

Exploring your self-awareness (EYSA): An Approach to Personal and Professional Development

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Abstract— Among the transformations perceived in recent years, dynamic business models, productivity demands and technological advances have given individuals different conditions of personal and professional life, hitherto not experienced in humanity. This paper presents the EYSA – Exploring your self-awareness approach as a management tool in the pursuit of human resources development in business environments. From the identification and evaluation of personal factors and associated parameters is presented a way of accompanying and proposing a balance in the various competencies and achievements acquired by the individual in his routine, seeking improvements in quality of life, personal and professional satisfaction and corporate performance through the development of self-awareness of human resources in business environments.

Keywords— *Self-awareness; Human resource development, Personnel psychology; Coaching; Quality of life.*

I. SELF-AWARENESS AS A TRANSFORMATION AGENT

Individuals come to 'know' their own attitudes, emotions and other internal states partially by inferring them from observations of their own overt behaviour and/or the circumstances in which this behaviour occurs. Thus, to the extent that internal cues are weak, ambiguous or uninterpretable, the individual is functionally in the same position as an outside observer, an observer who must necessarily rely upon those same external cues to infer the individual's inner states.

Contemporary research commonly distinguishes different forms of thinking and acting, such as automatic versus controlled, mindless and mindful and so forth (Bem, 1972). This distinction is central to recent theories of automatic activity, which assume that behaviour will be automatically guided by primed stereotypes and associations unless it is interrupted or otherwise regulated. Further studies have revealed that people with low autofocus show habitual effects of automaticity, whereas

self-conscious people are not easily affected by initial manipulations (Dijksterhuis & van Knippenberg, 2000).

Exploring self-development through one's own consciousness, especially skills that one may not yet be familiar with, requires honesty with oneself at the most diverse levels of understanding. Exploring the psyche or inner knowing allows for a self-conscious progression and greater ability to identify personal limitations.

Self-awareness can provide the individual with better adaptation and positive reactions to everyday scenarios through mental tools to explore their thoughts, beliefs, emotions, feelings and patterns of behaviour (Frisch, 2014). While it can be a challenging and difficult experience for many people, it is a necessary option to consider whether it is required to achieve greater self-awareness and to overcome your own daily and other challenges in the long run.

It should create a favourable environment for personal and professional development in environments and allow personal discoveries and insights.

Insight is understood as the knowledge you have, but did not know until self-awareness provided clarity about an idea, solution and answers (Davenport & Friedlander, 1995). It can be understood as understanding the feelings, behaviour and reactions to everyday life.

II. THE IMPORTANCE OF PERSONAL ACTIONS FOR BUSINESS SUCCESS

Planning, initiative and innovations in the business environment are perceived as essential for survival in an increasingly competitive and globalised scenario, however few companies exert any kind of initiative to put it into practice (Christensen, 2017). It is understood that there are two causes for this infrequent occurrence: the outdated view on the scenario that is inserted and ignorance of tools that help put it into practice.

It is observed in current management models that the company acts as an intermediary agent in the actions of awareness and initiatives through courses and lectures in the topics of self-help, happiness, practitioner, coaching, leadership among others (Alexander, 2013).

These courses are often focused on leadership and selected positions. The universalisation and follow-up of the theme ‘self-awareness’ and its access at all levels of the company can contribute to employee satisfaction and its impact on productivity, innovation and finances.

III. APPROACH TO EYSA

The proposed approach signals the individual through an individual universe, associated to the means of personal and professional living. It should be based on the definition of personal reference factors and their associated parameters, as illustrated in Table 1.

Table.1: Personal reference factors and their associated parameters.

| Factors | Associated parameters |
|-----------|--|
| Values | - Increase a sense of identity and belonging - Increase in community |
| Skills | - Enhance skills in communication, problem solving, working collaboratively and leadership |
| Knowledge | - Enhance knowledge of leadership, teamwork, health, and community engagement - Increase positive feelings and attitudes about self, peers, community |
| Attitudes | - Enhance network of support |

These factors, in general need to always be in line with the universal vision in which it is inserted and the goals to be achieved.

Professional self-assessments are not very common in companies. They are quite useful to help in shine and improve performance in the worker's career. Some

companies take this very seriously and take steps to encourage their employees to do this type of exercise.

The proposed approach initially suggests the magnification of particular factors and parameters of the individual, according to a circle of personal life or life cycle, as illustrated in Figure 1.

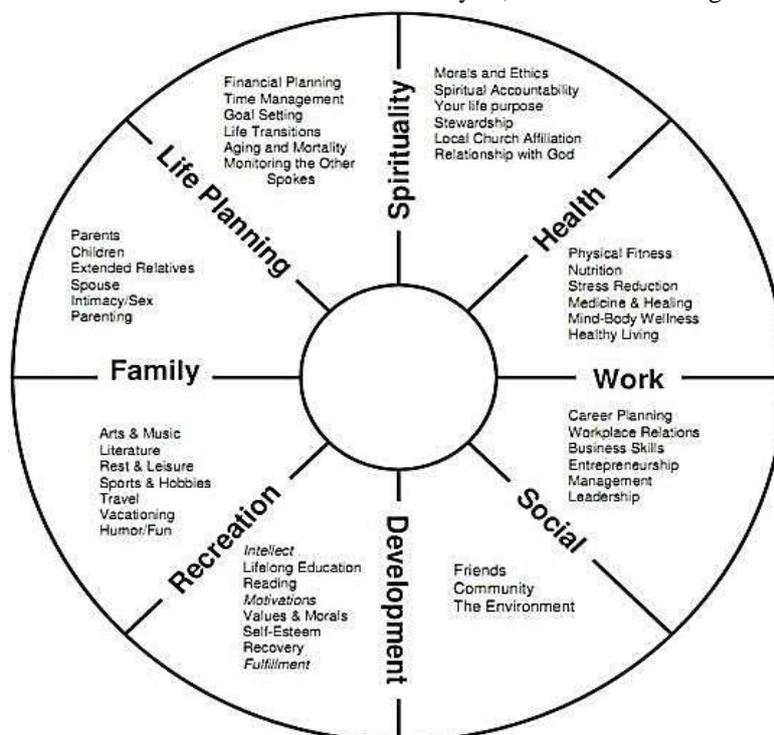


Fig.1: Magnification of individual factors and parameters
 Source: www.pinterest.co.uk

The analysis will be accompanied by an evaluation of the individual's personal parameters and their associated

factors: health, work, social, development, recreation, family, life planning and spirituality.

The evaluation criterion from the related parameters is obtained from the EYSA ten-point scale for skills

development and personal achievement, as shown in Table 2.

Table.2: EYSA ten-point scale for skills development and personal achievement

| Scale | Numerical rating |
|---|------------------|
| Fully developed | 10 |
| Extremely developed | 9 |
| From very strongly to extremely developed | 8 |
| Very strongly developed | 7 |
| From strongly to very strongly developed | 6 |
| Strongly developed * | 5 |
| From moderately to strongly developed | 4 |
| Moderately developed | 3 |
| From slightly to moderately developed | 2 |
| Slightly developed | 1 |
| Undeveloped | 0 |

The scale represents progressively the score referring to the development of the associated factor in relation to the reference objective. The scale ‘undeveloped’ (scale 0) is considered one that has not had any evolution and needs to be developed by the individual. The ‘strongly developed’(scale 5) is a good balance parameter to achieve in all parameters. The ‘fully developed’ (scale 10)

illustrates that the individual has reached fullness in the parameter and achieved his goal of reference.

To elaborate a radar chart with the evaluation obtained in each factor, start the graph in a parameter and follow the circle clockwise in the presented sequence and adjust with the other points, obtaining an illustration of the EYSA radar chart status, according to the model in Figure 2, as follows.

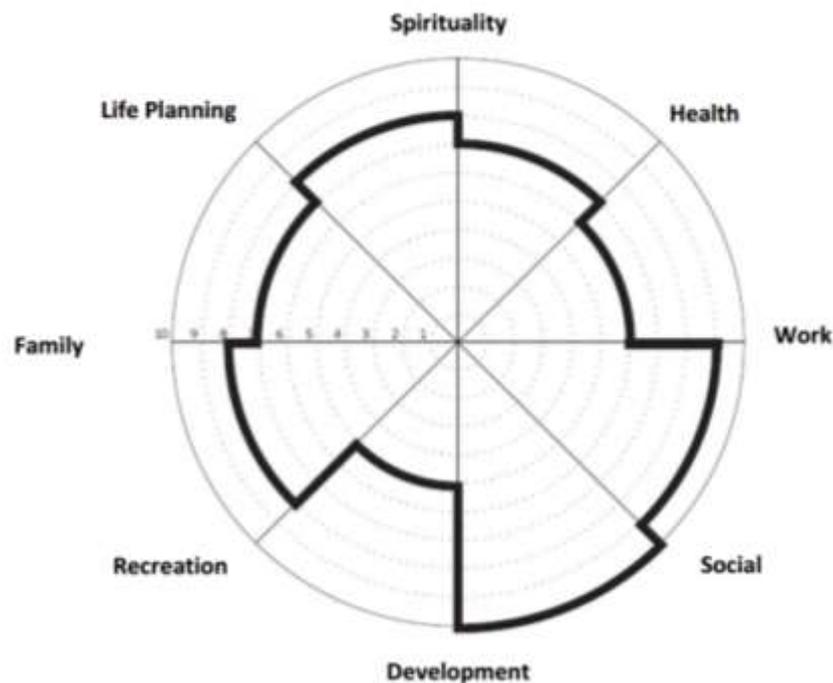


Fig.2: Status EYSA radar chart

Periodically, the evaluations are redone and the analysis is performed by means of a before/after comparison, called the EYSA Balance Level, as shown in Figure 3.

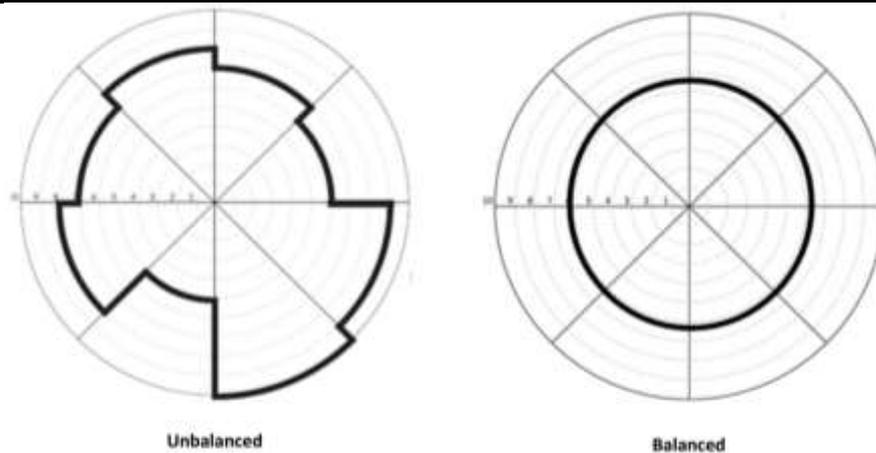


Fig.3: EYSA Balance Level

The status will be considered balanced that most closely approximates the figure of a circle, which represents a balance in the development of personal abilities and achievements. When the status is erratic, the parameter that needs improvement is identified to correct the status and achieve a balance in EYSA status.

IV. CONCLUSIONS

Today, society is going through a process of transition in which productive models and technological advances offer different options of work and life, hitherto not experienced in humanity. These trends have reinforced technical skills and quality improvement in the world of work, while computerisation and the immediacy offered contributes to the acceleration of the decision-making processes in organisations. In order to keep up with the great changes of today, people need to be trained and educated to be able to follow and contribute to the growing evolution of organisations.

However, individuals need to explore their own attitudes, emotions and other abilities, inferring them from observations of their own behaviour. Exploring self-development through one's own consciousness requires the efforts of individuals, staff and companies. Exploring the psyche or inner knowing allows for a self-conscious progression and a greater ability to identify personal limitations. Companies, through awareness-raising agents and corporate initiatives can contribute to employee satisfaction, and interfere with the impact of productivity, innovation and corporate finance.

The proposed 'EYSA' approach as an administrative tool comes up against the market needs regarding quality of life, personal and professional satisfaction and performance in the environment and shows itself as a management option for human resources development in business environments.

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