CALICUT UNIVERSITY

FIRST SEMESTER

FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

LIFE SKILL DEVELOPMENT
2024 ADMISSION

PREPARED BY

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CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

BSc PSYCHOLOGY MULTYDISCIPLINARY COURSE

LIFE SKILL DEVELOPMENT

Programme	**BSc PSYCHOLOGY**				
Course Code	**PSY1FM105**				
Course Title	**LIFE SKILL DEVELOPMENT**				
Type of Course	**MDC**				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	The Life Skill Development course equips students with essential tools and strategies to navigate everyday challenges, fostering self-awareness, enhanced interpersonal skills, effective communication, and the confidence to tackle life's challenges with resilience and adaptability for lifelong success				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I		**Introduction to Life Skills**	7	10
	1	Life skills- Definition by WHO	2	
	2	10 Core Life Skills	2	
	3	Components of life skill	1	
	4	Significance of Life skills for adolescents and youth	2	
II		**Social Skills**	7	12
	5	Self-Awareness- Understanding oneself- Importance of Balanced Diet, Exercise, Sleep Hygiene	1	
	6	Empathy	2	
	7	Effective communication and interpersonal relationship	2	
	8	Assertiveness as a type of communication- Passive communication and aggressive communication	2	
III		**Cognitive Skills**	15	16
	9	Critical Thinking	1	
	10	Creative Thinking Skills - Thinking 'out of the box'	1	
	11	Decision making	1	
	12	Career decision	2	
	13	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	14	Attempts of negotiation	2	
	15	Problem-solving- Individual Level, Problem-solving- Group level	2	

		Barriers to problem solving		
		Goal Setting		
	Coping skills/ Management skills			
		Coping with emotion- Significance of Emotional regulation		
		Stress- Biological changes associated with stress		
		Eustress and Distress, Role of Perception in Stress		
		Coping mechanisms- Emotion-focused and problem-focused Time management		
	Open Ended Module: Application of life skills for various groups			

Teachers can decide the application of life skills to any specific groups or organizations according to the locality or social needs of the college. Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred.

- Eg.: Encourage students to craft personal narratives that highlight their experiences, values, and goals to relate it to life Skills
- Share and discuss these narratives in a supportive and constructive environment.
- Facilitate activities that allow students to explore their leadership styles and preferences.
- Encourage role-playing scenarios to practice and reinforce interpersonal skills.

Suggested activities for different modules(Submit report of any two)
- Analysis of skills in different life situations- to identify the usage of life skills and lack of skills- The teacher or students can select suitable activities to identify and internalize life skill
- Eg. Compare short-term and long-term goals.(Identify life skills used and apply life skills in analysis, and suggest decisions with self awareness- Impulsive decision- habit formation etc. -generate discussion)
- Analyze a story- for example-the Story of Crocodile and Monkey- relationship development- Effective Communication- emotional management- quick decision making- terminating relationship- identified toxicity in relationship etc.- generate discussion
- SWOT analysis- Identify components of toxic relationship quoting examples from cinema or stories- Students' presentation- Group discussion.
- The teacher presents cases for the identification of a lack of empathy and discusses the need for social inclusion (Eg. Reciprocal relationship between parent and offspring, teacher and students etc.- Need for empathy from both sides)
- Students can identify success stories of social inclusion from their locality and present them as a seminar.
- Develop code of conduct for college/ department- critically analyze based on human right.
- Group discussion of POSH (Prohibition of Sexual Harassment) Act at the workplace- Prevention, Prohibition and Redressal- Equality and Equity-Discussion On Sexual Exploitation and the Need For Assertive Communication.
- Develop a theme dance on inclusion.
- 'One-day' activity analysis of a male and female teacher- to discuss in the class based on Social Skills

	● Students write project proposals to the government based on efforts for gender justice/ students can analyze school or nursery textbooks in terms of gender.
	Module 3
	● Categorise types of conflicts using examples or list conflicts into different types.
	● Analyse the difficulty in decision-making according to the complexity of problems- puzzles, social conflict, personal conflicts etc.
	● Make group discussions on social problems like causes of population explosion, increased drug abuse- based on life skills, and life skills applications to prevent substance abuse on college campuses. Explore hypothetical scenarios to prompt reflection on the importance of values in decision-making.
	● Case study analysis on domestic violence- discuss what a UG Student can do as per their competence.
	● Students conducting awareness classes on webaholism and internet addiction for school students
	● Students cite examples of intolerance from stories or history to become aware of their cultural biases and assumptions.
	● Foster an inclusive environment that values diversity and different perspectives.
	Module 4
	● Seminar on the students' stress, academic stress, exam fear, study skills, social anxiety, Emotional regulation, etc – along with generating a discussion.
	● Adolescents' conflicts with parents and teachers- list out causes.
	● How do you manage stress- compare between students- unique ways of managing stress- discussion
	● Lifestyle disorders- causes and consequences- collage
	● Gender differences in expression of emotions- role play
	● Case analysis of self-harming behaviour- suicidal tendency
	● Use case studies or simulations to allow students to practice handling challenging interpersonal situations.

Books and References:

Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.

Davis, M., Eshelman, E.R., & MKay, M. (2000). The Relaxation & Stress Reduction Workbook. New Harbinger Publication, Inc.

Life Skills Education Toolkit for Orphans & Vulnerable Children in India, India – (October 2007) ISBN 1-933702-19-2

Schab, L. M. (2022). The Self-esteem Workbook for Teens: Activities to Help You Build Confidence and Achieve Your Goals. New Harbinger Publications.

Seaward, B.L. (2022). Managing Stress- Skills for Self- care, Personal Resiliency, and Work life Balance in a rapidly changing world. Jones & Bartlett Learning.

Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life- Adjustment in the 21st century, 12th Ed. USA: Cengage learning

American India Foundation (2018). Handbook of activities on life skills. Pealidezin. https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf

Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Facilitator's Manual.

Definition by WHO (world health organization)

•According to WHO, life skills are the abilities for adaptive and positive behavior that enable individuals to effectively deal with the demands and challenges of everyday life.

•These skills encompass critical thinking, problem-solving, decision- making, interpersonal skills, self-awareness, and emotional regulation, among others.

•WHO's approach to life skills development emphasizes the importance of fostering both personal and social competencies that contribute to mental well-being, healthy relationships, and productive citizenship.

Ten core life skills

12 MOST IMPORTANT LIFE SKILLS

1.Self-awareness

☐   Self-awareness is an individual's ability to appreciate the strengths and weaknesses of one's

Own character.

☐   realizing this will enable one to take actions, make choices and take decisions that are consistent with one's own abilities

2.Self-esteem

☐   Self-esteem is the way an individual feels about her/himself and believes others to feel.

☐   It has been described as the 'awareness of one's own value as a unique and special person

Endowed with various attributes and great potential'.

☐   a person's self-esteem can be damaged or enhanced through relationships with others.

☐   High self-esteem tends to encourage and reinforce healthy behavior.

☐   Low self-esteem tends to encourage unhealthy behavior.

3.Coping with emotions

☐   The ability to manage or deal effectively with an emotional situation or problem. Emotions such as fear, passion, anger, jealousy etc. are subjective responses to a situation. They can result in behavior which one might later regret.

☐   coping with emotions means to be able to recognize them as such and deal with

Them to make a positive decision.

4. Coping with stress

☐   Stress is a condition of increased activity in the body, which can overwhelm the

Individual beyond his/her capacity.

☐   Stress can be caused by physical, emotional or psychological factors.

☐   Family problems, broken relationships, examination pressure, the death of a friend or a relative are examples for situations that can cause stress.

☐   as stress is an inevitable part of life, it is important that to recognize stress, its causes and effects and know how to deal with it

5. Interpersonal relationships

☐ Interpersonal skills are capabilities to effectively communicate, socialize, connect, and

Cooperate with people in life, whether it be an individual or a group.

☐ some people naturally have great interpersonal skills. Others have to learn and practice interpersonal skills in order to master them.

☐ one thing's for sure: taking the time and effort to become proficient in this skill set can tremendously benefit your relationships in life and may improve your professional success!

6. Negotiation Skills

☐ Negotiation is an important skill in interpersonal relationships and is usually considered

as a compromise to settle an argument or issue that will best benefit everyone's needs.

☐ Negotiation is something that we do all the time, not only for business purposes. For example, we use negotiation skills in our social lives, perhaps for deciding on a time to meet, or where to go on a rainy day. Sometimes though it does involve being able to cope with potentially threatening or risky situations.

7. Empathy Skills

Empathy is the ability to understand, consider and appreciate other people Circumstances, problems and feelings.

8. Assertiveness

Assertiveness refers to the ability or competence to express one's feelings, needs or

Desires openly and directly but in a respectful manner or without hurting ones feeling

9. Effective communication

☐Effective Communication is the ability of expressing oneself clearly and effectively

During interactions with other people in any given circumstances.

☐Effective communication is a skill that can be learned and developed through constant practice. Although good communication does not guarantee an end to problems, it can go a long way in improving relationships and minimizing possibilities of conflict

10. Critical Thinking

Critical thinking is the ability to think through a situation properly, assessing the

Advantages and disadvantages so as to be able to make appropriate decisions

Concerning one's course of action.

11. Decision-Making

Decision-making is the ability to utilize all available information to assess a situation, analyses the advantages and disadvantages, and make an informed and personal choice.

He/she must learn to understand the consequences before making a decision

12. Problem Solving

Problem solving is the ability to identify, cope with and find solutions to difficult or challenging situations.

Problem solving is related to decision-making and the two may often overlap.

It is only through practice in making decisions and solving problems that young

People can develop the skills necessary to make healthy choices for themselves

Significance of life skills for adolescents and youth

•   Life skills are particularly significant for adolescents and youth as they navigate critical developmental stages. During adolescence, individuals undergo significant physical, emotional, and social changes, while also forming their identities and preparing for adulthood. Life skills provide the tools to manage these transitions effectively, empowering young people to become responsible, competent, and well-adjusted adults.

1. Enhances Decision-Making and Problem-Solving Abilities:

☐Adolescents and youth are faced with important decisions about education, career paths,

Relationships, and personal health.

☐Effective decision-making skills help them evaluate options, weigh consequences, and

Make informed choices.

☐Impact: Good decision-making reduces risky behaviors (e.g., substance abuse, unsafe sex) and promotes healthier, more productive lives.

2. Improves Emotional Regulation and Mental:

•Adolescence is often marked by heightened emotions, fluctuating moods, and stress due to academic pressures, peer relationships, and identity formation.

•Impact: Life skills like emotional regulation and stress management help young people cope with these challenges, preventing issues like anxiety, depression, or other mental health problems. Being able to express and manage emotions reduces conflicts and enhances relationships.

3. Strengthens Interpersonal and Communication Skills:

Adolescents are increasingly exposed to complex social dynamics, including friendships, romantic relationships, and peer influence. Communication and interpersonal skills enable them to build healthy, respectful relationships, and work collaboratively with others.

Impact: Effective communication and conflict resolution prevent misunderstandings, improve teamwork, and help adolescents resist negative peer pressure.

4. Promotes Self-Awareness and Empathy

1. Adolescents are in a phase of self-discovery, forming their identities, values, and personal goals. Self-awareness helps them understand their strengths, weaknesses, and emotions. Empathy allows them to relate better to others and appreciate different perspectives.

2. Impact: Developing these skills fosters emotional intelligence, which is critical for building meaningful relationships, leadership, and community engagement.

5. Fosters Resilience and Coping Mechanisms:

4.Adolescence is often a time of uncertainty and pressure (e.g., exams, social acceptance, family expectations). Learning how to cope with stress and failure is crucial for long-term success and mental well-being.

5.Impact: Life skills such as resilience and stress management prepare adolescents to handle life's inevitable setbacks, teaching them how to recover from challenges and continue pursuing their goals without succumbing to frustration or despair.

• Encourages Responsible Citizenship and Social Responsibility

As adolescents and youth transition into adulthood, they are expected to participate in civic activities and contribute to society. Life skills such as empathy, communication, and decision-making help them engage responsibly in their communities and take part in social causes.

Impact: Adolescents become more socially aware and active, promoting values like respect, tolerance, and volunteerism. They are better prepared to tackle societal issues such as inequality, discrimination, and environmental concerns.

• Prepares for the Workforce and Economic Self-Sufficiency:

Adolescents will eventually enter the workforce, where skills like critical thinking, communication, and problem-solving are highly valued. Life skills help bridge the gap between academic learning and practical workplace competencies.

Impact: These skills increase employability and success in various career paths, as they enable youth to adapt to new environments, collaborate with colleagues, and think creatively to solve work-related challenges.

• Reduces Risk-Taking Behavior

Adolescents are at a stage of experimentation and curiosity, which can lead to risk- taking behaviors such as drug use, unsafe sexual practices, or reckless driving.

Developing life skills like critical thinking, decision-making, and self-control can mitigate these risks.

Impact: Youth with strong life skills are better equipped to analyze potential risks and benefits, make healthier choices, and avoid activities that could harm their physical and mental well-being.

•Boosts Confidence and Self-Esteem:

Adolescents often struggle with self-doubt and insecurity as they compare themselves to peers and face academic or social challenges. Life skills development builds their confidence by helping them set realistic goals, recognize their strengths, and celebrate their achievements.

Impact: Increased self-esteem motivates youth to take on challenges, pursue their passions, and maintain a positive self-image, reducing feelings of inadequacy or low self-worth.

•Encourages Leadership and Initiative

Adolescence is a prime time for developing leadership skills, whether through school activities, sports, or community service. Life skills such as decision-making, empathy, and teamwork foster leadership qualities.

Impact: Adolescents who learn life skills are more likely to take on leadership roles, advocate for causes, and positively influence others. These leadership abilities benefit them in future professional and community roles.

Conclusion

For adolescents and youth, life skills development is not just beneficial—it is essential. These skills empower them to navigate the complexities of adolescence, make informed choices, and build a foundation for a successful, healthy, and fulfilling adulthood. Life skills also contribute to a more equitable, cohesive society by promoting responsible citizenship, empathy, and cooperation among youth, ensuring they can handle both personal challenges and societal demands.

MODULE 2

Self-Awareness

•Self-awareness skills, as the term indicates, refer to one's ability to be aware of or to recognize his emotions, behaviors, beliefs, motivations and other characteristics such as strengths and weaknesses, such that it enables him to identify and understand himself as a separate entity.

•Having self-awareness skills not only enables one to understand their own personality but also helps to apprehend other people, their perceptions about you, and your response to their actions.

•Self-Awareness is the thinking skill that focuses on a child's ability to accurately judge their own performance and behavior and to respond appropriately to different social situations.

•Self-Awareness helps an individual to tune into their feelings, as well as to the behaviors and feelings of others. For example, a child successfully uses self- awareness skills when they notice they are talking too loudly in a library where other children are trying to work, and then adjusts the volume or their voice to a more considerate level.

Importance of Balanced Diet

•Immune system: A balanced diet can help strengthen your immune system.

•Energy levels: A balanced diet can provide a steady supply of fuel for your body throughout the day.

•Weight management: A balanced diet can help you maintain or achieve a healthyweight.

•Brain function: Carbohydrates provide the fuel your body needs for brain function.

•Organ function: Carbohydrates provide the fuel your body needs for optimal organ function.

•Physical activity: Carbohydrates provide the fuel your body needs for physical activity.

•Vitamins and minerals: Vitamins and minerals perform many roles in your body, including strengthening bones, healing wounds, and boosting your immune system.

•Healthy cells: Vitamins and minerals help repair cell damage.

•Quality of life: A balanced diet can improve the quality of your life.

•Daily functions: A balanced diet can enhance your capacity to do daily functions.

Importance of Sleep

1. Improves Cognitive Function: Adequate sleep enhances memory, attention, and problem-solving skills, which are essential for learning and critical thinking.

2. Boosts Emotional Regulation: Proper sleep helps individuals manage emotions better, fostering emotional intelligence and resilience in everyday life.

3. Enhances Decision-Making: Restful sleep improves the brain's ability to make sound decisions, an essential skill for navigating personal and professional situations.

4. Supports Creativity: Good sleep promotes creativity by allowing the brain to process information and make unique connections.

5. Improves Focus and Concentration: Proper sleep ensures sustained focus and concentration, vital for task completion and learning new skills.

6. Boosts Physical Health and Energy: Sleep is crucial for physical recovery, energy levels, and overall vitality, enabling individuals to engage in physical activities and life skills requiring endurance.

Importance of Hygiene

1. Prevents Illness: Good hygiene reduces the risk of infections and diseases, promoting overall health

2. Boosts Self-Esteem: Personal cleanliness improves confidence and self-respect, vital for social interactions and self-presentation.

3. Promotes Social Acceptance: Cleanliness fosters positive impressions and helps in building social connections, a key life skill.

4. Develops Discipline: Maintaining regular hygiene practices fosters discipline, an essential skill for personal and professional success.

5. Enhances Mental Clarity: Good hygiene can contribute to better mental focus, as it reduces discomfort and distractions.

Importance of Exercise

1. Improves Physical Health: Regular exercise boosts cardiovascular health, Strength, and endurance, enhancing overall physical capacity.

2. Boosts Mental Well-being: Exercise reduces stress and anxiety, improves mood, and enhances emotional resilience, crucial for effective decision-making and coping.

3. Enhances Focus and Productivity: Physical activity increases energy levels and concentration, supporting productivity in learning and working environments.

4. Promotes Discipline and Consistency: Commitment to an exercise routine develops discipline, a key trait for success in various aspects of life.

Empathy

Definitions:

1. Empathy is the ability to understand and share someone else's feelings.

2. It means imagining how someone else feels and trying to see things from their point of view.

3. Empathy is caring about how others feel and responding with kindness and understanding.

4. It's putting yourself in another person's shoes to better understand their emotions.

Importance of Empathy in improving social & personal

1 Understandings Others' Perspectives: Empathy allows individuals to put themselves in someone else's shoes, understanding their emotions and viewpoints, which fosters better communication and relationships.

2. Enhances Emotional Intelligence: Empathy is a critical component of emotional intelligence, helping students to manage their emotions while being sensitive to others' feelings.

3. Improves Conflict Resolution: By understanding the emotions behind conflicts, empathetic individuals can find more peaceful, collaborative solutions.

4. Builds Stronger Relationships: Empathy nurtures trust and connection in personal and professional relationships, creating a supportive environment.

5. Promotes Compassionate Leadership: Empathetic leaders are more likely to inspire and motivate others by addressing the needs and concerns of their teams.

6. Fosters Teamwork and Cooperation: Empathy helps in building effective teams by encouraging collaboration, respect, and mutual understanding among peers.

Effective communication

•Effective communication skill is the set of skills that enables a person to convey information and also receive and understand in the same manner.

•Effective communication skill is defined as the ability to make exchange of information between two or more persons in such a way that it creates understanding.

•Effective communication is an efficient tool for the establishment and maintenance of good social and working relationships with people. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings and values.

•To adjust well in society, effective communication is a must.

Passive & Aggressive

•Definition: Passive communication involves not expressing one's needs, desires, or opinions clearly, often putting others' needs before their own to avoid conflict or confrontation.

•Example: A person agrees to work extra hours, even though they are tired, because they don't want to say no to their boss or coworkers.

•Aggressive Communication

•Definition: Aggressive communication is characterized by expressing one's needs and opinions in a forceful, often disrespectful way, without regard for others' feelings or boundaries.

•Example: A person shouts at their colleague, accusing them of being incompetent during a meeting, without giving them a chance to explain.

1. CRITICAL THINKING

•Definition: Critical thinking is the ability to analyze information, think deeply, and evaluate situations to make sound decisions and solve problems effectively. It involves questioning assumptions, recognizing biases, and considering multiple perspectives before drawing conclusions.

•Important Features of Critical Thinking:

1. Analysis: Breaking down information or problems into smaller parts to understand them better.

2. Open-mindedness: Being willing to consider new ideas and perspectives.

3. Problem-solving: Finding practical and effective solutions to challenges.

4. Logical reasoning: Making decisions based on facts, evidence, and rational thought.

5. Reflection: Thinking back on your actions or decisions to learn and improve for the future.

6. Decision-making: Evaluating options and choosing the best course of action based on careful thought.

2. CREATIVE THINKING–think out of the box

•Definition: Creative thinking is the ability to come up with new, original ideas and solutions by thinking in ways that are not limited by traditional patterns or rules. It encourages innovation and finding fresh approaches to problems.

•Important Features of Creative Thinking:

•Imagination: Using your mind to think of new possibilities and ideas.

•Flexibility: Being open to different ways of doing things and adapting to new situations.

•Originality: Creating unique and innovative ideas that haven't been thought of before.

•Risk-taking: Willingness to try new ideas, even if they seem unconventional or uncertain.

•Curiosity: Asking questions and exploring possibilities to learn more and find creative solutions.

•Problem-solving: Looking for alternative solutions beyond the obvious ones to solve challenges in new ways. Creative thinking helps individuals to solve problems creatively, explore new opportunities, and handle situations with a fresh perspective.

3.DECISION MAKING

•Decision making is a process that chooses a preferred option or a course of actions from among a set of alternatives on the basis of given criteria or strategies (Wang, Wang, Patel, & Patel, 2004; Wilson &Keil, 2001).

•Decision making is the study of identifying and choosing alternatives based on the

values and preferences of the decision maker.

•Making a decision implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values, and so on (Harris (1980).
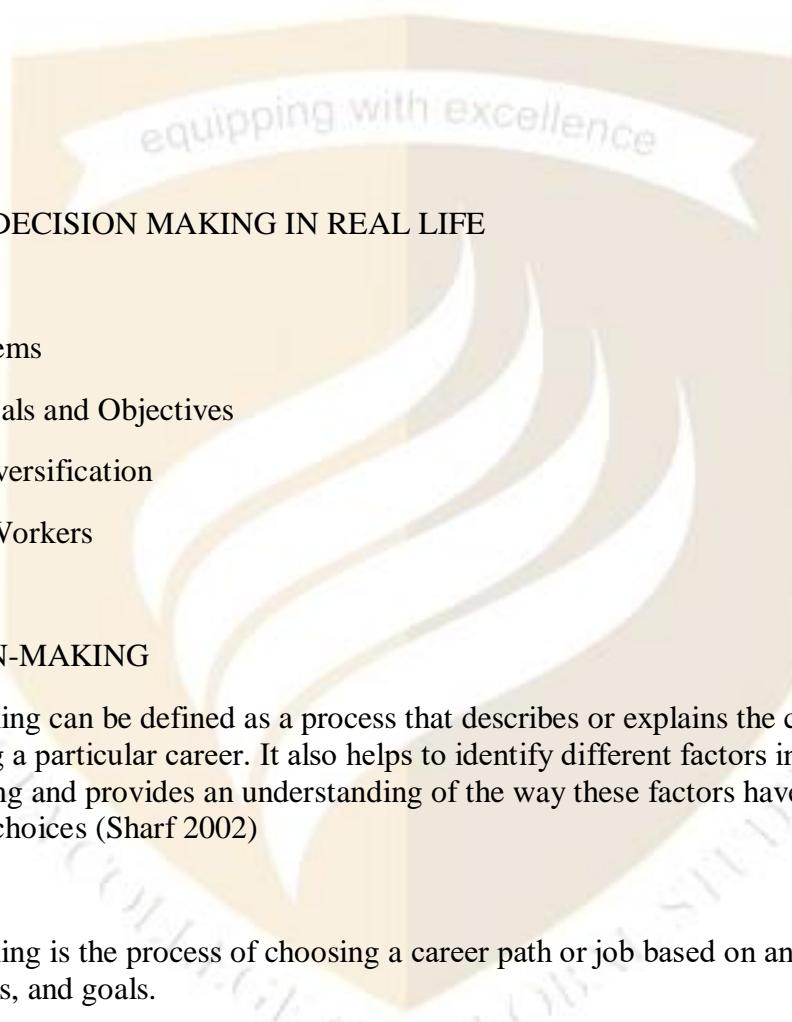
PROCESS OF DECISION MAKING

Step 1. Define the problem "This process must, as a minimum, identify root causes, limiting

assumptions, system and organizational boundaries and interfaces, and any stakeholder issues.

Step 2. Determine requirements "Requirements are conditions that any acceptable solution to the problem must meet.

Step 3. Establish goals "Goals are broad statements of intent and desirable programmatic values, Goals go beyond the minimum essential must have (i.e. requirements) to want sand desires.

Step 4. Identify alternatives "Alternatives offer different approaches for changing the initial condition into the desired Condition". Be it an existing one or only constructed in mind, any alternative must meet the requirements. If the number of the possible alternatives is finite, we can check one by one if it meets the requirements

Step 5. Define criteria "Decision criteria, which will discriminate among alternatives, must be based on the goals. It is necessary to define discriminating criteria as objective measures of the goals to measure how well each alternative achieves the goals". Since the goals will be represented in the form of criteria, every goal must generate at least one criterion but complex goals may be represented only by several criteria

 Step 6. Select a decision making tool there are several tools for solving a decision problem. The selection of an appropriate tool is not an easy task and depends on the concrete decision problem, as well as on the objectives of the decision makers.

Step 7. Evaluate alternatives against criteria every correct method for decision making needs, as input data, the evaluation of the alternatives against the criteria.

Step 8. Validate solutions against problem statement the alternatives selected by the applied decision making tools have always to be validated against the requirements and goals of the decision problem. It

may happen that the decision making tool was misapplied. In complex problems the selected alternatives may also call the attention of the decision makers and stakeholders that further goals or requirements should be added to the decision model.

HOW TO MAKE BETTER DECISIONS

1. Increase in one's knowledge

2. Using the intuition

3. Consider multiple options

4. Balancing risks and rewards

IMPORTANCE OF DECISION MAKING IN REAL LIFE

5. Leadership Skills

6. to Deal with Problems

7. To Achieve the Goals and Objectives

8. for Growth and Diversification

9. A Motivation for Workers

CAREER DECISION-MAKING

•Career decision-making can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision-making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf 2002)

•Career decision-making is the process of choosing a career path or job based on an Individual's interests, skills, values, and goals.

•It involves self-assessment, exploring different career options, evaluating potential job Opportunities, and making informed choices about one's professional future.

•The goal is to find a career that aligns with personal strengths, provides job satisfaction,and offers growth opportunities.

•The process can be ongoing as people's interests and circumstances change over time.

 Steps in career decision making

•Self-Assessment: Understand your skills, values, interests, and personality traits. This helps in identifying careers that match your strengths and preferences.

•Explore Career Options: Research various career fields, industries, and job roles. Learn about the job market, potential growth, and required qualifications.

•Set Career Goals: Define both short-term and long-term career objectives that

    align with your personal values and professional aspirations.

•Evaluate Options: Consider the pros and cons of different career paths. Take into account factors such as job satisfaction, salary, work-life balance, and future prospects.

•Seek Guidance: Consult career counselors, mentors, or professionals in the fields you're interested in to get insights and advice.

Steps in career decision making

•Gain Experience: Get real-world experience through internships, volunteer work, or part-time jobs to test your interests and skills in a practical setting.

•Consider Education and Training: Identify what additional qualifications or skills you may need to pursue your chosen career and plan accordingly.

•Make a Decision: Based on your research and self-reflection, choose the career path that best aligns with your goals and values.

•Create an Action Plan: Develop a clear plan to achieve your career goals, outlining the steps, timelines, and resources needed.

•Review and Adapt: Career decision-making is an ongoing process. Periodically reassess your career path to adapt to new interests or changes in the job market.

4. CONFLICT

A conflict is a disagreement or struggle between two or more people, groups, or ideas because of differences in opinions, interests, or goals.

Example: Two friends might have a conflict if one wants to go to a movie and the other prefers staying home. They disagree on how to spend their time,which causes tension.

Types of conflict

There are mainly 3 types of conflict

1. Approch – Approach Conflict 2.Avoidance –Avoidance Conflict

3. Approach – Avoidance Conflict

Approach – Approach conflict

•An approach-approach conflict occurs when a person has to choose between two equally attractive or desirable options. The conflict arises because both choices are appealing, but only one can be selected.

•Example: A student has to choose between two exciting job offers— one from a prestigious company and another from their dream job location. Both options are good, but the student can only pick one, leading to a conflict in decision-making.

Avoidance – Avoidance conflict

•An avoidance-avoidance conflict happens when a person has to choose between two unpleasant or undesirable options. The conflict arises because neither choice is appealing, but one must be selected.

•Example: A person has a toothache but is afraid of going to the dentist. They must choose between enduring the pain or facing their fear of the dentist—both options are undesirable, creating a conflict.

Approach – Avoidance conflict

•An approach-avoidance conflict occurs when a person faces a decision that has both positive and negative aspects. The conflict arises because the same choice has both appealing and unappealing consequences.

•Example: A person is offered a promotion at work with a higher salary (positive), but it comes with more stress and longer hours (negative). They are conflicted because the decision has both good and bad outcomes.

5.ATTEMPTS OF NEGOTIATION

8.Attempts of negotiation refer to efforts made by two or more parties to reach an agreement or resolve a conflict through discussion and compromise. The goal is to find a solution that is acceptable to everyone involved .

9.Example: Two coworkers have different ideas for a project. They make attempts to negotiate by discussing their preferences and agreeing to combine their ideas in a way that satisfies both, rather than sticking to their individual plan.

10.Key points involved in attempts of negotiation include:

•Clear Communication: Express your ideas, needs, and concerns clearly to avoid misunderstandings.

•Active Listening: Pay attention to the other party's viewpoint to understand their interests and needs.

•Identifying Interests: Focus on the underlying interests of both parties, not just the positions they take.

•Seeking Common Ground: Look for areas where both parties can agree and

  build on those to find a solution.

•Compromise and Flexibility: Be willing to adjust your position to reach a

mutually beneficial outcome

•Problem-Solving Attitude: Approach the negotiation with a focus on solving the problem rather than "winning.“

•Patience and Persistence: Negotiations can take time, so it's important to remain patient and continue working toward a resolution.

•Establishing Trust: Building trust can make negotiations smoother and help parties work together more effectively.

•Objective Criteria: Use facts, data, or external standards to guide the decision- making process, reducing emotional bias.

•Follow-Up: Ensure that the agreed-upon terms are clear and take steps to implement and review them over time.

6.PROBLEM SOLVING

•Problem solving is part and parcel of our daily life. Every day we solve a number of problems ranging from simple to complex.

•Some problems take little time where as some take much time to solve. We look for alternative solutions if do not get the right kind of resources to solve the problem in hand.

In the case of solving any type of problem our thinking becomes directed and focused and we try to use all the resources, both internal (mind) and external (support and help of others) to arrive at the right and appropriate decision.

Individual level problem solving

11.Individual-level problem-solving refers to the process where a person identifies, analyzes, and comes up with solutions to personal challenges or issues on their own. It involves critical thinking, decision-making, and applying strategies to resolve the problem effectively .

12.Example: A student is struggling with time management and poor grades. To solve this problem individually, they assess their daily routine, identify distractions, create a study schedule, and set specific goals for improvement. By implementing these strategies, the student works towards improving their grades.

Group level problem solving

13.Group-level problem-solving involves a team or group of individuals working together to identify, analyze, and resolve a common issue or challenge. This collaborative approach allows for diverse perspectives, ideas, and solutions, enhancing the overall effectiveness of the problem-solving process.

14.Example: In a workplace, a team is tasked with improving customer satisfaction scores. They hold a brainstorming session to discuss the issues, gather feedback from employees, analyze customer complaints, and come up with a plan to enhance service. By collaborating, they develop a comprehensive strategy that includes better training for staff and improved communication with customers, ultimately leading to higher satisfaction scores.

Barriers to Problem Solving

•Barriers to problem-solving are obstacles that hinder individuals or groups from effectively identifying and resolving issues.

•Here are some common barriers:

•Lack of Information: Insufficient data or understanding of the problem can lead to ineffective solutions.

•Cognitive Biases: Preconceived notions, assumptions, or personal biases can cloud judgment and limit creativity.

•Emotional Factors: Stress, fear, or frustration can impair decision- making and problem-solving abilities.

•Groupthink: In group settings, the desire for harmony can suppress dissenting opinions, leading to poor decision-making.5. Overcomplicating the Problem: Failing to break down a complex issue into manageable parts can make it overwhelming.

•Overcomplicating the Problem: Failing to break down a complex issue into manageable parts can make it overwhelming.

•Resistance to Change: A reluctance to adapt or consider new ideas can prevent effective problem-solving.

•Poor Communication: Misunderstandings or lack of communication within a group can lead to confusion and ineffective collaboration.

•Time Constraints: Pressure to solve a problem quickly can result in rushed decisions and overlooked details.

•Lack of Skills or Knowledge: Inadequate problem-solving skills or knowledge in a specific area can hinder the ability to find effective solutions.

•Inflexibility: Sticking rigidly to a particular approach or solution can prevent exploring alternative options

GOAL SETTING

•Goal setting is the process of identifying specific, measurable, achievable, relevant, and time-bound (SMART) objectives that an individual or group aims to accomplish. It involves determining desired

outcomes and creating a plan to reach those outcomes .

•Example: A college student wants to improve their grades. Instead of a vague goal like "I want to do better in school," they set a SMART goal: "I will achieve a GPA of 3.5 or higher by the end of the semester by studying for at least two hours every weekday and attending all my classes." This goal is specific (GPA of 3.5), measurable (by checking grades), achievable, relevant (to their education), and time-bound (by the end of the semester).

STEPS

-Identify Your Goals: Reflect on what you want to achieve in various areas of your life, such as personal, academic, or professional.

-Use the SMART Criteria: Ensure your goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

-Break Down Goals: Divide larger goals into smaller, manageable tasks or milestones to make them less overwhelming.

-Write Down Your Goals: Document your goals to create a visual reminder and enhance commitment.

-Create an Action Plan: Outline the steps you need to take to achieve your goals, including resources and potential obstacles.

-Set Deadlines: Establish a timeline for achieving each goal and its smaller tasks to stay on track.

-Monitor Progress: Regularly review your goals and progress to ensure you are moving in the right direction.

-Adjust as Necessary: Be flexible and willing to modify your goals or action plan if circumstances change or if you encounter challenges.

-Stay Motivated: Keep your motivation high by celebrating small achievements and reminding yourself of the benefits of achieving your goals.

-Seek Support: Share your goals with friends, family, or mentors who can provide encouragement and accountability.

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