

K A M I L I D R I S

HOW: MIND- DRIVEN SUCCESS



PROMISE:
WITH DETERMINATION
NOTHING LESS THAN MY DREAM

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DEDICATION

To those who continue to fail, keep trying confidently. With determination success is at your fingertips.

Kamil Idris

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FOREWORD

Iwish to make it simple and precise. In essence, anyone can create, I repeat create, a mind-driven success. HOW?

You have to adopt a resilient, success-driven state of mind. As a prerequisite you will have to definitely throw away all negative thoughts of failure. This should be done with real focus, strong confidence and a crystal-clear strategic plan of action. Such a plan could be simple and realistic, but, more importantly, it should be time-bound and measurable.

ABSTRACT

Self-Determination in psychology is associated with behavioural studies where people's behaviours, choices and skills shape the basis of self-determination. Determination is associated with people's actions and skills to perform certain tasks. In this way, his personality is modified and the creative side of his personality is explored. Self-determination is an autonomous behaviour where an individual is self-determined on his own will. He is not forced by any external pressures. Self-determination also leads to intrinsic motivation; the motivation that allows an individual to live his life in his own way and to accomplish his goals without any obstacle. There are five measures associated with self-determination. These five measures are Creativity, Retreat, Inspiration, Knowledge and Self-Improvement. These five factors when combined shape self-determination. A person who is highly motivated will allow his mind to think creatively so that he can become self-determined. In this way, he will be able to perform his tasks in a unique and effective way. Retreat or withdrawal of some of the ways of completion of a task is essential as it allows an individual to assess all the possible ways of achieving his goals and selecting the best way possible to achieve maximum success. Similarly, a person who is inspired either through internal or external factors will be highly motivated and will adopt the path towards self-determination. Knowledge about oneself is also crucial in this regard. Self-determination often leads to self-improvement as a highly determined person will likely improve himself towards betterment.

INTRODUCTION

In the early times, many psychological scientists were interested in regulating the behaviours associated with tangible rewards. Such rewards led towards firm actions. With the help of assistance and linked bonds regarded as the factors of people's behaviours, such bonds between thoughts and actions led towards the determination of a person's behaviour. Determination is linked with the regulation of similar actions which also shape the personality of an individual. There is an aspect of empirical psychology which states that there are different types of regulations. These all determine the motivation in different ways. For instance, people are sometimes fully motivated towards a certain cause or an action (Skinner, 1965). They are aware of their actions and a sense of their choices. At other times, they might be forced to carry out some actions without their choice or willingness. They are being pressurized and that is the reason, they might not be fully determined. An example of such motivation can be seen in the education sector where students are motivated to learn and perform well in exams so that they can get good grades. Parents threaten their children if they don't perform well. The self-determination theory states that such a regulation where actions are based on positive and negative consequences is referred to as a controlled regulation (Deci and Ryan, 2000). The sense of choice is missing from the students' actions. The self-determination theory explains two types of autonomous and two types of controlled regulations. The first kind of autonomous regulation is based on inherent motivation where people perform actions because they find them interesting or worth performing. They are the main

kind of self-determination as it is self-motivating and doesn't require reinforcements (Deci and Ryan, 2000). The second kind of autonomous regulation results from extrinsic motivation where an individual is determined to do something and in return hoping to get a reward for it. Such motivation is regulated by external factors such as appreciation, gift, pay rise etc. The external regulation and interjected regulation are the forms of controlled regulations where the individual's actions are controlled and are influenced by someone else's choices and desires. The behaviours linked with self-determination have a stronger sense of personal assurance, perseverance, positivity, great performance and improved mental health. That is why many scientists believe in promoting self-determination (Deci and Ryan, 2012).

Some extrinsic motivations are not well internalized. They remain external to that person as they are controlled by the contingencies of incentive or penalty. There are some motivations which are internalized to some extent but not completely accepted by the person. Self-determination comes into this category where people might take controlling factors into consideration for pushing them to complete the tasks and achieve their goals. In other words, intrinsic motivation and extrinsic motivation which are fully integrated are considered as the basis of self-determination. The behaviours focusing towards self-determination are less controlled by the environment. They have a stronger sense of personal obligation, greater tenacity and positivity and high performance, along with better mental wellbeing (Deci and Leone, 1994). The degree to which a person is self-determined is based on the fact of how connected he becomes to that behaviour or value. For instance, when close relatives, family members or friends value a behaviour in front of a person, he will automatically become more attracted to it and will adopt it effectively. In addition to this, people need to feel strongly motivated and competent about their intended behaviour so that they can adopt it, such as people will look for those activities or work for which they have acquired the skills and already

have experience. This will help them in understanding their work better and in return they will perform it better (Hull, 1943). Another way to improve self-determination is to grasp the meaning of their work. They must fully understand why they are performing certain tasks, what outcome will be generated or what benefits they will achieve from it. They will have their own perspective and will have a firm choice in hand. This will help them to feel empowered. This further adds to the theory of self-determination that there are three basic needs of an individual for living his life. These needs are the needs of understanding, capability and independence. These three basic needs allow an individual to realize the importance of their work, to attain the benefits from them and to achieve success in life. A very basic example of fulfilling psychological needs is when parents support and satisfy these three needs of their children, they can internalize their behaviours extremely well. Taking another example, doctors and physicians tend to interact with their patients and convince them to adopt healthier ways like quitting smoking, exercising daily, taking medication as prescribed and visiting the doctor as advised; patients are more likely to adopt such behaviours and become self-determined. In this way, they can achieve the goals of becoming healthy. Self-determination is linked to many positive outcomes that can improve the lives of individuals. People act with the true meaning of their choices, decisions and obligations without being forced by any external factor. Self-determination can prove beneficial in almost all walks of life such as parenting, childhood, healthcare, sports, education etc. (Deci and Ryan, 2004).

Self-determination is linked with various theories like social cognitive theory, cognitive evaluation theory etc. Cognitive evaluation theory states that some external factors like noticeable rewards, deadlines, reviews and evaluations tend to decrease autonomy in an individual. These factors force an individual to feel a sense of imprisonment. He feels pressurized and as a result doesn't perform well. These factors also affect the intrinsic motivation negatively and reduce the

chances of success for an individual. Some other factors linked with task engagement include choice for task selection, choice for decision making, choice for suggesting alternatives. Such tasks enhance the intrinsic motivation for people and thus, the behaviour is internalized leading to self-determination (Fisher, 1978). Research has shown that those activities which are very challenging are found to be highly motivating, thus increasing the degree of self-determination. A sense of competence is developed among people and they strive to perform better among others. Hence, for self-determination, people need to feel empowered and autonomous. Although cognitive evaluation theory (CET) seems to hold ground in various circumstances, it has failed due to several reasons. It is believed that CET was tested in various laboratory experiments rather than organizational research. It was also difficult to incorporate the findings of CET into behavioural studies. In many organizations, many tasks are not interesting or motivating, but they are made motivating through different strategies like participation, engagement etc. In the workplace, people consider the rewards, incentives and pay rise as a beneficial means of working hard. They are motivated with the help of these factors and as a result, people are determined to complete their tasks efficiently (Gagne and Deci, 2005). There are different measures linked to self-determination. Some of these measures like Creativity, Retreat, Inspiration, Knowledge and Self-Improvement will be discussed in separate chapters in this research.

Determination is the essence that keeps a person or an organization going and moving towards achieving its goals (Deci, et al., 2017). It increases the chances of achieving the desired goals even when there are insurmountable obstacles. Determination builds motivation to stand through difficult times and keep the focus (Deci, et al., 2017). Some factors build on the level of determination and increase it in the long term. Determination does not happen instantly, it needs time to cultivate and build, and some roots help build a strong sense

of determination. It is in this regard that the study aims at evaluating the 10 roots of determination for a plausible understanding of the conceptual analysis behind determination.

The concept of self-determination in human life is mostly based on the aspect of providing positive growth and development in every area and walk of life. Self-determination is considered more as the psychological aspect of a person that provides construct to different behaviour which needs to be adopted to achieve goals of life productively. Self-determination as a characteristic of a human being is more related with acquiring necessary skills and capability by exercising and practising consistently.

Self-determination is based on the action that is taken by individuals with a strong will, making choices that are intentional and decisions based on conscious awareness. The theoretical aspect of self-determination widely varies from context to context, from a situation that is experienced by an individual in a different environment and setting. However, the main concept relates to focusing on the growth and development in a psychological context.

In this book, the main attributes and context of self-determination will be analysed and discussed comprehensively. These attributes relate to characters and skills of courage, strategic planning and teamworking that facilitate in improving the development in individual capacity with a greater positive aspect. These characters provide the main element of motivation which is necessary under the context of achieving self-determination as the main context of growth and development productively and sustainably.

The self-determination aspect in contemporary practice is considered as a necessity which is needed to achieve objectives and goals related to academic and professional life in a productive manner. Self-

determination provides greater motivation in areas of increasing skills that are more related to self-dependency, discipline and perseverance to obtain the aim of development as the main element of progress and growth. Self-determination enhances the autonomy element which is mainly related to increasing the learning capabilities as a continuous process of growth and development in the long term.

Courage is the main attribute of gaining self-determination and provides consideration to focus on the aspect of choosing behaviours in the area mainly related to different choices. This choice factor selected from different variables provides the capability to carry out one's action in a determinant manner. This determination gain from courage can smooth the way, which is necessary for the achievement of objectives related to growth and progress in an effective way. Courage acting as part of determination also facilitates adopting the behaviour of perseverance in a manner that helps in motivating at every level until the objective of improvement and development is attained.

Planning in the self-determination provides a framework and structure to focus on the paradigm that needs to be adopted in attaining the objective of growth and development. Planning also benefits in remaining determined for progress according to the standard and objectives that are predefined in the area of gaining progress related to self-determination.

The teamworking aspect in the self-determination acts as the main skill which helps in achieving the objective in a better and efficient manner. Teamworking helps in overcoming and addressing any issue that can be faced in the achievement of the objective. This helps by utilising the knowledge and experience of others to develop a framework to allocate resource according to the requirement of development as the main criteria of self-determination.

ROOTS OF DETERMINATION

SELF-AWARENESS

self-awareness is an essential root of the determination as it enlightens individuals on prevailing situations. Abbate, Boca, & Gendolla (2016) view self-awareness as a virtue that helps in analysing the present challenges, the possible solutions, and what it will take to achieve the desired goals. In addition, Deci, Olafsen, & Ryan (2017) point out that being aware of the present situation is the first step to building the right level of determination, to enable one to move forward (Deci, et al., 2017). Moreover, Whiteside & Barclay (2016) support that self-awareness opens up persons to their strengths and weaknesses, and helps them better prepare for the task ahead (Whiteside & Barclay, 2016, p. 729). Essentially, self-awareness is plausible in setting an individual determination platform, by offering the best individual evaluation criterion for the attainment of specific objectives or goals. The virtue extends to a wider spectrum of defining the individual's capabilities and capacity in the determination of given endeavours and to do well at what one is doing now.

COURAGE

The power to move is accelerated by the confidence attribute embedded in the need to achieve set objectives. This integral factor is courage, which plays a critical foundational role in the roots of determination (Detert & Bruno, 2017, p. 593). The virtue of courage is a psychological attribute that aids in defining an individual's interpersonal and intrapersonal attributes that challenge developments of set objectives (Magnano, et al., 2017, p. 13). Positive constructs psychology relates courage as a mediator between coping and personality, attributing

more towards achieving set determinations. Clearly, courage is seen as countering an individual's destructive behaviour by defining the risk profiles, identifying, and considering the best alternative action towards determination. The motive is to gain better outcomes for self or for the interest of other personalities. Moreover, courage is individual-specific, ethical and moral, and within the core human virtues of determination actions (Magnano, et al., 2017, p. 13). One should keep trying. There's no shame in trying.

PLANNING AHEAD

Planning is a psychological aspect that entails selection of specific ideas and thoughts in a sequential manner to attain a set determination. As a core root of determination, there exists a negative correlation between impaired planning and attainment of desired results. Committing cognitive resources to a specific plan is a step near success, a variable towards positive determination. In essence, planning serves as predecisions that define the path of implementing the desired intentions or goals set at the initial stages. Planning is, therefore, an action of developing and defining strategies necessary for the attainment of the key desired goals (Elbana & Elsharnouby, 2018). Therefore, as an essential of root of determination, planning ahead entails evaluating capabilities and capacity to achieve the desired goals, environmental changes and flexibility to changes, and an individual's competitive advantage in terms of information and resource availability (McDonald, 2016, p. 109). It also helps to set clear and well-defined goals.

TEAMWORK

Teamwork is vital to building and rewarding determination. All efforts in life towards success will need the right people to bring in knowledge

and experience. The evidence shows that a leader can be more productive with input from the rest of the team (Marlow, et al., 2018, p. 517). No person can achieve success in life, working alone. Teamwork builds on one's level of determination as it brings in individuals who are experts in different areas (Talman, 2018, p. 2). Therefore, teamwork is a psychological aspect of all parties involved in the attainment of desired goals that advocates for commonness, collaboration, and cooperation in terms of set plans, mind-sets, and apparent strategies. This entails commonness in cognitive resources, running through actualization of plans to attain a common ending through physical resources.

CREATIVITY

On the path towards success, regardless of the level of determination, obstacles will appear that will need a different kind of approach. Determination does not mean sticking to the same methods and ways even when they are producing the wrong results. Creativity helps build on the determination by offering alternative methods to achieving the same goal (Cropley, 2016, p. 155). Creativity also opens up the possibility of different opportunities that were not present at the beginning (Mann, et al., 2017, p. 57). One should never be scared of obstacles.

RETREAT

Determination is focused, and retreating is strategic and an integral move in taking a critical look at the present situation. Using resources blindly is detrimental towards attaining the level of determination required (Shiarlis, et al., 2016). Retreating aids in the development of key opportunities and re-strategizing the previous defined determination success path (Liu, et al., 2019) and firms up willingness. Retreating is plausible in mitigating work pressures and conflicting conditions within

the process of achieving the desired outcome. This strategic move is less often adopted during the determination process, but its applicability is in instances of deadlock in the path towards success. Therefore, the strategy is an integral root of determination.

INSPIRATION

Inspiration is a vital tool for the determination as it correlates to the level of effort that followers will expend. Determination calls for inner strength, something that needs the right kind of inspirational resources to bring out (Shiorita, et al., 2017). A leader also needs self-confidence to inspire the employees in an organization to keep performing at the same level each working day (Geritz, et al., 2017, p. 525). Determination without inspiration will lead to people quickly losing sight of the goal. Without inspiration, it becomes hard to stay on the journey when obstacles abound.

KNOWLEDGE

Knowledge is essential to the determination as it provides the foundations to apply the right action, methods, and decisions (Kong, 2014, p. 172). A leader should make sure to have more than enough knowledge to guide the rest to the next level. Knowledge ensures the determination applied is not lost (Donate & Pablo, 2015, p. 360). It would be a waste to exert determination while using the wrong methods due to a lack of knowledge. Knowledge as a root to determination will aid in developing the right plan, making the right decisions, and applying the right methods towards achieving the vision, without giving in in the face of adversity.

EMOTIONAL INTELLIGENCE

Determination is an act of emotion, activation and maintenance of inner power that needs careful handling. Emotional intelligence is the ability to handle and control one's emotions in different situations (Mayer, et al., 2016, p. 289). Emotional intelligence also helps to build empathy and connect with others. Working with a high level of determination will evoke different emotions, and it is vital to handle these emotions in the right way (Lievens & Chan, 2017, p. 362). Leaders can be more productive by developing emotional intelligence, even as they build on the determination levels of their employees (Lee & Chelladurai, 2018, p. 393). Empathy is especially essential in understanding how different people handle their emotions, even as they attempt to build on their determination. On an individual level, emotional intelligence can help a person develop the ability to control their emotions, especially in moments of anger, despair, and depression.

SELF-IMPROVEMENT

In the efforts to keep pushing towards achieving the goal, it is necessary to build on one's skills and knowledge. Determination works better when there is a transformation of skills and knowledge at all levels (Dong, et al., 2017, p. 440). A leader should take the necessary steps to improve their skills and level of knowledge, together with those of their employees. Determination is about putting in hard work, and improving on the skills that will bring better results (Lerman, 2017, p. 180). Staying stagnant can negatively affect one's level of determination. Self-improvement is an integral root to the determination as it provides an individual with the right skills at every level to keep moving forward. This approach will help in a last minute break-through.

OVERVIEW

The roots to determination provide a plausible conceptual platform under which the determination path is set. Essentially, determination takes a high level of commitment and strength to develop (Hanaysha, 2016). The path to success is hard, and determination is the difference between success and failure. Determination brings with it rewards such as inner strength, positive change, self-improvement, transformation, and growth (Whitehall, et al., 2018, p. 242). However, with root identification, the ideological or methodological background of determinations is well defined, making the achievement of desired objectives/goals realistic (Hanaysha & Tahir, 2016, p. 273). However, of importance is a continuous development of these roots for an enhanced level of commitment, resulting in better performance.

CHAPTER 1: SELF-AWARENESS

Various pieces of literature discuss self-awareness, and varying parameters describe the term. According to research by Jabr (2012), self-awareness refers to the way a person actively understands their behaviour, motives, desires and feelings. A study by Carver (2012) explains self-awareness as the attention that one draws towards experiences occurring inside themselves or attention that a person gives to themselves as an entity in the social setup. Vago and David (2012), on the other hand, explain self-awareness as a construct of mindfulness whereby systematic mental training and development that occur during human development contribute towards the formation of a sense of self-awareness. Therefore, from the studies above, self-awareness involves knowledge and understanding of several characteristics of the self, such as traits, feelings and behaviours. Additionally, self-awareness is a psychological state in which a person becomes the centre of attention. While self-awareness is a feature that is important in defining who a person is, it is not an aspect that an individual pays attention to daily (Carver, 2012). Further, self-awareness becomes integrated into an individual's personality and can be displayed when such an individual is exposed to different situations or depending on their personality. Research shows that self-awareness is a characteristic that develops early in childhood, and it has a neurological basis (Rochat, 2003). For instance, during human development, children begin learning self-awareness by recognising themselves in mirrors or in pictures (Brownell, Zerwas & Ramani, 2007).

DEVELOPMENT OF SELF-AWARENESS

The development of self-awareness requires exposure to other people for a person to become aware that they are different from other people (Carver & Scheier, 2012). As such, several theorists propose that self-awareness requires specific cognitive abilities. However, self-awareness goes beyond the ability of being reflexively aware of oneself and is related to some characteristics inherent to self-regulation (Carver & Scheier, 2012). Duval & Wicklund (1972) developed the objective self-awareness theory, that explains self-awareness as a construct of social psychology. The theory postulates that when an individual focuses his attention on himself, he examines and compares his current behaviour to their internal standards and values. When a gap exists, it becomes a self-awareness inducing stimulus. Numerous environmental and situations cues induce attention focussed on the self and unrelated to the external environment. Those cues include mirrors, an audience, being videotaped or being recorded. Such attention creates a feeling of objective self-awareness. Thus, a person becomes self-conscious as an objective evaluator of himself. A person is likely to conform their conduct with their standards of right and wrong when made self-aware (Duval & Wicklund, 1972). Additionally, a person will be negatively impacted when they don't live up to their pre-formed standards. Such evaluation produces a feeling of self-awareness in which people are disposed to compare their current selves with the ideal self-standards. When the present self differs from the ideal self, the objective self-awareness theory proposes that a person begins to regulate their behaviour concerning the newly formed standards to reduce the existing gap. Otherwise, the difference can also make a person avoid the self-aware state.

STAGES OF SELF-AWARENESS

Literature by Rochat (2003) describes six stages of self-awareness advancing from level zero to level five. The first stage is level zero, which is also referred to as confusion. In this level, a person lacks even the slightest perception of self-awareness. In a mirror experiment, the person cannot perceive their mirror reflection and the mirror itself. A level zero self-awareness is demonstrated when a person frightens themselves in front of a mirror, briefly misidentifying their identity for someone else (Rochat, 2003). The second stage of self-awareness is level one, otherwise referred to as differentiation stage. In this level, a person can realise that a mirror reflects things in their surroundings and that the reflection behind the mirror is different from what is behind the mirror itself (Rochat, 2003). Therefore, in this stage, a person gives a primary stimulus-response, and there is an absence of confusion. The third stage of self-awareness is level two, which is also known as situation stage. Self-exploration begins in this stage whereby the person knows that what is shown in a mirror or on a projected surface is special (Rochat, 2003). In this level, a person can determine movements in the environment and what their own body perceives. In a real-life scenario, a person in the situational stage exhibits a simple awareness of interactions with others and has simple adaptive working behaviour.

Level three, also known as identification, is the fourth stage of self-awareness. In this stage, a person can identify themselves, to reflect over time and is aware of the past and future interactions. A person can recognise that the representation that is behind the mirror is not a stranger, but their image. Identification is also evident when a person refers to themselves while looking at the mirror instead of referring to the mirror while referring to themselves (Rochat, 2003). Permanence falls under level four of self-awareness, and it's the fifth stage of self-awareness. In this level, a person can identify the person beyond the presenting mirror image. At this level, a permanent sense of self is

experienced whereby the person is able to process self-information or intentions, and can identify themselves in previous pictures which might be distorted or looking younger (Rochat, 2003). The highest level of self-awareness is level five, known as meta self-awareness. At this level, the self is appreciated from a first and third-person's points of view. At this stage, a person has developed the capacity to see things from a public standpoint and is aware of being self-aware. Additionally, the person understands that they can be in the mind of others.

TYPES OF SELF-AWARENESS

Self-awareness is divided into two classes: private or public self-awareness. Under public self-awareness, studies show that this type of self-awareness is appreciated when an individual is aware of how they appear in the midst of a group of people or in the general public (Pfattheicher & Keller, 2015). For instance, when someone is giving a public presentation or talking to a group of peers, they become the centre of attention and, therefore, they are conscious of how others see or perceive them. Public self-awareness forces a person to align their standards to conform to the pre-existing social norms (Pfattheicher & Keller, 2015). For instance, when an individual is aware that someone is watching them, they begin to behave in prosocial behaviour. Mostly the individual behaves in a socially acceptable and desirable manner. Additionally, public awareness helps a person to evaluate the effect of their behaviour and to become aware of the strength of their relationship with others. Literature by Van Bommel et al. (2012) explores the effect of public self-awareness on an individual's capacity to help someone in need, and supports that in some instances, the presence of bystanders can intensify the drive to help, like in instances where public self-awareness is enhanced through the application of accountability measures. At other times, public self-awareness can expose an individual to distress, shyness, social anxiety, or worry regarding how other people see them (Bögels & Lamers, 2002).

Private self-awareness is founded on the knowledge of phenomena internal to the self. Essentially, a person becomes aware of the characteristics of themselves only in a private way (Fejfar & Hoyle, 2000). For instance, feeling the stomach lurch when a person knows that they forgot to lock the car doors or feeling the heart race when a person sees someone they are attracted to are examples of private self-awareness. In both instances, the sensations or emotions are only perceived by the individual himself, and no other person can know what is going on with him. Private self-awareness has an impact on how a person develops goals and the progress they make towards attaining such goals (Fejfar & Hoyle, 2000). Therefore, private self-awareness assists a person in determining their capabilities and avoiding things that they can't handle. A high level of individual self-awareness is associated with private self-consciousness, a condition where a person is overly self-aware (DaSilveira, DeSouza & Gomes, 2015). At this level of private self-awareness, a person has a heightened awareness of their beliefs and emotions to such an extent that they form a persistent pattern of sticking to their values, which have far-reaching health effects such as stress.

WAYS OF BUILDING SELF-AWARENESS

It takes conscious effort to build and develop self-awareness. One way of building self-awareness is through metacognitive training (Schmidt et al., 2012). Literature by Fleming & Schmidt (2015) describes metacognitive training as a method of improving self-awareness through the use of actual scenarios and realistic activities structured within a kind and therapeutic context to promote identification of errors, setting of realistic goals and strategizing on how to deal with such stressful occurrences. As a feedback structured training tool, metacognitive training involves provision of certain information regarding a person's normal task performance compared to observed aspects of the performances. The

measurement parameters include number and type of errors, duration of a task and the task results. Successful feedback interventions include consistent, timely, respectful and specific feedbacks on tasks performed (Fleming & Ownsworth, 2006). Additionally, with repetitive actions in a particular task, a person gains significant exposure which leads to incorporation of otherwise difficult self-awareness traits that needed to be achieved. Obtaining feedback is the commonly used method of building self-awareness, and it involves interventions such as verbal feedback, videotaped feedback or task performance without feedback (Schmidt et al., 2012).

Providing verbal feedback involves a therapist being actively involved in the training sessions by making observations of the functional performance of a person. The therapist rates the performance of the person and compares his findings with the person's self-rating of the same performance (Ownsworth et al., 2008). The therapist then discusses the discrepancies with the person. Such comparisons assist a person in understanding and making amends on their status of self-awareness. Therefore, a person is able to recognise their personal strengths and weaknesses. Other than a therapist, one can also pick a few trustworthy people and ask for their feedback. For instance, one can ask one's spouse what they wish they did differently, or a co-worker about how they see them as a team member. In such cases in which one uses people close to them, one needs to remind them to be honest and constructive while the person also needs to desist from defensiveness. Videotaped interventions are another way of building self-awareness. Literature by Ownsworth et al. (2008) supports that videotaped feedback is specifically helpful in improving self-awareness in the context of communication, sensational and behavioural problems. The intervention involves the video recording of a person suffering from a self-awareness problem when he is performing a functional task. The person then watches their own recording and identifies flaws in their performance, observing for compensatory mechanisms that they used in their performance, and

areas where they displayed exceptional performance (Ownsworth et al., 2010). When a therapist is involved in conducting this intervention, its benefit to the person with impaired self-awareness is increased since the therapist can give therapeutic or verbal support.

BENEFITS OF SELF-AWARENESS

The benefits of self-awareness are diverse and supersedes the physical health and mental well-being of an individual to include significant influences on the functions of day-to-day life. Self-awareness has significant effects on function, with reflection and reason encouraging perseverance with tasks despite job-related hardships (Feldman et al., 2014). In the context of leadership, Teklaab et al. (2008) explored the impacts of self-awareness in a leader's strive for followers' satisfaction and leadership efficacy. The study found out that self-awareness among transformational leaders has a positive co-relation with leadership efficacy and followers' supervisory satisfaction. Therefore, taking into account the importance of good leadership in the running of corporations and the influence of a leader's influence, a leader must exhibit a high level of self-awareness to impart positive values to employees working under them and to realise the visions of a company. The employee perceptions need to be in harmony with the description of a leader's behaviour (Teklaab et al., 2008). For instance, perennial disagreements between a leader and the employees can hint at the leader's lack of adequate communication or failure to respond to the pleas of the employees. Thus, effective leadership ought to begin with a leader who has a high level of self-awareness. In addition, literature by Cadwell & Hayes (2016) argues that self-awareness is vital for personal growth and it enables ethical leaders to inspire themselves, their workmates, and the organisation in which they work.

Under drug and substance abuse, self-awareness is an invaluable tool in the fight against drug and substance abuse. Literature by Castine et al. (2019) supports that low self-awareness has a consequential effect on the rehabilitation of cocaine addicts whereby such individuals exhibit little treatment motivation. Further, a study by Chidaura (2018) reported

that raising self-awareness has a positive effect as a tool that can deter students from becoming influenced by their peers into using drugs, while a study by Slaski & Zylicz (2006) found out that among alcohol addicts who are trying to rehabilitate, raising self-awareness had a positive impact in deterring incarcerated alcoholics from receding into their drinking problems. Therefore, a high level of self-awareness has a significant effect on the fight against drug and substance abuse. As such, professionals should aim at raising self-awareness of people while addressing the problem of drug and substance addiction.

MY STORY

I know myself, but others may not necessarily know my nature, skills or abilities.

When I finished high school I decided to do two university degrees simultaneously in order to obtain two separate academic disciplines from two universities. I was advised against this, being warned that I would fail in both. The majority of university professors, friends, family members and colleagues warned me against this, using very discouraging language. The overall advice was negative. If I were to have listened to others, I would have certainly dropped one degree. I decided, however, to tough it out, organise myself, plan, work hard and continue on with the two degrees. I felt confident, satisfied and willing to deliver. The final outcome was full success. I graduated from both universities with honours and satisfaction, thanks to the depth of my self-awareness.

I have always told myself to insist on budding success factors above failure possibilities. I meant to embrace success as an inevitable outcome in my continued efforts. With this in mind then my actions are guided in a systematic manner. This is the best way to overcome failure.

I spent ten years of my youthhood taking decisions against the advice of others whether this was my academic life or start up career. The deeper your self-awareness, the greater the chances of success.

At times I contemplate myself through a happening ahead of its occurrence. That helps in situations where negotiations could give rise to various scenarios and fall-back positions. The inner monologue could help in transforming a negative thinking into a positive one.

One of my consistent habits is that I rise early and refresh the store of my ideas, firming up tasks and goals to be accomplished.

CHAPTER 2: COURAGE FOR POSITIVE DEVELOPMENT

Courage as part of determination is related to an encouragement to take action and provide the main power attribute to enhance performance by driving confidence in personal attributes to achieve the objectives of growth and development. In the self-determination area courage acts as the main integral element which acts as the main root to take any role of growth and development in a determinant manner. Courage acts as the main psychological element which benefits a person in the area of improving their skills related with both inter- and intra-personal elements. The courage acting as the attribute of change provides consideration to risk-taking behaviour that challenges the status quo and focuses on development and improvement as the main objective of positive growth (Burke, et al., 2015).

Courage under the construct psychology is defined and termed as the main agent of change that helps development of individual capacity by focusing on the personal objectives and the issues that are faced in the area of self-development. The courage as positive construct provides meditation towards issues related to objectives of determination. Courage also helps in overcoming the problem of negative behaviour that acts as a destructive element for any objective that has been developed for personal growth and development. Courage also provides direct consideration to identify risk, defining the scope and impact

of risk. This assessment factor provides direct consideration towards identification of various alternatives that can be taken to cope with the situation in a positive manner (Clonan-Roy, et al., 2016).

Courage also acts as a main motive to generate better results for self-improvement and also provides interest in taking a leading role for the betterment of others. Courage also acts as the main virtue that enhances ethical and moral aspects which are necessary in terms of improving personality more on the basis of specifics with individual capacity. Courage also acts as the main element of human personality that generates outcomes mainly in the form of action to be taken in a determinant way. Courage also improves the element of perseverance to continue on with an action that has been identified to enhance the performance. Courage also considers the element of taking a stand on the decision and working in a continuous manner to achieve the objectives with greater efficiency (Chuang, et al., 2016).

Courage also gives consideration to develop goals and objectives to act in a virtuous manner when situations are not favourable and help with staying consistent whenever a critical situation arises. Courage also provides the capability to identify the most effective and best course of action, that benefits both in terms of gaining objectives and addressing issues that may impact the performance in a negative way.

Courage also facilitates making choices that help in addressing the problem and risks in a strategic manner. Courage also improves the personal capacity of an individual to consider their values and moral aspects in defining the working paradigm to address the danger. Courage also helps in achieving a clear insight on the difference that existed between a well-planned approach with wisdom and brave decision against actions that are taken more in the form of fearlessness or recklessly (Dogara, et al., 2020).

Courage gives consideration to taking action by carrying out rigorous evaluation of all the elements that may cause temptation or discomfort in achieving objectives of self-improvement. Courage in order to overcome fear provides insight on taking action in a more constructive manner.

Courage in the self-determination aspect is more related to three main areas that can be categorised into physical, psychological or mental, and moral courage. The physical courage provides consideration more in the context of taking action under virtue of valour and bravery to overcome the issues. The mental context of courage relates more to taking of action in the area of perseverance and carrying out diligence to assess the impact of negative areas and developing aspects that help in overcoming these issues. The moral courage element is more related with focusing on the action that must be based on values like honesty and integrity to accomplish the aim of personal development more in accordance with defining standards (Sancassiani, et al., 2015).

Courage as part of self-determination provides more in relation to the emotional side of an individual in the area of developing the will to take action when feeling right about something. A person will have a clear idea of any situation that is considered hard, like having a conversation which is difficult with another member of the team. The courage provides consideration to take action in the form of developing the most effective strategy that needs to be adopted in having the conversation whilst mitigating and reducing the risk that is associated with taking a particular action. The courage helps in overcoming the fear that is associated with confronting others in terms of getting into an argument (Holt, et al., 2017).

Courage as the self-determination element relates to taking risk on potentials that provide better prospects for growth and development related to the personal context. Courage also enables the taking of

small steps in a planned manner which will benefit in the long term to achieve bigger goals. This aspect of taking a structured approach provides consideration in the area of improving self-control in both physical and psychological contexts. Courage also enhances the ability to take control and lead others, which is the main characteristic of an effective leader. The courage as a part of determination also helps in making improvements in emotional intelligence, which is considered to be the main capability of enhancing the self-determination aspect to achieve growth and success in a sustainable manner (Welp, et al., 2016).

Courage is also considered to be the main vital factor that helps in overcoming a critical situation by providing insight and capability to use a combination of all skills with knowledge to take action that improves overall outcome. Courage also helps in making self-evaluation and carrying out efforts that benefit in the area of acquiring skills that are necessary for attaining the goal of self-determination. Courage also increases the effectiveness of self-determination by providing consideration to undertake practice on a regular basis for the objectives developed for self-improvement in a positive manner.

MY STORY

I developed a sense of internal courage without, however, being assuming or taking things for granted which, in turn, is a reflection of arrogance.

I have always tried, even at difficult times, to adopt a resilient success-guided mentality focusing on strategic actions critical for a successful outcome. There will be bumps on the road, but the strong march on. No worries when one tree collapses; the entire forest grows silently by itself. I strongly believe that setting goals and deadlines is an important sign of courage.

CHAPTER 3: PLANNING AHEAD AS PART OF DETERMINATION

Planning ahead or planning for the future acts as the main foundation and base to achieve the determination aspect within oneself. Planning provides consideration to psychological capabilities which are related to the development and selection of ideas and practices which can be adopted for achievement of objectives in a planned and productive manner. Planning in the self-development area acts as the main basic pillar that is utilised for supporting and improving the determination element within oneself (Luthans, et al., 2015).

Planning also helps in addressing any problem and issues that may arise in any area of the working paradigm defined for any task or project. The planning element is also based on the context of eliminating the negative impact of risk in a strategic manner. This strategic planning also provides consideration of the efforts required that help in managing any risk which may impact the overall performance carried out in the area of achieving self-determination as the main element for improvement and development.

Planning also provides consideration to use all resources, skills and capabilities in a proper and appropriate manner. These elements increase the ratio of success, which is the main factor of development and growth provided through determination in one's working and

habits. Planning also provides commitment for success by developing a plan that is specific for certain objectives. Planning is also considered as the main capability for making strategic decisions and achieving results, while also mitigating any risk that may impact the success element in achieving self-determination. Planning in the working paradigm also helps in making decisions to complete all tasks in a structured and step by step process (Clonan-Roy, et al., 2016).

Planning as the working framework for achievement of results benefits in the area of clearly defining the path that needs to be followed in every aspect. Planning also provides consideration for developing principles and rules that need to be followed in every area with the main aspect being achievement of the development goals in a strategic manner. Planning in the development aspect relates to action to be taken in clearly identifying working strategies that help in developing the action plan necessary to achievement for goals according to desire. Acting as the main root foundation for determination, planning ahead helps in enhancing performance by utilising all skills and capabilities necessary for better results in a sustainable manner (Burke, et al., 2015).

Planning ahead in achieving determination also facilitates in the area of gaining the ability to address all matters in a strategic manner with better results. Planning provides insight on all the resources which are necessary for a better outcome. When any aspect of the goals is influenced from external environmental elements, planning benefits in the area of providing leverage to make changes that help in generating a better result in a flexible manner. This better result is possible under the context of a clear vision with well-defined goals, developed through effective planning in the achievement of self-determination as the main growth and development area with greater effectiveness (Eichas, et al., 2015).

Planning, acting as a strategic process in the self-determination area, is more based on adopting behaviours and practice that is necessary in

terms of acquiring success in a well-defined way. Planning in a strategic manner also improves performance by improving the element of learning by enhancing insight into personal strengths and weaknesses, which is necessary to overcome performance issues. Planning in the self-determination also provides skills that need to be achieved in the area of overcoming issues and weaknesses that may affect the development aspect of an individual.

Planning also provides consideration to breaking down the objectives in a systematic context to improve the overall ability to achieve determination in a step by step and structured manner. The planning improves the ability to achieve goals by providing goals to be divided into short, medium and long term. This division is mainly related with defining the competence and capabilities which are needed to improve in a systematic order according to priority (Williamson, et al., 2017).

The short terms goals in the strategic planning are mainly related with working on skills connected to the personal development aspect and improving the personal capacity to develop skills that improve achievement of goals in a well-planned manner (Dogara, et al., 2020).

Medium term goals give consideration to skills that are mainly based on interpersonal aspects, which then helps in achieving skills related to external factors. The mid-terms goals can be related to communication skills which help in improving the ability to deal with others as the main aspect of gaining self-determination as the main objective of improvement and development in a productive manner (Chuang, et al., 2016).

Long terms goals in the strategic planning are more related with the leadership aspect, that is to have vision in the area of attaining goals and ability to lead others.

Planning ahead for gaining self-determination with the objective of improvement and development is related with the process which must be followed in a strategic manner. Planning also relates to designing a working paradigm that helps in generating better results according to the objective of growth and development in a productive and sustainable manner. Planning is the process of gaining improvement related with various skills that need to be applied under the context of generating better results. These skills can be related to making choices, decision making, solving issues and problems, setting goals with identifying skills needed. Assessment of oneself in order to get a clear idea about self-awareness for abilities and competency that are also a vital aspect of planning which relates to providing strategic growth prospects in personal development through determination (Darling-Hammond, et al., 2020).

The skill of making a choice in the planning context is related with using one's ability to measure the effectiveness of two variables and choosing the element that generates results in a more efficient manner. The choice element also enhances the element of taking advantage of opportunities that also helps in controlling the situation which directly impacts the result in the form of self-development and betterment.

Decision-making skills in the planning aspect is more based around making judgements about certain actions and the effect that will be generated from each action. Effectiveness of decision making is also necessary in terms of identifying the outcome of each action that is taken under the self-improvement element. Decision making skills are also necessary under the context of selecting the most productive and innovative solution. After selecting the solution, a working plan also needs to be developed under the context of generating outcomes in the most productive way (McKenzie, et al., 2015).

Problem solving skills are also needed under the context of properly understanding the issue and problems that may arise during the plan.

The problem solving aspect will give consideration to the element of developing a strategy that will enhance the element of mitigating the impact of issues. Problem solving skills also provide capability in the area of addressing issues and problems that need to be handled in an appropriate manner. Problem solving skills are also necessary in the planning context to understand the advantages and drawbacks of all working strategy that has been identified in context of a solution for any problem arising during the achievement of determination as personal development ability.

Setting goals and identifying skills that are needed in the context of achieving determination also provides consideration in the area of developing capabilities needed for success. These skills are more related to taking action in a practical context and making progress toward the defined objectives in a productive and sustainable way.

Self-assessment skills in the planning provide consideration to taking action based on carrying out an evaluation of oneself. This aspect is more related to focusing on one's behaviour and then making adjustments according to it. The self-regulation context also helps in developing goals of self-improvement in a better way. This betterment is provided under the context of developing strategy that enhances the element of generating outcomes in a more positive aspect by adjusting behaviour according to the goal of self-development in a determined way (Holt, et al., 2017).

Self-awareness skill in the planning context is also needed under the planning element of self-growth in a determinant way. Self-awareness helps in properly identifying the needs of the personal aspect in improving the development by improving the areas of weakness which needs to be addressed and may impact the prospects of planning in a negative way.

MY STORY

I learnt a lesson from my childhood that detailed planning ahead is the door to success. However, when failure occurs, I take my time to reflect deeply and extract the learning lessons and move on stronger with my head up, no shame, no embarrassment.

CHAPTER 4: TEAMWORK FACILITATION IN DETERMINATION

Teamworking skills are the main aspect that acts as the main building block for achieving determination in a positive and productive manner. Teamworking helps in the achievement of growth and development under the context of support and skills that is provided by team members to each other. This aspect of teamworking as the main element also increases achievement of determination in a rewarding manner by improving moral support for development and progress in a personal aspect. Teamworking also helps in developing a platform which is necessary in terms of gathering individuals that share common interest (Burke, et al., 2015).

Teamworking also improves efforts carried out in individual aspects by generating more positive results in the form of collective results that enhance the overall development context in a determined way. Teamworking also helps in taking benefits from the right individual under the context of utilising their knowledge, skills, experience and technical expertise in a more efficient manner. Teamworking also facilitates in the area of improving one's capability to work in an interactive and collaborative manner which is necessary in terms of an overall measurable productivity. Teamworking skills also improve the individual ability of a person to allocate resources according to the requirement of objectives for development on a positive note in a

strategic and interactive manner.

Teamworking also helps in taking advantage of others' knowledge by gathering understanding of various practices that can be taken to improve self-efficiency. Teamworking also increases a person's ability related to decision making as it helps involving others in identifying the most effective working strategy that acts as the solution for the problem that needs to be addressed under the context of achieving growth and development in a determined way. Teamworking also benefits in the area of taking a stand as to which is the main vital element of achieving the self-determination in a productive manner (Chuang, et al., 2016).

Teamworking in the aspect of achieving determination is also necessary as it increases the ratio of success in a productive and sustainable manner. This sustainability is achieved mainly under the context of expertise that is brought by others as the main contribution for the result related with better growth and development in a determined manner. Teamworking improves the psychological support when all members work for the same goals an increasing the viability of success in a better aspect. Teamworking also contributes to efficient use of resources in attaining the goal of development as it helps in properly identifying the resources necessary for achieving determination as the main aspect of self-development and growth (Burke, et al., 2015).

Teamworking also contributes to the achievement of growth and success in a more efficient manner by determining a working method which is based on collaboration. The collaboration also increases cooperation in all aspects by creating a vision of commonness through an action plan that is developed on a mutual interest basis. Determination can also be greatly achieved under the context of the planning and working paradigm that is developed under the context of strategies identified in the area of working together.

Teamworking helps in improving certain aspects and skills that are necessary in the area of gaining determination in a better aspect. The skills are mainly related to the context of communicating with others, building better image and rapport, achieving skills of persuasion and influence, facilitating, conflict resolution, leading and feedback for improvement plans (Dogara, et al., 2020).

The communication skill in the teamworking is necessary to carry out all correspondence required for the achievement of objectives for self-improvement in a determined context. Communication skills improve ability related with developing better coordination with others by working together. Communication also ensures all the work processes are carried out according to a defined standard and reducing the element of misunderstanding which is the main barrier in achieving determination for positive development.

Better image and building rapport are also necessary aspects of teamworking that facilitate achievement of objectives in a more productive manner. Better image and rapport also improve the element of harmony as the main factor that positively contributes towards achievement of objectives in a coherent aspect. Rapport also increases the element of trust which is the main element of achieving determination of objectives while working with others in the same team for a common goal (Sancassiani, et al., 2015).

Skills of persuasion and influence are also necessary for teamworking with the objective of making a positive contribution towards self-development in a determined and positive context. Persuasion and influencing improves skills related with taking action that is necessary under the area of making efforts to achieve objectives in a determinant manner. Persuasion also improves the aspect of sharing information and knowledge with others to encourage the adaptation of a certain working model which is necessary in terms of considering the work plan

to be carried out in specific situations (Welp, et al., 2016).

Facilitation skills in teamworking are also needed under the context of helping others in a way that makes achievement of objectives more efficient and easier. Facilitation skills improve the capabilities of others in performance and collaboration by acting as the main support system to gain the objective of development in a sustainable and determined way.

Conflict resolution is necessary in teamworking as it helps in overcoming issues and problems that can arise in working with other members in direct collaboration. Conflict resolution provides abilities in the area of overcoming issues related with interacting with others and negatively impacts objectives of development in a determined way (McKenzie, et al., 2015).

Leading others is also a main quality which can be related to teamworking as it helps in creating a working environment which is necessary for growth and development in personal aspects. Leading also helps in providing support and motivation to others under the context of improving performance in a determined way.

Feedback in teamworking is also necessary in terms of taking evaluation from others on one's ability in the area of strengths and weaknesses. The feedback also helps in getting clear insight into the weak areas which need to be worked upon under the context of improving performance in a better way (Holt, et al., 2017).

MY STORY

For me teamwork is the mirror in which I see my components of leadership and bring consensus based on trust and mutual understanding. Through

teamwork, I am also able to upgrade the knowledge about myself, improve my skills, know my strengths and understand my weaknesses. This is a critical way to upgrade my professional capabilities.

CHAPTER 5: CREATIVITY

It has long been identified that creativity is the core measure of self-determination. In early times it was believed that creativity is something which led people to deviate from normal norms and traditions and to do something different from the usual. Many scientists believed that in order to have a creative side of personality, one must abolish the rules of traditional thinking and must develop a strong and autonomous will (Dellas and Gaier, 1970). Experimental research has further proved that self-determination and creativity are closely linked as extrinsically motivated behaviours are less creative than intrinsically motivated behaviours. The reason behind it is the willingness to perform actions. When a person is willing to complete some tasks with interest, he might become creative with it and might find new and exciting ways to complete it. Research has shown that controlling environments decrease the quality of functioning, hence impacting the creativity negatively. Creative people are highly motivated to do their jobs with full determination and work quite hard in achieving the desired results (Sheldon, 1995).

Many researchers have discussed the self-determination theory and have linked it with the factors that influence creativity. Creative people tend to be highly motivated and believe in personal autonomy. They are highly influenced by a sense of authority and decision making power (Barron and Harrington, 1981). Many researchers have shown that there is a direct connection between motivation achieved for performing a task or creative ways of performing that task. It is already explained that

people who are intrinsically motivated are quite creative as creativity stems from a person's personality.

Another profound connection between self-determination and creativity is that self-determination has put emphasis on the quantity rather than the quality of types of motivations. Self-determination depicts the intensity of each type of motivation that enhances creativity among the individuals. The research on creativity has categorized it into two types: domain-general or domain-specific. The individual having a domain-general typed creativity can extend his creativity into different domains. The individual with a domain-specific creativity will extract his domain only in a single area such as language, arts, music etc. (Nix, Ryan and Deci, 1999). The classroom goals' structures have an indirect effect on creativity. These structures are the setting which is created by the students and teachers. Such structures induce learning through communication, participation in group discussions, discussions on problem solving and providing key insights on subjects that are discussed in class. This effect is facilitated by an individual's motivation to perform well. The classroom goals' structures not only explain the learning behaviours of individuals but they also place emphasis on increasing the motivation and enhancing creativity among the students. There are some other forms of classroom goal structures where students are forced to be motivated in exchange for some reward being offered. Such motivation doesn't lead to creativity as it is forced and doesn't allow the student to think freely (Milgram and Hong, 1993). In a classroom setting, when creativity among students in different domains was explored, it was found that mathematical creativity domain put emphasis on problem solving regarding mathematics. In mathematical creativity, the creative process mostly revolves around the cognitive behaviour of problem solving. Such creative minds have the ability to break mental sets. Such individuals can adopt ways different from the stereotypical ways of problem solving. The creative minds in mathematical domain were tested based on different features like

flexibility, fluency, divergent thinking, novelty etc. Fluency is an ability to think of ways which can solve the problem quickly. Flexibility is the feature to adopt alternative ways or strategies to solve the problems. Originality or novelty is to try new and unique ways of solving problems. The concept of autonomy is also linked with creativity. Autonomy also plays a vital role in cultivating an individual's creativity. Normally researchers have linked creativity with intrinsic motivation, but some extrinsic motivations like identical and integrated regulations can also play a key role in increasing autonomy. The students with higher level of autonomous motivation will show higher levels of mathematical creativity and the students who have decreased levels of autonomous motivation will show less mathematical creativity. Their problem-solving abilities will also be low (Peng, Chen and Li, 2013).

Creativity is often linked with reward and recognition in the workplace but researchers have proven that creativity is an attribute which generates within an individual. Creative individuals have shown two types of important behaviours which examine their creativity in the workplace. They not only explore new and innovative ways of accomplishing a task, but also find the best possible way of achieving it. In short, creativity is linked with quality of performance. The assessment of creativity is based on subjective judgment. Here, the individual assesses his own abilities and attributes, carefully analyses them and then utilizes his creativity to perform certain tasks. Reward is generally associated with creativity but there are certain implications here. If the reward is given based on the creativity the individual has adopted, it might positively affect the individual and thus, he can increase his creativity. However, if the reward is given based on completion of the task without the acknowledgement of creativity, then this reward is of no use as it has not recognized the creativity behind the task which is completed efficiently (Amabile, 2012). Creativity enhances satisfaction among individuals as it is an attribute which is evolved within the individual and its intensity is different in different

individuals. Creativity is a voluntary action. People choose to do things creatively or they try to complete their tasks in a unique way. In this way, they are able to receive rewards for their novel tasks done in a unique way. Rewards for general tasks don't increase creativity as it is an extrinsically motivated behaviour. It doesn't allow an individual to show interest in the task, rather the individual is focused only on completing the task and getting the reward for it. Creative minds, on the other hand, don't long for reward. They show their creativity through different tasks performed in unique ways to satisfy and please themselves. Similarly, in organizations, when employees are rewarded for their creative work, the employees are highly motivated. They work without any external pressure and work freely without any burden. This increases their interest and they tend to perform better without wishing for the rewards.

Another important aspect regarding creativity is empowerment where empowerment is considered as an indicator of creativity. The structural empowerment has an effect on psychological empowerment which enhances creativity. Creativity is nurtured when employees are given a higher level of autonomy to take their own decisions. They develop a sense of ownership and take the matter into their own hands, resolving them in a creative way. In this way, they find new ways to experiment with their work. This also helps the organization as an employee's creativity opens new ways and agendas for the organization to compete with its competitors. The creativity is further increased when employees consider themselves as leaders and perform their tasks, keeping leadership in mind. In this way, they are not only focused on completing the task but also finishing it in a unique way which produce desirable outcomes. There is a link between employees' empowerment and the leadership role of a manager. The managers can enhance the creativity among their employees by providing them with psychological empowerment. Such an empowerment is not merely dependent on rewards or incentives, rather some words of praise and appreciation are

enough to motivate the employees and raise their morale in performing better and infusing creativity in their work.

MY STORY

The most important practical aspect here is the maintenance of my positive attitude and self-confidence. Mindfulness and safe imagination are key elements towards sustainable creativity. Thoughts need to be continuously revised and polished to sustain creativity. There is always room for adopting something novel. My thoughts define my character.

CHAPTER 6: RETREAT

Self-determination and retreat might be regarded as two different and opposite views but in reality, retreat or withdrawal is necessary for achieving self-determination. Self-determination is quite focused where a person crosses the traditional boundaries and hurdles to achieve something big in life or accomplish his goals. However, for achieving something big, one must be familiar with the concept of retreat. Not everything can be gained by utilizing everything or crossing every boundary. In order to gain something fruitful, one must be able to lose or withdraw something as well. Retreating is a form of re-strategizing, to take a step back, think rationally and to look at every aspect of any critical situation in order to gain something beneficial. Using all the resources without thinking rationally can lead to their depletion and hence, the goal of self-determination cannot be achieved. Retreating also involves choosing alternative paths of success where a person loses less and gains more. In this situation, some previous success paths of self-determination might be left, and new paths might be adopted. Retreating is also helpful in minimizing the risks and pressures associated with the work. The factor of retreat in achieving self-determination is usually less adoptive as it allows an individual to take a step back or lose something to gain better. Many individuals fail to realize its importance as they are not willing to lose anything but trying to gain everything also leads towards failure rather than success. Retreat or withdrawal also allows an individual to stay focused on its path, to assess all the possible outcomes of his work and to adopt the path which gives maximum benefit. Without retreat, one cannot analyse

the situations well and cannot proceed to success as desired. Therefore, it is essential to take one step back and look for possible opportunities and alternatives that can pave the way for desired success (Soenens and Vansteenkiste, 2010).

Retreat in self-determination can be understood by discussing the concept of psychological control. Research conducted by Barber (2002) states that psychological control has somehow some connection with the self-determination theory. Parents have different types of psychological control over their children. There are three different factors that can influence these types of psychological control by parents. These factors are acceptance vs rejection, firm control vs lenient control, and psychological autonomy vs psychological control. The prime features of psychologically controlling parents include interference, overprotection, bluntness, firmness and controlling through guilt. Such psychological control can hinder the growth of a child. His cognitive abilities can be affected and thus, his self-determination might be lost or might not be built in the first place. Retreat is connected with psychological control in the sense that individuals who have undergone such controls in their lifetime, tend to avoid retreat later in life, especially when it is connected to self-determination. It is often observed that these people go far beyond self-determination and don't assess their ways and resources. While achieving something, sometimes a few things must be left behind but such people grasp those and thus, don't fully understand the true meaning of self-determination (Assor and Kaplan, 2009). Developmental scholars have defined 'psychological control' as a pressure created by society that is unresponsive to child's emotional and psychological wellbeing. There are various factors controlled by parents like guilt induction, which is a strategy to pressurize the children to obey their parents as they are their elders who deserve respect. Another strategy is withdrawal of love where a parent stops giving love to his child in order to make him obey. Some parents also inculcate anxiety in their children so that they can comply with their parents' commands.

There is also another way of psychological control adopted by parents. In this scenario, the parent doesn't listen to the child's perspective. The child has not been given any right to make a decision or try to resist the decisions made by their parents for them. They are forced to live their lives based on the decisions made by their parents.

MY STORY

Through retreat, contemplation and prayers my mind and spirit are unplugged and recharged. These are the true and genuine visualisation moments to strengthen my mind and positive attitude towards life. I have always told myself "when men speak badly of you, wrap yourself in your own virtue and integrity".

CHAPTER 7: INSPIRATION

Inspiration is defined as the breathing or inhaling of a new idea or a purpose. Inspiration drives motivation and allows an individual to perform a task with a purpose and a sense of enlightenment. Inspiration is induced rather than directed forcefully. This is done through an act of willingness. The term ‘trigger’ is usually used for the stimulus that brings innovation. It might be a person or an idea. The term ‘target’ refers to the object towards which the subsequent motivation is engaged such as a personal self, a goal or any creative product (Elliot, 1997). Early psychological theorists like Gardner (2010) believe that inspiration is linked with unconscious. It produces more organic, raw ideas which are more elegant than those produced by the will. Such a creative process, which drives motivation, consists of four phases such as research, development, brilliance and substantiation. The conscious mind of a person dominates during the first and the last stage, which is research or preparation or substantiation or verification, whereas the unconscious mind works for incubation aka development or brilliance aka illumination. Inspiration is produced by the preconscious (Martindale, 1981). Whenever the inspiration stage of an individual arrives in his life, he allows himself to retreat to different processes like flexible thinking, commonly called innovative thinking. After an innovative idea comes to mind, the process of elaboration begins where the individual leaves the boundaries of traditions. He further goes for testing and revision. Finally, a link between regression and creativity is formed.

The motivational aspect of inspiration has been in research for previous decades. They are interested in finding out how people's minds have evolved over the passage of time and what are the factors that have inspired them to transform their thinking. However, there has been little research on inspiration as a means of self-determination. Inspiration is also regarded as an external stimulus which evolves creativity among people. Inspiration doesn't work alone to achieve self-determination. Rather, it works with the help of motivation, awareness and creativity. People are inspired through different factors, sometimes through people they follow, sometimes through people's actions and work. Such inspiration leads them towards the second stage which is motivation. When a person is inspired from a thing, he becomes highly motivated to accomplish it. This motivation makes people creative, where they think of new ways and ideas to achieve something big.

A study conducted by Thrash and Elliot (2003) has suggested that some external sources like people, nature etc. have greater influence on inspiration. There are many instances where people inspire other people to adopt similar behaviours or accomplish the impossible. Plato, a very famous poet, has inspired his readers through his work. Christians consider Christ as a human foundation for celestial inspiration. Similarly, different composers influence people through their work in music and poetry. There are many inspirational figures in a workplace like managers, role models, supervisors etc. Not only humans, even the behaviour of animals and insects is considered inspirational as humans can learn different behaviours from them. The field of robotics, for example, has taken inspiration from insect behaviour, often integrating it in several different aspects. It can be integrated with religious, creative or interpersonal domains. It is also associated with different disciplines and has also been studied as a separate subject. The inspiration gained from one another is clearly stated by social comparison theory where the individuals become inspired by others and as a result adopt their behaviours. In short, inspiration is measured with the help of different

domains like religious or creative, different sources which might be internal or external, through various triggers such as enlightenment and nature, through qualities like beauty and good attitude and targets such as products and one's own self (McCutchan, 1999).

Inspiration is often regarded as an art of knowing. Its approach is sometimes linked with religion and culture. For instance, an inspiring prayer might provide hope and meaning in one's life. Inspiration also occurs when someone breaks the boundaries of his ego and personality and tries to find new ways of existence through the adoption of new behaviours. Early researchers believed that inspiration is knowledge from God and is the transitional phase of a person from ordinary to becoming extraordinary. A type of a connection is established within itself when a person seeks inspiration. Such connections are often referred to as 'outward and upward' or 'inward and downward'. The outward and upward connection begins when a person is linked with another individual; more specifically when their thoughts are linked. In contrary to it, the inward and downward connection begins within one's own self, when self-realization hits hard and people begin to evaluate themselves.

MY STORY

For me the most relevant advantage of inspiration is the clear understanding of myself and subsequently other people.

Inspiration is my daily intelligence to demystify, at difficult moments, the puzzles of life.

CHAPTER 8: KNOWLEDGE

Knowledge is considered as one of the key ingredients for self-determination. Without knowledge, one cannot be fully determined to achieve something. Apart from the knowledge that one seeks for determination, knowledge sharing is equally important. Knowledge sharing behaviours are regarded as those behaviours which are successful for communities and influence each other to achieve something great in life. Some theoretical frameworks like social exchange theory, social capital theory and social cognitive theory are involved in studying knowledge sharing behaviours. Social exchange theory has been used frequently as a framework for research in knowledge sharing. Some factors for social behaviours like trust, mutuality, repute, self-sacrifice, apparent benefits and costs are considered quite influential in knowledge sharing. Similarly, social capital theory has also been used in knowledge sharing literature. Some prominent social capital factors like social networks, trust and shared goals improve the knowledge sharing behaviours. Some other factors proposed by Chiu and Wang (2006) include social interaction bonds, trust, identification, vision and shared language. Another important theory linked with knowledge sharing is social cognitive theory, which is a framework involving cognitive factors like self-efficiency philosophies, perceived compatibility etc. According to Deci and Ryan (2000), there are three prime psychological needs that are quite effective for inner satisfaction and motivation. These factors are psychological growth, integrity and well-being of a person. In the self-determination point of view, knowledge sharing is a self-motivated behaviour. Sharing one's

knowledge with people of similar communities not only enhances motivation for oneself but also motivates other people (Yoon and Rolland, 2012).

Self-determination's goals and aims are achieved when a foundation of knowing oneself begins. The factors within an individual's control like values, skills and knowledge, and factors that are generated by the environment like opportunities, attitudes of others etc. shape the determination process. The process of self-determination is mostly concerned with an individual's own self as the knowledge one has can affect his decision-making power either positively or negatively (Peter, Field and Hoffman, 1992). The model proposed for self-determination consists of five major components which are to know oneself, to prioritize oneself, to plan, act and experience the outcome. The first two components are linked with one's knowledge. Knowledge about one's behaviours and attitudes is quite crucial for the path of attaining self-determination. Knowing oneself is one of the most critical factors as gaining an insight of an individual's self is important for identifying the potential for self-determination. It is considered as an internal process where an individual assesses all his traits and competencies. The person must be fully aware of his strengths, weaknesses and potential to perform various tasks. That is why; it is also necessary for him to know his interests and comforts. The knowledge about oneself is also critical based on the choices he has. Choices play a vital role in self-determination as they allow an individual to analyse all the choices he has to perform so that he can select the best one to achieve desired results. The other two components, Plan and Act, are usually connected with the skills one has for performing these two measures. Planning and acting are commonly done when the individual has required skills and attributes for it. Without proper skills, he will not be able to plan and act properly. Having self-awareness and self-esteem alone are not essential. They will only work when they will be linked with the skills of an individual.

MY STORY

Knowledge in its different forms and approaches is my food for thought and development. It's my inner power. Why? Because it's the platform to move my inventory of targets I need to implement and sustain. In the process of doing so I break down such targets into stations of success, one after the other to ensure an integrated vision of the tools of implementation. Achievement is the result of determination and self-knowledge.

CHAPTER 9: EMOTIONAL INTELLIGENCE

A person with emotional intelligence uses emotional information to direct their own behaviour and to alter their feelings to suit a particular environment or to achieve set objectives. Literature by Colman (2015) identifies that emotional intelligence is made up of four groups of competencies. One of them is the capacity to feel, appreciate and show emotions correctly. Secondly, emotional intelligence involves the capacity to retrieve and bring out emotions when they simplify cognition (Colman, 2015). The third competency regards the capability to grasp emotional messages and to apply emotional information while the fourth competency is the capacity to comprehend an individual's feelings to facilitate personal growth and wellbeing. To illustrate, from the perspective of emotional intelligence, a person who is angry at things that should not anger them is thought of as being emotional unintelligent. Similarly, people who are not sad in the right way, at the right time or with the bereaved party are emotionally unintelligent since they fail to feel the pain caused by some actions and are unlikely to defend themselves from verbal abuse or other forms of abuse (Colman, 2015). While a person may exhibit the four competencies that make up emotional intelligence, this trait further incorporates the ability of a person to merge emotions, empathy and intellectual capacity to enhance thinking and comprehension of social relationships (Mayer, Roberts & Barsade, 2008).

MODELS OF EMOTIONAL INTELLIGENCE

Due to varying descriptions of the operationalisation of emotional intelligence, three theories have been developed by scientists to describe emotional intelligence. They consist of the trait model, the ability model and the mixed model. Under the ability model, a study by Mayer et al. (2004) explained emotional intelligence as the capacity to know emotions, to understand emotions and to facilitate thoughtfulness. Additionally, the ability model suggests that emotional intelligence involves the capacity of a person to correctly feel emotions, to generate emotions that aid in thinking, to comprehend knowledge of emotions and to regulate a person's emotions for intellectual and emotional development (Mayer et al., 2004). As such, emotions become a valuable source of knowledge that assists people to comprehend and manipulate their external environment (Salovey & Grewal, 2005). The ability model also postulates that people have varying degrees of understanding information that is emotional, and that people also have differing capabilities of reflecting emotional information into a broader cognitive scale. Incapacitation in such abilities manifests in different maladaptive behaviours (Salovey & Grewal, 2005).

The ability model argues that an emotionally intelligent person has to exhibit four distinct abilities. One of them is perceiving emotions which denotes the capacity of a person to determine emotions in pictures, voices, faces and also identifying one's personal emotions. Perceiving emotions is a fundamental feature of emotional intelligence (Salovey & Grewal, 2005). Using emotions is the second set of abilities. The ability model explains using emotions as applying emotions to provoke different cognitive abilities like analysis and problem-solving. As such, an emotionally intelligent individual is able to utilise their different moods to help in the work they are performing. The third ability is understanding emotions. It involves the capacity to make meaning of an emotional language (Salovey & Grewal, 2005). For instance, a person

can be responsive to subtle differences between emotions or describe how emotions change with time. The fourth ability under the ability model is managing emotions. This aspect involves regulating our own emotions as well as influencing the emotions of others. As such, an emotionally intelligent person can adapt their emotions, whether positive or negative, to achieve a set objective.

Contrary to the ability model, the trait model focusses on traits rather than abilities. Literature by Petrides, Pita & Kokkinaki (2007) describes trait emotional intelligence as a type of individual self-perception of their emotional skills. Under the trait model, emotional intelligence incorporates behavioural aspects and self-acquired capabilities. Another significant difference between the two models is that trait emotional intelligence is assessed via personal reports while the ability model focusses on real abilities. Trait taxonomies, in which emotional intelligence falls under per the trait model, are investigated within the framework of personality (Petrides & Furnham, 2001). The mixed model, also known as the Goleman's model, posits that emotional intelligence is made up of a diverse group of skills and abilities that promote leadership performance (Zyl & Bruin, 2012). The model also postulates that competencies that lead to a high level of emotional intelligence are learnt responses that ought to be developed and practised to achieve better leadership performance (Mattingly & Kraiger, 2019).

However, the model suggests that everyone is inherently born with a degree of emotional intelligence which directs their capacity to learn and hone out emotional competencies. The mixed model emphasises five features of emotional intelligence. One of them is self-awareness, which is conceptualised as the capability to recognise one's personal feelings, ambitions, goals, strengths and weaknesses and to know their impact on people when guiding decisions (Boyatzis, Goleman & Rhee 2000). The second feature of emotional intelligence under the mixed model is self-regulation. Self-regulation encompasses putting in control

one's negative emotions and adjusting to different settings or conditions in the social environment. The third feature conceptualised under the mixed model of emotional intelligence is social skills (Boyatzis, Goleman & Rhee 2000). This feature involves managing interpersonal relationships and striving to get along with other people. Empathy is the fourth feature, and it is associated with emotional intelligence since it involves considering the feelings of other people when making decisions or connecting with their personal experiences. Motivation is the fifth feature of emotional intelligence, and it involves a person knowing what motivates them.

METHODS OF DEVELOPING EMOTIONAL INTELLIGENCE

According to literature by Szeles (2015), emotional intelligence can be developed through methods such as active listening, engagement and active participation. In such a context, a person is able to identify, understand and use emotions with others besides himself. Further, Szeles (2015) supports the use of peer coaching as a method of developing emotional intelligence. Peer coaching involves a dialogue consisting of two peers or colleagues, whereby the two people form a rapport during their engagement. In the dialogue, the participants are encouraged and actively involved in providing feedback that assists them in deciding how to apply their knowledge of emotions into actual abilities (Waddell & Dunn, 2005). For peer coaching to be effective, components such as trust, non-evaluative feedback, listening and self-reflection ought to be shown by the participating parties (Szeles 2015). Since emotional intelligence adopts the construct of a skill set, peer coaching is an invaluable tool that can be used to develop the necessary competencies that can assist professionals to be emotionally intelligent.

In the context of contemporary leadership development, peer coaching is utilised in the form of executive coaching. In executive coaching, a coach works with a client, such as a manager or an executive, and presents him with scenarios that test their ability to display emotional intelligence (Sadri, 2012). Team learning is another method of developing emotional intelligence (Clarke, 2010). This method is theorised using the social learning theory, which postulates that a person is able to understand emotional abilities and their meanings by participating in joint problem-solving in a workplace social setting. As a workplace learning intervention, team learning involves learning and development that takes place in the milieu of a workplace or when performing a job (Clarke, 2010). In a learning session, a learner is engaged in a dialogue with their colleague, peer or supervisor in the workplace and asked to focus on emotions in their conversation. Continued application of emotional knowledge in teams or during the performance of tasks promotes the exercise of emotional capabilities and leads to improvement of emotional intelligence (Clarke, 2010). Additionally, the learner is able to share their understanding of emotions and thus facilitating the capacity to develop particular emotional abilities. Literature by Danciu (2010) focusses on how emotional intelligence develops among children and young adults. The study suggests that emotional intelligence can be improved by training people on how to identify and recognise their personal emotions, understand the real causes of emotions, know the importance of emotional situations and the circumstances they are produced, understand people in their social environment, and express anger in a natural and tolerable manner and training them on stress management.

BENEFITS OF EMOTIONAL INTELLIGENCE

Emotional intelligence leads to many positive benefits. Literature by Mayer, Roberts & Barsane (2008) reports that increased levels of

emotional intelligence result in improved social interactions among children and adults. In children, emotional intelligence leads to the development of good manners and improves their social relations. Additionally, emotional intelligence deters children from adopting defiant or anti-social behaviours. In the research study, parents and teachers reported that children with increased emotional intelligence exhibited obedience to social norms. Among adults, high degrees of emotional intelligence are linked with a high level of self-perception of social capabilities, and such individuals form better interpersonal relationships with few instances of anger and other interpersonal problems (Mayer, Roberts & Barsane, 2008). Thirdly, although general intelligence has a substantial influence on the capacity to perform specific jobs, success in such jobs can also involve a significant measure of emotional intelligence (Grewal & Salovey, 2006). People who have high emotional intelligence get a higher number of positive ratings from their managers or supervisors. Emotional intelligence is also correlated with team performance, whereby teams made up of emotionally intelligent people, and managers are patient and more conscious of delivering excellent customer service (Grewal & Salovey, 2006). Additionally, higher emotional intelligence leads to better social inter-relationships in a workplace and improved negotiating ability.

Another benefit of emotional intelligence is that people with high emotional intelligence are perceived more positively by other people. This phenomenon is caused by certain traits associated with emotional intelligence such as empathy, excellent social skills and pleasantness (Mayer, Roberts & Barsane, 2008). The positive attitude of other people towards emotionally intelligent people also affects their relationships. Emotional intelligence leads to better relationships, and such individuals have better families and intimate partners (Mayer, Roberts & Barsane, 2008). In terms of academic achievement, people with a high degree of emotional intelligence have a bigger capacity to excel in their academic pursuits as literature by Mayer, Roberts & Barsane (2008) reports. In

terms of health, emotional intelligence is co-related with low levels of depressive affect, higher self-esteem (Grewal & Salovey, 2006). Emotional intelligence also has a strong association with overall physical and mental health and is a significant predictor of health status (Schutte et al., 2007; Martins, Ramalho & Morin, 2010). According to Heffernan et al. (2010), emotional intelligence has far-reaching effects leading to the achievement of self-actualisation. The reason for such an outcome was theorised to be caused by the capacity of such individuals to have a significant understanding of who they are and in making reasonable choices based on rationale and emotion.

PROBLEMS ASSOCIATED WITH LOW EMOTIONAL INTELLIGENCE

Under the context of drug and substance abuse, a research by Nehra et al. (2012) found that people who were dependent on marijuana had low emotional intelligence when in comparison with a control study group of healthy individuals. Further, research by Brown et al. (2012) examined whether emotional intelligence is a causative factor that leads to alcohol addiction. The research study reported that among the study subjects who had an alcohol addiction, those with higher emotional intelligence had better chances of getting over their addiction. The two studies show that low levels of emotional intelligence can result in drug and substance abuse leading to addiction. Secondly, low emotional intelligence causes leadership problems. While a leader's efficacy has a lot to do with their individual competencies rather than interpersonal skills, little emotional intelligence can also lead to failure. As literature by Dabke (2016) reports, leaders ought to produce a sense of belongingness and assist their juniors to feel contented whereby such outcomes are created by leaders who possess high emotional intelligence. Further, low emotional intelligence among corporate leaders culminates in stress, poor managerial skills and lack of balance in life (Nwokah & Ahiauzu,

2010). Additionally, since such leaders may lack empathy, employee satisfaction lowers, and the company may face a high employee turnover rate.

In terms of employee job performance, low emotional intelligence among employees leads to low job satisfaction. For instance, literature by Lopez et al. (2006) supports that workers possessing a high degree of emotional intelligence development and healthy interpersonal relationships with their co-workers and which promotes efficacy in a team effort. On the contrary, having low emotional intelligence can lead to negativity and decreased teamwork in the workplace. Since emotional intelligence affects helping employees when giving moral support, having low levels of emotional intelligence can lead to failure in their roles; additionally, such employees lack the resources to deal with workplace stress, challenging tasks and can be outperformed by their counterparts (Lopez et al., 2006). Further, the employee-supervisor relationship is hampered by low emotional intelligence as employees make little time for building their relationship with their supervisors, which leads to poor job evaluation (Sy, Tram & O'hara, 2006).

MY STORY

The strength of emotional intelligence has continuously supported me to believe that happenings around me are not necessarily my doing and consequently are not under my direct control.

The overall conduct of individuals or groups is created and expressed based on demands and circumstances that are not directly related to me. I may try, as much as I can, to exert a positive influence without, however, taking things personally. I need my emotional intelligence protected, my energy preserved in order to move forward in achieving my planned targets. I learnt to rise above trivial situations and say “the

worth of a man is judged by the threshold of his anger". I kept telling myself to continue with acts of kindness and charity even if they go unnoticed.

CHAPTER 10: SELF-IMPROVEMENT

Another critical factor for self-determination is self-improvement. It is regarded as the final stage of an individual's path towards self-determination. When an individual is motivated and determined to do something regardless of any outside pressure, he fulfils his objectives of self-care, interests, enjoyment and most importantly self-improvement. It is observed that intrinsically motivated behaviours lead to self-improvement as doing anything unusual or out of the box leads towards the improvement of an individual as he learns new and exciting stuff (Wang, 2015). Self-determination leading to self-improvement is quite popular in academia. Students who are motivated intrinsically can perform better and learn more rather than students who are forced to learn and perform. There are certain ways through which a student's self-determination and self-improvement can be made better. Some of these ways include concentrating on an individual's personal interests regarding studies, provision of important academic choices related to subjects, universities or colleges etc., making the academic environment conducive for learning for them, providing an insightful way of interaction of teachers with students in terms of use of non-controlling languages and accepting students' unique ideas, discernment and attitudes. These ways are considered as fundamental strategies to support self-determination in class, which can lead to self-improvement. For enhancing the abilities of self-improvement among students, it is necessary to train the teachers to use these methods efficiently (Cheon

and Reeve, 2013). According to Bandura's Social Cognitive Theory (Bandura, 1986), academic self-improvement is linked with students' capabilities and willingness to achieve something or accomplish a task. The beliefs regarding students' self-improvement determine their choices, beliefs, preferences and their perseverance. These beliefs might be affected by some external or internal factors like personal experience, mediated experience, social pressures or emotional or physical states. Self-improvement influences academic progress across various levels and areas. These levels are associated with different motivational theories like casual qualities, self-concept, confidence, accomplishment of goals, anxiety etc. In recent years, an innovative educational concept has been formulated by teachers and educational experts which emphasizes self-determination learning (SE3W). This includes four key concepts: Self-determination, Self-regulation, Self-efficacy and Well-being. The first three qualities in a student are linked to his physical wellbeing. These attributes allow students to improve their knowledge, skills or learning which help them in achieving success in their lives (Martinek and Kipman, 2016).

Sometimes, self-improvement is regarded as a tool for achieving self-determination; however, self-determination can also become a means for self-improvement. People who are highly motivated and determined to complete a task might end up improving themselves and their behaviours. Mostly when self-determination leads towards the completion of a task effectively, it is linked with changing the individual in a positive way. This is considered as one form of self-improvement. When a person is fully determined to achieve success after the completion of a task, regardless of the outcome of the task, he changes himself in the process of completing that task. No person remains the same after being fully determined as their choices, behaviours and responses are changed. They try to improve themselves and try to become a better version of themselves (Deci and Ryan, 2000).

MY STORY

here I learnt an unforgettable lesson: my small failures are transformed into my biggest success stories. Success and failure are two faces of the same coin, with one condition: never despair. One can make the power of healing inevitable and achievable.

In addition, I am fully convinced that the spiritual energy is limitless.

Lack of self-awareness diminishes true and potential skills and abilities and leads to failure. Any challenge, small or big, requires a positive thinking and a dose of energy of attraction. In addition, one has to adopt an envy-free attitude. Envy of others is poison to the soul. Wisdom is the process of learning. It's the wealth of the wise.

PART OF DETERMINATION

DETERMINATION

Determination in the self-development area is necessary for success and progress in every field of life, mainly the academic and professional context. This necessity is mainly linked with providing a clear understanding of the basic component of learning i.e. behaviour component, cognitive and social ability. These characters help in providing more self-determined behaviour and act more as agents that drive quality in life. This improvement in life through quality is based on maintaining actions and habits that are the main factors of quality within life (Luthans, et al., 2015).

The self-determination as a success element provides consideration to various skill sets, knowledge, values and beliefs that provide taking and adoption of certain behaviours related to success. These behaviours acting as the main foundation for progress and development are mainly due to the context of improving the goal-orientation capabilities, self-regulation and behaviour that are independent and autonomous. These elements all provide the main motivation which is necessary in terms of finding the main motivation to progress towards growth and development more positively.

The positive development in the determination aspect can be related to the model of Self-Determination theory which acts more as a

psychological construct. This construct is mainly based on motivation and personality aspects related to the extrinsic and intrinsic needs of a person's psychological progress. Courage, planning for future aspects and teamworking act as the main essential needs for integrating growth by focusing on personal well-being and social development context as the main ingredients. This model of SDT also focuses on the psychological needs of a person which is necessary for the achievement of growth and development (Clonan-Roy, et al., 2016).

To achieve self-determination productively, the competence needs provide focus on effective development as the main element of progress in a sustainable manner. The autonomy element is related to taking courage in creating or developing a working paradigm that enhances the originality aspect. This feeling of origin in behaviour acts as the main founding ground for improvement to be achieved and retained for future prosperity. The psychological relatedness in the determination element provides a focus on the teamworking component. This relatedness element facilitates an area of understanding the importance of connection and gaining insight on other behaviours to improve the self-development aspect more productively and consistently (Sancassiani, et al., 2015).

Courage, planning and teamworking as part of determination provide a greater level of facility and satisfaction to human development in a positive way. This positive element can be easily understood from the proper functioning of human behaviours to achieve the success that can be related to academic and professional life. These three elements also fulfil that development of human personality to function following the cultural values and the stage of development a person is present in the current context. These components, acting as part of determination in the human personality, also improve the experience of a person. This better experience then acts as the main vital element to remain motivated for development and remain determined to achieve more

qualities in the personal growth aspect (Eichas, et al., 2015).

The element of courage in self-determination is considered to be the main vital element as it provides, with the main experience of vitality, to remain focused on the objectives of growth and development under the context of adopting behaviour which is more related with risk-taking aspect. The courage also helps in acting as a pillar which does not fall and eliminate the element of decline in the performance. Courage also helps in addressing any issue which a person can face in achieving the development and growth objectives. Courage also acts as a barrier against any ill-thought that may cause a sense of failure when any critical situation arises during the working paradigm developed for betterment and improvement of self-being (Chuang, et al., 2016).

The element of planning provides a clear vision in the self-determination area for objectives that need to be achieved and the framework which needs to be followed for better and efficient results. The planning factor also provides a strategic element which is necessary for completing all tasks in a structured manner, essential for attaining goals productively and efficiently. Planning as part of determination provides with clear insight the skills and capabilities that are needed under the context of gaining self-determination progressively. Planning also helps in developing standards which need to be followed in every aspect to keep track of the progress. Determining standards also helps in understanding any shortfall that arises in any area in terms of modification and adjustments to achieve the objectives according to predefined goals of progress and development (Williamson, et al., 2017).

The teamworking element as part of determination helps to achieve the objective of growth and development under the personal and professional areas. The teamworking element provides consideration to work with others and create a common goal, which can be achieved productively by remaining motivated. Working with others also

enhances the element of achievability as it provides consideration to benefit from others' experience and skill necessary to complete all the requirements of any objective developed under the context of improvement and self-improvement.

Teamworking also improves the ability to make a strategic decision which is necessary for overcoming any problem. Strategic decision making is based on using the skills and technical knowledge of others to provide facilitation to identify solutions to address the problems in an effective manner. Teamworking also enhances the ability to identify resources and allocating them according to requirement in specific areas necessary for achievement of objectives in a productive and sustainable manner (Welp, et al., 2016).

The element related with courage, planning ahead and teamworking in achievement of self-determination objectives acts as the main motivation to improve the personality trait of a person to accomplish betterment and growth in a positive manner.

These elements can be related and applied to the sub theories of Self-Determination Theory. These sub-theories related to the SDT are Cognitive Evaluation Theory, Organismic Integration Theory, Causality Orientations Theory, Basic Psychological Needs Theory and Goal Contents Theory (Darling-Hammond, et al., 2020).

The Cognitive Evaluation Theory provides consideration of self-determination to be based within the area of motivation that is provided under the intrinsic context. The motivation is mainly based on a reward system, feeling the pressure of deadlines and gaining feedback in order to enhance the competency as the main element of achieving self-determination. This theory also gives consideration to autonomy in making decisions in an independent manner (Luthans, et al., 2015).

The theory of organismic integration focuses more on self-determination in relation to the extrinsic aspect. The extrinsic aspect generates motivation in various areas by defining the paradigm for internalisation to generate motives for growth and progress according to a changing situation.

The causality orientations theory relates to focusing on various aspects and elements for an individual's personal capacities and tendencies related to the environment. Orientation to the environment provides consideration to regulate one's behaviour according to changing situations and achieving the objectives in a more productive manner (McKenzie, et al., 2015).

The theory of the Basic Psychological Needs model clearly defines the element of courage, planning ahead and teamworking to act as the main elements that have a direct link with development of a better well-being by providing determination to the practices undertaken for improvement.

Goal Contents Theory gives consideration to the difference that existed in the motivation area related with the intrinsic and extrinsic elements. This also focuses on areas that help in generating better outcomes in terms of the wellness of a person.

CONCLUDING THOUGHTS

Achieving determination in one's personality is the main aspect of self-organising which positively contributes to growth and development in a productive manner. Determination in one's personality is mainly achieved from skills that are related to courage, planning ahead and teamworking. These characteristics provide consideration to focus on one's abilities and also making assessment of skills that are needed for

self-improvement. These characteristics are related to determination for positive growth, and development also improves the ability to take action in a consistent manner. This consistency is necessary under the context of gaining development in a positive manner by achieving the main human strength of determination which is necessary for achieving goals for any improvement plan.

CONCLUSION

After careful analysis of self-determination and analysing the measures behind self-determination, it is concluded that self-determination is a powerful attribute in the lives of individuals. Without this attitude, no one can foster his or her abilities in performing the tasks and hence end up being failed. The theory of self-determination is linked with many other theories such as self-cognitive theory, theory of cognitive evaluation and so on. The five different measures for self-determination are Creativity, Retreat, Inspiration, Knowledge and Self-Improvement. These five measures, when combined together, take an individual towards the path of self-determination. Extensive research has been conducted in this domain but the relationship of retreat with self-determination and the purpose of analysing the choices and behaviours and withdrawing them needs to be further evaluated so that one can understand why taking a step back in self-determination might actually prove to be beneficial rather than harming an individual.

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CURRICULUM VITAE

PROFESSOR DR. KAMIL IDRIS

Former Director General (elected by the Coordination Committee and the General Assembly)

World Intellectual Property Organization (WIPO), United Nations Specialised Agency

Former Secretary-General (elected by the Council)

International Union for the Protection of New Varieties of Plants (UPOV)

Former Member (elected by the United Nations General Assembly)

United Nations International Law Commission (ILC)

Former President

World Arbitration and Mediation Court (WAMC)

Member

Permanent Court of Arbitration (PCA),The Hague

President

The International Court of Arbitration and Mediation (ICAM)

Professor

Law School, Durham University (United Kingdom)

ACADEMIC DISTINCTIONS

- LLB (Law), University of Khartoum (Honors)
- Bachelor of Arts, Philosophical Studies, University of Cairo (Honors)
- Diploma, Public Administration (Management Department), Institute of Public Administration, Khartoum
- Master in International Affairs (MAIA), University of Ohio, USA (First Class Average)
- Doctorate (PhD) in International Law, Graduate Institute of International Studies, University of Geneva (Distinction)
- Doctorate Thesis: “Case study on the Treaty Establishing a Preferential Trade Area for Eastern and Southern African States”

ACADEMIC INTERESTS

CERTIFICATES

- International Economics, Graduate Institute of International Studies (Geneva)
- International History and Political Science, Graduate Institute of International Studies (Geneva)
- International Law of Development, Graduate Institute of International Studies (Geneva)
- The Law of International Waterways, Graduate Institute of International Studies (Geneva)
- International Law of Financing and Banking Systems, Graduate Institute of International Studies (Geneva)

LANGUAGES

- Arabic, English, French, Spanish (good knowledge)

TEACHING

- Lecturer in Philosophy and Jurisprudence, University of Cairo (1976-1977)
- Lecturer in Jurisprudence, Ohio University, USA (1978)
- External Examiner in International Law, Faculty of Law, University of Khartoum (1984)
- Lecturer in Intellectual Property Law, Faculty of Law, University of Khartoum (1986)
- Lecturer in several international, regional and national seminars, workshops and symposia
- Member, International Association for the Advancement of Teaching and Research in Intellectual Property Law (ATRIP)

DECORATIONS

- Awarded the Scholars and Researchers State Gold Medal, presented by the President of the Republic of the Sudan (1983)
- Awarded the Scholars and Researchers Gold Medal, presented by the President of the Academy of Scientific Research and Technology of Egypt (1985)
- Awarded the decoration of the Commandeur de l'Ordre national du Lion, Senegal (1998)
- Awarded the Medal of the Bolshoi Theatre, presented by the Director of the Bolshoi Theatre, Russian Federation (1999)
- Awarded the Honorary Medal, presented by the Rector of the Moscow State Institute of International Relations, Russian Federation (1999)
- Awarded the Honorary Medal of The Gulf Cooperation Council (GCC), Saudi Arabia (1999)
- Awarded the Golden Plaque of the Town of Banská Bystrica, presented by the Mayor of Banská Bystrica, Slovakia (1999)

- Awarded the Golden Medal of Matej Bel University, presented by the Dean of the University, Banská Bystrica, Slovakia (1999)
- Awarded the Silver Jubilee Medal of the Eurasian Patent Organization (EAPO), presented by Mr. Viktor Blinnikov, President of the Eurasian Patent Office, Russian Federation (2000)
- Award of Distinguished Merit, presented by the Egyptian Supreme Council for Science and Technology, Egypt (2000)
- Awarded a Plaque from the Syrian Inventors' Association, Syrian Arab Republic (2000)
- Awarded the Grand Cross of the Infante D. Enrique, Portugal (2001)
- Awarded a Medal from the People's Assembly of Egypt, Egypt (2001)
- Awarded a Medal from the Constitutional Court of Romania, Romania (2001)
- Awarded a Medal from the Parliament of Romania, Romania (2001)
- Awarded the Golden Medal Dolores del Río al Mérito internacional en favor de los derechos de los artistas intérpretes from the National Association of Interpreters (ANDI), Mexico (2001)
- Awarded the Golden Medal from The State Agency on Industrial Property Protection, Republic of Moldova (2001)
- Awarded the decoration of the Commandeur de l'Ordre du Mérite national, Côte d'Ivoire (2002)
- Awarded the Maria Skłodowska-Curie Medal from the Association of Polish Inventors and Rationalizers, Poland (2002)
- Awarded the decoration of The Order of the Two Niles, First Class, from the President of the Republic of Sudan, Sudan (2002)
- Kamil Idris Library, University of Juba, Sudan (2002)
- Kamil Idris Conference Hall, Intellectual Property Court, The Judiciary, Sudan (2002)
- Awarded the Dank Medal (medal of glory), from the President of the Kyrgyz Republic, Kyrgyzstan (2003)
- Award from the University of National and World Economy, Bulgaria (2003)

- “Venice Award for Intellectual Property”, presented by the Mayor of Venice (2004)
- Awarded the Medal of Oman, presented by His Royal Highness Fahid Bin Mahmud Al-Said, Deputy Prime Minister of the Council of Ministers, Oman (2004)
- Awarded the decoration of the Aztec Eagle, presented by Ambassador Luis Alfonso de Alba (Permanent Representative of Mexico to International Organizations in Geneva) on behalf of Presidente of Mexico Vicente Fox, (2005)
- Kamil Idris Building, Regional Training Center, African Regional Intellectual Property Organization (ARIPO), Harare, Zimbabwe (2006)
- Awarded a Medal commemorating the 60 years of the United Nations, Bulgaria (2006)
- Awarded a Medal commemorating the 60 years of the Independence of Jordan, Jordan (2006)
- Award of Distinguished Leadership presented by the International Publishers’ Association (IPA) and the Arab Publishers Association, Egypt (2007)
- Awarded a Medal on the occasion of the Fujairah International Monodrama Festival, Fujairah, United Arab Emirates (2007)
- Awarded a Medal on the occasion of the Intellectual Property Day presented by The Regional Institute for Intellectual Property of the Faculty of Law, University of Helwan, Egypt (2008)
- Awarded The Distinguished Medal of Cultural Innovation, Sudan (2008)
- Awarded The Family Club Decoration, Sudan (2008)
- Awarded The World Intellectual Property Organization (WIPO) Medal, Geneva, Switzerland (2008)
- Awarded The International Union Of The Protection Of New Varieties Of Plants (UPOV) Medal, Geneva, Switzerland (2008)

- Awarded The Distinguished Medal Of The Sudanese Centre Of Intellectual Property, Khartoum, Sudan (2009)
- Awarded The Medal Of Kenana sugar Company, Khartoum , Sudan (2009)
- Awarded The Decoration Of Loyalty And Gratitude Of Omdurman National Broadcasting Station, Sudan (2010)
- Awarded The decoration (WISHAH) of the Syrian revolution (2013)
- Awarded The decoration (WISHAH) of Rashid Diab cultural center, Khartoum , Sudan (2013)
- Awarded The Medal of Distinction by the International Association of Muslim Lawyers (2014)

HONORARY DEGREES

- 1999 Honorary Professor of Law, Peking University, China
- 1999 Doctor Honoris Causa, The Doctor's Council of the State University of Moldova, Republic of Moldova
- 1999 Doctor Honoris Causa, Franklin Pierce Law Center (Concord, New Hampshire), United States of America
- 1999 Doctor Honoris Causa, Fudan University (Shanghai), China
- 2000 Doctor Honoris Causa, University of National and World Economy (Sofia), Bulgaria
- 2001 Doctor Honoris Causa, University of Bucharest, Romania
- 2001 Doctor Honoris Causa, Hannam University (Daejeon), Republic of Korea
- 2001 Doctor Honoris Causa, Mongolian University of Science and Technology (Ulaanbaatar), Mongolia
- 2001 Doctor Honoris Causa, Matej Bel University (Banská Bystrica), Slovakia
- 2002 Doctor Honoris Causa, National Technical University of Ukraine "Kyiv Polytechnic Institute" (Kyiv), Ukraine

- 2003 Doctor Honoris Causa, Al Eman Al Mahdi University (White Nile State), Sudan
- 2005 Degree of Doctor of Letters (Honoris Causa), Indira Gandhi National Open University (IGNOU), India
- 2005 Doctor Honoris Causa, Latvian Academy of Sciences, Latvia
- 2006 Doctor Honoris Causa, University of Azerbaijan, Azerbaijan
- 2007 Doctor Honoris Causa, University of Al-Gezira, Sudan
- 2007 Doctor of International Law and Honorary Professor, Belarussian State University, Belarus
- 2007 Doctor Honoris Causa, University of Khartoum, Sudan
- 2007 Doctor Honoris Causa, Ss. Cyril and Methodius University (Skopje), The Former Yugoslav Republic of Macedonia
- 2008 Doctor Honoris Causa, Kyrgyz State University of Construction, Transport and Architecture (Bishkek), Kyrgyzstan
- 2008 Certificate of Appreciation, Ahlia University, Khartoum, Sudan

EXPERIENCE

PROFESSIONAL

- Part-time Journalist, El-Ayam and El-Sahafa (Sudanese) newspapers (1971-1979)
- Lecturer, University of Cairo (1976)
- Assistant Director, Arab Department, Ministry of Foreign Affairs, Khartoum (1977)
- Assistant Director, Research Department, Ministry of Foreign Affairs, Khartoum (January-June 1978)
- Deputy Director, Legal Department, Ministry of Foreign Affairs, Khartoum (July-December 1978)
- Member of Sudan Permanent Mission to the United Nations Office, Geneva (1979-1982)
- Vice-Consul of Sudan in Switzerland (1979-1982)

- Legal Adviser of Sudan Permanent Mission to the United Nations Office, Geneva (1979-1982)
- Senior Program Officer, Development Cooperation and External Relations Bureau for Africa, World Intellectual Property Organization (WIPO), (1982-1985)
- Director, Development Cooperation and External Relations Bureau for Arab and Central and Eastern European Countries, WIPO (1985-1994)
- Ambassador, Ministry of Foreign Affairs, Sudan (current status at national level)
- Deputy Director General, WIPO (1994-1997)
- Director General, WIPO, since 1997
- Secretary-General, International Union for the Protection of Plant Varieties (UPOV), since 1997

SPECIAL

- Member of The Academic Council, University of Khartoum (Sudan, April 2007)
- Member, Board of Trustees, Nile Valley University (Egypt, June 2000)
- Member, United Nations International Law Commission (ILC) (2000-2001)
- Member, Advisory Council on Intellectual Property (ACIP), Franklin Pierce Law Center (Concord, New Hampshire, 1999)
- Member, United Nations International Law Commission (ILC) (1992-1996)
- Vice-Chairman of the International Law Commission (ILC) at its 45th session (1993)
- Representative of the ILC in the 35th session of the Asian-African Legal Consultative Committee (AALCC) (Manila, March 1996)
- Member, Working Group of the ILC on the drafting of the Statute of the International Criminal Court

- Member, Drafting Committee of the ILC
- Legal expert in a number of Ministerial Committees between Sudan and other countries
- Member of the Legal Experts Committee of the Organization of African Unity (OAU), which formulated several regional conventions
- Legal adviser in the Ministerial Councils and the Summit Conferences of the OAU (Khartoum, July 1978) (Monrovia, July 1979)
- Participant in several meetings and international conferences of WHO, ILO, ITU, WIPO, Red Cross and the Executive Committee of the High Commissioner for Refugees
- Member of Special Committees established for fundraising for refugees in Africa
- Rapporteur of the Third Committee (Marine Scientific Research) of the summary Ninth session of the Third UN Conference on the Law of the Sea (Geneva, 1980)
- Head of Sudan Delegation to the OAU Preparatory Meeting on the Draft Code of Conduct on Transfer of Technology (Addis Ababa, March 1981)
- Spokesman of the African Group and the Group of 77 on all issues pertaining to Transfer of Technology, Energy, Restrictive Business Practices and Technical Co-operation among Developing Countries at the twenty-second and twenty-third sessions of the Trade and Development Board (Geneva, February and September 1981)
- Head of Sudan Delegation and Spokesman of the African Group and Coordinator of the Group of 77 at the fourth session of the UN Conference on the Code of Conduct on Transfer of Technology (Geneva, March-April 1981)
- Spokesman of the Group of 77 on Chapter 9 (Applicable Law and Settlement of Disputes) at the UN Conference on the International Code of Conduct on Transfer of Technology (Geneva, March-April 1981)
- Head of Sudan Delegation and Chairman of the Workshop on Legal Policies on Technology Transfer (Kuwait, September 1981)

- Chairman of the African Group and the Group of 77 at the first session of the Intergovernmental Group of Experts on Restrictive Business Practices (Geneva, November 1981)
- Chairman of the Permanent Group of 15 on Transfer and Development of Technology, within the United Nations Conference on Trade and Development (UNCTAD) (Geneva, 1980-1983)
- Spokesman of the African Group and the Group of 77 at the meeting on the Economic, Commercial and Developmental Aspects of the Industrial Property System (Geneva, February 1982)
- Coordinator of the African Group and the Group of 77 at the first, second and third sessions of the Interim Committee on the International Code of Conduct on Transfer of Technology (Geneva, March, May, September-October 1982)
- Coordinator of the African Group and the Group of 77 at the Meeting of Governmental Experts on the Transfer, Application and Development of Technology in the Capital Goods and Industrial Machinery Sectors (Geneva, July 1982)
- Coordinator and spokesman of the African Group and the Group of 77 at the Intergovernmental Group of Experts on the Feasibility of Measuring Human Resource Flows on Reverse Transfer of Technology (Brain-Drain) (Geneva, August-September 1982)
- Coordinator of developing countries on the drafting of the resolution concerning the mandate of the Office of the United Nations High Commissioner for Refugees, during the thirty-third session of the Executive Committee of the UNHCR (Geneva, October 1982)
- Coordinator and spokesman of the African Group and the Group of 77 at the Meeting of Governmental Experts on the Transfer, Application and Development of Technology in the Energy Sector (Geneva, October-November 1982)
- Coordinator and spokesman of the African Group and the Group of 77 at the fourth session of the Committee on Transfer of Technology (Geneva, November-December 1982)

- Member, Board of Patrons, IP Management Resource (On-line version of Intellectual Property/Innovation Management Handbook), 2007
- Co-President, Foreign Relations Committee, Ministry of Culture (Sudan, 2011)
- President, Sudan Foundation for the defense of Syrian people (2012-2013)
- Vice-President, Sudan Foundation for the defense of Rights and Freedom s (2012-2013)
- Member, Sudan Foundation for Reconciliation and Religious co-existence (2012-2013)
- Judicial Experience and Professional Membership of Associations
- Member of the United Nations International Law Commission (ILC) (1992-1996) and (2000-2001)
- Member and Chairman of several legal experts committees established within the OAU
- Professor of Public International Law, University of Khartoum, Sudan
- Member of the Sudan Bar Association (Khartoum)
- Member of the African Jurists Association (Dakar and Paris)
- Alternate Chair, Council of Foreign Relations, Ministry of Culture, Sudan
- Registered Advocate and Commissioner for Oaths in the Republic of Sudan
- Vice President, Sudan Organisation for the Protection of Fundamental Rights and Freedoms
- Member, Sudan High Level Committee on Judicial Reform

PROJECTS AND DOCUMENTS

- Formulated and negotiated, on behalf of WIPO, numerous projects relating to development cooperation in the field of intellectual property

- Organized, on behalf of WIPO, various seminars and workshops and presented several lectures
- Drafted various documents on developmental aspects of intellectual property
- Supervised and managed the administrative and substantive aspects of projects executed worldwide

CONFERENCES, SEMINARS, COURSES AND SYMPOSIA

- Represented Sudan in numerous international and regional conferences; participated in many seminars, symposia, discussion groups, and addressed graduate students on various international academic disciplines
- Represented WIPO, in various international meetings, seminars and symposia
- Represented WIPO on several UNDP Policy and Operations Programmes
- Undertook a study tour at the Max Planck Institute (Munich) in the field of teaching of intellectual property law (1986)
- Extensive lecture on COVID-19: The legal consequences of contractual obligations (May, 2020)

PUBLICATIONS

- Euro-Arab Dialogue, June 1977
- State Responsibility in International Law, September 1977
- The Theory of Human Action, September 1977
- The Philosophy of “Haddith” and “Sunna” in Islamic Law, January 1978
- The Doctrine of Jurisdiction in International Law, December 1978

- American Embassy in Tehran Case, March 1979
- The Legal Regime of the Nile, December 1980
- Issues pertaining to Transfer and Development of Technology in Sudan, May 1981
- China and the Powers in the 19th Century, May 1981
- Legal Dimensions of the Economic Cooperation among Developing Countries, June 1981
- The Common Fund for Commodities, June 1981
- General Aspects of Transfer of Technology at the National and International Levels, November 1981
- Preferential Trading Arrangements among Developing Countries, February 1982
- North-South Insurance Relations: The Unequal Exchange, December 1984
- The Law of Non-Navigational Uses of International Water Courses; the International Law Commission's draft articles: An overview, November 1995
- The Theory of Source and Target in Child Psychology, January 1996
- A Better United Nations for the New Millennium, January 2000
- Intellectual Property – A Power Tool for Economic Growth, 2003
- Sudan, The Year 2020: Lessons and Visions, 2004
- The Intellectual Property-Conscious Nations: Mapping the Path from Developing to Developed, 2006
- Sudan 2020, (2008)
- Sudan: From Least-Developed to Fast Developing, 2008
- Arbitration: A Vision for the Enforcement of Justice, 2009
- Arbitration: Critical Review Of Sudan Legislation on Arbitration (2005), 2009
- A guide to my philosophy and quotations, 2015
- Sudan's Path to the Future: A realistic dream for 2025, 2017
- JASTA and the Third World War, 2018
- A Memoir: My Nile Odyssey, 2019
- 10 Roots of Determination, 2020

ARTICLES

- A number of articles on law, economics, jurisprudence and aesthetics published in various newspapers and periodicals
- Russia's Invasion of Crimea: Is it a violation of International Law?
- Two mistakes will not make a right.

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