

What's INSIDE

5 Management Practices that kill Employee Productivity



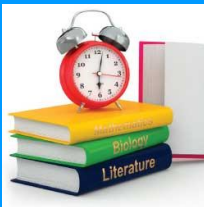
Chairman's Message



Why we Cheat or Lie?



Time Management Steps for College Students



Dyslexia Basics



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The hurried child syndrome!

Are you pushing your children too hard to grow up fast? You may be confusing your own needs with theirs, which has repercussions, child psychologist and author Dr David Elkind warns.

In our competitive, fast-paced world, parents want their kids to excel in every field. But often, they don't realise that in the bargain, they are raising a "hurried child" a term proposed by child psychologist Dr David Elkind, in his groundbreaking book, *The Hurried Child: Growing Up Too Fast*. He stresses that parents need to slow down the process of "hurrying up a child into a mini adult". In a tete-a-tete, Elkind talks about how rushing your kid will do him more harm than good. Excerpts...

Describe the Hurried Child Syndrome.

It is a set of stress-linked behaviours, which result when a child is expected by his parents to perform well beyond his or her level of mental, social or emotional capabilities. Basically, parents overschedule their children's lives, push them hard for academic success, and expect them to behave and react as miniature adults.

Other reasons are a result of current commerce. Those who merchandise to children these days understand that parents aren't dictating them anymore about what to eat, wear or watch. The consumerist market is taking advantage of this fact, which in turn is affecting children.

How are children being affected?

Hurrying can lead to a wide range of childhood, teenage and adulthood crises. If children are offered the stresses of adulthood, they will also exhibit the ailments of adulthood. One of the effects of excessive expectations by parents is stress. Also, stress-induced psychological problems such as [depression](#), not getting along with others, anxiety, crying, stuttering, and sleep issues can follow. The most common physical symptoms include stomach ache, diarrhea, nervous twitches, headaches, hyperactivity, stammering, muscle tension and bed-wetting. The number of children and adolescents suffering from one or more stress-related symptoms has increased dramatically over the last two decades.

As for parents, the ones who push their children too hard, the results may be the opposite of what's intended. Once [Sigmund Freud](#) was asked what eventually happened to the street-savvy shoe shine boys

of Vienna when they grew up. He replied, 'they became cobblers'. Parents fail to understand this growing up fast can mean NOT going very far in life.

Is this syndrome a result of parents' desire to raise an alpha child?

No, there are multiple reasons. Most parents demand more from their children. They are concerned about the [global economy](#) and their children's ability to compete in it. Other reasons are competition between parents, small families and overinvestment in each child etc. I think, in most cases, it is just a matter of necessity; parents need the children to take more responsibility than before when only one parent worked. It's not wrong if the demands from the child are age-appropriate.

What do you mean by age-appropriate demands?

You have to match the responsibilities given to your child with his age and actual ability. For example, you can ask a two-year-old to pick up his toys and clear his plate from the dining table but you cannot expect a 10-year-old child to understand the differences in your marriage or your divorce complications.

You've lamented about the loss of playtime during childhood. How big is the price?

It's through playing that children learn about themselves, others and the world. There are many different forms of play and a child learns different values from each, like co-operation, persistence, compassion and so much more. Playing also teaches children about their own powers and abilities. It educates them on how to interact co-operatively with peers, and it makes them understand the limits and the constraints of reality.

For example, when they interact with kids their age, they automatically learn appropriate social behaviours, such as sharing, co-operating, and respecting the property of other children. It teaches them to be tolerant, and may even help control aggressive behaviour.

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Chairman's Message

Dear Readers,

Warm Greetings.

Happy to meet you once again through our News letter Aadhar...

With all your support we have successfully completed four batches of Special training programme on "Learning Disability". And 5th batch has been started and going on successfully at our school premises.

And we have completed second level of Soft Skills training in Kathir College of Engineering, Coimbatore for MBA students and first level of Aptitude training for MCA in Srinivasan Engineering College, Perambalur.

We have also successfully completed 20 days of worker level training for the employees of Sri Jaya Jothi Spinning Mills, Rajapalayam. With this success, we have received a immense response from the spinning mills in Tamilnadu and also from other sectors. Special thanks to all the responses and enquiries.

We have once again received a massive response for the **Faculty Development Programme**. Thanks for all your enquiries, especially from some new clients we have got through our website.

Thank you once again.

Keep supporting... Keep mailing ...



Our Chairman
Mr. G. Senthilkumar

5 Management Practices that kill Employee Productivity

BY [MARISSA BRASSFIELD](http://www.lifehack.org) | <http://www.lifehack.org>

Effective leaders set their teams up for success. This requires that they avoid any management practices that could potentially kill employee productivity. Inept leadership styles come in all flavors, from the disorganized or forgetful boss to the extreme micro-manager. Here are five practices that are guaranteed to sink your workers' efficiency



— and the alternatives to supercharge it.

1. Fear mongering

Fear is a powerful motivator, but managers who regularly threaten job security and

employees' livelihood run the risk of paralyzing their team. Employees who are afraid to lose their job may bow under pressure, waste company time looking for jobs "just in case" or gossip with coworkers — all activities that kill morale and decrease productivity.

Instead, cultivate a culture centered on trust, respect and engagement. Such a work environment encourages growth, learning from one's mistakes and effective communication. Engaged workers who aren't afraid of being fired can relax and focus on doing their best work. Similarly, disengaged workers can destroy team morale from within.

2. Calling employees out in public

Managers should praise publicly and counsel privately. Criticizing a team member in front of his peers is embarrassing for him; it also has an awkward, de-motivating effect on his coworkers, who may now be fearful to make a mistake.

If you need to counsel an employee, do so in a way that won't attract attention or distract others. This is especially important in offices with glass-walled meeting rooms or open floor plans, where it's easy for others to see and hear sensitive meetings.

If you work in an open-plan office, you may initiate all one-on-one "development" meetings with an instant message or a short email that explain why you wanted to speak with the team member. Then you may approach the employee and say something like, "Hey, let's go take a walk. Will you be free in 10 minutes?" You may then head to a nearby park,

where you could speak freely. Because the company had cultivated a culture of trust, feedback and engagement (see No. 1), employees learned to look forward to these "walks" as opportunities to improve.

3. Avoiding project ownership

Managers who hold the strings in every regard aren't leaders — they're tyrants. Employees who are mere pawns can quickly become disengaged; they have little incentive to go above and beyond in any particular task.

Employees who have ownership over a project are emotionally vested in its success. That small measure of recognition builds accountability. An employee who is the point person for a project may go above and beyond to coordinate his teammates, meet project deadlines and communicate their progress with you.

4. Ignoring top performers

What practices separate your peak performers from your average performers? Ineffective leaders micromanage top performers or ignore their prowess altogether, essentially getting in their way or de-motivating them.

Good managers recognize and acknowledge high-performance workers. Give these team members responsibilities that best leverage their skills. Meet with these individuals and ask what tools they need to do their very best work. Try to understand their work processes and how they may differ from the rest of your team.

5. Running ineffective meetings

Managers love meetings because it enables them to catch up on projects and disseminate instructions to key team members all at once. Many employees hate meetings because they're poorly managed, irrelevant to their work responsibilities or held at a time of day that isn't conducive to a long attention span. This disconnect between managers' needs to stay "in the loop" and employees' distaste for meetings can add up to energy lulls and decreased productivity.

Conclusion

In an office setting primed for productivity, every leader would intuitively know how to manage their teams to peak efficiency. By avoiding these management practices, managers will be five steps closer to that optimal environment.

Why we Lie and Cheat?

Continued from previous Newsletter.

Source: THE WALL STREET JOURNAL. WSJ.COM - - By DAN ARIELY

What, then—if anything—pushes people toward greater honesty?

There's a joke about a man who loses his bike outside his synagogue and goes to his rabbi for advice. "Next week come to services, sit in the front row," the rabbi tells the man, "and when we recite the Ten Commandments, turn around and look at the people behind you. When we get to 'Thou shall not steal,' see who can't look you in the eyes. That's your guy." After the next service, the rabbi is curious to learn whether his advice panned out. "So, did it work?" he asks the man. "Like a charm," the man answers. "The moment we got to 'Thou shall not commit adultery,' I remembered where I left my bike."

What this little joke suggests is that simply being reminded of moral codes has a significant effect on how we view our own behavior.



Inspired by the thought, my colleagues and I ran an experiment at the University of California, Los Angeles. We took a group of 450

participants, split them into two groups and set them loose on our usual matrix task. We asked half of them to recall the Ten Commandments and the other half to recall 10 books that they had read in high school. Among the group who recalled the 10 books, we saw the typical widespread but moderate cheating. But in the group

that was asked to recall the Ten Commandments, we observed no cheating whatsoever. We reran the experiment, reminding students of their schools' honor codes instead of the Ten Commandments, and we got the same result. We even reran the experiment on a group of self-declared atheists, asking them to swear on a Bible, and got the same no cheating results yet again.

This experiment has obvious implications for the real world. While ethics lectures and training seem to have little to no effect on people, reminders of morality—right at the point where people are making a decision—appear to have an outsize effect on behavior.

This experiment has obvious implications for the real world. While ethics lectures and training seem to have little to no effect on people, reminders of morality—right at the point where people are making a decision—appear to have an outsize effect on behavior. Another set of our experiments, conducted with mock tax forms, convinced us that it would be better to have people put their signature at the top of the forms (before they filled in false information) rather than at the bottom (after the lying was done). Unable to get the IRS to give our theory a go in the real world, we tested it out with automobile-insurance forms. An insurance company gave us 20,000 forms with which to play. For half of them, we kept the usual arrangement, with the signature line at the bottom of the page along with the statement: "I promise that the information I am providing is true." For the other half, we moved the statement and signature line to the top. We mailed the forms to 20,000 customers, and when we got the forms back, we compared the amount of driving reported on the two types of forms.

Continues in next Newsletter

Training Activities

Knowledge Institute of Technology, Kakkapalayam.

Two days of training will be conducted for the Engineering students of Knowledge Institute of Technology, Kakkapalayam. Transition management and Memory techniques are the core topics to be covered in the programme.

Sri Sarada Memorial School, Attur.

Two days of Behavioural training will be conducted for 10th and +2 students of Sri Sarada Memorial School, Attur. Behavioural management, Self analysis and Setting the Goal are the topics to be covered. Around 170 students will be participating in this programme.

Sri Jaya Jothi Spinning Mills, Rajapalayam.

Second level programme for Supervisors of Sri Jaya Jothi Spinning, Rajapalayam will be conducted for 2 days on Problem Solving and Decision Making. Along with this, programme for Middle management will also be conducted on Team work, Resolving the conflicts, Team Management techniques.

Vidhya Niketan School, Rasipuram.

Teacher Training programme conducted for the teachers of Vidhya Niketan Matric Higher Secondary School, Rasipuram.

NTL, Chennai.

Around 250 Call taxi drivers got trained in the month of May 2013 in the area of Life Skills and Customer service.

The hurried child syndrome! *Continues...*

What can parents do to build a healthy culture of play?

It is a question of balance. Childhood has moved indoors and that is not going to change. Parents just need to insist, and show by example, that time on computers, iPhones, iPads, etc. need to be balanced with time spent socially engaged with parents and other children; with time spent in the real rather than the virtual world.

Do you believe children lose their innocence too early these days?

I am not sure if there's really a loss of innocence. Of course, there are children who have personally experienced violence, natural disasters, suffered

abuse, and they have abiding scars. But just because children may dress, talk and try to act like older children or adults, you can't forget that they are still children. You can't hurry development. For example, most children do not understand death in the biological sense, until they are eight or nine, despite their constant exposure to it via the media.

How can one prevent raising a hurried child?

The most important thing is for parents to distinguish between their own needs from those of the child. They often confuse the two, and that is the single most common cause of hurrying...

How far is technology/gadgets responsible for this change?

Technology has knocked down many of the barriers that once shielded children from the darker side of human nature.

What are the signs of a child being neglected?

Children who are ignored can act out, get in trouble and bring attention to themselves, even if it is negative.

How can parents maximize their children's learning potential without overburdening them?

The main thing is to watch the child carefully, and try and understand his/her specific needs and knacks. If a child enjoys learning and extracurricular activities, that is great but if the child is struggling and resistant, it is time to back off and let him take his own time to learn as much as he can.

8 Steps for Strong Time Management for College Students

By [Kelci Lynn Lucier](#), About.com Guide

Within the first few days of starting college, many students quickly learn that managing their time is one of the most challenging -- and difficult -- aspects of being in school. With so much to do and keep track of, strong time management skills can make all the difference.

1. Get -- and use -- a calendar. It can be a paper calendar. It can be your cell phone. It can be a PDA. No matter what kind it is, though, make sure you have one.

2. Write down everything. Write down everything in one place. (Having multiple calendars just gives you more to do amidst an already tight schedule.) Schedule when you plan to sleep, when you are going to do your laundry, when you're going to [call your parents](#). The crazier your schedule gets, the more important this becomes.

3. Schedule time to relax. Don't forget to schedule in time to [relax and breathe](#). Just because

your calendar goes from 7:30 a.m. to 10:00 p.m. doesn't mean you can.

4. Keep trying new systems. If

your cell phone calendar isn't big enough, buy a paper one. If your paper one keeps getting torn, try a PDA. If you have too many things written down each day, try color-coding to help simplify. Very few college students make it through their programs without some kind of calendaring system; keep trying until you find one that works for you.

5. Allow for flexibility. Things inevitably come up that you weren't expecting. You may not have known that your [roommate's birthday](#) is this week, and you certainly don't want to miss the celebrations! Leave room in your calendar so that you can move things around a little when needed.

Continues in next Newsletter ...

Dyslexia Basics

By: *International Dyslexia Association*

What is dyslexia?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.

What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, dyslexics can learn successfully.

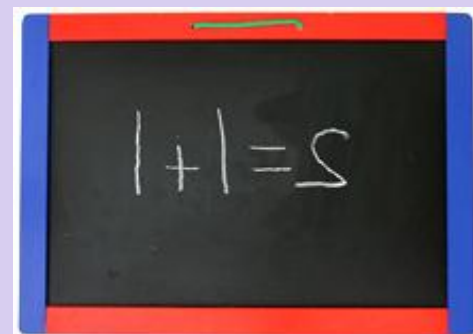
How widespread is dyslexia?

About 13-14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one-half of all the students who qualify for special education are classified as having a learning disability (LD) (6-7%). About 85% of those LD students have a primary learning disability in reading and language processing. Nevertheless, many more people — perhaps as many as 15-20% of the population as a whole — have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit, instruction in reading, writing, and language.

Dyslexia occurs in people of all backgrounds and

intellectual levels. People who are very bright can be dyslexic. They are often capable or even gifted in areas that do not require strong language skills, such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports.

In addition, dyslexia runs in families; dyslexic parents are very likely to have children who are dyslexic. Some people are identified as dyslexic early in their lives, but for others, their dyslexia goes unidentified until they get older.



What are the effects of dyslexia?

The impact that dyslexia has is different for each person and depends on the severity of the condition and the effectiveness of instruction or remediation. The core difficulty is with word recognition and reading fluency, spelling, and writing. Some dyslexics manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

People with dyslexia can also have problems with spoken language, even after they have been exposed to good language models in their homes and good language instruction in school. They may find it difficult to express themselves clearly, or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing in school.

Continues in our next Newsletter

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