SELF-AWARENESS STRATEGIES – PERSONAL ADVANCEMENT

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Abstract
In this research paper, it is discussed that entity advancement strategies are the major role in the study technique of instructors. Entity awareness, entity regulation and entity reflection are the three constructs which helps the instructors for the organisational entity advancement. The paper argues the concept and approaches of traditional technique that initiatives the external levels and factors of the instructors. It also emphasises on the entity advancement technique models and related programs in the entity advancement strategies.
Keywords: *Study Technique, Instructors, Awareness, entity awareness, entity regulation, entity reflection.*

Introduction

In 1995, Karpin stated that in the realisation concept, there is a mapping link between the organisational goals and national prosperity. The greater attention is give towards the advancement of instructors in all the levels of the organisation. The improvement areas have been identified and the intelligences are improved for the attainment of organisational objectives. It also drew the attention to people management intelligences—leadership, communication, negotiation, resolving conflict, creativity and innovation, and managing change – as the principal advancement needs of Australian instructors.

Management Advancement

The management advancement concept focuses on the growing concerns that expresses the training program in analytical intelligences whereas to advancement organisational experiences towards the knowledge that highlights peoples carrier.

Mintzberg (2004) discusses the advancement of analytical intelligences that enhances the manager for the advancement entity advancement technique towards the formal organisational decision making technique strategies.

Pfeffer and Fong (2002) illustrates the practices and organisational behaviour for developing the organisational environment that follows the formal class based study, while providing for the study of facts and theories, is deficient in preparing students for the complexity of demands that they will experience as instructors.

Similarly, it was also found that educating and training the instructors will advancement the organisational internal and external factors which enhance the complexity of demand and

supply of the organisation. Relating theories, facts are revealed to make effective management theory and practices in the organisation.

Alldredge, Johnson, Stoltzfuz, & Vicere 2003. Discusses that Instructors use their work experiences as stimuli for reflective study and "experiment" with insights about behaviour in order to refine their understanding and intelligences. While these experiential based advancement programs enhance the organisational relevance of training, they require expensive and extensive effort on behalf of organisations to set up. Consequently, many organisations choose to target these advancement programs, to selected groups of instructors. However, given that organisations are systems.

(Baker, 1973), the targeted selection and exposure of "fast track" instructors, limits the impact of these advancement initiatives on the overall organisational culture and operating potential of the organisation's instructors. It is a fundamental tenet of systems analysis that improving systems requires working on the weakest links of that system (Kast & Rosenzweig, 1972). Thus all instructors, not just the most talented instructors, need to be stimulated to develop their organisational intelligences and improve their performance. One solution is to promote entity-advancement efforts by instructors to continuously assess their own capabilities and to initiate their own advancement actions.

Organisational entity-advancement focuses on a technique of entity-initiated and entity-directed advancement of intelligences and knowledge, in order to enhance organisational performance. Organisational entity-advancement, accords with adult study theory in stressing engagement with experiences as the primary study strategy (Galbraith, 1991). Furthermore, while entity-advancement is applicable to all organisational staff within an organisation, it can be targeted to the specific individual needs of a manager. Formal training programs may be required for teaching the entity-advancement model and its application, but once learnt the technique focuses on entity-directed actions on behalf of instructors. In a sense, organisational entity-advancement is study to learn and once acquired, the intelligences enable more refined and productive entity-advancement efforts. In the next section of this paper, a model of organisational entity-advancement is presented that can form the basis of design of such a entity-advancement program.

A Conceptual Model of Organisational Entity-Advancement

The model of organisational entity-advancement presented here is centred on three interrelated meta-intelligences – intelligences that enable the gaining of more intelligence – of entity-awareness, entity reflection, and entity-regulation. Highlights the organisational entity-advancement technique which draws upon the integrated operation of these three meta-intelligences. Advancement implies a change, an evolution, growth or advancement from a current level of performance to a capacity for more complex and sophisticated performance. For a manager, the degree of advancement need is reflected in the concept of a 'performance gap', which refers to the difference between current and needed performance. Knowledge of this gap plays two important roles in entity-advancement.

First, it highlights the direction of advancement efforts of instructors. Efforts can focus on developing specific intelligences, such as enhancing listening intelligences, or more broad based intelligence domains, such as team leadership etc. Second, knowledge of the 'performance gap' stimulates motivational effort in the pursuit of these efforts to close the gap. Motivation is essential for engagement in the advancement technique as it provides the energy to persist in change endeavours and overcome obstacles encountered in such efforts (Locke & Latham, 1990; Zimmerman, 2000). Knowledge of the 'performance gap' requires instructors to be aware of their intelligence strengths and deficits. This entity-awareness is generated from feedback from three primary sources about the manager's performance. These sources relate to feedback from people familiar with the manager's work, from the manager's own experiences, and from insights generated from psychological tests and inventories. Information from these three sources of information can contribute to instructors developing accurate and accepted awareness of current intelligences and needed intelligences as well as understanding of their dispositional nature that contribute to their leadership style.

Entity-awareness is generated by reflection on the information provided by each of these sources of information. Entity-reflection is a thinking style that uses introspective analysis of experiences to obtain greater entity-awareness (Daudelin, 1996; Seibert & Daudelin, 1999). The awareness of, and reflection on, one's intelligences and the identification of one's 'performance gap' is, however, not sufficient for engagement and success with entity-advancement efforts. Many people learn about gaps in their performance but choose either not to deal with them or to put relatively little effort into addressing the gap. Even if a person feels compelled to act to remedy a gap it is possible that a person may lose momentum for the change, especially if it relates to changing a deeply ingrained pattern of behaviour (Polivy & Herman, 2002).

The technique of change is not simply a case of employing will-power to enhance one's goals but is adynamic technique that involves many strategies that the manager utilises in support of his or her change efforts. The study of these strategies and their impact on change is related to the third meta-intelligence of the organisational entity-advancement technique, namely the intelligence of entity-regulation. Entity-regulation refers to techniquees that enable an individual to guide his/her goal-directed activities over time and across changing circumstances (Karoly, 1993; Manz, 1986; Zimmerman, 2000). This intelligence relates to how well one can regulate thoughts, feelings and emotions, and behaviour in support of valued goals. Popularwriters on success and achievement provide some useful insights into motivating changes in behaviour but their advice is typically too broad and simplistic to act as a entity-regulation guide (Nesbit, 2007). In particular, their advice tends to underutilise environmental influences to support change efforts. Social cognitive perspectives of entity-regulation (Bandura, 1982; 1991; Zimmerman, 2000) on the other hand, provide a more comprehensive perspective on the entity-regulatory technique, viewing behaviour as embedded in dynamic systems involving reciprocal deterministic influences from personal factors, environmental forces, and behavioural outcomes. The proposed organisational entity-advancement model incorporates insights from social cognitive theory to inform the nature of strategies that can be employed to support entity-advancement action plans.

In summary, these three areas – entity-awareness, entity-reflection, and entity-regulation – are all involved in an integrated technique of entity-advancement. In the following section each of these meta-intelligences is examined in fuller detail and their relevance in the design of organisational advancement is highlighted.

Entity-Awareness

Entity-awareness is often considered little more than an outcome of a cognitive technique involving introspective entity-reflection and the active synthesis of these insights into entity-concepts. However, entity-awareness in an integrated entity-advancement model is more than just the outcome state of insight, but involves the advancement of intelligences to consciously manage perceptual biases and emotional reactions to feedback. Entity-awareness in this sense can be considered a intelligence, as people vary in their capability to manage their emotional reactions to critical performance feedback (Kaiser & Kaplan, 2006). As with other intelligences, improvement in entity-awareness (accuracy and acceptance of insights), can also be developed with training. A entity-advancement program would need to make participants aware that entity-awareness can be distorted by perceptual biases designed to protect one's entity-concept (Kaiser & Kaplan, 2006). Thus to enhance entity-awareness, instructors need to actively manage their reactions to feedback. The first step is being aware of one's emotional reactions in the feedback technique, and recognising rejection or censorship thoughts that arise. A useful strategy is to reframe criticism as poorly delivered but a well intentioned desire to help or to reinterpret problems as opportunities to learn about one entity and acquire new intelligence (Jackman & Strober, 2003). Reframing can also be aided by developing communication scripts to respond to criticism with questions aimed at moving the focus from personal issues to behavioural issues (Whetton and Cameron, 2007). A entity-advancement program should expose instructors to multiple sources of information about organisational strengths and deficits. Ideally, one should include information from others familiar with one's performance, from work experiences, and from psychological inventories and entity-report intelligence surveys. There are many examples of psychological inventories and other entity-report instruments that can be employed. It is important to highlight the limitations of these inventories and instruments and should be used as tools for reflection. Thus the accuracy of entity awareness is ultimately a product of the quality of our reflective practice.

Entity-Reflection

Entity-reflection is an important intelligence for instructors to develop as it drives the quality of study insights that comes from feedback. Entity-reflection is, in essence, an internal Socratic dialogue, where one asks oneentity questions in order to gain a deeper understanding of one's behaviour in organisational situations as well as the impact on others. Entity-reflection is not the same thing as rumination, which is related to cyclic thought patterns reliving experiences (Mackoff & Wenet, 2001). Nor is entity-reflective thinking the same as entity-criticism, which leads to critical entity-assessment. In contrast to these other thinking approaches, entity-reflection is a technique that endeavours to focus on what one can learn

from experience and how it will inform one's behaviour in the future. The ultimate aim of entity-reflection is study: producing a capability to act more effectively in the future (Daudelin, 1996; Kolb, 1984).

Entity-reflection requires conscious effort in thinking about experiences. It is not something that is done to a manager but something the manager does to him or herentity. Thus the entity-advancement program can provide an environment that stimulates a manager's entity-reflective behaviour, but reflection itentity cannot be mandated. One of the problems in developing entity-reflection intelligence for instructors is that instructors engage in entity-reflection all the time but rarely examine the quality of their reflections. Consequently, many instructors may mistakenly consider their entity-reflection intelligences as already developed. However, entity-reflection from the perspective of organisational entity-advancement requires more than just introspective thinking, it also requires study from that thinking and building behavioural intentions to operate more effectively (Kolb, 1984; Seibert & Daudelin, 1996).

To increase the likelihood that entity-reflection contributes to one's advancement, it needs to become a behavioural habit and ideally follow a relatively formalised structure. Daudelin (1996) has proposed that entity-reflection technique should proceed through a number of distinct stages. The technique begins with a stage of 'event articulation' which entails providing a description of the events, people and actions being reflected on. This stage seeks to produce a relatively objective account of what happened, as well as descriptions of the actions of people involved. This leads to the second 'reflective analysis' stage where one questions why things happened as they did. Specifically one asks "Why did this happen?" "Why did I do this?" "Why did I feel this?", and the like. An important aspect of this stage is to challenge one's insights and answers, as we often initially seek to protect our entity-conceptin this technique. However, through conscious effort and an orientation to learn from insights brought about by our questioning, one can arrive at answers to help explain events, behaviour, and underlying feelings. These answers should be considered hypotheses to explain events rather than objective truths.

Thus entity-reflection is part of an ongoing study technique that takes time to develop understanding and insights (Kolb, 1984). These evaluative hypotheses form the third 'evaluation' stage. In this stage instructors need to judge their willingness to deal with their evaluations. To be an effective manager does not require perfection but a willingness to work on issues that are important and a desire to make the most impact in their roles. The fourth stage of reflection is the 'planning' stage which requires the manager to consider how to do better in the future using their insights about the reasons why events occurred as they did. To highlight the technique and benefits of reflection a entity-advancement program should incorporate the use of a reflective journal of experiences (Thorpe, 2004). Writing a journal provides discipline to the technique of reflection, and offers a number of advantages. First, writing helps to distance events and actions thus reducing biases related to protecting one's entity-concept. Second, a journal provides a record of the outcomes of the reflection technique and over time provides a rich source of material to use in identifying patterns of behaviour that reveal one's dispositional nature and performance issues to deal with. Finally, writing and the

disciplined entity-advancement technique that is developed, helps in the production of detailed action plans. The content of the writing within the journal should follow the four stages outlined above. Ideally, it should be carried out regularly, such as part of a review technique at the end of each work day or at the conclusion of specific activities that the manager wishes to develop, and should occur in a location relatively free from distractions.

In addition to the use of a journal, entity-reflection can be enhanced through the use of peer coaching. In this approach to coaching each member of the coaching dyad alternates between being coach and being the person coached. As peer coach, a manager practices their own active listening intelligences and increases empathy of different perspectives, intelligences important for management (Karpin, 1995). As the person being coached the manager is aided in the practice of reflective thinking. Additionally the relationship increases trust within the pair and highlights its role in the entity-awareness technique.

In the organisational entity-advancement model, the two meta-intelligences of entity-awareness and entity-reflection provide awareness of the performance gap of a manager. An important aspect of this knowledge is that it provides motivational energy to engage in behaviours to address the gap. However, new management behaviours are often difficult to sustain. The technique of taking action to improve organisational intelligences relates to the third important meta-intelligence, namely entity-regulation

Entity - Regulation

Entity-regulation is concerned with the implementation of action strategies to aid people in reaching desired goals (Karoly, 1993). For many people the technique of goal attainment, such as adopting new behaviours and eliminating old undesired behaviours, is a question of willpower. Conceptualising entity-regulation as a technique of setting one's sights on a goal and simply pressing through with the desired behaviour, however, is not only a simplification of the complexity of techniquees of entity-regulation, but likely to lead to poor outcomes. The most comprehensive and researched perspective concept of entity-regulation is derived from social cognitive theory (Bandura, 1982; 1991; Karoly, 1993; Zimmerman, 2000). From the perspective of social cognitive theory, people's actions are conceptualised within a cycle of interactions between environments, cognitive aspects of the person, and their behaviour (Zimmerman, 2000). So too, instructors' entity-initiated actions for advancement exist within a system of reciprocal influences. Organisational advancement programs need to capstone study with the production of an action plan. While advancement plans are typical outcomes of formal advancement programs, the integrated model of entity-advancement presented here reinforces actions consistent with social cognitive theory.

The first aspect, typically associated with entity-regulation, is to consider the appropriateness of one's advancement goals (Karoly, 1993). Failure at entity-regulation often arises from poorly constructed goals; goals that are too broad to action or allow evaluation of performance improvements, or goals that are not highly valued (Goshal & Bruch, 2003). Goal-setting research has shown that goals should be specific and challenging in order to stimulate performance (Locke & Latham, 1990). In the organisational entity-advancement model, the

techniquees of entity-awareness and entity-reflection play a significant role in identifying advancement areas to address. An important entity-regulatory action is to convert these typically abstract advancement areas into specific, challenging, action goals.

Analysis of one's organisational performance gap will aid in the advancement of specific goals by highlighting the organisational situations where improved intelligence and knowledge is required. For example, a manager's advancement area may be to improve communication. By reflecting on one's experiences related to this domain, one may decide to focus on speaking up in meetings as a specific communication related advancement goal.

Goals are typically constructed as part of an action plan which outlines task appropriate strategic behaviours to reach goals (Zimmerman, 2000). As with the formulation of goals, the technique of action planning requires considerable care in its construction. Social cognitive perspectives of entity-regulationhighlight the importance of giving attention to ongoing cognitions and motivation, as well as environmental aspects, in the advancement of task strategies in action plans. Indeed, a major cause of failure to sustain newly acquired behaviour is the non-supportive nature of the environment.

Therefore, actions plans need to be developed that acknowledge the reality of the physical and social environment confronting instructors (Zimmerman, 2000). Specifically, instructors should identify obstacles to new behaviours and design appropriate actions to nullify or avoid obstacles as well as build support for their action. Well designed action plans should also ensure that goals and plans remain salient (Zimmerman, 2000).

Demands on the time and attention of instructors can easily distract them from important advancement actions. Writing down goals and action plans and keeping the document in a position so that it can be constantly referred to, is a useful strategy in constructing supporting environments. The complex nature of action plans also raises the need to maintain a flexible approach to their implementation.

While action plans should be written down and constructed in a way that allows easy access and reference, the plan should be open to ongoing refinement rather than be seen as a fixed construction. Finally, action plans need to be regularly monitored to evaluate the impact and success of plans, which then provides information about needed adjustment in task strategies.

Action plans need to detail explicit methods by which advancement progress is monitored and recorded. One important aspect in entity-regulation behaviours are manager's beliefs in their ability to regulate their behaviour. Efficacy or belief in one's ability to set goals and follow through with appropriate behaviour has been shown to play an important role in actual change techniquees (Bandura, 1982). Efficacy can be enhanced by setting action plans that allow one to have "small wins" (Whetton & Cameron, 2007), which focuses on realistic obtainable goals.

Given the inevitable discrepancy between action plans and behaviour actually carried out, how a manager thinks about their goals and performance can play an important role in determining his or her reactions. There are two orientations or mindsets that instructors can take in the operation of their action plan, referred to as either study or performance mindsets (Dweck, 2006). Individuals with a study mindset are motivated to increase their competence

and to master challenging situations. Such people deal with obstacles in reaching goals as opportunities for study and a natural and constructive part of the study technique. This behaviour is in contrast to individuals with a performance mindset, who seek to demonstrate task competence for the purpose of gaining favourable judgements from others (Dweck, 2006). Consequently, these people tend to avoid situations where they appear incompetent or inadequate and quickly lose interest in action plans that do not prove successful or too challenging. Therefore, in the early stages of entity-regulatory efforts, manager's needto approach their action plans from the perspective of study and gaining insights about the entity-regulatory experience rather than a focus on performance success. Entity-advancement programs ultimately rely on the extent that instructors are able to engage entity-regulatory techniquees within their advancement actions. Entity-regulatory actions are enhanced to the extent that they incorporate insights from social cognitive theory. Specifically instructors should give considerable care and attention to the construction of goals. These need to be actionable and specific in nature and derived from entity-awareness of the performance gap. Action plans should consider avoiding or limiting obstacles, such as toxic people, to aid performance. Ideally action plans and goals should be written down and be easily located in order to remind instructors of their goals and desired behaviours. They should also be flexible in nature to respond to needed changes based on the evaluation technique and changing environments. Finally, a study mindset should be adopted which views early stages of the regulatory technique as an opportunity for study about entity-regulation of oneentity rather than behaviour change itentity.

Summary

In this paper it is argued that entity-advancement can play an important role in the study technique of instructors. Three meta-intelligences, entity-awareness, entity-reflection, and entity-regulation have been proposed as drivers of the entity-advancement technique. Entity-advancement requires instructors to enhance the accuracy of their entity-awareness insights from feedback sources. However, bias perceptions and unwillingness to expose to situations that provide information about intelligence deficits can limit entity-awareness accuracy and acceptance. Advancement programs that do not recognise the limitations of feedback that runs counter to entity-concepts are likely to underestimate the effect of perceptual biases on entity-awareness, Entity-reflection intelligences are also considered a central technique in the entity-advancement model proposed.

However, reflection intelligences are rarely developed by instructors in a systematic fashion which restricts the quality of insights from study opportunities. Advancement programs that assume the quality of reflection intelligences instructors will result in relatively unexamined study outcomes. Entity-regulation is the technique of turning insights into new behavioural capabilities. Too often advancement programs rely on instructors to simply enact new desired behaviours. Issues of transfer of study highlight the importance of environments in supporting new behaviour. In the organisational entity-advancement model the role of entity-regulatory techniquees based on social cognitive theory are highlighted. While each of

these meta-intelligences is well known in psychological literatures their application to organisational advancement is relatively less well developed. This paper outlines a conceptual model to show the relationship between these meta-intelligences and highlights implications for organisational entity-advancement programs.

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