


CMR INSTITUTE OF TECHNOLOGY		USN								
Internal Assessment Test – 1										
Sub:	PERSONAL GROWTH AND INTERPERSONAL EFFECTIVENESS						Code:	20MBAHR402		
Date:	06/07/2023	Duration:	90 mins	Max Marks:	50	Sem:	IV	Branch:	MBA	
SET - 2								Marks	OBE	
								CO	RBT	
Part A -Answer Any Two Full Questions (20*02=40 Marks)										
1(a)	What is Self-Awareness? Answer: 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.							[03]	CO4	L1
(b)	Illustrate the importance of Self Awareness in Personal Growth. Answer: Self-awareness is a practice. For many, an overlooked or an uncomfortable practice. You see, it takes humility and strength to allow oneself to open up, to dig deep within, and sit with what you see, feel, and observe. With awareness of self, you can regulate your interior condition, which has a ripple effect through your behaviour and actions. It is a practice that can challenge your thoughts, your behaviour and sense of self. When done consistently, you are better able to regulate your emotions and responses. From there, you are able to recognize where your thoughts and emotions are leading you, and hence, make the necessary changes you need. <u>Benefits of developing self-awareness:</u> <ul style="list-style-type: none"> • Being better able to manage and regulate your emotions • Better communication • Better decision-making skills • Improved relationships • Higher levels of happiness • More confidence • Better job satisfaction • Better leadership skills • Better overall perspective • More likely to make better choices 							[07]	CO1	L3
(c)	Examine the importance of understanding Ego states in Personal Development. Answer: Ego States are consistent patterns of feeling, thinking and behaviour that we all possess. Transactional Analysis identifies three Ego States, called Parent, Adult, and Child. This is not about actual parents, adults and children, but about different ways of experiencing. Think about the significant people from your past. It may be your mother, father, aunts, uncles, older siblings and teachers – anyone who was significant to you. Those people who have positively and negatively influenced your life.							[10]	CO2	L4

	<p>Your Parent Ego State contains all these people. At any given moment you can go into thinking, feeling and behaving like one of them. There may be particular times when you trigger into these people – it might be that your father was a very angry man and shouted at others. When you get angry you might find yourself shouting and saying some of the things your father said when he was angry.</p> <p>Though our Parent Ego states contain many people from our past, there will be a few whom we are more likely to act like. An example might be if a colleague is rude – if you are in your Parent Ego State at that moment – you would react like one of your parents did when people were rude to them (e.g. getting angry).</p> <p>In our Adult Ego State we are ourselves in the moment – rational and aware. Our feelings will be appropriate to the situation – for example when in danger the appropriate feeling is scared, which motivates us to take action to avoid that danger. In Adult we are aware of ourselves, our impact on others, and take account what is going on around us.</p> <p>Using the example of the rude colleague, if in our Adult Ego State, we would think through – how come this person might be behaving like this at this time – maybe they are having a hard day or there is something that we have done to offend this person. We would then develop through a strategy to sort the issue out.</p> <p>Finally, our Child Ego state contains all our memories and ways of being from the past. It is when we trigger back into previous times and experiences, and feel as we did then. It might be that your boss has reprimanded you about being late and you feel tearful and young and trigger back to being ‘told off’ at schools. We can trigger back to many times and ages, yet we will have some that are more ingrained than others, particularly any major negative events in our life. In the example of the rude colleague – in Child you may trigger back to a time when you felt alone and isolated and feel very sad.</p> <p>As we potter through our daily lives we generally just slip from one way of being into another, we react to different things in different ways sometimes in ways we want and at others times in ways that we don’t want. There is good news. Through personal development, it is possible to become aware of our different ego states and to learn not to react using unhelpful ways of being. We can learn to take control of how we are, and to respond through awareness rather than react without choice.</p>			
2(a)	<p>Describe role clarity. Answer:</p> <p>Role clarity is the process of defining the scope and goals of our relationships with students This allows teams to better organize their schedules, prioritize action items and manage their workload. Clarity also increases a team's ability to execute tasks, shift directions confidently and exceed expectations.</p>	[03]	CO1	L2
(b)	<p>Outline different types of Ego states and its nature. Answer:</p> <p>The ego plays an essential role in human behaviour. According to Berne,</p>	[07]	CO2	L4

although we cannot directly observe these ego states, we can observe behaviour and from this infer which of the three ego states are operating at that moment. A balance between three ego states gives way for a healthy person who can easily move from one ego to another.

Parent Ego State.

This is a set of feelings, thinking and behaviour that we have copied from our parents and significant others. As we grow up we take in ideas, beliefs, feelings and behaviors from our parents and caretakers. If we live in an extended family then there are more people to learn and take in from. When we do this, it is called interjecting and it is just as if we take in the whole of the care giver.

For example, we may notice that we are saying things just as our father, mother, grandmother may have done, even though, consciously, we don't want to. We do this as we have lived with this person so long that we automatically reproduce certain things that were said to us, or treat others as we might have been treated.

There are two forms of Parent ego states:

- Nurturing Parent.
- Critical Parent.

The Nurturing Parent is caring and concerned and often may appear as a mother figure. They seek to keep the Child contented, offering a safe haven and unconditional love to calm the Child's troubles. The Controlling Parent, on the other hand, tries to make the Child do as the parent wants them to do, perhaps transferring values or beliefs or helping the Child to understand and live in society. They may also have negative intent, using the Child as a whipping boy or worse.

Adult Ego State.

The Adult ego state is about direct responses to the here and now. We deal with things that are going on today in ways that are not unhealthily influenced by our past. The Adult ego state is about being spontaneous and aware with the capacity for intimacy. When in our Adult we are able to see people as they are, rather than what we project onto them. We ask for information rather than stay scared and rather than make assumptions. Taking the best from the past and using it appropriately in the present is an integration of the positive aspects of both our Parent and Child ego states. So this can be called the Integrating Adult.

Child Ego State.

The Child ego state is a set of behaviors, thoughts and feelings which are replayed from our own childhood. Perhaps the boss calls us into his or her office, we may immediately get a churning in our stomach and wonder what we have done wrong. If this were explored we might remember the time the head teacher called us in to tell us off.

Of course, not everything in the Child ego state is negative. We might go into someone's house and smell a lovely smell and remember our grandmother's house when we were little, and all the same warm feelings we had at six year's

	<p>of age may come flooding back.</p> <p>Both the Parent and Child ego states are constantly being updated. For example, we may meet someone who gives us the permission we needed as a child, and did not get, to be fun and joyous. We may well use that person in our imagination when we are stressed to counteract our old ways of thinking that we must work longer and longer hours to keep up with everything. We might ask ourselves “I wonder what X would say now”.</p> <p>Then on hearing the new permissions to relax and take some time out, do just that and then return to the work renewed and ready for the challenge.</p> <p>Subsequently, rather than beating up on ourselves for what we did or did not do, what tends to happen is we automatically start to give ourselves new permissions and take care of ourselves. Alternatively, we might have had a traumatic experience yesterday which goes into the Child ego state as an archaic memory that hampers our growth.</p> <p>Positive experiences will also go into the Child ego state as archaic memories. The positive experiences can then be drawn onto remind us that positive things do happen. There are several forms of the Child ego state. Muriel and Jogeward in their book, Born to Win, have said that the most popular child ego states are Natural Child, Adaptive Child and Little Professor.</p> <p>The Natural Child is largely un-self-aware and is characterized by the non-speech noises they make. They like playing and are open and vulnerable. The Natural Child is affectionate, impulsive, sensuous, uncensored and curious.</p> <p>The cutely-named Little Professor is the curious and exploring Child who is always trying out new stuff. Together with the Natural Child they make up the Free Child. When a child acts like the Little Professor, he figures things out and often believes in magic. He responds to non-verbal messages and plays hunches.</p> <p>The Adaptive Child reacts to the world around them, either changing them to fit in or rebelling against the forces they feel. The adaptive child is the trained one and he is likely to do what parents insist on, rational or irrational, and may learn to feel non-OK. The Adapted Child is a socialized one.</p>			
(c)	<p>Identify your dream professional role and explain the required personal competencies?</p> <p>Answer:</p> <p>Write about your dream role and write three competencies required For example My dream role is: Entrepreneur Three personal competencies required are:</p> <ol style="list-style-type: none"> 1. Research thrift 2. Leadership 3. Creative thinking <p>Explain them in detailed</p>	[10]	CO4	L4

3(a)	<p>What do mean by Personal Growth?</p> <p>Answer:</p> <p>Personal growth is the process of an individual becoming aware of the 'self' in its entirety, followed by taking steps to address the behaviour, attitudes, values, actions and habits that they wish to change</p>	[03]	CO1	L1
3(b)	<p>Demonstrate how understanding Ego states develops a defense mechanism in individual's life?</p> <p>Answer:</p> <p>These are known as defensive mechanisms. They're a set of behaviors that your client has learned to rely on in times of stress.</p> <p>Your goal is to identify these mechanisms and to understand how the client is using them.</p> <p>Although Sigmund Freud never produced a comprehensive list of defense mechanisms, they are well documented in psychology.</p> <p>Defense Mechanisms in Psychology: Freud's Theory</p> <p>Freud argued that the mind was made up of three components: the id, ego, and superego (Rennison, 2015).</p> <ul style="list-style-type: none"> • The id houses basic needs, impulses, and desires. Simply, the id acts as a hedonistic pleasure center whose primary goal is to satisfy basic needs and drives. • The ego is responsible for how we react to, function in, and make sense of the external world. The ego controls the demands of impulses of the id and is home to our consciousness. • The superego houses all the rules that we have learned throughout our life and uses these to control the ego. The superego is also home to the expectations of the ego: the way we should behave and think. <p>Ideally, the id, ego, and superego interact in concert and harmoniously. However, each component can cause anxiety within an individual.</p> <p>Sigmund Freud argued that when placed in a psychologically dangerous or threatening situation, the patient was likely to resort to defense mechanisms for protection. In a psychoanalytic context, a dangerous threat is something that challenges the patient's self-concept or self-esteem (Baumeister, Dale, & Sommer, 1998).</p> <p>Initially, Freud argued that these threats were basic drives (specifically sexual and aggressive drives) that were at odds with the ego (Baumeister et al., 1998); for example, feeling sexually attracted to one's child.</p> <p>Freud later refined his theory by shifting the focus toward self-esteem preservation. Specifically, he posited that when the patient's self-esteem and self-image were challenged or threatened, they would rely on certain cognitive or</p>	[07]	CO2	L3

<p>mental strategies to protect their self-esteem (Baumeister et al., 1998).</p> <p>To preserve their self-esteem, the client develops defense mechanisms (Baumeister et al., 1998). Defense mechanisms may be employed unconsciously, with the client unaware that they are using them or why.</p> <p>The presence of a defense mechanism, however, implies that the client’s self-esteem and self-concept feel threatened and need protecting.</p> <p>Defense mechanisms can include:</p> <ul style="list-style-type: none"> • Projection • Displacement • Sublimation • Repression • Denial • Identification • Introjection • Undoing • Compensation • Splitting • Suppression • Conversion • Dissociation • Avoidance • Isolation • Humor • Regression 			
<p>(c) Recognize your Personal goals for the next five years and present your plan of action to achieve it.</p> <p>Answer: Personal goals for next five years:</p> <p>5-Year Career Development Plan Example</p> <p>As you consider introducing this concept as a tool to build students’ career readiness, consider this five-year plan example of a student who intends to pursue a four-year college degree after high school.</p> <p>FIVE-YEAR PLAN OUTLINE: EARN A FOUR-YEAR COLLEGE DEGREE</p> <ul style="list-style-type: none"> • <i>YEAR ONE: Junior/Senior Year of High School: Prepare for and apply to colleges.</i> <ul style="list-style-type: none"> ○ Maintain a GPA of 3.0 or better ○ Meet with my guidance counselor or academic advisor to plan coursework based on my desired major ○ Prepare for and take the SAT/ACT ○ Visit colleges and decide where to apply ○ Complete college applications ○ Apply for financial aid and scholarships ○ Decide on and commit to which institution I will attend by May 	<p>[10]</p>	<p>CO4</p>	<p>L5</p>

1st

- *YEAR TWO: Freshman Year of College: Adjust to college life and plan an academic course of study.*
 - Attend summer orientation and other incoming student programs
 - Meet with my academic advisor to plan my course of study and class schedule
 - Register for classes
 - Prepare to move into dorms and get to know roommates
 - Buy books, pay lab fees, and gather other class materials
 - Plan a balanced schedule with enough time for studying, relaxing, and work
 - Attend all classes; take advantage of professor office hours and study groups
 - Obtain at least a 3.0 GPA

- *YEARS THREE & FOUR: Sophomore and Junior Year of College: Focus on academics and build a resume.*
 - Explore my academic and extracurricular interests by joining campus organizations and refining my class schedule
 - Research and apply for summer internships or job opportunities that relate to my major
 - Obtain at least a 3.0 GPA

- *YEAR FIVE: Senior Year of College: Work towards graduation requirements and begin job searching.*
 - Maintain a commitment to any extracurricular activities I've joined
 - Research job opportunities related to my major
 - Attend career fairs and meet with career and academic advisors
 - Prepare and update resume
 - Apply for jobs
 - Obtain at least a 3.0 GPA

Career Readiness for Students

This five-year plan outline is just an example. It should be refined based on the student's area of interest or intentions. For example, students intending to enter the military or learn a skilled trade will have a different list of yearly goals and objectives, but the principles are the same.

By teaching your students how to create a five-year plan, you'll be equipping them to achieve their current goals and helping them learn a valuable skill set that will serve them well in their future careers.

Here are more career literacy and job readiness articles you may find helpful in preparing your students for the world of work.

4.	<p>Case Study – Compulsory</p> <p>Self-Improvement Plan</p> <p>Your TYL coordinator asked you to submit a self-improvement plan for one year from now to the placement department to assess your Career Planning and Development.</p> <p>Question</p> <p>Write a Self-improvement plan for the next 12 months from now which includes your Strengths Analysis, Professional goals and quarterly action plan.</p> <p>1. 12 Months plan need to be developed followed by SWOT analysis</p>	[10]	CO4	L5
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Course Outcomes		PO1	PO2	PO3	PO4	PO5
CO1:	Have in-depth understanding the various personality traits which promotes personal growth	1b, 2a, 3a,				
CO2:	Analyze the concepts of human personality, behavior and functioning of mind	1c, 2b, 3b				
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	1a	4	3c	2c	

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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