

Module 7

Continuous occupational expertise development

Where are you in the process?

MODULE 1:
The context of Education, Training and Development Practices

MODULE 2:
Training Needs Assessment

MODULE 3:
Planning and Design of Outcomes-based Learning

MODULE 4:
Facilitating and assessing learning

MODULE 5:
Methods, media and technology in facilitating learning

MODULE 6:
Management and Evaluation of ETD practices

MODULE 7:
Continuous occupational expertise development

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Learning outcomes

After completing this module, you should be able to:

- ◆ Identify aspects of self-knowledge
- ◆ Recognise human needs and other factors influencing behaviour
- ◆ Consider ideas in relation to attitude and self-image
- ◆ Use Johari's window as a self-examination tool
- ◆ Describe basic behaviour styles related to assertiveness
- ◆ Practice some assertiveness skills
- ◆ Practice some building blocks for self-management
- ◆ Understand the concept of emotional intelligence

Aim of the Module

The aim of **Module 7** is to help you explore ways of furthering your personal development as a professional trainer of trainers. The module concentrates on various aspects of self-development that will form the foundation of continuous occupational expertise development. We will explore ways of helping you to become an effective and confident trainer. Apart from having positive self-esteem and emotional intelligence, the professional trainer also needs to consider how he or she can further his or her professional development in the field of training. This will be the focus of a workplace application activity.

Introduction

That people differ from one another is obvious even if we only look at their physical appearance. The importance and nature of these differences is generally underestimated. A study of the uniqueness of human beings may help people to know and understand each other better. Have you ever wondered why another person – or even you yourself – behaved in a specific way in a certain situation? More than once you may not have been able to get answers to questions such as: “What could have possessed him?” or “Why did she do that?” or “I do not know what came over me to say that”.

Every person is unique and, because of the nature of your work, it is important for you to be constantly aware of the fact that people differ, and that this uniqueness influences their behaviour.

You are not expected to be an expert on human behaviour. It is only necessary for you to know that there are a few aspects that make you unique, and that these aspects affect your interaction with people.

How you see and value yourself greatly determines:

- ◆ your attitude towards yourself, others and your world
- ◆ how you experience life and
- ◆ your behaviour.

As our behaviour is influenced by these factors, we cannot assume that merely having training skills is enough. Sound relationships with other people, including trainees, depend on your being secure and OK with yourself.

Behaviour patterns are formed over the years and are secured in the unconscious mind. However, through hard work and patient endurance we can change them – but it takes time. This module is not an extra strong painkiller which will dissolve all your self-management headaches. Remember that changing behaviour is a process that takes time. Be patient with yourself – the reward will be priceless!

How you feel about yourself affects the way you handle everything. The way you see yourself is developed over time by the messages you receive from others and the thoughts you think. This picture, or self-image, can be changed in the same way it develops, by changing the messages and thoughts. It is important to have a positive self-image to thrive in our competitive and often critical world.

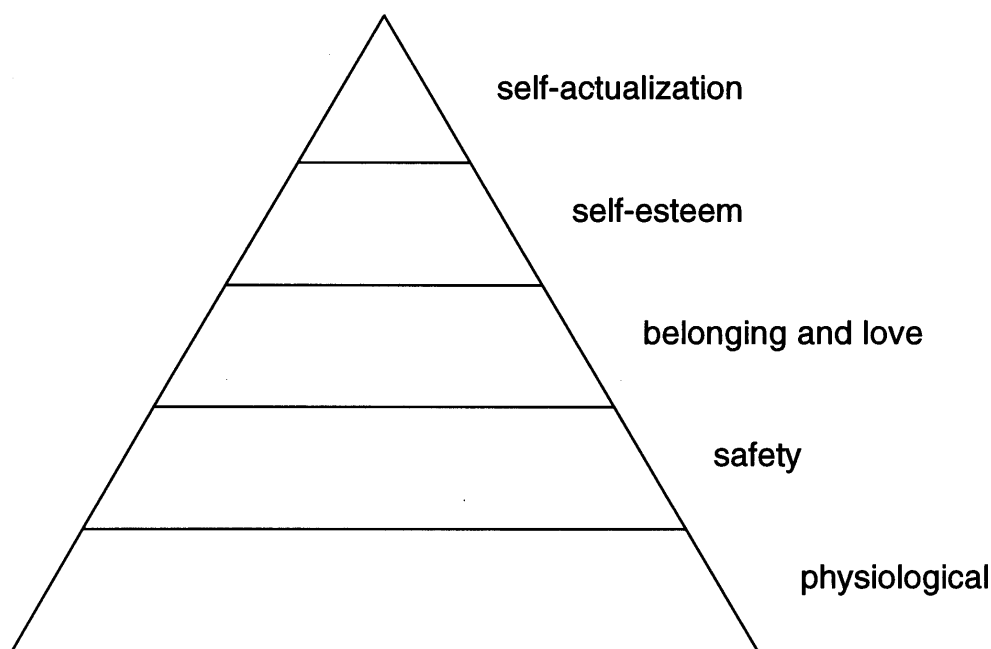
One of the recurring themes in this course is "lifelong learning". It is important that each one of us stays in touch with what is going on in the world. As the world changes and our economy becomes more and more global, knowledge of "what's going on" will be necessary for job growth and personal survival.

In order for you to continue with your own growth beyond this course, we ask that you write down specific ideas or concepts that you want to apply immediately and investigate further. It is an opportunity for you to ensure that this course stretches well beyond the workshop in all the different situations you will encounter professionally and personally.

“Unless you try to do something beyond what you already mastered, you will never grow.”
Ralph Waldo Emerson

Needs

Work behaviour is also determined by the needs of people. Maslow (1954, 1968) proposed that all humans have a basic set of needs and that these needs express themselves over the life span of the individual as internal “pushes” or drives. Diagrams of Maslow's hierarchy of needs have often been used (and abused) in the workplace as explanatory tools for what will and will not motivate staff at particular levels. As such, the theory was more one of human development than a theory of work motivation. Generally, the theory proposed that when we are young, we are more concerned with our physical well-being. As we become more secure in our physical world, we then begin to emphasise social needs. Finally, when our social foundation seems secure, we then concentrate on developing our abilities and capacities to their fullest.



Maslow's 'hierarchy' of needs

For Maslow, once the basic physiological and safety needs have been met, the higher order needs come to the fore:

- ◆ The need to belong and be loved.
- ◆ The need for approval.
- ◆ The need for independence and status.
- ◆ The need for success.
- ◆ The need for self-respect and to be held in high regard.
- ◆ The need for praise and acknowledgement.

In Maslow's theory, individuals would be motivated to fulfill the most basic set of

unfulfilled needs first. If an individual's physiological and security needs were fulfilled, then the individual would expend energy attempting to fulfill the social belongingness needs. When these and love needs were met, the individual would be "motivated" by circumstances that would satisfy the esteem needs, and so on. Should a lower-level need that once had been satisfied reemerge (e.g., a life threatening illness occurs to a formerly healthy person, a worker is made redundant and has no income), the person would revert to actions that might satisfy that now-unsatisfied lower-level need.

The Influence of needs

Other factors influencing behaviour

You are aware of the role that personality and needs play in your and others' conduct. There are also other factors that play a role, and these include:

- ◆ intelligence;
- ◆ learning, memory and forgetting;
- ◆ observation;
- ◆ experience;
- ◆ frame of reference;
- ◆ outlook on life and the world;
- ◆ motivation;
- ◆ attitude
- ◆ self-image;
- ◆ abilities;
- ◆ feeling and emotion;
- ◆ expectations and demands;
- ◆ frustration; and
- ◆ stress.

We will look at some of these on the next pages.

Attitude

What is attitude?

Attitude is a dynamic, sensitive and sensory process of observation. It is the way or the feeling with which you approach the world. It is not static, and therefore it requires your attention throughout.

A positive attitude focuses mainly on positive aspects. However, this attitude is acquired only by paying attention to it constantly. If there are negative influences, the positive person also knows that he will have to make adjustments to regain his positive attitude.

A positive attitude enables you to tackle problems and to attempt to solve them. If there is no solution at present, a positive attitude can help you to live with the problems and to neutralize their negative impact.

Advantages of a positive attitude:

- ◆ It gives rise to enthusiasm (it leads to higher energy levels and improved personality functioning).
- ◆ It improves and increases creativity (by being positive a person can think more clearly, and ideas and solutions occur more frequently).
- ◆ It encourages pleasant and good responses from other people to you.

How can I improve my attitude?

Take note of your sense of humour

Emphasise your positive characteristics

Simplify your life

'Look' better to yourself

Set yourself an objective in life – a mission

Self-image

What is self-image?

The picture we have of ourselves determines to a great extent how we feel about ourselves, how we feel about others and how we talk with them and see the world as a whole. It also determines how we act. These ideas grow from the way we were treated as children. These experiences form a way we look at things and feel about them. Slowly we start to act like this and they become part of our character. If you are often told that you are stupid, you begin acting stupid because you are supposed to be stupid!

What is self-esteem?



Activity 7.1: Seeing oneself

How do you see yourself when looking into a mirror? This is an individual exercise. Be honest and write down everything you can think of (for example: hair, skin, eyes, nose, weight, etc.)

How do you see yourself in an inner mirror? This includes, for example, qualities that you might be embarrassed or ashamed of such as; I easily lose my temper, I am shy, I cannot get on with some people, etc.



Activity 7.2: What is my self esteem like?

Complete the following questionnaire to determine your Self-esteem. (Source: Pallandino, C. 1989. *Developing Self-Esteem*)

Instructions

Place the number that best describes how you perceive yourself at work in the space provided. Then repeat the exercise by how you perceive yourself away from work.

Scale

Very low	Moderately low	Average	Moderately high	Very high
1	2	3	4	5

	At work	Away from Work
1. I feel successful in my present work/career.		
2. I feel satisfied with my present work/career path.		
3. I consider myself to be a risk-taker.		
4. I feel that continuing my education is important.		
5. I consciously look for the good in others.		
6. I can do most everything I put my mind to.		
7. I am comfortable in new social situations.		
8. I appreciate compliments from others.		
9. I feel comfortable speaking in front of others.		
10. I enjoy telling others of my successes.		
11. I am an optimistic person.		

12. I am goal oriented		
13. I am comfortable making most decisions		
14. I am in good physical condition		
15. I am respected by others for who I am		
16. I project a positive self-image		
17. I am an active listener		
18. I like being responsible for projects and others		
19. I enjoy controversial discussions		
20. I find obstacles challenging		
21. I am able to ask for help without feeling guilty		
22. I can laugh at my mistakes		
23. I am responsible for my thoughts and actions		
24. I am direct when I voice my feelings		
25. I am leading a balanced life		
26. I am an enthusiastic person		
27. I use direct eye contact when talking with others		
28. I genuinely like myself for who I am		
29. I exercise daily		
30. I feel it is important to dress for success		

Score

- 120-150 = Very High Self-esteem
- 90-119 = Moderately High Self-esteem
- 89-60 = Average Self-esteem
- 31-59 = Moderately Low Self-esteem
- 0-30 = Low Self-esteem



Activity 7.3: Descriptors of self

1. Take a piece of paper and write your name in the middle of it. In each of the four corners and around your name, write your responses to the following questions:
 - ◆ What two things would you like your colleagues to say about you?
 - ◆ What single most important thing do you do to make your interpersonal relationships positive ones?
 - ◆ What are three values you believe in most strongly?
 - ◆ What do you do on a daily basis that indicates your values of life?
 - ◆ In the space around your name write at least six adjectives that you feel best describes who you are. Write down at least three external (on the outside) and three internal (on the inside) things you like about yourself.

2. Think about two good qualities of the person next to you, (for example; friendliness, good listener, helpful, nice voice, etc.) Tell him or her and also mention the good qualities you have written down about yourself.

Elements of self-image

Your self-image consists of a complex structure of elements of which some of the images are very important and others are less important. Some examples of these elements are the following:

Body image

Social self-image

Intellectual self-image

Psychological self-image

Moral self-image

Affective self-image

Sexual self-image

Material self-image

Your self-image influences everything you do. It reflects "you" to everyone with whom you come in contact.

Which of the above elements contribute to your positive self-concept?



Activity 7.4: Personal strengths and weaknesses

In this exercise, please list your strengths and weaknesses as you see them, trying to be as honest as possible. The exercise aims to help you by honestly clarifying your strengths, and pointing to areas where you could improve. Please read the checklist below of strengths and weaknesses, to give you a few ideas. These are just to get you thinking, please do not confine yourself to them, but add on as many as you like:

Strengths	Weaknesses
Good with people	Bad with people
Know your job well	Don't know enough about my job
Enthusiastic	Not all that enthusiastic
Punctual	Not punctual
Get things done	Procrastination
Set priorities and plan	Disorganised
Creative/new ideas	Unimaginative
Meticulous	Often make mistakes
Determined	Give up
Reliable	Unreliable
Sense of humour	Don't see the funny side
Care for people/thoughtful	Selfish
Produce results/work hard	Lazy
Honest	Dishonest
Decisive	Indecisive
A person of principle	Let things ride
Methodical	Untidy
Loyal	Disloyal
Good at writing	Poor writer
Good with money	Poor with money
Patient	Impatient
Other:	Other:

Some ideas to help create a positive self-image

Speak up for yourself: Ask for what you want. You have a right to act in ways to promote your dignity and self-respect as long as other's rights are not violated in the process.

Don't put yourself down: Everyone makes mistakes. Recognise the problem if you have made a mistake. Do what is reasonable to correct it, and move on.

Believe in yourself: You know what works for you. Take your time, think, and trust yourself.

Be all that you can be: Set goals those are important to you. Follow your heart as well as your head.

Tend to your needs: You have the right to say "NO" and not feel guilty. You are the most important person that you must take care of.

Be proud of yourself: You are unique and special. Take credit for your qualities and talents. There is no one else like you.

In carrying out your duties as a trainer, you must realise that every person is unique. We have looked at a variety of factors that make us unique and that determine our behaviour. It is difficult to get answers to questions like: 'Why did she say that!' or 'What came over him?', but you, as trainer, should constantly be aware of differences and the aspects that play a role in your own and others' behaviour, so as to allow better interaction between you and the trainees and to promote a good image.

Accept yourself, trust yourself, respect yourself, be yourself and remember the following:

- ◆ You have the right to do anything so long as you do not hurt anyone.
- ◆ You have the right to retain your human dignity by asserting yourself – even if it offends someone – so long as your motive is self-assertion and not aggression.
- ◆ You have the right to direct a request at someone else – so long as you realise that the other person has the right to say “No”.
- ◆ Know that there are certain borderline cases in interpersonal relations where rights are not clearly spelt out. However, you always have the right to discuss the problem and thereby identify the situation.
- ◆ You have the right to claim the above-mentioned rights.

Consequences of a positive self-image

You have to continually work at your good self-image. However, it is worthwhile because:

How do I change/improve my self-image?

Each person must decide for herself whether she wants to change. The truth is that you cannot control or change another person. When you realise that, you will give more attention and time to changing and improving yourself.

However, change is hard work and it requires an output from you. Change can be painful or frightening and may even result in anxiety.

When you let go of changing others and work on changing yourself your outward conditions change.
(Pallandino)

Take risks

The Dilemma

To laugh is to risk appearing a fool.
To weep is to risk appearing sentimental.
To reach out for another is to risk involvement.
To expose feelings is to risk rejection.
To place your dreams before the crowd is to risk ridicule.
To love is to risk not being loved in return.
To go forward in the face of overwhelming odds is to risk failure.
But risks must be taken because the greatest hazard in life is to risk nothing.
The person who risks nothing does nothing, has nothing and is nothing.
He may avoid suffering and sorrow, but he cannot learn, feel, change, grow love.
Only a person who risks is free!

(Author Unknown)

Think positively

Live in the present

Learn to handle negative criticism

Reconstruct: choose what you going to make of a situation

Change your vocabulary

Formulate personal objectives

Send yourself positive messages

Attitude

Be pro-active

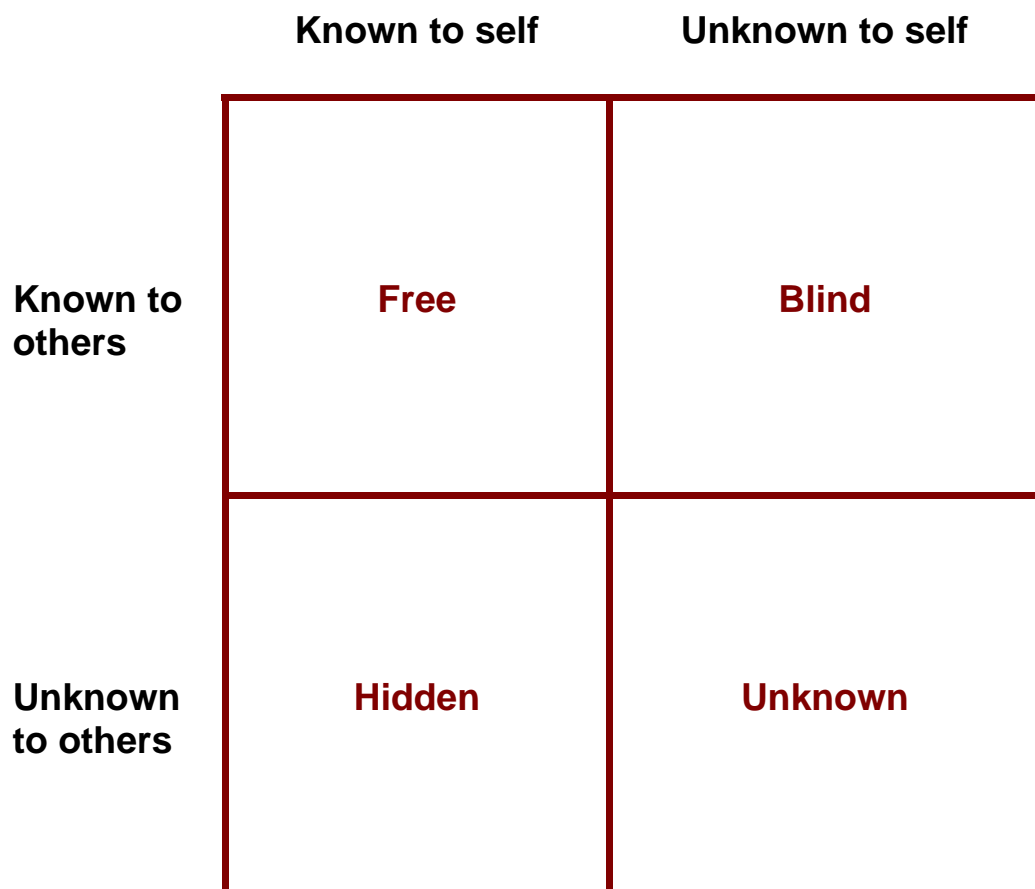
Sharpen your skills

Johari's window

Most people believe that they know themselves well, but the opposite is often proved. There are some things about a person that only he himself is aware of, but there are also things that he is blissfully unaware of. In the same way, a person might sometimes know things about others, but there are things about other people of which he has no knowledge at all. The Johari Window may represent this state of affairs. The name of the window is derived from the first names of its two creators, namely Joseph Luft and Harry Ingham, who first used it in 1955 (Luft, 1969)

Johari's window

:



The four window panels represent the whole self.

Free : I am conscious of my own attitudes, my behaviour, my values. This part of me is available to others. In it I am free. I know myself and am known. This public arena part of the self is the most conducive to effective interpersonal relationships and communication. All the information necessary to carry on effective communication is known to both the self and others. The larger this area of common understanding is, the more effective communication will be.

Hidden : This part is known to the self but unknown to others, hidden by a false front or façade. Information we perceive as potentially prejudicial to a relationship or that we keep to ourselves out of fear, desire for power, or whatever, makes up a façade. This protective front, in turn, serves a defensive function for the self. This part cannot be known to others unless I choose to disclose it. I retain it because of fear. This area is transformed in Free through self-disclosure.

Blind : Known about me by others but unknown to me. This constitutes a handicap for the self, since one can hardly understand one's own behaviours, decisions, when one is unaware of their sources. Others have the advantage of knowing their own reactions, feelings, perceptions, and so forth to this part of my self, while the self is unaware of these. Others can in a supportive responsible way help me to get to know it, if I am able to hear it.

Unknown : This region constitutes that portion of the self that is not known by the self or by others. I am more rich (I hope) and complex than both I and others know. Sometimes it is felt, read, dreamt or something happens and my unconscious is revealed to me and I know what I have not known before.

Opening the window

Increasing the **Free** and open area by reducing the area **Hidden** by a façade requires that the individual be open and honest in sharing information with others. The process that the self uses to increase the information known to others is termed exposure because it sometimes leaves the self in a vulnerable position. Exposing one's true feelings by "telling it like it is" will often involve risks.

When the self does not know or understand, more effective communications can be developed through feedback from those who do know. Thus, the blind spot can be reduced, with a corresponding increase in the free arena. Of course, whether the use of feedback is possible depends on the individual's willingness to "hear" it and on the willingness of others to give it. Thus, the individual is less able to control the provision of feedback than the provision of exposure. Obtaining feedback is dependent on the active cooperation of others, while exposure requires the active behavior of the communicator and the passive listening of others.

As the Blind and Hidden panels are opened up one begins to open up the totally Unknown area. This experience is revelation.

Assertiveness

When we are able to use assertiveness skills, it will help us to respect ourselves and others, lead to more controlled feelings, help us to be more independent and responsible and help us to communicate our feelings, ideas and needs.

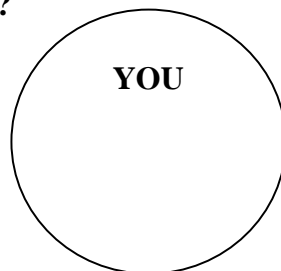


Activity 7.5: What is assertiveness?

Write down single words that you think describe assertiveness:

Using these words, write down a definition of assertiveness?

With whom can you be assertive?



Basic behaviour styles related to assertiveness

No person is constantly self -assertive, and most people make use of three basic styles of behaviour, depending on the situation and personal factors.

Submissive (non-assertive) behaviour

- ◆ Failing to state our needs, wants, opinions, feelings or beliefs in direct, honest and appropriate ways.
- ◆ Stating them in such a way that others can easily disregard them.

The person who acts submissively creates the impression of inferiority and allows the needs and rights of others to have precedence over his or her own. Such a person often sees him or herself as victim.

Reasons for non-assertive (submissive) behaviour

Aggressive behaviour

- ◆ Ignoring or dismissing the needs, wants, opinions, feelings or beliefs of others.
- ◆ Expressing your own needs or wants in inappropriate ways.

Aggressive behaviour is usually improper because it violates the rights of others and renders people hostile. It creates an impression of superiority and disrespect.

Reasons for aggressive behaviour:

Assertive behaviour

Assertive behaviour is that in which you state your wants, needs, opinions, feelings or beliefs in direct, honest and appropriate ways to other people without abusing their human rights..

When a person acts assertively, he or she communicates a message of self-respect and respect for others.

Why is assertiveness important?

The Dos of assertive behaviour:

- ◆ Decide what you want
- ◆ Decide if it is fair
- ◆ Ask clearly for it
- ◆ Do not be afraid to take risks
- ◆ Be calm and relaxed
- ◆ Express feelings openly
- ◆ Give and take compliments
- ◆ Give and take fair criticism

Do not:

- ◆ Beat around the bush
- ◆ Go behind people's backs
- ◆ Bully
- ◆ Call people names
- ◆ Bottle up feelings.

Assertiveness in relation to rights and responsibilities

Rights are anything that we think human beings are entitled to by virtue of their existence. It may also be described as reasonable expectations between two people.

Just as we have rights so do other people, and just as we expect our rights to be respected and recognised we must do the same for others. When we choose to exercise one of our rights we must take responsibility for the outcome of that decision.

Each individual has his/her own values, but following are some of the most important Basic Human Rights an assertive person aims to respect for him/herself and others.

Every human has the right to:

- ◆ Be treated with respect
- ◆ Ask for what he or she wants (realising that the other person has the right to say "No")
- ◆ Have an opinion, feelings and emotions and to express them appropriately
- ◆ Make statements which have no logical basis, and which we do not have to justify (e.g. intuitive ideas and comments)
- ◆ Make his or her own decisions and to cope with the consequences
- ◆ Choose whether or not to get involved in the problems of someone else
- ◆ Make mistakes
- ◆ Be successful
- ◆ Change his or her mind
- ◆ Privacy
- ◆ Be alone and independent
- ◆ Change him or herself and be assertive
- ◆ Refuse a request or say "No"!

Assertiveness skills

To be assertive it is important that the words you say are matched with your body language. Remember assertive people are not only confident in their behaviour but also in their personal appearance.

How to be persistent:

- ◆ Know your goal
- ◆ Remain focused on your goal
- ◆ Don't allow yourself to be manipulated

Dealing with criticism

Assertive people are not frightened of criticism, because they are well prepared for it and know that it can be useful to all parties concerned. It is a growth opportunity.

Deal with negative and positive criticism rationally and logically, not emotionally. Here are some hints:

- ◆ Respond to words not implications
- ◆ Admit your errors
- ◆ Ask questions that need specific answers

Dealing with mistakes

- ◆ Don't defend yourself or deny your mistake
- ◆ Calmly agree with the accurate criticism of your work or behaviour
- ◆ Follow it up with a positive statement, e.g. "Yes, the work is not finished yet. It was careless of me. I will do it immediately."

By using this method you take the wind out of the other person's sails and he will consequently stop criticizing you.

Dealing with manipulative criticism

This kind of criticism is not a fair presentation of what is good and bad about something (work, behaviour, a text) but is aimed at making you feel 'put-down' and bad about yourself or to make you do something you do not want to do. There may be some truth in the criticism but the intention is not genuine criticism but humiliation.

- ◆ Calmly acknowledge that there may be some truth in what is being said
- ◆ Disregard the rest of the criticism that is aimed to humiliate not improve.

E.g. "You're late this morning ... you're always late ... you don't care about anyone else here. You expect us to do all your dirty work ..."

"Yes I am late this morning."

By using this technique you stop manipulative criticism and protect your self-esteem. By not awarding/accepting this criticism your attacker does not get what he or she wants — to hurt or upset you — and will be less likely to try again.

When you are uncertain what the criticism means

- ◆ Ask questions to get more information about your behaviour.
- ◆ Decide whether the criticism is to your benefit or whether the critic just wants to put you down.
- ◆ Handle it assertively.

E.g. "You're stupid"

"My understanding may be different from yours, what exactly do you mean by that?"

When sharing negative feelings

- ◆ Confront negative behaviour in a non-blaming way
- ◆ Focus on issues not feelings
- ◆ Separate people and behaviour. Focus on behaviour — don't attack the whole person, just their behaviour or one particular aspect of their appearance.
- ◆ Be specific
- ◆ Don't use labels or stereotypes (e.g. 'typical woman', 'you're so childish', etc.)
- ◆ Empathise with the other person's feelings or situation (e.g. I realise what I am going to say might be disappointing to you but I do prefer ...).
- ◆ Acknowledge the positive (e.g. 'You are very enthusiastic but you are giving out inaccurate information').
- ◆ Keep calm.
- ◆ Keep to the point. Don't bring in all other complaints to cloud the issue.

How to say NO

People often find it difficult (or even impossible) to say 'No' or refuse a request. However, you can learn to say 'no' without offending people.

- ◆ Say what you mean
- ◆ Say NO so that it sounds final
- ◆ Do not think up some lame excuse or offer long explanations
- ◆ Be firm
- ◆ Give alternatives
- ◆ Do not feel guilty; remember when you say 'no' you are refusing a request, not rejecting the person.

Why is it important to say 'No' sometimes?

An application of assertiveness

I _____ (see, hear, feel, find) that you _____

_____ (do, feel, say)

It really makes me _____ (angry, unhappy, annoyed, confused, etc.).

I would really appreciate it if you could rather _____

Building blocks for self-management

There are several building blocks of confident self-management. Here are some of them:

Self-knowledge

Self-talk

Self-control

Self-acceptance

Self-respect

Self-disclosure

Self-value

Self-love

Self-confidence

Emotional intelligence

Note that the concept of emotional intelligence is becoming more and more prominent in thinking on management, education and training, though it remains a contested idea.

Emotional Intelligence describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. Daniel Goleman's best seller *Emotional Intelligence: Why It Can Matter More Than IQ* published 1995 in outlined four main conceptions of emotional intelligence, namely:

- ◆ Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- ◆ Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances.
- ◆ Social awareness – the ability to sense, understand, and react to other's emotions while comprehending social networks.
- ◆ Relationship management – the ability to inspire, influence, and develop others while managing conflict.

**Characteristics of the seven dimensions of emotional competence
(Wolmarans, 2001)**







Dimension	Refers to	Key competency
Emotional literacy	An awareness of the ebb and flow of one's own and other people's emotions, an understanding of what causes the emotions, and the skill to interact at an emotional level in an appropriate way, at the right time, with the right person, within the boundaries of a particular context. An advanced level of emotional literacy is demonstrated by an ability and willingness to acknowledge and apologise for emotional hurt caused, to express sincere regret and to restore damaged relationships sensitively and sensibly.	Perceiving, appraising and expressing emotions
Self-esteem/ self-regard	An honest, objective and realistic assessment of, and respect for, one's own worth as an equal human being. It includes unconditional, non-defensive acceptance of one's talents, values, skills and shortcomings. A high level of self-esteem is demonstrated by the courage to act in accordance with personal values and convictions, in the face of opposition, and the ability to admit one's mistakes in public and even laughing at oneself when appropriate.	Accepting oneself unconditionally
Self-management	The ability to manage stress and harness energy to create a state of wellness and healthy balance between body, mind and soul, without overindulging in one area at the expense of another. An advanced state of self-management is demonstrated by the ability to remain calm in the face of conflict and provocation, eventually minimizing defensiveness and restoring rationality with the aggravated party.	Reflecting on and regulating emotions for personal well-being
Self-motivation	The ability to create a challenging vision and set stretching goals; to remain focused and optimistic in spite of setbacks; to take action everyday and remain committed to a cause; and to take responsibility for one's successes and failures. A high level of self-motivation is demonstrated by the ability to "hang in there" when others give up, as well as the judgment to change direction when it is time to move on.	Responsibly committing oneself to the achievement of challenging goals
Change resilience	The ability to remain flexible and open to new ideas and people, advocating the imperative for change and innovation when appropriate, with due concern and consideration for the emotional impact of change on people. An advanced level of change resilience is demonstrated by an ability to cope with ambiguity, to thrive on chaos, without forcing premature closure, and to get re-energised by the beautiful scenes encountered along the way, as well as the anticipation of the unknown.	Being flexible and open to new ideas/change/criticism/diversity

Dimension	Refers to	Key competency
Interpersonal relations	An intuitive understanding of, and deep level of caring and compassion for people; a real concern for their well-being, growth and development, and joy and recognition for their successes. It involves relating to others in such a way that they are motivated by high expectations and are willing to commit them to a cause. It includes both the ability to lead a team and to contribute to a team to achieve results. An advanced level of relationship competence is demonstrated by the ability to make emotional contact with people and to build the kind of trust and loyalty that nurtures long- term relationships.	Establishing empowering relationships through empathy and compassion for others' well-being, growth, development and the goals of the team
Integration of Head and Heart	The optimization of one's potential by accessing the functions of both sides of the brain. Decisions are made and problems are solved, with due consideration of both facts and feelings, and with the commitment to create win-win solutions that serve both the goals and the relationships concerned. An advanced level of skill is demonstrated by the ability to turn adversity into opportunity, and making intuitive, inventive, yet implementable breakthroughs in moments of crisis.	Considering facts and feelings in problem-solving/solution generation



Activity 7.6: Which is your preferred emotional style?

(Based on Wechsler's Emotional Styles)

Friendly Helper	Strong Achiever	Logical Thinker
<p>Rejects Strong Emotions Hostility, animosity, aggression</p> 	<p>Rejects Tender Emotions Love, affection, endearment, compassion</p> 	<p>Uncomfortable with all Emotions Blocks out emotions</p> 
<p>Accepts Tender Emotions</p> 	<p>Accepts Strong Emotions</p> 	<p>Displaces Emotions With logic, data, facts and figures</p> 
<p>✓ which is true of you</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prefers warmth, harmony and cooperation <input type="checkbox"/> Peacemaker, non-assertive <input type="checkbox"/> Attempts to minimise tension <input type="checkbox"/> Praises others, looks for common ground, does favours to others <input type="checkbox"/> Fears conflict and emotional hurt <input type="checkbox"/> Reaction to stress - dependence or depression <input type="checkbox"/> Need to learn: <ul style="list-style-type: none"> - to assert themselves - to ask for what they want - to be critical and evaluative of ideas 	<p>✓ which is true of you</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task-orientated, initiates action, coordinates, pushes for results <input type="checkbox"/> Prefers to be in command <input type="checkbox"/> Assertive and readily accepts aggressive qualities in themselves and others <input type="checkbox"/> Influences by giving orders, threatening, withholding rewards or challenging others <input type="checkbox"/> Fears being perceived as soft and sentimental or losing control <input type="checkbox"/> Reaction to stress - domination or impulsive over activity <input type="checkbox"/> Needs to learn: <ul style="list-style-type: none"> - patience - how to support others 	<p>✓ which is true of you</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prefers information-gathering and clarification of words and ideas <input type="checkbox"/> Replaces emotion with logic, accuracy and self-reliance <input type="checkbox"/> Rejects strong and tender emotions <input type="checkbox"/> Fears confusion, loss of structure or being wrong <input type="checkbox"/> Dislikes being obligated to others or being overpowered by emotions and impulse <input type="checkbox"/> Influences by logic, fact and clever arguments and their knowledge of rules and regulations <input type="checkbox"/> Reaction to stress - withdrawal or rule bound <input type="checkbox"/> Needs to learn: <ul style="list-style-type: none"> - awareness of own feelings - acceptance of closeness and intimacy - expression of emotion

Guidelines for dealing with emotions

Step 1:

Become aware of and differentiate between the emotions.

Step 2:

Note any physiological changes, e.g. pounding of heart, fast breathing, sweating palms, getting “warm under the collar”.

Step 3:

Acknowledge the emotions. Do not ignore or deny them.

Step 4:

Apply rational self-talk, e.g. “I know my idea has merit”.

Step 5:

Own your emotions. Accept responsibility for feeling the way you do, by using “I feel ...”

Step 6:

Take time out – physically or mentally (conditioned relaxation or counting).

Step 7:

Investigate your emotions and find out why you respond this way.

Step 8:

When calm enough, report your emotions. Saying what you are experiencing, e.g. I feel sad about ...

Step 9:

Resolve the issue if possible. Otherwise decide how to keep your cool the next time.

Emotions should not be suppressed. They should be observed, acknowledged, reported and dealt with.

You can control your feelings!



Activity 7.7: Checking your emotional competence

Emotional competence checklist (Lindenfield, 1997, pp. 2-5)

Check (4) what is true for you.

I always act in accordance with my values.	
I have a strong sense of personal identity and behave consistently.	
I optimise my brain's potential, by applying both sides of my brain.	
I stay motivated in spite of setbacks.	
I make quick, confident decisions without panicking.	
I integrate my head and heart when making decisions.	
I am a good team-player.	
I am able to work on my own, and am at peace with myself.	
I thrive on change and cope well with the emotions involved in change.	
I readily take risks.	
I deal effectively with disappointments.	
I am persuasive because I speak with inner conviction.	
I manage stress well and harness my energy. I know how to restore relationships with others, when I mess up.	
I interact sensitively and sensibly with others.	
I love and care for others without reservation and an undue fear of being hurt.	
I enjoy rewarding intimate relationships and can let go of my inhibitions.	
As a good parent I build rather than break my offspring's confidence.	
I enjoy good physical health because I limit the adrenaline levels and enhance my immune system.	
I control my eating and drinking habits – I do not overindulge when I experience uncomfortable emotions.	
I resolve conflict effectively by remaining calm in the face of provocation.	
I'm becoming more creative by allowing myself to feel and dream.	
I'm having more fun as I "let go" of limiting beliefs.	
I am treated with respect because I control my emotional responses.	
I improve my chances for success, happiness and satisfaction, by capitalizing on my full potential.	



Activity 7.8: Review of Module 2

Review what you have learned against the outcomes of the module.

What were the significant learnings) for you?

What will you apply?

How will the be the first practical steps you take in applying them?



Activity 7.9: Group discussion on applying your learnings

In groups discuss how you will apply what you have learned in this module in your own training activities and workplace and what further actions you can take to increase your knowledge, understanding and skills regarding training needs assessment?

Actions I can take	Who can assist me?	When should I review my progress?	Comments



Checklist for Competencies

Module 7: Continuous occupational expertise development

Name: _____

Assess your own skills by indicating with a ✓ how you rate yourself on each aspect mentioned.

<i>I can ...</i>	<i>Poor</i>	<i>Fair</i>	<i>Excellent</i>
Identify various aspects of knowledge of myself			
List various types and levels of human needs			
Understand the concept of attitude			
Understand what makes up my own self-image			
Use Johari's window as a self-examination tool			
I can distinguish between non-assertive, aggressive and assertive behaviour			
Practice a number of assertiveness skills			
Identify building blocks for my own self-management and development			
Understand the concept of emotional intelligence			



Evaluation of Module 7

What did you like about the module?

What did you not like?

What would you like to change?

Any other comments

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