UNDERSTANDING THE SELF (B.ED -4TH SEM)

DEFINING THE SELF

Self is a reference by an individual to the same individual person. This reference is necessarily subjective and it follows that *self is a reference by a subject to the same subject.*The sense of having a self - or self-hood - should, however, not be confused with subjectivity itself. Ostensibly, there is a directedness outward from the subject that refers inward - back to its "self" (or itself). Examples of psychiatric conditions where such 'sameness' is broken include depersonalization, which sometimes occur in schizophrenia: the self appears different to the subject.

The first-person perspective distinguishes self-hood from personal identity. Whereas "identity" is sameness, self-hood implies a first-person perspective. Conversely, we use "person" as a third-person reference. Personal identity can be impaired in late stage Alzheimer's disease and other neurodegenerative diseases. Finally, the self is distinguishable from "others". Including the distinction between sameness and otherness, the self versus other is a research topic in contemporary philosophy and contemporary phenomenology (see also psychological phenomenology), psychology, psychiatry, neurology, and neuroscience.

The nationally funded research Center for Subjectivity in Copenhagen, Denmark, is just one example of the importance of research on/into the self. More recently, the relationship between the self and technology has generated a research field called Technoself Studies. Although subjective experience is central to self-hood, the privacy of this experience is only one of many problems in the philosophical and scientific study of consciousness.

Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals.[1] It is not to be confused with consciousness in the sense of qualia. While consciousness is a term given to being aware of one's environment and body and lifestyle, self-awareness is the recognition of that awareness.

 Self-acceptance is acceptance of self.

According to Shepard (1979), self-acceptance is an individual's satisfaction or happiness with oneself, and is thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about oneself, that they are of "unique worth".

In clinical psychology and positive psychology, self-acceptance is considered the prerequisite for change to occur. It can be achieved by stopping criticizing and solving the defects of one's self, and then accepting them to be existing within one's self. That is, tolerating oneself to be imperfect in some parts.

Some distinguish between *conditional* and *unconditional* self-acceptance.

Self-perception" refers to the way in which people come to understand their own attitudes and beliefs based on their behavior in given situations. It is effectively a model of oneself from the perspective of an outside observer

Self-perception theory (**SPT**) is an account of attitude formation developed by psychologist Daryl Bem. It asserts that people develop their attitudes (when there is no previous attitude due to a lack of experience, etc.—and the emotional response is ambiguous) by observing their own behavior and concluding what attitudes must have caused it. The theory is counterintuitive in nature, as the conventional wisdom is that attitudes determine behaviors. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The person interprets their own overt behaviors rationally in the same way they attempt to explain others' behaviors.

Emotional self-regulation

or regulation of emotion is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. It can also be defined as extrinsic and intrinsicprocesses responsible for monitoring, evaluating, and modifying emotional reactions. Emotion self-regulation belongs to the broader set of emotion-regulation processes, which includes the regulation of one's own feelings and the regulation of other people's feelings.

Emotional regulation is a complex process that involves initiating, inhibiting, or modulating one's state or behavior in a given situation – for example the subjective experience (feelings), cognitive responses (thoughts), emotion-related physiological responses (for example heart rate

or hormonal activity), and emotion-related behavior (bodily actions or expressions). Functionally, emotional regulation can also refer to processes such as the tendency to focus one's attention to a task and the ability to suppress inappropriate behavior under instruction. Emotional regulation is a highly significant function in human life.

Every day, people are continually exposed to a wide variety of potentially arousing stimuli. Inappropriate, extreme or unchecked emotional reactions to such stimuli could impede functional fit within society; therefore, people must engage in some form of emotion regulation almost all of the time.[5] Generally speaking, emotional dysregulation has been defined as difficulties in controlling the influence of emotional arousal on the organization and quality of thoughts, actions, and interactions. Individuals who are emotionally dysregulated exhibit patterns of responding in which there is a mismatch between their goals, responses, and/or modes of expression, and the demands of the social environment. For example, there is a significant association between emotion dysregulation and symptoms of depression, anxiety, eating pathology, and substance abuse. Higher levels of emotion regulation are likely to be related to both high levels of social competence and the expression of socially appropriate emotions.

Self-regulation theory (SRT)

is a system of conscious personal management that involves the process of guiding one's own thoughts, behaviors, and feelings to reach goals. Self-regulation consists of several stages, and individuals must function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences.

Roy Baumeister, one of the leading social psychologists who have studied self-regulation, claims it has four components: standards of desirable behavior, motivation to meet standards, monitoring of situations and thoughts that precede breaking said standards, and lastly, willpower.[1] Baumeister along with other colleagues developed three models of self-regulation designed to explain its cognitive accessibility: self-regulation as a knowledge structure, strength, or skill. Studies have been done to determine that the strength model is generally supported, because it is a limited resource in the brain and only a given amount of self-regulation can occur until that resource is depleted.[2]

SRT can be applied to:

- impulse control, the management of short-term desires. People with low impulse control are prone to acting on immediate desires. This is one route for such people to find their way to jail as many criminal acts occur in the heat of the moment. For non-violent people it can lead to losing friends through careless outbursts, or financial problems caused by making too many impulsive purchases.
- the cognitive bias known as illusion of control. To the extent that people are driven by internal goals concerned with the exercise of control over their environment, they will seek to reassert control in conditions of chaos, uncertainty or stress. Failing genuine control, one coping strategy will be to fall back on defensive attributions of control—leading to illusions of control (Fenton-O'Creevy et al., 2003).
- goal attainment and motivation
- sickness behavior

SRT consists of several stages. First, the patient deliberately monitors one's own behavior, and evaluates how this behavior affects one's health. If the desired effect is not realized, the patient changes personal behavior. If the desired effect is realized, the patient reinforces the effect by continuing the behavior. (Kanfer 1970;1971;1980)

Another approach is for the patient to realize a personal health issue and understand the factors involved in that issue. The patient must decide upon an action plan for resolving the health issue. The patient will need to deliberately monitor the results in order to appraise the effects, checking for any necessary changes in the action plan. (Leventhal & Nerenz 1984)

Another factor that can help the patient reach his/her own goal of personal health is to relate to the patient the following: Help them figure out the personal/community views of the illness, appraise the risks involved, and give them potential problem-solving/coping skills.[3] Four components of self-regulation described by Baumeister et al. (2007) are:

- **Standards**: Of desirable behavior.
- **Motivation**: To meet standards.
- **Monitoring**: Of situations and thoughts that precede breaking standards.
- **Willpower**: Internal strength to control urges

Self-consciousness

It is an acute sense of self-awareness. It is a preoccupation with oneself, as opposed to the philosophical state of self-awareness, which is the awareness that one exists as an individual

being; although some writers use both terms interchangeably or synonymously.[1] An unpleasant feeling of self-consciousness may occur when one realizes that one is being watched or observed, the feeling that "everyone is looking" at oneself. Some people are habitually more self-conscious than others. Unpleasant feelings of self-consciousness are sometimes associated with shyness or paranoia.

Self-realization

It is an expression used in psychology, philosophy, spirituality, and Eastern religions. It is defined as the "fulfillment by oneself of the possibilities of one's character or personality."

In one overview, Mortimer Adler defines self-realization as freedom from external coercion, including cultural expectations, political and economic freedom, and the freedom from worldly attachments and desires etc. Paramahansa Yogananda defined Self-realization as "the knowing — in body, mind, and soul — that we are one with the omnipresence of God; that we do not have to pray that it come to us, that we are not merely near it at all times, but that God's omnipresence is our omnipresence; that we are just as much a part of Him now as we ever will be. All we have to do is improve our knowing."

Surrender is the means to Self-Realization. Self-Realization is a Functional Awareness of Soul, i.e. Soul-Recognition. Soul-recognition is the source of health and healing. Soul is each individual's manifest portion of unlimited divine love. It is maintained by the constant, unfathomable, unending outpouring of divine love that maintains creation and everything in it in perfect, beautiful, seamless harmony.

Self, the physical body, is the means by which we perceive Soul, and thereby receive divine love, hence the importance of cleaning it and keeping it pure, for God alone. This purification implies the investigation and removal of the inner causes to not receive divine love that have been planted there by environmental inheritance.

Surrender means letting go of the fight, laying down the weapons of war, allowing God's will to unfold as it may, and relinquishment of preference or attachment to outcome. Enough surrender and your true self will finally emerge. Your true self, or soul, is the means by which your body receives love. Your false self (ego) is the means by which it receives the punishment that it is due in your mind. If you use your body for the accomplishment of artificial goals for the sake of artificial responsibilities, then in effect you are saying that is what this body is for, it is not worth anything else, and that's certainly a form of self-punishment.

People will lay their bodies on the line for their ideals, no matter how perverse those ideals may be. The last thing on their minds is the concept of laying down the struggle. They call it "giving up" and will "never" do it.

But peace is a requisite for health. A peaceful heart is the absolute requisite for a peaceful body. Without peace there can be no perception of love and it is the perception of love that heals the body, heart and mind. And where does this love come from? What is the means by which we can attain to it and perceive it and receive it? It is not outside of us, so we have to stop looking. It's only when we stop seeking that we can feel. As long as we are seeking we're still in our minds and projecting a time or a place when or where we will discover something. But that "something" is not "located" in any place or time. It is not "out there" somewhere to be "found". "The goal is not found by seeking, but only the seekers find it".

Soul does not need healing. That would be like saying God needs healing. God does not need healing. God is the healer. It is from God that the energy of love, support and maintenance of the soul comes. So the Soul, created in God's image and supported completely in its capacity as the highest and most perfect manifestation of God's Self-Recognition, Love and Perfection, does not need healing. It has and is everything we need. But the self needs to discover the soul completely in order to rise to its fullest potential. And it does this by means of dissolving itself in the remembrance of God.

"Healing the Body through Healing the Heart" is the fastest and most effective means of healing physical and emotional difficulty I know. It is the essence of all true healing, and I would like to show you how it works.

To that end, I offer evening classes and personal consultations in spiritual healing through reflection of soul-power and recognition of truth. These classes or consultations will help you to discover your sense of purpose and deeper personal worth, establish peace in your relationships, strengthen your connection with love and beauty, and confirm your surrender to truth.

This is the very essence of success and personal healing. It will be of immediate usefulness to you in your personal life, your business or your healing practice.

How many people would you like to help? Do you know anyone who does not feel the desire to discover, establish, strengthen or confirm his or her sense of physical strength, spiritual power, personal truth and inner connection? So please talk to me if you are interested in discussing

classes, groups, business or personal sessions. For a personal appointment or to schedule a phone session, call me. I'd love to help you get to know yourself better.

Social Development

It encompasses a commitment to individual and societal well-being, and the opportunity for citizens to determine their own and their society's needs and to influence decisions that affect these. Social change incorporates public concerns in developing social policy and economic initiatives.

Until relatively recently, social development was conceived in terms of a set of desirable results - higher incomes, longer life expectancy, lower infant mortality, more and better education etc. Recently emphasis has shifted from the results to the enabling conditions, strategies and public policies for achieving those results. But still little attention has been placed on the underlying social process of development that determines how society formulates, adopts, initiates, and organies; and few attempts have been made to formulate such a framework. However, there are some recognized theories and principles, which will be examined briefly.

Social Development theory

It attempts to explain qualitative changes in the structure and framework of society, that help the society to better realize aims and objectives. Development can be defined in a manner applicable to all societies at all historical periods as an upward ascending movement featuring greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, mastery, enjoyment and accomplishment.[1] Development is a process of social change, not merely a set of policies and programs instituted for some specific results. During the last five centuries this process has picked up in speed and intensity, and during the last five decades has witnessed a marked surge in acceleration.[2]

The basic mechanism driving social change is increasing awareness leading to better organization. When society senses new and better opportunities for progress it develops new forms of organization to exploit these new openings successfully. The new forms of organization are better able to harness the available social energies and skills and resources to use the opportunities to get the intended results.

Development is governed by many factors that influence the results of developmental efforts. There must be a motive that drives the social change and essential preconditions for that change to occur. The motive must be powerful enough to overcome obstructions that impede that change

from occurring. Development also requires resources such as capital, technology, and supporting infrastructure.

Development is the result of society's capacity to organize resources to meet challenges and opportunities. Society passes through well-defined stages in the course of its development. They are nomadic hunting and gathering, rural agrarian, urban, commercial, industrial, and post-industrial societies. Pioneers introduce new ideas, practices, and habits that conservative elements initially resist. At a later stage, innovations are accepted, imitated, organized, and used by other members of the community. Organizational improvements introduced to support the innovations can take place simultaneously at four different levels—physical, social, mental, and psychological. Moreover four different types of resources are involved in promoting development. Of these four, physical resources are most visible, but least capable of expansion. Productivity of resources increases enormously as the quality of organization and level of knowledge inputs rise.

Role of the Individual in Social Change

Society has no direct means to give conscious expression to its subconscious collective aspirations and urges. That essential role is played by pioneering conscious individuals - visionary intellectuals, political leaders, entrepreneurs, artists and spiritual seekers who are inspired to express and achieve what the collective subconsciously aspires to and is prepared for. Where the aspiration and action of the leader do not reflect the will of the collective, it is ignored or rejected. Where it gives expression to a deeply felt collective urge, it is endorsed, imitated, supported, and systematically propagated. This is most evident at times of war, social revolution, or communal conflict.

For example, India's early freedom fighters consciously advocated the goal of freedom from British rule long before that goal had become a felt aspiration of the masses. The leaders spent decades urging a reluctant population to conceive of itself as a free nation and to aspire to achieve that dream. When finally the collective endorsed this conception, no foreign nation had the power to impose its will on the Indian people.

All human creative processes release and harness human energy and convert it into results. The process of skill formation involves acquiring mastery over our physical-nervous energies so that we can direct our physical movements in a precisely controlled manner. In the absence of skill, physical movements are clumsy, inefficient, and unproductive, like the stumbling efforts of a

child learning to walk. Whilst the energies are the motivating force, it is strategic ability and professional skills that turn energy into effective action. Often the high emotions of social change movements are a facet of this undirected energy. Strategic advocacy helps to direct this energy, focusing it in directions where change can most effectively be triggered.

Development occurs when the subconscious preparedness of society leads to the generation of new ideas and conscious initiatives by individuals. The accumulated surplus energy of society releases the initiative of pioneers who apply new ideas, acquire new skills and introduce new types of activities. Imitation of successful pioneers eventually attracts the attention and overcomes the resistance of conservative forces in society, leading the society to accept and embrace the new activity.

The potentials for development always far exceed the initiative of society to exploit them. The actual achievements of society depend on the measure that it is ready to actively respond to new opportunities and challenges. That response is the real determinant of development. Three fundamental conditions determine a society's level of preparedness: energy, awareness and aspiration.

Intrapersonal conflict is when you have internal **conflict** about yourself, your actions, thoughts, feelings, values, etc. ... That's an **intrapersonal conflict** because it's related to how you feel and view yourself. **Interpersonal conflict** is **conflict** between two or more people that you are close wit.

What is the difference between intrapersonal and interpersonal conflict?

This can be best explained in a monologue and a dialog.

Scenario 1:

You put your red shoes on, and suddenly thoughts come to your head: those shoes don't go with my dress… but they look so darn cute… however the shade is so wrong, and people will laugh at me… but they make me look tall and slender… it's been raining all day, and when the satin

gets muddy, I'll never get them cleaned… when I'll wear these shoes, noone will even notice that I didn't iron my dress, because these shoes outshine the dress like the sun outshines the

moon… but red shoes don't go well with a striped, polka dot dress…. That's intrapersonal conflict.

- Scenario2:

You meet your friend an a conversation starts:

are you crazy wearing red shoes this time of the year?

but they look so good on me

don't you have a mirror at home?

I do, and when I looked those shoes looked pretty awesome in the mirror too

you are so vein!

I'm not vain, I'm stylish!

you are crazy, that's what you are!

oh, go away!

That's interpersonal conflict. efore going any further, let us first give a brief description of what conflict is. There are actually a lot of ways to define conflict due to how it is used in many areas. Hence, to keep it simple for the layman, conflict pertains to the opposing ideas and actions of different entities, thus resulting in an antagonistic state. Conflict is an inevitable part of life. Each of us possesses our own opinions, ideas and sets of beliefs. We have our own ways of looking at things and we act according to what we think is proper. Hence, we often find ourselves in conflict in different scenarios; may it involve other individuals, groups of people, or a struggle within our own selves. Consequently, conflict influences our actions and decisions in one way or another.

Conflict is classified into the following four types:

- **Interpersonal conflict** refers to a conflict between two individuals. This occurs typically due to how people are different from one another. We have varied personalities which usually results to incompatible choices and opinions. Apparently, it is a natural occurrence which can eventually help in personal growth or developing your relationships with others. In addition, coming up with adjustments is necessary for managing this type of conflict. However, when interpersonal conflict gets too destructive, calling in a mediatorwould help so as to have it resolved.

- **Intrapersonal conflict** occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's

thoughts, values, principles and emotions. Interpersonal conflict may come in different scales, from the simpler mundane ones like deciding whether or not to go organic for lunch to ones that can affect major decisions such as choosing a career path. Furthermore, this type of conflict can be quite difficult to handle if you find it hard to decipher your inner struggles. It leads to restlessness and uneasiness, or can even cause depression. In such occasions, it would be best to seek a way to let go of the anxiety through communicating with other people. Eventually, when you find yourself out of the situation, you can become more empowered as a person. Thus, the experience evoked a positive change which will help you in your own personal growth.

- **Intragroup conflict** is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict. It is arises from interpersonal disagreements (e.g. team members have different personalities which may lead to tension) or differences in views and ideas (e.g. in a presentation, members of the team might find the notions presented by the one presiding to be erroneous due to their differences in opinion). Within a team, conflict can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team. However, if the degree of conflict disrupts harmony among the members, then some serious guidance from a different party will be needed for it to be settled.

- **Intergroup conflict** takes place when a misunderstanding arises among different teams within an organization. For instance, the sales department of an organization can come in conflict with the customer support department. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes for intergroup conflict to arise. There are other factors which fuel this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team.

Conflict may seem to be a problem to some, but this isn't how conflict should be perceived. On the other hand, it is an opportunity for growth and can be an effective means of opening up among groups or individuals. However, when conflict begins to draws back productivity and gives way to more conflicts, then conflict management would be needed to come up with aresolution.

How to Resolve Conflict – Developing Positive Outcomes

Being in conflict can be a real pain in the neck; to deal with someone else who has different views from yourself can be daunting if dealt with narrow-mindedly. It can happen anywhere where we find ourselves interacting with other people – may it be the workplace, in school, at home and in other places. It can even be an internal conflict starting within oneself. Hence, it is a natural occurrence that is inevitable; it is a part of our experience demonstrating that we all have our respective ideas. By handling conflicts responsibly, we get to learn more ourselves and the people concerned. It is an opportunity to get to understand a different individual's perspective which could eventually lead to more strengthened relationships. It might be cumbersome to ones who are stubborn in their points of view; but there are ways on **how to resolve conflict** efficiently. At the end of the day, it can help you understand the problem and get to think of creative ways to find a solution.

There are several kinds of conflict management styles discussed in this separate article. Examining these styles may come in handy if you find yourself in conflict with someone else. Deciding which would be the most appropriate strategy to use can mean the difference between resolving the conflict or making matters even worse. Aside from the styles mentioned, several skills and a proper mindset can help you in responsibly handling the situation. Let's take conflict in the workplace as an example for the purpose of this discussion, since conflicts are quite common in this scenario. For instance, if you find two of your co-workers in a conflict situation that won't seem to come to an end soon, what do you think should be done for aresolution to come into light? One approach would be by stepping in and act as a mediator. Mediation involves a neutral third-party coming into the scene; assisting the arguing parties to put an end to their conflict. The mediator will help the conflicting parties in thinking of ways to assure that both of their interests will be met when arriving at a resolution. The styles used in this approach

will be dependent on what the situation demands. [1] In addition, another vital factor for conflict resolution is communication. It is important if you want to clear out present issues by fostering an environment of openness among people. The ability to listen while also sharing your views would help in resolving conflict.

In resolving conflict, coming up with a resolution that would make all the parties involved happy is important. However, learning **how to resolve conflict** isn't easy as it is a responsibility in itself. More practice or exposure to such situations can help you develop better conflict handling skills.

Positive thinking

It is a mental attitude that admits into the mind thoughts, words and images that are conductive to growth, expansion and success. It is a mental attitude that expects good and favorable results. A positive mind anticipates happiness, joy, health and a successful outcome of every situation and action. Whatever the mind expects, it finds. Role of positive thinking and positive attitude in personal development.

Meditation for Self Development

At one time or another, we all have a tendency to become depressed due from stress. We can learn to overcome depression with meditation for self-development. More and more people are using the natural way of heeling themselves by meditating to become successful with their goals and build self-development performance.

Meditation is another way to help you relax and enjoy life without any effort. You will have no pain, just time out for yourself. Taking time out will help you to have a healthier life that could become deadly otherwise.

To meditate you need to set aside at least one 20-minute time for yourself each day. Find a place that you can be alone and undisturbed while practicing the skill for self-development. Taking time out not only give you time to meditate but you will be using time to make yourself feel better about life.

Meditation is a skill not an exercise. It takes time to learn and receive the full effect so be patient and don't expecting to notice a change with the way you feel until after you first few attempts. Learning to relax and make changes will take time, effort and good decisions at reaching your goals. With goals, you will see the changes happen as you become successful in reaching them.

By writing your list of goals along with the way, you plan to meet them you'll by able to see as you progress.

Focus on how you're going to reach each goal, making your meditation session your number one goal will be the first goal to reaching than proceed down your list. For instance, you use meditation and the goal is to meditate each day to accomplish the others on the list.

Practicing meditation for self-development will help you achieve many things. You will begin to feel better about how you feel about yourself, your confidence will build to make better decisions, sleep will be more restful and your health will improve saving you money for doctor bills. Just think by practicing meditation for self-development you will become happier, healthier and save money as well.

When you meditate, learn to use your focusing skills and think about relaxation. Focusing on one situation at a time will help keep your mind from wandering causing you to become stressed.

If you happen to be at the workplace or in a store, you can meditate with your eyes open. For instance, you may have a situation at work that makes you angry. Walk off and look back at what happened to make you angry. Using self-talk and ask yourself why did I get angry and how could I have done it differently. This is another way to meditate and focus whenever you need to slip it in to make a decision or to be successful.

When we practice meditation, we have to think positive and find our inner feelings. Start now and reprogram your brain to thinking positive to overrule the negative thoughts that keep interfering in your life. You can be successful by reprogramming your thinking skills to being positive along with focusing.

Practicing meditation with focus and positive thinking will help your to be successful to meeting your goals to be a new person. Start today and make that list of goals for a better future and happier life.

The goal then is to improve your happiness. You can do this by meditating each day. The more practice you put into meditation the more results you will see. Mediation is a great way to develop left behind skills so explore today.

SELF-DEVELOPMENT AND YOGA

In the last lesson we have tried to understand the meaning, nature and various types

of Yoga along with the practices which help us achieve physical and mental health. Indeed Yoga makes our life enjoyable. There is no domain of life where Yoga is not relevant. It changes our attitude towards life. It awakens our creativity and enriches our relationships with others. In the light of Yoga nothing remains simply mundane but everything gets a touch of the sublime. We develop self control and grow morally. In this way, self does not remain an attribute related to personal functioning only. It goes beyond that and relates to the social world that we inhabit. Our notion or idea of self influences our interactions with the social world and is also influenced by that. We long and strive for success. Success is the result of tireless striving towards the goal with a positive attitude, and confidence in oneself and others. This is self-development. In this lesson, we are going to understand how Yoga contributes to self-development and relevance of Yoga for competence.

Self-Development and Yoga

only the reflection of the absolute called Brahman or pure consciousness. It is said that the ego is the image of that divine spark within us, which gives it vitality and makes it do all works mental as well as physical. It is treated as a distinct entity with its own qualities and functions. As people grow, they develop their own concept of self-which determines how they relate to others and perform various activities. We perceive others as persons, relate to them and develop friendship and other kinds of close relationships. Our self concept, however, does not remain constant, rather it changes during the different stages of life. Now let us see how the development of self occurs during the different stages of life.

Infancy: Children of different age groups respond differently to the images they see. Infants are found to have a visual self recognition by the age of two years but clear self awareness is not found even in the third yea r of age. During childhood the idea of self remains concrete.

Childhood and Adolescence: During early childhood children start defining themselves on the basis of certain psychological attributes. They start thinking about attitudes. During adolescence representations of the self become much more subtle. They realize that they are not the same kind of person with everyone and in every

situation. Identity provides a stable sense of who a person is and what one's values and ideals are. Many adolescents experience identity confusion. They fail to have a coherent and enduring sense of self. They have difficulty in committing to roles, values and occupational choices. Some adolescents establish their identities after considerable soul searching and introspection. Others commit early without much effort. This forecloses the process of identity development.

Early Adulthood:

This stage of development is characterized by the challenge of intimacy v/s isolation. Intimacy refers to the establishment of a committed relationshipwhich is enduring. It includes both romantic as well as friendly relationships. In the course of development one needs to redefine his or her role as father / mother, uncle/ aunt.

Middle Age:

During this stage of life people become concerned with relating to the next generation and one's contribution to society. During this period a person faces crisis of engaging with generative activities. In fact midlife crisis has become a popular phrase. It brings an interruption in the normal rhythm of life. For some, the changes are gradual and for others quite drastic in nature.

Old Age:

In view of social mobility and disintegration of traditional family ties, many aged people lack social support and suffer from poor self concept. However, those who look back upon their life with a sense of satisfaction that they have lived it well, experience a sense of integrity. Others may have regrets and despair.

Thus we find that the notion of self assumes different forms and undergoes continuous change during one's life course. It reflects the changes in the experiential world of people.

APPLICATIONS OF YOGA IN DIFFERENT WALKS OF LIFE

a) Studies: The main hurdle in preparing for our studies is that we study for hours together and still retain hardly anything because our mind wanders and does not remain fixed on the task of learning the lesson.

In the practice of Yoga, when we learn to perform Asana and Pranayama, our breathing becomes long and deep. We focus our attention on a particular spot. When this focused mind is applied to studies, it grasps the ideas and concepts better. It can retain the learning material more effectively. In other words, Yoga improves our learning and memory. When we appear for examination, our mind is cool and composed. So an unexpected question does not disturb us.

Even if we study very hard sometimes we do not get the expected results and our mind gets clouded by anxiety and depression. Regular practice of Yoga – frees us from depression. Yoga teaches us how to involve our self in doing our best and leave the rest in the hands of the Lord.

b) Relationships: Our relationships with persons around brings to us both joy and pain. We are constantly seeking fulfillment through friends, family members and colleagues at our work-places. When we practice yoga, co-operation takes the place of competition. Instead of making constant and unreasonable demands from others, we learn to giv e selfless love to others. While making friends, we learn to give greater importance to the inner qualities than to outer appearances. The sage Patanjali gives important advice regarding our reactions in relationships. He says, 'Make friendship with those who are awake to the higher values of life and try to put them into practice. There is less likelihood of misunderstanding in their company. For those who are in misery, we must have compassion. We should not be self-centered. We should feel happy in the progress and prosperity of others. There should be no shadow of envy or rivalry in our minds. Towards the wicked, we should have indifference. It is not worth spending your precious

energy – mental or emotional on their bad deeds'.

Being intolerant towards others and getting irritated unnecessarily spoils our mind. We can be aware of ourreactions towards others and develop a habit of giving a positive response to even a negative situation, that is, emotional balance. This can be achieved only by practicing yoga regularly.

c) Work : Work or employment should be seen as a joyous opportunity for self expression and growth. What do we see in the offices? Boredom, clock watching, politics, fights between workers and management! Our work should be seen in terms of what we can give to it rather than what we get from it. Good posture, deep breathing and gentle stretching will help you to keep relaxed at the workplace.

d) Health: Why do we fall ill? Usually it happens because of some kind of imbalance in our physical and mental systems. Conflicts create blockages in the flow of life-force or Prana leading to diseases. Illness, depression, sulkiness all are the symptoms of negativity and obstructions in the flow of life-force. Through pranayama and meditation, we gradually free ourselves from the negativity and re-experience our natural state of vibrant health and energy.Usually, the life-force or Pranic energy flows in the body where it is needed without our conscious control or even awareness on our part. It is possible through the use of will and Yogic techniques to direct the life-force wherever we want. It is possible to energize the whole system, heal the injured or diseased area or even heal others. Will is the master switch that draws the Pranic energy into the body and directs it to flow wherever it is needed. The connection between human will and life-force is the key to healing.

SPIRITUAL DEVELOPMENT

The Education Reform Act refers to a dimension of human existence which is termed the 'spiritual' and which applies to all pupils. The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular

faith. To limit spiritual development in this way would be to exclude from its scope the majority of pupils in our schools who do not come from overtly religious backgrounds. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language. It has to do with relationships with other people and, for believers, with God. It has to do with the universal search for individual identity - with our responses to challenging experiences, such as death, suffering, beauty, and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.

There are many aspects of spiritual development.

- **Beliefs** - The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

- **A sense of awe, wonder and mystery** - Being inspired by the natural world, mystery, or human achievement.

- **Experiencing feelings of transcendence** - Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

- **Search for meaning and purpose** - Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

- **Self-knowledge** - An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

- **Relationships** - Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

- **Creativity** - Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

- **Feelings and emotions** - The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.

Most people can relate to these things, but they differ in their interpretation of them and in the meaning they ascribe to them. Some people attribute these experiences and feelings to physical, sociological or psychological causes. Others find explanations for them in the teachings of their religion and indeed there is evidence to suggest that the majority of people in Britain have some belief in God.

Spiritual development in an educational context

Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, young people would lack the motivation to learn, and their intellectual development would be impaired. Deprived of self-understanding and, potentially of the ability to understand others, they may experience difficulty in co-existing with neighbours and colleagues to the detriment of their social development. Were they not able to be moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language, they would live in an inner spiritual and cultural desert.

The notion that pupils will develop spiritually raises the expectation that this is an area in which pupils can make progress. Whilst not advocating a model of linear progression, the steps to spiritual development might include:

- o recognising the existence of others as independent from oneself;
- o becoming aware of and reflecting on experience;
- o questioning and exploring the meaning of experience;
- o understanding and evaluating a range of possible responses and interpretations;
- o developing personal views and insights;
- o applying the insights gained with increasing degrees of perception to one's own life.

MORAL DEVELOPMENT

Moral development, like spiritual development, cannot be defined by one simple statement. It involves several elements.

- o **The will to behave morally as a point of principle** - This attitude is fundamental to moral development.

- **Knowledge of the codes and conventions of conduct agreed by society** - both non-statutory and those prescribed by law.
- **Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues.**
- **The ability to make judgements on moral issues** - as they arise by applying moral principles, insights and reasoning.

A moral issue is one which involves people in making a decision on the basis of what is right and wrong. The decision will often require actions which, it is hoped, will promote goodness and minimise evil. Children need to know the difference between right and wrong although very young children will often not distinguish between the contexts in which words such as 'right' and 'wrong' are used. Sometimes for example, the word 'wrong' will refer only to socially unacceptable behaviour (it's wrong to poke your tongue out), while at other times a moral absolute is involved. Nevertheless, children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive habit.

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which they belong, and the laws and customs of the wider society. Schools should be expected to uphold those values which contain moral absolutes.

School values should include:
- telling the truth;
- keeping promises;
- respecting the rights and property of others;
- acting considerately towards others;
- helping those less fortunate and weaker than ourselves;
- taking personal responsibility for one's actions;
- self-discipline.
-

School values should reject:
- bullying;
- cheating;

- deceit;
- cruelty;
- irresponsibility;
- dishonesty.

Young children rarely have the ability or experience to make their own decisions as to what is right and wrong. Therefore they should grow up knowing which of these things are acceptable and which are not. Young people will inevitably question why things are as they are, and will test the boundaries as did previous generations. But there need to be boundaries - some form of value system which provides the help and support to enable children to come to their own judgements.

In addition to absolute values such as these, children become aware as they grow older that life constantly throws up situations where what is right or wrong is not universally agreed. Society permits, even if it does not promote, a range of behaviour which is considered wrong by some, often many, of its members. Examples would include drinking alcohol, smoking and gambling as well as divorce, abortion and what are called blood sports. Pupils have to make up their own minds on these and other issues, some of which will arise as part of the planned curriculum and some as a result of immediate events. The task of schools, in partnership with the home, is to furnish pupils with the knowledge and the ability to question and reason which will enable them to develop their own value system and to make responsible decisions on such matters.

Moral development in an educational context

Moral development in schools builds on the child's experience in the home. There needs to be an insistence that pupils behave in an acceptable fashion towards staff and towards each other. All schools have rules about these matters with sanctions to ensure that they are observed. These rules provide an early opportunity for pupils to become aware of and accept that an effective and just society is based on the assumption that certain rules are acceptable to a wide range of individuals. Pupils learn that there are consequences for themselves and others of infringing the rules of the community. As they get older, pupils should come to an understanding of why rules are important, and should act upon them from conviction, rather than simply from fear of getting into trouble. Pupils also learn the more difficult lessons: that rules are interpreted differently by

different people, that sometimes allowances are made for people who break rules and sometimes not.

Morally educated school-leavers should be able to:

- o distinguish between right and wrong;
- o articulate their own attitudes and values;
- o take responsibility for their own actions;
- o recognise the moral dimension to situations;
- o understand the long and short-term consequences of their actions for themselves and others;
- o develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour;
- o recognise that their values and attitudes may have to change over time;
- o behave consistently in accordance with their principles.

HOW MIGHT SCHOOLS PROMOTE SPIRITUAL AND MORAL DEVELOPMENT?

There are three areas of school life in which opportunities arise for spiritual and moral development. They are the ethos of the school, all subjects of the curriculum and collective worship.

The **ethos of the school** reflects the values and attitudes which characterise the community, the atmosphere of the school, the quality of relationships, and the way in which the school helps pupils to deal with conflict, loss, grief or difficulties. The ethos of the school reflects the values which the community intends to promote. These values determine behaviour throughout the school and particularly in the classroom. Every school claims to value academic excellence and achievement of potential. Therefore expectations governing classroom behaviour should be directed towards provision of a positive working environment. Probably all schools state that it is their aim to develop in young people a sense of respect for others regardless of race or creed. Therefore they should treat with sensitivity the views of people in the school who express their spirituality in the terms of different religious traditions. Schools should also be aware of the religious backgrounds of their pupils and should be sensitive in their response to pupils who have a religious faith.

The knowledge and understanding essential to both spiritual and moral development, and the ability to make responsible and reasoned judgements should be developed through **all subjects of the curriculum**. In most aspects of the curriculum pupils should encounter questions about the origins of the universe, the purpose of life, the nature of proof, the uniqueness of humanity and the meaning of truth. They should be encouraged to reflect on the possibility of certainty, and to question the often exaggerated view of the infallibility of science as the only means of understanding the world, and the equally exaggerated view of the inadequacy of religion and philosophy. Moral issues will arise, for example, in science (issues of life and death), geography (environmental issues) and history (development of tolerance). In particular, schools should ensure that all pupils receive Religious Education which promotes spiritual and moral development in the light of the teachings of the great world religions. For schools teaching an agreed syllabus in line with ERA, most attention should be given to Christianity which has contributed so forcibly to the spiritual and moral values of this country whilst also introducing pupils to the other major religions in our community.

Religious Education has a particularly important part to play in pupils' spiritual and moral development. Most Agreed Syllabuses require pupils to be challenged by the ultimate questions of life and death such as, 'Who am I?', 'What's wrong?' 'What's the remedy?', 'Are there absolutes of right and wrong?' Pupils should be encouraged to address such questions elsewhere in the curriculum, but it is in Religious Education where they should be explicitly required to do so. They must be free to respond to such questions or not, and their response cannot be pre-determined. However, informed responses to such questions can only be made in the light of knowledge and understanding of the wisdom of others. Pupils should be challenged by hearing the claims to truth offered by people with a different religious or philosophical perspective on life.

The spiritual and moral development of pupils implies the need for a variety of learning experiences which provide opportunities for pupils to:

- discuss matters of personal concern;
- develop relationships with adults and peers;
- develop a sense of belonging to a community;
- be challenged by exploring the beliefs and values of others while deepening their knowledge and understanding of their own faith or beliefs;

- o discuss religious and philosophical questions;
- o understand why people reach certain decisions on spiritual and moral issues, and how those decisions affect their lives;
- o experience what is aesthetically challenging;
- o experience silence and reflection.

Collective worship should offer pupils opportunities to explore and share beliefs; consider the importance of prayer, meditation and silence; consider the relevance of ideas and beliefs to their own lives; think about the needs of others and develop a sense of community; and appreciate the importance of religious beliefs to those who hold them. Collective worship also offers an opportunity to re-affirm, interpret and put into practice the values of the school. It provides a time to celebrate the various achievements of members of the community that are held to be of worth.

If collective worship is genuinely to stimulate reflection and growth, it needs to involve all members of the community. This involvement requires planning, and it is important that schools can demonstrate precisely how collective worship has been planned to promote spiritual and moral development within the framework of the law.

PREPARING THE SCHOOL POLICY

The Government will soon be consulting on regulations which will require all schools to produce a clear statement of their policy in relation to spiritual and moral development of pupils. Individual teachers and other adults in schools transmit values to pupils consciously or unconsciously, and it is important that these values are consistent with those which the school claims to promote. Parents have a right to know, and are concerned about, the messages their children pick up, especially from teachers who are often seen as role models. Schools and governing bodies which have not already done so need to clarify the school's policy in these areas and the set of core values which define the school's approach.

A Statement of Values

The ethos of the school may be apparent through a statement which sets out the values the school intends to promote and which it intends to demonstrate through all aspects of its life. For the school, the production of such a statement provides opportunities for all those involved to engage

in the spiritual and moral debate, and to agree to core values which are acceptable to all. This means that all members of staff and governors need to agree to uphold these values and exercise their authority when agreed values are ignored. Parents and children need to agree that, having selected the school in the full knowledge of those values, they are prepared to abide by them. It is important to remember that children, especially older pupils, are more likely to feel a commitment to abiding by the values of the school if those values are openly and explicitly discussed with them.

Values and Behaviour

The standards of behaviour expected by a school are those which reflect its values. It is important that a school establishes those values which determine behaviour throughout the school and particularly in the classroom. 'The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values' (Discipline in Schools - the 'Elton Report' 1989).

Children are more likely to behave responsibly if they are given responsibility. But this can only be really effective in a community which gives that responsibility within a framework of clearly stated boundaries of acceptable behaviour, and where teachers respond firmly and promptly to pupils who exceed those boundaries.

Values are inherent in **teaching**. Teachers are by the nature of their profession 'moral agents' who imply values by the way they address pupils and each other, the way they dress, the language they use and the effort they put into their work.

Values lie at the heart of the school's vision of itself as a **community**. Procedures for giving praise, appointing officers, rewarding and punishing, all give messages about what qualities are valued. Policies about admissions, especially regarding children with special needs, are equally indicative of values.

Developing a statement of values is not simply a process aimed at producing glossy documentation. It is an essential and honest statement about the school and what it stands for. While many schools share common values, they will differ in others, and those differences are critical in affecting parental choice.

The most important point about a statement of values is that it should be implemented - that it should not only be seen but should be seen to be effective. Perhaps the most difficult task for

schools is ensuring that its values truly underpin expectations and rules, and that they are taken seriously by all members of the community. The fact that some aspects of the statement should be kept permanently under review will automatically involve new members in deliberations.

SELF ESTEEM

In sociology and psychology, **self-esteem** reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs about oneself, (for example, "I am competent", "I am worthy"), as well as emotional states, such astriumph, despair, pride, and shame.[1] Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it."[2]:107 Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement,[3][4] happiness,[5] satisfaction in marriage and relationships,[6] and criminal behaviour.[6] Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and feel happy about that") or a global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include: self-worth,[7] self-regard,[8] self-respect,[9][10] and self-integrity.

Our self esteem is instilled in us during our youth. Being constantly criticized by family, friends, and society in general tends to slowly strip us of our feelings of self worth. Our low self esteem strips us of the self confidence to make even the smallest of decisions. These feelings do not have to be permanent, however. Improving your self esteem increases your confidence and is a first step towards finding happiness and a better life.

Part-1

1. Identifying your Self-Esteem

Learn self-esteem. Self-esteem, or the way we feel about ourselves, is an important aspect of our emotional well-being. High self-esteem means that we love and accept ourselves for the way

we are, and generally feel satisfied most of the time. Low self-esteem means that we are not happy with the way we are.

- The Centre for Clinical Interventions describes people with low self-esteem as having "deep-seated, basic, negative beliefs about themselves and the kind of person they are. These beliefs are often taken as facts or truths about their identity."[1]

- Untreated low-self esteem can often lead to life-long problems, such as being the victim of abusive relationships, feeling constantly self-conscious, and being so afraid of failure that you don't even try to set goals.[2]

2. Evaluate your self-esteem. Knowing that you have low self-esteem is the first step to improving and overcoming that mental habit.[3] You may have low self-esteem if you have negative thoughts about yourself. These thoughts can revolve around one specific trait, such as your weight or body image, or it can encompass many areas of your life, career, and relationships.

- If your inner voice, or thoughts about yourself, are mostly critical, you likely have low self-esteem.[4]

- If your inner voice tends to be positive and comforting, you have higher self-esteem.[5]

3 Listen to your inner voice. When you have thoughts about yourself, determine whether they are positive or negative. If you have trouble evaluating this or noticing a pattern, try writing down thoughts you have about yourself every day for a few days or a week. Then look at the statements for patterns or tendencies.

- The inner voice of someone with low self-esteem often manifests in one of the following personas: a nagger, a generalist, a comparer, a catastrophizer, or a mind-reader. Each of these unique inner voices either insults you or assumes the worst about other people's perception of you.

- Silencing the negative inner voice is a first step in building your confidence. Replacing it with more positive thoughts will be the next goal.

- For example, your inner voice may say "I didn't get the job I just applied for, so I will never have a job again and I am useless." You want to change that to "I am disappointed

about not getting this job, but I have worked hard and the right job is out there waiting for me; I just have to find it."

4, Investigate the source of your lowered self-esteem. - No one has inherently low self-esteem from birth; it generally builds from childhood due to needs not being met, negative feedback from others, or due to a major negative life event. Knowing the source of your self-esteem problems can help you overcome them.

- If you noticed a particular pattern when evaluating your inner voice, try to trace those feelings back to your first memory about them.
- For example, if your negativity is about your weight or appearance, try to remember when you first started feeling uncomfortable with your weight; was it due to a particular comment or group of comments?

5

Set a goal to improve your self-esteem.-The key to developing self-esteem is to turn your inner voice from a negative, critical voice to a positive, encouraging voice. Ultimately, you will have to decide to put in the work of re-framing the way you think about yourself. Setting an initial goal to be more positive about yourself will put you on the path to greater self-confidence.

- For example, your goal may be "I will be more positive about myself and talk to myself like a friend rather than an enemy."

Part-2

Improving your Self-Care

1.List your positive attributes. Focus on the things that you like about yourself to remind yourself that there is more to you than the negative thoughts your inner voice focuses on. Congratulate yourself for your accomplishments without qualifying them.[7]People with higher self-esteem are able to accept that they have positive attributes, even if they are not perfect.[8]

- Post your list somewhere visible, like your bathroom mirror, and look at it daily. You can add to it as your inner voice becomes more positive.

2.Keep a positivity journal. Write down you accomplishments, compliments people give you, and good thoughts you have about yourself. While the negative thoughts may not completely go

away, spending more time focusing on the positive will improve your overall feelings of self-worth.[9]

- Journaling can be a powerful tool to monitor your inner dialogue and improve your self-esteem.[10]

- Try to focus your positivity journal on opposing your normal negative inner thoughts. For example, if you would tend to insult yourself for not speaking your mind about something, be sure to write down times that you do speak your mind.

3.Use your journal for goal setting. You can set goals for improving yourself without expecting perfection in every aspect of your life. Your goals should be clear and specific, but allow some "wiggle room" for imperfection.

- For example, instead of, "I will always speak against people who are spreading discrimination and hate," you might make your goal, "I will do my best to calmly oppose the ideas of others who spread discrimination and hate."

- Instead of "I will never eat sugar again and will lose 30 pounds," your goal could be, "I will strive to live a healthier lifestyle with better food choices and more exercise."

4. Forgive yourself for being imperfect- Remember that you, like everyone, are human. You do not have to be perfect to have high self-esteem.[11] If you can accept yourself as you are, even if you are trying to improve in some areas, you will have much higher self-esteem.Create a mantra for yourself, like "that's okay, I'm awesome anyway."

- For example, if you lost your temper and yelled at your child at the park, you can say to yourself, "I am not perfect, and I will work on keeping my emotions in control. I will apologize to my child for yelling and explain to him why I became upset. It's okay, I'm an awesome mom anyway."

5 Seek counseling. If you feel that you are unable to improve your self-esteem on your own, or if you become very upset when exploring the roots of your low self-esteem, you may want to see a therapist who can help you identify and deal with the roots of your self-esteem problems.[12]

- Cognitive behavioral therapy (CBT) is an approach that will address your automatic negative thoughts about yourself and teach you how to deal with your emotions in a healthy way.[13]

- For more complex self-esteem issues, more in-depth psychodynamic therapy may be a better option for dealing with the roots of your problems.

6.Participate in charitable work. Many people begin to feel better about themselves when they are contributing to a cause outside of their own needs. Volunteering for a charitable organization helps both the volunteer and the recipients of the charity: a real win-win![14]

- Find an organization that addresses a cause that you feel passionate about.
- Volunteer somewhere with a friend or a group of friends; this will help the organization (many hands make light work) and the experience may be more enjoyable.

PART-3

Adopting a More Positive Lifestyle

1.Set aside time for self-care- It can be difficult to make time for yourself, but making time to do things that make you feel relaxed and happy can improve your self-esteem as well as your productivity at work and at home.

- Find a hobby that makes you feel better physically and mentally. Some people find that yoga, bicycling, or running help them find a calm, centered positivity.

2.Surround yourself with positive people. If there are negative influences in your life that cause you to feel badly about yourself, try to minimalist or eliminate the time you spend with them. Include in your life instead people who are positive and support your positive self-thoughts.

- Making your loved ones aware of your self-esteem building journey will encourage them to act as a support system for you.
- You may want to tell close friends or family something like "I am working on improving my self-esteem. You can help me by pointing out when I say something negative about myself so that I am more aware of my negativity."

3.Eat a healthy diet. Choosing foods that are more nutritious and lower in sugar and fat can boost your energy, cut down on sugar crashes, and improve your overall health.

- Avoid fad diets and opt for whole foods that are minimally processed.

- Avoid foods such as candy bars, soda, cake, doughnuts, and pastries, which lead to massive energy crashes, possible headaches, and offer no nutrition, possible illness, and added calories.

- Eat more fruits, veggies, lean meats, and legumes. Think of them as all-day energy and abundant nutrition for your body, that will enable you to keep up with your job and kids, protect your body against illnesses, and extend your life so you can enjoy more time with your family.

4.Exercise more. Even when going to the gym isn't an option, a brisk walk is often all you need in order to move more and improve your health. A little exercise can give you more energy, make you feel better, and help boost your immune system.

- Many people find that walking outdoors is refreshing and restorative, particularly if they spend most of their time working indoors.

- Even a 10-minute workout once or twice every day offers benefits to your health.

5.Spend time on personal hygiene and presentation. If you put thought and time into your personal appearance by selecting clothing that makes you feel confident and put-together and practicing daily hygiene habits, you will feel more comfortable and confident.

Part-4

Letting Go of Perfection 1

1.Recognize unreachable standards. Like Picasso's paintings, perfection changes in the eye of the beholder. Perfection is a state that is subjective and often self-imposed. It's okay to hold yourself to higher standards, but often, those standards are idealistic because life doesn't always go as planned. It is easy to get frustrated when you cannot match our ideal image of yourself.

- This isn't necessarily a bad thing, because this is what motivates people to improve, find better and more efficient ways of doing things, and be the most excellent they can be.

2.Forgive yourself-**You can learn to prevent this very human tendency from becoming unproductive by becoming more forgiving of yourself when things don't go the way you'd like, and more supportive of ourselves by feeling good in our accomplishments and strengths so we can truly enjoy being who we are right now at this very moment.**

Introduction to the SWOC Analysis

(Strengths, Weaknesses, Opportunities and Challenges)

SWOC analysis is a strategic planning method used to research external and internal factors which affect company success and growth. Firms use SWOC analysis **to determine the strengths, weaknesses, opportunities, and challenges of their firm, products, and competition**

A SWOC analysis is a strategic planning tool that can be used during the curriculum assessment and review process to make informed decisions based upon collective input from multiple stakeholders. Within the context of curriculum development, a SWOC analysis can be used as a powerful framework to discuss and clearly identify the strengths, weaknesses, opportunities and challenges related to an existing degree program or major (see for example Henzi et al., 2007; and Gordon et al, 2000). The objective of conducting a SWOC analysis (in conjunction with other curriculum assessment tools) is to develop key areas of focus for improving the curriculum. The SWOC analysis is particularly effective when conducted in collaborative group settings at the early stages of the curriculum assessment process (e.g. faculty retreats, student, alumni and/or future employer focus groups).

Table 1: SWOC Matrix, including guiding questions (opens PDF Document)

Documenting the Process

The outcomes of the SWOC analysis will inevitably be used to help inform further curriculum discussions and decisions. It is important to clearly document the input, insight and ideas collaboratively generated during this process. The SWOC table(downloadable Word Document) may provide a useful template for concisely summarizing the key outcomes of the SWOC analysis.

Example SWOC Analysis Process for Curriculum Review

There are many methods for conducting a SWOC analysis. The most important factor for conducting a SWOC is to ensure that the process is collaborative and ensures the collective

generation of ideas, which can be used effectively to help inform future curriculum discussions and decisions.

Objectives:

1. To discuss the strengths, weaknesses, opportunities, and challenges related to the existing program
2. To develop key areas of focus for improvement in the curriculum
3.

For Larger Group sizes (~12 people and over)

STEP 1: Generating Ideas (45 minutes)

Although a SWOC analysis can be facilitated as a large open discussion, to ensure equal participation, it often works best when participants are provided with an opportunity to collaboratively generate ideas in small groups (e.g. 3-5 members).

- Divide participants into 4 groups.
- Post 4 flip charts around the room labeled individually as: Strengths, Weaknesses, Opportunities and Challenges.
- Invite each small group to a designated flipchart.
- Provide 5-10 minutes for group members to individually reflect on the SWOC quadrant that they have been designated to, based on the guiding questions provided in Table 1. This will help to ensure equal participation in each small group.
- Provide 10-15 minutes for each group to record as many ideas on that specific area. At this point, it is important to remind groups to generate as many ideas as possible.
- After about 15 minutes, invite each group to rotate, review what each previous group has recorded, and to add any *additional* points to the respective chart. Repeat the process until each group has rotated to each of the areas (e.g. S, W, O, and C).
-

STEP 2: Prioritization (45 minutes)

- Once each group has returned to their original flip chart, provide some time for them to discuss and summarize the top 3-5 themes recorded on each flip chart.
- Record the key themes for each section of the SWOC on a separate flip chart.

- Invite each group to summarize and present these key themes to the larger group. Ensure that you provide time for further clarification and discussion of these key points.

STEP 3: Moving Forward (30 minutes)

- Provide time for an open discussion, based on the following questions:
    - Which strengths can be leveraged? What is our best opportunity? Why?
    - Which key weaknesses and challenges must be overcome? Why? How?
- Based upon this discussion identify and summarize 3-5 key areas of focus for improvement, "What should be the key areas of focus for improvement in our program?"
- Record these key areas for improvement on a separate piece of flip chart paper entitle *Moving Forward*. These key themes represent the key areas of focus for improving the quality of the program, and can be used effectively to help inform future curriculum discussions and decisions.

For Smaller Group sizes (less than 10 people)

STEP 1: Generating Ideas (25 minutes)

- Post 4 flip charts around the room (Strengths, Weaknesses, Opportunities and Challenges)
- Provide 10-15 minutes for each participant members to individually reflect on all quadrants of the SWOC matrix based on the guiding questions provided in Table 1. This initial time for reflection will help to ensure equal participation. During this time, ask the participants to summarize one-key point per sticky note. Remind participants to generate as many ideas as possible, even if there is overlap with others' ideas.
- Invite participants to post their sticky notes on the appropriate SWOC chart around the room.
-

STEP 2: Prioritization (45 minutes)

- As a large group, review each SWOC quadrant by clustering the sticky notes into key themes. Overlapping and repeating notes can be placed over top of each other to clear clutter.
- Provide time for everyone to discuss and summarize the top 3-5 themes recorded on each flip chart.
- Record the key themes for each section of the SWOC on a separate flip chart.

- Ensure that you allow for further clarification and discussion of these key points.

STEP 3: Moving Forward (30 minutes)

- Provide time for an open discussion, based on the following questions:
    - Which strengths can be leveraged? What is our best opportunity? Why?
    - Which key weaknesses and challenges must be overcome? Why? How?
- Based upon this discussion identify and summarize 3-5 key areas of focus for improvement, "What should be the key areas of focus for improvement in our program?"
- Record these key areas for improvement on a separate piece of flip chart paper entitle *Moving Forward*. These key themes represent the key areas of focus for improving the quality of the program, and can be used effectively to help inform future curriculum discussions and decisions.

A plan of action or policy designed to achieve a major or overall aim is what formulate your strategy weather in Military, Business, Marketing or, even a game. Every Chief Marketing Officer or team looks over the findings and tailors a marketing plan, which she passes on to the advertising department or source so it can make a campaign for the product. If you're a sole proprietor, the SWOT analysis is a a strategy development tool that can be helpful for not just your marketing plans but your business success altogether.

"So in war, the way is to avoid what is strong and to strike at what is weak. Water shapes its course according to the nature of the ground over which it flows; the soldier works out his victory in relation to the foe whom he is facing." – Sun Tzu, 'The Art of War'

SWOT Analysis Matrix

SWOT analysis (alternatively SWOT Matrix) is a structured planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or in a business venture.
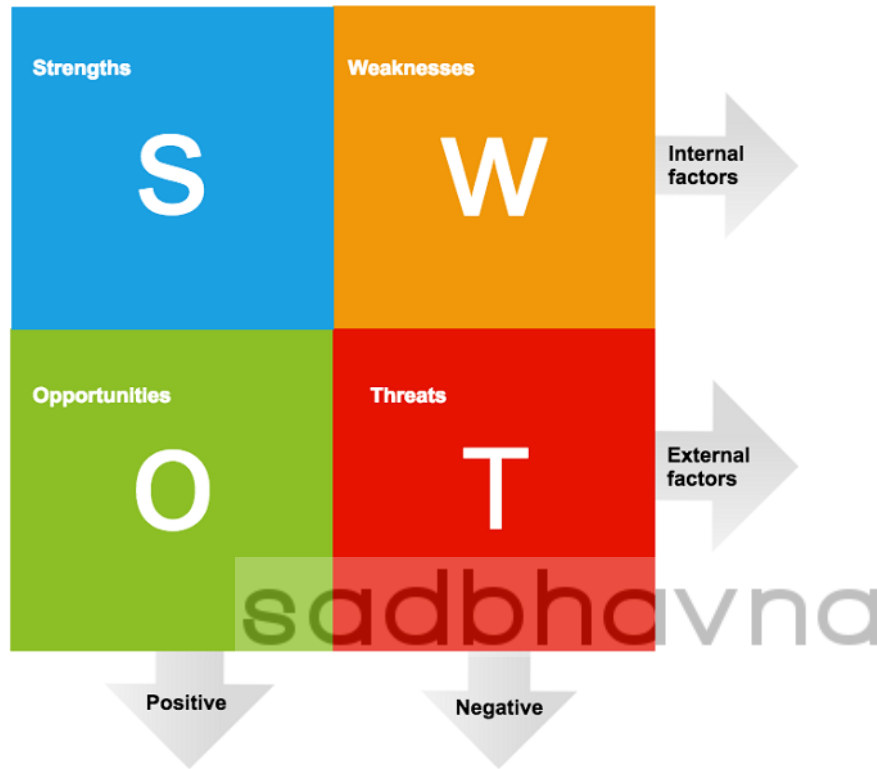
SWOT Analysis Matrix

In the business world, warfare concepts and tactical maneuvers is a commonly used and SWOT analysis technique created to simulate competitive intelligence and test the implementation of strategies to counter the competition. As Sun Tzu, [Author of The Art of War] said "To know your enemy, you must become your enemy." i.e: to simulate the mindset and situation of one's competitor so that strategies to counter the competition can be tested.

Techniques such as a SWOT analysis should be used for competitor benchmarking as some of the top types of competitive intelligence.

Strengths

Two factors contribute to your strengths: ability and resources available.

Ability is evaluated on 3 counts:

1. **Versatility:** your ability to adapt to an ever changing environment.

2. **Growth:** your ability to maintain a continuing growth.

3. **Markets:** your ability to penetrate or create new markets.

The strength of resources has three dimensions:

1. **Availability:** your ability to obtain the resources needed.

2. **Quality:** the quality and up-to-dateness of the resources employed.

3. **Allocation:** your ability to distribute resources both effectively and efficiently.

Weaknesses

Your weaknesses are determined through failures, defeats, losses and inability to match up with the dynamic situation and rapid change. The weaknesses may be rooted in lack of managerial skills, insufficient quality, technological backwardness, inadequate systems or processes, slow deliveries, or shortage of resources. There are three possible outcomes to the analysis of your weaknesses.

1. **Correction** of an identified defect.

2. **Protection** through cover-up and prevention strategies to reduce the exposure of your weaknesses.

3. **Aggression** to divert the attention from your weaknesses.
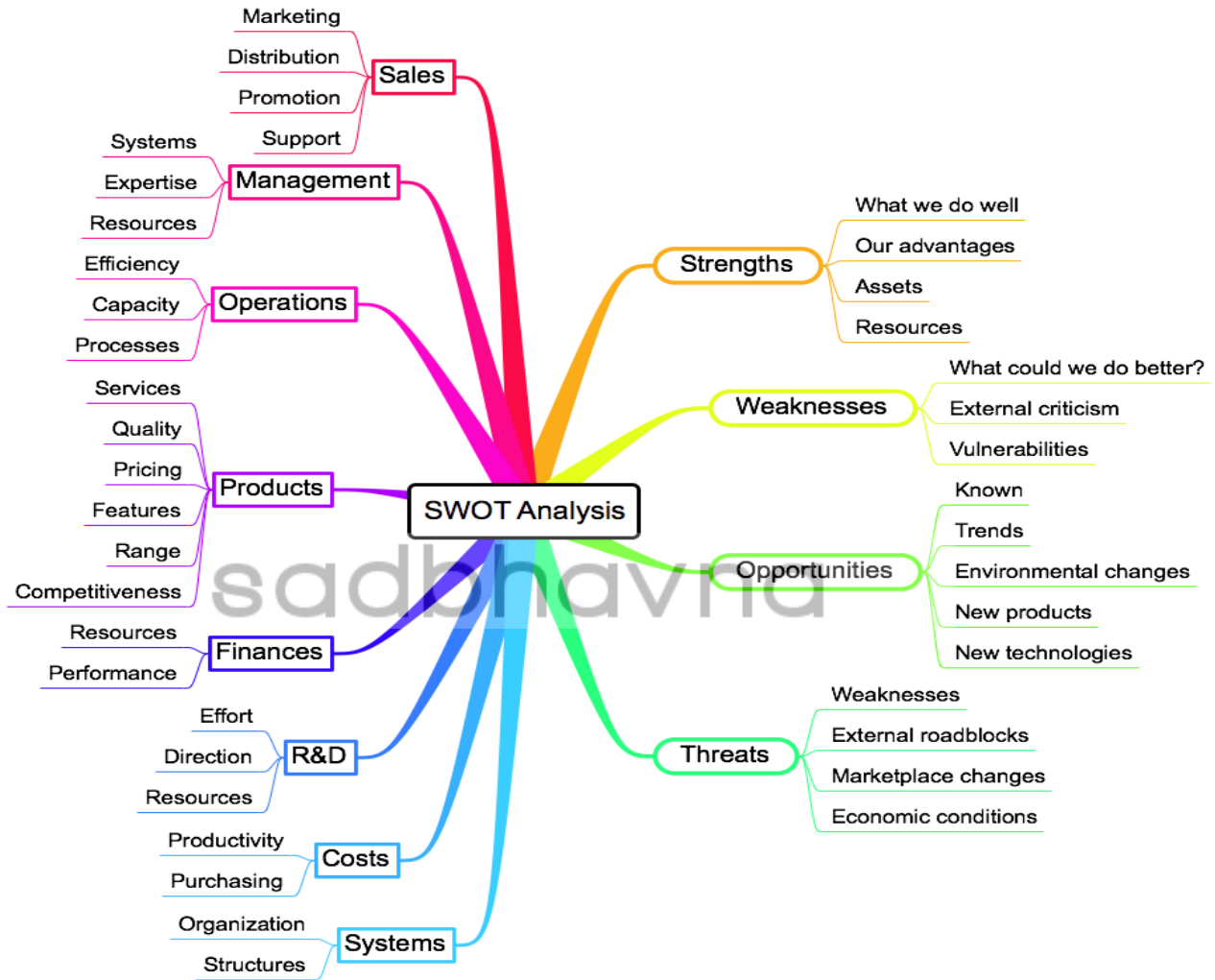
Opportunities

Opportunities are abundant. You must develop a formula which will help you define what comes within the ambit of an opportunity to focus on those areas and pursue those opportunities where effectiveness is possible. The formula must define product/service, target market, capabilities required and resources to be employed, returns expected and the level of risk allowed.

Weaknesses of your competitions are also opportunities for you. You can exploit them in two following ways:

1. **Marketing warfare:** attacking the weak leader's position and focusing all your efforts at that point, or making a surprise move into an uncontested area.

2. **Collaboration:** you can use your complementary strengths to establish a strategic alliance with your competitor.

Threats

External threats arise from political, economic, social, technological (PEST) forces. Technological developments may make your offerings obsolete. Market changes may result from the changes in the customer needs, competitors' moves, or demographic shifts. The political situation determines government policy and taxation structure.

Strategic Planning-SWOT Mind Map

What Is a Strength, Weakness, Opportunity and Challenge Analysis (SWOC)?

SWOC analysis is now defined as a strategic planning method used to research external and internal factors which affect company success and growth. Firms use SWOC analysis to determine the **s**trengths, **w**eaknesses, **o**pportunities, and **c**hallenges of their firm, products, and competition.

"T" in SWOT changed to be "C"

Because the term Threat is originated from military strategy, Using "C" as Challenge or Constrains is recommended to create more positive attitude.

Challenge is replaced to represent an obstacle that can be achieved and using the motivation mind set to overcome your competitor's PowerPoint/s .

SWOT or, SWOC analysis still serving the same needs, However changing your team mindset while the strategic meeting would be very energetic to create more valuable results.

Also find some guidelines for your next SOWT/C analysis.

	Factors likely to lead to positive change and further improvement in the quality of the program	Factors which may compromise further improvement in the quality of the program
Inside the Program (Internal Attributes)	**Strengths** What have been the strengths of our program? What are we known for? What are we most proud of? What are we doing well? What/who are our key resources and exemplars? What do we control (people, resources, knowledge) that gives us an advantage? What are our key areas of expertise? What resources or capabilities allow us to meet our mandate/mission? What positive aspects of the program have students/faculty or others commented on?	**Weaknesses** What are we doing poorly or struggling with? What frustrations/challenges have students/faculty expressed? What do we need to fix? What are the internal weaknesses and deficiencies in resources or capabilities that may be hindering the program's ability to accomplish it mission/mandate?
Outside the Program (External Attributes)	**Opportunities** What opportunities will most dramatically enhance the quality of our program? What changes in demand do we expect to see over the next years? What key environmental/market factors may positively impact the program? Where can we create more value for the program? What external or future opportunities exist for the program? What are some key areas of untapped potential?	**Challenges** What are the key challenges or threats to the quality of our program that need to be addressed? What are others doing that we are not? What future challenges may affect the program? What external or future challenges or threats does the program face?

A realistic recognition of the weaknesses and challenges that exist for your effort is the first step to countering them with a robust and creative set of strengths and opportunities. A SWOC analysis identifies your strengths, weaknesses, opportunities and challenges to assist you in making strategic plans and decisions.

SWOT is a simple yet comprehensive way of assessing the positive and negative forces within and without your organization, so you can be better prepared to act effectively. The more stakeholders you involve in preparing the SWOT, the more valuable your analysis will

be.Whatever courses of action you decide on, the four-cornered SWOT analysis prompts you to move in a balanced way throughout your program. It reminds you to:

- Build on your strengths
- Minimize your weaknesses
- Seize opportunities
- Counteract challenges

A SWOC analysis will be most helpful if you use it to support the vision, mission, and objectives you have already defined. The SWOC will at least provide perspective, and at best will reveal connections and areas for action

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What Is a Strength, Weakness, Opportunity and Challenge Analysis (SWOC)?

Businesses use the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to determine the internal and external factors that directly influence their operations. If a business does not analyze its operations using SWOT analysis, it risks launching a product marketing campaign that is not successful. Another term for SWOT is SWOC, which stand for Strengths, Weaknesses, Opportunities and Challenges. SWOT and SWOC are the same thing, with "challenges" and "threats" being essentially the same thing.

Strengths

The strengths portion of the SWOT analysis is used to determine what your business does best. If you know your business' strengths you can place emphasis on them when the time comes to implement your marketing program. For instance, if you know that you can make a product cheaper than anyone else in your industry can, you list that as a strength. You do not need to be

the best in the industry at something to list it as a strength -- your strengths are based on internal and external performance.

Weaknesses

Knowing your business' weaknesses is critical to SWOT analysis. Anything that your business struggles with or lacks is considered a weakness. For instance, limited production capacity is a weakness: You know that you cannot mass-market a new product because you cannot meet a large demand should it materialize. If you know your business' weaknesses, you can avoid centering a marketing and advertising strategy around those weaknesses.

Opportunities

Opportunities are emerging scenarios whereby your business can grow and succeed with a new or existing product. An opportunity might be an underserved market, a newly emerging technology or anything that can add to your business. For instance, if you own a technology business that installs high-speed Internet infrastructure, a developing country might offer many opportunities for your business to expand and grow, eventually becoming the leader in technology services. If you know the opportunities facing your business, you can focus your strategy and resources to achieve specific goals.

Challenges and Threats

The threats, or challenges, facing your business when implementing a marketing program are perhaps the most important factors of a SWOT analysis. You might have a solid marketing plan catered to a clear and specific set of strengths, weaknesses and opportunities, but if you do not consider the challenges in your industry, your plan could be useless. For instance, if your technology business introduces a mobile phone application that is similar to and indistinguishable from another company's application that currently dominates the market, your product's success face a threat. Knowing the challenges you face helps your business to make informed and strategic decisions regarding products.

Bringing S, W, O and C together

Normally, a moderate-size company has a marketing department that compiles the information for a SWOT analysis. The executive marketing chief or team then looks over the findings and tailors a marketing plan, which she passes on to the advertising department or source so it can make a campaign for the product. If you're a sole proprietor, the SWOT analysis can be tremendously helpful for not just your marketing plans but your business success altogether.

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WHY SWOT ANALYSIS IS ESSENTIAL IN PERSONAL DEVELOPMENT

Personal development is an essential step for making yourself more appealing to employers and customers. It also helps boost your self-image. People apply many different tactics to stand apart in this sea of candidates. They want to secure the top position, but it not as easy as it sounds. Individuals often conduct the SWOT analysis.

Even though SWOT was originally used for business, it can help assess a person's Strengths, Weaknesses, Opportunities, and Threats too. This kind of simple analysis structure will provide guidance. It looks at internal and external factors. Do not take the SWOT analysis light.

Self-analysis is perhaps one of the most complicated things. But, it plays a very significant role in personal progress. The personal skills SWOT analysis will help you to learn more about you. Carrying out a personal SWOT analysis is an important step towards finding life and career direction**.**

Dig deep and identify what your own contributions really are. The analysis entails finding out what you are good at and what you are terrible at. SWOT is a tool for you**.** After you learn all the necessary details about yourself, you can make an effort to make positive changes which will lead to new opportunities. Basically, SWOT analysis provides a better picture of all pros and cons you have.

The outcome will depend on how you react to the findings. For example, you can react in 2 ways after you list all your weaknesses. You can either understand how they can be threating to not only your career but also your personal life, or you can work to overcome the weakness. **It is always wise to think positively**. Act proactively to turn the weakness into strength. Also, try to eliminate all threats. Give importance to your strengths and take advantage of the opportunities.

SWOT for personal development can help the following people:

- Students
- Managers and Owners
- Professionals, Executives
- Career Starters
- Practitioners and HR
- Doctors and Engineers

- Employees
- Husband and Wife
- Parents

THE ELEMENTS OF A PERSONAL SWOT ANALYSIS

A SWOT analysis focuses on the 4 elements included in its acronym. Knowing about these positive and negative factors can help you make changes more effectively. Typically, a SWOT analysis is done by creating a table, divided into 4 columns. Usually, the strengths and weaknesses do not match the opportunities and threats listed. Remember that pairing external threats with the internal weaknesses can help highlight the most serio

us issues.

For each of the SWOT elements, ask yourself some questions. I have listed some example questions below, but they may vary.

STRENGTHS

- What benefits do you have which others do not have? This could include skills, education, or connections.
- What are you better at than anyone else?
- What personal resources do you have access to?
- What do other people see as your strengths?
- Which achievements are you most proud of?
- What values do you believe in that others fail to show?
- Are you part of a network no one else is involved in? What connections do you have with powerful people?

WEAKNESSES

- What work do you usually avoid because of lack of confidence?
- What do people think you weaknesses are?
- Are you happy with your education and skills training?
- Do you have any negative work habits?
- Which of your personality traits hold you back?

-

OPPORTUNITIES

- What new technology can assist you?
- Can you take advantage of the market in its present state?
- Do you have a network of strategic contacts to offer good advice or help you?
- Is any of your competitors failing to do something important? Can you take advantage of it?
- Is there a need in your company which no one is filling?
- Could you create an opportunity by offering solutions to problems?

THREATS

- What hindrances do you currently face at work?
- Is any of your co-workers competing with you for projects or roles?
- Is your job changing?
- Can technological changes threaten your position?
- Could any of your weaknesses lead to threats?

THE ADVANTAGES OF CONDUCTING A PERSONAL SWOT

The main purpose of a SWOT is to promote the identified strengths, reduce weaknesses, exploiting the opportunities and having contingency plans to minimize threats.

There are many benefits and advantages of using SWOT Analysis for personal development. It is good for your success and betterment. Some of the most common benefits of conducting a personal SWOT analysis have been mentioned below.

- Helps to develops strategies to attain your goals
- You can be better than your friends and colleagues
- Shows where you currently stand on the path of suc
- cess
- Measures your scopes of reaching desired goals
- Boosts your career, life and personality
- Helps to better understand who you really are as a person
- Maximizes your strengths and diminishes your weaknesses
- Explores and also enhances your soft skills and hard skills

- It helps you understand your preferences and personality traits.
- Focuses on your attitudes, abilities, skills, capabilities and capacities

There are many other advantages of this analysis. Apply it to your situation and enjoy the awesome benefits of personal SWOT analysis.

Personal SWOT Analysis to Assess and Improve Yourself

23 July 2014

Personal SWOT analysis is a great tool to assess yourself in order to plan your career. As Confucius once said, "**Do a job you love, and you will never have to work a day in your life**". The tricky part is finding job you love that matches your skill set and of course pay well. This is where a personal SWOT analysis comes in handy.

- **What is SWOT analysis**
- **How to do a personal SWOT analysis**
- **Blank personal SWOT analysis template**
- **When to do a personal SWOT analysis**
- **SWOT analysis for a career switch**

What is a SWOT analysis ?

If you're familiar with SWOT you can skip this section, but if you're unfamiliar with it SWOT stands for

- **S**trengths
- **W**eaknesses
- **O**pportunities
- **T**hreats

You can use it to assess yourself, compare yourself against your peers/competitors and also use it to find career growth opportunities. Check out **SWOT Analysis: What, Why and How** for a detailed overview.

How to do a personal SWOT analysis

How a SWOT Can Help You Find Your Dream Job

List down the "strengths"

The first step is to list down your strengths. Knowing these will help you to be more confident in an interview or when looking for a job promotion. Because you have listed down things beforehand you'll have an easier time recalling things as well. Here are few questions to ask yourself when filling this part.

- What are the professional qualifications/certifications you have that makes you stand out from the rest ?
- Can your expertise in some area make a difference to the organization ?
- What projects/campaigns have you completed successfully ?
- Do you have powerful industry contacts ? Especially useful in areas like advertising, marketing and insurance.
- What other skills makes you stand out from the rest ? For examples things like leadership and dedication to work.
- What do others think as your strengths ?
-

Important: The "stand out from the rest" part is very important in SWOT. For example in a software company having a degree in software engineering is not a strength, because everyone else have one. A masters in mathematics might be a different story.

Know your "weaknesses"

The second step is to identify your weaknesses. As I mentioned before SWOT is used by individuals to assess and improved themselves. Identifying weaknesses is the best way to improve them.

This also helps you to be prepared to answer or counter them if they come up during an interview or performance review. Ask yourself these questions when filling this.

- Do you have the necessary skills/qualifications to be successful in your current or future roles ?
- Do you have bad habits ? For example frequently getting late, poor communication skills, indifferent time reporting etc.
- What other traits can you improve to be more efficient ?
- What do others think as your weaknesses ? Even if you don't consider it as a weakness.
-

Important: Be honest and realistic when answering the questions. It's after all a self assessment which only you will see. Use it as a stepping stone for future improvements.

Find matching "opportunities"

We often miss opportunity because it's dressed in overalls and looks like work – Thomas A. Edison

Opportunities comes in different shapes and forms. Sometime opportunities past by you without you even noticing them. So here are few things to be on the lookout for.

- Is there any significant changes/advancements in your industry that you can take advantage of ?
- Is there a new technology or industry trend that you can make use of in the future ?
- Is a new position advertised in your company that matches your skill set ? Or did a position became vacant ?
- Is there a new project in your organization that you can can join which will benefit your career
- Can acquiring new skills give you a competitive advantage ? For example in the airline industry knowing another language to your mother tongue is an advantage.

The list of questions can go on and on. The most important thing it to be one the lookout for opportunities.

Important: Its great if an opportunity matches your strengths. But sometimes great opportunities arise in areas that doesn't match your skill set. Do consider the pros and cons before disregarding them.

Be aware of "threats"

When doing a personal SWOT analysis you need to thing of yourself as Ia company or a product and asses yourself against others. This way it makes it easy for you to identify threats. So here's how to identify threats.

- Is one of your peers doing a better job than you in a similar role ? Are both of you fighting for the same promotion ?
- Is popularity of new technologies or demise of old technologies threatening your career ? For example it is common for software engineers careers to become stale because they didn't spend the time to learn the latest technologies.
- Are your personal traits hurting your career advancements ?

- What are the obstacles that prevent your from achieving your targets ? Could be at work or in your persona lives.

Identify the threats and try to eliminate the ones you can.

Important: When it comes to eliminating threats one of the easiest to fix are negative personal traits. Get professional help if necessary. For example if time management is an issue you can hire a productivity coach.

Blank Personal SWOT Analysis Template

Now you know how to do it, it's time to create your own personal SWOT analysis diagram. If you prefer to create it online (so you can access it anytime, anywhere) just click on the following blank SWOT template. It will open in a new window inside our diagram editor.

Strengths	**Weaknesses**
Opportunities	**Threats**
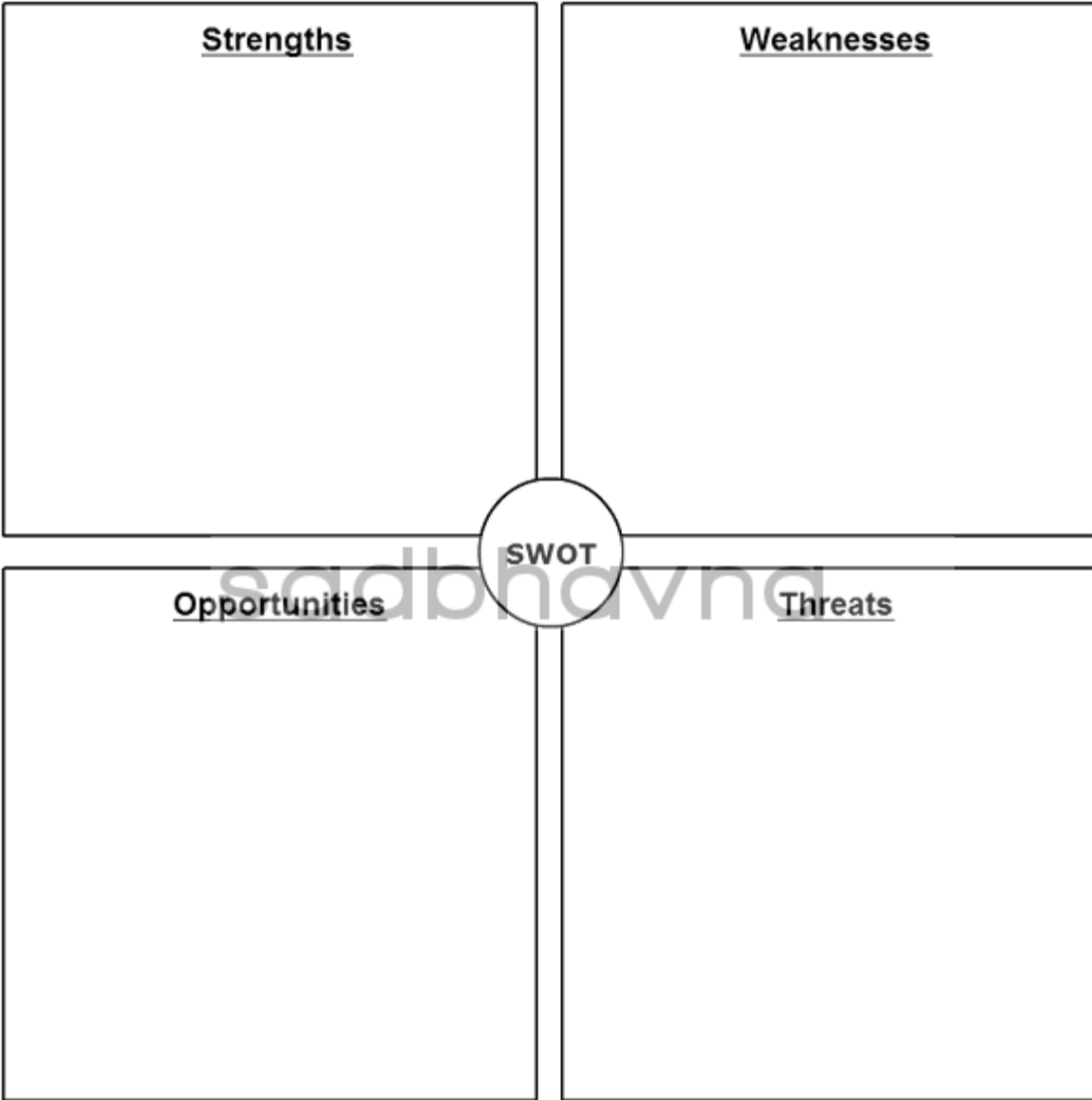
SWOT

Blank SWOT template for self assessment

If you prefer to print it out and then do the analysis you can download it as a ready to print PDF as well.

SOFTWARE ENGINEERING TO MARKETING

STRENGHTS
Search engine optimization
Content writing
SQL coding
Jave coding
Software design
Blogging
UML
Knowledge of IDE's
Knowledge in social media and the usage of social media

WEAKNESSES
Lack of Adwords knowledge
Zero knowledge of conversion optimization
Lack of knowledge in project specific languages
Unfamiliar with project specific tools
Lack o qualifications in online marketing / marketing
Lack on interest in learning new software technologies

OPPOTUNITIES
Business getting more aware of SEO, Adwords, social media
Future opportunities with emergence of online marketing
Emergence of online marketing specific job roles
Increase in number of start-ups looking for online marketing personal

THREATES
High number of software engineering jobs making the industry competitive
Lack of future growth opportunities as a software engineer

Assessing strengths and matching them to opportunities

In my case the differences were somewhat obvious because I was switching to a completely different field. But in some cases the pros and cons are not that obvious.

For example if you're a senior software engineer in a software company you might have to make a decision about taking the management path or the technical path. Do you want that coveted

tech lead positions that everyone is competing for or do you want a managerial position with all its responsibilities.

DETERMINANTS OF SELF

Self is the value that is essential for discovering the potentials a person have. Lack of self awareness will lead to low self esteem. So both goes together. Self knowledge lets you become motivated to perform task confidently and with no or less fear.

Home. Relationship with the members of the family affect and influence your self. This is because you copy their attitudes and reactions when you are still young. And there is great influence when you are young because it is the stage where you learn. The family members influence the way you think of yourself and others. You behave like what your family members act. Experiences with family from birth right up to the present can also influence you. Characteristics with which a child is born play an important role throughout life. The environment of the home can have a good or a bad effect on a child. Children of mature parents are more likely to have good emotional growth.

School. Relationships with classmates, teachers, administrators and counsellors determine yourself. Because it is the place where a child learns. Experiences with schoolwork, sports, extracurricular activities, discipline, etc. can also play an important role in shaping the kind of person you are when you grow up.

Society. You learn from many influences. In the society you can be influence by different cultures, religions and races. Experiences with standards and images created by others can also influence you. The nature of your community helps modify you and determine your self.

Media. The media can affect the self awareness in a negative way. This negative change is mostly seen in girls in their teens. Because they see models and sexy images. And they want to look like them. Making them dissatisfied of their own body. When the person sees herself with poor body image it is associated with high levels of depression and anxiety.

Feedback. What others tell about you. How they criticize you. How they treat you as a person. But what is important is the feedback of your friends, family, teachers and role models. Because they can tell positive words that will help you. They care for you. They say your negative but the purpose is to change you.

Consequences/happenings. The good and bad experiences. Life events that build the wonderful story of your life. The choices that you decide to follow. These are the things that makes your day because it influence your life. And how you face it depends how your behaviour will he determined by it.

Handling. How you deal with challenges and opportunities. Challenges train you to become who you would like to be you are today. Trials that make you stand of what you believe. How you handle situations trains you to build self.

Success. The things you achieve or the less successful experiences in your life. Through achieving things you feel a self confident. YOU feel that you can do it and have tried it. And the next time you encounter the situation you can face it and be able to achieve what you like to attain.

Popularity. Fame and the way people treat you. How people react towards you have effects on you. How people love or like/dislike you. The person feels proud of himself when he receives praise by other people.