

# Life skills Development Cheat Sheet by psychedup via cheatography.com/178770/cs/37246/

| Definitions         |   |
|---------------------|---|
| Life skills         | "Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" - WHO  |
| Commun-<br>ication  | "Communication is the transmission of information, which may be by verbal (oral or written) or nonverbal means." - APA  |
| Emotions            | A complex psychological state that involves three components: subjective experience, physiological response, and behavioral expression. Emotions are typically brief but intense feelings that arise in response to a particular stimulus or situation. |
| Emotional reactions | hings that trigger the emotions we feel, the emotion itself, and our usual ways of responding.  |
| Leadership          | "the process of influencing the activities of an individual or a group in efforts towards the achievement of goals in a given situation" - John Gardner   |

Technical writing

"the process of designing, creating, and maintaining technical documentation that is used to communicate complex information to users." - STC (Society for Technical Communication)

### Core life skills

Decision-making

Problem-solving

Critical thinking

Creative thinking

Communication
Interpersonal relationships

Self-awareness

Empathy

Coping with stress

Coping with emotions

### Technical communication skills

### Technical communication skills (cont)

Flexib flexible to revise or redo project, ility adapt to new tool or tech, to deal with people

### emotional reaction

e things that trigger the emotions we feel, the emotion itself, and our usual ways of responding

| the      | always there, can be anything  |
|----------|--------------------------------|
| trigger  |                                |
| the      | be specific, focus on the      |
| emotion  | strongest one at a time        |
| the      | whatever you usually do (often |
| respon-  | automatically or subconsci-    |
| se/aut-  | ously) when you feel this      |
| opilot   | emotion                        |
| reaction |                                |

# Flow of communication

| downward   | superiors to subordinates,<br>scalar chain - to explain rules<br>etc   |
|------------|--|
| upward     | subordinates to superiors - 2<br>types: to respond to upward<br>comm (feedback), given by<br>sub directly (complaints, new<br>ideas etc) |
| horizontal | equal level, lateral comm - to coordinate activities of diff branches  |
| diagonal   | cross-functional comm, btw higher and lower sectors  |

### Communication networks (cont)

star all comm with each other

# types of presentation

| persuasive    | sales               |
|---------------|---------------------|
| instructional | policy implementing |
| infomational  | research studies    |
| inspirational | TED talks           |

### presentation delivery methods

| extempora-<br>neous | deliver w/o prep, but planned beforehand |
|---------------------|--|
| memorised           | learnt, prepared and presented           |
| manuscript          | with help of a pre-written script        |
| impromptu           | w/o prep or plan                         |

### Theories of emotions

| language<br>skills                | basic rules of grammar and punctuation, ability to express yourself clearly.  |
|-----------------------------------|---|
| writing<br>skills                 | consice, clear, understand ur<br>audience, use graphics,<br>decide order and filtering of<br>info, simple language, finalize<br>style, template.  |
| interp-<br>ersonal<br>skills      | interact with the Subject Matter Experts (SME) to understand the concepts and/or gather info; interact with members of other teams and customers - strong comm, cooperation, effective listening, clear and prompt responses. |
| Ability to Understand the Subject | Having sufficient knowledge of the subject to effectively communicate about it.   |
| Ability to<br>Analyze             | ability to think, learn,<br>interpret, analyze, write, and<br>rewrite to reorganize<br>concepts and info  |

| Communication networks |  |
|------------------------|--|
| vertical               | upward + downward comm   |
| circuit                | same process as vertical, except<br>they need not be superiors and<br>subordinates |
| chain                  | organizational hierarchy, info from hod to teachers to students                    |
| wheel                  | centalized type, one passes info<br>to many, eg: shaji directly to<br>students     |

| james<br>lange                      | threat>physiological (ANS)<br>arousal> emotional response<br>(fear)  |
|-------------------------------------|--|
| cannon<br>bard                      | threat>emotions and bodily<br>reactions occur simultaneously<br>(thalamus sents info abt<br>stimulus to brain's emotion<br>centres and body) |
| schacter<br>singer                  | threat>physical resp>cog<br>appraisal>emo resp   |
| facial<br>feedback                  | physical (face)>cog int of facial exp>emo response   |
| cognitive<br>apprasial<br>(Lazarus) | threat>cog appraisal of<br>event>phy+emo resp  |
|                                     |  |

# MOD 5 - Human values

morality principles, values, and beliefs that guide human behavior and determine what is right or wrong varies across cultural norms, religious teachings, personal experiences, and rational deliberation

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### MOD 5 - Human values (cont)

guide and shape an individual's behavior, choices, and attitudes ethics moral principles or rules that govern human conduct. It explores the nature of right and wrong, good and evil

### 7C's of communication

1-in the mind of sender, 2-msg Clarty should be simple to comphrehend

Credibility

Consistency

brief and simple Concis-

Concre specific info, not vague and

teness

Comple all necessary info conveyed

teness

eness

Correctness

### 4S's of communication

Shortness concise wording and delivery Simplicity in both words and ideas reveals clarity Strength credibility of sender Sincerity genuine sender

# Report structure (TEBSFRA)

table of contents executive summary background of study

scope and objectives of the study

findings and observation

recommendation

annexures extra supporting info/data in

table form

# Types of interview (BJP-POSSUMS)

question their prior job actions focus on past relevant job job related related behaviors

phone

behavioral

panel/each applicant, many intervboard iewers

one-on-one

ask how they would react to situational

a particular situation

make applicant uncomfstress ortable to gauge reaction

unstruopen ended ques

ctured

mass/group panel interviews several

candidates together

structured closed ended ques, types of

ques- situational, job related, job sample (perform task), worker requirements

### Role in workplace

forms +ve reputation, work envi, attract and retain good employees etc

| retain good employees etc |   |  |
|---------------------------|---|--|
| Work ethics (5):          | Remember Duty's<br>RighTeous Path                         |  |
| 1. responsib-<br>ility    | of one's work, tasks,<br>meeting deadlines                |  |
| 2. diligence              | consistent effort   |  |
| 3. reliability            | commited, dependable, trustworthy                         |  |
| 4. time management        | allocate time, prioritize tasks, use resource effectively |  |
| 5. professio-<br>nalism   | approp boundaries, adhere to policies+ standards          |  |
|                           |   |  |

### Role in workplace (cont)

| 3. ethical | follow ethical principle, fair, |
|------------|---------------------------------|
| behav      | integrated desicions            |
| 4. respect | inclusive, value diversity      |
| 5. confid- | privacy rights, safeguard info  |
| entiality  |                                 |

| Work ethics<br>(5):     | Remember Duty's RighTeous Path                            |
|-------------------------|---|
| 1. responsib-<br>ility  | of one's work, tasks,<br>meeting deadlines                |
| 2. diligence            | consistent effort   |
| 3. reliability          | commited, dependable, trustworthy                         |
| 4. time<br>management   | allocate time, prioritize tasks, use resource effectively |
| 5. professio-<br>nalism | approp boundaries, adhere to policies+ standards          |
| Integrity (5):          | R-TECH  |
| 1. honesty              | truth, transparent  |
| 2. trustw-<br>orthy     | commit, reliable, confidentiality                         |

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