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STRATEGIES FOR PERSONALITY DEVELOPMENT

21.1 Introduction

Personality, if you may recall, has several components. Some of these components are, to a large extent, modifiable by the environment. Personality development is a continuous process. What our personality was last year, may not be the same today. Either we show improvement (progress) or we show deterioration (becoming worse). We may in some aspects of personality show improvement where as in some other aspects we do not show improvement. Perhaps we become emotionally stable, that is there are no inconsistent outbursts of fear, anger, joy, etc. If personality development is to be smooth and steady, we may follow any procedure that aids such a positive development. One such method is self analysis.

21.2 Objectives

After reading this lesson the student should be able to :

- state the meaning of self analysis and various methods of self analysis;
 - explain the results of own self analysis;
 - distinguish between assertiveness, non-assertiveness and aggressiveness;
 - explain certain methods/strategies for managing one's emotions.
 - develop good interpersonal skills.
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21.3 Self Analysis

Self Analysis, in simple terms, is that process through which an individual looks into his own thoughts and actions. It involves examination of one's own perceptions, decisions, attitudes, interactions and adjustments with other individuals and the environment in different situations. Self analysis is also useful in identifying and changing/modifying those behaviours which otherwise would have hindered the smooth functioning of the individual.

Self analysis is the basis for development. Self analysis might have been extensively used by people like Swami Vivekananda who have attained great achievements. It has helped them to look into themselves adequately thereby enabling them to evaluate themselves and others more accurately. Under the purview of personality development, self analysis mainly deals with the examination of one's strengths and weaknesses. Strengths and weaknesses do not mean the physical ones, but they denote an individual's :

- ★ level of self confidence
- ★ level of self esteem
- ★ ability to interact more meaningfully with others
- ★ ability for setting up of appropriate and life satisfying goals
- ★ having a realistic view of life, self and others
- ★ ability to cope with stress
- ★ possession of leadership skills
- ★ ability to understand others
- ★ ability to manage resources and to solve problems.

Though the above mentioned qualities are present in all individuals, they vary from individual to individual in terms of degree and quantity. One may be good in interpersonal relations but may not be all that good in managing stress. Two individuals born and brought up in the same family may not possess the same amount of leadership or other skills. Therefore, it becomes necessary for all the individuals to evaluate themselves and take steps towards developing their personality. This would enable them to make better adjustments to the demanding environment. The basic and foremost step towards personality development is understanding oneself. Understanding oneself would become possible only if an individual is involved in self-analysis.

Every individual can practice self analysis. One can do self analysis by recording the strengths and weaknesses on a sheet of paper from time to time. Maintaining such a record would enable the individual to improve upon those strengths he/she possesses and to replace the weaknesses. Positive comments about one's abilities, traits or strengths given by significant others (i.e., parents, friends, teachers, etc...) could be a

good aid for self analysis. Such positive remarks could be assimilated and improved upon. Negative comments with healthy intentions should not be neglected but must be viewed positively. Sincere attempts must be made to replace those negative traits by positive ones present in oneself.

Practicing self analysis regularly for a period of time would result in the development of the personality. Practicing self analysis only for a few days or only during periods of stress would never yield good results. Regular practice of self analysis shapes an individual's behaviour and skills. Individuals with a better personality can adjust easily to demanding situations. Moreover, individuals with a better personality are more productive and are more contributive to the nation's development. Therefore, they become eminent and good citizens.

INTEXT QUESTIONS 21.1

What is self analysis

Try it yourself

Add your strengths and weaknesses in the given list :

| Strengths | Weaknesses (Points for improvement) |
|---------------|-------------------------------------|
| a) Honesty | a) Lazy |
| b) Leadership | b) Lack of self confidence |
| c) | c) |
| d) | d) |
| e) | e) |

21.4 Learning Skills

Learning skills refer to those activities which an individual follows to enhance his learning capabilities. Learning skills are the methods which facilitate an individual's capacity to learn lessons quickly and in a better way so that it is retained in the memory for a longer duration. Under the topic "Study Habits" we have analysed those actions which would enable an individual to have high concentration thereby leading to good memory. Having a calm surrounding and a calm mind alone would not prove sufficient for scoring high marks.

Therefore, an individual has to have some special learning techniques which are essential to organize and store lessons in the memory in a better way, within a shorter duration. Moreover, the learning techniques must enable an individual to retrieve information easily whenever required. Few of the learning methods are mentioned in the following paragraphs.

"SQ3R" (SQRRR) — SQ3R is a learning method which an individual can employ for learning the lessons.

S = Survey, which means an individual must make a survey of the lesson to be learnt.

Q = Question — which means an individual must ask all possible questions pertaining to the topic proposed for study.

R = Read — Read the material chosen for study carefully.

R = Rehearse — i.e., read and revise the material several times in the mind.

R = Reproduce — Reproducing the learnt material in a piece of paper.

"**Time-management**" is a process associated with learning skills. Through time-management an individual can work out the daily time available for study. This would enable the individual to identify and calculate the time wasted on unnecessary activities. Rescheduling the same would allow the student to have more time for concentrated study.

"**Goal-setting**" is another aspect associated with learning skills. Through goal setting an individual can plan the subject and the lesson to be learned for the day. This would avoid confusion and enable the student to devote adequate time towards all subjects depending on their level of difficulty.

Memory techniques are supportive to learning skills. Learning skills may not be that effective if memory techniques are not used. Some of the memory techniques are mentioned below.

"**Chunking**" — Chunking can be used as a technique for improving memory. Chunking can be used for remembering certain phrases for e.g. "World Health Organization" could be remembered as "WHO". Similar chunks for sentences and phrases could be creatively framed by the individual.

"**Association**" — Association is yet another memory technique in which an individual associates the word to be memorised with a familiar object.

"**Nemonics**" — Formulation of stories coining the words to be remembered is called nemonics. Large list of words can be easily re-

membered.

It is commonly seen that students like to learn those subjects first which they find easy or are familiar with. They tend to keep tough subjects for the end or for last minute study. This is not appropriate because subjects which are not familiar require more time to understand and memorize. Therefore unfamiliar and tough subjects must be learnt first. Last moment exposure to tough subjects sometimes leads to confusion and results in poor confidence, which might bring about poor performance in all other subjects.

The techniques mentioned above could be altered according to the needs of the individual.

Intext Questions 21.2

1. Define learning skills.

2. What is chunking ?

3. Give an example of chunking.

21.5 Study Habits

Habit refers to an action or response carried out consistently in a particular situation. Brushing teeth, bathing, eating three times a day.....etc., are habits which could be seen in our daily life. The behaviour or the series of actions an individual performs during the 'study-hours' for learning daily lessons and for completing home assignments given at school are called "**study-habits**". Methods of study i.e., individual or group study; the time of study i.e., morning or evening; way of learning i.e., out-loud or silently in the mind; preparation of lesson i.e., reading only, reading & writing and asking questions to oneself etc., are some of the study habits displayed by an individual during his or her study hour.

It is surprising to know that if an individual concentrates only for two hours a day on his lessons he would be able to score higher marks than, as many think, individuals who study day and night. These two

hours of concentration should be set aside exclusively for learning lessons and should not be used for completing home assignments given by the teacher. Home assignments should be done separately.

Good memory depends on good concentration. Many students today complain that their memory is poor and they forget what they had learnt. Problems of concentration are increasing among students. Firstly, it must be understood that poor memory results out of poor concentration. If the concentration is high, the matter an individual feeds into his mind would be well placed and remain for a longer period so that it could be brought forth or retrieved at the time of need. Secondly, distraction is the cause of poor concentration. In simple terms, distraction disrupts an individual's concentration resulting in poor memory. A noisy room, switched-on television set, singing cassette player, or dreaming about an incident at school can be named as good and potential distractors. Sometimes studying in a room where other members of the house are talking or playing would result in distraction. One must never plan to study when such distractions are present during the study hours. Either he must put off all possible distractions or must get away to a place which is calm and quiet and free from distractions. This alone will enable an individual to concentrate effectively and learn lessons in such a way that would not result in forgetting.

Another important thing an individual must bear in mind while preparing for study is to have a calm mind. An individual sitting in a calm room but with thousands of ideas running in the mind would never be able to concentrate. Therefore, as it is necessary to have a calm room, it is also necessary to have a calm mind. One can make one's mind calm through relaxation. Playing games, listening to songs, engaging in hobbies, reading comics, or lying down in the bed for few minutes are good methods of relaxation. Preparing to study after one becomes relaxed improves concentration and this in turn results in good memory.

Intext Questions 21.3

1. Give an example of a habit ?

2. On what does memory depend ?

3. Mention any two distractors which affect your concentration.

a) _____

b) _____

4. Mention two methods you follow to relax yourself.

a).....

b).....

21.6 Emotion Management

The very word "Emotion", brings to our mind terms such as anger, fear, envy, jealousy, joy, happiness etc. Basically "Emotion" refers to the aroused state of an individual. (You have read about emotion in lesson 11 Book 2).

Happiness and joy are considered as positive emotions whereas envy, anger and jealousy are considered as unpleasant negative emotions. While pleasant emotions experienced by an individual are not harmful, unpleasant emotion experienced for a shorter or longer period are much more harmful, as they affect the psychological, social and as well as the physical functioning. One may not be able to think and take good decisions under negative emotional states. It could also be noted, in our daily life, that in a negative emotional state one does not feel like interacting with others, and even if one does, it with irritation and negative feelings. Thus social functioning is also affected by the unpleasant states. Severe emotional states leads to diseases such as cancer, ulcers, cardiac problems...etc thus, affecting the physical status of an individual. It becomes necessary therefore, for an individual to adopt some strategy which would enable him to channelise his emotions properly. This is termed as emotion management.

Assertiveness would enable an individual to channelise emotions adequately. Since we live in a society which demands much from us, we become easily emotional. Growing competition, challenges of living, achievement in life etc. puts us frequently in an emotional state. Therefore, it is necessary for an individual to become assertive in order to face the challenges of life. An individual who is assertive adjusts adequately in all situations. Assertiveness refers to doing what we want without hurting others. Assertiveness could be positioned between nonassertiveness, which portrays the individual as naive, timid, docile and one who is dominated by others, and aggressiveness, which on the other hand, portrays an individual as boorish, hostile, hurting and dominating over others. Assertiveness is the appropriate behaviour for an individual to possess in order to have effective emotion management.

Cognitive re-structuring would be another method which an individual could follow for effective emotion management. Cognitive re-structuring refers to analysing and changing of thoughts producing negative emotions. By doing so an individual adopts a new pattern of thought which would not produce negative emotions.

Yet another method for effective emotion management is "Self analysis". As mentioned earlier in this module self analysis refers to the process through which an individual probes into his own thoughts and actions.

What you have learnt

- ★ Self Analysis is probing into thoughts and actions. The main purpose of self analysis is to examine one's adjustment with the environment. Self analysis mainly deals with the examinations of one's strengths and weaknesses.
- ★ Practicing self analysis for a substantial period of time would result in the development of the personality. It would shape an individual's behaviour and skills, and help him to become an eminent and good citizen.
- ★ Learning skills refer to those activities which an individual follows to enhance his learning capabilities. Learning skills are the methods which facilitate an individual's capacity to learn lessons quickly and in a better way so that it is retained in the memory for a longer duration.
- ★ "SQ3R" (SQRRR); Time-management; Goal-setting; Memory techniques are associated with learning skills.
- ★ The behaviour of an individual during the 'study-hours' are called "**study-habits**".
- ★ Good memory depends on good concentration.
- ★ It is as necessary to have a calm room, as it is necessary to have a calm mind. One can make one's mind calm through relaxation.
- ★ Basically "Emotion" refers to the stirred up state of an individual, by which we mean that an individual's mental and physical state is not normal and is at internal unrest.
- ★ Happiness and joy are considered as pleasant emotions whereas envy, anger and jealousy are considered as unpleasant emotions.
- ★ Assertiveness, Cognitive re-structuring and Self analysis are methods to be followed for effective emotion management.

Terminal Questions

1. Why is self analysis important ?
 2. Explain the importance of learning skills ? Give an example.
 3. How can we channelise the emotions.
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Key to Intext Questions

21.1

1. Probing into one's own thoughts and action is called self analysis.

21.2

1. Learning skills are those methods adopted for better learning.
2. Chunking is a method through which large sentences could be remembered using a code.
3. UNO — "United Nation Organisation"

21.3

1. Brushing one's teeth before taking the first cup of coffee in the morning.
2. Concentration.

Hints to terminal Questions

1. Refer Section 21.3
 2. Refer Section 21.4
 3. Refer Section 21.6
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Some tips for Personality Development

Developing Interpersonal Skills

Personality development includes self development in term of emotion management, understanding one self accurately, setting proper goals, and making right decisions etc. It also includes governing others effectively in terms of understanding them clearly, getting them to work towards common goals, making them follow your leadership, getting respect from them etc. Jobs which requires more interpersonal relationship skills are managers, sales representatives, marketing executives, receptionists, public relation officers and so on.

A person who is good in interpersonal skills would have the following characteristics :

- 1) High self-esteem.
- 2) Good communication skills
- 3) Genuine interest in others
- 4) Habit of showing appreciation often
- 5) Accepting others
- 6) Not hesitating to ask for help
- 7) Expressing emotions appropriately with others
- 8) Saying no when one wants to say no
- 9) To learns from others mistakes
- 10) Standing for one's rights.
- 11) Not hurting other's feelings
- 12) Respecting others.
- 13) Saying sorry on realising the mistake.

For developing interpersonal skills, one should develop oneself first. One has to develop one's self esteem, and communication.

Communication consists of two parts. One "Oral" and the second "written" For eg. When you are talking to a group your voice should be clear and loud and you should use simple and easy words. You should not be afraid. Your talk should be interesting and witty. You can think of a good speaker in your place. Even when you write, it should be clear, short and easy to understand. Communication.

between individual's is called interpersonal communication. Interpersonal communication should be warm, with concern, and polite. We should always use good words instead of harsh words. For eg. the harsh way of communication would be "you are a fool, you don't know how to do it," the same can be told in a better way i.e. "Intelligent people would have done it differently."

Self esteem means self worth. One may say he is worthy of many crores, while another may say my worth cannot be equated with money. Individuals with high self esteem would exhibit the following behaviour; They :

- (i) respect others,
- (ii) do not find fault easily,
- (iii) do not hurt others,
- (iv) take responsibility for failure
- (v) appreciate others,

Respecting others is often found in Indian culture.

For example : Students always gets up when teacher enters the class; They greet the teachers when they see them; accompanying guests till the gate while sending them off; Marriage invitations are printed in the grand parents name.

Giving appropriate compliments increases your interpersonal skills. If a boy brings a cup of drinking water, appreciate him by saying "so nice of you". Your mother has served you a very tasty "Sabji" ; after tasting it immediately say "mother it is wonderful". You should not hesitate to appreciate others when ever you find a good behaviour in them. Constant appreciation of others will bring you appreciation.

Assertive Behaviour

Let us consider and understand Assertiveness. Suppose you have been scolded by your boss for no fault of yours and you did not have the courage to inform him at that time that it was not your fault. After taking the scoldings you go home and worry over the whole issue. This type of behaviour is called non-assertive behaviour.

In another situation, a young man gets into the long standing railway queue, pushes people out, and reaches the counter to buy his ticket. This type of behaviour is "Aggressive." An Assertive behaviour is one in which one stands for his/her rights without impinging on others rights. In simple terms, Assertiveness refers to standing for your own rights without interfering into others rights.

An assertive person displays the following behaviour :

- a) Makes good eye contact, which means that an, assertive person would often look straight into the other person's eyes during interactions.
- b) Talks in a bold and clear voice which can be heard and understood by others easily.
- c) Has an erect and smart posture (i.e. while walking, sitting, talking etc.
- d) Is able to judge other's feelings and have a talk involving appropriate feelings and emotions.
- e) Expresses his feelings appropriately and completely.
- f) Is able to say no when he wants to say no.
- g) Respects other's feelings.
- h) Greets and compliments others.
- i) Is Capable of asking for help when ever necessary.

Assertive behaviour is the desired behaviour. If one is aggressive, then one will not be liked by others. Even though through aggressive behaviour you may get what you want, it is not appropriate and desirable. You would be turning many people against yourself. If on the other hand, you are non-assertive, others may dominate you and take advantage of your non-assertive behaviour.

Assertive behaviour alone enables individuals to relate themselves appropriately and adequately with others. It also enables them to get what they want , and express their feelings own by maintaining their own mental balance as well as that of others.

An Activity for you :

Classify the following under the appropriate *heading*.

AG = Aggressive; A = Assertive; NA = Non-Assertive

1. Saying no when you want to say no : ____
2. Throwing the other person's handkerchief off the seat in order to get a seat for yourself _____
3. Hesitating to ask for help because of being unsure whether the person would help or not _____.
4. Saying yes even when you want to say no : _____.
5. Unwillingly doing someone else's work, now assigned to you.
_____.

6. Complimenting others (appreciation) _____
7. Asking the server to get another cup of tea because the one given to you is cold _____.
8. Policeman shouting at you for violating the signal _____.
9. Expressing yourself emotionally when some one is telling of a death in his family _____.
10. Not looking into the eyes of the individuals with whom you are talking _____.
11. Not talking in a loud tone/voice _____.
12. Walking and standing in an erect manner _____.
13. Able to sit in the front chair even after coming late to the class _____.
14. Springing into action on seeing an accident on the road _____.
15. Asking the shopkeeper to get a new piece when you are not confident about the piece he has given you _____.

Check your Answer

1. A .
2. AG .
3. NA.
4. NA.
5. NA.
6. A
7. A
8. Ag
9. A
10. NA
11. A
12. A
13. Ag
14. A

Terms you should know

1. **Antisocial** : Aversion to being with people, hostility towards codes of conduct stemming from any organization of people.
 2. **Compulsive Behaviour** : Persistent urge to repeat an act over and over.
 3. **Delinquent** : Young offender against the law, but the offence is not so serious as to be designated as crime.
 4. **Extraversion** : Tendency to turn outward to other people. Opposite of introversion.
 5. **Habit** : Any product of learning a customary or transitory mode of response.
 6. **Introversion** : Tendency to turn inward to one's own thoughts and feelings. Opposite of extraversion.
 7. **Inventories** : Tests that are constructed to assess certain aspects of personality with direct and specific items.
 8. **Moral Reasoning** : Reasoning as to the rightness or wrongness of an act or of a conduct.
 9. **Projective test** : A test that uses ambiguous items which bring out the inner aspects of an individual's personality.
 10. **Response** : An action to a stimulus.
 11. **Self Control** : A personal decision arrived at through conscious deliberation for the purpose of integrating action which is designed to achieve certain desired outcomes or goals as determined by the individual himself.
 12. **Stimulus** : Any thing that elicits or fetches a response.
 13. **Trait** : Enduring and persistent behavioural pattern emerging from habits.
 14. **Type** : That which emerges from clusters of traits.
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