	J JHANSI RANI	B.Sc	9640784188	BC	TISS	2018
59	P APARNA	B.Com	9849029533	OC	TISS	2018
60	P USHA RANI	B.Com	7730979206	SC	TISS	2018
61	K SUDHA RANI	B.Com	8185848063	SC	TISS	2018
62	A UMA	B.Com	9494196755	BC	TISS	2018
63	B MADHURANI	B.Com	9676443882	BC	TISS	2018
64	K VIJAYA LAKSHMI	B.Com	8886782697	BC	TISS	2018
65	R DEVI	B.Com	9989307270	BC	TISS	2018
66	A ARUNA	B.Com	8096969491	BC	TISS	2018
67	E SATYA KARUNA	B.Com	9912299789	BC	TISS	2018
68	K GANGA BHAVANI	B.Com	9581391124	BC	TISS	2018
69	K RAMYA	B.Com	8008250129	BC	TISS	2018
70	CH HEERA KUMARI	B.Com	9581778092	BC	TISS	2018
71	B LAKSHMI	B.Com	9989553817	BC	TISS	2018
72	S NOOKARATNAM	B.Com	9030670897	BC	TISS	2018
73	K PRIYANKA	B.Com	7893814051	OC	TISS	2018
74	CH PALLAVI	B.Com	9951389800	SC	TISS	2018
75	D ANNAPURNA	B.Com	9581584193	BC	TISS	2018
76	P SAI GAYATRI	B.Com	9014251896	OC	TISS	2018
77	P TRILOCHANA	B.Com	8160652676	SC	TISS	2018
78	P BAHARATHI	B.Com	8688118939	BC	TISS	2018
79	K SRIDEVI	B.Com	8341235269	BC	TISS	2018
80	G VARA LAKSHMI	B.Com	9573967068	BC	TISS	2018
81	T VIJAYA LAKSHMI	B.Com	97044711326	BC	TISS	2018
82	G LAVANYA	B.Com	9553213073	BC	TISS	2018
83	S TULASI	B.Com	9908884691	BC	TISS	2018
84	G SONY	B.Com	9581778092	SC	TISS	2018
85	A LILLY	B.Com	8096077704	BC	TISS	2018
86	O ALEKHYA	B.Com	9959366029	SC	TISS	2018
87	A NAGAMANI	B.Com	9494373307	ST	TISS	2018
88	M RADHA	B.Com	8106028888	BC	TISS	2018
89	Y DEMUDAMMA	B.Com	8499924287	BC	TISS	2018
90	D VASANTHA	B.Com	9297055456	BC	TISS	2018
91	Y KRISHADEVI	B.Com	9000432508	BC	TISS	2018
92	B INDUMADHAVI	B.Com	9948599829	OC	TISS	2018
93	E KANAKA MAHALAKSHMI	B.SC	9701827402	BC	TISS	2018
94	K TABU	B.SC	9052573475	BC	TISS	2018
95	V BHANU	B.SC	9676920732	bc	TISS	2018
96	N TULASI	B.SC	7286049158	BC	TISS	2018
97	G GAYATRI	B.SC	9177542035	BC	TISS	2018
98	K NAGA JASWANTHI	B.SC	7886845256	BC	TISS	2018
99	T Hemapriya	B.SC	9030160102	bc	TISS	2018



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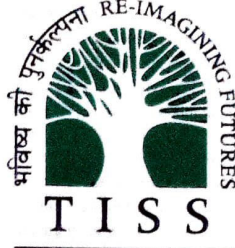
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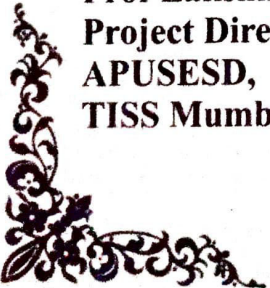
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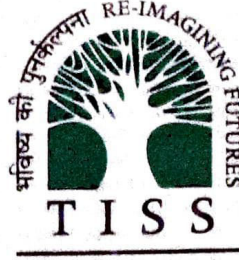
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**ANDHRA PRADESH UNIVERSITY STUDENT'S EMPLOYABILITY &
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Participation Certificate

This is to certify that

Ms. S. GRACE

student of

Visakha Government Degree College- Visakhapatnam (Women's)

has attended and participated in the
Certificate in Management & Soft skills programme
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academic year 2017-2018

This certificate is being given in appreciation of the participation.

**Prof Lakshmi Lingam
Project Director
APUSESD,
TISS Mumbai**

1st August 2019



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This is to certify that

Ms. B. SWAPNA

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This is to certify that

Ms. M.YAMINI

student of

Visakha Government Degree College- Visakhapatnam (Women's)

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This is to certify that

M. K. BHARATHI

student of

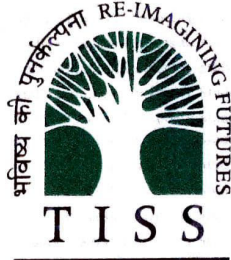
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This is to certify that

Ms. A. RENUKA

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Visakha Government Degree College- Visakhapatnam (Women's)

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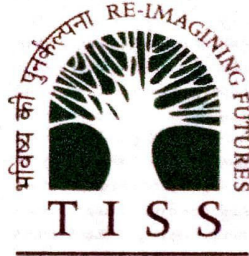
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Tata Institute of Social Sciences

Andhra Pradesh University Students' Employability Skill Development Programme

Certificate

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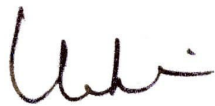
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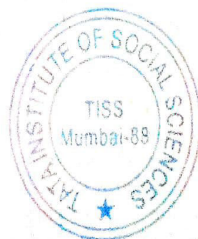
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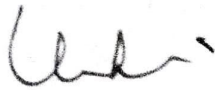
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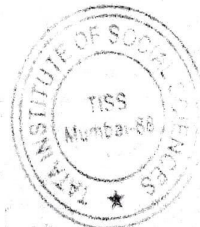
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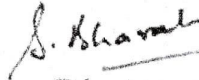
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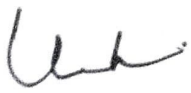
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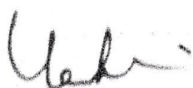
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