


CMR INSTITUTE OF TECHNOLOGY		USN							
Internal Assessment Test – I									
Sub:	PERSONAL GROWTH AND INTERPERSONAL EFFECTIVENESS						Code:	20MBAHR402	
Date:	10/06/2022	Duration :	90 mins	Max Marks:	50	Sem:	IV	Branch:	MBA
SET - 1							Marks	OBE	
								CO	RBT
Part A -Answer Any Two Full Questions (20*02=40 Marks)									
1(a)	<p>What do mean by Personal Growth?</p> <p>Personal growth refers broadly to a subset of personality development that relates to the process of becoming better in a personally meaningful way.</p>						[03]	CO1	L1
(b)	<p>Discuss the scope of Personal development in individual life.</p> <p>Personal growth is important in many aspects of life, including your career. Determining the right personal growth methods for you depends on your strengths, challenges and goals. Understanding personal growth and how you can achieve it can help you use your skills efficiently in the workplace and advance professionally. In this article, we discuss why areas of personal growth are important, list five areas for growth and offer tips to support your personal development.</p> <p>Related: 16 Ways To Achieve Self Growth</p> <p>Find the best companies to work for on Indeed Get access to millions of company ratings and reviews</p> <p>Why is it important to understand areas of personal growth?</p> <p>Understanding the areas of personal growth is important because it can help you explore where to make improvements in your life, which may increase your job satisfaction and help you advance your career. It can also allow you to determine your strengths and develop in areas that might need improvement.</p> <p>You may find that certain categories of personal growth relate to your career more than others, and you can choose to focus on those to enhance your opportunities for professional achievement. Personal growth takes time, but tracking your progress can help you visualize your improvements and encourage you to further your development.</p> <p>Related: 7 Tips for Personal Growth</p> <p>5 areas of personal growth</p> <p>Here are five areas of personal growth and what they involve:</p> <p>1. Mental growth</p>						[07]	CO1	L2

Mental growth focuses on the development of your mind, such as the way you think and learn. It also relates to how your cognitive functions affect your behavior. Improving mental aptitude can benefit anyone, especially in the workplace. Performing simple tasks, such as staying informed about trends and updates in your field, can help you experience gradual mental growth that can lead to increased productivity at work.

Related: [How To Request Mental Health Days](#)

2. Social growth

Social growth involves improving your communication skills. While some professionals focus on developing other skills, learning how to communicate effectively can be important, especially if you work independently. Learning how to become an active listener and a clear speaker can help you work more productively within a team, offer insight in meetings and give feedback to your supervisors about your job. It can also help you develop friendships at work that promote job satisfaction.

3. Spiritual growth

Spiritual growth refers to connecting with yourself on a holistic level, developing as a person and finding inner peace. People experience spiritual growth in various ways depending on their culture, beliefs and experiences. Some prefer a structured approach to spiritual growth, such as practicing a religion or meditating regularly, while others work on improving their spiritual health as they feel they need it. Spiritual growth matters at work because it can help you manage stress and build confidence in yourself and your abilities.

4. Emotional growth

Emotional growth focuses on the development and management of your feelings and how you react to situations. While challenges such as stress and anxiety can contribute to burnout, emotional growth can help you overcome those challenges. This can assist you in expressing your emotions effectively and discussing your opinions with patience and open-mindedness. Emotional growth allows you to process and evaluate your feelings at work, which can help you choose an appropriate course of action. When teams practice emotional growth habits, they can minimize conflict among colleagues.

Related: [55 Tips for How To Improve Emotional Intelligence](#)

5. Physical growth

Physical growth involves taking care of your body and using it in productive ways. Your physical condition affects all other areas of personal growth and development, as a healthy body facilitates effective brain functioning. You can focus on physical growth by eating nutritious meals, exercising regularly and getting adequate sleep. When you feel better physically, you may find it easier to work more efficiently.

(c)	<p>Role boundaries help each employee set realistic goals and expectations – Comment.</p> <p>Yes Role boundaries are crucial for the development of positive and effective relationships between facilitators, volunteers and participants; reduces the potential for harmful relationships and helps to ensure the mental and physical health of those involved.</p> <p>Effectively managing boundaries in youth peer support programs requires giving adequate attention to the issue of role management. A role boundary is a clear definition of the duties, rights and limitations of facilitators, volunteers and program participants. Clearly defining the purpose of the program as well as the program facilitator’s and the peer volunteers’ roles and responsibilities (inside and outside the program) is important to avoid confusion or misperceptions among all of those involved. This includes what each of these roles encompasses and also what their limitations are. It should be ensured that these are well understood by the peer supporters themselves, as well as the service users and anybody else involved in the program. Role boundaries are crucial for the development of positive and effective relationships between facilitators, volunteers and participants; reduces the potential for harmful relationships and helps to ensure the mental and physical health of those involved.</p> <p>The Benefits of Setting Boundaries in the Workplace An integral part of a company’s success is excellent communication, strong rapport and trust among its employees. Each employee has his/her own duties, responsibilities and relationships that contribute to a company’s success. Boundaries in the workplace help maintain a safe, supportive and conducive working environment for all employees. Here are several ways that having good boundaries can help improve the workplace:</p> <p>Respect Boundaries help establish connection among employees, allowing them to focus on their roles and respect those who are in a higher and lower position. A boundary of respect will enable people to speak up, share ideas, suggest creative solutions to problems without fear of ridicule or embarrassment. If there is not a boundary of respect, then people will fear speaking up and ideas and creativity will be suppressed.</p> <p>Standards of Behaviour Boundaries help identify what behaviour is and isn’t acceptable for each employee, which helps create a common definition of acceptable behaviour within the workplace. The world is changing, and our language, values and behaviours within the workplace are also changing. By having clear codes of behaviour and boundaries around what is and what is not appropriate, everyone can feel safe at work. Obscure boundaries around standards of behaviour see people feeling unsafe and unable to focus on their work.</p> <p>Good Communication Boundaries foster positive communication among all employees, which helps avoid disputes, misunderstanding and difficult conversations. Boundaries teach employees to engage in positive communication, both as a sender of a message and receiver of a message. Poor communication can cost companies a lot of money. The Project Management Institute estimated that for every \$1 billion of project funds, \$135 million is lost as a result of poor communication</p>	[10]	CO1	L3
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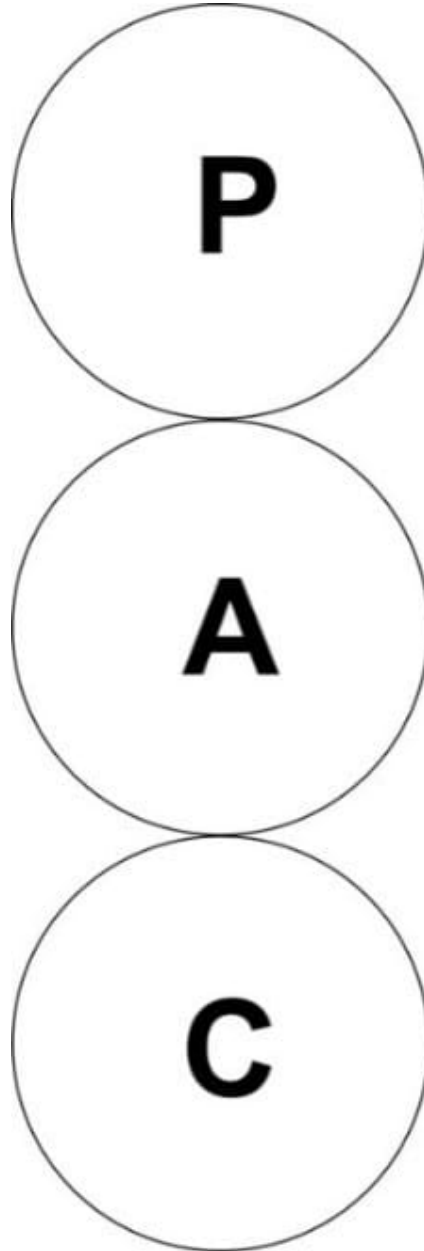
	<p>Manage Expectations</p> <p>Boundaries help each employee set realistic goals and expectations, which tells the company what to expect from them and what they can expect from the company. Performance discussions, coaching and mentoring all help workers to set and manage their expectations within the workplace. With clear expectations, both employee and employer know what is expected</p>			
2(a)	<p>Define Self-awareness.</p> <p>Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards.</p>	[03]	CO4	L1
(b)	<p>Explain the importance of Self Awareness in Personal Growth.</p> <p>We are able to recognize the effect that we have on others. Eurich's research finds that people with self-awareness are happier and have better relationships. They also experience a sense of personal and social control as well as higher job satisfaction.</p> <p>When we look outward, we understand how people view us. People who are aware of how people see them are more likely to be empathetic to people with different perspectives. Leaders whose self-perception matches others' perceptions are more likely to empower, include, and recognize others.</p> <p>Benefits of self-awareness:</p> <ul style="list-style-type: none"> It gives us the power to influence outcomes It helps us to become better decision-makers It gives us more self-confidence — so, as a result, we communicate with clarity and intention It allows us to understand things from multiple perspectives It frees us from our assumptions and biases It helps us build better relationships It gives us a greater ability to regulate our emotions It decreases stress It makes us happier 	[07]	CO4	L2
(c)	<p>Explain the importance of understanding Ego states in Personal Development.</p> <p>An ego state is a way in which we think, feel and behave, making up our personality at a given time.</p> <p>These states are thinking and feeling as a:</p> <ul style="list-style-type: none"> • Parent • Adult • Child <p>The theory suggests that our personality is divided, but not necessarily in equal proportions, into the Parent, the Adult and the Child ego states.</p> <p><i>The Parent Ego</i></p> <p>The Parent ego state refers to the behaviours, thoughts and feelings that are copied, learned or even borrowed from our parents, parental figures, or significant others.</p> <p>Parental figures/significant others are <i>not necessarily biological</i>, but maybe</p>	[10]	CO2	L3

someone with power, authority or influence that have had an impact on us during our childhood. These may be teachers, priests, or even movie heroes.

The Adult Ego

The **Adult** ego state operates in the here and now and rationally processes what we are thinking and feeling, which is based on facts without interference of unconscious contamination.

We are thinking and responding appropriately, displaying logical and consistent behaviour. Put simply, **this is us being us**, without those external influences of our Parent and Child ego states.



The Child Ego

The **Child** ego state is not when we are acting childish, or what others perceive as childish behaviour. It is how we behaved, thought and felt, replayed out as we

<p>did as a child.</p> <p>These adaptive behaviours can be immediate and act as a survival instinct within us, putting obstacles in the way of our own growth.</p> <p>These are archaic memories that we are unable to remember on a conscious level, but lie within our unconscious.</p> <p>The Functional Model of Ego States</p> <p>The functional model diagrams how we use what is in the structural model, and reflects the descriptions of the component parts of the ego states.</p> <p>Subdividing the states and giving them behavioural descriptions enables a more explicit way of observing behaviour.</p> <p>The Parent is divided into Controlling Parent (sometimes still described as Critical Parent) and Nurturing Parent.</p> <p>The Child is divided into Adapted Child and Free Child.</p> <p>Controlling and Adapted are on the left of the diagram, with Nurturing and Free on the right, although not for any reason that I have been able to establish apart from it needs to go somewhere in order to diagram.</p>			
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**Controlling
Parent**

CP NP

**Nurtu
Parent**

A

Adult

**Adapted
Child**

AC FC

**Free
Child**

Behaving, thinking and feeling in ways we have copied from our parents, like criticizing someone, I am said to be in Controlling Parent.

For example, I may say something like “Don’t run out in the road” to a child. Alternatively, when I replay the behaviours my parents showed me when they tucked me into bed when I am ill, looking after and caring for me, I am said to be in Nurturing Parent.

Adapting to the demands of my parents or parental figures, behaving, thinking and feeling in ways that were imprinted on us as a child, I am said to be in Adapted Child.

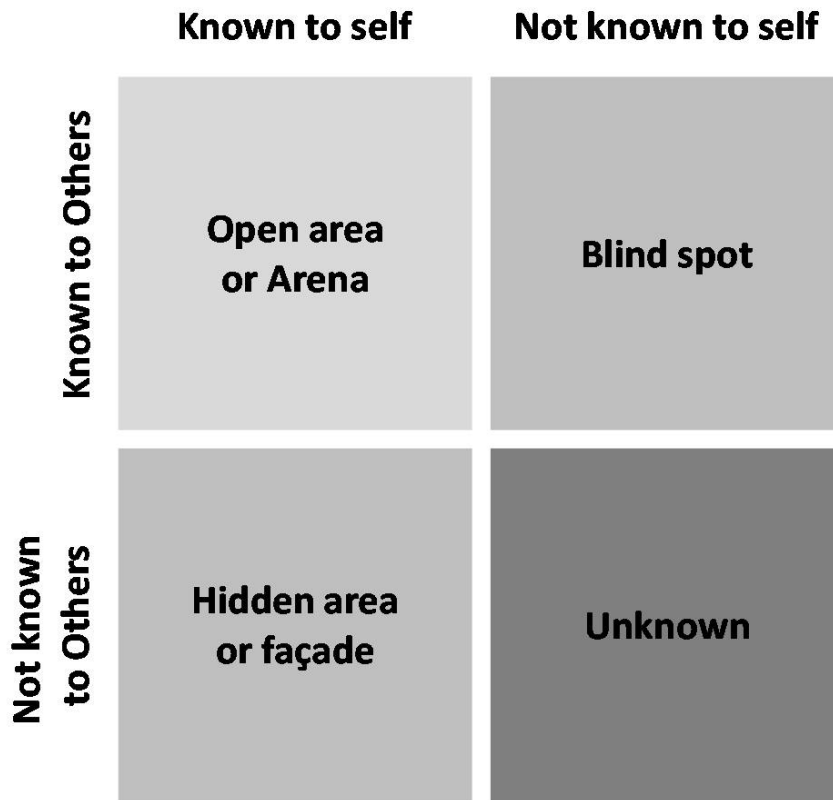
Without parental pressures or demands, and acting as we wanted to without influence, like simply playing or making a sand castle and losing ourselves in

	<p>our own world, we are said to be in Free Child.</p> <p>With this theory, it now starts to become clear that the theory is observable, and expands on the basic structural model.</p>			
3(a)	<p>Define Ego. <i>ego</i> is your conscious mind, the part of your identity that you consider your "self." If you say someone has "a big <i>ego</i>," then you are saying he is too full of himself.</p>	[03]	CO2	L1
(b)	<p>What are role boundaries and its role in personal growth? Effectively managing boundaries in youth peer support programs requires giving adequate attention to the issue of role management. A role boundary is a clear definition of the duties, rights and limitations of facilitators, volunteers and program participants. Clearly defining the purpose of the program as well as the program facilitator's and the peer volunteers' roles and responsibilities (inside and outside the program) is important to avoid confusion or misperceptions among all of those involved. This includes what each of these roles encompasses and also what their limitations are. It should be ensured that these are well understood by the peer supporters themselves, as well as the service users and anybody else involved in the program. Role boundaries are crucial for the development of positive and effective relationships between facilitators, volunteers and participants; reduces the potential for harmful relationships and helps to ensure the mental and physical health of those involved.</p> <p>Example</p> <p><i>Situation:</i> Struggling to maintain clear role boundaries was experienced in a drop-in peer support program for sexuality/gender diverse young people. The program was facilitated by one coordinator whose role was compromised when she attempted to provide support for some group members who apparently required more support than other clients due to lacking social support networks accessible to them.</p> <p><i>Issues:</i> While the program coordinator felt it was her responsibility to help the clients, building up these relationships took up a lot of her time in terms of attending to emails, calls, and meetings outside of program hours, which consequently lead to exceeding the scope of her official role. The challenge experienced by the coordinator was to not push the clients away while at the same time maintaining the professional role boundaries of her position.</p> <p><i>Response:</i> The issue was managed by encouraging the young people to access other services that could help to broaden their social networks and increase the number of people they could ask for help.</p> <p>Managing role boundaries</p> <p>Establishing and maintaining clarity of roles will prevent a young person feeling pressure to take on something they are not experienced in or comfortable with. While peer supporters play a valuable role in providing help for other young</p>	[07]	CO1	L2

	<p>people to deal with a variety of issues, dealing with certain problems should always involve the guidance of an adult supervisor responsible for the service. These include circumstances where a serious possibility of harm to the person seeking help or another person can occur, such as sexual or physical abuse, suicide threats or attempts, serious self-harm and mental illness.1</p> <p>The introduction of a volunteer manual may assist in the process of defining roles; however, continuous communication with volunteers and participants is equally essential to serve as a reminder for both service providers and service users throughout the program.1 Regular communication and debriefing after sessions will help forestall any blurring of the boundaries, especially as empathy and relationships develop.</p> <p>The Induction process should be formal and include provision of :</p> <hr/> <p>clear written position descriptions;</p> <p>volunteer manual;</p> <p>clear outline of training requirements;</p> <p>completion of initial training (external provider);</p> <p>clarity around position of service regarding social networking sites ;(eg: recent issues with teachers and Facebook);</p> <p>regular supervision;</p> <p>ongoing training; and</p> <p>regular updates of PD's, volunteer manual and training regimen.</p> <hr/>			
(c)	<p>How johari window does helps to increase yourself awareness?</p> <p>It is necessary to improve self-awareness and personal development among individuals when they are in a group. The 'Johari' window model is a convenient method used to achieve this task of understanding and enhancing communication between the members in a group. American psychologists Joseph Luft and Harry Ingham developed this model in 1955. The idea was derived as the upshot of the group dynamics in University of California and was later improved by Joseph Luft. The name 'Johari' came from joining their first two names. This model is also denoted as feedback/disclosure model of self-awareness.</p> <p>Introduction</p> <p>The Johari window model is used to enhance the individual's perception on others. This model is based on two ideas- trust can be acquired by revealing information about you to others and learning yourselves from their feedbacks. Each person is represented by the Johari model through four quadrants or</p>	[10]	CO4	L3

window pane. Each four window panes signifies personal information, feelings, motivation and whether that information is known or unknown to oneself or others in four viewpoints.

The Johari Window Model



The Johari Window Model

The method of conveying and accepting feedback is interpreted in this model. A Johari is represented as a common window with four panes. Two of these panes represent self and the other two represent the part unknown to self but to others. The information transfers from one pane to the other as the result of mutual trust which can be achieved through socializing and the feedback got from other members of the group.

1. **Open/self-area or arena** – Here the information about the person his attitudes, behaviour, emotions, feelings, skills and views will be known by the person as well as by others. This is mainly the area where all the communications occur and the larger the arena becomes the more effectual and dynamic the relationship will be. ‘Feedback solicitation’ is a process which occurs by understanding and listening to the feedback from another person. Through this way the open area can be increased horizontally decreasing the blind spot. The size of the arena can also be increased downwards and thus by reducing the hidden and unknown areas through revealing one’s feelings to other person.
2. **Blind self or blind spot** – Information about yourselves that others know in a group but you will be unaware of it. Others may interpret yourselves differently

than you expect. The blind spot is reduced for an efficient communication through seeking feedback from others.

3. **Hidden area or façade** – Information that is known to you but will be kept unknown from others. This can be any personal information which you feel reluctant to reveal. This includes feelings, past experiences, fears, secrets etc. we keep some of our feelings and information as private as it affects the relationships and thus the hidden area must be reduced by moving the information to the open areas.

4. **Unknown area** – The Information which are unaware to yourselves as well as others. This includes the information, feelings, capabilities, talents etc. This can be due to traumatic past experiences or events which can be unknown for a lifetime. The person will be unaware till he discovers his hidden qualities and capabilities or through observation of others. Open communication is also an effective way to decrease the unknown area and thus to communicate effectively.

Example

Linda got a job in an organization. Her co-workers knew a little about her and in this context the unknown and hidden areas will be larger and the open area will be small. As the others don't know much about her the blind spot also will be smaller and the model will be as shown in Figure 1.

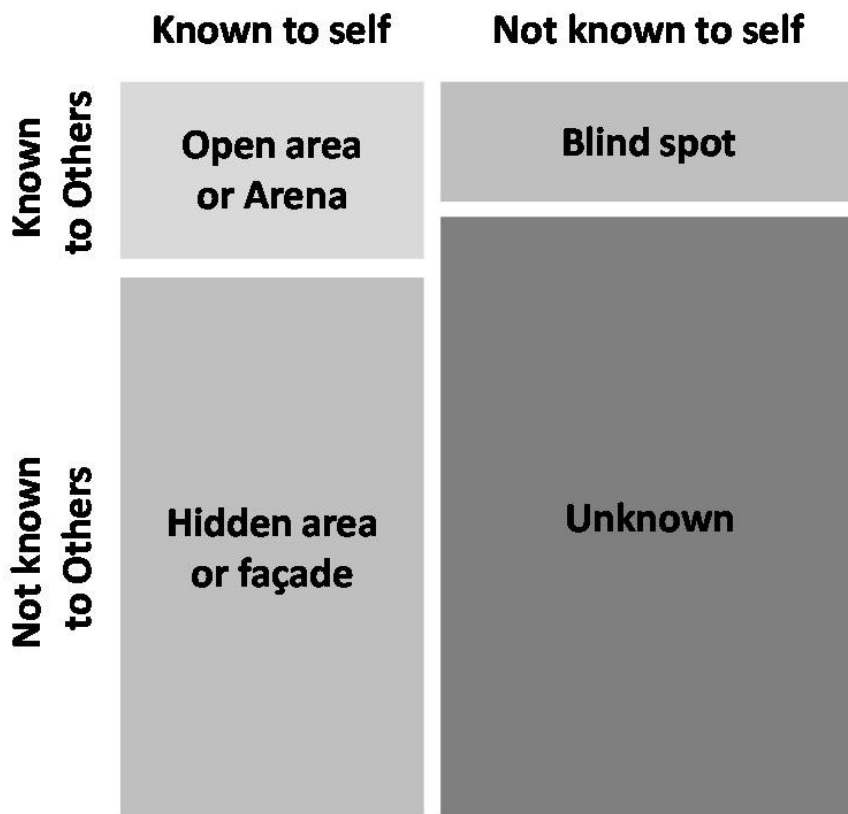


Figure 1

Linda spent most of her free time sketching in the office which was her preferred pastime and her co-workers found her very shy and elusive. With that evaluation she got the idea how she was and tried to be more talkative and interacted more with other co-workers. This helped her to increase her open area and thus

making the hidden and unknown areas smaller. (Figure 2)

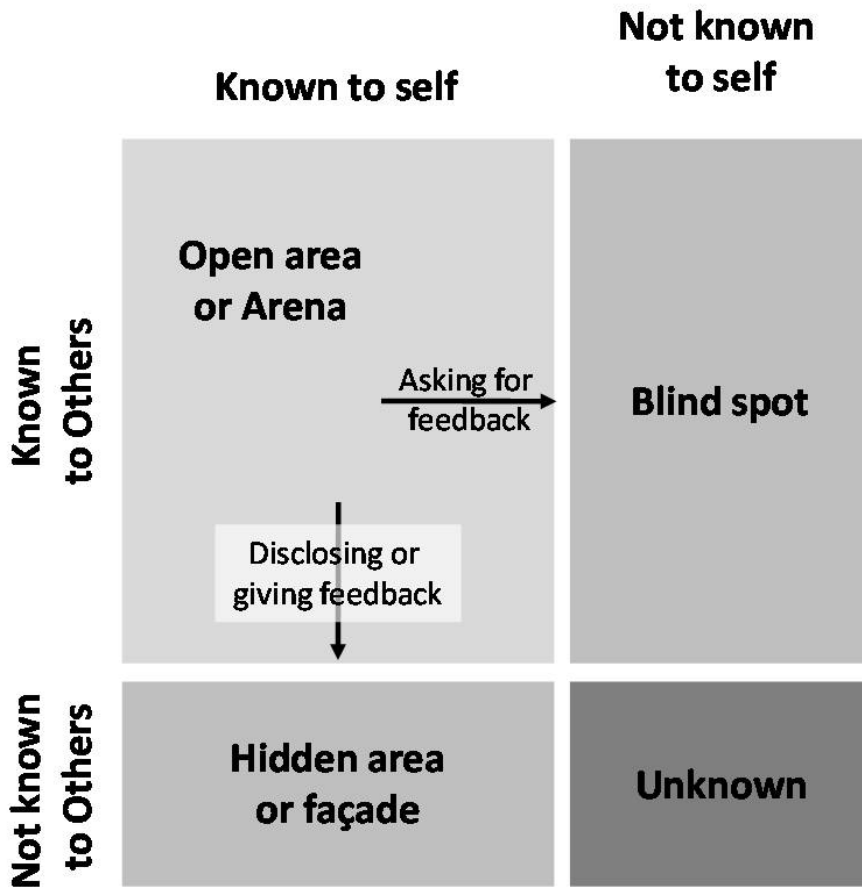


Figure 2

4

Case study - Compulsory

Abbey National Background: Abbey National introduced Personal Development Diaries early in 1993 following a pilot scheme in 1992. The diaries were introduced as part of a wider review of performance management within the company and were intended to encourage individuals to take more responsibility for their own appraisals and personal development.

Personal Development Plans: Case Studies of Practice 35 Coverage, content and process Personal Development Diaries are available to all Abbey National staff and their use is completely optional, although other aspects of performance management, eg year-end and interim appraisals, are compulsory. This emphasis on personal responsibility — particularly in relation to development — is an extension of the approach taken with career management; any individual can have a ‘Career Management Profile’ (based on generic competences), but nobody has to have one. To date, over six thousand diaries have been requested (over one-third of the total workforce). A diary can be requested at any time, but requests often coincide with induction, participation in training or education programmes, or are generated by the appraisal process. Diaries are also distributed to graduate trainees and participants in Career Development Workshops. The diaries are designed to be employee-driven, although feedback from users emphasizes that they work more successfully when the

	<p>manager takes an interest or initiates discussions on the contents. The diary contents cover career history, personal motivations, job context, performance records, and the planning and monitoring of learning/development.</p> <p>Individual users are encouraged to adapt the diary to suit their own needs, adding or removing elements as they see fit. Whilst most of the diary contents remain with the individuals, there is also the facility for them to submit their Career Management Profiles to their personnel office. The profiles were expressed in terms of competences, and this enables individuals to receive reports comparing their own personal competency profile with that demanded by their current job, the next job up or the average profiles of their peer group, to help them plan their personal development.</p> <p>Implementation The diaries were designed by a working party of managers from different levels across the organisation. This was part of the wider project to review performance management and make a number of recommendations on how the process could be improved. Members of the project group also took on responsibility for presenting the findings and recommendations from the project.</p> <p>Abbey National offer all staff a range of learning resources, including interactive computer tutorials, self-assessment tools, and a wide range of videos and books. Use of the resources helps individuals and managers to determine development needs and identify solutions that fit with differing local demands and work patterns (many staff work part-time). 36 Institute for Employment Studies Impact and evaluation Enhancements were made to the original diary design following the pilot study, prior to its full launch in early 1993. Since then, only the number distributed has been rigorously monitored. But a full evaluation study is currently under way, with findings and recommendations due by late Summer 1994. During June, a questionnaire was circulated to ten per cent of diary users, so that the content and usage could be evaluated and improvements made as necessary. The questionnaire has been designed to measure the effectiveness of the diary in helping individuals to manage their own jobs, careers and development. Managers are also being asked if the diary has helped in the management of others. Abbey National appear confident that the diaries can be considered instrumental and of benefit to those using them, although their worth seems to be more appreciated by those in the junior/middle management ranks.</p> <p>However, all staff in the company are now in a position where the mechanisms exist for them to drive a dialogue concerning their own development which should, in turn, lead to more focused skills development and improved performance management</p>			
A.	<p>Analyze the above case and list out different practices adopted by Abbey National to develop skills and performance of employees as part of employees Personal Growth.</p> <p>Introduction:</p> <p>Issues of the Case:</p> <p>Open facts and Hidden facts of the case</p> <p>Solutions:</p> <p>Conclusion:</p>	[10]	CO4	L4

Course Outcomes		PO1	PO2	PO3	PO4	PO5
CO1 :	Have in-depth understanding the various personality traits which promotes personal	1a 3b	1b, 1c			

	growth					
CO2 :	Analyze the concepts of human personality, behavior and functioning of mind	2c 3a				
CO3 :	Learn and apply the psychometrics tests in understanding the personality traits					
CO4 :	Develop the greater insight of self, and others through various theories and prepare the developmental plan for interpersonal effectiveness	2a, 2b	3c 4a			

Cognitive level	KEYWORDS
L1	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
L2	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
L3	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
L4	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
L5	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize.

PO1 – Theoretical Knowledge; PO2 – Effective Communication Skills; PO3 – Leadership Qualities; PO4 – Sustained Research Orientation; PO5 – Self-Sustaining Skills.

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