

PERSONAL DEVELOPMENT

1st Quarter

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Lesson 1: Know Oneself

The Self - the complete package of who you are

- Includes: Thoughts, feelings, actions, experiences, beliefs, values, principles, relationships, dreams and aspirations, life purpose and meaning
- Also refers to the totality of an individual, including both mental and physical characteristics

Self-Concept - awareness of yourself. It is the mental picture you have of who you are and serves as the construct that connects the actual self and the ideal self.

THE TWO SELVES

1) **Actual Self** - who you truly are right now

- Includes: Real personality, current abilities, natural talents, habits, strengths, weaknesses.
- Reflects your true qualities and characteristics

2) **Ideal Self** - the person you want to become

- Shaped by: Dreams, goals, hopes, wishes, and future aspirations

Self-Esteem - your overall opinion of yourself

- Refers to: How you value yourself | How you feel about your strengths | How you accept your weaknesses and limitations

Self-Awareness - an important tool in knowing oneself

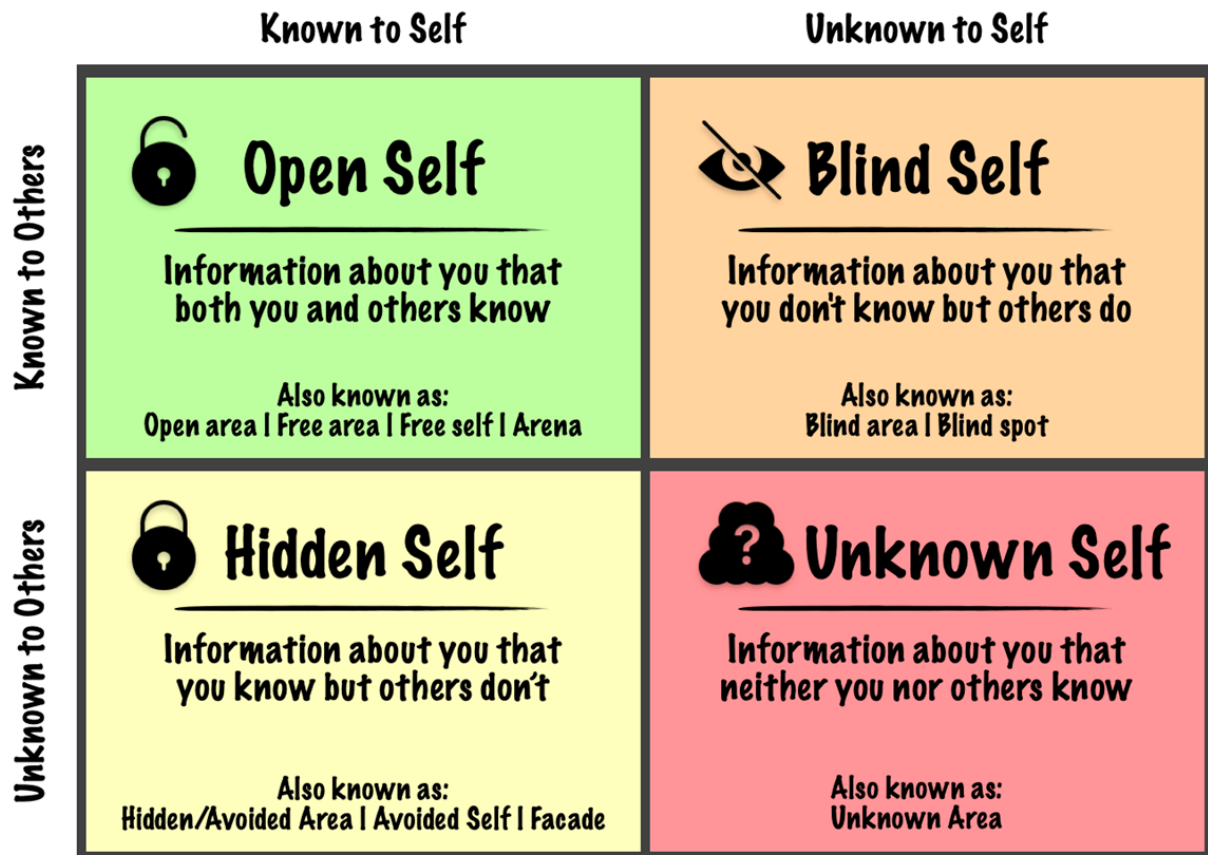
- The ability to: See yourself clearly, understand who you are, know how others see you, understand how you fit into the world

The Johari Window

The Johari Window is a psychological model created in 1955 by **Joseph Luft** and **Harrington Ingham**.

It helps individuals: Increase self-awareness, improve communication, build better interpersonal relationships

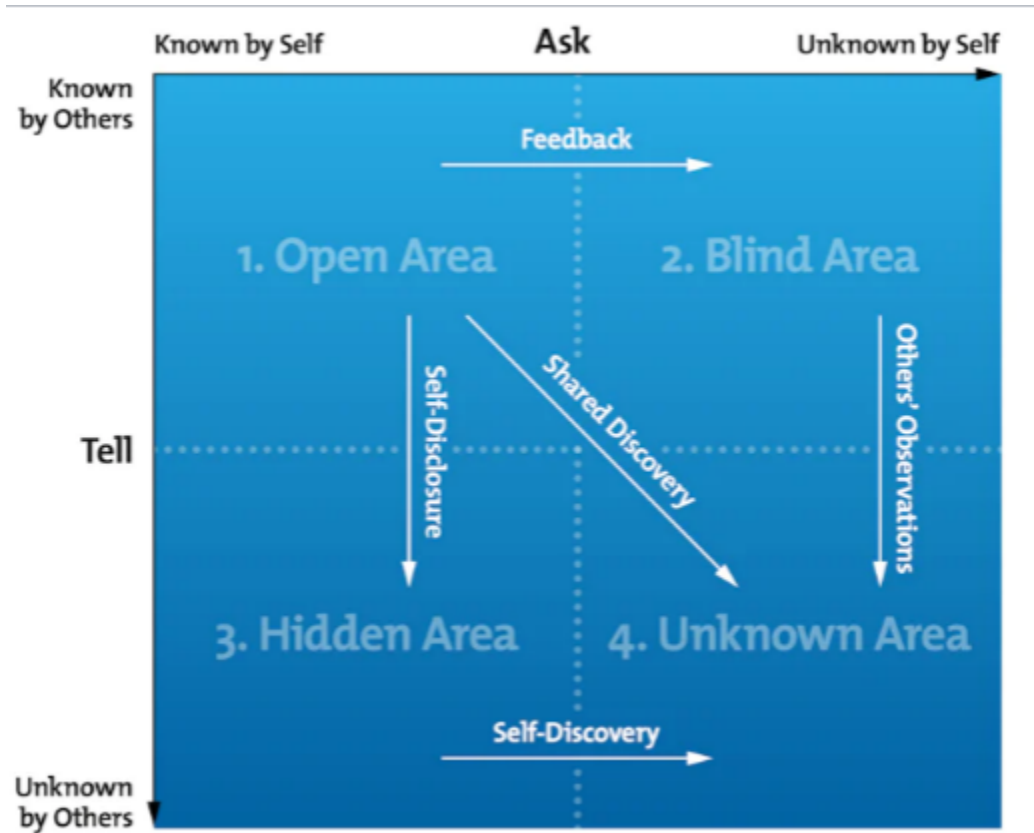
The Four Areas of the Johari Window



- 1) **Open Area (Arena)** - information that is known by both yourself and others
Examples: Personality, Talents, Skills, Reputation, Habits you openly show
- 2) **Blind Area (Blind Spot)** - that other people know about you, but you do not know
Examples: Tone of voice, facial expressions, unconscious habits, strengths or weaknesses you are unaware of
- 3) **Hidden Area (Facade)** - you know about yourself, but choose not to share with others.
Examples: Secrets, Fears, past experiences, personal feelings, private struggles

4) **Unknown Area** – neither you nor others know

Examples: Hidden talents, Untapped abilities, unknown motivations, future potential



The Big Five Personality Traits

1) **Openness to Experience**

High:

- Curious
- Creative
- Open to new ideas
- Enjoys learning and new experiences

Low:

- Less open to new ideas
- Prefers familiar routines

- Less interested in trying new experiences

2) Conscientiousness

High:

- Organized
- Responsible
- Self-disciplined
- Goal-oriented

Low:

- Less organized
- Less disciplined
- May have difficulty staying focused on goals
- More likely to be spontaneous

3) Extraversion

High:

- Outgoing
- Energetic
- Sociable
- Enjoys interacting with others

Low:

- More reserved
- Quieter
- Prefers less social interaction
- More comfortable spending time alone

4) Agreeableness

High:

- Kind
- Cooperative
- Compassionate
- Trusting

Low:

- Less cooperative
- More competitive
- More skeptical of others
- Less likely to prioritize harmony

5) Neuroticism

High:

- More emotionally sensitive
- Easily experiences stress
- More prone to anxiety
- More likely to experience mood changes

Low:

- More emotionally stable
- Less easily stressed
- Generally calmer
- More emotionally resilient

HEXACO Model of Personality



Self-Knowledge - develops through interactions with other people; Their reactions and feedback help us understand ourselves more clearly

Attitude - a settled way of thinking and feeling about someone or something

- Influence behavior and are an important part of personality

Three Components of Attitude

- 1) **Affect** - Feelings or emotions toward something
- 2) **Behavior** - Actions or responses toward something
- 3) **Cognition** - **Thoughts** and beliefs about something

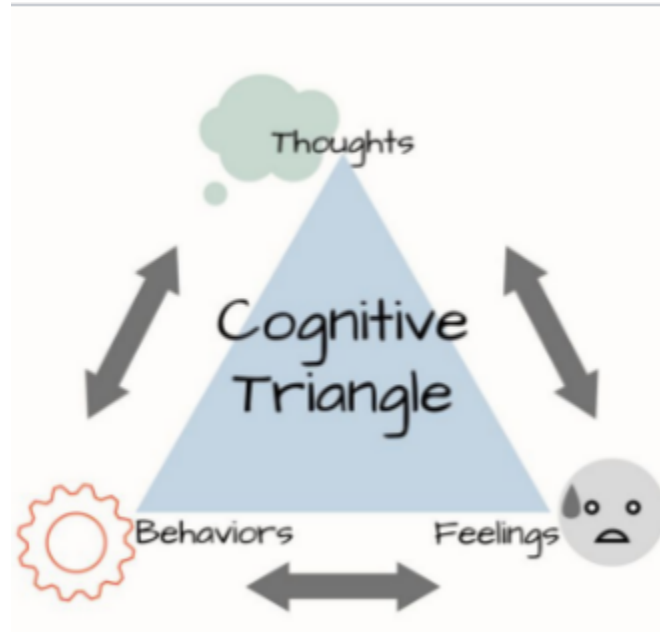
Factors that Influence Attitudes

- 1) **Social Factors**
 - Family
 - Friends
 - Culture
 - Society
 - Environment
- 2) **Learning** - Continuous process of gaining knowledge through experiences
- 3) **Operant Conditioning** - Learning through rewards and punishments
- 4) **Modeling** - Learning by observing the behaviors of others

Personal Effectiveness - means making good use of your talents, skills, time, energy, and resources to successfully achieve your goals in life

Lesson 2: Developing the Whole Person

Thoughts, Feelings, and Behavior



These three components are interconnected. Our thoughts influence our feelings, and our feelings influence our behavior. Thoughts → Feelings → Behavior

- A. Thoughts** are mental cognitions that include our ideas, opinions, and beliefs
 - They influence how we understand ourselves and the world around us
 - It is a private mental process, and it can be measured through written tests of cognitive and thinking skills
- B. Feelings** are emotional reactions caused by physical sensations in response to external stimuli
 - Feelings are internal experiences and are experienced differently by every individual

Examples: Happiness, Sadness, Anger, and Fear

- C. Behavior** is the outward expression or manifestation of a person's attitudes, thoughts, and feelings

Behavior can be classified into two types:

1) Overt Behavior - Actions that are visible and can be directly observed

Examples: Walking, Smiling, Talking, Crying, and Raising your hand

2) Covert Behavior - Actions that cannot be directly observed

- These can only be inferred by an observer or reported by the person

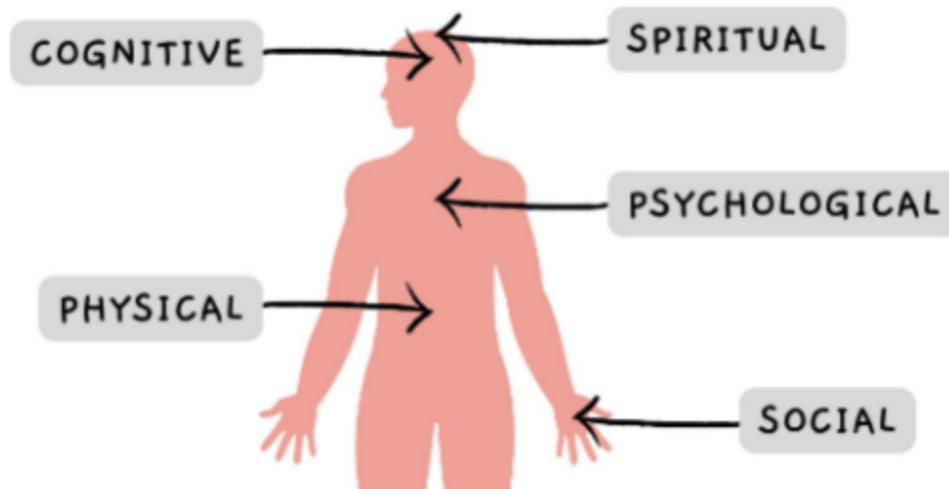
Examples: Thinking, imagining, remembering, worrying, and feeling anxious

Holism - the concept of seeing things as a whole, rather than focusing on only one part

- It explains that a person is greater than the sum of their individual parts. To understand someone, we must look at every aspect of their life

Holistic Development - explains why people think, feel, and behave the way they do

Five Aspects of Holistic Development



1) Physical Development - the progress of an individual's control over their body through physical growth and development

Includes: Body growth, Physical health, Motor skills, Five Physical Senses: Sight, Hearing, Smell, Taste, and Touch

2) Cognitive Development - intellectual functions of the mind

Includes: Thinking, Recognizing, Reasoning, Analyzing, Projecting, Synthesizing, Recalling, and Assessing

3) Psychological Development - refers to how thinking, feeling, and behaving work together within a person

Includes: Mental health, Emotional well-being, Psychological well-being, Emotional responses and behaviors

4) Spiritual Development - refers to a person's beliefs, values, virtues, and consciousness that give meaning and purpose to life

Includes: Faith, Values, Beliefs, Conscience, Virtues, and Life Purpose

5) Social Development - Focuses on how a person interacts with other people and groups

Includes: Building friendships, Forming relationships, Communication, Cooperation, Handling conflicts, and Social Interaction

Self-Integration - the process of combining all aspects of development into one whole person

- A person is not only: Physical, Cognitive, Psychological, Social, Spiritual. Instead, all these aspects work together to shape who a person is

Stages of Self-Integration

- 1) **Awareness** - Becoming aware of your thoughts, feelings, strengths, and weaknesses.
- 2) **Acceptance** - Accepting yourself while recognizing areas for improvement.
- 3) **Fulfillment** - Achieving growth by developing every aspect of yourself.

Goal of Self-Integration

The highest level of personal development is achieved when all aspects of

development are balanced and integrated into one complete person.

Relationship of Thoughts, Feelings, Behavior, and Holistic Development

A person's thoughts, feelings, and behaviors are influenced by all five aspects of holistic development

Example: You receive a low score on an exam

Thought: "I need to improve" → Feeling: Disappointed but motivated → Behavior: Study harder and ask your teacher for help.

Your response may also be influenced by:

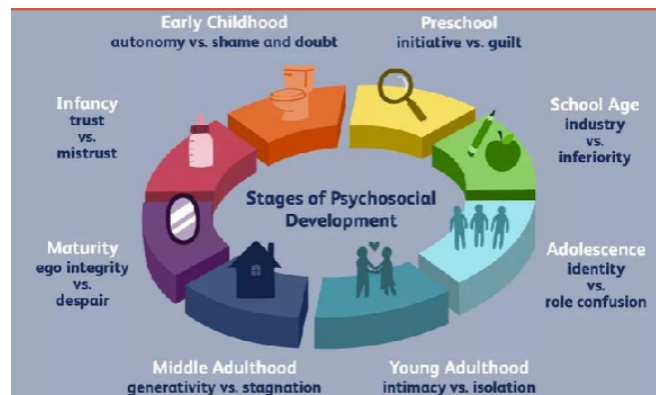
- Physical: Feeling tired or healthy.
- Cognitive: Understanding what mistakes you made.
- Psychological: Managing your emotions.
- Social: Receiving support from friends or family.
- Spiritual: Staying hopeful and believing in your abilities.

Lesson 3: Developmental Stages, Tasks, and Challenges in Middle and Late Adolescence

Human Development - the study of how humans grow and change across the lifespan (physically, cognitively, emotionally, and socially)

Erikson's Psychosocial Development

Erik Erikson proposed a psychoanalytic theory of human development covering eight distinct stages from infancy to old age.



Stage	Psychosocial Crisis	Age	Influential Figure	Favorable Result	Unfavorable Result	Virtue
1. Infancy	Trust vs Mistrust	Birth - 18 months	Parents	Being able to trust others	Not trusting others	Hope
2. Early Childhood	Autonomy vs Shame and Doubt	18 months - 3 years	Parents	Self-Control, physical skill, independence	Self-restraint, defiance, shame or doubt	Will
3. Play Age	Initiative vs Guilt	3 - 6 years	Parents & Teachers	Assertiveness and Purpose	Perfectionism	Purpose
4. School Age	Industry vs Inferiority	6 - 12 years	Parents & Teachers	Competence and Perseverance	Inferiority	Competence
5. Adolescence	Identity vs Role Confusion	Puberty - 18 years	Teachers & Significant Others	Sense of self and identity	Confusion, indecisiveness, antisocial behavior	Fidelity
6. Young Adulthood	Intimacy vs Isolation	18 - 40 years	Friends & Romantic Relationships	Intimacy and Commitment	Weak relationships	Love
7. Middle Adulthood	Generativity vs Stagnation	40 - 65 years	Community	Nurturance and Productivity	Shallow involvement	Care
8. Old Age	Integrity vs Despair	65 years onwards	Community	Sense of fulfillment	Sense of loss or bitterness	Wisdom

Adolescent Development

Adolescence - A transition period from childhood to adulthood

- Characterized by sexual maturation and rapid physical development
- These changes affect how adolescents: Feel, Think, and Act

Stages of Adolescence

Stage	Age
Early Adolescence	10 - 13 years
Middle Adolescence	14 - 16 years
Late Adolescence	17 - 20 years

Puberty – the physical changes that happen during adolescence as the body becomes sexually mature

Changes during Puberty

1) Physical Development

- Rapid physical changes
- Sexual maturation of the body

2) Cognitive Development

- Development of reasoning
- Abstract thinking
- Increased intelligence

3) Social Development

- Seeking more autonomy
- Becoming more independent from family
- Developing friendships and social relationships

4) Behavioral Changes

- Exploring sexuality and the body
- May experiment with substance or other risky behaviors, which can lead to addiction or legal problems

Identity vs Role Confusion

Core Focus – Adolescents try to establish a clear personal identity by understanding:

- Who they are
- What they want
- Their strengths
- Their weaknesses
- Their interests

Identity (The Goal) – Successfully navigating this stage leads to:

- Clear self-identity
- Better understanding of oneself
- Well-adjusted sense of self

Role Confusion (The Risk) - Happens when there is:

- Lack of self-exploration
- Lack of direction
- Unclear self-concept
- Uncertainty about the future
- Possible antisocial behavior

Identity Crisis - Failure to develop a clear and secure sense of identity

Identity Statuses

- 1) **Identity Achievement** - Explored different options and made a strong commitment
- 2) **Identity Foreclosure** - Made a decision or commitment and did not explore alternatives
- 3) **Identity Moratorium** - Currently exploring different roles and activities and trying to find what fits best
- 4) **Identity Diffusion** - No strong commitment or direction and no effort to explore choices

Piaget's Stages of Cognitive Development

Jean Piaget - Developed a theory explaining how cognitive development changes from childhood to adulthood

- Each stage represents a different level of cognitive ability and understanding

Stage	Age	Main Characteristics
Sensorimotor	Birth - 2 years	Learns through interaction with the environment; develops object permanence
Preoperational	2 - 7 years	Uses words and symbols to represent objects but cannot yet reason logically
Concrete Operational	7 - 11 years	Begins to think logically

		and understand other people's perspectives
Formal Operational	12+ years	Can engage in systematic, symbolic, and complex problem-solving

Kohlberg's Stages of Moral Development

Lawrence Kohlberg – Developed a theory about how people's morality and moral reasoning

- Moral reasoning focuses mainly on justice and fairness

There are 3 levels with 6 stages

A. Pre-Conventional Morality

Morality is based on external rules, punishment, and personal consequences.

Stage 1: Avoiding Punishment: Obey rules to avoid punishment

Stage 2: Self-Interest: Decisions are based on personal benefit or rewards

B. Conventional Morality

Morality is based on social expectations, rules, and maintaining order

Stage 3: Good Boy/Girl Attitude: Behave well to gain approval from others

Stage 4: Law and Order Morality: Follow rules and laws to maintain social order

C. Post-Conventional Morality

Morality is based on personally chosen principles and values

Stage 5: Social Contract: Laws are important but can be changed when necessary to promote fairness and the well-being of society

Stage 6: Universal Ethical Principles: Morality is based on self-chosen ethical principles

Havighurst's Developmental Task Theory

Robert J. Havighurst - Proposed that human development is continuous throughout the lifespan

- Development progresses through different stages
- Moving from one stage to another depends on completing **developmental tasks**
 - **Developmental Tasks:** Skills, responsibilities, or challenges that a person is expected to accomplish during a particular stage of life

Key Developmental Tasks in Middle and Late Adolescence

1) Physical & Cognitive Adjustments

Adolescents need to:

- Adapt to a changing body
- Develop verbal skills
- Handle more difficult academic demands
- Manage increasing intellectual demands

2) Identity & Independence

Adolescents need to:

- Develop a clear personal identity
- Become emotionally independent
- Become psychologically independent from parents

3) Social & Behavioral Maturity

Adolescents need to:

- Build stable and productive peer relationships
- Develop mature relationships
- Learn to manage sexuality responsibly
- Develop a personal value system
- Increase impulse control

Challenges in Middle and Late Adolescence

1) Physical & Cognitive Adjustments

Challenges:

Adapting to a changing physique

- Accepting physical changes
- learning to manage the changing body

Managing Academic & Intellectual Pressures:

- Coping with harder schoolwork
- Developing verbal skills
- Improving cognitive skills
- Managing increasing academic demands

2) Formulating Identity & Independence

Challenges:

Establishing a Clear Personal Identity:

- Figuring out who you are
- Understanding your strengths, weaknesses, interests, and goals

Attaining Emotional Autonomy:

- Becoming emotionally independent
- Learning to make decisions and manage emotions without always depending on parents or adults

3) Social & Behavioral Maturity

Challenges:

Establishing a Clear Personal Identity:

- Developing stable and productive friendships
- Learning to get along with peers

Navigating Sexuality & Values:

- Managing sexuality responsibly
- Increasing impulse control
- Developing personal values
- Using those values to guide behavior

Theory	Psychologist	Main Focus	Key Idea
Psychosocial Development	Erik Erikson	Social & Personality Development	Life stages have crises that need to be resolved
Cognitive Development	Jean Piaget	Thinking and intelligence	Thinking develops through 4 stages
Moral Development	Lawrence Kohlberg	Morality and ethical reasoning	Moral reasoning develops through 3 levels / 6 stages
Developmental task Theory	Robert J. Havighurst	Life tasks and responsibilities	Each stage has tasks that should be mastered

Lesson 4: Coping with Stress in Middle and Late Adolescence

Stress - The reaction of the mind and body to a stimulus that disturbs a person's well-being, calmness, and equilibrium or balance

Stressors - situations or events that cause stress

May be:

- Life-threatening
 - Life-changing
 - Challenging situations
- Stress occurs when you feel that the demands of a situation are greater than your ability to cope

Example:

Stressful situation: Many exams and deadlines at once → Stress: Feeling

overwhelmed → Response: Difficulty concentrating, tension, fatigue, etc.

Stress as a Stimulus and Response

Stress as a Stimulus - something happens that creates a challenge or threat. This is called a stressor

Stress as a Response - The body and mind react to the stressor. The body may undergo physical changes to help you cope

Stressor → Stress hormones → Body-wide changes → Stress Response

Causes of Stress

- 1) **Pressure** - Feeling that you have too many demands or responsibilities.
- 2) **Misery** - Difficult or unpleasant experiences that cause emotional distress.
- 3) **Conflict** - Problems or disagreements with other people or within yourself.
- 4) **Fear** - Feeling threatened, worried, or unsafe.
- 5) **Anxiety** - Excessive worry or nervousness about situations.
- 6) **Anger** - Strong frustration or irritation caused by a situation.
- 7) **Desperation** - Feeling that you have very few options or solutions.
- 8) **Dejection** - Feeling discouraged, disappointed, or down.
- 9) **Tension** - A state of mental or emotional strain.
- 10) **Panic** - A sudden feeling of intense fear or distress.

Effects of Stress

Emotional Effects

- Fear
- Anxiety
- Anger
- Desperation
- Dejection
- Tension
- Panic

Behavioral/Physical Effects

- Fatigue
- Insomnia or difficulty sleeping

Everyday Sources of Stress

- 1) **Everyday Frustrations** - Small problems and frustrations can accumulate and cause stress to increase.
- 2) **Life Transitions** - Major changes or transitions in life can become common sources of stress.
- 3) **Problems in Personal Life** - Difficulties in one's personal life can have a strong emotional impact.

IMPORTANT: Prolonged or unmanaged stress can potentially lead to:

- Burnout
- Breakdown
- Depression

Stress Response - The body's response to a perceived threat or challenging situation.

When stress is triggered:

- The body undergoes physical changes.
- These changes help the body cope with the situation.
- Stress hormones are released.
- The body enters a state of alertness.

Stressors: Situations where you feel that the demands are greater than your ability to cope.

Stress Management

The process of understanding and dealing with stress in a healthy and effective way.

- 1) **Understand** - Understand the cause of your stress.
 - Ask: "What is making me stressed?"
- 2) **Analyze** - Analyze your stress factors and write them down.
 - Ask: "What specific things are causing my stress?"
- 3) **Deal** - Deal with your stressors by finding appropriate ways to manage them.

- Ask: "What can I do about them?"
- 4) **Learn** - Learn to work under pressure or unusual conditions.
 - Ask: "How can I handle challenging situations better?"

Stress busters are activities that can help you manage or reduce stress.

- 1) **Seek Group / Social Support** - Talk to trusted friends, family members, teachers, or other supportive people.
- 2) **Practice Mindful Breathing** - Focus on your breathing
 - Slow down and pay attention to the present moment.
- 3) **Keep a Mood Journal** - Write down your emotions and experiences.
 - Helps you recognize patterns in your feelings.
- 4) **Listen to a Relaxing Song** - Use calming music to help you relax.
- 5) **Do Something Fun** - Spend time doing enjoyable and healthy activities.
- 6) **Try Grounding Techniques** - Focus your attention on your present surroundings and senses.

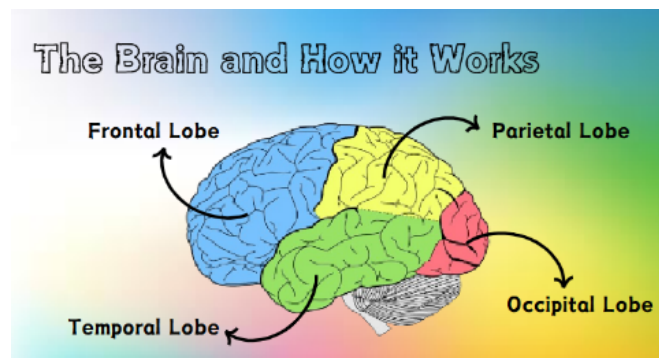
Grounding Technique

Grounding - a technique that helps you bring your attention back to the present moment

- It can be useful when you feel overwhelmed by strong emotions or stress

Lesson 5: Powers of the Mind

4 Lobes of the Brain



- 1) **Frontal Lobe** - The largest lobe, located at the front
 - Coordinates high-level behaviors (motor skills, problem-solving, planning, attention, judgement) and manages emotions and impulse

control

2) Parietal Lobe - Located behind the frontal Lobe

- Organizes and interprets sensory information from other parts of the brain

3) Temporal Lobe - Located on both sides of the head (level with the ears)

- Coordinates visual and verbal memory and interprets others' emotions/reactions

4) Occipital Lobe - Located at back of brain

- Involved in vision and the ability to read and recognize printed words

The Adolescent Brain

Brain Remodeling - The transition from childhood to adolescence involves major structural remodeling of the brain

- These changes help teenagers develop abilities for self-improvement and well-being

Brain Size vs Brain Development

Physical Size: Age 11 → Girls | Age 14 → Boys

Development/Maturity - Even after reaching its physical size, the brain continues developing and maturing

- Brain development does not finish until the mid-to-late 20s

Adaptability - The adolescent brain is highly adaptable

- It can be strongly shaped by: Experiences, Learning, and New Technology

Vulnerability - Major structural brain changes during adolescence may help explain why some mental disorders often emerge during this period, including:

- Schizophrenia
- Anxiety
- Depression
- Bipolar disorder
- Eating disorders

Resilience - Despite these vulnerabilities, most teenagers develop into healthy adults

- Some developmental changes during adolescence may help protect against long-term mental disorders.

Emotion-Driven Thinking - Teenagers may sometimes “think with their feelings”

- When viewing emotional expression, teens may activate different brain regions compared with adults

Intelligence - The ability to acquire/apply knowledge and skills, or solve problems and create products of value within a culture

Ways to Improve Intelligence:

- **Seeking Mental Stimulation:** Try new things, challenge yourself constantly, eliminate certain conveniences, and network
- **Right Activities:** Play an instrument, read regularly, do puzzles, practice meditation, and study a second language
- **Lifestyle Changes:** Exercise, eat right, improve sleep, manage stress, and get checked for underlying conditions

Sternberg’s Triarchic Theory of Intelligence

Robert Sternberg’s theory explains intelligence through 3 types of abilities

1) Analytical Intelligence - “Academic Intelligence”

- The ability to analyze and solve problems logically
- *Includes:*
 - Analyzing information
 - Evaluating ideas
 - Comparing things
 - Solving logical or critical problems
- Commonly measured by: Standard IQ tests

2) Creative Intelligence - The ability to generate new and original ideas

- *Includes:*

- Thinking differently
- Generating new ideas
- Finding novel solutions
- Adapting to new situations

3) Practical Intelligence - “Street Smarts”

- The ability to apply knowledge to real-world situations
- *Includes:*
 - Using knowledge in everyday situations
 - Learning from experience
 - Using intuition
 - Adapting to changing environments

Howard Gardner’s Theory of Multiple Intelligences (1983)

Howard Gardner proposed that intelligence is not just one ability. People can have different types of intelligence, each involving different strengths and abilities

1) Linguistic intelligence - “Word Smart”

- The ability to use language effectively
- *Includes:*
 - Writing
 - Speaking
 - Using words effectively
- *Examples:* Writers, Poets, Orators

2) Logical-Mathematical Intelligence - “Number Smart”

- The ability to use logic, reasoning, and mathematics
- *Includes:*
 - Logical reasoning
 - Scientific thinking
 - Math skills

3) Spatial Intelligence - “picture smart”

- The ability to visualize and understand space
- *Includes:*
 - 3D thinking
 - Visualizing spatial relationships
- *Examples:* Architects, Engineers, and Visual artists

4) Bodily-Kinesthetic Intelligence - “Body Smart”

- The ability to use the body effectively and coordinate physical movements
- *Includes:*
 - Physical coordination
 - Body control
- *Examples: Dancers & Athletes*

5) Musical Intelligence - “Music Smart”

- The ability to understand, create, and appreciate musical patterns
- *Includes:*
 - Understanding music
 - Creating music
 - Recognizing musical patterns

6) Interpersonal Intelligence - “People Smart”

- The ability to understand and interact with other people
- *Includes:*
 - Understanding others
 - Communication
 - Empathy
- *Examples: Leaders, Teachers, & Counselors*

7) Intrapersonal Intelligence - “Self Smart”

- The ability to understand yourself
- *Includes:*
 - Self-awareness
 - Personal reflection
 - Understand yourself

8) Naturalistic Intelligence - “Natural Smart”

- The ability to recognize, categorize, and work with nature and natural systems
- *Includes:*
 - Recognizing natural things
 - Categorizing aspects of nature
 - Working with natural systems
- *Examples: Biologists & Environmentalists*

9) **Existential Intelligence** - “Spirit Smart”

- The ability to think deeply about human existence and life’s big questions
- *Includes thinking about:*
 - Human existence
 - Life
 - Death
 - Deep philosophical questions

Brain Theories

1) **Roger Sperry’s Split-Brain Theory**

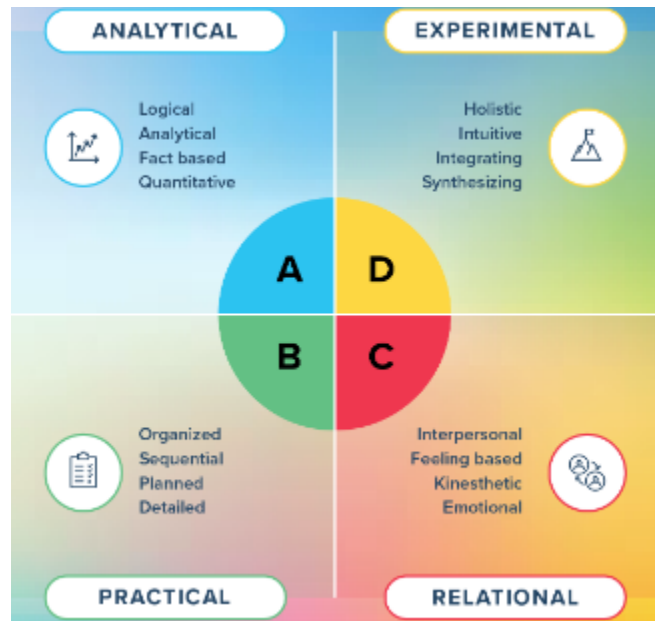
- The theory states that the brain has two hemispheres, and each has specialized functions
- **Left Hemisphere:** Language & Analytical Tasks
- **Right Hemisphere:** Spatial tasks & Creative tasks

2) **Paul Maclean’s Triune Brain Theory**

- Organizes the brain into 3 evolutionary layers
 - **Neocortex - Thought:** Responsible for planning, language, logic, will, awareness
 - **Limbic System - Emotion:** Feelings, relationships and nurturing, images and dreams, lay
 - **Reptilian Brain - Instinct:** Responsible for basic instinctive functions such as survival, breathing, swallowing, heartbeat, and startle response

3) **Ned Herrmann’s Whole Brain Model**

- Divides thinking styles into 4 quadrants; These quadrants influence how individuals approach problems and make decisions



Mind Mapping - a diagram that branches out from a central keyword to visually note, create, organize, and study ideas

- 1) **Central Topic** - The main topic is crystallized in an image at the center
- 2) **Main Branches** - Main themes radiate outward from the center. They form connected branches
- 3) **Twigs - Minor** topics branch out from the main branches

Steps in Creating a Mind Map

Step 1: Enter the Main Topic: Place the main topic in the center.

Step 2: Brainstorm Sub-Themes: Think of ideas related to the main topic and draw branches extending outward.

Step 3: Create Subtopics/Twigs: Add smaller ideas or details as twigs from the main branches.

Step 4: Add Words or Phrases. Use short phrases or single words and print words clearly.

Step 5: Add Colors: Use colors to separate and organize ideas.

Step 6: Add Images and Symbols: Attach images or symbols to enhance thought and understanding.

Step 7: Improve the Structure: Make main branches thicker than the twigs Use cross-linkages to connect related ideas.