**Key area -2 (NCSL Curriculum framework)**

**Module name: Developing Self**

**Introduction:**

Self development is taking steps to better yourself, such as by learning new skills overcoming bad habits. What is a sense of self? Our sense of self includes the roles, attributes, behaviors and associations that we consider most important about ourselves(Ylvisaker,2006).If you are a member of an encouraging or nurturing environment you are more likely to feel accepted and self confident in your abilities. Whereas, if you are a part of a non-supportive or negative environment, you may have difficulty discovering who you are due to lack of acceptance and encouragement to explore your interests and positive attributes.

Personal development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations .Personal development may include following activities like-

Improving self awareness, improving self knowledge, improving skills, Improving self esteem, improving career, health, fulfilling aspirations, spiritual identity development and recognition.

The school head will need to first invest in **‘self’** to demonstrate vibrant leadership for which the ability will be developed by practicing reflection as a way of self learning. This key area tries to empower school leaders with the knowledge, skills and confidence to take responsibility for school change.

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| --- | --- |
| Section | Name |
| 1 | Reflective exercise: Who am I? |
| 2 | Discovering oneself: Johari window |
| 3 | Interactions between self and others: Transactional analysis |
| 4 | Interactions between self and others: transactional analysis |

**Title: Reflective exercise: Who am I?**

**Learning objective:**

1. Participants will be able to develop a positive attitude, capabilities and values.
2. Participants will be able to improve themselves/their own self through reflection.
3. They will be able to understand the critical role of a leader which gives/provides them an opportunity for continuous self improvement.
4. To trigger reflection on themselves.

**Keywords:** Yes Ican, I will, Will Be, and will improve.

**Introduction:**

The question to Who am I? Seems to be the simplest question one can answer. Yet, when you try to find out, this question requires Critical thinking. In general, it is important to understand that you are someone but it’s even better to KNOW that You are SOMEONE.

However, while we wish we were and think we are a certain way but still we are who we are. Despite what people may think or say about us, we still know who we are.

So ‘Who Am I’? failing to answer this question can be disastrous for our well being, since it refers to making a distinctive decision of what we aspire to do, and what we want to achieve in our lives .Consequently, it becomes easier for people to manipulate and shape us into what they want if we do not give ourselves an answer to this fundamental question. One should not be very worried if they do not know everything about themselves, as we are continuously learning and discovering new aspects of ourselves. The mantra should be ‘I am who I am. I love who I am. I love being me’.

**“How would I like to experience my life”:-**

This question asked so often-suggests that there is a plausible answer. Almost as if our beings were a fixed thing. People who ask this sort of question are typically struggling with their identity and are searching for a core sense of themselves. The irony is that the more you seek to identify who you are, the more fragile you are likely to feel about yourself. There may be an inverse correlation between the question being asked and the ease with which you experience your life. The emphasis shouldn’t be on discovering who you are but on facilitating the emergence of what you’d like to experience.

Our identity should be seen as an ongoing process rather than a static snapshot, we should embrace a flowing sense of self, whereby we are perpetually re-framing, re-organizing, re-thinking and re-considering ourselves. How different would life be if rather asking who am I, we contemplate how we’d like to engage life?

Reflective exercise: who am I?

|  |  |  |
| --- | --- | --- |
| Session 1 | 0930 hrs to 1030hrs  duration  Expected outcome | |
| Activities |
| Introducing the activity followed by individual exercise | 10+30 | The participants begin the process of reflecting on themselves |
| Sharing and reflection | 20 |

**Activity 1.1**: Introducing the activity

How to conduct the activity?

Method: Individual reflection followed by sharing in large group.

Suggested steps-

Ask people to sit in comfortable position with sufficient space around them.

Each person has to think of a metaphor or a slogan or poem or object that best describes them.

The session is only to trigger reflection on themselves, gradually setting the mood for sharing and opening up about themselves.

Activity 1.2: Sharing and reflection

Each person is given the chance to share their reflection in the larger group.

**Reflective questions-**

How do you feel at the end of this exercise?

Do you feel you have begun to know yourself better?

Is there anything new that you have learnt about yourself so far?

**Sum up**

In this unit we have tried to understand how every individual is different from one another. We have also tried to undertake a practice exercise to apply this understanding in your own school context. Further, you have also been able to derive insights from this exercise for yourself to improve as innovative leader. We should embrace a flowing sense of self. It is important to understand that you are someone but it’s even better to KNOW that you are SOMEONE.

**Title: Discovering oneself: Johari window**

**Learning objective:**

1. To develop self awareness and relationship building.
2. To begin a process of self discovery and identifying their strengths, feelings, motivations etc.
3. To help the participant to develop deeper, more meaning relationships.

**Keywords**: self awareness, self discovery, motivate

**Introduction:**

The Johari window has been named after its inventors-Joseph Luft and Harry Ingham. The tool is a four paned window that divides personal awareness into four types. Open, Hidden, blind and unknown. The lines dividing these four panes are like window shades-they can move as an interaction progresses.

**Open**-It covers what the self knows about her/himself and is happy to share it with others.

**Hidden**-It is what you know about yourself, but would prefer others not to know, such as opinions that you do not want to share or aspects of your life that to feel ashamed or guilty about.

**Blind**-The blind area includes what other people know about you but you are unaware of these aspects.

**Unknown**-It represents things that neither the individual nor the group knows. The area that remains unknown both to you and to others.

**Sum up**

In this unit we have tried to understand how every individual is different from one another. An individual will try to disclose personal feelings and information and the issues which are disclosed and to whom must always be at the individual’s own discretion.

**Title: Interactions between self and others: Transactional analysis**

**Learning objective:**

1. The participant is able to gain an understanding of self and Ego states.
2. The participant will understand the importance of effective communication and interpersonal relations.

**Keywords:** Self and ego states.

**Introduction:**

Transactional analysis was first developed in 1950s by a US psychiatrist Eric Berne, to understand how people transact or communicate with each other. Berne had identified three ego states in an individual’s personality: the parent, the child and adult. These three ego states are found in each person’s personality and are manifested through her/his observable behaviours.

**Activity 3.1**

**Background to Transactional analysis**

How to conduct the activity?

**Method:** large group discussion

**Suggested steps**

1. Setting the background: the facilitator shares a broad understanding of Transactional analysis with the participants. This concept is introduced as a method which can be used for understanding the ego states in each individual. These ego states operate when the individual interacts with others through conversations or other means of communication. Once the participants are aware of the different ego states operating in their self they can modify conversations with others to make them more meaningful and productive.
2. Reflective questions

* Can you give an example from your daily life when you suddenly felt that you behaved/said something just like one of your parents did? Share your experience.
* Have you ever come across adults who sometimes talk or behave like a child?

**Activity 3.2:**

**Filling up the questionnaire on managerial styles**

How to conduct this activity?

Method: Individual exercise

Suggested steps

* The participants are requested to fill up the questionnaire given in the resource set.
* The questionnaire has detailed guidelines which would assist the participants in filling it up.
* Once the participants have given the scores to each of the sentences they are expected to calculate total scores across the rows. Against each row, there are to be mentioned once again below the title of total raw score in the space before the abbreviations
* Once the total score have been computed the participants are asked to write the total scores received for each of the rows in the diagram given in the last page.
* .the diagram on the last page has 3 circles with each circle divided into 4 quadrants. There are total 12 quadrants indicated by different abbreviations. The total scores written on the second last page are written in the corresponding quadrant of the circles on the last page.
* As facilitator shall ask the participants to keep the questionnaire for later purpose. The facilitator shall ask the participants to be a little more patient before they are explained the meanings of their scores.

Addition of video (Transactional analysis-learning the fun way Spooky) (Such

kind of videos might be useful) (<https://youtu.be/pz6b9eluRWw>).

**Activity 3.3- Getting to know the Ego states and types of conversations**

How to conduct this activity?

Method: power point presentation followed by large group discussion

Suggested steps

* The facilitator needs to focus on the different faces of ego states, such as critical/nurturing parent, little professor/rebellious child etc.

The three ego states:

1. Parent: I) nurturing type (permission-giving, security-giving) ii) controlling type (comparing to family traditions and ideals in generally negative ways)

Parent – The parent ego state represents a massive collection of memories in the brain of external events experienced or perceived in approximately the first five years of life. Since the majority of the external events experienced by a child are actions of the parent, the ego state was appropriately called Parent. During this ego state the judgments and conclusions are fundamentally derived from what a person experienced through the parents and may not be exactly experienced by the person herself/himself. At the basic level the person may not apply his or her own judgment to the conclusion and communicate what has been derived directly from the parent.

Note that events perceived by the child from individuals that are NOT parents (but who are often in parent-like roles) are also recorded in the Parent.

2. Child: I) adapted ii) free

Child – In contrast to the Parent, the Child represents the recordings in the brain of internal events associated with external events the child perceives. Stated another way, stored in the Child are the emotions or feelings which accompanied external events. Like the Parent, recordings in the Child occur from childbirth all the way up to the age of approximately 5 years old. During this ego state a person tends to exhibit the feelings and emotions that the person has retained from the reactions as a child to external events.

3. Adult

Adult – The Adult is the last ego state. Close to one year of age, a child begins to exhibit gross motor activity. The child learns that he or she can control a cup from which to drink, that he or she can grab a toy. This is the beginning of the Adult in the small child. Adult data grows out of the child’s ability to see what is different than what he or she observed (Parent) or felt (Child). In other words, the Adult allows the young person to evaluate and validate Child and Parental data. During this ego state the person can use his own judgment and process the information collected as a Parent state and Child State and derive own conclusions.

* Another aspect of transactional analysis is complementary and crossed transactions. These types of transactions are nothing but two types of conversation between people.
* In complementary transactions two people communicate with each other operating from the ego states to which the conversation is directed.
* In crossed transactions one of the two persons communicates with an ego state that is different to the ego state to which the conversation is directed.

Practice exercise:

* (Demonstration of Role plays (to explain complementary and crossed transactions)
* Transaction types: I) Complementary (stable) ii) Crossed (unstable)
* Conversation between Principal and a teacher
* Subject: Teacher comes late to school
* Scenario-I: Complementary transaction

|  |  |
| --- | --- |
| Principal (Parent ego state) | Teacher(Child ego state) |
| (Controlling) Come to your duty in time.    ( Nurturing) You should not come late to school. You have to learn to come early. | (Adapted) Sorry! Madam I will try to come early from tomorrow.  ( Free) I had to attend another work on the way to my duty. This will not happen again. |

There are huge array of traits that come with each ego state. When the parent ego state is in controlling mode there can be both positive and negative experiences. A person with parent ego state in controlling mode can be repressive, critical, contemptuous etc but he/she can also be positive, compassionate and secure. While the same parent ego state in nurturing mode can lead to experiences like over protective, suffocating and invasive while it also can lead to positive experiences like sympathetic, thoughtful and helpful actions.

Similarly in the child ego state one can be in free mode which can lead to egocentric, wild, inconsiderate experiences but yet it can also lead to playful, creative and curious experiences. The other mode in child Ego state is adapted which we can lead to fearful, disobedient, submissive experiences but in contradiction it can also lead to accommodative, self-confident and obliging.

|  |  |
| --- | --- |
| Principal( child ego state) | Teacher(parent ego state) |
| (Adapted) I request you- Please do not come late to your duty!  ( Free) Did you find something interesting on the way to school that made you late for school? | (Nurturing) I shall keep that in mind and will never be late to school.  ( controlling) I am adult enough and I understand my responsibilities. You do not have to remind me. |

Scenario-II: Cross transaction

|  |  |
| --- | --- |
| Principal ( Parent ego state) | Teacher( Child ego state) |
| (Controlling) why are you always late for school?  ( Nurturing) You should not come late to school. Please learn to come early. | (Free) why are you after me? You have been late more than me during this month. |

* If transactions are crossed they can lead to disagreements and even conflicts between people. The understanding of ego states and their interplay in conversations is useful if one needs help in modifying transactions. How to avoid crossed transactions? It is possible when one is quick to guess which ego state to ego state the conversation is directed.

**Activity 3.4: Reading through the scores of the questionnaire and consolidation.**

How to conduct this activity?

Method: large group sharing and individual reflection

Suggested steps:

* After explaining the concepts the facilitator asks the participants to open their filled questionnaires. With the background to the last three ego states, the facilitator leads the large group in a discussion of various types of managerial through abbreviations.
* For the left 2 quadrants of each of the 3circles,the score must not be 9 or less than 9(managerial style less functional than desirable).the right 2 of each of the 3circles the score must not be 10 or more than 10(indicates a higher dysfunctionality in the managerial style).
* A score of more than 9 in the quadrant representing PCF (parent critical functional) shows that the managerial style of the person is supportive of the employees where the person is helping the employees examine their behaviour and actions against ethical values.
* A score of 10 or more shows that in PCD (parent critical dysfunctional) the person is authoritative and believes in prescribing behaviours and actions to her/his employees.
* Towards the end of the exercise ask the participants to spend some time with themselves and reflect on the scores that they have got for different managerial styles. They need to reflect which aspects of the managerial style need improvement at their end.

**Reflective questions:**

* How do you feel about the entire exercise?
* Do you think this method has been useful in knowing yourself? In what ways?
* What few steps can you take in order to apply these leanings in our daily life?

There are many details to this session hence it is suggested that the facilitator needs to read additional information on transactional analysis.

**Sum up-**

In this unit we have tried to understand how every individual is different from one another. An individual is able to gain an understanding of self and ego states through which an individual operates in different circumstances

**Additional session for this day**

This session is provided as an alternative to session-1 of day 6

**Title: Introducing flag making**

**Learning objective:**

* The participant will try and introspect to understand oneself.
* The participant will be able to express.

**Keywords:** express, introspection.

**Introduction:**

India’s flag is represented by three colours and a chakra where,

* Saffron is for Renunciation, courage and sacrifice.
* White is for Truth, peace and purity.
* Green is for prosperity, vibrancy and life.
* The chakra represents righteousness and progress.

Similarly, the participants have to make Flag that they feel best represents them as persons.

* What makes you? Who you are?
* What represents you best?
* What are your likes and dislikes, hobbies, passions, values that you stand by that you’d like to share?
* The participants can share their Flag and it can be Voluntary.

**Reflective questions:**

* What is it about you that you’d like to share with the world?
* Why do you feel so?
* What makes you connect to X Y Z? Does it tell you anything new about yourself?
* Is there anything new that you have learnt about yourself through this activity?

**Sum up-**

This session focuses on allowing the participants to introspect and express what they connect most to. There are no right answers to this as this is a reflective exercise which celebrates that each Human being is different than the other, which makes them special.

**Perspective on developing self: Lead India Video**

**Title: Why develop self?**

**Learning objectives:**

* To understand the importance of developing self.
* It is also to cause transformation outside/to others.

**Keywords**: oneself, transform.

**Introduction:**

One can’t be an effective leader unless one develops oneself. When you work on yourself you get to know yourself better which lets you deal with your thoughts and emotions more effectively. **Personal development is a lifelong process. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.**

**Practice exercise:-**

**Activity 1.1**

**Why develop self?**

**Method**-**large group discussion**

**Suggested steps-**

* Discussions on –who are your stakeholders?
* The need for having ‘Self’ as a stakeholder.
* Discussion among the group and the facilitator gathers responses.
* The facilitator consolidates the rationale that emerged from the group for focusing on oneself.

**Reflective questions**

* Why do you think the self is being so much importance in a leadership development program?
* If we remove the component of self from the entire program, would it make a difference?

Activity1.1 (a) –

* As school head you can ask teachers to write at least **5 positive and negative** points about you.
* Then you can work on the negative aspect to improve one self. This activity can be done at least twice a year. The feedbacks are to be taken very positively by the leaders.
* Such kind of activities will help the leader in building a better and healthy relationship among themselves.

Note: (This kind of activity is being practiced by one of the school head in Sikkim and it has been fruitful to her.)

**Key messages**: This is an expression and reflection of you. It has to be unique of you.

**Sum up-**

One can be one’s own stakeholder, as it is important to meet one’s own expectations first of all-in order to deliver to other’s expectations. One can’t be effective leader unless one develops oneself.

**Activity 1.2**

**Lead India Video followed by reflection**

**How to conduct the activity?**

**Method**: Video based large group discussion followed by individual reflection.

(Along with the videos given in the module other related videos which are state specific may also be included in the module. There in the module we can use videos with some local context. Our suggestion would be the videos on organic farming-Singling, west Sikkim).

Leadership video by Sonam Choda Sec.School, North Sikkim,

(<https://youtu.be/TiHkkP4ifXA>)

Jorethang Senior Sec.School, South Sikkim

(<https://youtu.be/Qo4txdOrJkY>)

Leadership efforts in modern Senior secondary school, East Sikkim

(https://youtu.be/LGOAhkWXZvA)

Many such innovative videos with local content.

These videos show leadership qualities and how it makes difference. These videos can be an inspiration to other leaders too.

* **Reflective questions:**
* What do you think of the video?
* What is the emotion after watching the video? (not thoughts, but emotions)

**Individual reflection and sharing**

The facilitator asks the participants to take few minutes to ponder over this question and then share their thoughts. The sharing here could simply be each one sharing their thoughts and not focusing on finding solutions or reasons for overcoming the problems.

* Do I initiate the change I want in my Life?
* How much?
* What stops me? Why?
* What is therefore, my leadership in my life?

**Sum up:**

As the head of a school you should be able to reflect on oneself. Do I initiate the change I want in my life?

**Activity 1.3: identifying action step for school change**

**How to conduct the activity?**

**Method**: reflection and sharing with aid of an exhibit

**Suggested steps**

* **The participants are given colourful chits and asked to write 1 point of change that they will now bring about in their schools.**
* **The facilitator would need to ensure that the points they write must be ‘actionable’ i.e. something they will DO differently.**

**Reflective questions:**

* **Based on the discussion what is the one change-small or big that I’d like to try out in my school?**
* One of the school head in Sikkim, after attending the one month certificate course in school leadership and management has succeeded in framing a school vision “School where every child succeeds with Perseverance” meaning the school motivates the children to work hard consistently so that they succeed in life. There is no shortcut to success. One must not stop in working hard .We teach our children to work hard consistently; unless they work hard success will not be theirs.
* Key messages: “Promise to yourself” is a commitment of your first step towards change for yourself and your school.

**Title: Self in the context of school: circle of concern and circle of influence**

**Learning objectives:**

* To understand the various challenges in one’s personal and professional life.
* It is also to cause transformation and tackle problems effectively.

**Keywords**: transform, circle of concern and circle of influence

**Introduction:**

* The value of taking initiatives for leading change can happen when a school head become agents for their school transformation. It can be achieved not by waiting for someone else to come and change but start moving towards addressing challenges by leading them from front.

**Activity 2.1**

* **Introduction to circle of concern and circle of influence**

How to conduct the activity?

**Method:** individual reflection

* The facilitator asks the participants to take some time and think of the challenges/concerns that they face to bring about school change.
* Every individual participant has to write their concerns/challenges with regard to school transformation.

**Reflective questions**

If you really want to make change what stops you from making that change to happen?

What are your concerns in making that change?

Why do you want to wait for someone else to solve the problems affecting you?

**Activity 2.2**

Once the participants have individually reflected on their school concerns, the facilitator forms groups of 5-6 participants

* The groups are asked to discuss and after discussion short list 10 concerns collectively based on the one that they feel are most important.

The group then writes their concerns.

**Activity 2.3**

**Power point presentation**

**Sum up**-The circle of concern would always be greater than circle of influence.

**Title**: Prioritization of concerns: presentation and consolidation

**Learning objective**:

* To be able to prioritize ones ‘concerns.

**Activity 3.1: Map of concerns**

* As the facilitator presents the concept of ‘circles of concern and influence’, the participants can now easily connect the dots by trying to map the challenges and concerns.
* The listed problems are supposed to be pasted either inside the ‘circle of concern’ or the ‘circle of influence’.
* The group will discuss this and present to the larger group so that everyone understands that most of the energies we spend are on the problems which are not directly under our circle of influence and at times we forget that the problems under our circle of concern can be solved and we can grow personally to become a change agent to lead school transformation.

**Reflective questions**

* What problems matter to me?
* Are they a matter of my concern?
* Can I solve them?
* What are the problems I am spending more energy on?

**Sum up-** As an individual we can influence a lot of things and solve many problems. There is no need to waste our energies and complain about problems when we know that there are many of them that we can solve easily.

**Activity 3.**2: **Presentation and consolidation**

The groups then present their collective work. After the groups have shared the facilitator can then share those concerns/challenges in the larger group which neither belonged to the circle of concern or influence.

**Reflective questions**

* What is the problem that does not fall into both the circles?
* Why do you think it does not? If yes why?
* Is it different for different people?
* Where can we put in these circles?

**Sum up-**

Some concerns may be beyond our influence; these can be placed outside of the 2 circles. Ideally if they are neither in circle of concern or in circle of influence they should not have been raised.

**Title: self in the context of school: time management grid**

**Learning objective:-**

* The participants would be able to reflect on how they perform their role and how to utilize their time better.

**Introduction-**

The groups are given time to list their work in a day as a school head. Here the school head has to mention work that they engage in and those that are done in their absence by their colleagues.

For understanding the time management grid the participants are given the hand out that explains the time management grid.

**Reflective questions**

* How useful the exercise has been?
* What did you learn about the time management grid?
* Establish how your time is spent
* Determine your problem areas.

The group sits together and is given time to read through the module. The facilitator and the other groups review the grids work an identity.

* Which tasks can be delegated to teachers?
* Is the work correctly allocated in a time efficient way?
* Is there adequate time being spent on teaching-learning activities or only administrative managerial activities?

**Sum up**-the role of a school head is also of an ‘enabler’ who helps people enhance the quality of their work and supports them to achieve their goals, hence delegation is an important and useful technique of building capacities of colleagues and others.

**Title-self in the context of school: retirement day speech**

**Learning objective:**

* Reflect on one’s own aspirations and identify blockages that refrain from achieving the vision.

**Introduction**-**Retirement day speech exercise is hypothetical and for fun.** This could be a possible script we’d like to imagine it is your retirement day from the position of the headmaster and you have a huge celebration at school.

**Reflective questions**

* What have been my achievements as a school head?
* What challenges did I face?
* How did I resolve these challenges?
* Cite examples when overcoming the challenge acted as a push for you
* What do you see the students doing in future?
* How does it make you feel?

**Title-Reflections on aligning professional goals and practices: linking to school vision**

**Learning objective:**

* To develop an understanding that unless the professional goals and practices are not aligned to Self-development, translating the vision into reality may not be possible.

**Reflective questions-**

* **What has been your learning so far in the entire workshop?**
* Some of these seem to have been translated into your retirement day speeches. Some of you have also expressed pride while sharing the speeches. Why is it so?
* How do you plan to ensure that your vision remains alive and reaches your school?
* After a few months when the memories of this workshop would have faded how would you ensure this vision?

**Title: continuing professional development**

**Learning objective:**

* The participant shall be able to share their feedback on achieving the personal development plan.

**Introduction**-personal development planning is the process of creating an action plan based on awareness, values, reflection goal setting and planning for personal development within the context of a career, education ,or self improvement

**Session 3: Continuing Professional Development**

Each school head seeks on achieving his/her Personal and Professional Development Plan.

Every school head has a vision for his/her school and while this activity allows each school head to engage in individual reflection and create a Personal Development Plan for them.

After attending the one month certificate course in school leadership and management, one of the school in Sikkim, has developed a very progressive Professional development plan. Some of her Professional development goals include- Mission English, Dustbin Free School, reading corner in all classes etc.

Such kind of professional development plan has led to personal development as well.

The link below can be useful for the session:

(<https://www.facebook.com/thesikkimchronicle/videos/81507468229114/>)

**Sum up-** The focus of this key area is to develop a positive self concept with respect to capabilities, attitudes and values amongst the school heads. The objective of this key area is to create spaces for self improvement through reflection and by understanding the critical role of a leader, create scope and opportunities for continuous learning and development of self and others.

**Self assessment**

**True and false**

1. **Personal reflection is an opportunity to reconsider events, thoughts and feelings from a fresh perspective-true/false.**

**(True)**

1. **Feeling safe while interacting helps create an open atmosphere-–––––––true/false.**

**(True)**

**Multiple choice questions-**

1. **We can decrease the size of the blind area by-**
2. seeking or soliciting feedback from others
3. deliberately withholding from a person
4. through the process of self reflection.

**Answer i-** by seeking or soliciting feedback from others

1. **Relevant hidden information and feelings can be moved into the open area-**
2. By telling oneself how we feel.
3. Through the process of disclosure
4. By not taking feedback from others.

**Answer ii-** through the process of disclosure

1. **The principal scolds the teacher for not completing the assigned work. From which Ego state is he functioning-**
2. Child ego
3. Adult ego
4. Parent ego

**Answer iii-** parent ego

1. B**enefits of Transactional analysis psychotherapy to an individual –**
2. It helps an individual take responsibility for others thoughts and actions.
3. It can eliminate unhelpful thoughts, feelings and actions
4. It helps people find less effective ways to communicate

**Answer ii-** It can eliminate unhelpful thoughts, feelings and actions)

1. **When a Teacher responds to the Principal asking him/her about her efficiency. The Transaction which takes place here is-**
2. Complimentary transaction
3. Egoistic transaction
4. Crossed transaction

**Answer iii-** crossed transaction

**Additional reading-**

* Alchemy 365: A self awareness workbook-(Brenda Marroy)
* Self awareness: The hidden driver of success and satisfaction-Travis Bradberry

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