

Chapter 4

4.0 INTRODUCTION

Children face lots of stress from different sources that can affect their overall growth and progress. At times, students have a low confidence level and they shy away from society. Today, lots of students are facing identity crisis, which lowers their confidence level. Teenage years are very important phase in a child's life and experiences during these years have a lasting impression. During these years teenagers struggle to develop their individual personality as a whole. It is the collective responsibility of teachers and parents to provide a healthy learning and development environment to students.

4.1 HOW TO BUILD CONFIDENCE IN STUDENTS

There are numbers and possible way to build confidence in students, basically it can be based such as follows:

- **Encourage healthy class environment:** Teachers should encourage healthy class environment where students feel comfortable to voice their opinions and concerns. The standard classroom programs should be replaced with modern and interactive classroom sessions for academic excellence.
- **Develop Friendships:** Children must be given opportunities to develop positive friendships based on trust and honesty. This will help them in developing interpersonal and socializing skills also. They must be allowed to help others and take their own decisions through perspective-analyses. Social and emotional learning plays an important role in building ones confidence level.
- **Understanding oneself:** Students must be encouraged to understand their personal strengths and weaknesses. Once they know their strengths and improvement areas they must be guided to overcome them. They must also understand the importance of a strong value system.
- **Interactive Activities:** Interactive seminars, discussion sessions, debates, interpersonal talks should be organized to help students participate in them and develop self-confidence.
- **Active Recreational Activities:** Opportunities should be given for students to actively participate in sports, music, theatre, and extra curricular activities to incorporate leadership skills in students.
- **Facing Difficult Situations:** Students should be made familiar with different perspectives of a situation so that they can handle difficult situations and make the right decision. It has been observed that students who are not able to handle difficult academic or personal situations are more prone to depression and low self-esteem.

Confidence and self-esteem plays an important role in all aspects of ones life. When students are confident with themselves they can take on the challenges of life without negative thoughts. Confidence developed during teen years can lead to future leaders, doctors, engineers, lawyers, and other professionals.

4.1 PERSONAL DEVELOPMENT PLANNING AND THE DEVELOPMENT OF STUDENT'S CREATIVE POTENTIAL

4.1.1 Associating with Creativity for Student in Higher Education Learning

- Creative synthesis of theoretical ideas – e.g. use of visual methodology to convey theoretical issues and pose searching questions (I am involved in several film projects and have made 3 short films which I use in teaching).
- A sense of knowing how and when to ask questions – a kind of enhanced curiosity and criticality.
- Applying skills – not necessarily acquired in an academic environment - to new situations in order to problem-solve, question accepted thinking on a topic and “think outside the box”.
- The opposite of spoon-feeding i.e. students thinking for themselves, rather than being dependent on academic staff for direction or answers.
- Not necessarily having original ideas or taking radically innovative approaches to tasks, but knowing how to combine or synthesis information to come up with something new.
- Knowing the standard procedures (such as the conventions for writing essays) and using them to explore and develop an independent “voice”.
- In one sense, creativity is fundamental to the idea of HE, as it is about recognising connections between areas of thought and experience that have previously appeared to be separate. This forging of connections is, in my own view, best achieved through highly reflexive modes of study, and manifested in such forms of assessment as study journals, self-assessments, and patchwork portfolios of similarly small pieces. These are creative works, and indeed can be made more explicitly creative by encouraging students to experiment with fictional forms of writing, or writing from different perspectives.
- Developing an understanding that goes beyond the learning materials provided.
- Understand your own learning and to take control of it.
- Completing practical and assignments in such a way that demonstrated the application of understanding and ability to utilize knowledge that goes beyond the learning materials that were provided.

- Exploring new opportunities with the tutor in academic and personal skills development, and different ways of learning.
- Different methods of teaching and learning i.e. not just lectures. In addition, using a variety of resources to maximize research and tailoring the research method to the individual. Creativity also comes with engaging more in peer groups as part of coursework and not just from listening to a lecturer.
- Intellectual, collaborative and stimulating projects.

4.1.2 Personal Development Planning (Case Study)

A study was taken place at the University of Manchester in early December 2005. Two surveys were conducted. The first was conducted prior to a workshop on Personal Development Planning with 8 people contributed in this survey. The second survey was done with 29 people contributed, which included a simple survey instrument (Table 1) developed from discussion about creativity in other Higher Education learning context. (Norman, 2006)

TABLE 1

Q1 Which of these things do you associate with creativity in higher education learning?

Q2 Which of these things does PDP have the potential to encourage and support?

	Q1 n=28 % respondents	Q2 n=28 % respondents
generating new ideas	100	85
thinking outside the boxes we normally inhabit	100	54
looking beyond the obvious	92	85
seeing the world in different ways	92	81
inventing and producing new things	96	26
adapting things that someone else has invented	96	46
doing things no one has done before	88	42
doing things that have been done before but differently	92	62
being resourceful	85	77
curiosity	96	69
enquiry	92	77

exploration	92	73
discovery	85	73
experimenting	96	50
taking risks	69	46
analyzing	73	88
synthesising	77	81
combining ideas	88	73
seeing unusual connections	92	81
storytelling	54	54
valuable ideas	54	50
seeing the world from someone else's perspective	69	69
evaluating	69	81
solving challenging problems	88	65
self-expression	69	96
self-identity	69	81
sudden inspiration	85	42
awareness of beauty	39	12
unconscious activities	62	35
designing something	92	42
<i>other things identified</i>		
building a network	X	
experiencing difference between teaching and learning	X	
rising to challenges without necessarily succeeding	X	X
challenging assumptions about self, others, theories	X	X
exploring own others values, ethics	X	X
creating energy	X	X
managing feedback and failure	X	X
putting things together in different ways for aesthetic or utilitarian reasons	X	
applying imagination	X	X
recognizing opportunities	X	X
seeing yourself in a new way	X	X
organizing own knowledge	X	X
awareness of elegance in the solution of a problem	X	
speculation	X	
chance	X	
correlation	X	
argument	X	
feeling	X	
sensuality	X	
serendipity	X	
increasing areas of specific knowledge	X	X
increasing self-understanding	X	X
contributing to a community of knowledge	X	X
ability to articulate own qualities	X	X
self confidence	X	X
self awareness	X	X

4.2 SELF ASSESSMENT

The career planning process begins with self-assessment. Knowing your interests, values, skills, and personality traits is essential to finding a satisfying career and realizing your professional goals and dreams. Completing self-assessment exercises will help you develop effective tools for career decision-making and find the best career "fit" for you. The knowledge you acquire will help you compare and evaluate your needs with those of internship sponsors, employers or graduate schools.

Self-Assessment: Discovering Your Interests

The questions below are designed to help you think about your interests as an aid in exploring industries and occupational areas compatible with your preferences.

- If you could teach courses on any subject, at any level, what subjects would you teach and to whom?
- If you had \$1,000,000 to donate to charity, to what kind of organization(s) /effort(s) would you give?
- If you were to be involved with a documentary film, what would the subject be? What would be your form of involvement?
- If you had the time and resources to be an excellent writer, in which genre and about what topics would you want to write?
- If you were to own and operate your own business, what kind of business(es) would you consider?
- If you could switch jobs with anyone, what job would you select and why?
- What local, societal, or world problems interest you?
- You have just received a scholarship to cover any form of personal development. What would you choose and why?
- If you were to be a consultant, what fields or topics would interest you?
- What would you do if money was no object and you knew you could not fail?
- What were some of your childhood fantasies?
- What are your three favorite non-work related activities or hobbies?
- What patterns or topics appear throughout the list? What industries or occupational areas are suggested by your answers? List any thoughts or reactions below:

<u>Skill</u>	<u>Definition/Examples</u>
ADVOCATE	Enlist support to advance the goals of an individual, organization, initiative or cause.
ANALYZE	Examine data, ideas, objects, concepts or problems and draw appropriate conclusions.
BRAINSTORM	Generate ideas, options or possibilities without making a judgment or evaluation.
BUDGET	Allocate and schedule expenditures of money, time and resource in executing a plan.
BUILD / CONSTRUCT	Put together parts and materials to assemble objects or structures.
CATEGORIZE / CLASSIFY	Organize information or objects into groups or classifications.
COACH	Set mutual expectation and provide feedback and assistance to enhance individual or group performance.
COLLABORATE	Work together with one or more other people in making a contribution to a group effort.
COMPUTE	Calculate and measure quantifiable data to provide useful information.
CONCEPTUALIZE	Conceive new or creative ideas, methods, structures, models or assumptions.
CONSULT	Provide expertise in defining challenges and opportunities, and recommending a plan of action.
COORDINATE	Gather the appropriate resources to achieve a task, arrange the most efficient sequence and logistics of events or activities.
COUNSEL	Clarify issues; provide guidance, support and resources in personal decision making and goal setting.
<u>Skill</u>	<u>Definition/Examples</u>
CREATE IMAGES	Use a variety of media, (visual, tactile, electronic) to express unique perceptions.
DEMONSTRATE FORESIGHT	Anticipate future trends or possibilities and their implications.
DESIGN	Develop ideas into a unique form (invention, program, product, artwork, writing).
DEVELOP TEAM	Encourage interdependence, identify roles and balance individual contributions to accomplish group goals and objectives.
EDIT	Revise and improve written and audio/visual materials for publication and delivery.
ENVISION	Create a compelling vision and direction for a group or organization.
ESTIMATE	Make rough calculations and approximate measurements.
EVALUATE	Assess the value, need or worth of a service, product or an idea.
FORECAST	Use numbers, data and trends to anticipate risks and opportunities.
HAND DEXTERITY	Use hands with skill and precision in performing work, using tools, equipment and instruments.
IMPLEMENT	Take necessary action to execute and complete a project or plan.
IMPROVISE	Perform or produce something using materials at hand to fill an immediate need.

<u>Skill</u>	<u>Definition/Examples</u>
INITIATE	Execute a plan, task or idea without direction.
INSPECT / TEST	Examine and evaluate performance against a standard.
INTERVIEW	Build rapport and gather information or elicit views by verbal questioning.
INVENT / COMPOSE	Originate or develop a new product, object, process or original musical or literary work.
LEAD / MOTIVATE	Direct and inspire individuals and/or groups to accomplish goals and objectives.
LISTEN	Actively attend to both the verbal message and non-verbal message to fully understand the speaker.
MAKE DECISIONS	Identify and select an appropriate option to solve a problem or achieve an optimal result.
MANAGE DATA OR RECORDS	Collect, maintain and retrieve data using appropriate methods, procedures or technologies
MANAGE PROJECTS	Establish the timeline, structure, chain of events and resources to ensure meeting specified goals and objectives.
MOTIVATE	Challenge and inspire an individual or group to take action for optimal results.
NEGOTIATE / MEDIATE	Bring about formal and/or informal agreements that clarify roles, expectations and/or resources. Generate solutions which achieve mutual satisfaction
OBSERVE / IDENTIFY	Detect and monitor changes in objects, actions, information and/or events to Assess the nature of a situation or problem.
OPERATE EQUIPMENT	Control or adjust the operation of mechanical or electronic products or equipment.
ORGANIZE/PLAN	Coordinate people, data and/or material resources into an order, arrangement or strategy to meet objectives.
PERFORM	Express a skill or artistic talent to an audience.
PERSUADE	Influence others to alter a belief, adopt an attitude or take action.
PROMOTE	Endorse or champion a product, service, approach or concept.
PROVIDE CARE & SUPPORT	Provide practical assistance and resources to improve attitude, health and welfare of others
DEMONSTRATE SOCIAL/CULTURAL SENSITIVITY	Recognize, respect and work with individual differences. Value contributions from all.
REPAIR	Diagnose and correct malfunctions in mechanical or electronic equipment.
RESEARCH	Investigate and gather information from a variety of sources.
RESOLVE CONFLICT	Address issues with individuals or group members to arrive at a mutually satisfactory outcome.
RESTORE / RENOVATE	Renew and repair object to original condition
SELL	Persuade others of the value of a product or service by showing how it fulfills customer needs.
SERVE AS LIAISON	Connect individuals, groups or organizations to enhance communication and build alliances.

<u>Skill</u>	<u>Definition/Examples</u>
SET GOALS	Establish, clarify and communicate objectives and expected outcomes.
SOLVE PROBLEMS	Discover the source of a problem, identify and implement an appropriate solution.
SPEAK / INTERACT	Express information or an idea in a clear and understandable manner. Adapt language, tone and style to meet needs of listener.
SPEAK TO GROUPS	Present information or point of view to groups in a compelling and effective manner.
SYNTHESIZE / INTEGRATE	Combine separate parts or elements to form new ideas, concepts, theories or approaches.
TRAIN / INSTRUCT	Teach or explain specialized knowledge using appropriate methods and technologies.
USE BODY COORDINATION	Demonstrate physical agility, strength, balance and stamina.
USE INTUITION	Recognize and use insight gained through feelings, sensations and visual images.
VISUALIZE	Use imagination to picture how something will look.
WORK OUTDOORS	Adapt to performing tasks out of doors. Adjust behavior according to conditions.
WRITE	Organize and express ideas using appropriate language, tone, grammar and punctuation.
INSTALL	Set up, position and adjust equipment, machines or software for use.
SKETCH / DRAW	Draft plans, pictures or diagrams to convey ideas or information.

ACTIVITY: Self-Assessment: Personality Checklist

Rank order each trait as to how much you would want to be able to express that trait in your “ideal” work environment: 1 - Very important to me to be able to express this trait, 2 - Somewhat important to me to be able to express this trait, 3 - Don’t care about being able to express this trait.

Cooperative	
Empathetic	
Friendly	
Helpful	
Insightful	
Kind	
Sensitive	
Tactful	
Understanding	

Adventurous	
Ambitious	
Assertive	
Competitive	
Driving	
Energetic	
Enthusiastic	
Persuasive	
Powerful	

Accurate	
Analytical	
Calm	
Careful	
Confident	
Curious	
Dependable	
Detailed	
Efficient	
Independent	
Intellectual	
Inventive	
Logical	
Orderly	
Organized	
Persistent	
Precise	
Thorough	

Creative	
Emotional	
Expressive	
Flexible	
Idealistic	
Imaginative	
Impulsive	
Intuitive	
Original	

Athletic	
Conforming	
Down-to-earth	
Frank	
Persistent	
Practical	
Rugged	
Self-reliant	
Stable	