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INTRODUCTION

This is the first time I am writing a text book.

‘A text must conform to minimum standards... courses and syllabi should preferably not be mere repetition. We must think of new ways of projecting the subject reflecting inter-disciplinary methods of investigating the past history’.

Romila Thapar

This book’s stress is on ‘Soft Skills’. It has a history that needs to be investigated. It has the present preoccupation with ‘Soft Skills’. Its future is predictable—Life skills. It is multi-disciplinary: psychology, sociology, linguistics, engineering, media studies, philosophy, public relations, marketing, humanities, pragmatism, and so on...

I am no specialist in any one of them. Yet, I venture to present ideas gathered from books and personal experience. I am strengthened by several friends sharing their own career profiles. Two of my books published earlier were meant for general reading. They were

1. Communicative competence
2. Personal and Emotional competence

The emphasis is on the word competence meaning self-sufficiency in meeting one’s needs and fulfilling wants with confidence and control. They were primarily self-improvement guides. The purpose was to make the reader appreciate the meaning and significance so that the reader will help himself or herself.

The purpose of this book is that it should serve as a text book, a basis of a course of study for, particularly, the students of on soft skills. My aim is to make it a book to serve the general reader to cover students of other disciplines of any age are at any stage of their lives. Therefore, I have gone beyond the syllabus. Syllabi of different universities appear to be different for acquiring soft skills.

The contents of the two books already in the market cover the topic substantially. The need for this one arose because the soft skills seem to be proliferating–necessitating several ongoing studies. Studies on social behaviour have been going on in the west for several decades because employers’ demands and employees needs and wants are not matching. Soft skills is an old wine in new bottle, buzz words now appearing to yield place to new buzz words–employability skills. Some even suggested, why not life skills. The word skill suggests that people can be trained to acquire them with practice. They are not, necessarily, inherited abilities or gifts or aptitudes.

For example, leadership skill, a soft skill; are leaders born or made is a debate that never ends. ‘They are both’, that is a safe conclusion. That brings us to personality, potential, actualization, and so on.

My search on Google opened the pandora’s box; I was assailed by a swarm of terms. You go on listing, you get tired, and you feel like closing the box. Skimming through it you find such diverse things like honesty and integrity, cluster of personality traits, willingness to learn, working under pressure and so on.

I turned to the definition of hard skills, because ‘hard’ and ‘soft’ are words borrowed from the computer language. It was quite simple, I thought hard skills are capabilities to operate machinery. So it is a motor skill. But then, human body is a machine, and body-language is included in soft skills.

Because of this confusion the word employability skill has become the buzz word now. May be the universities will change soft skills to employability skills in the next round while designing syllabi.

I shall retain the term soft skills throughout this book to mean all those skills the employee must possess to get a job and retain it other than technical or domain skills.

Business English

Business English is included in syllabus under the title soft skill. For more than half a century commerce students were taught this subject as 'correspondence' or 'letter writing'. It was written communication per se.

Today oral communication, business presentations, listening skills are included. But in my view, an emphatic view, reading skills should have been included. I always stressed that speaking, listening, reading and writing are like four wheels of an automobile; any one wheel missing the 'vehicle' would not run. It is a vehicle of personality development. (Francis Bacon wrote four centuries ago—Reading maketh a full man; conference a ready man; and writing an exact man).

---The first was English becoming a global language --- The first time that a language has become truly global, and for linguists that is very exciting because of what happens to a language when it becomes global. --- Second thing was the crisis affecting the languages of the world --- Do they die out in the century? --- Third thing was the arrival of the Internet.

Prof. David Crystal

A question of dominance and ownership

American English still has quite a strong place too in everybody's minds --- Speakers of English in the world are about one and half billion --- 250 million speakers in America --- There are more speakers of English in India than there are in Britain and America combined --- It will become a more cosmopolitan language than it already is.

Any living language has to change because its people change for the worse or for the better. It just changes. --- It is growing for over thousand years borrowing words from 350 other languages --- and Indian languages have loaned words to English as well.

So much as adding a new medium --- The written language and spoken language and we have now computer mediated communication, or Netspeak.

With Internet the medium uses new properties of language that do not exist in traditional speech and writing --- In e-mails you have the amazing phenomenon of e-mail framing where you get your e-mail, cut and paste a paragraph, answer it, and the other person can answer that and soon you get an amalgam of messages --- It is dynamic.

It is a technology inspired informality of expression that didn't exist before. So the language has grown through the Internet with an extra dimension of language use being incorporated.

Over the last five years I have sensed a greater care being taken, greater precision in the formulation of e-mail messages. So on the whole I think the Internet is providing us with good language training here and the more I think we get more used to the technology, I think the more it will sharpen our intellect as far as communication is concern.

I have seen the mention of 'work ethic' and 'personal habits' in the Google list. Right culture, therefore, is the crux. Without saying in so many words, the employers seem to want a 'whole man', they want a master of all trades, not simply a jack. That is the significance of an ever growing list. Breaking down the 'whole man' into bits and bites' to *reductio.ad absurdum* leading to *ad infinitum*.

Holistic Approach

I, therefore, chose holistic approach to self development in which 'the whole is greater than sum of its parts'.

The soft skills are a means to an end, a successful career, which is a means to personality development, again a means to realizing the full potential, the very purpose of life.

It is like the solution to a jigsaw—puzzle.

The Jig-saw Puzzle

Given below are five pieces of a jig-saw puzzle. When we put them together it becomes a 'whole' as is seen in the second picture. Now you don't see bits any longer although they are there. The pieces are not fragments; they are parts of a larger whole. The whole is different, and greater than the sum of its parts.

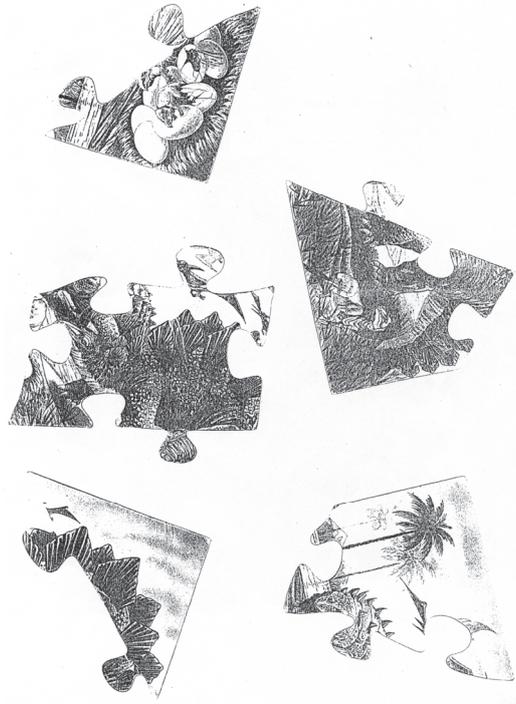


Fig. 1

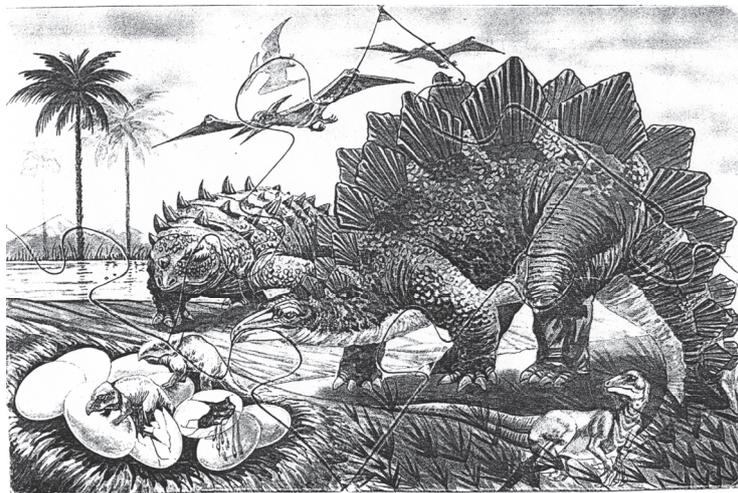


Fig. 2

This is the meaning we get in the following verse from Isa
upanishad

What is this World?

<i>Purnamadah purnamidam</i>	That is whole; this is whole.
<i>Purnat purnamudacyate;</i>	This whole comes out of that whole.
<i>Purnasya purnamadaya</i>	That minus this is whole
<i>Purnamevasisyate.</i>	Only whole remains.

Om santihm santihm santih --

There is a profound significance and relevance for our discussion. The employee has a personality of his own, as in the case of pieces they are not identical, but distinct and separate. The employer should know that they are taking into their organization a human being, not a machine which has also parts that make up a whole. The machine or robot has no 'will' of its own. It cannot act on its own entirely. It is programmed to do certain actions. It has no freedom, it cannot be independent. It is not an autonomous self, but man is. But man for long has been reduced to mechanical device ever since the factory system and slavery came into existence.

Let us take the craftsman in the village.

Take the daily routine of a village craftsman; his work involves planning, organizing, and control. His physical work has both art and science of it. All this can be reckoned as hard skills or knowledge put to use, in the production. When the customer arrives on the scene, it is his soft skills that manifest... listening, courtesy, speaking, body language, diction, decorum, etiquette, language etc. At the next level understanding customer requirements and concern, negotiating, bargaining, selling, clinching the deal etc form part of the soft skills of the higher order.

The craftsman's livelihood depends on both hard and soft skills—they are practically inseparable. It includes interpersonal skills, emotional intelligence, friendliness, mutuality.

There is still higher level, more subtle than all these and the most valuable skill—the learning the essential part of development—enhancing skills and knowledge related to the craft

or career. An integral part of learning is creativity, adaptability, flexibility, tenacity.

Paradise Lost

The village craftsman who had his hard skills and soft skills, lives a life of fulfillment, being of utility to the community in which he lived—embedded and eventually left the world leaving behind a legacy—the *CRAFT*¹. *Creative, Resourceful, Adaptable, Flexible, and Tenacious*.

He was a ‘whole man’ who made things to order useful to the community and lived in harmony. He used his soft skills in meeting the requirement of the proximate customer and satisfying him—listening understanding, making and meeting the dead lines his *CRAFT*, five clusters of soft skills combined with hard skills of his craft. After industrial revolution he chose to become a worker in factory where it was labour and not work in the true sense. Hence the suggestion—Paradise Lost.

Paradise Regained

Today employers want ‘whole men’ who may be given sufficient autonomy to the individual and integrate them with a small team; small teams integrating with the large teams obeying holism. Soft skills is a part of total personality—it is not a fragment, it is a whole in a whole, an embedded system. A system consists of elements which constitute the whole. Each element is whole and complete. It is in this concept of embedded system should we try to view the concept of personality. We cannot break it into bits of nothings. For the purpose of analysis we may break it into parts; but we must put them together as in a jig-saw puzzle without fail.

Pygmalion Effect

Eliza Do-little who is a flower girl, illiterate slum dweller is perfectly trained in soft skills, a term not known in those days. She is a character created by George Bernard Shaw’s drama, *Pygmalion*. Prof. Higgins taught her English diction, upper class manners and decorum, dignity of behaving like a lady. I called what she was taught soft skills because soft skills are defined as:

¹*CRAFT*: Creative, Resourceful, Adaptable, Flexible, and Tenacious

Sociological term which refers to language skills, social graces, etiquette, communication skill, desire to learn and to be trained among other omnifarious personal habits

Colonel Pickering in the drama meets all her needs, financial and emotional support. He treats her well, a contrast to Prof Higgins who cannot forget that she was a slum girl, an experimental object, a thing, not a human being who has her own PIE, parental programming, internal aspirations, and external factors that shape her personality.

In the last act, Eliza tells the colonel, 'I shall always be a flower girl to the professor, because he always treated me as one. But I know I can be a lady to you because you always treated me as a lady and always will'.

She was perfectly trained and she was willing to be trained. She spoke royal language, pronouncing correctly to everyone's appreciation and delight. The upper class accepted her as one among them little knowing her background. Prof. Higgin's ego was hurt; he blurts out the truth. At once Eliza reacts violently and the angry flower girl in her comes out with the filthy language, proving a poignant point:

'It is not how she behaves', but 'how she is treated' that matters.

It became the psychologists rallying point—the Pygmalion effect. Language, dress code, walk, talk, etc are important but not enough. Soft skills training should go beyond to reach the cluster of personality traits that make up a fully developed individual. Developing subordinates, leading them, motivating them are among the foremost soft skills of managers who may be aware of Pygmalion effect.

Need

In 1970s there was an attempt at social skills training to the uncultivated, whose aspiration to occupy positions of prestige even though they stopped with school level education, to compete and avail themselves of equal opportunities dictum, are rising.

SST (Social Skills Training)

Social skills are behavioural skill—a skilled behaviour.. efficient and effective social behaviour. Behaviour stems from values,

beliefs, motives, and core self—the unconscious self. It is like an onion in each peeling the hidden phenomena surfaces. Who peels the layers? Psychiatrist, or self? Both can be trained to peel the layers to reach the core.

The external agent, the psychiatrist makes the patient lie down on a couch and subject him or her to a series of questions. He probes into the interior of the mind.

Behaviourists think there is a shortcut. Just modify the behaviour without probing because the individual who knows his behaviour which is not effective can appreciate the weakness and be willing to learn.

There can be self-directed change. The individual can also probe into the causes of his behaviour through introspection. His motivation to probe into self can come from the desire to succeed in life. This involves recognising the connection between values and behaviour. For most people it may not be necessary to go deeper than value system and belief system. The reason for so many values—words to creep into soft skills vocabulary lies in this link.

Any training for skill development starts with sensitizing or appreciation. It means making the trainee aware of the concept and secondly making him accept the importance and need for learning systematically. He must also accept and access it. There appears to be no attempt to define the term-soft skills. My colleague says ‘define before you refine’. But there has been considerable research on social skills training. The following excerpts from the preface to SST training can be our starting point.

Classically SST essays a robust empiricism whereby skilled behaviour should be observed, recorded and analysed and trainees should imitate models until, with the help of feedback, they can reproduce, as appropriate, the skills originally observed. This model has been criticized as naively positivistic, insensitive to the meanings created by participants and destructively reductionist in its skill analysis. Nonetheless it continues, like Dr.Johnson’s stone, to refute sophisticated critiques: it works and it can seem to work.

It seems to work.

Both the investigation of social skills and the devising of training programmes need theoretical and methodological sophistication.

The researcher needs a working definition to enable him to observe and record behaviours that satisfy the criteria.

Definition: A social skill is a complex ability to emit behaviours that are reinforced by others as also not emit behaviours that are punished or extinguished by others. It hinges on the ability to influence others to do things that one values positively and also stop them from doing things that are negatively valued. It also includes not to engage in behaviours that result in negative outcomes or outcomes that are not worthwhile.

There appears to be no such attempt to define Soft Skills.

The case histories of careers, the first person accounts, in particular, must help the reader in the investigation of social skills and also the so called soft skills.

The central thrust of SST is behaviourist. Behavioural data, however, is necessary but by no means sufficient for the understanding of human actions and experience. SST must take more account of internal processes not themselves observable.

Perhaps it is the internal processes that gave rise to coining of soft skills, an euphemism, artificial elegance.

In particular three directions might be followed. First there must be an elaboration of that part of the social skill training model which refers to perception, information processing and the plans which give structure and organization to behaviour. Secondly, as a practical consequence of this, there should be increased emphasis on SST as a focus and stimulus for cognitive remodeling. There are many pointers to the notion that SST succeeds in affecting human behaviour not so much through behavioural practice but through the effect of this behavioural practice and, in particular, the sensitization phase, has upon the cognitions and plans of participants. Thirdly more emphasis must be given to the meanings which trainers and trainees attribute to social exchange in real life and in the controlled environment of SST. As an example of this shift of emphasis social skill trainers might conceive their process as an exercise in the reorientation of constructs. Psychometric instruments with a phenomenological orientation, such as the repertory grid test (Kelly, 1955) Refer to the Appendix I.

A word about the repertory grid test. This is a very useful method of instruction in the class-room. I had used it extensively with limited facilities available in the staff colleges and training establishments. The trainers of soft skills will profit from trying in their class-rooms.

Interpersonal exchanges, verbal and non-verbal, occur within boundaries set by physical circumstances, psychological expectations and social norms. The study of social skills in these situations is already under way (Argyle & Eumham, 1980) and should add a further dimension to training procedures.

Probably these studies led to a more comprehensive approach—the soft skills approach which is what this book has attempted.

Bruner (1966) has described education as a process whereby we discover man's distinctive features and strive to develop them. It is a cliché to describe man as a social animal. But endemically communicative and interminably interactive he is. Social skill training helps people to become more effective socially and thus more fully human.

Focus-on Soft Skills, hopefully, makes people realize their potential—more *fully human*.

What are soft skills beyond social skills?

Soft skills as terminology in vogue now will soon pass and may become life-skills in common parlance. Probably we settle there. Soft skills are literally life-skills universal to all vocations, professions and non-professions. They are common to all in human relationships. Acronymically it can be depicted thus :

LIFE: *Lasting, Indispensable, Fine-tuned, Ennobling*².

SOFT: *Software, Omnifarious, Flexibility and Transferability*³.

1. SOFTWARE

We have software and hardware in computer language which have distinct meanings. There is no confusion. When it comes to skills there is no clarity regarding the terms hard skills and soft skills.

² **LIFE:** Lasting, Indispensable, Fine-tuned, Ennobling

³ **SOFT:** Software, Omnifarious, Flexibility and Transferability.

If machine is designed, originally, on the analogy of human body with all its organs, machine-like parts, with the invention of machine we have better understanding of human body. Machine breakdown and body breakdown are similar. Poor maintenance. Similarly when we designed computer on the analogy of human brain, we have understood the functions of the brain better.

John Lilly, a neuro scientist called human beings as programmable entities—bio-computers. We are all programmable and programmed entities. There is hardware—the central nervous system—and software programs stored and summoned at the ‘press of the button’, the stimulus from outside or inside.

There are complete pathways established

Like all behavior patterns, interpersonal skills are “hard-wired” in the neuronal pathways of the cerebral cortex. This means that at some point a behavior was repeated often enough that neurons grew dendrites that reached out to other neurons to make the connections needed to make behavior pattern automatic. A myelin sheath coated the cells like electric wire insulation, making the connection extremely efficient.

The end result: these ways of behaving now feel natural, easy and comfortable.

2. OMNIFARIOUS

Multiplicity of skills responding to triggers. They are habitual or ingrained behaviours. The observable behaviours stem from attitudes which stem from values, beliefs, motives and finally the self concept. In the final analysis our actions matter for our success and not our thinking.

Saying is also action.

Some of our actions are involuntary, unconscious, and automatic. We may say, habits. The best definitions of soft skills is ‘personal habits’ rather than desires or wishes or willingness, etc. any training in soft skills must address the issue of habits. Habits die hard.

The most pithy definition of soft skills is ‘personal habits that are effective, efficient, and ethical (3Es)’.

The habitual behaviour must be effective in the sense that it must achieve set goal. It must be an efficient action, with minimum effort and use of time, money, and other resources—

Finally it must not be devoid of ethics. The sources spell out honesty, positive work ethic, personal integrity, reliability etc as soft skills all of which come under ethics.

If our habits are ineffective, inefficient, and unethical there is a need for correction. Before correction is attempted by an external agent, the trainer, for internal motivation, the individual must become aware of own habits which are involuntary reactions to a stimulus. Next he must admit and be ready to reform himself. Some people say it is too late to rectify. That is where motivation comes in.

Self knowledge must begin with examination of our personal habits—our habitual behaviour. Take punctuality. If we are always late to work or appointment it is behaviour known to others and; they give their own explanation—irresponsibility. The behaviour, we said, stems from attitudes, values, beliefs, motives, and self concepts. What is your self concept? What do you want from life, work? If you have goals in life, and chose a career and job to reach your goal then to be punctual is not a problem. If on the other hand you've no goal, you have no plans in life, you lead a mechanical, absent- minded random life, then you have no idea about why you should be punctual. You will be punctual if there is a threat of punishment. You are punctual for external reasons not for internal discipline. As Gita puts it, you are your own friend and foe. Lift yourself mounted on yoga (yogarudhasya). There is a lower self from which you have to lift to a higher self. Leave mechanical life and rise to a disciplined life. Then you are your own friend. If you neglect yourself you are your own enemy.

Goal setting responsibility initiating action, with clear perspective of reality, and self confidence—all these fall under soft skills.

Internet search gives us some definition like the one below:
(Partly quoted earlier)

Soft skills is a sociological term which refers to a person's EQ (Emotional Intelligence) and to the cluster of personality traits, personal graces, ability with language, personal habits, friendliness... include communication, listening, negotiation, etiquette, language skills, etc... positive work ethic, positive attitude, desire to learn and be trained... ability to solve problems proactively and create win-win situations... (add) personal qualities plus interpersonal skills...

You really don't know where to stop.

Another click you get, mathematical skills, courtesy, honesty, reliability, dependability, cooperation, collaboration, adaptability, personal integrity, critical thinking, responsibility etc..

You really stop bewildered and physically tired. It is better to look at the opposite—hard skills.

Hard skills vs soft skills.

In the world of work, “hard skills” are technical or administrative procedures related to an organization's core business. Examples include machine operation, computer protocols, safety standards, financial procedures and sales administration.

Sales administration is hard skills, actual selling is a soft skill. At the professional level they are domain skills—accounting, costing, auditing, analyzing, diagnosing, legal acumen etc. Each profession has a set of professional skills—the hard skills.

All the rest is soft skills. From the list we find that they are not skills in the ordinary sense of the term. It is not behaviours or actions either. You find attitudes and values in the list. Learning is a skill but desire to learn or willingness to learn are not skills. They are motives. According to Dennis E. Coates, Ph.D. CEO of Performance Support Systems, Inc.,

By contrast, “soft skills” (also called “people skills”) are typically hard to observe, quantify and measure. People skills are needed for everyday life as much as they're needed for work. They have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as a team member, solving problems, contributing in meetings and resolving conflict. Leaders at all levels rely heavily on people skills, too: setting an example, teambuilding, facilitating meetings, encouraging innovation, solving problems, making decisions, planning, delegating, observing, instructing.

The inter-personal behaviour patterns of people who join organization are already ingrained, deep seated and programmed. ‘They weren't learned in the class-room. They are learnt ‘on the street’ at a very early age’. Their mode of learning is observation and imitation. They experience and experiment, ‘sticking to what

works for them'. So every one enters the company with a portfolio of soft skills, some effective, others cause problems for them and for others. The problem with the skills is that they become personal habits. And habits die hard. They are 'hard-wired' in the neuronal pathways' as programmes or software. They become reflexes, automatic and involuntary – *Natural, Easy, Comfortable, Kinetic energy* – NECK⁴ sticks out each time as a response to a stimulus.

Ingrained habits-behavioural pattern are entrenched, established, beaten tracks in the brain; however jagged they are. When these behaviour patterns are ineffective, then there is need to open a new pathway, shorter and better routes to succeed without hassles.

Try another route, if that pathway 'proves to be satisfying' and productive, it is a choice-conscious choice you have to make voluntarily tread that path. It takes time and adequate reinforcement before the old path fades out and new path gets firmly established, treating it as a regimen. Finally a new pattern emerges and the old becomes abandoned route. The significant point to note is reinforcement or reward for the new behaviour is a must for establishing new pathways in the brain. New pathway becomes a super high way.

Ensuring success

Without this reinforcement, however, the pathways will not establish themselves, and most people will predictably fall back on the old, comfortable patterns they grew up with. Unfortunately, this disappointing scenario happens more often than not. An organization invests heavily in a people skills training program, no plan for reinforcement is in place, and the intervention fails to have the hoped-for result. There is virtually no return on the investment. The money is mostly wasted. This is why a program of lectures, group exercises and handouts—even a week-long course personally conducted by a world-famous celebrity author—cannot by itself provide enough reinforcement to establish the new pathways needed to change ingrained behavior patterns. Without reinforcement, even people who want to change are likely to return to their comfortable patterns, and so dysfunctional behaviors remain the same. If this happens too often, employees may come to feel cynical about people skills programs.

⁴ **NECK**: Natural; Easy; Comfortable; Kinetic energy.

Frequent reinforcement

What an understanding of the brain teaches us about learning is that the only thing that can create permanent behavioral change is frequent reinforcement over the long term. If someone who truly desires to change an interpersonal behavior is supported by a knowledgeable coach's ongoing encouragement, new patterns can be established. The most useful perspective on people skills training is that it's an essential first step—a necessary “introduction” to the right way of doing things. After that, ongoing reinforcement of desired behaviors has to be there. When a newly trained individual returns to a workplace, he or she needs knowledgeable coworkers to give ongoing feedback, guidance and encouragement.

Now the individual student aspiring for big things has to pay the price, in terms of money, minutes, mindful practice. Ten thousand hours of practice!

Let us look at the learning and training of all these attributes, skills, values, or attitudes, whatever we may call them. Can we teach responsibility, productivity, willingness to learn? That is the question? Yes, we can make them understand the cause and effect relationship of so called soft skills to personality development and success in careers. There are skills which can be learned in the SST model. There are values and attitudes to which the individual can be sensitized. There are certain qualities or disciplines which help individuals in their success in careers.

Passion is a quality. Deep interest is a quality. Honesty? Can it be taught? It is a value; one can adopt believing in truth, integrity, and honesty etc will serve in the long term building trust worthiness and predictability. What about spirituality, belief in the ultimate? All are agreed greed and avarice is the root cause of 2008 financial crisis world over. Freedom is not licence. Communication skills, leadership skills, creating win-win situations are skills or value loaded behaviours. If you take soft skills as personal habits and the training in habit formation, the cultivation becomes very important.

Culture is a better word as the following list suggests:

- *Communication Skills*- meaning manner of speaking, listening, and written language.

- *Research/Analytical skills-* ability to understand the situation, clarity in multiple perspectives, collecting additional information if needed. Making valid assumptions, making logical deductions.
- *Emotional Effectiveness:* (Refer to the book, 'Personal and emotional effectiveness'). Appendix II 'ARMED' of this book.
- *Adaptability and Flexibility:* Adaptability to manage multiple assignments and tasks and adapting to changing conditions. Flexibility is to work with changing goals and priorities. It is really taxing on the autonomy of the employee. The changes could be beyond the control of the superiors in the organization. It may be due to customers or due to misunderstanding between customers and decision makers or due to changes in the environments which is beyond both the employers and the customers or it could be because of teammates, subordinates or machine breakdown, erratic power supply; there can be many other reasons that call for adjustment in the schedule. A great deal of patience is required. If you have that patience, then your employer will prefer you.
- *Team playing: Relationship building and leadership skills and inter-personal skills and emotional intelligence, working with people with diverse cultural background, meeting dead lines, organizational skills..*

The career profiles highlight leadership skills. But not team playing. Prior to becoming leaders, they might have started as team players successfully. They have not thought it fit to state it as an achievement. But it is. There is no leadership without followership which team playing implies. As mentioned before a team player or follower must display the very same qualities like competence, control, commitment, and courage. Besides they need to collaborate and co-operate with other players in the team. With these qualities shown in the preliminary phase, the leadership may be thrust upon you when it becomes child's play to be a successful leader.

Gandhiji and Nehru not only led the freedom movement, but produced or trained millions of leaders at the grassroots level.

Similar leadership—followership can be seen in the business world as well. There are banks in India who have celebrated centenaries in the recent past. They have a continuity thanks to leadership—followership chain. To claim that they have grown to such stature, as is seen, because of one or two visionaries is not correct. At different points of time different visionaries have steered and guided the institution through appropriate strategies depending on the environmental changes. Some of the successes in careers of individuals is more due to top leadership, policies, strategies; our career successes are largely due to our ability to adapt ourselves to the likes and dislikes of top leadership. We must accept the fact with all our humility.

- *Integrity and Investigative skills:* confrontation, problem—solving, probing, trouble-shooting are in this cluster among others.(Integrity is summed up below).
- *Values made visible:* Soft skills without values could be manipulative. Personal values should match with company/employer values. Honesty, integrity, morality.....There are instances where some employees who appeared very sincere and hardworking, working late hours have cleverly defrauded the company and their customers. Banks are vulnerable to this kind of people. If they are truly both honest and hardworking, they can be targets for peer pressure. Behaviour, skilled or otherwise, stems from values. Your values are visible to others through your behaviour. Employability skills and personal values are critical to succeed in the long run in any employment.

Hard and soft skills are like two sides of the same coin—personality development. The coin has another side, the invisible side, to the naked eye. That is values. All the three, the skills, values, and knowledge

constitute integrated individual. There is a better name—culture of the person. Culture is the cultivated personality. I have seen among long list (never ending) of soft skills, ‘personal habits’. It is totality of behaviour, the visible and the predictable part of the individual identity. In Mahabharata the wise man Vidura tells the blind Dhritarastra—blind both literally and mentally—that a Pandita is known not by what he thinks or what he says, but by what he does. Your employer is interested in what you do and how well you do. The ‘doing’ needs both hard skills and soft skills.

- *Enthusiasm*: Positive, resilient, emotional, self reliant. To sum up the soft skill, the culture is CREATIVE⁵;

Integrity should be backed by other values

Industry, Not needing supervision, Tenacity, Endurance, Go-getter, Reliability and dependability, Initiating action, Trying to excel, Yearning to learn.

Industry: Busy, industrious, and hard-working may all look alike, but a closer observation may reveal the differences to the discerning mind. Busy people can be busy without any purpose. Hard-working are busy with some purposeful activity, not necessarily effective and efficient. Constant, regular, habitual effort and even earnestness are characteristics of hard working people.

But it is the quality of the industrious that makes the difference. The industrious are intelligent, earnest, diligent, and steady in their work. It is said that the Japanese don’t work hard but smart. Being intelligent, the industrious are smart in the sense that they have some more attributes. They *schedule* their work, *make a time-table, assign priorities, respond* to exigencies, and are time-conscious. They are free from some negative attributes. They are not hurried, free from anxiety, rarely have to do re-work, and seldom do wrong things.

⁵**CREATIVE:** Communication; Research skills; Emotional intelligence; Adaptability; Team Playing; Investigative; Values made visible; Enthusiasm

To this list the employer invariably adds loyalty. If you are loyal they will overlook all other weaknesses. It is not uncommon for so-called loyal people to defraud the employer. Thus soft skills minus values could be dangerous to the employer and harmful to the employee in the long run. In fact the word integrity means inseparability of values and skills.

There is another hitch about loyalty. Loyalty to whom? To the employers? To the profession? Or to the society? A man of integrity keeps his resignation letter in his pocket ready to sever connection with the corrupt employer. Ethics and morals are integral to both the institution and the individual.

3 & 4. Flexibility and Transferability

‘All learning, as far as we know, is subject to transfer to new situations’ ‘.. the essence of the whole process of learning lies in the flexibility with which the ingrained response may find its place and usefulness in relation to relatively new situations’

All the omnifarious skills stored in the brain are transferable and flexible in their usage.

All learning, simple, complex, hard or soft-skills involves transfer. Here is an analogy given by Garden Murphy in his book, ‘A introduction to psychology’

‘an accomplished singer can look at score never before observed and can go forward into his task, taking into consideration the requirements of expression, demands of his audience, the limitations of his accompanists etc. he not only transfers to the new situation what he has learned at an earlier time...but integrates various activities that are called for in order to sing to the satisfaction of his audience. Indeed most of everyday learning is not recapitulation of steps taken earlier; it involves appropriate transfer of skill to new situations.

Be it a cricket player, musician, a person making a speech, plumber with his tools, or with finesse of social etiquette, a person is transferring earlier habits to new situations *on the basis of analogy*. When you say someone as ‘affable’ he is transferring an acquired skill or trait to different situations. Both are ingrained.

Many of the people who shared their careers have not articulated the soft skills they possessed or used in their stories. But they transferred with flexibility the omnifarious soft skills stored in their brain. It is upto us to read between the lines to identify their inherent skills that made them succeed in their careers to the extent they narrated.

Autonomy and Soft Skills

Social and educational backwardness leading to governments affirmative action in creating fee concessions and reservations has made it imperative to make education omnifarious and omnibus. It is not enough if system imparts knowledge and hard skills, it should include soft skills along side. Along with quantity there must be quality improvement, the meaning, of employability, currently vogue word.

Without soft skills, there is virtually no employability. How did we come to this impasse, a block to the career path. A peep into the past becomes necessary.

Lost paradise to paradise regained.

After the industrial revolution the world witnessed growth of urban population leaving villages impoverished both in natural and human resources.

When the villager, farmer or artisan or labourer, migrated to become a cog in the wheel of factory system or urban life, his life became mechanical routine with little need for thinking and planning for future. The biggest casualty has been loss of autonomy, freedom and independence which was enjoyed for generations. It was a paradise of living within means lost. The result is the notion;

Material enters the factory and comes out upgraded; man enters the factory and comes out degraded and corrupted.

When you tried to upgrade the man with hard skills without restoring his autonomy to him, the result is the Elia DoLittle phenomenon. Treating the worker with respect is to allow his freedom to *plan, act, check, and take corrective actions* (PACT⁶) using this own native talents, interests and cluster of personality

⁶ PACT; plan; act; check; take corrective actions

traits. Then he would regain his paradise. That should be the essence of soft skills training.

The first person accounts written in a style are in keeping with the assumption that hitherto hidden thoughts in the subconscious mind of the narrator, throw up data for study and analysis in an objective manner. Finding similarity and common thread running through the career beads is what I wish to get out of the data and compare with the research findings of various scholars which may appear at first sight to be an attempt at reinventing the wheel or a generous reader may consider it as something new altogether. The conceptualization of researchers is presented in my own language. My language is acro-mnemonics, a word I have coined to denote an acronym used as mnemonic-memory aid.

Asli Bharat

According to social learning theory, motivation, model, memory, and methodical ways form elements of learning. Accepting this I stress on memorization of concepts as a must for any behaviour change which is what learning is all about. For example I start with TIP- talents, interest, personality characteristics, constitute the individual. Whatever the individual knows about himself is just a tip of the iceberg, nine tenth being the submerged beneath surface. The individual has to work out to fathom the deeper things. They are aspects of 'collective unconscious' as Carl Jung psychologist called it. Simply it means the culture, generations of training which made the behaviour instinctive.

'Know your culture to know about yourself!'

One research decades back investigated and classified vocational personalities into six types based on their interest. Reference to them will be made throughout the book at appropriate places and contexts to hammer the idea home. The repetition is deliberate. It was the work of a westerner based on the lives of westerners influenced by the culture of the West. It is and has always remained a materialistic culture that led to modern consumerism and greed. The modern western educated Indian has been aping the West while the inheritance is pulling them back to tradition of the orientals. The result is they are neither there nor here and therefore confused. Follow Mark Tully's advice-

‘don’t ape America. Leave nakli America and grab asli Bharat.’

Your deeper self, if you can get in touch with it, will crave for asli Bharat.

Not for MBAs alone

When I sent an email to our family yahoo.com, a group address, asking my nephews and nieces in different countries for their personal profiles for inclusion as case studies for this book as it is also meant for MBA students in one of the Indian universities, there was no response. After my call I heard from one of them, that they did not reply because they did not hold an MBA degree. I had to clarify and send another email stating that it is no doubt a textbook for the students of MBA based on the syllabus of one paper for 100 marks. It is a subject taught in MBA, but it does not mean it is restricted to careers of managers holding an MBA degree. In fact, all professionals, engineers, doctors, lawyers, accountants, company secretaries, journalists, bankers, insurance men, scientists, everyone is a manager. Each one has to manage his or her life. What MBA teaches is that they have to plan, organize and control their careers, academic and professional. Though relevant to everyone, the student of management makes systematic and rigorous study of management principles and practices, as a subject.

Non-management students think what they teach in MBA is all commonsense glorified as if it is a science. Scepticism apart successful people recognize that they did plan, organize, control without attending MBA classes. They are right. What happened to them naturally, does not happen to others because they did not have this natural endowment, or did not grow in an environment congenial and supportive for sound management.

The reason why multi-national companies look for MBA as an additional qualification is because of the knowledge and the training they get from management schools. There are born geniuses, musicians, artists, poets, leaders and so on. They inherited gifts. Even these people need to learn systematically to become outstanding in their chosen field. They have to be encouraged and nurtured. Both nature and nurture are important. The self-made people must be made self-sufficient.

There are cases of office boys of banks eventually becoming the MD of the same bank. A bank peon quit the job and started pan-shop to grow and become real-estate magnate. Some study, acquire qualification, steadily reach the top. Another a government class IV employee becomes Cabinet minister in the union government or governor of a state.

It is also a fact that such things become obvious only when they are stated. Common sense is not so common. What we need to understand is the process of development, the journey, career paths, so that one can discern and notice them in one's own career paths and steer them in the right direction and with the desired speed.

The stress in this book is on the career path on the superhighway of soft skills.

Meaning and significance of personality development and career path to the student

The focus of the text book is preparation for soft skills development as part of total personality development. Career path paves the way for personality development. Two paths run concurrently once the student gets a job.

Everyone is born with enormous potential, which nobody knows at first. Life's aim is to realize the potential fully. Most of it remains un-manifested. Even Einstein, the greatest scientist said that in his entire life-time he could reach only 20 per cent of his potential. William James, the famous professor of Psychology in the Harvard University said that the average person can reach only 10 per cent of his potential. You have to be above average, extraordinary. 'Most of us fail because we major in minor things' as one senior citizen put it. There are hurdles and obstructions to the growth and development. First is the lack of education. Education, Plato said, is not giving sight to the blind man, but turning the head of the man who can see in the right direction. Everyone is born with certain inherited qualities, talents, gifts, traits, aptitudes, etc.

‘Queer little twists and quirks go into the making of the individual. To suppress them all and follow clock and calendar and creed until the individual is lost... is to be less than true to our inheritance... Life, that gorgeous quality of life is not accomplished by following another man’s rules’

From the book, ‘A Beautiful Mind’ biography of a Nobel Prize Winner

We have to live by our own rules.

There is a well known story of 7 fools who crossed a river and found one of them missing. Who was missing? The one, who forgot to count himself. The profound meaning of the story is that we should not forget to take care of our own progress.

‘Lay down your own day, follow it to its own noon, or you will sit in the outer hall listening to the chimes but never reaching high enough to strike your own’

You must strike your own. How do you strike your own. That’s where this book will be of help to you. If you believe in what I have presented so far, then a beginning has already been made. Pat yourself.

Aside, let us recall our own legacy:

On the occasion of his visit to Kumbhakonam in the south, Swamy Vivekananda delivered an address, ‘The Mission of Vedanta’, after his return home from his great mission in the West.

Swamiji’s off quoted exhortation–

‘Arise, awake, and stop not till the goal is reached’ is from that speech.

We must know in what context he said these famous words. Then only you will appreciate their significance.

‘An English boy will tell you, “I am an Englishman, and I can do anything.” The American boy will tell you the same thing, and so will any European boy. Can our boys say the same thing here? No, nor even the boys’ fathers. We have lost faith in our selves. Therefore preaching the Advaita aspect of Vedanta is necessary to rouse up the hearts of men, to show them the glory of their souls.....

Brahmins, if the Brahmin boy has more aptitude for learning on the ground of heredity than the Pariah (Low caste), spend no more money on Brahmins' education, but spend all on Pariahs. Give to the weak, for there all the gift is needed....If others are not born clever, let them have all the teaching and the teachers they want... therefore (they) require to hear and to know what they really are...

Behind the strong and the weak, behind the high and the low, behind everyone, there is that infinite soul, assuring infinite possibility, and infinite capacity of all to become great and good.

It is in this context in emphatic and resonating and penetrating voice did he say—'Let us proclaim to every soul—Arise, awake, and stop not till the goal is reached (translating from Sanskrit). He did not stop with that. Then follows the elaboration often omitted by those who quote him frequently. Now read on.

Arise, awake, and stop not till the goal is reached. Arise, awake! Awake from this hypnotism of weakness. "None is really weak; the soul is infinite, omnipotent, and omniscient. Stand up, assert yourself, proclaim the God within you, do not deny Him! Too much of inactivity, too much of weakness, too much of hypnotism, has been and is upon our race. O ye modern Hindus, de-hypnotise yourselves. The way to do that is found in your own sacred books. Teach yourselves, teach every one his real nature, call upon the sleeping soul and see how it awakes. Power will come, glory will come, goodness- will come, purity will come, and everything that is excellent will come when this sleeping soul is roused to self-conscious activity. Ay, if there is anything in the Gita that I like, it is these two verses, coming out strong as the very gist, the very essence, of Krishna's teaching— "He who sees the Supreme Lord dwelling alike in all beings, the Imperishable in things that perish, he sees indeed. For seeing the Lord as the same, every-where present, he does not destroy the Self by the Self, and thus he goes to the highest goal.'

Thought and action

Positive thinking and goal setting are habits – personal habits considered most important soft skills, the super highway conditions.

I have presented some concepts from scriptures – the cultural legacy – separately. Here I want to elaborate on the word Shradha:

The word Shraddha does not have an exact equivalent in English; it is usually translated as faith but it is not faith in a creed or dogma but faith in oneself, faith in the infinite power lodged in every soul: it is also faith in the power of truth and goodness, a firm conviction of the ultimate meaningfulness of the universe. It is the totality of positive attitudes, astikya buddhi, as Sankara defines it.

Swami Ranganathananda

‘What makes the difference between man and man is the difference in this Shraddha and nothing else. What makes one man great and another weak and low is this Shraddha...Therefore, this Shraddha is what I want, and what all of us here want, this faith in ourselves, and before you is the great task to get that faith. Give up the awful disease. Give that up. Be strong, and have this Shraddha, and everything else is bound to follow.’

Swami Vivekananda

Let us replace ‘positive thinking’ with Shraddha, our cultural legacy. Let us turn to ‘Goal setting’ habit. It is a pity we have to turn to the West, when it is our cultural legacy to embark on any action with Sankalpa. Ordinary translation is ‘vow’. It is goal setting plus an oath to complete it as a sacred duty. Westerners want the goal setting to be on paper, writing down. Our legacy is manasa, vacha, and karmanaya – thought, speech, and action. Through utterances with mind in it, the pathway is established in the brain. ‘Mantras are formule; divine algebra’ (Sri Aurobindo). Then you have tradition of Muhurtabalam. It gives strength to the doer.

Where the mind is without fear and the head is held high;
 Where knowledge is free;
 Where the world has not been broken up into fragments by narrow
 domestic walls;
 Where words come out from the depth of truth;
 Where tireless striving stretches its arms towards perfection;
 Where the clear stream of reason has not lost its way into the dreary desert
 sand of dead habit;
 Where the mind is led forward by thee into ever-widening thought and
 action—
 Into that heaven of freedom, my Father, let my country awake.

Ravindranath Tagore

Though the book is about soft skills, with topics placed in the context of Career path with relevant stories about it. Personality Development is the ultimate goal of any career.

The stories, most of them real, enable the student to identify the talents, interests and values, and also understand his/her own-motivation, talents, interests, and moorings etc to get inspired to set forth, embark on his own exciting journey in full awareness and appreciation with positive thinking and goal setting.

Soft Skills Repertoire

Every musician knows what is a repertoire. It is a complete reservoir of skills, supply of devices, ingredients used in a particular field, occupation, or practice, the whole of the resources one can summon at once and at will to perform. Long years of practice is to build this. The students' aim should be to build his own repertoire or reservoir, an extra supply of it.

GROW to your potential

➤ Goal setting

GROW is the means. *Goal setting* is a habit, ingrained in Sankalpa culture. It is in your genes. Like breathing. But alas we do it wrongly. We forget what is natural and easy till a yoga teacher comes along and corrects it and put you back on the natural and easy track. You feel refreshed. Daily morning a few minutes of breathing exercise, the right way, will make the breathing whole day rhythmic. Restore in the same way the rhythm of 'Sankalpa' or goal setting with an oath – like determination, preparation to lay the superhighway. There is a famously used acronym – SMART⁷ for goal setting. *Specific, measurable, achievable, relevant, and time bound goals.*

• Resource building

To achieve smart goals – short leading to long term – you need to allocate resources: time, money, matching knowledge and information, and skills, both hard and soft.

⁷ **SMART:** *Specific; measurable; achievable; relevant, and time bound goals*

For details on Time Management, the reader may refer to 'Personal and Emotional Competence,' the companion volume. As regards money management we have richer legacy in India than in the West. Recent recession, job cuts, etc have made the Americans learn a few lessons from us. Simple living and holding wealth as trust, the values we have cherished for long are being invoked. We have always been setting aside monetary resources for the rainy day. But globalization and westernization have caused damage to those who ignored Indian value system. There can be loss of jobs, change of job, need for hibernation, sabbaticals, time and money for honing up skills – when financial cushion becomes imperative. Money is necessary for resource building itself. R in GROW stands for resource building as a means to grow to your full potential. The case of VV illustrates it; when he wanted to set up independent practice money support is a chief input in the decision making.

Time and space, both are resources; pujaroom, study, are distinct and are separated from the rest of the house. A quiet place, same place, sacred place, space for loneliness, make it a habitual rendezvous... it signifies both place and time, also a meeting place, it is a meeting of people... a meeting of minds... or simply a meeting of mind and body–secluded, solitary, isolated.. same place, same time, same purpose... spiritual... Desk... Brainstorming, free–writing, free reading... Sojourn–temporary stay–a resort... on the journey–sojourn as an opportunity for rest, change of occupation–leisure–stock taking–Respite–to look back–control.

Opportunities Seeking

'We do owe something to parentage and patronage' Malcolm Gladwell.

Parentage is given, you have no choice. But you can capitalize on the advantage while being independent. You can 'network' with them.. listen to their views and express yours and strike a compromise. Parentage could be an opportunity – utilizing their experience and wisdom – or it can turn out to be a threat depending on the cultural legacy. Negotiating and navigating the parentage. Dr. Homi Bhabha was sent by his father to study Engineering. In the middle of the course he expressed to his father that he had no interest in engineering. A compromise was

struck: Homi Bhabha should complete the engineering course and then join science course which he was interested in. There are instances of making use of the popularity their late father enjoyed to get business from customers who admired the father. Reflected glory can help up to a point. The same is true of IQ. Here is a case of patronage based on parental legacy.

‘The people who stand before kings may look like they did it all by themselves. But in fact they are invariably the beneficiaries of hidden advantages and extraordinary opportunities and cultural legacies that allow them to learn and work hard and made sense of the world in ways others cannot’.

Gladwell

There are people who have false notion that they should succeed all alone by their own grit and not depend on parentage or patronage. The initial advantage – the legacy and opportunity – has enormous effect provided the persons work hard, learn and prove their intrinsic worth. What about those who neither have parentage or patronage? They may have to collectively seek opportunities through public affirmative action.

However in all cases if the personal qualities – soft and hard skills learnt assiduously that will ensure the growth. The school, college, and university are the other opportunities for the individual to make the most of his potential. I have seen people introducing themselves as proud products of IIM(A) and IIT(M); students of reputed institutions have the initial advantage – only initial. Environment and economy and technological growth at a particular point of time have given more opportunities for the talented. India, after freedom, economic and technological growth has given a variety of career opportunities. In the early days of independence the migration (or brain drain) to America, the land of opportunity for Europeans in 19th century, had been the same to Indians in the 60s and 70s of 20th century. The opportunities were in research in pure science and higher education. Later Doctors, Engineers, Software professionals on one side and trade and business for others whose cultural legacy was trade.

‘But what truly distinguishes their histories is not their extraordinary talent but their extraordinary opportunities’,

Gladwell.

Gladwell, ironically, gives examples from America, not about other countries like India. You will find Indian examples of ordinary people who made most of their potential. While studying their histories look for cultural legacy and opportunities presented by the environment of the period.

- **Will to grow**

Finally, 'W' stands for will and drill.

The will to grow and drill to make it happen. Will lies in opening 'the wicket gate' (Read later) and set forth on the journey with 'shraddha and Sankalpa.

I CAST⁸ before the reader *cases, acronyms, snippets and titbits*, because of my bias for reading for knowledge and information. Francis Bacon four centuries back, and Harold Bloom in the recent past have cast their spell on humanity by stressing on reading, the former with his slogan, Reading maketh a full man and the latter with this snippet....

'Only deep, constant reading fully establishes and augments an autonomous self.'

Bloom

Both Bacon and Bloom were emphasizing same thing in different language. 'Fullman' embraces 'autonomous' self. The purpose of CAST is to persuade the students and the lifelong students to enjoy reading to acquire knowledge, gain wisdom through information.

SUCCESSFUL Life

'It is not wealth what one life asks for but enough to work unhampered and to be free, frank and independent'

Somerset Maugham

There is some confusion on the word success which must be cleared before we embark on the topic career success. Let us begin with the dictionary meaning. Webster's gives a number

⁸ **CAST:** cases; acronyms; snippets; titbits

meanings. Let us take what is relevant to the student, a life-long student.

1. Result, outcome, 2. A favourable or satisfactory outcome, 3. Gaining of wealth, fame, rank etc, 4. Successful person or thing.

You will be a success if you gain wealth, fame, rank, prestige, power, possessions, material gains, monetary gain.

Deeper Things

Some authors have delinked the careers from the word success because of the confusion in the eyes of the general public. John Rees asks, 'What makes some careers *come together*, instead of what makes a career a success? He has a definition for careers that *come together*.

Careers that come together

'When what we do for a living aligns with deeper things, we want to get out of our life.'

Simple but superb definition. The difficulty with definition is that, do we really know what we want to get out of our life? If that is known then we can set-forth our goals and set-forth on our journey, for career is a journey towards set goals. You become successful when you achieve what you wanted-the deeper things. The deeper things vary. We often quote Gandhi. A good starting point meant everything for Gandhi, that was the deeper things he cared for. He was clear in his mind what he wanted to get out of his life. He wanted others to ask themselves whether their aims made sense to them. They become significant, more relevant now than before. There is a debate going on all TV channels and in Newspapers and magazines. In Oct, 2008 a financial crisis gripped the whole world affecting the West more than India and China. Reforms and globalisation have softened the blow where India is concerned. But the virus is gradually spreading.

Gandhi wrote in 1930s.

'The ability to refuse will not descend upon us all of a sudden. The first thing is to cultivate the mental attitude that will not have possessions or facilities denied to millions; and next immediate thing is to rearrange our lives as fast as possible in accordance with that mentality.'

Let me reiterate that *attitudes* stem from values, beliefs and the deeper selves. What Gandhi wrote is very relevant to our times. The current attitude among the youth of India, vis a vis. Westernization, Americanization, and globalization, based on aping has to change.

Simple Living

What we are into is *Nakli America*. As a result success has come to be wealth, possessions, power, and prestige. This attitude has not stemmed from our deeper self. Hence, attitudes can be changed and have to. In this mad race to get rich quick, we have given the go-by to our traditional values and beliefs- Simple living and high thinking; wealth is incidental not a set goal in life.

Thoreau, 19th century naturalist (American) wrote that a man can work for nine weeks cultivating soya beans and spend the remaining 43 weeks in intellectual pursuits. He lived by Walden Pond and demonstrated this. Thoreau was influenced by the Ashram life of our Rishis. Gandhi got many of his ideas from Thoreau.

This is not to suggest that every one must live in a hermitage. When greed and avarice eventually result in stock market crashes, lost jobs, and economic slow down we have to rearrange our lives and change our goals and priorities and still satisfy ourselves.

Direction

This book advocates setting goals with a positive mentality. While setting life goals which are achieved through careers, don't fail to examine your attitudes, values, beliefs, and deeper yearning and longings.

Even so, you cannot have a precise goal. You know some what, you have to find out; but you know the direction. When one *vanara* team set forth south bound in search of Sita they did not know where she was. On the way they kept on inquiring and were informed by strangers, others. As information about the whereabouts poured in they had greater clarity about the target

place. The approach is called heuristic or let's find out approach. The same is true of career success.

Setting forth apart it is good to keep in mind the *career choices* are unique to the *individual*. It is *unique, career choice, controlled*.