



AW

Ashleigh Ward

Developing yourself: Focus on Self-Awareness



In this short course you will learn more about yourself and explore your potential.

ABOUT YOU

≡ Your current state

≡ Self-worth

ALTERNATIVE INTELLIGENCE

≡ Emotional Intelligence

≡ Gardner's Multiple Intelligences

PRACTICAL APPLICATIONS

≡ Attributional Styles

≡ Locus of Control

≡ Personality Types

≡ Receiving Feedback

MOVING FORWARD

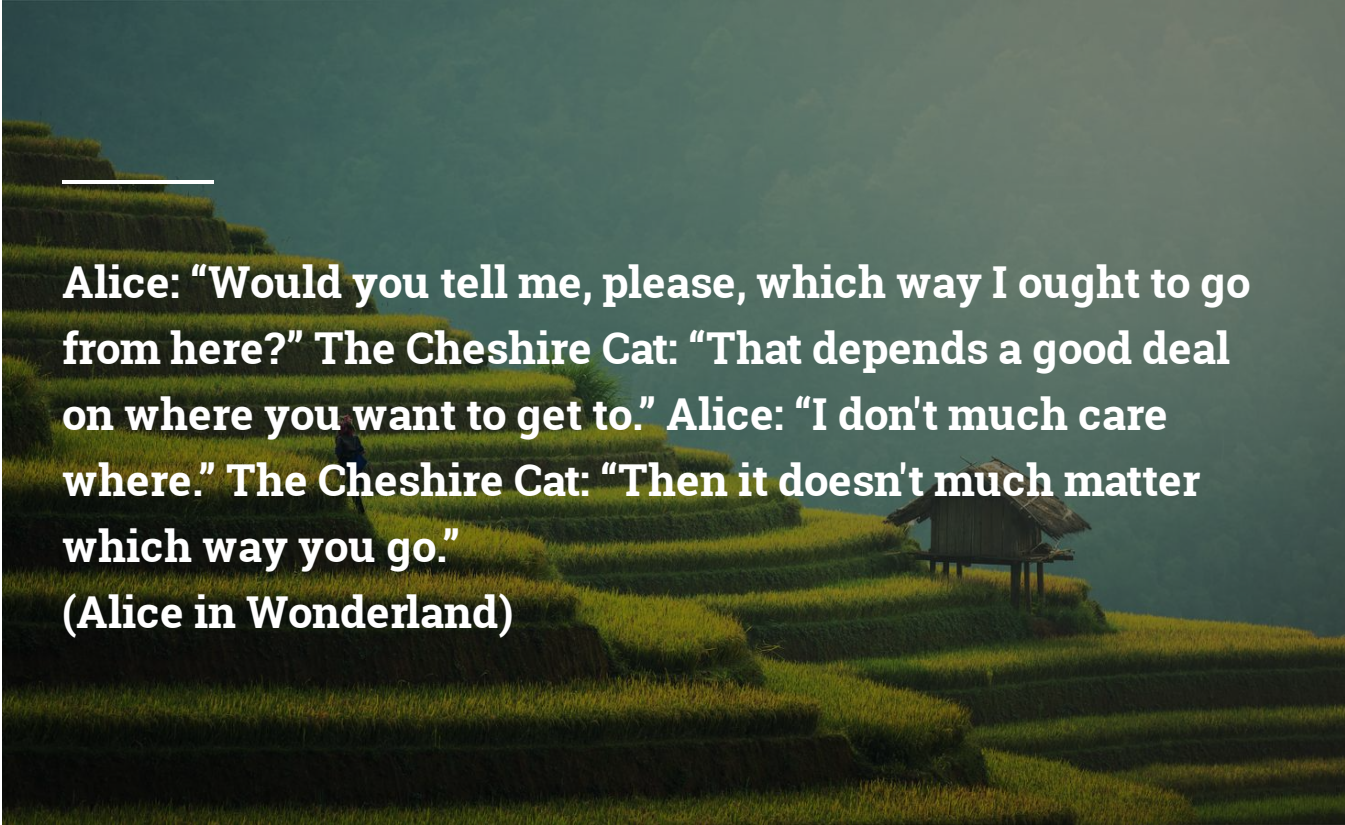
≡ Reflecting on your "Real" Self

≡ Learning to Grow

≡ Conclusion

Your current state

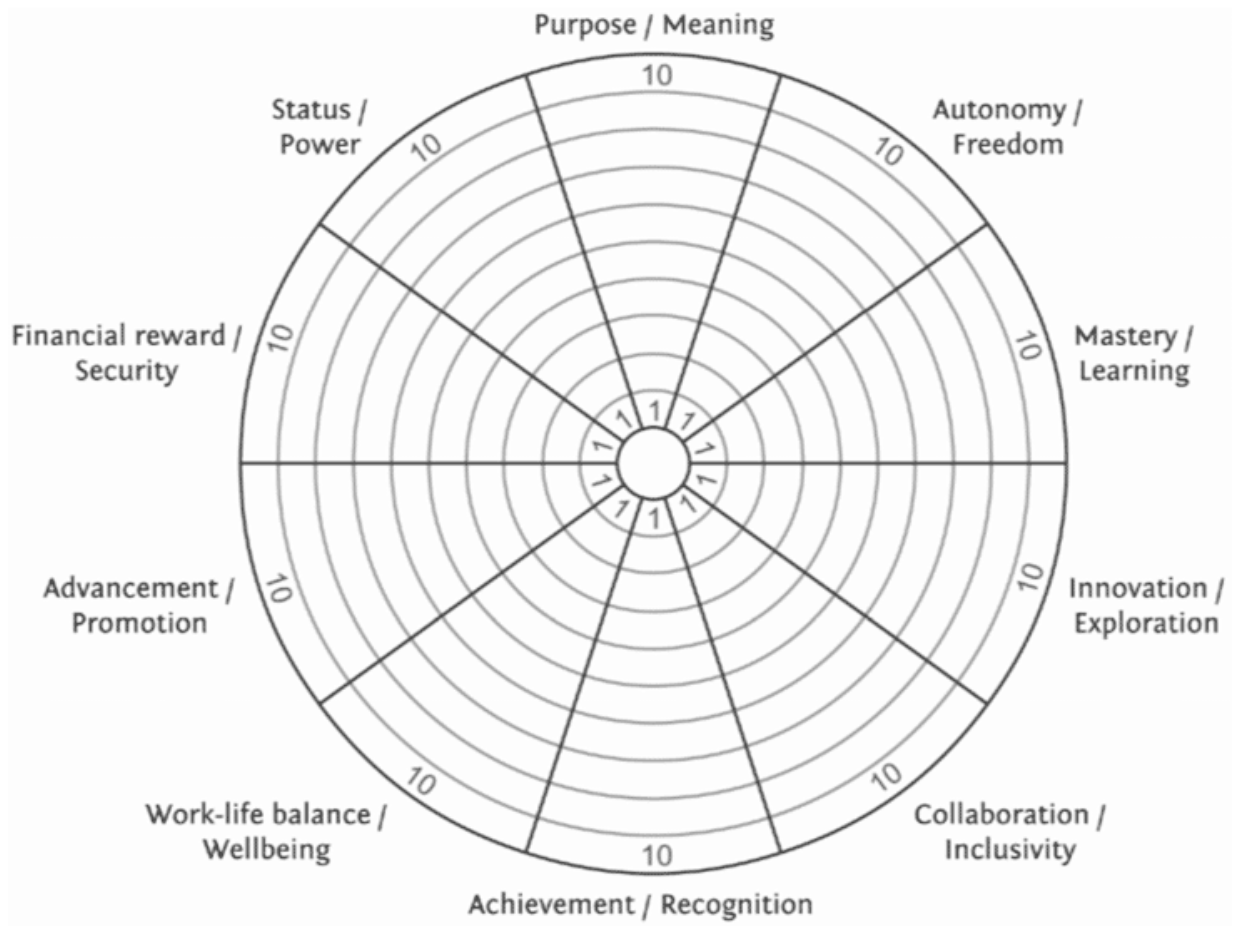
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A photograph of a person walking on terraced rice fields under a cloudy sky. The text is overlaid on the image.

**Alice: "Would you tell me, please, which way I ought to go from here?" The Cheshire Cat: "That depends a good deal on where you want to get to." Alice: "I don't much care where." The Cheshire Cat: "Then it doesn't much matter which way you go."
(Alice in Wonderland)**



This is the first step on your journey of self-discovery. Please complete this Wheel of Life activity to establish your current state and to define what you want to work on.



Adapted from "5 Conversations" Cowley and Purse

All about you- your role, hopes and aspirations

Look at the image on the left.(Download below)

1. For each dimension, make a mark between 1 and 10 (1="very dissatisfied"); 10="totally satisfied") to indicate where you feel you are now in your career. Join up the marks.
2. Now, make another mark for each dimension of where you want to be in a given timeframe (for example, 3 years) and join these up.
3. Looking at the shapes you have created, what career development steps and opportunities do you need to seek? Prioritise by which dimensions are the most important to you, and then where the gaps are the largest.



Dimensions.pdf

196.6 KB



SELF-WORTH

Self-worth

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i In this section, you will reflect on how you see yourself.

1

How do you see yourself?

2

What is your self-image like?

3

What do you think of the person that you've just described?

4

Do you like yourself?

7 steps to improving your self-worth

Step 1

Identify what you are good at.

Stop wasting your energy on fretting about all the things you can't do, and instead focus on what you do well. Just one thing will do for a start. Keep doing that one thing until you are so brilliant at it that you feel proud of yourself. Then you can move on to a new challenge and master that one, too.

Step 2

Manage that little voice.

When you are trying to do anything and you hear that little voice that says you are useless and that you are going to fail, stop and listen. Don't listen with the aim of believing that voice. You are trying to identify who in your life said that to you. Once you know who it is, make a conscious decision not to listen to them anymore. Well, not when they're telling you anything negative, anyway.

Step 3

Practice being kind

To yourself and everyone you meet. This does not mean giving away all your worldly possessions! It means learning not to say anything pointlessly negative to anyone, including yourself, just because you're feeling bad.

Step 4

Learn not to speak carelessly

Gossiping about people makes you less of a person and it will make you paranoid about what they might be saying about you.

Step 5

Stop worrying about what other people think of you.

If you are being the best person that you can be, the only opinion that needs to matter is your own. If you think you look great, everybody else will too, because you will be radiating confidence and that is very attractive.

Step 6

Always wanting?

If you find yourself wanting something from other people all the time, stop. Ask yourself instead what you can give them.

Step 7

Cry.

But once you're done crying, start laughing and don't ever stop. You have a lot to be happy about. You are a strong, extraordinary person.

EMOTIONAL INTELLIGENCE

Emotional Intelligence

AW Ashleigh Ward

i Discovering what your Emotional Intelligence strengths and areas for development are will enable you to regulate your emotions and respond effectively to others.

[Click here](#) to take a free Emotional Intelligence (EQ) test



Were your **strengths** in reading **yourself**, or in reading **others**? Do you have the most difficulty **regulating** your **emotion**? Is it hard for you to muster your **emotional strength** to put out the **best performance** possible? The way you answered these questions can provide clues to **learning** your EQ strengths and weaknesses.

Emotional Intelligence is NOT fixed ~ once you have identified your areas of strength and those for development, you can use your self-awareness to work on the areas you need to.

MULTIPLE INTELLIGENCES

Gardner's Multiple Intelligences

AW Ashleigh Ward

“ Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Often (incorrectly) attributed to Albert Einstein

i Sometimes we are held back by negative self-belief, because of what we can't do.
Explore this topic to shift your focus to what you CAN do instead.

1

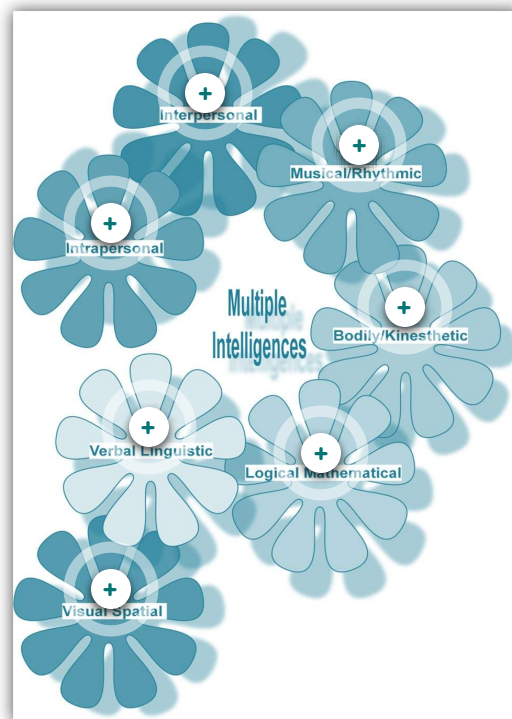
The 7 Multiple Intelligences

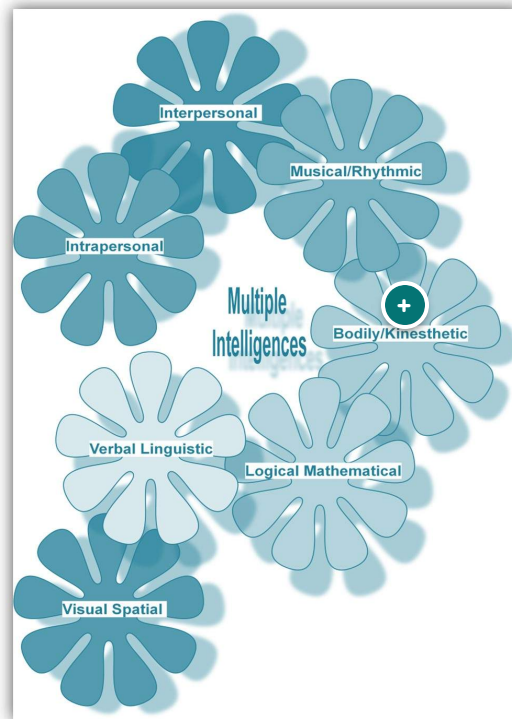
Now think about any learning experiences that you have had. Some of them will have been positive, others less so. We tend to learn better when we are taught in a way that fits us. You may have had teachers that explained certain concepts in a way that you understood almost instantly; and you may equally have had others that weren't able to teach you anything.

The reason for this is most likely that you have certain areas in which you are strong and others which need a little more development. The thing is though, that if you are a creative type of person, for example, information presented to you in a way that does not match you will not reach you.

It is not that you have failed, but often that is what you will feel.

Click the hotspots on the image below to learn more about each of Gardner's 7 Intelligences:

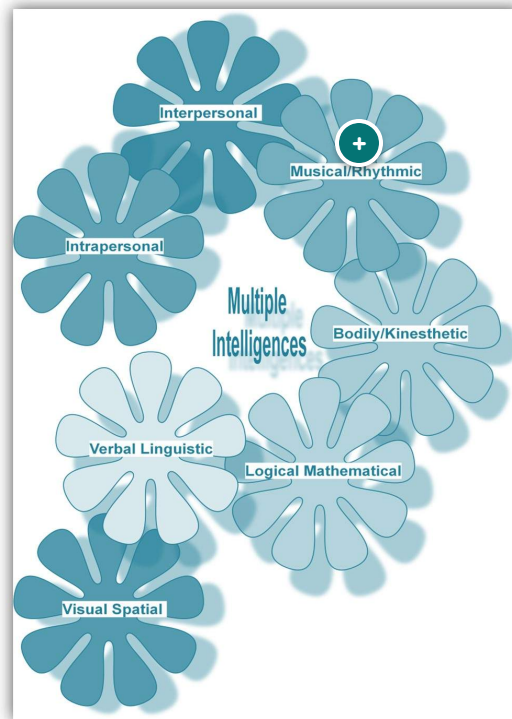




Bodily/Kinaesthetic

Ability to control body movements and handle objects skilfully:

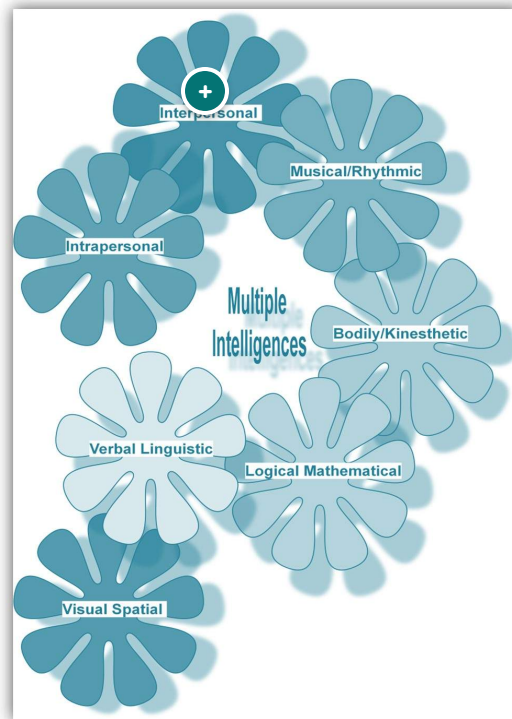
dancing, crafts, acting, miming, physical co-ordination, sports, hands on experimentation, using body language, using hands to create or build, expressing emotions through the body



Musical/Rhythmic

Ability to produce and appreciate music:

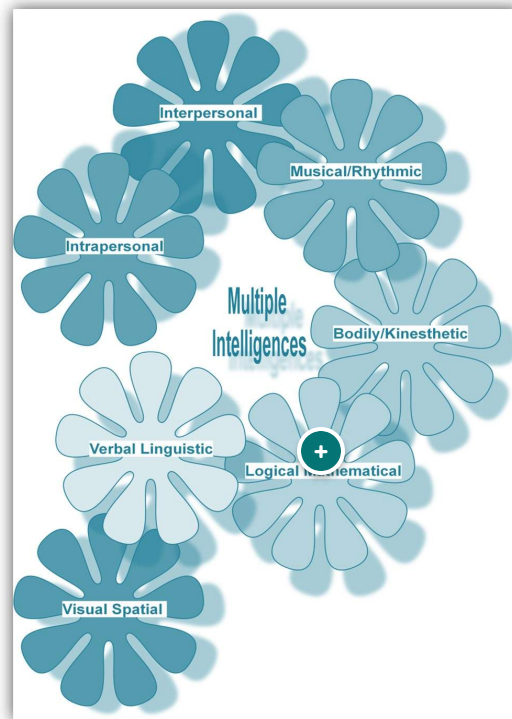
singing, whistling, understanding the structure and rhythm of music, playing musical instruments, recognising tonal patterns, composing music, remembering melodies



Interpersonal

Ability to relate to and understand others:

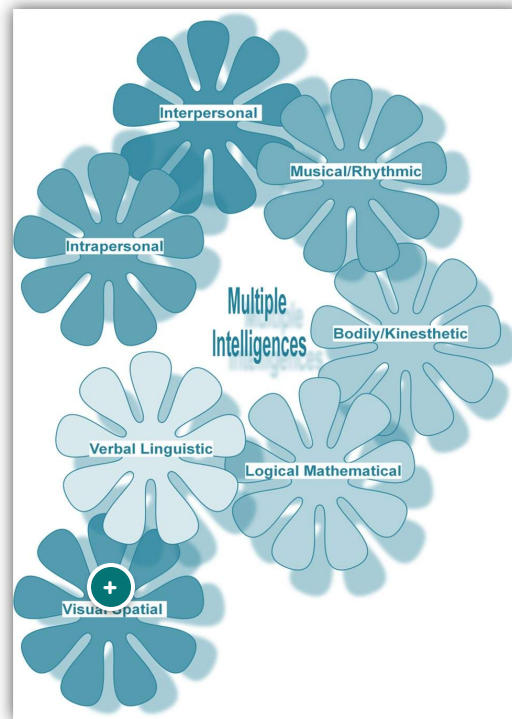
seeing things from other perspectives (dual-perspective), listening, using empathy, building trust, peaceful conflict resolution, understanding other people's moods and feelings, co-operating with groups, noticing people's moods, motivations and intentions, counselling, communicating both verbally and non-verbally, establishing positive relations with other people.



Logical/Mathematical

Ability to use reason, logic and numbers:

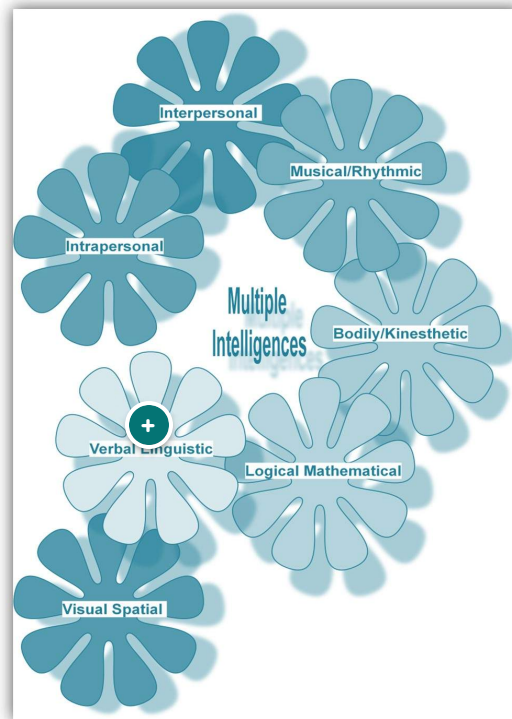
problem solving, classifying and categorising information, working with geometric shapes, handling long chains of reason to make logical progressions, working with abstract concepts to figure out the relationship of each to the other, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations.



Visual/Spatial

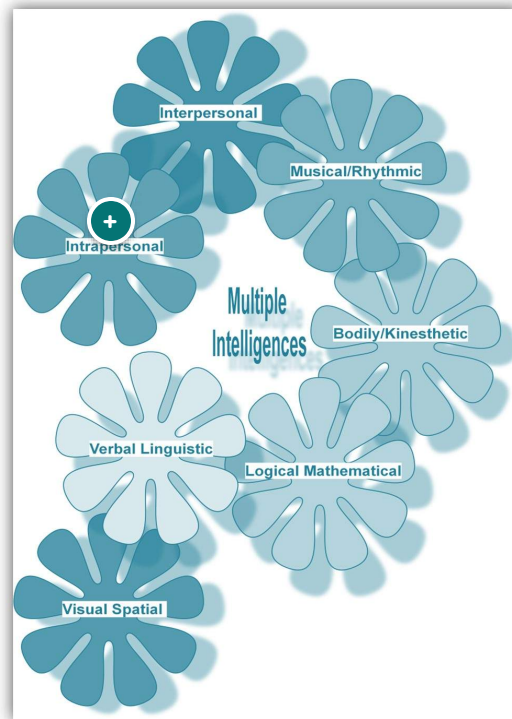
Ability to perceive the visual:

reading, writing, understanding charts and graphs, a good sense of direction, puzzle building, constructing, fixing, creating visual metaphors and analogies (perhaps through the visual arts), sketching, painting, manipulating images, designing practical objects, interpreting visual images.



Verbal/Linguistic

Listening, speaking, writing, storytelling, explaining, remembering information, teaching, using humour, understanding the syntax and meaning of words, convincing someone of their point of view, analysing language usage.



Intrapersonal

Ability to self-reflect and be aware of one's inner state of being: recognising your own strengths and weaknesses, reflecting on and analysing yourself, evaluating your thinking patterns, reasoning with yourself, awareness of your inner feelings, desires and dreams, understanding your role in relationship to others.

Remember this:

Tick each of the statements below as you reflect on them:

☐

The beauty of the idea of multiple intelligences is that not one of the 7 areas that Gardner described is of any greater or lesser value than any other. All of us will have strength in at least 3 areas. That does not mean that you have to give up on the other 4, it just means that once you have identified your strong areas, you can use that knowledge to enable you to achieve in other

areas. For example, if your strength lies in the musical area, but you struggle with mathematical concepts, you can develop your numerical strengths through the medium of music rather than drowning in the traditional sea of numbers.



Being forced to learn in a way that you are not comfortable with will leave you feeling very frustrated, whereas learning to your strengths will help you to fly. A lot of famous people who didn't do very well at school excel in their adult lives because they are finally able to fully utilise the full extent of their individual abilities.



Think of it as a deck of cards – you are holding all the aces in your particular area, while another person may be holding the aces from another suite. For any type of joint effort to be successful, it is most likely to succeed if the full range of intelligences is available over the group, because each one of the intelligences and its associated skills are just as important and valid as the others.




You have a unique and different mix of intelligence types. Often the most talented people are under-valued and under-developed because they have skills that cannot be measured by the standard IQ tests. If you are one of those people, now is the time to start making the most of what you've got.

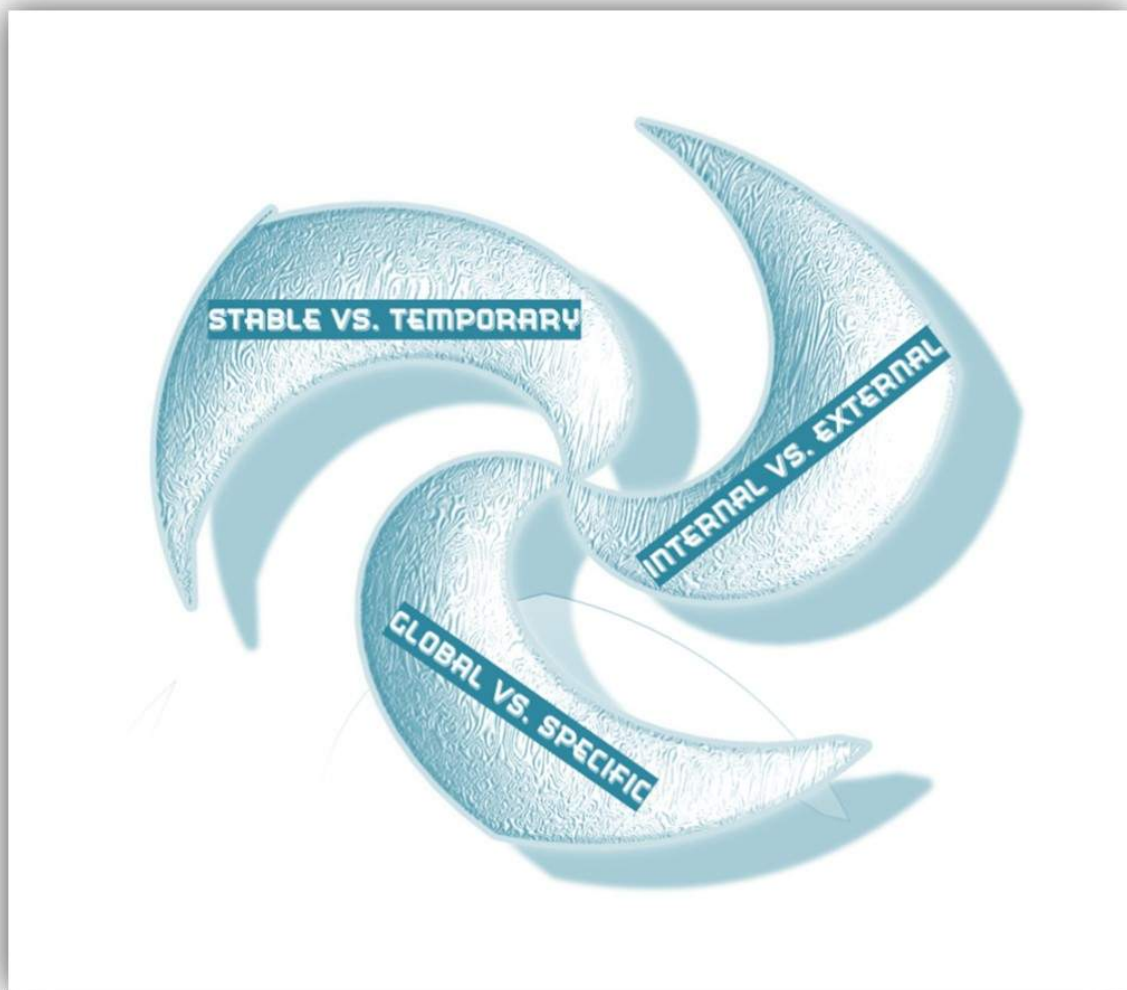
If you are encouraged to work within your areas of strength, you will grow in confidence and when you are confident, nothing can stop you. Once you are confident, those hurdles that seemed insurmountable will become matchsticks. Developing belief in your personal ability will help you to grow.

ATTRIBUTION THEORY

Attributional Styles

 Ashleigh Ward

 Taking the time to reflect on why you react the way you do can be an empowering experience and remove many hidden barriers to growth.



Attributional Styles

Do you ever wonder why you respond in certain ways to situations? Perhaps you find that you can be really knocked back by things that other people seem to take in their stride with barely a pause. That can be explained by your perspective. The way you see things affects the way you react.

The theory of Attributional Styles seeks to explain why we all react differently and why you may react differently to a similar situation at different times of your life.

Three Key Areas



02:58

Click Play if you would like the section below read to you

- Global vs. Specific
- Internal vs. External
- Stable vs. Temporary

Basically, these three areas describe how an individual perceives the cause of events.

If you are feeling positive, you are most likely to attribute positive events to stable, global, and internal causes, and negative events to temporary, specific or external causes. That means that when something goes well, you believe that that's because you are capable and strong; and when something goes badly, you know that it's not because you're useless!

In the context of struggling and success, if you have a positive Attributional style, you will know that any failure is just a learning experience and that you will succeed in the end. If, on the other hand, you have a tendency toward a negative Attributional style, when you fail you will believe that it is because you are inadequate and that you will never get it right.

Fail Forward and learn to embrace this.

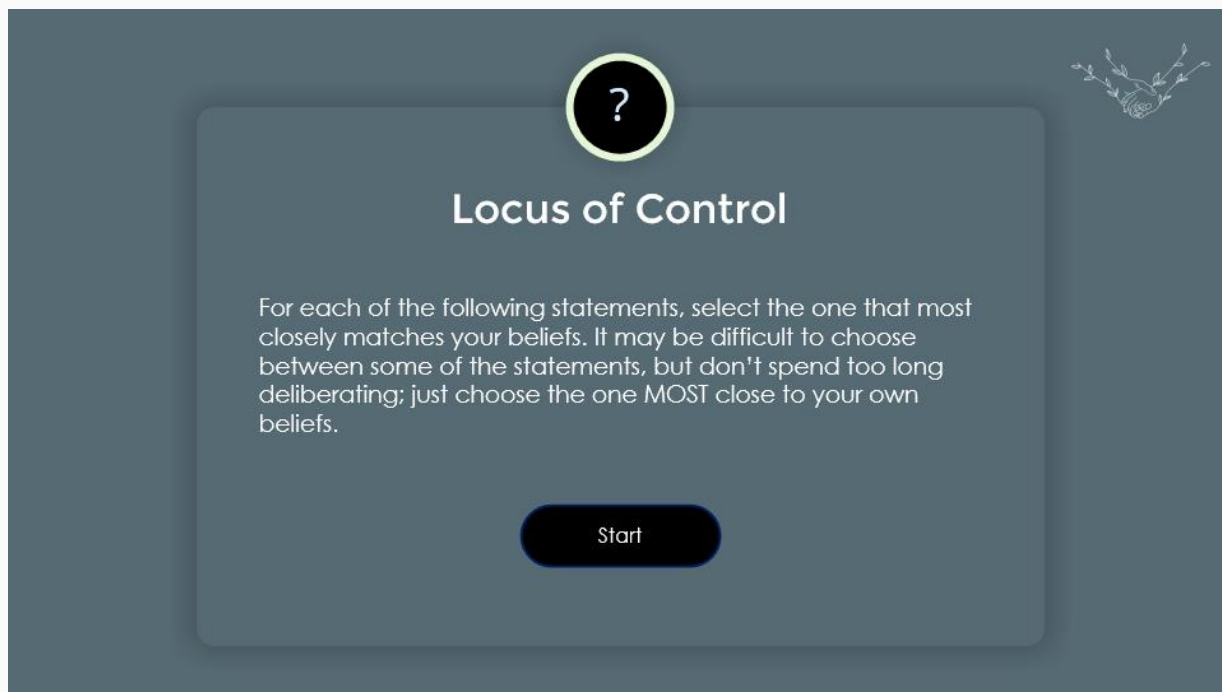
In order to find **strength** in your personal struggle, you need to work toward a positive approach to ensure that you are not overcome by a fear of failure.

LOCUS OF CONTROL

Locus of Control

AW Ashleigh Ward

i Your beliefs about **WHY** things happen can have a real impact on your ability to grow. Explore the Locus of Control resource below to establish exactly how much control you believe you have over your own life.



Personality Types

AW Ashleigh Ward

i One of the most important lessons to learn in life is that the only person you can change is yourself. Understanding that different people's diverse personalities affect their behaviour can help reach acceptance.



A simplified representation of 4 Personality Types

The study of personality is vast and complex. The video above is a very simplified version of this topic, but aims to give an overview of why it's not always possible to get on with everyone you meet!

RECEIVING FEEDBACK

Receiving Feedback

AW Ashleigh Ward



Receiving Feedback Effectively

- 1 Actively seek feedback
- 2 Avoid debates

3

Listen actively

4

Ask for examples

5

Don't obsess

6

Process the feedback in your own time



Flip the cards below to learn about the type of questions you can ask yourself in order to use feedback for growth.

The background of the card features a bokeh effect with numerous out-of-focus light spots in shades of red, orange, and yellow against a dark purple background. Some light rays are visible emanating from the spots.

Seeking Feedback

Make a conscious choice to give and receive feedback on a regular basis. Feedback is a powerful means of personal development. The more practice you get the better you will become!

The background of the card shows a clear blue sky with the tops of several buildings or rooftops visible along the bottom edge.

Positive and Expected

How can I celebrate this aspect of myself?
How can I use this skill to improve my productivity or



personal satisfaction?
How can I use the skill to help
others?




Positive and Unexpected

Why was I surprised to hear
this?
What previous experiences
might have caused me to forget
or dismiss this strength or
ability?
How will I celebrate this newly
discovered skill?
How can I use this skill to
improve my life?



Negative and Expected

What actions have I already
taken to address this concern?
What else do I need to examine
and/or change to achieve the
results I want?
If I don't make these changes,
how will this impact my job or
life?



Negative and Unexpected

What information do I need to make sense of the feedback?
What support do I need to deal with the implications?
What plan can I put in place to make small, achievable changes?
How will improving this impact other areas?

REFLECTING ON YOUR "REAL" SELF

Reflecting on your "Real" Self

AW Ashleigh Ward

i Now that you have explored how to receive feedback, please complete the activity below to build a detailed picture of the "Real" you. Yes, 10-20 people is a lot, but that's the best way to get a balanced view!

Reflecting on your "real" self:


- Interview 10-20 people in your life and work.
- Ask each one, "Tell me about a time when I was at my best." Let them tell you the story of that moment. Write notes about what they said.

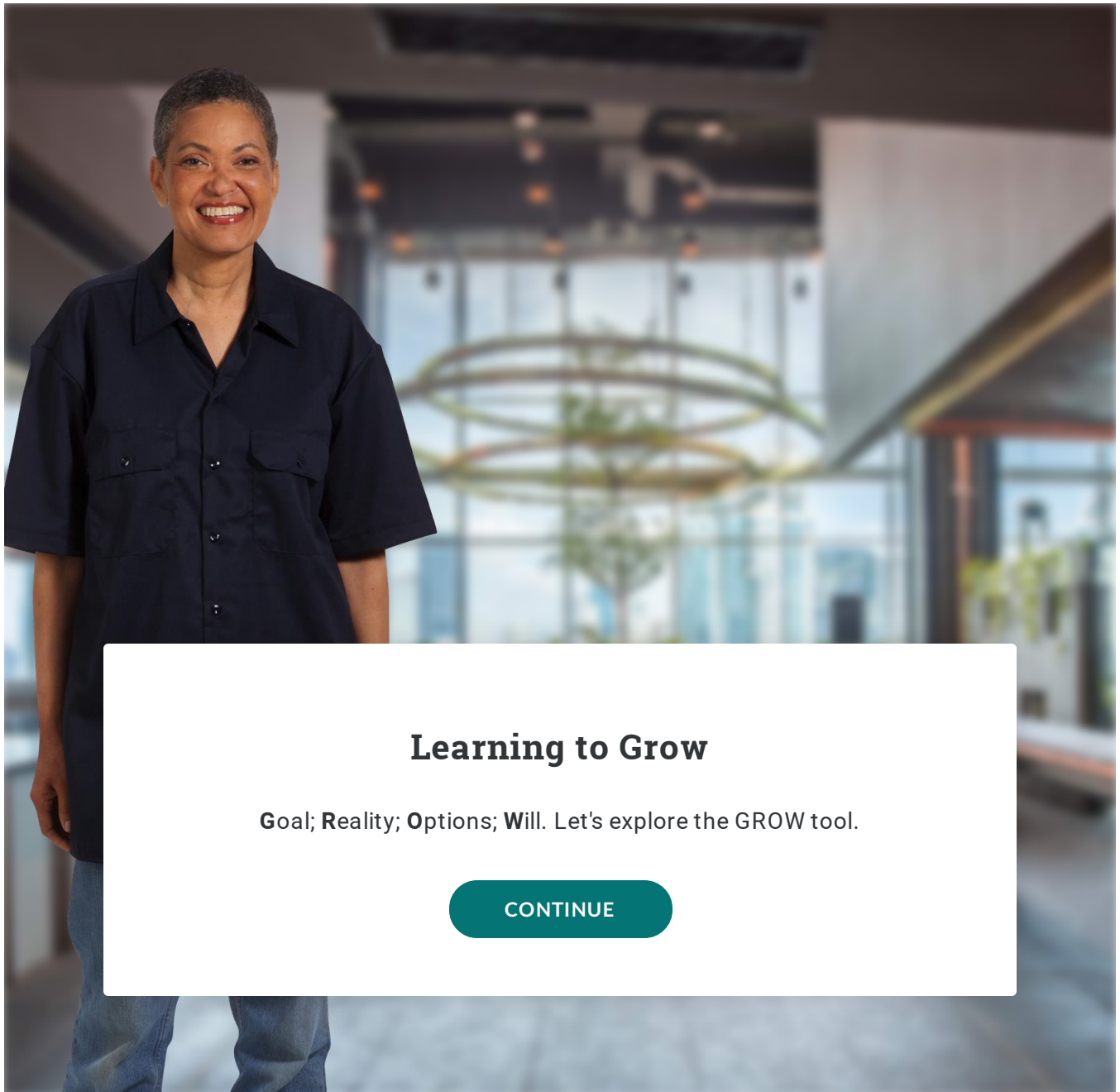
- . After you have collected 10-20, read them and look for patterns. Which of your competencies appear in so many of them that you would consider them a strength?
- . The results of your analysis will enable you to determine your Real Self as others experience you.

LEARNING TO GROW

Learning to Grow

 Ashleigh Ward

 Now that you've explored yourself through your own lens and through the eyes of others, you probably have a pretty good idea of how you want to grow. Please explore the GROW tool in the resource below to begin your journey.



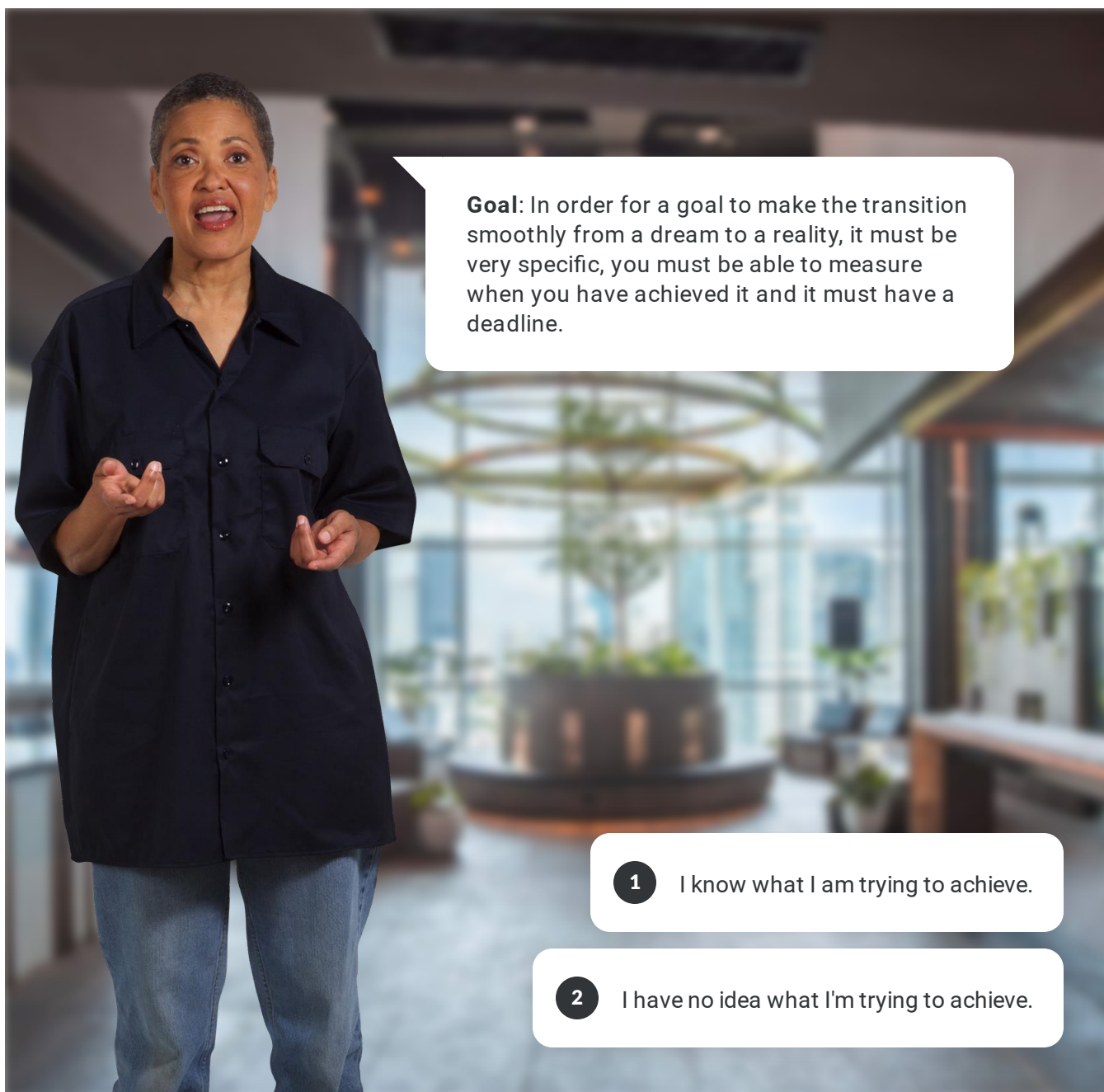
Learning to Grow

Goal; Reality; Options; Will. Let's explore the GROW tool.

CONTINUE

Scene 1 Slide 1

Continue → Next Slide



Goal: In order for a goal to make the transition smoothly from a dream to a reality, it must be very specific, you must be able to measure when you have achieved it and it must have a deadline.

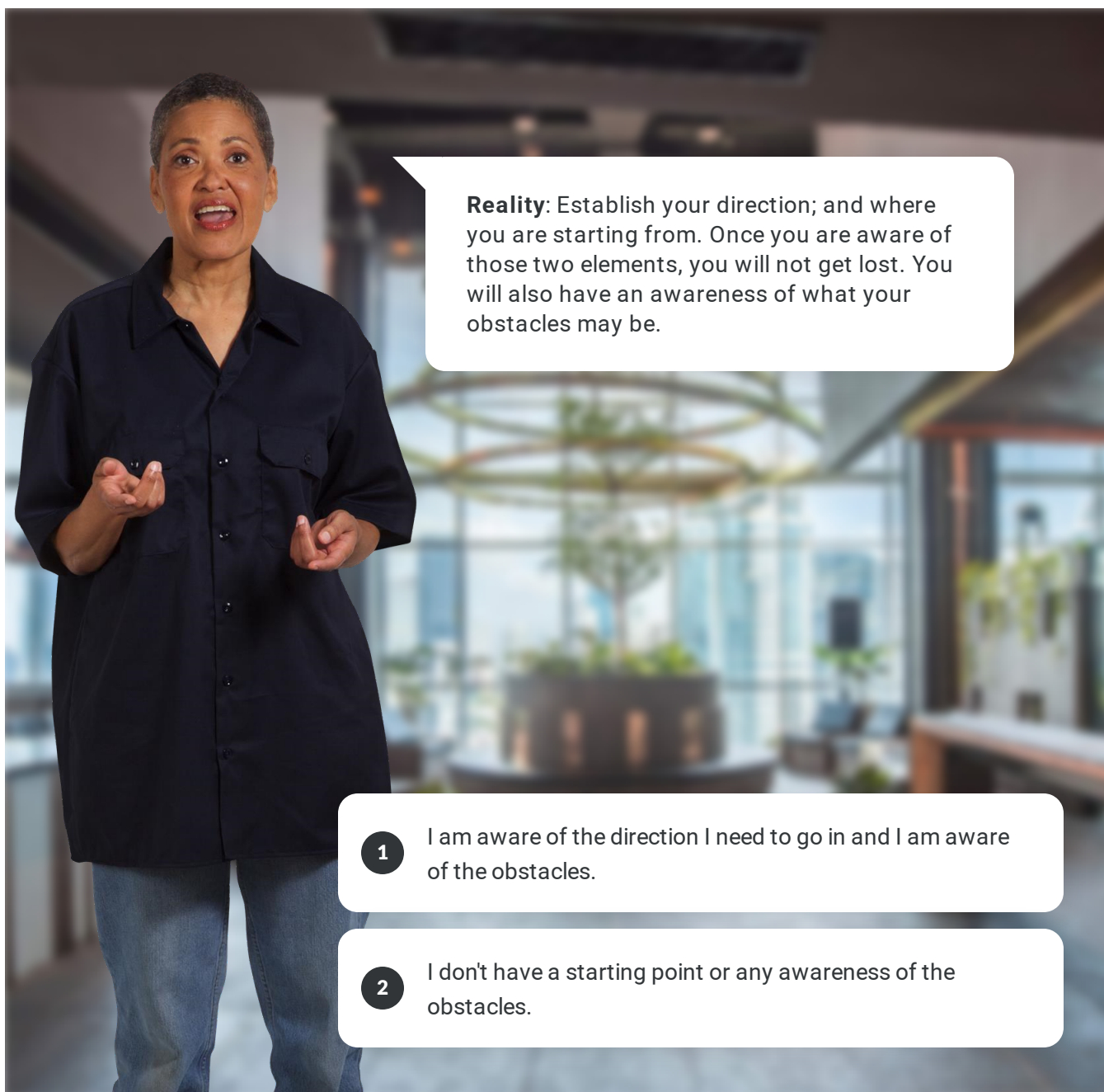
1 I know what I am trying to achieve.

2 I have no idea what I'm trying to achieve.

Scene 1 Slide 2

0 → Next Slide

1 → Next Slide



Reality: Establish your direction; and where you are starting from. Once you are aware of those two elements, you will not get lost. You will also have an awareness of what your obstacles may be.

1

I am aware of the direction I need to go in and I am aware of the obstacles.

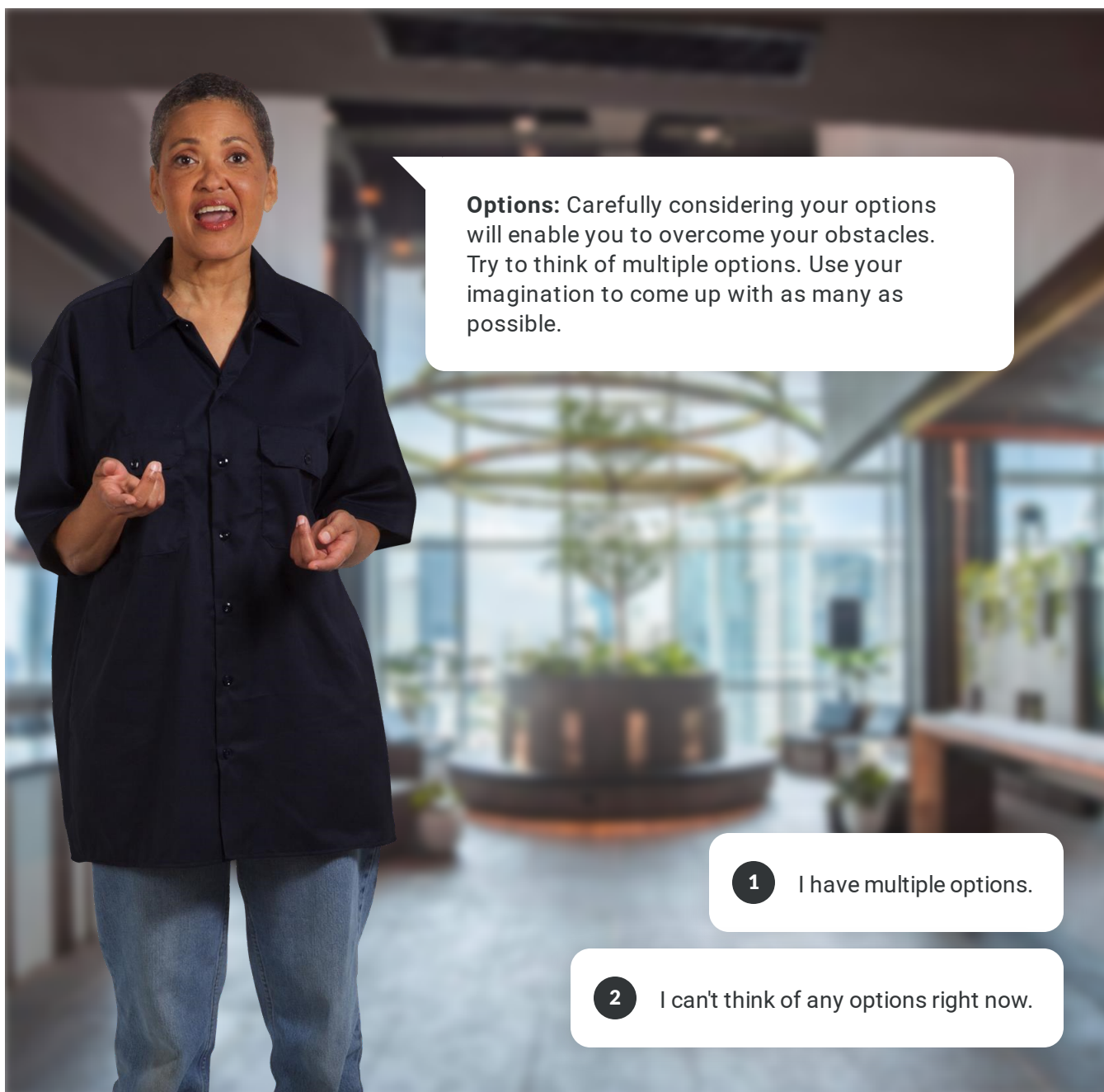
2

I don't have a starting point or any awareness of the obstacles.

Scene 1 Slide 3

0 → Next Slide

1 → Next Slide



Options: Carefully considering your options will enable you to overcome your obstacles. Try to think of multiple options. Use your imagination to come up with as many as possible.

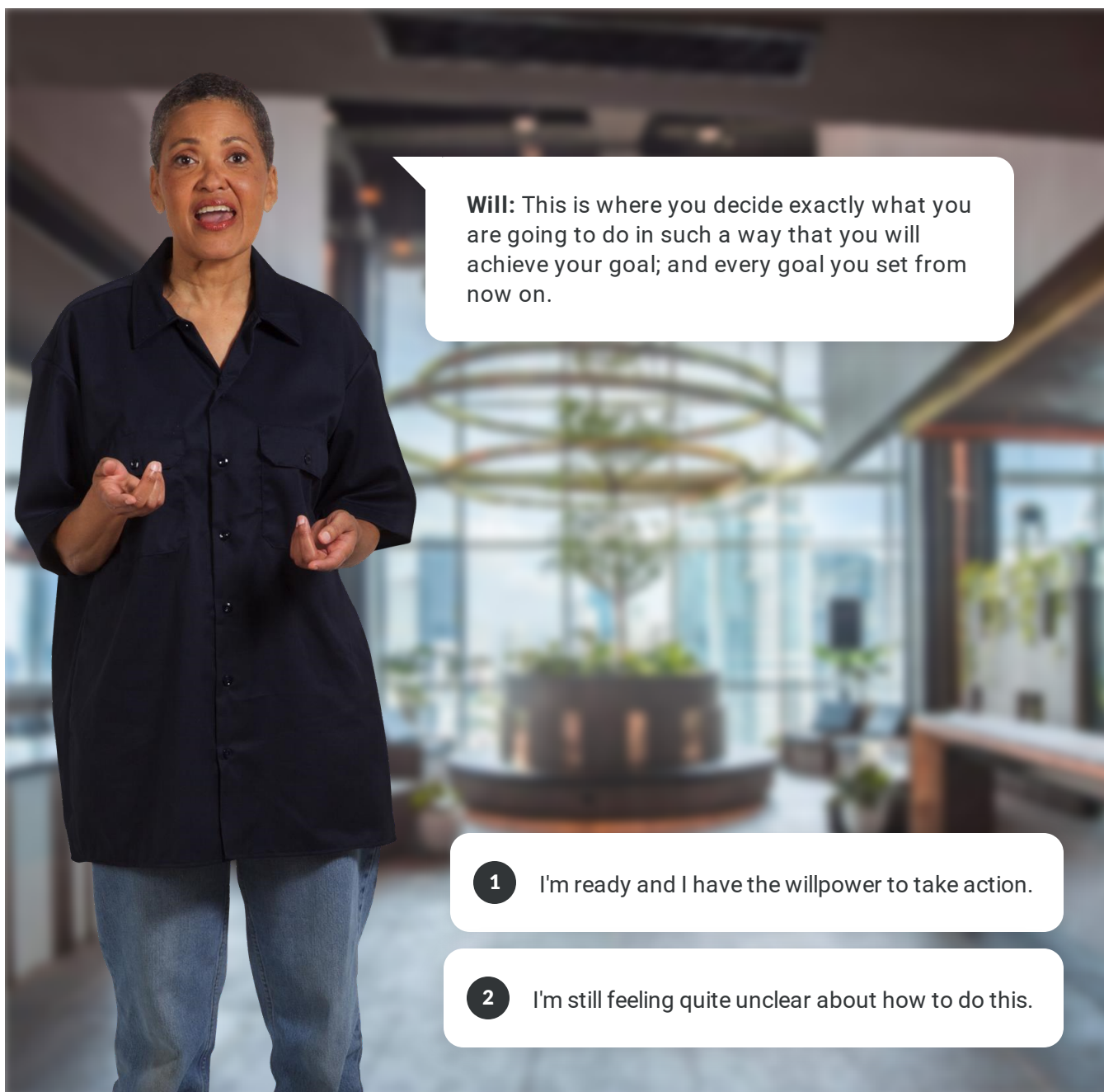
1 I have multiple options.

2 I can't think of any options right now.

Scene 1 Slide 4

0 → Next Slide

1 → Next Slide



Will: This is where you decide exactly what you are going to do in such a way that you will achieve your goal; and every goal you set from now on.

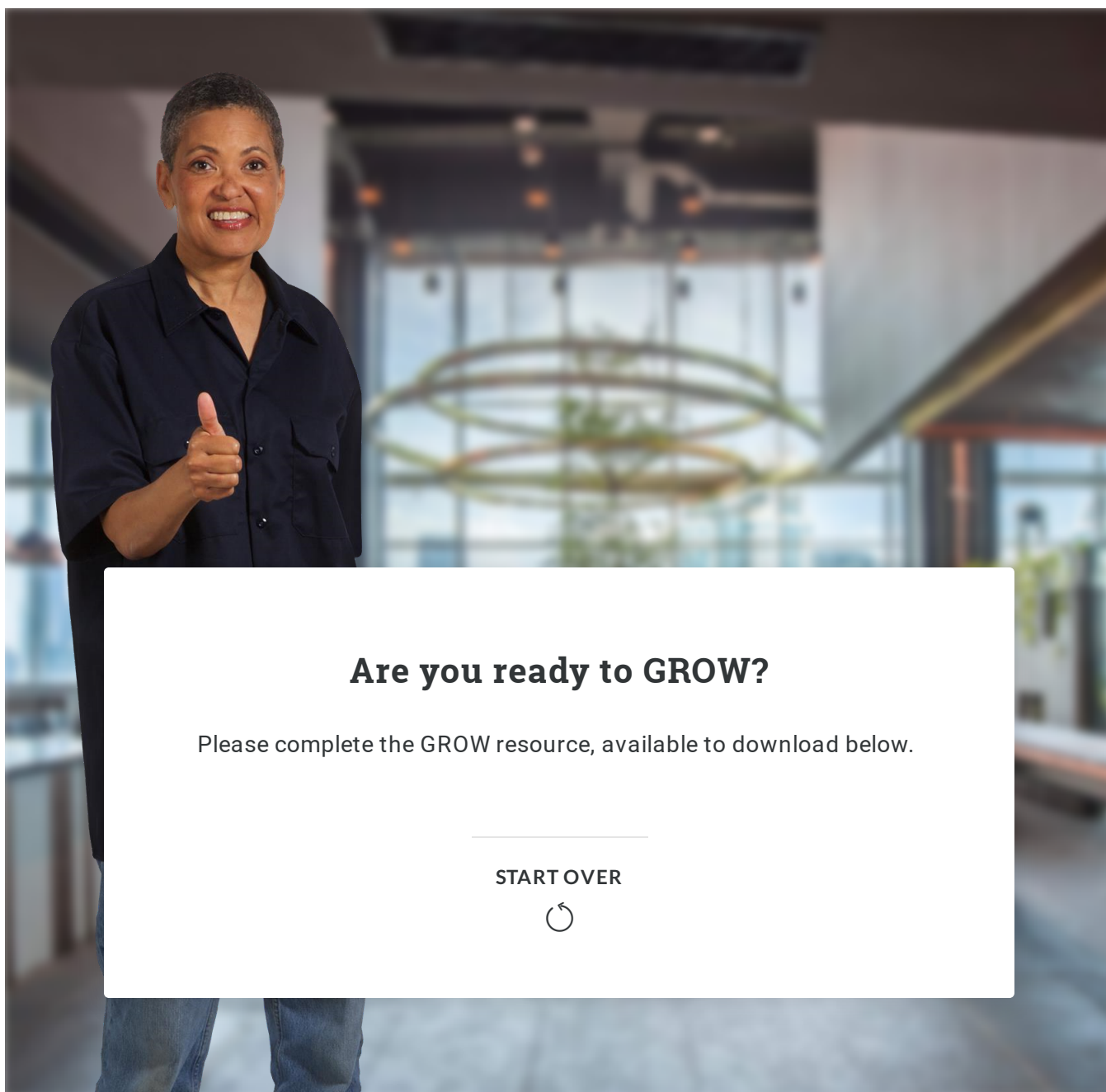
1 I'm ready and I have the willpower to take action.

2 I'm still feeling quite unclear about how to do this.

Scene 1 Slide 5

0 → Next Slide

1 → Next Slide



Are you ready to GROW?

Please complete the GROW resource, available to download below.

START OVER



Scene 1 Slide 6

Continue → End of Scenario





GROW.pdf
123 KB



Conclusion



That's the end of the journey for now

I hope that you have enjoyed learning more about yourself?

In brief, you have covered:

- Your Wheel of Life to establish your current state

- Explored your sense of Self-worth
- Defined your Emotional Intelligence
- Learned about your multiple Intelligences
- Discovered how your Attributional style can have an impact
- Analysed your Locus of Control
- Taken a brief look at Personality types
- Delved into how to seek feedback
- Sought feedback from others
- Applied the GROW tool to guide the next steps on your personal path to development



“ Thank you for taking this journey with me. Click [here](#) if you want to learn more.

Ashleigh Ward