

self-confidence

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UNDERSTANDING SELF

- ...is the belief in one's own capability to accomplish a task and select an effective approach to solve a problem.
- It includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.
- Assessing and bringing out ourselves in the most appropriate way.

JOHARI WINDOW

A model for self - awareness, personal development, group development and understanding relationship.

Johari window four regions (Quadrants):-

1. Open area, open self, free area, free self, or 'the arena':

what is known by the person about him/herself and is also known by others.

2. Blind area, blind self, or 'blind spot':

what is unknown by the person about him/herself but which others know.

3. Hidden area, hidden self, avoided area, avoided self or 'facade':

what the person knows about him/herself that others do not know.

4. Unknown area or unknown self:

what is unknown by the person about him/herself and is also unknown by others.

| | | Self | |
|--------|---------|------------------------|----------------------|
| | | Known | Unknown |
| Others | Known | 1 Open/Free Area | 2 Blind Area |
| | Unknown | 3 Hidden Area | 4 Unknown Area |

JOHARI QUADRANT 1

'Open self/area', 'free area', 'public area', 'arena'

- Also known as the 'area of free activity'.
- Information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc – **known** by the person ('the self') and **known** by the team ('others').
- The aim in any team is to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive, and the team is at its most productive too.
- the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.

JOHARI QUADRANT 2

- **'Blind self' or 'blind area' or 'blindspot'**: what is **known** about a person by others in the group, but is **unknown** by the person him/herself.
- Could also be referred to as ignorance about oneself, or issues in which one is deluded. Not an effective or productive space for individuals or groups. Also include issues that others are deliberately withholding from a person.
- **AIM:-** Reduce this area by seeking or soliciting feedback from others and thereby to increase the open area, i.e., to increase self-awareness.
- Managers promote a climate of non-judgemental feedback, and group response to individual disclosure, and reduce fear.

JOHARI QUADRANT 3

- 'Hidden self' or 'hidden area' or 'avoided self/area' or 'facade'
- What is **known** to ourselves but kept hidden from, and therefore **unknown**, to others
- Represents information, feelings, etc, anything that a person knows about him/self, but which is not revealed or is kept hidden from others
- Also include sensitivities, fears, hidden agendas, manipulative intentions, secrets - anything that a person knows but does not reveal
- Relevant hidden information and feelings, etc, should be moved into the open area through the process of 'self-disclosure' and 'exposure process'
- Organizational culture and working atmosphere have a major influence on team members' preparedness to disclose their hidden selves.

JOHARI QUADRANT 4

- **'Unknown self', 'area of unknown activity', 'unknown area'.**
- Information, feelings, latent abilities, aptitudes, experiences etc, that are **unknown** to the person him/herself and **unknown** to others in the group
- Can be prompted through self-discovery or observation by others, or through collective or mutual discovery
- Again as with disclosure and soliciting feedback, the process of self discovery is a sensitive one
- Uncovering 'hidden talents' - that is unknown aptitudes and skills, not to be confused with developing the Johari 'hidden area' - is another aspect of developing the unknown area, and is not so sensitive as unknown feelings
- The unknown area could also include repressed or subconscious feelings rooted in formative events and traumatic past experiences, which can stay unknown for a lifetime

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SWOT ANALYSIS

STRENGTHS

1. Enthusiastic and inspiring
2. Creative/innovative
3. Outgoing and competitive

WEAKNESSES

1. Poor paperwork/personal organization
2. Poor detailed planning skills.
3. Poor typing/computer skills

OPPORTUNITIES

1. New career direction
2. New challenges
3. Wider career prospects.

THREATS

1. No specific training qualifications.
2. Little experience of training adults.
3. No commercial experience.

SELF ESTEEM, SELF EFFICACY, LOCUS OF CONTROL

- **Self esteem:** represents a global self evaluation. It is the extend to which people like, respect and are satisfied with themselves
- **Self efficacy:** A person's belief that she/he has the ability, motivation, correct self perception to complete a task successfully. People with high self efficacy have a **can - do** attitude.
- **Locus of Control:** a person's general belief about the amount of control (s)he has over personal life events. Individuals who think that events in their life are due to fate or luck have an *external locus of control* whereas those who feel that can influence their destiny have an *internal locus of control*. Internal locus of control has been associated with better performance and leadership positions.

SELF CONFIDENCE, ARROGANCE AND FEAR

- There is actually a distinct difference between **self confidence** and **arrogance**.
- **Arrogance** is almost always a destructive behaviour, while a nice dose of self confidence can take a man or woman to heights almost unimaginable.
- If you are going to develop **self confidence** you must start with eliminating fear.
- Fear antagonizes the human soul. It speaks to man telling him, *"You can't do it -you are not strong enough to make the attempt – you should worry of what others may think – you will fail."*
- For those people who can **master and eliminate fear**, they will begin immediately developing self confidence.
- As you eliminate your fear, the confidence within you will grow.

BEING A CONTRIBUTOR

1. Cultivating a good attitude

- Identify your negative thoughts.
- Turn your negative thoughts to positive thoughts.
- Refuse to allow negative thoughts to occur more than positive thoughts.
- Maintain a positive support network.
- Eliminate reminders of negativity.
- Identify your talents.
- Take pride in yourself.
- Accepts compliments gracefully.
- Look in the mirror and smile.

BEING A CONTRIBUTOR (CONT..)

2. Dealing with emotions

- Be comfortable with fear.
- Be patient with yourself.
- Strive for balance.
- Stop comparing yourselves to others.
- Recognize your insecurities.
- Bounce back from your mistakes.
- Avoid perfectionism.
- Practice gratitude

believe in
yourself

trust yourself

Being a contributor (cont..)

3. Practicing self care

- Take care of yourselves.
- Put care into your appearance.
- Exercise regularly.
- Sleep Well

4. Setting goals and taking risks

- Set small and achievable goals.
- Embrace the unknown.
- Address your perceived areas for improvement.
- Seek to help others.



CASE STUDY: STEVE JOBS. AN UNCONVENTIONAL LEADER

- **OBJECTIVE:** To help participants elaborate on leadership theories and exchange views and ideas about ways to apply leadership skills on their work.
- **DESCRIPTION:** Read the case study and discuss the following questions as a group:
 - Was Steve Jobs a self - confident leader?
 - Which of his behaviours demonstrate this skill?
 - Write a short report analysing his leadership style based on the theories you have learned so far



THANK YOU