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FACULTY OF EDUCATION
DEPARTMENT OF HEALTH HUMAN KINETIC AND HEALTH EDUCATION

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HED 208: PERSONALITY AND GROWTH IN HEALTH EDUCATION

COURSE GUIDE

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Introduction

HED 208: Personality and Growth in Health Education is a two (2) credit unit course available to all students offering Bachelor of Science (BSc.) in Health Education. Health Education is increasingly being recognized as an integral part of general health especially in developing countries.

The course is broken into three modules and 9 study units. It introduces the students to the definition and importance of personality and growth in health education. It also educates the students on the dimensions of personality in Health. The course exposes the students to the knowledge of self-esteem, success and failure

At the end of this course, it is expected that students should be able to understand, explain and be adequately equipped on issues concerning personality and growth in health education

The course guide, therefore, tells you briefly what the course: HED 208 is all about, the types of course materials to be used, what you are expected to know in each unit, and how to work through the course material. It suggests the general guidelines and also emphasizes the need for self-assessment and tutor-marked assignments (TMAs). There are also tutorial classes that are linked to this course and students are advised to attend.

What You Will Learn in this Course

The overall aim of this course, HED 208, is to introduce students to the variables associated with personality and growth in health education. During this course, you will learn about the issues of personality in broad perspectives: ranging from theoretical perspectives on the personality and growth in health education; concept of personality; determinants of personality; freud stages of personality development; Erickson theory of personality development; self-esteem. It will explain the place of attitude and motivation in personality.

Course Aim

The aim of this course is to provide you with an understanding of basics of personality and growth in health education. It aims at helping you to become more developed on your own personality and other peoples 'personality.

Course Objectives

Each unit has specific objectives to guide you into the purpose of the study. You should read the objectives before you begin the study and ask yourself whether the objectives have been met after you are through with such unit.

However, below are the overall objectives of this course. On successful completion of this course, you should be able to:

- Describe the concept of Personality
- Explain the Significance Theories of Personality in life situation
- Discuss the Concept of Success:
- Explain the significance of attaining a goal
- Discuss the concept of attitude
- Explain the importance of good attitude
- Briefly describe motivation
- Identify significant and types of motivation
- Describe the concept of self-esteem
- Identify advantages positive self-esteem
- Describe interpersonal relationship
- Discuss the significance of interpersonal relationship in the context of the functional effectiveness of organizations
- Discuss the concept of human growth and development
- Describe stages of human growth and development

Working through the Course

To satisfactorily complete this course, you are expected to read the study units, read recommended textbooks and other materials provided by the National Open University of Nigeria (NOUN). Most of the units contain exercise tagged —Tutor-Marked Assignment. At a point in the course, you are required to submit these assignments for assessment prior to the real examination. Stated below are the components of the course and what you are expected to do.

Course Materials

The major components of this course are:

1. Course Guide
2. Study Units
3. Text Books and References Sources (listed at the end of each Unit)
4. Assignment File
5. Presentation Schedule

Study units

The study units in this course are as follows:

Unit 1: The Concept of Personality

Unit 2: Theories of Personality

Unit 3: Concept of Success:

Unit 4: Concept of Attitude

Unit 5: Motivation

Unit 6: Concept of Self-esteem

Unit 7: Concept of Interpersonal Relationship

Unit 8: Human Growth & Development

Assessment

There are two aspects of the assessment of the course. Firstly, the tutor marked assessment and secondly, there will be a written examination (final). In dealing with the assignments, you are expected to apply information, knowledge and strategies gathered during the course. The tutor marked assignments are expected to be submitted online in accordance with the directives of the university.

Tutor marked assignment

Each unit has tutor marked assignment questions at the end of the units.

Summary

HED 208: is personality and growth in health education and upon completion of this course, you will be equipped with required knowledge of meeting the needs of your personality growth and development in health. You will be able to answer these questions:

- Describe personality development
- Identify the dimensions of personality development
- Discuss the significant of personality development
- State the determinants of personality developments
- Discuss freud stages of personality developments
- Identify Erikson theory of personality development
- Explain the relationship between the theories and personality development
- Describe the term Success
- Explain the significance of attaining a goal
- Identify Factors Responsible For Success
- Discuss causes of failure
- Discuss concept of attitude
- Identify types of attitude
- Explain the importance of good attitude
- Describe factors responsible for bad attitude
- Describe the concept of motivation
- Identify significant and types of motivation
- Discuss the factors of demotivation and motivation
- Briefly describe the concept of self-esteem
- Discuss positive self-esteem
- Identify advantages positive self-esteem
- Describe interpersonal relationship
- Identify forms of interpersonal relationships

References and Reading Materials

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Module 1: INTRODUCTION TO PERSONALITY DEVELOPMENT

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Unit 1: The Concept of Personality-

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1.0 Introduction

This unit involves a detailed discussion pertaining to the definition and dimensions of personality development. It also highlighted the determinants and importance of personality development



2.0 Objectives

By the end of the unit students should be able to:

1. Describe personality development
2. Identify the dimensions of personality development
3. Discuss the significant of personality development
4. State the determinants of personality developments

3.0 Main Content



3.1 Personality Concept and Definition

Personality is something of a divisive term. People have used that in different ways. The term "personality" derives from the Latin word "Persona," which means a theatrical mask that actors used to indicate their role in theatrical play during those days. People tend to think that personality means physical appeal or credibility etc. So different words are used to type a guy, like "he's shy," "he's shy." Everybody has a personality, though. This personality includes both the external self and the internal self, and both interact with each other. "Personality is the pattern of characteristic thoughts, feelings and behaviors that distinguishes one person from another and persists over time" "It is the amount of biologically based and acquired behaviors that shape the specific responses of the individual to his environment. Personality is the sum total of ways a person responds and communicates with others. Or Personality is generally defined as the patterns of thought, feeling, and action which are deeply ingrained and relatively lasting. Nevertheless, when one refers to personality, it generally implies the characteristics that make one stand out in a crowd, to all that is special about an individual.

Personalities are the sum total of the Psychological behaviors, characteristics, motivations, habits, attitudes, beliefs and outlooks of the person.



Personality Traits. Available in verywellmind.com

Sociologists, philosophers and psychologists have made several attempts to describe the personality in different ways. All of these definitions emphasized the total person, i.e. his outward appearance, his abilities, tendencies, innate characteristics and acquired properties. Here are some of those meanings discussed:

Coleman (1960) described personality as "the unique pattern of characteristics of the individual, the pattern that distinguishes him as an individual and explains his particular and fairly consistent way of interacting with his environment."

According to Mischel (1986), personality is "what usually refers to the distinctive patterns of behavior (including thoughts and emotions) that characterize the adaptation of each individual to his or her life's circumstances.

One of the most suitable personality descriptions was given by G.W. In (Hurlock, 2006). He described personality "as the dynamic organization within those psychophysical systems which determine its unique adaptation to its environment." Therefore, personality is the total sum of the individual's diverse physical abilities and mental attributes and they help one adapt to his or her environment.

Identify behavioral patterns that differentiate between two individuals.

Characteristics of Personality

- 1) Personality is unique.
- 2) Personality refers to relatively stable qualities of an individual.
- 3) Personality represents a dynamic orientation of an organism to the environment.
- 4) Personality is greatly influenced by social interaction.

3.2 Dimensions of personality

The Big Five personality traits, also known as the Five Factor Model (FFM), are a model that is based on common language personality descriptors (lexical hypothesis). These descriptors are grouped together using a statistical technique (i.e. this model is not based on scientific experiments) called factor analysis.

This commonly discussed theory suggests that some psychologists use five large dimensions to Experience, conscience, extraversion, conviviality and neuroticism, also identified under the acronyms 'OCEAN' (Hurlock, 2006).

Dimension of Personality High Level Low level

Openness to experience Inventive, Curious Cautious, Conservative

Conscientiousness Efficient, Organized Easy going, Careless

Extraversion Outgoing, Energetic Solitary, Reserved

Agreeableness Friendly, Compassionate Competitive, Outspoken

Neuroticism Sensitive, Nervous Secure, Confident It is assumed that these five factors represent the basic structure behind all personality traits. During multiple periods of study they were identified and represented by several different researchers.

In collaborative situations employees are sometimes tested on the characteristics of the Big Five to determine what strong personality traits they can add to

- a. Experience openness:** Experience openness defines the degree of intellectual curiosity, imagination, and enthusiasm of an individual for art, emotion, adventure, unique ideas, interest, and diversity of experience. It is also described as the extent to which an individual is imaginative or independent and represents a personal preference over a strict routine for a variety of activities High transparency can be viewed as inconsistent or short-sighted. In addition, individuals with high openness are said to actively pursue self-actualization by pursuing extreme, euphoric experiences, such as skydiving, living abroad, gambling, etc. Those with low openness, on the other hand, seek fulfillment through perseverance and are characterized as pragmatic and data driven— sometimes even thought of as dogmatic and closed-minded. There is still some controversy over how to define and contextualize the aspect of transparency.
- b. Awareness:** Awareness is a tendency to show self-discipline, act dutifully, and aim for achievement. Awareness also applies to planning, preparation, and reliability. Strong

conscience is often viewed as being stubborn and obsessive. Flexibility and spontaneity are associated with low conscientiousness, but can also manifest as sloppiness and lack of reliability.

- c. Extraversion:** Extraversion is a definition of strength, positive emotions, assertiveness, sociability, talk ability, and the propensity to seek pleasure in others ' company. High extraversion is often perceived as seeking attention, and dominating. Low extraversion causes a reserved, reflective personality that can be perceived as being aloof or absorbed by itself.
- d. Agreeability:** Agreeability is a disposition towards others to be sympathetic and cooperative rather than cynical and antagonistic. It is also a measure of one's self-confident and helpful nature and whether or not an individual is generally well-tempered. High acceptability is often viewed as being naive or submissive. Low-personality is often competitive or demanding, which can be regarded as arguable or untrustworthy.
- e. Neuroticism:** (sensitive / nerve versus confident / secure). Neuroticism is a pattern of quickly feeling unpleasant emotions like frustration, anxiety, depression and vulnerability. Neuroticism also refers to the degree of emotional stability and control of the impulses, and is sometimes referred to as "emotional stability" by its low pole. A great need for consistency shows up as a stable and confident personality.

- The development of personality involves practices that develop talent, enhance knowledge, enhance ability and strive to improve quality of life. This includes educating and telling
- It can be inferred, therefore, that the process of personality improvement or change is called personality growth.

3.4 Importance of Personality Development:

The majority of people underestimate the importance of having a pleasing personality. Majority think this simply means being born good-looking, that there is not much to do about it. That is not valid, however. The spectrum of development of personality is fairly broad. Knowing how to dress well includes social graces, grooming, speech, and interpersonal skills. In your career, these are very important skills to further your goals (Hurlock, 2006).

Some of the key benefits of improving your personality, to better appreciate its value, include:

- Confidence:** Developing personality gives people more confidence. This makes you less nervous when you meet a person when you know you're properly attired and groomed. Understanding the right things to say, and how to act, will increase your confidence.
- Credibility:** Development of personality makes people more credible. Despite saying that by its cover you don't judge a book, people tend to judge people by their clothes and how they wear it. This does not involve the buying of expensive clothing. We also know people in pricey clothing that look shabby. There are men, too, who look great even if their attire is cheap. Because of that, you need to learn what to wear and you need to be mindful of other ways of enhancing your physical characteristics.
- Interaction:** Creation of personality incites people to interact with others. Research have repeatedly shown that the people they are relaxed with interact more freely with the men.

If your hygiene and social graces are unrefined, then expect connecting with people will be much harder.

- d. **Leading and Motivating:** Developing personality strengthens the ability to lead and inspire. A person with a winning personality can provide better motivation. People are less likely to get bored, and more respect for our ideas. When we project an atmosphere of trust and integrity we will lead better



- e. **Curiosity:** A single incorrect word will break a business connection. To know the right things to say shows respect as well as intellectual sophistication. This is particularly the case if you deal with foreigners, or if you do business outside the country. In our country the right thing to do might be horrible blunders in a different culture. These are the soft skills which could break or make a deal.

- f. Communication skills:

It enhances the communication skills. When people are taken with your personality, they are more open to what you say. Even verbal communication skills are part of the

development of personality; enhancing your speech will increase the impact of your message.

You can't just win by talent and hard work. The development of personality is a crucial ingredient you need to acquire. Most of the individuals that you see as great personality models have made a lot of effort to develop their natural characteristics

3.5 Determinants of Personality:

Heredity: Heredity refers to influences developed at conception. Physical structure, facial beauty, gender, personality, muscle composition and reflexes, energy level and biological patterns are features that are generally considered to be affected either fully or significantly by who the parents were, i.e. by their psychological, physiological and innate psychology.

Environment: The environmental factors that put pressure on our personality development are the society we are born in, our early upbringing, the norms we encounter in our family, friends and social groups and other influences. The world we're exposed to plays a huge role in shaping our personalities.



Environment in Child Development Available in parenting.firstcry.com

Circumstance: A third aspect, the circumstance, affects the personality impacts of heredity and climate. While usually stable and constant, the personality of an individual does shift in different situations.

3.6 Self-Awareness:

Self-Awareness has a clear understanding of your personality, including abilities, limitations, feelings, values, inspiration, and emotions. **Self-Awareness** helps you to consider other people at the moment, how they view you, your behaviour and your reactions to them. We might easily think we're self-conscious, but it's not an ability calculated in binary "got it" or "don't". Having a range of sensitivity scales is beneficial. If you've ever been in an auto accident, you may have seen everything in slow motion and found aspects of your method of thought and the incident. This is an awareness-raising environment. Through practice we will learn to engage these kinds of heightened states and see new opportunities in our thoughts for choices and interpretations. Getting knowledge offers the chance to change attitudes and values. A simple quick self-awareness assessment could be: Basic—Conscious of your thoughts while you've got them. Medium—Conscious of the thoughts and emotions you are currently having about your thinking. High—Capable of paying attention to your feelings and physical condition so that you can relax and improve your thinking process.

3.7 Relationship between personality and Self-awareness

Self-awareness helps managers recognize deficiencies in their expertise in management, which fosters skill development. Yet self-awareness also helps managers identify situations where they will be most successful, helps with strategic decision-making and helps manage stress and inspire themselves and others.

Skills development. Improvement projects would normally start with an assessment of the difference between the current situation and the expected future. Having a good understanding of who you are helps you decide what you should do to improve your situation. Self-awareness will often show a skill gap that you would like to improve on.

Getting to know your strengths and weaknesses. Self-awareness allows you to leverage your strengths and to deal with your weaknesses. For example, if you are someone who is good at "seeing the big picture" that surrounds decisions but not so good at focusing on the details, you might want to consult with colleagues and subordinates who are more detailed when making major decisions. Cooperation between large.

Developing innate competencies in decision making. Leaders with well-developed self-awareness of emotion are more successful, intuitive decision-makers. In complex situations, intuitive decision-makers process large quantities of sometimes unstructured and vague data, selecting a course of action based on a "good feeling" or a "knowledge" of the best. This form of decision-making becomes more important for managers as change rates and levels of uncertainty and complexity increase in their competitive environments. Managers who are extremely self-aware of emotion are better able to read their "good feelings" and use them to direct decisions.

Stress: Jobs that don't fit your personality tend to give you more stress than more compatible jobs. This doesn't mean you should never take up a job that clashes with your personality. Be conscious, though, that you will have to work harder to develop the skills for this job, and there are careers that would be less daunting to you.

Encouragement. It's really hard to cope with poor results if you don't understand what causes them. Only feel helpless when you don't know what habits to alter to boost your

results. Self-awareness is motivational because it can show where the issues with results are and suggest what can be done to improve performance. Therefore, knowledge of your psychological needs will increase your motivation by helping you appreciate and search out the benefits you really want such as a sense of accomplishment, extra responsibility, an opportunity to help others, or a flexible work schedule.

Leadership: Once we understand "what makes us tick"— what excites us, why we do the things we do, and so on— we also have insight into what makes others tick. Understanding how to motivate yourself is tantamount to understanding how to motivate others to the degree that others are like you (and of course there are limits to the similarity).

Benefits:

The point of departure for success at work is self-awareness or self-knowledge. Machiavelli, the astute author and statesman, wrote, "To lead or try to lead without first understanding one's self is foolhardy and sure to bring catastrophe and loss." Self-awareness has many advantages, including.

- Considering yourself against others
- Developing and executing a sound self-improvement plan
- Setting acceptable life and career goals
- Developing relationships with others
- Understanding the importance of diversity
- Effectively handling others
- Growing productivity
- Increasing your ability to contribute to organizations, your community and your family.

In other words, it allows you to learn what you are good at and to choose a profession you enjoy. It leads to personal and professional unhappiness based on other feelings or opinions in terms of what is good for us.

In reminding ourselves of our talents, weaknesses, likes and dislikes-will it help us know where we stand?

To managers and organizations, self-awareness is also critical as one who has attained heightened self-awareness states appears to be superior performers. It is because they can better connect and appreciate others, and will thus be able to reduce the potential for conflict. Therefore, collaborating together with others will increase the effectiveness of administrators and organisations.

Self-awareness is also a crucial component in recognizing the organization in which one works, as each of us can be viewed as a resource for assessment and improvement. Through asking us a series of questions, we will assess our situation and develop solutions to our organizations ' challenges or we are experiencing them. To do this requires a strong self-confidence in our emotional reactions, initial perceptions, biases and judgments.

Lack of self-awareness can lead to poor decision-making, an unrealistic idea of one's abilities, and even career defeat.

How to improve self-awareness

The first step in becoming conscious of ourselves is to consider our shortcomings, talents, beliefs, behaviors, values and expectations (Hurlock, 2006). There are many ways of growing our understanding of ourselves. Some of these include evaluating one's own perceptions, looking into one another's eyes, self-disclosure, acquiring diverse experiences and through our emotional intelligence.

Self-analysis: In an interaction or case, self-analysis allows people to look at themselves as an entity. This requires a person to step back and observe the positive and negative effect of habits, attitudes, thoughts or experiences that may have had an influence. Self-analysis is not always an easy process, but synthesizing information relevant to professional or personal efficiencies is a necessary skill. The process of self-analysis will begin by focusing on and discussing the thoughts and feelings associated with productive events. Depending on these learning experiences, individuals can gain new perspectives related to their lives by focusing on these feelings and thoughts. Through implementing new behavioral and cognitive improvements in future situations, individuals can become more productive by acquiring new insights and experiences. One of the ways of gaining insight about ourselves is by observing, evaluating and assessing our behaviour, temperament, attitudes and perceptions.



Self-Development Skills Available in educaba.com

Behavior is the way we conduct ourselves-the way we act. Our behavior is affected by other people's feelings, perceptions, values, desires, wishes, observations and opinions. Behavioral trends evolve over a period of time through our reactions to events and behavior. Behavior consists of four elements:

Motivation: the choice of one action over another. Being aware of our core drivers will help you understand the origins of your actions and make adjustments as required to change your behaviour, things that motivate you positively or negatively.

Modes of thinking: how the various inputs the brain receives are processed.

Being mindful of how you are taking in information and making sense of it can help you understand how you make judgments or decisions that lead to preferring one actions or course of action over another.

Modes of Action: the course of action you are following in a given situation. Being mindful of how you communicate your response to the things happening to and around you will help you understand the solutions that are open to you when those events occur.

Methods of interaction: how you connect with others and share their ideas, views and feelings. Being mindful of how you converse and interact with others. <https://youtu.be/x5KJzLsyfBI>



4.0 Self-Assignments Exercise

- a. Describe personality concepts
- b. Identify Personality Differences
- c. What are Personality Determinants?



5.0 Conclusion

This unit introduced you to the general concept of personality as the pattern of characteristic thoughts, feelings, and behaviors that separate one person from another and continue over time. It also defined the personality dimension, and personality importance. Equally, the unit dealt with personality determinants.



6.0 Summary

Personality describes the relatively stable set of genetic, psychological, cultural and environmental characteristics, attitudes and temperaments. Such characteristics decide how we communicate with various people and situations, and how we react to them. Many elements of personality are believed to be the product of evolution-the characteristics we are born with and that we own by inheritance. Certain characteristics of our personalities are thought to be due to the influences we gain from exposure to people and events in our lives. You have learned about the meaning and characteristics of personality, personality attributes, significance and personality determinants in this unit.



7.0 References/Further Readings

Hurlock, E. B. (2006). *Personality development*, (28th Reprint). New Delhi: Tata McGraw Hill. Available from https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/.../research_vrsiddhartha.ac.in/ece/files/Personality%20Development%20study%20material

Unit 2: Theories of Personality

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2.0 Objectives

3.0 Main Content

3.1 Freud Theory

3.2 Erikson's Theory

3.3 Erikson's Psychosocial Stages

3.4 Importance of Personality Development

3.5 Determinants of Personality

4.0 Self-Assignments Exercise

5.0 Conclusion

6.0 Summary

7.0 References and Reading Materials



1.0 Introduction

You were introduced to the definition of personality in the last unit, and how personality could be created. Nevertheless, through personality theories propounded by researchers around the world, human personality could easily be explained. Many psychologists have developed personality theories— how it can be described, how it emerges, what influences it, how it changes, and what constitutes an odd or balanced personality. Here the students will learn about the three most important theories of personality: psychoanalytic theory, behavior and humanism (Hurlock, 2006). Sigmund Freud developed the first of modern personality theories and is known as psychoanalytic theory. The theory's psychological practice is called psychoanalysis. The theories of Freud were

numerous, intense, and often controversial. His personality theory has had tremendous influence through many different disciplines on societies around the world. Freud's theories inspired and motivated not only psychology, but also literature, architecture, philosophy, cultural studies, film theory, and many other scholarly topics. Freud's philosophy represents one of the modern world's most important philosophical theories. These ideas had a permanent and immense influence, right or wrong.



2.0 Objectives

Students should be able to complete the unit

1. Address Freud's stages of personality development
2. Identify the personality development theory of Erikson
3. Explain the relationship between theories and development of personality



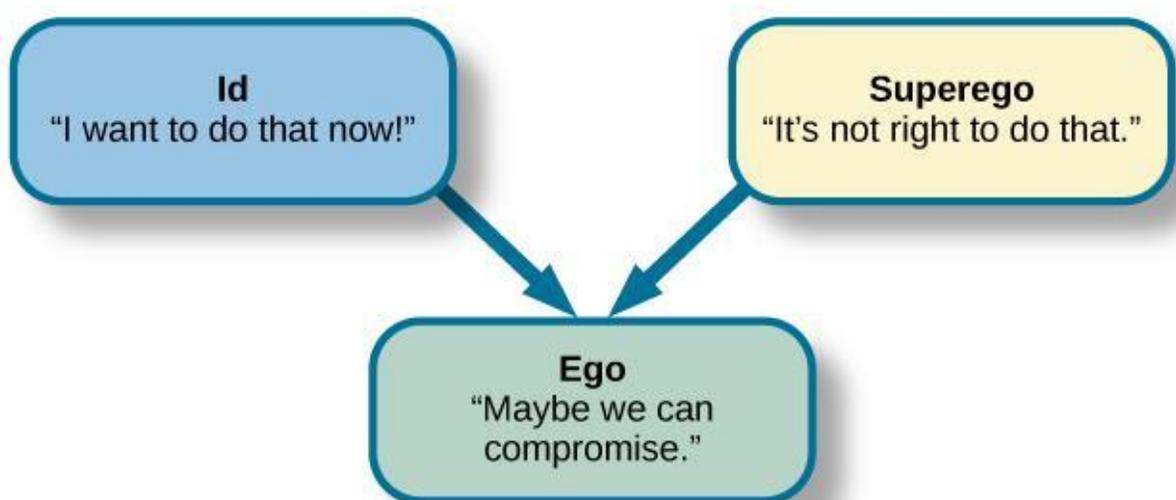
3.0 Main Content

3.1 Freud Theory:

Freud theorized that personality comprises three structures— the Id, the ego, and the superego — and that the subconscious is like an iceberg, the unconscious 90%, while the conscious (like the iceberg tip floating above water) makes up just 10% of the mind. Freud proposed an analogy about the mind. He said the mind in the ocean is like an iceberg, floating 10 per cent above the water and 90 per cent below. The unconscious, suggested by Freud, forms the vast majority of our thought. According to Freud, only about 10 percent of our behavior is triggered by conscious awareness— around 90 percent is caused by unconscious causes (Hurlock, 2006).

According to psychoanalytic theory, our conscious minds are unaware of most of what influences our attitudes, emotions, and feelings. We are usually driven by the unconscious. Freud said the mind can be divided into three abstract groups. That's the Id, the ego and the superego.

1. **The Id:** Latin for the word "it," this mental division involves our basic instincts, inborn structures and animalistic desires. Freud said the Id was completely unconscious, we are ignorant of its workings. The Id isn't rational; it's thinking, dreaming and inventing things to get us what we want. Freud said the Id operates according to the concept of pleasure—it aims at pleasure.



Conflict within the mind: According to Freud, the job of the ego is to balance the aggressive/pleasure-seeking drives of the id with the moral control of the superego. Available in courses.lumenlearning.com

2. **The ego:** Greek and Latin for "I," this form of personality starts to evolve during infancy and can be perceived as the "self." The ego is partially conscious and partially unconscious. The ego works according to the concept of reality; that is, it tries to help the Id achieve what it wants by assessing the difference between real and imaginary. If a person is hungry, the Id might start imagining. If a person is hungry, the Id could start to imagine food and

even dream of food. (The Id isn't rational.) But the ego is going to try to figure out how to get some real food. Through reality, the ego helps a person satisfy needs.

3. The superego: This concept means "over the ego," and involves the moral ideas that a person discovers within the family and society. The superego gives people feelings of pride when doing something good (the perfect ego) and feelings of guilt when doing something they find to be morally wrong (conscience). Like the ego, the superego is partly aware and partially unaware. The superego is the spiritual barometer of an infant, and it generates feelings of pride and remorse according to the values acquired within the family and culture.

3.2 Erikson Theory:

Erikson converted Freud's emphasis into eight psychosocial stages, concentrating on social relations. These periods were known as Man's Eight Ages (As you know, the term man was used to refer to all human beings at that time in history). Each of Erikson's eight stages was described as a time of crisis—a time when one way or the other the personality would go. You've probably heard of the identity crisis for starters. During adolescence, Erikson theorized that we are all facing a crisis of figuring out who we are. Each stage has either this or that quality (Hurlock, 2006).

Erikson's Psychosocial Stages: (Eight Ages of Man)

1. Infant Confidence and Mistrust. Babies whose needs are met develop a sense of trust about the world. When children are depressed and neglected, they develop a profound disdain for the environment that will last throughout life.
2. Toddler Autonomy vs. Shame As children learn to act independently and monitor and question their bodies (toilet training, walking, etc.), they learn self-confidence and a sense

of self-reliance. Performance leads to feelings of inadequacy and ultimately to a sense of fundamental guilt and doubt.

3. Initiatives of preschool versus shame: The preschooler is ready to act — in practice, in imagination, and in running his or her life. Success here brings good self-esteem; problems lead to feelings of remorse.
4. Early school age / industry versus inferiority: The school-age child is ready to learn several new skills and will develop a sense of industry — being good at things, if successful. Faults
5. Adolescent / Identity vs. Confusion Role An adolescent begins to think abstractly and is able to conceptualize his or her self-identity and personality. The teenager starts looking at identity issues like: Who should I be? What should I count on?

And what should I be interested in? To develop a good sense of self-identity the teen has to answer these. At this point, an exploration of different roles and personalities is normal.

6. Young adult/Intimacy versus Isolation: A young adult faces the difficulty of forming close emotional relationships with other people. The word intimate here does not mean intimacy but social and emotional relationships with others. For those who don't develop a sense of intimacy, the opposite result is to withdraw themselves from social contact.
7. Middle-aged adult/Generativity versus Stagnation: Middle-aged adults feel the importance of leaving a mark on the world, making something of lasting value and meaning. One central theme is seeking a purpose in life. Failure to produce something significant means that an individual becomes stagnant and stops moving forward; it can become selfish and self-absorbing.
8. Old adult/Integrity versus Despair: It is common in old age to look back on life and contemplate what has been accomplished. People who feel confident about what they did

have a sense of integrity built up. There's disappointment for those whose judgments are not so successful, the sense of guilt and shame for the life they lived.



4.0 Self-Assessment Exercise

1. Describe the three divisions of mind according to Freud.
2. Discuss the Erickson stages of personality development



5.0 Conclusion:

While these are known as structures, do not literally take the word. Freud didn't mean that our bodies or our brains are physical parts. He coined these terms and suggested this division of the mind as abstract ideas intended to help us understand how personality evolves and functions, and how mental illnesses can evolve. Freud theorized that a balanced development of personality necessitates a balance between Id and superego. Naturally, these two branches of the mind clash with each other: the Id seeks to fulfill natural, biological desires, while the superego preaches caution and discipline. The tension between these two is an indication of conflict within the mind— intrapsychic conflict.

The defense mechanisms, according to psychoanalytic theory, are automatic (unconscious) responses to the fear that the ego will be overcome by the impulses of the Id. Freud believed a healthy personality was one where the demands of the Id were met, but also the superego was satisfied to make the person feel proud and not overwhelmed by guilt. If the Id is too high an individual will be rude, arrogant, overbearing, and animalistic. If the superego is too high, a person is constantly anxious, nervous and full of guilt and anxiety and always oppresses the id's desires. The excessively strong Id turns one into a psychopath, without a conscience, or an ogre, selfishly fulfilling one's desires without regard for others. On the other hand, an

exceptionally powerful superego makes one a worrier, a neurotic, so overcome with remorse that happiness is hard to get.



6.0 Summary:

In this section, students learn about essential theories of personality: psychoanalytic theory, behaviorism and humanism, how to explain it, how it develops, what affects it, how it evolves, and what makes a stable or an unhealthy personality.



7.0 References and Reading Materials

Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.

Available from <https://www.scribd.com/document/.../Introduction-to-Personality-8th-Edition>

Unit 3: Concept of Success:

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Factors Responsible for Success

3.2 Definition of Success

3.3 Set Goals

3.4 Barriers in Achieving Success

3.5 Failure and causes of failure

4.04.0 Self-Assessment Exercise

5.0 Conclusion

6.0 Summary

7.0 References and Reading Materials



1.0 Introduction:

You were introduced in the last unit to the personality theories and how they contribute to the formation of personality. Success is built on personality awareness, however, and its importance to the situation in life. They gave the students some sense of personality importance. The idea of achievement relies on the eventual realization of a worthy goal which is what gives meaning and fulfilment.



2.0 Objectives:

Upon completion of the unit students should be able to:

1. Indicate the word Performance
2. Explain the significance of achieving Goal
3. Identify those factors that are responsible for success
4. Discuss the reasons for failure



3.0 Main Content

3.2 Definition of Success:

What makes a successful person? How do we accept success?

Success to some people could mean wealth. Its recognition, good health, good family, happiness, satisfaction and peace of mind to others. What that really tells us is that it is subjective to success.

To different people it can mean different things.

The best definition for success is "Success is the gradual realization of a worthy goal" (Andrews, Sudhir, 1998) let's look carefully at those definitions.

"Progressive" means achievement is not a goal but a path. We are never going. We go on to the next, the next and the next, and the next, after we have met one target.

- The word "realization" means an event. There's no way outside powers will make me feel productive. I got to feel it inside of myself. It is not visible on the inside.
- "Worthy" means our system of values. What way do we go? Negative or positive?
- It's essential to 'goals.' Because they give us direction.

3.2 Set Goals:

Why Goals are important?

You need to set targets if you want to succeed. You lack focus and direction without aims. Goal setting not only allows you to take control of the course of your life; it also provides you with a benchmark to assess if you are actually successful. In a 1979 Harvard MBA student survey, only three percent of graduates had written goals and plans; 13 percent had goals but were not for writing; and 84 percent had set no goals at all.

Ten years later, the results showed that up to 84 percent of the class that had targets won 13 percent compared to those that had not set any. For the three percent who described their targets and wrote them down, they were receiving on average, ten times as much as the other 97 percent put together (Andrews, Sudhir, 1998).

Goal Setting:

Most people aren't sure how to set goals. Some set objectives which are too general. In fact, these are fantasies that are common to all. In contrast, goals are clear, written, specific and measurable.

Most people are afraid of failing. Failure hurts, but often failure is needed to achieve the greatest success. Do not sabotage yourself unconsciously by not setting targets in

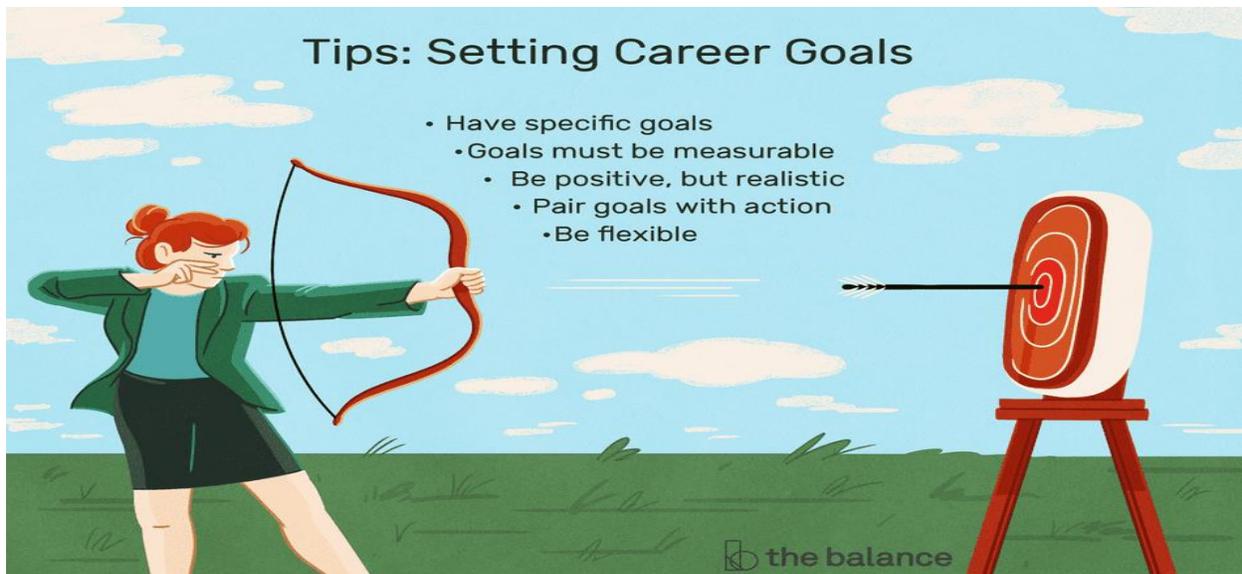
We are afraid of rejection. People often fear that others will be critical of them if they fail to attain a goal. This is remedied by holding your expectations to yourself at the beginning; let others see your progress and successes once you have achieved your targets.

Some goals are being called off targets. Typically those are presented in the negative. Here are just some examples.

- I don't want to smoke anymore
- I don't want to be unfit
- I don't want to be overweight
- I don't want to be broken now let's reframe them in the positive
- I'm a non-smoker • I'm fit and healthy
- I can cover my bills with my ideal weight

Remark the difference. They're stated in the positive, and assume you've already achieved it. By assuming that "as if" your behavior changes in such a way that you act like you have already achieved what you wanted to do. What a wonderful feeling to have even before you get there. This strengthens your drive, too. So now we've determined whether we're aiming for something or not.

An optimal goal should be articulated in the constructive, time-bound and precise sense. You might also like to think, how do you know when you've done it, what will it feel like, what will be the people around you? What are you going to do to be celebrating it?



Ways to set short and long term goals. Available in [thebalancecareers.com](https://www.thebalancecareers.com)

One goal has to be time-bound. When do I want that to be achieved? If I want to achieve that when, then when do I need to start? Where exactly is the first step?

Goal size, is that target too large to achieve? If so, it may be the right approach to break it down into smaller pieces of bite size.

3.3 Factors Responsible For Success:

1. Desire: The inspiration for achievement comes from the burning desire to achieve a goal.

Napoleon Hill wrote, "Whatever man's mind can conceive of, and believe, the mind can do."

(Andrews, Sudhir, September 1998). A young man was questioning Socrates about the secret to success. The next morning, Socrates told the young man to meet him by the water. They met. They met. Socrates asked the young man to walk towards the river along with him. Socrates took the young man by surprise when the water got up to their neck, and ducked him into the tub. The boy had a hard time getting out, but Socrates was solid and held him there. The boy struggled to get out but Socrates was strong, keeping him there until the boy turned blue. Socrates pulled his head out of the water and the young man's first thing to do was gasp and tak

e a deep breath of air. Socrates asked, ' When you've been there, what did you want most? The boy said, "Water." Socrates replied, "That's the secret to success. If you want happiness just as badly as you want the water, then you'll get it." There's no other way.

A burning desire is the starting point for every achievement. Just as a small fire can't give much heat, so a poor desire can't bring great results.

2. Commitment:

Integrity and knowledge are the two foundations upon which relationships should be founded and held. This argument is best illustrated by the boss, who said to one of his staff members, "Integrity maintains your participation even if you lose money and wisdom is not to make these foolish commitments." Prosperity and prosperity are the product of our thoughts and decisions. Which thoughts would rule our life is our decision. There is a big difference between winning play and not losing play. If we play for winning, we play with passion and commitment; while when we play for not losing, we play from a position of weakness. If we play to keep from losing, we play to prevent defeat. We all want to win, but few are willing to pay the price to train for the win. Winners are trained and determined to win.

Playing for win comes from inspiration, whilst playing for not losing comes from desperation.

Circumstances are not ideal. There never will be. We can't just drift to anywhere, nor lie at anchor.

Sometimes we have to sail with the wind and sometimes against it but we have to sail.

Ask any trainer or athlete what is the difference between the best team and the worst. Their physique, skill and ability will make very little difference. The biggest difference you'll find is the gap in feeling. The winning team is committed and they put extra effort into it. The tougher the competition towards a winner (Andrews, Sudhir, 1998).

3. Responsibility

A task that becomes a passion ends up becoming a pleasure. —George Gritter Character people accept accountability. We make decisions in life, and decide their own destiny.

Acceptance of obligations involves taking chances and being responsible which is uncomfortable at times. Many people would rather remain in their comfort zone without embracing passive lives.

This involves weighing all the pros and cons and then making the most suitable decision or action.

Leading people do not think the world owes them a living (Andrews, Sudhir, 1998).

4. Hard Work:

Success is not something you accidentally run into. It takes quite a lot of preparation and character.



Hard work is the key to success. Available successstory.com

Everyone likes to win, but how many are willing to spend time and effort preparing to win?

Sacrifice is needed, and self-discipline. Hard work is no replacement. "The harder you work, the

luckier you get," Henry Ford said. "The world is full of willing people, some willing to work and

others willing to let them." I prefer working half a day. I don't know if it's the first 12 hours or the

second 12 hours. "Kammons Wilson, CEO of Holiday Inn One can't develop the skill to do

anything without hard work, just as a person can't learn how to spell sitting on a dictionary.

Professionals are making things look straightforward because they have mastered the basics of what they do.

"If people knew how hard I had to work to achieve my dominance, it wouldn't seem amazing at all."— Michaelangelo. An executive called a company to consult on a potential candidate. He asked the supervisor of the candidate, "How long has he been working for you?" The man replied, "Three Days." "But he told me that he was three years with you." The man answered, "That's right, but he worked three years.

Q. A person cannot learn how to spell by sitting on a dictionary. Discuss

5. Character

Character is the total sum of the values, creeds and personality of a person. It's reflected in our actions, in our behavior. It needs to be more conserved than the world's richest jewel. Takes integrity to be a champion. George Washington said, "I trust I will always have the power and integrity to preserve the dignity of an honest that I find the most important of all titles. The course of history is decided not by the polls or public opinions but by the character of the leader. In its honesty, there is no twilight zone. There are many obstacles in the road to success. Doing not fall into them takes a lot of character and determination. It takes character, too, not to be discouraged by critics.

How do most people love success but hate successful men? Whenever a person climbs above average, someone will always try to rip him apart. Chances are pretty good when you see a person ascending a hill that he just didn't get there, but had to experience a hard climb. It's like no other in life. In any profession those who are not will envy a successful person. Don't let the criticism distract you from achieving your objective. To avoid criticism, which can easily be avoided by doing, doing or being nothing, average people play it safe. The more you achieve, the more

criticization you face. Apparently there is a connection between performance and criticism. The more success, the more criticism. Critics were always sitting on the fringes. They're underdogs shouting at doers, telling them how to do it right. But remember critics are not the leaders or doers and it is worth asking them to come down to where the action is. "The critic is one who knows the price of all and the value of nothing."

6. Positive Belief:

What is the difference between positive and pessimistic thinking? What if you could listen to your feelings, actually? Are they negative or positive? How do you program your mind, whether for success or failure? What you think affects your success profoundly. It's a choice we make every morning to have a positive attitude and be inspired. It's not easy to live a positive life; but then neither is life bad. I'd go for healthy living given a choice. Positive thinking is better than negative thinking, and will help us to make full use of our abilities. Belief in positivity is much more than positive thinking. It has got a reason to believe.

7. Give More Than You Get

Today, success is quick. We don't have any rivalry. Go the extra mile if you want to get ahead in life. The extra mile is not a competition. Are you prepared to do a bit more than you get paid for? How many people do you know will do a little more than they get paid for? Virtually none. Most people don't want to pay for it, and there is a second category of people

Why are they doing more? If you end up in the last category, where is your competition then?

The advantages of doing more than you get paid are:• You become more valuable, no matter what you do and where you work.

- Increased confidence.
- People begin to look to you as the leader.

- Some begin to trust you.
- Superiors commence to respect you.
- This generates trust from your subordinates as well as your superiors.

8. The Power of Persistence

Nothing will compensate for patience. Talent is not going to: Nothing is more popular than talented unsuccessful people. Genius won't: Genius, unrewarded, is a proverb. Learning won't: The world is filled with trained losses. Perseverance and determination alone are all-powerful. —Andrews, Sudhir, 1998 (Calvin Coolidge)

It's not an easy journey into being your best. It is replete with setbacks. Winners can surmount and bounce back with even greater determination. The great violinist Fritz Kreisler was once asked, "How are you playing so well? Are you lucky?" He replied, "It's a practice. If I don't practice for a month, the audience can tell the difference. If I don't practice for a week, my wife can tell the difference.

Perseverance represents dedication and determination. Endurance is fun. Commitment is a judgment, and commitment. The athletes put a few seconds or minutes of performance into years of practice.

Persistence is a matter for decision. It is a determination to complete what you are beginning with. When we're tired it looks good to leave. But the winners survive. Ask an athlete for the win. He endures agony and ends what he has.

3.4 Barriers in Achieving Success:

Andrews, Sudhir, September 1998. The following hurdles are more common although there are many potential obstacles.

1. Missing information
2. Incompetence
3. Limiting convictions
4. We'll be
5. Some guys
6. Own Motive
7. Time eight. Cash
9. Crazy

1. Lack of Information:

Information can have one of two consequences. You can get overwhelmed with too much, and you can stop making a decision or taking the next steps. You cannot put things in perspective with too little details, or look at the bigger picture. Identifying where you have knowledge gaps and including this as part of your objective would bring you closer to achieving that goal. There's a number of ways to get new information. Reading, expected reading, listening to CD's, DVD's about a particular topic or networking with others who have the information to share with you.

2. Lack of Skill:

You may have to pick up your skills along the way in order to move forward. That need not be a huge challenge. Knowing what skills you need to learn as part of your goal setting, and how you'll achieve them will shape steps in your strategy. That doesn't necessarily mean you have to

participate in a course, even though that's a great idea. Certain options such as online study, scheduled reading, shadowing a professional colleague, or finding a friend's advice can also help you gain the skills you need.

3. Limiting beliefs:

All of us have a set of beliefs that we live our lives by. These are set early in our subconscious. Such convictions can sometimes hold you back and hinder your ability to achieve goals. You may get familiar with some common examples. Indecision or Procrastination-one thing or the other should I do? That often results in nothing being done for you. The limiting belief is manifested as "I can't make decisions".

Incapable of making changes or stuck—if a way of working is no longer effective, you tend to use it and sometimes form a comfort zone, and the limiting conviction here might be "I can't / will not adjust." People often say, "I don't deserve to be good," or "I don't want to work for me." We see self-sabotage here and don't trust themselves and their own potential.

4. Wellbeing:

There may be occasions when you actually cannot achieve your goals, despite your best efforts. You can be set back by a sudden illness or injury. You need to be rational when it happens.



Beating yourself isn't going to help, nor just give up. Take some time to re-evaluate your target, and weigh your options now. How critical it is for this goal to be accomplished within the original time.

Q. Identify the effects of wellbeing on achieving stated goals

5. Other People:

Quite often those who are nearest to us are worried that we will achieve our goals. That means you will adapt for them and that will also mean a change for them. We probably don't know how important your goals are to you. For example, if the people you spend your time with family, friends, and colleagues don't understand and support your goals, you're likely to be influenced by this. If these people are unwilling to adjust, they will undermine the plans.

6. Own Motivation:

Even though you may see out with the best intentions, the excitement may wear off after a while or there may be other distractions. That may be because of a number of factors. Maybe the goals you set were too large and needed to be broken down into smaller chunks that could be handled. Maybe you don't get the results, and you need to consider what you're doing to keep you going forward. You may feel, after continued effort, that the goal is now something that you don't want, or at least the result.

The objective needs to be reevaluated in this case. If it requires modification because it has changed circumstances, then change it. If it no longer serves you, then just because you started it, don't waste your energy following up on something.

7. Time:

We're all living in a world that doesn't seem to have enough time. Many of us are "time poor," meaning that we don't control our time spent to get the best results. I hear from the people around

me quite often, "I just don't have time to do x." How is this argument really true? Should we take on too much, are we overcommitted and embarrassed to say no? Maybe but I've got a different view.

When we approach our time use without any structure, in no particular order can we just move from one thing to another. We must switch from one issue to the next urgent matter without priority.

There is also the distractions factor. This can be diversion from others who aren't striving like you. There's the noise of phone and email calls. We sometimes get busy

8. Money:

Currency is a common reason not to achieve your target. It's normally the lack of money that is keeping you. Hearing someone saying "I can't afford it" or "I just don't have the money." Generally such claims are given without much hesitation.

Although I accept that to some degree this may well be valid, what options have they really investigated, and how else could the money be found? If you are really serious about achieving this goal, what lengths would you take to (legally) find out the money!

Turn this around, and look at it from a different perspective. How much does it cost you not to have that goal in your life right now? Being in that bad relationship or suffering bad health, for example. If it was going to get you that next job in achieving this goal, or mean you'd get that 10 percent performance bonus at work, what efforts would you make?

9. Fear:

What do I mean by anxiety? Examples are the more straightforward. If you need to do something that will take you for the first time right outside your comfort zone, which might well put fear inside you. There's then the fear of failure. If you don't achieve your goal, what will those around

you think? How do you confront them and keep your integrity. Good to stop seeing it through right now? That way, no one can judge me.

The fear of success is another form of terror. What if I do, and people find out I'm a fraud? Is that target anything I want anyway? Self-doubt comes into play and you're trying to talk about it.

3.5 Failure:

Failure can be described as the state or condition of failure to achieve a desired or expected goal; it can be considered the opposite of success. Deficiency is a pure state of mind. You are only a loser if you think you have failed. Your reaction to some circumstance determines whether you have failed or not.

Thomas Alva Edison, the electric bulb inventor failed no fewer than 10000 times until he succeeded. But he said "I didn't fail. I've discovered only 10000 forms that won't work.

Disappointments, rejections, unsuccessful attempts were not failures for the people that were successful.

They used them to function as stepping-stones. This is the distinction between winners and non-winners. Fallout



Why IT projects still fail. Available in cio.com

Ralph Waldo Emerson, a successful American essayist, educator and author, said "People achieve when they know that their defeats are training for their victories" Successful people do not blame others for what has happened to them and they do not use the interpretations of other people for success and failure. Using their own. They just change tracks, re-evaluate goals, try something new or add something. Failure to them, occur when they trying to perform their individual best.

Causes of Failure:

The under listed can be referred to reasons for not achieving the stated goals. The observed causes of failure and their solutions:

Many people fail because not only knowledge and talent but because they discontinued the struggle. It is very essential to two things perseverance and resilience. Perseverance is what must be done and resilience is what most not be done.

Practice new approaches. Persistence is crucial but repeating the same behavior over and over again, hoping that you will succeed this time, probably won't bring you closer to your target. Look at your previous efforts that were unsuccessful and decide what to change. Continue to make adjustments and midcourse corrections and use your experience as a guide.

2. Lack of Conviction:

People who lack confidence are taking the midway point. But what is happening right in the middle of the road? You run over. Those without belief are going along to get along because they lack the confidence and the courage. We adhere to getting accepted, even if we know what they're doing is wrong. Decide what counts for you. If it is worth doing something, it is worth doing the right thing and doing the right thing. Even in mundane tasks let your passion show. Collaborating and working for success is OK but sacrificing your values— ever is not OK.

3. Rationalization:

Winners may analyze, but they are never rationalizing. Losers rationalize and have an excuse-laden book to tell you why they couldn't succeed. Change your view. Don't consider every unsuccessful attempt to be a failure. Few people are first-time good at everything. Most of us only accomplish our objectives by continuous effort. Do all you can to learn about what happened and why.

4. Dismissal of Past Mistakes:

Many people are living and learning and some live only. If we have the right attitude, then failure is an instructor.

Wise people learn from their mistakes—the name they give to slipups is experience.

It's better to define the problem. Analyze the situation—what you want to do, what your plan is, why it didn't work out. Do you really have a correct view of the problem? If you need money you have more options than rises. You could cut spending, too. Think about what you are trying to do, really.

5. Lack of Discipline:

Anyone who has done something worthwhile has never accomplished it without discipline. Discipline takes control of itself, sacrifices itself and avoids distractions and temptations. It is about keeping focused.

Be no perfectionist. You could have an idealized vision of what it looks like and feels like success. While that may be motivational, it may not be true. Success at one goal isn't going to eliminate all your problems. Be clear about what will satisfy your goals, and don't obsess with shallow details.

6. Poor Self-Esteem:

Poor self-esteem is a lack of respect for yourself and self-worth. People with low self-confidence are constantly trying to find themselves and not build the person they want to be.

Do not etiquette yourself. You may have failed but until you stop trying you're not a loser. Think of yourself as someone who wants to reach for a goal, and you will be better able to maintain patience and perseverance for the long haul.

3.6 Fatalistic Attitude:

A fatalistic attitude makes it impossible for people to accept responsibility for their position in life. We attribute luck to success and loss. Regardless of their efforts, they resign themselves to their fate that whatever has to happen will happen anyway.

Look every day in the mirror, and say, I am in charge. You may not have power over every phase of your life, but you have more control than you know and you are responsible for your own happiness and achievement. Your attitude decides your height, and you can turn "down" into "up"



4.0 Self-Assessment Exercise

- a. Which factors account for success?
- b. What causes insufficiency?



5.0 Conclusion:

Students have learned in this unit that success is based on an understanding of what personality is and its relevance to the situation in life. Also, they learned some ideas about personality significance. The concept of success is focused on the gradual realization of a worthy goal which gives meaning and fulfilment.



6.0 Summary

Students learn about the definition of success, the value of setting goals, the reasons that are responsible for performance, failure and the causes of failure.



7.0 References and Reading Materials

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Module 2: ATTITUDE

Unit 1: Concept of Attitude

Unit 2: Motivation

Unit 3: Concept of Self-esteem

Unit 1: Concept of Attitude

1.0 Introduction

2.0 Objectives

3.0 Concept of Attitude

3.1 Types of Attitude

3.2 Importance of Attitude

3.3 Factors Affecting Attitude

3.4 Positive Attitude

3.5 Negative Attitude

3.6 Differences between Positive and Negative Attitude

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignments

7.0 References and Reading Materials



1.0 Introduction

This unit of attitude, is built on the concept of personality in the past unit. The attitude is a positive, negative or mixed perception of an object articulated at some degree of severity. It usually involves either positive or negative feelings. Students have identified ways to respond to people and situations we have learned based on the beliefs, values and hypotheses we hold and our life situations.

It also addresses our disposition towards a person or event as a result of contact with that person is displaced by our behaviour. The attitude of a person reflects how he or she is thinking about something or their state of mind.

Example: If you can have a good (or positive) attitude towards your work, it means you feel good about your career, your job, your organisation, etc.



2.0 Objectives

By the end of the unit students should be able to

1. Discuss concept of attitude
2. Identify types of attitude
3. Explain the importance of good attitude
4. Describe factors responsible for bad attitude



3.0 Main Content

2.1 Concept of Attitude:

The idea of attitude in social psychology occupies a very favored role and is considered to be very important for every individual who wants success in their life.

Attitudes are either favorable or unfavorable evaluative claims about things, individuals or events.

They reflect how something one feels about (Andrews, Sudhir, 1998)

Example: You express your attitude toward the subject of mathematics when you say "I like mathematics"

2.2 Types of Attitude:

1. Cognitive Attitude:

The cognitive attitude is the confidence in something.

Example: "Gender discrimination is common"-This is an opinion that examines the topic of sex-based decimation.

2. Affective Attitude:

It is the portion of attitude which is emotional or dramatic.

Example: "I do not like David for discriminating against minorities."

3. Behavioral attitude:

It refers to a tendency to act towards someone or something in a certain way.

Example: Employees working in an organization may generally adopt those behaviors for organizational improvement purposes

3.2 Importance of Attitude:

Attitude plays a very important role in making the performance happen. Education, money, information, intellect, talents or skills are more important than that. This refers to all spheres of life, including personal and business life (Andrews, Sudhir, 1998). Can a managing director be a good executive without a good attitude? Can a student be good with no good attitude? Can one teacher, parent, salesman, be good in their responsibilities without good attitude?

Journalists, colleagues, armed forces, professionals and occurrence their father laughed at the concept of an aircraft suggested by Orville Wright and Wilbur Wright. Some people said, "What a dumb and crazy way to spend money?" "Only birds can fly.

We have a vision, the Wright brothers replied, and we can make it happen. "As a result, they created the aero planes. It shows how important the mindset to the performance is. (Andrews, Sudi, 1998)

Q. What in your opinion is the impact of good attitude on performance?

3.3 Factors Affecting Attitude:

There are primarily three factors that determine our attitude:

1. Environment
2. Experience
3. Education

These are called the triple Es of attitude. Let's evaluate each of the factors individually.

1. Environment

Environment consists of the following:

- Home: Parents, Siblings, relatives, Neighbours and friends.
- School: Teachers, school staff, seniors, juniors.
- Work place: Colleagues, superiors and subordinates.
- Media: Television, newspapers, magazines, radio, movies
- Cultural background
- Religious background
- Traditions and beliefs
- Social environment
- Political environment

Such societies are all creating a culture. Each place has a culture, a home, organization or nation. For countries where government and political climate are transparent, you can generally find the people to be honest, law-abiding, and helpful. And the opposite, too, is true. An honest person has a hard time in a dishonest setting while the corrupt one has a hard time in an honest environment. The performance of a marginal performer increases in a positive environment. The output of a good performer goes down in a negative environment.

2. Experiences:

Our behavior changes with people and events in our life according to our experience. If a person has a positive experience, our attitude toward him is positive and vice versa.

3. Education: refers not just to academic qualifications, but to both formal and informal education. Strategically applied knowledge translates into wisdom, to ensure success. Training makes the educator's position essential. An instructor makes an impact on life. The effect of ripples is unmeasurable.

We drown in facts but hunger for wisdom and knowledge. Training should not only teach us how to make a living but also how to make a living.

3.4 Positive Attitude:

A positive attitude helps you cope with the everyday affairs of life more easily. It brings optimism into your life and facilitates the avoidance of worry and negative thinking. It will bring positive improvements to your life and make you happier, stronger and healthier.

Those with positive attitudes have certain, easily recognizable personality traits. We love, we feel comfortable, and they are patient

The Benefits of a Positive Attitude:

These are multiple and easy to see. But it's easy to miss what is easy to see too. One positive attitude, to list a few (Andrews, Sudhir, 1998)

- Increases profitability
- fosters teamwork
- solves challenges
- improves efficiency
- provides a comfortable environment
- promotes loyalty
- increases income
- fosters better relationships with employers, employees and customers
- reduces stress
- makes an individual become a contributing member of society and an asset to their country

- creates a pleasing personality.

Steps to build a Positive Attitude:

Phase 1: Turning the Focus and Looking for the Positive:

We must become successful finders. We need to focus in life on the good. Let's start looking for the right thing in a person or situation instead of searching for the wrong thing. Fault-finders can find faults even in paradise. Some people come up with what they're looking for. This is what they get if they are looking for love, joy and the good. If they're looking for struggles or indifference, then they get that. Searching for the positive doesn't mean overlooking failings.

Phase 2: Making a habit of doing it now:

At some point in our lives, we've all procrastinated. Procrastination provokes a negative attitude. The procrastination habit tires you more than the effort it takes to do it. A completed task is to fulfill and energize; an incomplete task drains energy like a tank leak. If you want to build a positive attitude and sustain it, get into the habit.



2-Minute Habit Trick That Can Transform Your Life. Available in habitify.me

Phase 3: Build a Gratitude Attitude:

Count your blessings and not your troubles. Take your time enjoying the roses. It's not uncommon to hear that someone has been blind or crippled because of an accident or illness but has won a

million dollars in compensation. How many of us would like that person to trade places with? Not many of them. We're too keen to complain about things we don't have that we forget. There is much for which to be grateful.

Phase 4: Getting into a Continuous Education Program:

Hold out some myths. It's a common belief that we get education in schools and colleges. "Do we get taught in schools and colleges?" There is usually consensus that some do but most don't. In schools and colleges we receive a lot of knowledge, and that alone is not needed to achieve our goals. We need to be informed about the facts. But we need to know what education actually entails.

Phase 5: Building a Positive Self-Esteem:

The way we feel about ourselves is by self-esteem. Once we feel right inside, our success improves, our relationships strengthen at home and at work. The world is looking a little better. What is the rationale? There's a direct correlation between actions and thought.

Phase 6: Staying away from Negative Influences:

Teenagers today learn from adult behavior and media outlets. They're facing peer pressure. Peer pressure is not only restricted to adolescents; it is also prevalent in adults. It shows a lack of self-esteem when people don't have the courage to say "no, thank you," and stay away from negative influences: What are the negative influences?

3.5 Negative Attitude:

People with negative attitudes would blame their failures on the entire world, their parents, teachers, spouse, economy and government.

Many people criticize whatever it may be. What side you're on doesn't matter; they're always on the other side. They made a career from criticizing. They are "career critics," criticizing them as if

they were going to win a prize at a contest. Each individual and every circumstance they'll find fault with. Each house, family, workplace, you'll find people like this.

All they do is create more stress for themselves and those around them. They spread negative messages like a plague and create a conducive environment for negative outcomes. Some people are always looking down on the negative side.

Who's pessimistic? Pessimistic views.

- Are miserable when they have no trouble speaking
- feel bad when they feel good, for fear that they will feel worse when they feel better
- spend most of their time at complaint counters
- always switch out the lights to see how dark it is
- are always searching for cracks in the mirror of life
- stop sleeping in bed when they hear that more people die in bed than anywhere else
- do not appreciate their safety.

3.6 Differences between Negative and Positive Attitudes.

S.no	Negative attitude personality	Positive attitude personality
1	They are always part of the problem	they are always part of the answer
2	They always have an explanation	they always have a plan
3	See a problem for every response	sees a reason for every problem
4	Says "It may be possible but it's too complicated"	"Says "It may be difficult but it's possible"
5	Says "It wasn't my fault"	Says" I was wrong"
6	Always a part of the team,	apart from the team, always.
7	See only problems	See all possibilities
8	Says, "Life is hard"	Says, "Life is filled with challenges"

- | | | |
|-----|---|-----------------------------------|
| 9 | Thinks, "People are worst" | Thinks, "Good people are there" |
| 10 | Also hates the office | working with lovely people |
| 11 | They are mostly losers | they are mostly winners |
| 12 | Always looks on the negative side | Always looks on the positive side |
| 13 | They are always angry, frustrated and stressed. They are always happier, polite and lovable | |
| 14. | Says "Impossible" | Still saying "Possible" |
| 15. | Tell "I can't" | Say "I can" |



4.0 Self-Assessment Exercise

Q. Explain the concept of attitudes

Identify the differences between Positive and Negative Attitude



5.0 Conclusion

Students in this unit have learn an attitude that is a positive, negative, or mixed evaluation of an event articulated at some level of intensity. It usually implies both positive and negative feelings. I have also learned to develop ways to respond to people and situations based on life experiences beliefs, values, and assumptions.



6.0 Summary

The unit addresses attitude towards a person or event displaced as a result of contact with that person through our behaviour. The attitude of a person reflects how he or she thinks about something or its state of mind.

Explain the concept of attitude



7.0 References and Reading Materials

Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988. Available from [https://www.academia.edu/14303930/ PERSONALITY DEVELOPMENT](https://www.academia.edu/14303930/PERSONALITY_DEVELOPMENT)

Unit 2: Motivation

1.0 Introduction

2.0 Objectives

3.0 Concept of Motivation

3.1 Significance and types of motivation

3.2 Stages to Demotivation

3.3 Demotivating Factors

3.4 Motivating Factors

4.0 Conclusion

5.0 Tutor Marked Assignments

1.9 References and Reading Materials



1.0 Introduction

In the last unit the idea of attitude was introduced to the students. An attitude is a positive, negative, or mixed evaluation of an object articulated at some degree of severity. This usually implies either positive or negative emotions. This unit will debate the motivation principle. Motivation is something that fosters behavior or emotion. Students will learn the idea of motivation, motivation styles and meaning.



2.0 Objectives

By the end of the unit students should be able to:

1. Describe the concept of motivation
2. Identify significant and types of motivation
3. Discuss the factors of demotivation and motivation



3.0 Main Content

3.1 Concept of Motivation:

- Motivation is something that fosters behavior or emotion. Motivating is supportive and empowering. Motivation can also mean turning on or igniting the feeling or action.
- Highly motivated. It can convince, persuade and push you into action. In other words, you can define motivation as the motive for action. It's a power that can change your life literally (Statt, 2000)
- Motivation is what drives our lives. It originates from a desire to succeed. There is little satisfaction in living without success; there is no pleasure or enthusiasm at work and at home. Life sometimes becomes like a lopsided wheel which gives a bumpy ride.

- The main driving adversary is complacency. Complacency leads to frustration and when people are upset they abandon because they can't identify who is to be valued

3.1 Significance and types of motivation:

If you grasp the motivator theory, you will continue to your target and inspire others too.

Your motivation within is your drive and your attitude. It is viral. Attitude is the secret to getting from others the answer you want. How does a person stay focused and motivated? One important tool that athletes have used for a long time is called auto-suggestions

Motivation is classified into two types:

1. External motivation and
2. Internal motivation.

Q. Discuss the significance of motivation on performance

Briefly explain external and internal motivation

External motivation

External motivation, such as money, social approval, success, or fear, comes from outside.

Sources of potential motivation are the fear of parents getting spanked and the fear of being fired at work. (Statt, 2000) A corporation desired to create a pension plan. It required 100 percent participation for the program to be implemented. Everybody except John signed up. Everyone except John signed up. The plan made sense and has been in everyone's best interest. The only obstacle to John not signing was that. Without success John's boss and other colleagues had tried to persuade him.

The company's owner called John into his office and said, "John, here's a pen and these are the paperwork for you to sign in to the pension plan. If you don't register, you're fired this minute."

John signed up immediately. The owner asked John why he had not already signed. John said, "None has clarified the plan as simply as you have."

Fear Motivation

The benefits of inspiring fear are:

- This easily gets the job done.

- This is instant.
- Prevents defeat, by meeting time limits.
- The performance of that person can improve in the short run.

The drawbacks to motivation for fear are:

- It's external, meaning the motivation is there while the motivator is there. The motivation always goes when the motivator goes along.

- It's causing stress. Quality is restricted to fulfillment.
- Performance goes down in the long run. It wrecks imagination.
- They get used to the hook, and need a bigger stick afterwards.

Example: A client asked an employee, "When did you start working here?" He responded, "Since they've been threatening to fire me."

Incentive Motivation

External motivation may also take the form of rewards, bonuses, reward, recognition etc.

What are the benefits of motivating incentives? The big advantage is that as long as the reward is good enough, it can work very well. Think of a donkey standing in front of a carrot and behind a horse. Motivation can work only if the donkey is hungry enough, the carrot is relatively good and the load is light enough. You have to let the donkey take a bite of the carrot from time to time; otherwise it will become depressed. After the donkey takes a bite, it's full of stomach and you have to wait for the donkey to get hungry again before it pushes the cart. This is usually seen in the sense of our business. The moment sellers exceed their target, they cease to work. This is because

their motivation is restricted to fulfilling their quota. That is external rather than internal. (Statt, 2000). Motivation drives action towards a specific goal, makes students excited about a mission and also fosters their interest in activities in the classroom. A well-motivated student may find learning fascinating to the degree that it prevents academic and emotional issues from occurring, and improves success.

Internal Motivation

Internal motivation is inner pleasure, not for achievement or victory, but for the satisfaction which comes from doing it. It is a sense of achievement, rather than just an aim. Attaining an unnecessary target doesn't offer the feeling of pleasure. External motivation is permanent, as it originates from within and transforms into self-motivation.

For thrive, motivation must be established and consistently reinforced. Put your objectives ahead of you, and read them morning and night.

Recognition and transparency are two main motivating factors.

- Recognition means appreciation; care with respect and dignity; and a feeling of belonging.
- Responsibility gives people a sense of ownership and belonging. He becomes then a part of the larger picture. Lack of responsibility will result in demotivation.

Monetary rewards are fleeting and short-lived; in the long run, they are unsatisfactory. By comparison, seeing an idea being developed can by itself be emotionally gratifying. People feel they aren't treated like objects. We feel part of a valuable team. Motivates the incentive of doing the right thing by itself (Statt, 2000)

3.2 Stages to Demotivation

1. Motivated Ineffective

This is the stage where the student is most open-minded, sensitive, and quick to adapt to the organization's culture. Education and guidance are becoming crucial.

On the other hand, professional organizations take special care to draw people into their organizations.

They explain to them, among other things, the following:

- the hierarchy
- expectations of each other
- do's and don'ts
- parameters and guidelines
- what is acceptable and what is not
- what are the resources

2. Motivated Effective: This is the stage where the employee has learned what to do and does it with energy and drive. He has learned the trade and his performance reflects it. He then moves on to the next phase.

3. Demotivated Effective: The motivation level goes down after a while and the employee begins to learn the tricks of the trade.

This is the stage where the employee does not have motivation. He just keeps doing enough so the boss has no reason to fire him but he's not really inspired.

This stage is counterproductive to growth— most people fall into this third stage within organizations. A driven worker learns the trade and leaves the tricks to cheats and crooks, but the business is sabotaged by a demotivated employee. His success is extremely marginal. He's great with the good performers. He rejects new ideas and spreads the fear everywhere.

Our goal is to bring them back through training into the second stage of motivated effectiveness. An employee should not stay too long in the third stage; because either they move back to the motivated and successful second stage, or they move into the fourth stage (Chandan, 1994)

4. Demotivated Ineffective:

At this level, the employer has little choice but to fire the employee, which at this point might be the most appropriate thing to do anyway.

Know managers want to do the same as workers do. They want to succeed and improve business and if employees help in achieving this goal, then they will become valuable and achieve their own success.

3.3 Demotivating Factors:

Some of the demotivating factors are:

Unfair criticism

Negative criticism

Public humiliation

Rewarding the non-performer which can be demotivating for the performer

- Failure or fear of failure
- Success which leads to complacency
- Lack of direction
- Lack of measurable objectives
- Low self-esteem
- Lack of priorities
- Negative self-talk
- Office politics

- Unfair treatment
- Hypocrisy
- Poor standards
- Frequent change

Responsibility without authority

3.4 Motivating Factors:

What we really want to achieve is self-motivation, where people do things for their own and not your own purposes. That is an enduring encouragement. Note, Trust is the greatest motivator. We must instill in ourselves the conviction that we are responsible for our actions and behaviours. Everything improves when people accept responsibility: quality, productivity, relationships and team work. (Chandan, 1994)

A few steps to inspire others:

- Give recognition• Respect
- Make work fun
- Be a good listener
- Take a challenge
- Support others but don't do what they should do for themselves



4.0 Self-Assessment Exercise

- a. What is motivation?
- b. Differentiate between internal and external motivation



5.0 Conclusion

Motivation is something that fosters behavior or emotion. Motivating means encouraging and inspiring. Motivation can also mean turning on or igniting the feeling or action. It can be compelling, convincing and propelling you into practice. In other words, you can define motivation as the motive for action.



6.0 Summary

This section discusses the notion of motivation. Motivation is something that encourages behavior or emotion. Students will learn the idea of motivation, motivation styles and meaning.

- c. What is motivation?
- d. Differentiate between internal and external motivation



7.0 References and Reading Materials

Chandan, J.S., (1994) Organizational Behaviour. Vikas Publishing House PVT LTD

Statt, D.A. (2000) Using Psychology in Management Training, Taylor and Francis Inc.

Unit 3: Concept of Self-esteem

1.0 Introduction

2.0 Objectives

3.0 Concept of Self-esteem

3.1 Positive Self-esteem

3.2 Negative Self Esteem:

3.3 Personality Having Low Self Esteem

3.4 Differences between High Self Esteem and Low Self Esteem

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignments

7.0 References and Reading Materials



1.0 Introduction

This unit is built on the previous unit, it will address the concept of self-esteem as to how we regard ourselves; how we view our personal worth and how important we believe we are to others. Self-esteem impacts our trust in others, our relationships, and our jobs—almost every aspect of our lives. This is your own opinion. High self-esteem is your own good judgment and low self-esteem is a bad thing. Students will explore the idea of positive self-esteem, symptoms and signs of positive self-esteem. The emotions and opinions of most people regarding themselves fluctuate often depending on their everyday experiences. The grade you get at an exam, how your peers view you, ups and downs in a romantic relationship—all that have a temporary effect on your well-being.



2.0 Objectives

1. Briefly describe the concept of self-esteem
2. Discuss positive self-esteem
3. Identify advantages positive self-esteem



3.0 Concept of Self-esteem:

Nonetheless, your self-esteem is something more important than the usual "ups and downs" associated with shifts in circumstances. In people with good basic self-esteem, normal "ups and downs" can lead to temporary changes in how they feel about themselves but only to a limited extent. In comparison, such "ups and downs" can make all the difference in world for people with poor basic self-esteem (Mile, 2004).

3.0 Positive Self Esteem:

Mile, (2004) Positive self-esteem gives us the strength and flexibility to take responsibility for our lives and learn from our mistakes without fear of rejection.

Symptoms and indicators of positive self-esteem:

Some of the outward signs of high self-esteem:

- Trust
- Self-direction
- Non-blaming actions
- Knowledge of your weaknesses

- Ability to make mistakes and learn from them • Failure to accept mistakes from others • Optimism
- Opportunity to solve problems
- Free and cooperative mindset
- Felt comfortable with a broad range of possibilities
- Neutral and cooperative mindset
- Felt comfortable with a wide range of emotions
- Fitness to trust others
- A strong sense of personal limits
- Good self-care
- Fitness to say no

Advantages of Positive Self-Esteem

There is a direct relation between the feelings of the people and their productivity. High self-esteem is evident when it comes to respecting one's self, others, properties, law, parents and country. The reverse is true too. (The Road, 2004)

Self-esteem:

- Builds strong trust.
- Builds willingness to take responsibility.
- Generates positive behaviors.
- Brings in better relationships and life satisfaction.
- Make a person more mindful of the needs of others, and cultivate a compassionate attitude.
- Makes a self-motivated and ambitious person.
- Makes a person open to new chances and challenges.
- Improves efficiency and improves capability to take risks.

- Helps the individual to tacitly and easily offer and receive both criticism and compliments.

3.2 Negative Self Esteem:

Low self-esteem is the worst condition which prevents people from realizing their full potential. A person with low self-esteem feels indignant, inept and incompetent. Nevertheless, since the person with low self-esteem feels so badly about him or herself, such feelings that actually cause the persistent low self-esteem of the individual. (The Road, 2004)

Symptoms and signs of low self-esteem:

- Negative view of life • Perfectionist mentality
- Mistrust of others—even those who show signs of affection
- Blaming behaviour
- Fear of taking risks
- Feelings of being unloved and unloved
- Dependency—letting others make decisions
- Fear of being criticized

Increasing self-esteem:

Feelings of low self-esteem frequently build up over a lifetime, and it is not an easy task to let go of accumulated emotions and habits. It may take time, hard work and need professional advice. But there are a few easy, positive thinking strategies to help improve self-esteem. (Mile, 2004) These are what are called affirmations.

Stopping negative self-talk using affirmations is an easy, constructive way to help improve self-esteem.

Affirmations are positive words that we can send each day until they form part of our feelings and beliefs. When an individual is comfortable, affirmations work best. But as people often get

frustrated when sending themselves negative self-messages, they may need to combat positive messages with negative ones. (Mile, 2004)

For example, substitute the message "I made a stupid mistake, and I'm not good at this job," with "Yeah, I made a mistake, but I've learned from it, and now I can do a better job." The following statements will help you achieve a positive self-image:

- I value myself and others
- I am lovable and likable
- I am optimistic and it shows
- I build caring, healthy relationships
- I am a good friend to myself and others
- I embrace myself just as I am
- I look great
- Life is good and I like to be part of it.

3.3 Personality Having Low Self Esteem

- Normally they're gossip mongers.
- They have critical character. We question it as if a game is going on and they've got to win a draw.
- They have big egos, they're greedy and they believe they know everything. People with a low self-esteem are commonly hard to work with and for. To get a feeling of superiority, they cut others down.
- They are self-centered and closed-minded.
- Excuses are made constantly— always justifying mistakes.
- They never take responsibility— to blame others.

- No initiative, they have a fatalistic attitude and are always waiting for things to happen.
- By definition, they're jealous.
- Negative feedback is not accepted by them. They are turning defensive.
- Bored and unhappy when they're alone

3.4 Differences between High Self Esteem and Low Self Esteem:

S.no	High self-esteem Personality	Low self-esteem Personality
1	Talk about ideas	Talk about people
2	Caring attitude	Negative attitude
3	Humility	Arrogance
4	Respects authority	Rebels against authority
5	Strength of faith	Go along to get along
6	Confidence	Confusion
7	Concerned about character	Concerned about credibility
8	Assertive	hostility
9	Accepts guilt	Blames the world at large
10	Self-interest	Selfish
11	Optimistic	Fatalistic
12	Knowing	Greedy
13	Willing to know	Know it all
14	Sensitive	Touchy
15	Solitude	Lonely
16	Discuss	Argument
17	Believes in self-esteem	Believes in net worth only

18	Guided	Misguided
19	Discipline	Distorted sense of freedom
20	Internally	motivated
21	Respects others	Looks down on others
22	Enjoys honesty	Enjoys vulgarity
23	Knows limit	Everything goes
24	Giver	Taker



4.0 Self-Assessment Exercise

Discuss briefly High Self Esteem and Low Self Esteem



5.0 Conclusion

The feelings and thoughts of the majority of people about themselves fluctuate somewhat based on their daily experiences. The rating you get on a test, how you are treated by your peers, ups and downs in a romantic relationship— all can have a temporary effect on your health.



6.0 Summary

The idea of self-esteem has been studied by students in this unit as how we regard ourselves; how we view our value to the world and how important we feel we are to others. We have also discovered that self-esteem affects almost every part of our lives on our trust in others, our relationships and our jobs.



7.0 References and Reading Materials

Mile, D.J (2004). Power of positive thinking. Delhi. Rohan Book Company, Available from https://www.academia.edu/14303930/PERSONALITY_DEVELOPMENT

Module 3: Interpersonal Relationship:

Unit 1: Concept of Interpersonal Relationship

Unit 2 Human Growth & Development

Unit 1: Concept of Interpersonal Relationship

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Interpersonal relationship

3.2 Types of Interpersonal relationship

3.3 Differences between Aggressive, Submissive and Assertive

3.4 Components of environmental health

4.0 Self-Assessment Exercise

5.0 Conclusion

6.0 Summary

7.0 References and Reading Materials



1.0 Introduction

This unit is installed in the above unit, based on self-esteem. Students in this unit are to be provided with theoretical knowledge regarding the nature, forms, and outcomes of different interpersonal relationships in relation to Transactional Analysis.



2.0 Objectives

By the end of the unit students should be able to:

1. Describe interpersonal relationship
2. Identify forms of interpersonal relationships
3. Discuss the significance of interpersonal relationship in the context of the functional effectiveness of organizations



3.0 Main Content

3.0 Interpersonal relationship:

A strong bond between two individuals or more refers to an interpersonal relationship. Attraction between people brings them closer to each other and ultimately leads to a healthy interpersonal relationship (Mile, 2004).

Forms of Interpersonal relationship

An interpersonal relationship can grow among any of the following:

- Individuals working in the same organization together.
- The people that work in the same unit.
- Man-woman partnership (Love, Matrimony).

- Relationships with immediate relatives and family members.
- Child relationship with his mother.
- Dealing with mates.

Relationship may also grow within a group (Students ' relationship with their teacher, a religious guru's relationship with his disciples, etc.).

3.2 Types of Interpersonal relationship:

Friendship

The theories of friendship stress the idea of friendship as a freely chosen relationship.

Family

Patterns of family communication create roles, identities and allow individuals to develop.

Communication habits may also give rise to family dysfunction.

Romantic

The principles of love, intimacy and dedication characterize romantic relationships.

Professional Relationships

Small group contact and questioning involves professional communication.

Essential Skills to Strong Inter Relationships:

1. Relaxing Optimistically:

If we're at ease with others, they'll feel comfortable around us. When we seem anxious, then others will notice it and withdraw. When we meet someone for the first time, brighten up as if a long-lost relative has been rediscovered. A smile will always be a strong bond builder.

2. Listening Deeply:

Powerful listening goes beyond hearing words and messages; it deeply binds us to our contact partners. Hear what the person doesn't say, as well as what he or she is saying. Reflect on the meanings expressed behind and between words.

It's important to listen with our eyes and heart. It's also an improved listening to facial expressions and body postures.

3. Feeling Empathetically:

Empathy is the foundation of successful, bidirectional communication. Feeling empathetic is seeing from the viewpoint of another person whatever your opinion or belief. Treat their mistakes just as you would expect them to deal with their mistakes. Let the individual know that the mistake concerns you, and that you still value them as a person. Share their joy in winning moments, and offer encouragement. Genuine empathic sentiments would reinforce the bond of trust.

4. Responding Carefully:

Use words and feelings wisely. Measure your emotions to match the moods and needs of the individual. Language may build trust, or ruin it. They differ in shades of meaning, severity and effect. How did you learn as you talked to the other person in depth? Reflect your understanding of the message from the individual returning to them. Their message validate your interpretation.

5. Synchronizing Cooperatively:

As people synchronize their watches, they make sure their individual actions take place on time to produce an intended result. Relationships warrant sustained mutual action in order to survive and thrive.

6. Act Authentically:

Authentic acting involves acting with dignity. That is to live in harmony with your beliefs. Be yourself when you're with another guy. Drop activities creating fake appearances and false protection.

You are truthful with yourself, and others, when you behave authentically. You ask what you are going to do, and you are going to do what you say. In all aspects of your relationships question what you want. Just what you'll want

7. Acknowledge Generously:

Search for the positive qualities in others and accentuate them. Humbly acknowledge that people make a difference to your life. Validate them by expressing your gratitude for their efforts and their lives. If you let someone know they're important and special they're not going to forget you. (Mile, 2004).

Showing gratitude and encouragement through words and actions will strengthen every relationship bonds

3.3 Differences between Aggressive, Submissive and Assertive Behaviours:

1. Submissive behavior:

Submissiveness at the expense of one's ambitions, gives more value to one's relationship with others. Difficulty telling NO, letting the other make a decision not being able to make a request are common Submissive behavioral observations. Those who are submissive prefer to: (a) stop expressing their needs and feelings; (b) express apologetically their needs and feelings; and (c) convey their needs and feelings;

Example: "I am so sorry. I just don't have the time with you now to go through those papers. I have to complete all these accounts before lunchtime. My boss is a real pain, calling on me today

to do this. I would like to support you, truly. I'm going to look at it later if it's all right?"(Mile, 2004).

2. Aggressive behavior:

Aggressiveness places more emphasis on your aims than on your ties. Sometimes there is a lack of respect for others, their feelings, emotions, beliefs, values etc. Nonverbal behaviors, too, can be seen. Aggressiveness is either conveyed consciously or through passivity. Passive aggression includes chattering, taunting, cracking a cruel joke etc. Individuals with aggressive tendencies tend to:

(a) Encourage others to do things in a manner of flattery or manipulation; (b) disregard the needs and feelings of others, either purposely or by default; and (c) claim rights that they do not impose on others.

Example: "Do you think I shouldn't do more than just look at these reports?"

3. Assertive behavior:

Assertiveness is seen as the perfect interpersonal style. It is about giving equal value to the goals and relationships and being able to balance them finely. It means being able to say NO correctly, being able to freely share ideas, emotions and opinions. This conduct is rational, thoughtful. It is not emotionally driven. And although for some people it may be normal

Individuals who are decisive tend to:

- a) Being clear and direct in what you state;
- b) Expressing your needs and sentiments in a direct manner; and
- c) Supporting your privileges without damaging the privileges of others.

Model: "I can't assist you with those reports toward the beginning of today. I am doing accounts right now, and I'll be satisfied to help you this evening. What time suits you?"

Which conduct is ideal?

None of this is essentially positive or negative, yet on the off chance that we need to be better at overseeing troublesome individuals, we have to guarantee that:

- We ought not to utilize agreeable or forceful conduct.
- We should perceive agreeable or forceful conduct in others.
- We ought to learn and utilize decisive methods with troublesome individuals.

Self-assuredness is a positive reaction in any association. It makes it understood to the next individual what you are miserable about and permits you to tranquilly express your case without damaging their privileges.



4.0 Self-Assessment

1. Briefly describe the differences between aggressive, submissive and assertive behaviours
2. Identify forms of interpersonal relationship



5.0 Conclusion

In this unit, students are furnished with hypothetical information as to nature, types and results of different relational connections in connection with Value-based Investigation. Understudies have discover that a solid bond between at least two individuals alludes to relational relationship and fascination between people brings them near one another and in the end brings about a solid relational relationship.



6.0 Summary

In this unit, students become familiar with the idea of relational relationship, structures, and kinds of relational relationship, fundamental aptitudes to solid bury connections and contrasts between forceful, accommodating, and emphatic practices.



7.0 References and Reading Materials

Mile, D.J (2004). Power of positive thinking. Delhi. Rohan Book Company,

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Unit 2 Human Growth & Development

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1.0 Introduction

Human phases of growth and development are distinguished by age and main stages of psychomotor development that is scientifically sustained. The development of psychomotors is an improvement of mental and motor skills. The rising and evolving process begins in the womb on the cellular level even before conception and continues throughout life to death. The scientific community divides human growth into phases by age and tests the performance of psychomotors as a person learns motor skills and hits cognitive milestones.

Many stages of human growth and development occur in puberty, infancy, and adolescence. The time span between birth and adolescence is generally divided into four stages of growth: infancy, childhood, adolescent and adolescence. -stage of development has certain milestones, according to the American Academy of Pediatrics; website. For example, a baby hearing is fully mature at 1 month of age and this stage babies also respond to loud sounds and familiar voices. Since watching someone cover them, a cognitive achievement for a 1-year-old will find missing objects. Even though not every child stays in development within the same time frame, parents should note delays in psychomotor development and bring them to a pediatrician's attention.



2.0 Objectives

By the end of the unit students should be able to:

1. Discuss the concept of human growth and development
2. Explain the principles of development
3. Describe stages of human growth and development



3.0 Main Content

3.1 Concept of Growth and Development

Most people interchangeably use and accept the terms,, growth "and,, development" as synonymous. But the meanings of those two words are different in reality.

3.1.1 Growth: Concept and Definition

Growth refers to the physical rise over time of some amount. This involves changes in height, weight, body proportions and overall physical appearance.

Growth is described in the Encyclopedia Britannica as "an increase in size or the amount of an individual" This means growth includes all those structural and physiological changes that occur inside the adult during the maturation process. For example, a child's development indicates a rise in the body's weight, height, and different organs.

Hurlock described growth as "the increase in scale, the disappearance of old features and the acquisition of new features."

Growth applies to the physiological and structural changes (Crow and Crow, 1962). Growth thus refers to and can be measured by an increase in the physical size of the whole or any of its parts.

3.1.2 Development: Concept and Definition

Progress refers to the whole of the organism's qualitative changes. Development is a mechanism through which physical, mental, and intellectual changes take place. It's a term broader and more detailed than production. It's possible without production, as well. The creation of Webster's dictionary is described as "the series of changes an organism undergoes in passing from an embryonic stage to an embryonic stage."

In Encyclopedia Britannica, the term development is characterized as "the progressive change in size, shape and function during an organism's lifetime by which its genetic potential is transformed into a functioning adult body." Therefore, development involves all those psychological changes that take into account the roles and activities of an organism's various organs.

Development (Skinner) is a continuous and gradual process. According to Crow and Crow (1965) in (Hurlock, 2006), development is concerned with growth as well as those behavioral changes that arise from the environmental situation. "Hence, development is a process of change in growth and capability over time due to both maturation and environmental interaction feature."

3.1 Principles of Development

There is a collection of concepts that define the growth and development trend and mechanism. Such concepts or characteristics characterize typical development as a consistent and organized process; that is, we can predict how most children will grow and develop at the same pace as other children, and at about the same time. Though individual differences exist in children

Development goes down from the shoulders. This is called the concept of *cephalocaudle*. This theory defines Growth and Development direction. The infant gains control of the head first, then of the arms and then of the legs according to this theory. Infants gain control of movement of the

head and face within the first two months after birth. They will be able to lift themselves up in the next few months using their muscles. Infants start to gain control of the legs by 6 to 12 months of age and may be able to crawl, stand or walk. Arms co-ordination is always followed by leg synchronization.

Development goes outward from the middle of the body. This is the proximodist planning theory, which also defines the course of development. This means the spinal cord forms in front of the outer parts of the body. The arms of the infant grow before the legs, and before the fingers and toes, hands and feet develop. Throughout physical development, the finger and toe muscles (used in fine motor dexterity) are the last ones to develop.

Growth is dependent on maturation and learning. Maturation refers to the sequential features of biological development and growth. The biological changes take place in sequential order and give new abilities for children. Modifications in the brain and nervous system primarily account for maturation. These brain and nervous system changes help children develop their (cognitive) and motor (physical) abilities in learning. Children also need to mature to a certain level before they can advance to new (Readiness) abilities. A four-month-old, for example, cannot use words, because the brain of the baby has not developed enough to allow the child to speak. By the age of two, the brain has developed further, and the child will have the ability to speak and understand words with the help of others. A child is also unable to write or draw until he develops the motor control to hold a pencil or crayon.

Maturation patterns are genetically programmed, that is to say innate. The environment of the child and the learning that takes place as a result of the experiences of the child largely determine whether the child will attain optimal development. A stimulating setting and varied experiences enable a child to develop to its potential.

Development goes from being simple (concrete) to being more complex. For reasoning and solving problems, children use their cognitive and language skills. Learning relationships between things (how things are similar), or classification, for example, is an important cognitive development ability. The cognitive process of learning how an apple and orange are alike starts by explaining the two with the easiest or most meaningful thinking. A preschool child can identify the objects according to some of the object's properties, such as color, without seeing any connection.

Such an answer would be, "An apple is red (or green) and an orange is white." The first level of thinking about how objects are similar is to give a description or functional relationship between the two objects (both concrete thoughts). "Apple and orange are round" and "Apple and orange are alike because you eat them" are common three, four and five-year-old responses. When children develop further in cognitive abilities, they can understand a higher and more complex relationship between objects and things; that is, in a class called fruit, an apple and orange exist. The infant is then, cognitively, able to classify.

Development and development is an ongoing process. As a child develops it contributes to the already acquired skills and the new skills become the foundation for further achievement and skill mastery. The majority of kids follow similar trends. One development stage also lays the foundation for the next development stage. For example, there is a predictable sequence of changes in motor development that occurs prior to walking. The baby raises and twists its head before it can move.

Children may move their extremities (arms and legs) before grabbing an object. Climbing stairs Mastery requires rising skills from holding on to walking alone. By the age of four most children

with alternating feet will walk up and down stairs. As in maturation, they must have acquired the manual (hand) power to keep a pencil and a crayon in order for children to write or draw.

Growth and development run from the general to the individual. The child will be able to grasp an object with the entire hand in motor development by using only the thumb and forefinger. The first motor movements of the child are very common, undirected and reflexive, waving arms or kicking before reaching or creeping towards an obstacle. Growth varies from big muscle movements to more.

Growth and development rates are human. Each child is different, with different rates at which individual children grow. While growth and development patterns and sequences are generally the same for all kids, the levels at which individual kids reach developmental stages will be different. Knowing this possibility of individual differences in developmental stages will cause us to be cautious to use and rely on the characteristics of age and stage to characterize or mark children. Any developmental activity has to take place for a range of ages.

It dismisses the 'average child' idea. Many kids walk at age eleven, while others walk at age eighteen a few months later. Many kids are more aggressive and others more passive. This doesn't mean that as an adult the passive child will be less wise. Comparing success of one child with or against another child is not accurate. Growth patterns within an individual child are not standardized, either. For example, the intellectual development of a child can advance faster than its emotional or social evolution.

Understanding the development principles helps us plan suitable activities and stimulate and enrich children's experiences, and provides a basis for understanding how to encourage and support young people.

3.3 Infancy

From birth through the first year of life a baby is considered a child. Babies develop skills that will be tool for a lifetime during this first year. Podiatrists are searching in this period for common indicators of growth and development. Understanding how to move the head is called gross motor skills by walking, and sitting. Use your finger and thumb to gather pieces of food and hold a pacifier. Measuring sensory abilities by evaluating a baby's ability to see, hear, taste, touch and smell. Language skills are noticeable when a baby makes sounds, learns some basic words and responds to the spoken word in the first year of life. Furthermore, social skills include the way a child communicates with family and peers.

3.4 Childhood

A child's physical growth slows significantly after age 1 year. The infantile years are more mobile and more exploratory. Middle childhood begins after 6 years of age, and then children have a clearer sense of what is right and wrong. Children also appear to become more confident as children start dressing up and spend more time with friends and in school. Cognitive improvements include accelerated mental growth with an improved ability to talk about problems and reflect on the world around them, rather than being self-centered.

3.5 Juvenile

When children reach age 9 and 10, they become more confident and may begin to notice the physical changes in puberty. A significant spurt of growth will occur at this time as sexual development starts in the body. This can also be a time of stress for adolescents, as peer pressure is taking their toll. Body image along with emotional changes also makes kids feel less confident about it. Young people also start preparing for middle school by taking on more academic duties and targeting and achievement

3.6 Adolescence

Children between the ages of 12 and 18 undergo distinct mental and physical changes. According to the National Institutes of Health (NIH), the initiation of a menstrual cycle for girls typically occurs two years after puberty starts. The NIH reports that boys do not begin puberty with a distinct marker and appear to mature around 16 or 17 years with adult genitalia. During this physical chanson time. Teen-agers are often characterized in middle to late adolescence as becoming sexually more comfortable with their body and ready to have romantic friendships. Adolescent behavior often involves the need for teenagers to distance themselves from parents and authority figures in order to establish their own self-identity and make decisions on their own

3.7 Adulthood

Adulthood is often recognized when a person is considered chronologically, constitutionally, and behaviorally ready to assume obligations such as operating a motor vehicle, voting, taking marriage vows, entering into a contract and serving in the military. The process of maturing does not end with puberty, but continues as a social, health and self-actualization during adulthood



4.0 Self-Assessment Exercise

Describe the concept of human growth and development

Identify stages of human growth and development



5.0 Conclusion

Students in this unit, were provided with knowledge on basic stages of human growth and development. Human phases of growth and development are distinguished by age and main stages of psychomotor development that is scientifically sustained.



6.0 Summary

This unit is based on the past units on personality, generally defined as the deeply ingrained and relatively enduring patterns of thought, feeling and behavior. In this unit, students learn the concepts of growth and development, principles of growth and development in human and stages of human growth and development as it relate to personality development.



7.0 References and Reading Materials

Mile, D.J (2004). Power of positive thinking. Delhi. Rohan Book Company,

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