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**PERSONALITY DEVELOPMENT**

**НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ  
ДЛЯ СТУДЕНТІВ НаУКМА**

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## **1. READ AND DISCUSS IN PAIRS**

### **Erikson's stages of psychosocial development**

Erikson's stages of psychosocial development as articulated by Erik Erikson explain eight stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges.

Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.

#### **1 The stages**

**1.1 Hopes: Trust vs. Mistrust (Infants, Birth to 12-18 Months)**

**1.2 Will: Autonomy vs. Shame & Doubt (Toddlers, 18 mo. to 3 years)**

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**1.8 Wisdom: Ego Integrity vs. Despair (Seniors, 65 years onwards)**

#### **Hopes: Trust vs. Mistrust (Infants, Birth to 12-18 Months)**

Psychosocial Crisis: Trust vs. Mistrust

Virtue: Hope

The first stage of Erik Erikson's theory centers around the infant's basic needs being met by the parents. The infant depends on the parents, especially the mother, for food, sustenance, and comfort. The child's relative understanding of world and society come from the parents and their interaction with the child. If the parents expose the child to warmth, regularity, and dependable affection, the infant's view of the world will be one of trust. Should the parents fail to provide a secure environment and to meet the child's basic needs a sense of mistrust will result.[1]

According to Erik Erikson, the major developmental task in infancy is to learn whether or not other people, especially primary caregivers, regularly satisfy basic needs. If caregivers are consistent sources of food, comfort, and affection, an infant learns trust- that others are dependable and reliable. If they are neglectful, or perhaps even abusive, the infant instead learns mistrust- that the world is in an undependable, unpredictable, and possibly a dangerous place. While negative,

having some experience with mistrust allows the infant to gain an understanding of what constitutes dangerous situations later in life.[1]

### **Will: Autonomy vs. Shame & Doubt (Toddlers, 18 mo. to 3 years)**

Psychosocial Crisis: Autonomy vs. Shame & Doubt

As the child gains control over eliminative functions and motor abilities, they begin to explore their surroundings. The parents still provide a strong base of security from which the child can venture out to assert their will. The parents' patience and encouragement helps foster autonomy in the child. Children at this age like to explore the world around them and they are constantly learning about their environment. Caution must be taken at this age while children may explore things that are dangerous to their health and safety.

At this age, children develop their first interests. For example, a child who enjoys music may like to play with the radio. Children who enjoy the outdoors may be interested in animals and plants. Highly restrictive parents, however, are more likely to instill the child with a sense of doubt and reluctance to attempt new challenges. As they gain increased muscular coordination and mobility, toddlers become capable of satisfying some of their own needs. They begin to feed themselves, wash and dress themselves, and use the bathroom.

If caregivers encourage self-sufficient behavior, toddlers develop a sense of autonomy--a sense of being able to handle many problems on their own. But if caregivers demand too much too soon, refuse to let children perform tasks of which they are capable, or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems.

### **Purpose: Initiative vs. Guilt (Preschool, 3 to 5 years)**

Initiative adds to autonomy the quality of undertaking, planning and attacking a task for the sake of just being active and on the move. The child is learning to master the world around them, learning basic skills and principles of physics. Things fall down, not up. Round things roll. They learn how to zip and tie, count and speak with ease. At this stage, the child wants to begin and complete their own actions for a purpose. Guilt is a confusing new emotion. They may feel guilty over things that logically should not cause guilt. They may feel guilt when this initiative does not produce desired results.

The development of courage and independence are what set preschoolers, ages three to six years of age, apart from other age groups. Young children in this category face the challenge of initiative versus guilt. As described in Bee and Boyd (2004),[1] the child during this stage faces the complexities of planning and developing a sense of judgment. During this stage, the child learns to take initiative

and prepare for leadership and goal achievement roles. Activities sought out by a child in this stage may include risk-taking behaviors, such as crossing a street alone or riding a bike without a helmet; both these examples involve self-limits.

Within instances requiring initiative, the child may also develop negative behaviors. These behaviors are a result of the child developing a sense of frustration for not being able to achieve a goal as planned and may engage in behaviors that seem aggressive, ruthless, and overly assertive to parents. Aggressive behaviors, such as throwing objects, hitting, or yelling, are examples of observable behaviors during this stage. \*\*

Preschoolers are increasingly able to accomplish tasks on their own, and can start new things. With this growing independence comes many choices about activities to be pursued. Sometimes children take on projects they can readily accomplish, but at other times they undertake projects that are beyond their capabilities or that interfere with other people's plans and activities. If parents and preschool teachers encourage and support children's efforts, while also helping them make realistic and appropriate choices, children develop initiative- independence in planning and undertaking activities. But if, instead, adults discourage the pursuit of independent activities or dismiss them as silly and bothersome, children develop guilt about their needs and desires.[2]

### **Competence: Industry vs. Inferiority (Childhood, 5 to 13 years)**

Psychosocial Crisis: Industry vs. Inferiority

Main Question: "How can I be good?"

Virtue: Competence

Related Elements in Society: division of labour

The aim to bring a productive situation to completion gradually supersedes the whims and wishes of play. The fundamentals of technology are developed. To lose the hope of such "industrious" association may pull the child back to the more isolated, less conscious familial rivalry of the Oedipal time.

"Children at this age are becoming more aware of themselves as individuals." They work hard at "being responsible, being good and doing it right." They are now more reasonable to share and cooperate. Allen and Marotz (2003) [3] also list some perceptual cognitive developmental traits specific for this age group. Children grasp the concepts of space and time in more logical, practical ways. They gain a better understanding of cause and effect, and of calendar time. At this stage, children are eager to learn and accomplish more complex skills: reading, writing, telling time. They also get to form moral values, recognize cultural and individual differences and are able to manage most of their personal needs and grooming with

minimal assistance.[3] At this stage, children might express their independence by being disobedient, using back talk and being rebellious.

Erikson viewed the elementary school years as critical for the development of self-confidence. Ideally, elementary school provides many opportunities for children to achieve the recognition of teachers, parents and peers by producing things—drawing pictures, solving addition problems, writing sentences, and so on. If children are encouraged to make and do things and are then praised for their accomplishments, they begin to demonstrate industry by being diligent, persevering at tasks until completed, and putting work before pleasure. If children are instead ridiculed or punished for their efforts or if they find they are incapable of meeting their teachers' and parents' expectations, they develop feelings of inferiority about their capabilities.[citation needed]

At this age, children start recognizing their special talents and continue to discover interests as their education improves. They may begin to choose to do more activities to pursue that interest, such as joining a sport if they know they have athletic ability, or joining the band if they are good at music. If not allowed to discover own talents in their own time, they will develop a sense of lack of motivation, low self esteem, and lethargy. They may become "couch potatoes" if they are not allowed to develop interests.

### **Identity vs. Role Confusion (Adolescence, 13 to 21 years)**

Psychosocial Crisis: Identity vs. Role Confusion

Main Question: "Who am I and where am I going?"

Ego quality: Fidelity

Related Elements in Society: ideology

The adolescent is newly concerned with how they appear to others. Superego identity is the accrued confidence that the outer sameness and continuity prepared in the future are matched by the sameness and continuity of one's meaning for oneself, as evidenced in the promise of a career. The ability to settle on a school or occupational identity is pleasant. In later stages of Adolescence, the child develops a sense of sexual identity.

As they make the transition from childhood to adulthood, adolescents ponder the roles they will play in the adult world. Initially, they are apt to experience some role confusion—mixed ideas and feelings about the specific ways in which they will fit into society—and may experiment with a variety of behaviors and activities (e.g. tinkering with cars, baby-sitting for neighbors, affiliating with certain political or religious groups). Eventually, Erikson proposed, most adolescents achieve a sense of identity regarding who they are and where their lives are headed.

Erikson is credited with coining the term "Identity Crisis." [4] Each stage that came before and that follows has its own 'crisis', but even more so now, for this marks the transition from childhood to adulthood. This passage is necessary because "Throughout infancy and childhood, a person forms many identifications. But the need for identity in youth is not met by these." [5] This turning point in human development seems to be the reconciliation between 'the person one has come to be' and 'the person society expects one to become'. This emerging sense of self will be established by 'forging' past experiences with anticipations of the future. In relation to the eight life stages as a whole, the fifth stage corresponds to the crossroads:

What is unique about the stage of Identity is that it is a special sort of synthesis of earlier stages and a special sort of anticipation of later ones. Youth has a certain unique quality in a person's life; it is a bridge between childhood and adulthood. Youth is a time of radical change—the great body changes accompanying puberty, the ability of the mind to search one's own intentions and the intentions of others, the suddenly sharpened awareness of the roles society has offered for later life. [4]

Adolescents "are confronted by the need to re-establish [boundaries] for themselves and to do this in the face of an often potentially hostile world." [6] This is often challenging since commitments are being asked for before particular identity roles have formed. At this point, one is in a state of 'identity confusion', but society normally makes allowances for youth to "find themselves," and this state is called 'the moratorium':

The problem of adolescence is one of role confusion—a reluctance to commit which may haunt a person into his mature years. Given the right conditions—and Erikson believes these are essentially having enough space and time, a psychosocial moratorium, when a person can freely experiment and explore—what may emerge is a firm sense of identity, an emotional and deep awareness of who he or she is. [6]

As in other stages, bio-psycho-social forces are at work. No matter how one has been raised, one's personal ideologies are now chosen for oneself. Oftentimes, this leads to conflict with adults over religious and political orientations. Another area where teenagers are deciding for themselves is their career choice, and oftentimes parents want to have a decisive say in that role. If society is too insistent, the teenager will acquiesce to external wishes, effectively forcing him or her to 'foreclose' on experimentation and, therefore, true self-discovery. Once someone settles on a worldview and vocation, will he or she be able to integrate this aspect of self-definition into a diverse society? According to Erikson, when an adolescent has balanced both perspectives of "What have I got?" and "What am I going to do with it?" he or she has established their identity: [4]

Dependent on this stage is the ego quality of fidelity—the ability to sustain loyalties freely pledged in spite of the inevitable contradictions and confusions of value systems. (*Italics in original*)[6]

Given that the next stage (Intimacy) is often characterized by marriage, many are tempted to cap off the fifth stage at 20 years of age. However, these age ranges are actually quite fluid, especially for the achievement of identity, since it may take many years to become grounded, to identify the object of one's fidelity, to feel that one has "come of age." In the biographies *Young Man Luther* and *Gandhi's Truth*, Erikson determined that their crises ended at ages 25 and 30, respectively:

Erikson does note that the time of Identity crisis for persons of genius is frequently prolonged. He further notes that in our industrial society, identity formation tends to be long, because it takes us so long to gain the skills needed for adulthood's tasks in our technological world. So... we do not have an exact time span in which to find ourselves. It doesn't happen automatically at eighteen or at twenty-one. A very approximate rule of thumb for our society would put the end somewhere in one's twenties.[4]

### **Love: Intimacy vs. Isolation (Young Adults, 21 to 40 years)**

Psychosocial Crisis: Intimacy vs. Isolation

Main Question: "Am I loved and wanted?" or "Shall I share my life with someone or live alone?"

Virtue: Love

Related Elements in Society: patterns of cooperation (often marriage)

Main article: [Young adult \(psychology\)](#)

The Intimacy vs. Isolation conflict is emphasized around the age of 30. At the start of this stage, identity vs. role confusion is coming to an end, though it still lingers at the foundation of the stage (Erikson, 1950). Young adults are still eager to blend their identities with friends. They want to fit in. Erikson believes we are sometimes isolated due to intimacy. We are afraid of rejections such as being turned down or our partners breaking up with us. We are familiar with pain, and to some of us, rejection is painful; our egos cannot bear the pain. Erikson also argues that "Intimacy has a counterpart: Distantiation: the readiness to isolate and if necessary, to destroy those forces and people whose essence seems dangerous to our own, and whose territory seems to encroach on the extent of one's intimate relations" (1950).[7][8]

Once people have established their identities, they are ready to make long-term commitments to others. They become capable of forming intimate, reciprocal relationships (e.g. through close friendships or marriage) and willingly make the sacrifices and compromises that such relationships require. If people cannot form



these intimate relationships – perhaps because of their own needs – a sense of isolation may result.

### **Care: Generativity vs. Stagnation (Middle Adulthood, 41 to 65 years)**

Psychosocial Crisis: Generativity vs. Stagnation

Main Question: "Will I produce something of real value?"

Virtue: Care

Related Elements in Society: parenting, educating, or other productive social involvement

Generativity is the concern of guiding the next generation. Socially-valued work and disciplines are expressions of generativity. Simply having or wanting children does not in and of itself achieve generativity.

During middle age the primary developmental task is one of contributing to society and helping to guide future generations. When a person makes a contribution during this period, perhaps by raising a family or working toward the betterment of society, a sense of generativity- a sense of productivity and accomplishment- results. In contrast, a person who is self-centered and unable or unwilling to help society move forward develops a feeling of stagnation- a dissatisfaction with the relative lack of productivity.

### **Central tasks of Middle Adulthood**

Express love through more than sexual contacts.

Maintain healthy life patterns.

Develop a sense of unity with mate.

Help growing and grown children to be responsible adults.

Relinquish central role in lives of grown children.

Accept children's mates and friends.

Create a comfortable home.

Be proud of accomplishments of self and mate/spouse.

Reverse roles with aging parents.

Achieve mature, civic and social responsibility.

Adjust to physical changes of middle age.

Use leisure time creatively.

### **Wisdom: Ego Integrity vs. Despair (Seniors, 65 years onwards)**

Psychosocial Crisis: Ego Integrity vs. Despair

Main Question: "Have I lived a full life?"

Virtue: Wisdom

As we grow older and become senior citizens we tend to slow down our productivity and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our life as unproductive, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

The final developmental task is retrospection: people look back on their lives and accomplishments. They develop feelings of contentment and integrity if they believe that they have led a happy, productive life. They may instead develop a sense of despair if they look back on a life of disappointments and unachieved goals.

### **Development of Freudian theory**

Erikson was a student of Sigmund Freud, whose psychoanalytic theory and psychosexual stages contributed to the basic outline of the eight stages, at least those concerned with childhood. Namely, the first four of Erikson's life stages correspond to Freud's oral, anal, phallic, and latency phases, respectively. Also, the fifth stage of adolescence is said to parallel the genital stage in psychosexual development:

Although the first three phases are linked to those of the Freudian theory, it can be seen that they are conceived along very different lines. emphasis is not so much on sexual modes and their consequences as on the ego qualities which emerge from each stages. There is an attempt also to link the sequence of individual development to the broader context of society.[6]

Erikson saw a dynamic at work throughout life, one that did not stop at adolescence. He also viewed the life stages as a cycle: the end of one generation was the beginning of the next. Seen in its social context, the life stages were linear for an individual but circular for societal development:[9]

In Freud's view, development is largely complete by adolescence. In contrast, one of Freud's students, Erik Erikson (1902-1994) believed that development continues throughout life. Erikson took the foundation laid by Freud and extended it through adulthood and into late life.[10]

### **Value of the theory**

One value of this theory is that it illuminated why individuals who had been thwarted in the healthy resolution of early phases (such as in learning healthy levels of trust and autonomy in toddlerhood) had such difficulty with the crises that came in adulthood. More importantly, it did so in a way that provided answers for practical application. It raised new potential for therapists and their patients to

identify key issues and skills which required addressing. But at the same time, it yielded a guide or yardstick that could be used to assess teaching and child rearing practices in terms of their ability to nurture and facilitate healthy emotional and cognitive development.

"Every adult, whether he is a follower or a leader, a member of a mass or of an elite, was once a child. He was once small. A sense of smallness forms a substratum in his mind, ineradicably. His triumphs will be measured against this smallness, his defeats will substantiate it. The questions as to who is bigger and who can do or not do this or that, and to whom—these questions fill the adult's inner life far beyond the necessities and the desirabilities which he understands and for which he plans." - Erik H. Erikson (1902–1994), U.S. psychoanalyst. *Childhood and Society*, ch. 11 (1950).

### **Critique**

Most empirical research into Erikson has stemmed around his views on adolescence and attempts to establish identity. His theoretical approach was studied and supported, particularly regarding adolescence, by James E. Marcia.[11] Marcia's work has distinguished different forms of identity, and there is some empirical evidence that those people who form the most coherent self-concept in adolescence are those who are most able to make intimate attachments in early adulthood. This supports Eriksonian theory, in that it suggests that those best equipped to resolve the crisis of early adulthood are those who have most successfully resolved the crisis of adolescence.

On the other hand, Erikson's theory may be questioned as to whether his stages must be regarded as sequential, and only occurring within the age ranges he suggests. There is debate as to whether people only search for identity during the adolescent years or if one stage needs to happen before other stages can be completed. However, Erikson states that each of these processes occur throughout the lifetime in one form or another, and he emphasizes these "phases" only because it is at these times that the conflicts become most prominent.[12]

## **2. READ AND COMPARE WITH THE PREVIOUS ARTICLE**

### **STAGES OF PERSONALITY DEVELOPMENT**

**Infancy stage of personality development.**

**Toddler hood stage of personality development.**

**Preschool stage of personality development.**

**School age stage of personality development.**

**Adolescence stage of personality development.**

**Young adulthood stage personality development.**

**Middle adulthood stage of personality development.**

**Older adulthood stage of personality development.**

### **Introduction:**

The aspects of the existence of an individual are numerous, most of which are genetically determined and in the majority of cases, environment has a critical role in the completion of what nature has started. Personality and its changes over life span are a good example on such phenomenon. Personality is defined as the distinguishing characteristics of an individual which differentiate him/her from others when displayed in a wide variety of situations and circumstances especially social ones (1). In fact, the development of personality which is the outcome as previously mentioned of interaction between genetic make-up of an individual and his environment, starts prenatally or even before conception since genetics has something to do with it. In children, personality has a considerable potential for growth and changes i.e. very flexible, but it is rigid i.e. unalterable in adults (1). Personality and its development are under influence of some determinants. Environment is considered the major extrinsic one (2). Cultural, racial, socioeconomic, educational, social guidance and health conditions could be environmental factors playing a critical role in personality development (3). The intrinsic factors could be biological drives, such as the homeostatic, sexual, defensive and assimilatory drives, and hereditary temperamental differences (2). Parental education, health and emotional states, social interaction are other factors which influence personality development. Several theories were stated explaining the development of personality, each of which dealt with the concept of personality development from a different point of view. For example, the Psychoanalytic theory that was developed by Freud dealt with personality development from a sexual point of view and was concerned mainly with emotional development (4). The learning theory is another theory of personality development that is concerned mainly with child and his social background and which rose the idea of that behavior is modified by experience (4). The Psychoanalytic development theory was modified by Erik Erikson and Stack Sullivan. The later emphasized the importance of interpersonal transactions between parents and child and the child's development in a social system. Erikson formulated eight stages of psychosocial development focusing upon the specific developmental tasks of each phase (psychosocial crisis) (4). Generally, the life cycle is divided into eight developmental stages the details of each of which are going to be discussed in the

body of this essay. These stages are: infancy, toddler hood, preschool child, school child, adolescence, young adulthood, middle years and old age (5).

### **Infancy stage:**

The infancy stage is the first year of life. It occurs from one month to the end of the first year. This period is characterized by very rapid physical, psychological, and social growth and development (4). Developmentally, it is during this stage that the infant begins to establish himself as a dependent being and begins to establish self-awareness. Rudimentary social interaction is developed as the infant begins to explore the physical world (6). The nurturing persons must limitate their behavior in addition to fulfilling their needs such as food and warmth. In addition, attachment is best established during this period of development (5). Further more, this period of life witnesses the establishment of foundations of future emotional stability and intellectual development (6). Infants need stimulating and socializing experiences to provide aliment for developing into a person (7). A critical issue concerning infancy is whether or not a feeling of confidence in the world is established. The sense of confidence is established when the infant gains a feeling that caregivers on whom they depend to fulfill their needs are dependable (8) , as Erikson has thought about when he considered trust Vs mistrust to be the psychosocial crisis during this period of life (4) . Establishing a sense of trust in caregiver will constitute the nucleus of confidence and trust in self (9). One cannot recall infancy experiences although no part of life experience will be as solidly incorporated in the individual as infancy (5). The developmental tasks of infancy have been identified as: learning to walk, beginning to talk and communicate with others, beginning to have emotional relationships with primary caregivers, learning to eat solid foods and developing stable sleep and eating periods (10).

### **Toddler hood stage:**

The toddler hood stage occurs from one year to three years of age (3). During this stage, increased motor development permits increased physical autonomy, but the child still lacks skill and judgment, so limitations are very recommended at this stage for the child's own safety since accidents are very common (2). On the other hand, this may result in clashes with parental authority. Autonomy Vs shame and doubt is how Erikson thought about this stage of development in his theory (4). The desire for autonomy often results in displays of negativism. This is displayed in that the child now knows the meaning and value of words such as “no” and starts using them frequently. Moreover, frustration, resulting in temper tantrums, is common (2). During this stage, the child's curiosity increases, but his verbal and intellectual abilities lag far behind his motor development. The toddler's psychosocial skills increase at a more rapid rate. They now explore new and

different dimensions of their relationships with their parents. This fact reveals itself in that in the past the child was used to be provided with his needs but now he must be delimited (3). In addition, now, in order to maintain a satisfactory relationship with parents, the child has to obey rules and be limited by them (6). This stage is a critical time during which a toddler establishes a basic trust in self and a sense of initiative (4). Besides, the bond between caregiver and child becomes intense and the child strongly resists separation. Children now recognize that he/she are separate entities and there are boundaries between them and their parents (5). Consequently, anxiety increases as a result of not being sure yet of their ability to care for themselves (2). The developmental tasks for this stage are identified as: tolerating separation from the primary caregiver, gaining control of bowel and bladder function, using words to communicate with others, and becoming less dependent on the primary caregiver (10).

### **Preschool stage:**

The preschool stage, also called early childhood, occurs from three to six years of age (4). The preschooler's world is expanding. New experiences and the child's social role are tried during play (3). During this stage, there is tremendous growth in vocabulary and continuous chatter is a characteristic feature of this stage as intense curiosity was in the previous one. In addition, persistent questioning is the tool by which the preschooler explores and knows more and more about his/her world and environment. Moreover, fantasy characterized by making unbelievable long stories and pretended play mates may worry the parents, but is an important component of the child's growth and development during this period (5). During this stage, a child becomes more cooperative with his/her family as he/she becomes amenable to parental demands. In spite of that the child is still emotionally linked and dependent on his/her parents, the child becomes socially interacting and cooperative patterns of play develop (3). According to Erikson's psychosocial theory, this stage represents the stage of initiative when stimulated Vs guilt when discouraged (4). The developmental tasks of the preschool years include: increasing the ability to communicate and understand others, performing self-care activities, learning the difference between sexes and developing sexual modesty, learning right from wrong and good from bad and developing family relationships (10).

### **School age stage:**

The school age stage occurs from six years to twelve years of age. This stage is the time for entering school and includes the preadolescent period (from ten to twelve years of age) (3). Children move out of their homes into worlds where they have to find their places, therefore their self concepts, value systems and cognitive capacities change. In addition, children enter the world of peer groups

and their behavior is increasingly influenced by their peers (5). The child's competence in communication increases as physical, cognitive, and social development increase (1). Although the child may attend kindergarten or had a sort of experience with children in neighborhood through playing, attending school implies new expectations from a child. They now represent their families who want to be proud of their child (4). At this stage, the child starts comparing him/her self with class mates or playmates (2). Such circumstances stimulate the child to be as better as possible so that pride of one self if achieved (3). This is the time when transition from ascribed to achieved status starts to take place. In school it does not matter how a child is in his/her family (loved, neglected, older or younger sibling) except when those factors have affected the child's personality in a way or another (5). In school, a child is treated as a part of a collectivity rather than as individual at home and this requires the child to forget many desires that may not enable him to fit into the group (7). All the previous demands organize the child's personality so that the child is able to prepare himself to live within a larger society rather than in a family (9). During this stage of development, a sense of belonging which makes the child feel accepted and as an integral part of the group and of the broader society occurs. This sensation involves identification of the society the child is a part of, beside commitment to its values and ethics. In addition, a sense of responsibility involving a capacity and willingness to live up to the expectations one has aroused evolves at this stage of development in the child's personality (4). The school child's evaluation of him self starts when adults, school mates and playmates evaluate him/her. A self concept that enables the child to regulate his ambitions and ways of relating to others is then established. A new set of values is acquired by the child and he/she starts to view his/her society from different perspectives (6). At this stage, children have rigid standards of what is right and what is wrong. Industry Vs inferiority represent this stage in the psychosocial theory of development (4). The developmental tasks of the school age child are: developing the social and physical skills needed for playing games, learning to get along with others, learning behavioral attitudes appropriate to one's own sex, learning basic reading, writing, and arithmetic skills, developing a conscience and morals, and developing a good feeling and attitude about oneself. During the later part of the school age child's development, often called preadolescence, the child begins to show more refinement and maturity in the following areas: becoming an independent adult and learning to depend on oneself, developing and keeping friendships with peers, understanding the physical, psychological, and social roles of one's sex, developing greater muscular strength, coordination, and balance, learning how to study (10).

**Adolescence stage:**

The adolescence stage of growth and development, which represent the industry Vs role confusion stage of the psychosocial theory of development, occurs from 12 to 20 years of age (4). Adolescence is a transitional stage between childhood and adult life and is characterized by rapid physical growth and psychological, mental and social maturity (5). This stage of development officially begins at puberty and ends with person achieving a level of maturity enough to deal with and manage realities of life and be able to bear responsibility of him/her self and his/her actions (6). The developmental tasks faced by the child at this age are accepting changes in the body and appearance, developing appropriate relationships with males and females of the same age, accepting the male and female role appropriate for one's age, becoming independent from parents and adults ,developing morals, attitudes, and values needed for functioning in society (10). Adolescence is thought to be the period of emotional upheaval and rebellion, sudden changes of mood, shifting ideologies and clashes with authority (4). During adolescence, although emancipation from parents in order to achieve independence and learning to accept responsibility for one's self takes place, an adolescent still fluctuates between child-like dependency and stubborn independence. During this critical stage an adolescent is ambivalent since he or she does not like adults' control but still seek their guidance. In addition, sudden fluctuations in mood are common to which erratic behavior can be related (6). Peer groups play a critical role in the process of socialization and social interaction and self concept is gradually acquired as a result of reactions of his peers towards him (1). As mentioned previously, an adolescent undergoes active mental maturity since an adolescent becomes capable of more than abstract mode of thinking and the capacity of receiving new information reaches its peak. This sort of development results in endless speculations about abstract issues. In spite of that, the adolescent still feels uncertain i.e. lacks the ability to direct him/her self and the confidence to translate his/her thoughts and ideas into a definite course of action. Persistent arguing and pretended wisdom are characteristic features of adolescents (7). Moreover, an adolescent rethinks about matters of life he learnt to be true from his/her parents early in life (3). What the adolescent needs by the end of this stage is to find out what sort of person he or she is and what his/her abilities and limitations are, therefore the period of adolescence can be called the period of readjustment (8).

### **Young adulthood stage:**

The stage of young adulthood occurs from 20 to 40 years of age. Psychological and social developments continue during this stage. A personal life-cycle develops during this period. Generally, it is during this period that a person establishes a relationship with a significant other, a commitment to something, and competence (5). Marital and vocational choices represent the determinants of one's overall



personality development in general and future personality development in particular, since they are two of the most significant decisions of a lifetime whose responsibility is beard by the young adult (4). Commitment of oneself to a specific way in life takes place through marriage and children rising. A person has attained adult status with the completion of physical maturation, and, he/she has become sufficiently well integrated and emotionally mature to utilize the opportunities and accept the responsibilities that accompany it (6). His/her independence from their parental families motivates them to achieve an interdependence and find their places in society. Through vocation and marriage he/she becomes united to networks of persons, find tasks that demand involvement, and gain roles into which he/she fit which help define their identities (3). Most individuals will give up their much sought independence to share with another in marriage. Then the life cycle rounds to the point at which young adults are again confronted by the start of life, but now as members of the parental generation, and they often undergo profound personality reorientations as they become involved in the unfolding of a child's life (10). This stage of life ends when a person has achieved stable positions in society and the time when his/her children no more need his/her attention. Intimacy Vs isolation is the representative of this stage in the Psychosocial theory (4). Developmental tasks of young adulthood include: choosing education and occupation, selecting a marriage partner, learning to live with a spouse or wife and developing a satisfactory sex life (10).

**Middle adulthood stage:**

The stage of middle adulthood occurs from the age of 40 to 65 years. This stage of development is more stable and comfortable although some people develop a "midlife crisis." The "midlife crisis" is a term that describes the feelings of distress that affect some people when they realize that they are no longer young. The term is used most often to describe men who strive to recapture their sense of lost youth by having extramarital affairs, suddenly changing jobs, or adopting youthful fashions (10). The middle years start when persons achieve maturity, usually in their early thirties having gained the skills, knowledge and assurance needed to settle into their careers and family lives (3). They soon move into the period most people consider the "prime of life" the years among 35 and 55 during which they reach the midlife transition or crisis as mentioned previously. It is during this period of growth and development that life-style changes occur because of other changes. Several physical changes occur during this period. The most important of them is menopause in women. The changes may occur very gradually and go unnoticed, or they may be seen early (8). This stage is represented by the stage of generativity Vs stagnation in the Psychosocial theory of development (4). The developmental tasks faced in middle adulthood are: adjusting to physical change,

having grown children, developing leisure-time activities and relating to aging parents (10).

### **Older adulthood stage:**

The stage of older adulthood is considered to begin at 65 years of age. Many physical, psychological, and social changes occur during later adulthood (1). The critical transition comes at the time of retirement for both the husband and the wife. In old age persons are moving toward completion of their life cycles. Old age can be a time when a person can enjoy his/her time with his/her grandchildren and leisure time activities, and forget about things caused him/her a great deal of stress and anxiety in the past three or four decades (7). During this stage a person must adapt to changing physical abilities. This stage is characterized by increased wisdom although many other things are lost such as health, friends, family and independence. The aging process of people in this stage of development varies greatly (9). Ego integrity Vs despair represents this stage in the Psychosocial theory (4). The developmental tasks of the older adult are: adjusting to decreases physical strength and loss of health, adjusting to retirement and reduced income, coping with death of a husband or wife and preparing for one's own death periods (10).

### **Summary:**

To sum up, individuals are characterized by their personalities which develop over life span under influence of both intrinsic factors such as biological drives and extrinsic factors such as the several components of environment, society and family. Several theories were stated explaining the development of personality, the most famous of which is the Psychoanalytic theory developed by Freud. Personality development is divided into eight major stages each with its own features, developmental tasks and abnormalities. Such abnormalities could be repeated frustrations and thumb sucking during infancy, maladjustment, educational problems and nail biting in school children and in childhood in general and Anorexia nervosa in adolescence (4).

## **3. READ AND CHOOSE THE FEATURES WHICH CHARACTERISE YOUR PERSONALITY.**

### **Characteristics of a True Adult**

How can one classify a true adult? Many people directly attribute age to adulthood. The problem with this methodology becomes evident when you discuss the topic with various people of different cultural backgrounds. If you ask each of them what age they believe constitutes the point at which a person progresses from childhood into adulthood, their answers will always be different. Why? Because

every one of the answers are based on subjective opinion. Adulthood is not based on age; it's based strictly on emotional maturity.

So what constitutes emotional maturity, and thus adulthood? Here are 20 defining characteristics of a true adult:

1. Realizing that maturity is an ongoing process, not a state, and continuously striving for self improvement.
2. Able to manage personal jealousy and feelings of envy.
3. Has the ability to listen to and evaluate the viewpoints of others.
4. Maintains patience and flexibility on a daily basis.
5. Accepts the fact that you can't always win, and learns from mistakes instead of whining about the outcome.
6. Does not overanalyze negative points, but instead looks for the positive points in the subject being analyzed.
7. Is able to differentiate between rational decision making and emotional impulse.
8. Understands that no skill or talent can overshadow the act of preparation.
9. Capable of managing temper and anger.
10. Keeps other people's feeling in mind and limits selfishness.
11. Being able to distinguish between 'needs' and 'wants'.
12. Shows confidence without being overly arrogant.
13. Handles pressure with self composure.
14. Takes ownership and responsibility of personal actions.
15. Manages personal fears.
16. Able to see the various shades of grey between the extremes of black and white in every situation.
17. Accepts negative feedback as a tool for self improvement.
18. Aware of personal insecurities and self-esteem.
19. Able to separate true love from transitory infatuation.
20. Understanding that open communication is the key to progression.

Above all, true adults do what they have to do when it is required of them, and they do what they want when they can. They are able to distinguish between the two and manage their time and efforts accordingly.

#### **4. READ AND MAKE A LIST OF FEATURES THAT CHARACTERISE A MATURE PERSONALITY**

##### **Mature Personality**

Mature Personality is a positive label for people who are considered already achieved. Unfortunately, many people never thought to be mature. In fact, Mature Personality is the size of a healthy personality development. The Mature

Personality is defined differently by many people. This is reflected in the several opinions below.

Answering questions about the personality of a lecturer in the lecture in a faculty psychology, there are students who interpret Mature Personality as a patient, not excessive in expressing emotion, and good at managing relationships with others.

There also are interpreting the ability to solve various problems of life with wisdom. Some students pointed to the ability to fulfill the tasks of adulthood with a good development, as has the work and philosophy of life is steady, stable mental condition, and so forth.

This paper presents a more complete criteria of a Mature Personality of an elder who joined pioneering Psychology, namely **GORDON W. ALLPORT (1897-1967)**. Until now his theories (about the healthy personality) remain relevant.

Here are seven criteria of Allport about the specific qualities of healthy personality:

### **Expansion of Personal Feelings**

When people become mature, he developed concerns outside of themselves. Not enough to simply interact with something or someone outside ourselves. More than that, he must have a direct and full participation, which by Allport called “authentic participation”.

In view of Allport, the activity performed must be appropriate and important, or really meaningful to the person. If we think that job is important, doing his best work will make us feel good, and means that we become participants in the work authentic. This will give satisfaction for ourselves.

People who are more fully involved with various activities, people, or ideas, he is more psychologically healthy. This applies not only to work, but also relationships with family and friends, exasperation, and membership in a political, religious, and so forth.

### **Social Relations Warm**

Allport distinguishes two kinds of warmth in relationships with others, namely the capacity to develop intimacy and to feel touched. Psychologically healthy people are able to develop intimate relationships with parents, children, spouses, and friends. This is the result of the expansion of self-feeling and sense of identity is well developed.

There is a difference between people who love affair neurotic (not cooked) and a healthy personality (mature). Neurotic people should receive more love than capable of granting to others. If they give you love, it was given with conditions. In fact, the love of a healthy person is unconditional, not stifle or binding.

Warmth of the other types, namely compassion, is the result of the basic conditions of human understanding and feeling of kinship with all nations. Healthy people

have the capacity to understand the pain, suffering, fear and failure that is characteristic of human life.

The results of this kind of empathy is the patience of the behavior of others and do not tend to prosecute or punish. Healthy people can accept human weakness, and knowing he also has weaknesses. In contrast, neurotic people cannot afford to be patient and understand the universal nature of basic human experiences.

### **Emotional Security**

The main quality of a healthy human being is self acceptance. They accept all aspects of their existence, including the weaknesses, by not passively surrender to such shortcomings. In addition, a healthy personality is not captured by their emotions, and not trying to hide from those emotions.

They can control your emotions, so as not to interfere with interpersonal relationships. Control is not the way pressed, but directed into more constructive channels.

Another quality of a healthy personality is “looking forward to the disappointment”. It shows how a person reacts to pressures and constraints of various desires or the will. They are able to think of different ways to achieve the same goal.

Healthy people who are not free from feelings of insecurity and fear. However, they do not feel threatened and can cope with feeling a bit better than the neurotic.

### **Realistic Perceptions**

Healthy people view the world objectively. In contrast, neurotic people often understand the reality tailored to your wants, needs, and their own fears. Healthy people do not believe that another person or situation at hand is evil or good according to personal prejudices. They understand the reality as it is.

### **Skills and Tasks**

Allport emphasized the importance of work and the need to immerse yourself in the job. We need to have skills that are relevant to our work, and more than it should use those skills in a sincere and full of enthusiasm.

Commitment to healthy or mature person is so strong, so that could submerge all the ego defense. Dedication to the work associated with a sense of responsibility and a positive survival.

Work and responsibility to give meaning and sense of continuity to life. It is impossible to reach maturity and psychological health without doing an important job and do it with dedication, commitment and skill.

### **Understanding Yourself**

Understanding oneself is a difficult task. It requires effort to understand ourselves throughout life objectively. To achieve an adequate understanding of self-

understanding is required of him according to actual circumstances. If a picture of yourself understood closer to the actual circumstances, the individual has matured. Similarly, what a person thinks about himself, when the closer (same) with which other people thought about him, he is more mature. A healthy person is open to the opinions of others in formulating an objective picture of yourself.

People who have self teradap objectivity impossible to project his personal qualities to others (as others negative). He can judge others carefully, and he usually received well by others. He was also able to laugh at themselves through a healthy humor.

### **Life Philosophy**

Healthy people to look ahead, driven by long-term goals and plans. He has a sense of purpose, sense of duty to work through to completion as cornerstones of his life. Allport called these impulses as directness.

Directness that guide all aspects of one's life towards a goal or series, as well as providing a reason for living. We need to pull the remains of a meaningful goal. Without it we might have personality problems.

The framework of these objectives is the value, which together with the very important purpose in order to develop a philosophy of life. Having strong values that are characteristic of mature. Neurotic people have no value or have value fragmented and temporary, are not strong enough to unite all facets of life.

Conscience plays a role in determining the philosophy of life. Allport suggests the difference between a mature conscience with conscience is not ripe. That is not mature, her voice like a child: obedient and slavish, full of prohibitions and restrictions, are characterized by feelings of "should".

People who are not mature said, "I need to behave like this." Conversely, a mature man said, "I should behave like this." A mature conscience is a sense of obligation and responsibility to themselves and others, and may be rooted in religious values or ethical.

- *Give a definition*
- *Provide missing subtitles*
- *Give some other suggestions*

## **5. READ THE TEXT BELOW AND DICSUSS IN PAIRS**

### **What is a Mature Person?**

Mature person, in general, is defined as an individual who has achieved natural growth and development. It is having attained the final or desired state. To be

more specific, a mature person is one who is able to live life with principles and wisdom both gained through learning from others and by their own experiences. Mature person is able to lead life with high emotional intelligence that aids them to stay calm and think clearly during difficult moments. Mature person also knows how to keep a harmonious and win-win attitude towards other people because they have mastered the principles of relationship. Furthermore, a mature person is able to keep an independent mindset and consciously live life following the principles and purpose they have set for themselves, regardless of what other people think or say. And lastly, a mature person is able to understand that life is what you make it. That destiny is within a person's choice. As much, a mature person lives life making conscious decisions knowing that whatever the result is, they are the one responsible. They don't pass the blame or credit to other people.

### *Qualities of a Mature Person*

If you want to become a mature person, someone who can handle all reproofs and hardship of life with grace, strive to develop these basic four qualities of a mature person:

#### 1. Live with Integrity

Be committed to the truth regardless how much it hurts.

Be willing to tell the truth even if it's humiliating and difficult.

#### 2. Be Responsible

Learn to take responsibility and accountability of your own action.

Do not blame the results of your life to other people or circumstances.

Have humility and open-mind to accept negative opinion, faults and criticism.

Be willing to admit it when you are wrong and know how to apologize.

#### 3. Develop a Learner Attitude

Develop a teachable spirit that is willing to listen and expand your perspective.

Keep an open mind to hear counsel and respond to reproof.

#### 4. Be Available

Be open to interruption and be accessible.

Value and cherish a time well spent to people.

Set priorities and strive to follow it.

### Personal Development is the First Step to Maturity

Commonly, a mature person is often represented by age. We think that maturity only represents older men and women. But I have come to witness and observe that a mature person doesn't only denote old age, because I still see a lot of older men and women who have not attained a matured personality. These are people who can't still accept criticism and confrontation. Who tend to be offensive or

defensive to avoid being faulty or to prove their point. There are still a lot of old men and women who still don't know what they want to achieve and do with their life. And still finds it hard to communicate and relate to people. Furthermore, there are still old men and women who have not acquired emotional intelligence. They are still hardened by life trials and struggles, they still tend to succumb with self-pity and stress which leads them to depression.

On the other hand, there are increasing young adults who have achieved self-mastery and development despite their young age. They have acquired high level of emotional intelligence, they already know what they want, they can relate well to people and knows how to keep a win-win attitude, they stay focus on their priorities and important tasks, and they understand that life is what they make it. Oftentimes, these young adults who have attained mature personality at an early age are the ones who succeed and live a well-meaning life.

A mature person has achieved self-mastery through personal development and self-improvement. By learning and mastering the right principles and attitudes, a mature person can overcome any challenges life brings. If you want to become a mature person, take this as an opportunity to start improving your well-being through personal development.

The first step to becoming a mature person is through personal development and self-improvement. By keeping an open-mind to learn and apply the principles on personal growth, you will be able to develop yourself in living a more conscious life, like a mature person does.

Maturity is a choice. You can choose to live as a mature person that lives consciously with established principles and attitudes. Or you can choose to live as you are and continuously be beaten by the struggles and miseries because you have did not choose to develop mature attitudes.

## **WRITING AN ABSTRACT**

### **1. READ THE INFORMATION BELOW AND SUMMARISE THE KEY POINTS**

#### **SAMPLE ABSTRACTS**

##### **History/social science:**

*"Their War": The Perspective of the South Vietnamese Military in Their Own Words*

*Author: Julie Pham (UCB participant in UC Day 2001)*



Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history & oral histories with Vietnamese immigrants & this project will contribute to future research on similar topics.

### **Humanities:**

*Violence, Subalternity, and El Corrido Along the US/Mexican Border*

*Author: Roberto Hernandez (UCB participant in UC Day 2001)*

The Geopolitical divide that separates the United States and Mexico has long plagued the region with violence and conflict. However, its extent and political nature is often overshadowed and undermined by mainstream information outlets. The boundary inspires polarized reactions: tough on crime/immigration rhetoric from politicians and enforcement officials & exemplified in current border militarization & and appeasement through feel-good news reporting. Such contradictions desensitize and deny the essence and root cause of the conflict & an ongoing sociopolitical, cultural, and economic struggle between the two nations. While information transmission in the north has a U.S. focus, south of the divide knowledge distribution is very Mexico-centered. However, the border region acts as a third space that gives birth to a distinct border gnosis, a unique form of knowledge construction among subaltern communities on both its sides. One form of subalternity, corridos, (border folk ballads), has functioned to create an alternative discourse to the borderlands imaginary. This study is an examination of the analysis and critique found in corridos that seek a critical approach to the violence at the nations' shared edges and its ensuing political implications. To illustrate their subaltern function, I will examine two incidents: the 1984 McDonalds shooting in San Ysidro, California, and the 1997 death of Ezequiel Hernández in Redford, Texas. these cases are indicative of the politically charged environment of a border region that in becoming an increasingly militarized zone

has also set the stage for a cultural battle amongst different forms of knowledge construction and legitimation.

## **Social Science**

*“Subtype of Autism: Developmental Verbal Dyspraxia”*

*Amanda Babin and Morton Gernbascher (Mentor), Psychology*

The purpose of this research is to identify a subtype of autism called Developmental Verbal Dyspraxia (DVD). DVD is a motor-speech problem, disabling oral-motor movements needed for speaking. The first phase of the project involves a screening interview where we identify DVD and Non-DVD kids. We also use home videos to validate answers on the screening interview. The final phase involves home visits where we use several assessments to confirm the child’s diagnosis and examine the connection between manual and oral motor challenges. By identifying DVD as a subtype of Autism, we will eliminate the assumption that all Autistics have the same characteristics. This will allow for more individual consideration of Autistic people and may direct future research on the genetic factors in autism.

*“Fostering H.O.P.E.: Helping Overcome Poverty through Education for Teen Moms”*

*Angela Cunningham and Sherrill Sellers (Mentor), Social Work*

This program was designed to address the prevalent issues of teen parenthood and poverty. The idea was to introduce and reinforce the importance of obtaining a post secondary education to teen mothers in their junior or senior year of high school. The program ran for eight weeks during the summer of 2003. Participants met once a week to participate in group building activities, get insights to what it will take to finish school, and receive information on services that are available to help them along the way. The young women also had the opportunity to tour the UW and MATC campuses. The participants walked away from the program with a sense of hope that they are able to pursue their dreams despite their difficult situations.

## **How to write an abstract**

### **What is an abstract?**

An abstract is a succinct summary of a longer piece of work, usually academic in nature, which is published in isolation from the main text and should therefore stand on its own and be understandable without reference to the longer piece. It should report the latter's essential facts, and should not exaggerate or contain material that is not there.

Its purpose is to act as a reference tool (for example in a library abstracting service), enabling the reader to decide whether or not to read the full text.

Two common reasons for writing an abstract are

1. to summarize a longer piece of work published as a journal article, thesis, book or web page, an existing article for the purposes of a journal,
2. or to submit an application to write a paper for a conference.

### **How to go about the writing process**

1. Start by writing a statement of the paper's purpose, which should be as succinct as possible. If you include background keep this to a minimum and only include such information as to provide a context.
2. Summarize the paper, reporting its main facts. Remember the following points:
  - Follow the chronology of the paper and use its headings as guidelines.
  - Do not include unnecessary detail.
  - You are writing for an audience "in the know" – you can use the technical language of your discipline or profession, providing you communicate your meaning clearly, and bear in mind that you are writing to an international audience.
  - Make sure that what you write "flows" properly, that there are "connecting words" (e.g. consequently, moreover, for example, the benefits of this study, as a result, etc.) and/or the points you make are not disjointed but follow on from one another.
  - Use the active rather than the passive voice, e.g. "The study tested" rather than "It was tested in this study".
  - The style of writing should be dense, and sentences will probably be longer than usual.
3. You should by now have a draft, which will probably be too long. Here are some points to remember in cutting:
  - cut out any unnecessary words that do not add to the meaning, **but**
  - make sure that the abstract is not so "cut" as to be unreadable; use full sentences, direct and indirect articles, connecting words, etc. An abstract should use continuous prose, not notes.
4. Read through your draft, making sure that it covers the main points listed above, and that there are no grammatical, spelling or typographical errors, also that it "flows" properly.
5. If possible, get a colleague to read through your abstract as a form of "peer review".
6. Submit!

If you have difficulty with the general purpose statement or with summarizing your article, it may be because the article's general concept is not that clear, or perhaps your research design or approach needs revisiting.

#### **Instructions for writing a structured abstract**

##### **1. Write the abstract**

###### **Purpose**

What are the reason(s) for writing the paper or the aims of the research?

###### **Design/methodology/approach**

How are the objectives achieved? Include the main method(s) used for the

research. What is the approach to the topic and what is the theoretical or subject scope of the paper?

### **Findings**

What was found in the course of the work? This will refer to analysis, discussion, or results.

### **Research limitations/implications (if applicable)**

If research is reported on in the paper this section must be completed and should include suggestions for future research and any identified limitations in the research process.

### **Practical implications (if applicable)**

What outcomes and implications for practice, applications and consequences are identified? How will the research impact upon the business or enterprise? What changes to practice should be made as a result of this research? What is the commercial or economic impact? Not all papers will have practical implications.

### **Social implications (if applicable)**

What will be the impact on society of this research? How will it influence public attitudes? How will it influence (corporate) social responsibility or environmental issues? How could it inform public or industry policy? How might it affect quality of life? Not all papers will have social implications.

### **Originality/value**

What is new in the paper? State the value of the paper and to whom.

## **2. Using keywords**

Using keywords is a vital part of abstract writing, because of the practice of retrieving information electronically: keywords act as the search term. Use keywords that are specific, and that reflect what is essential about the paper. Put yourself in the position of someone researching in your field: what would you look for? Consider also whether you can use any of the current "buzzwords".

## **7. READ AND CHOOSE 3 COMMANDMENTS YOU LIKE/DISLIKE THE MOST**

### *10 Commandments for a Good Life*

A good life is when you assume nothing, do more, need less, smile often and realize how fortunate you are right now. It's about the simple pleasures that make you happy, the compassionate deeds you perform, the personal goals you strive to achieve, the relationships you nurture and the legacy you leave behind.

*I. I am not perfect and I will not try to be.*

Think of how many things don't get done in this world simply because people are waiting for the perfect time, place and circumstance.

The real world doesn't reward perfectionists. It rewards people who get things done. And the only way to get things done is to be imperfect 99% of the time. (Read Too Perfect.)

*II. I cannot, and will not try, to please everyone.*

No matter what you do or how you do it, there will always be people that disagree with what you're doing. That's life. So don't try please everyone. Simply do what I know is right.

And remember, it doesn't matter how many people don't get it, it matters how many people do.

*III. I will take part in something I believe in.*

This could be anything. Some people take an active role in their city council, some find refuge in religious faith, some join social clubs supporting causes they believe in and others find passion in their careers. In each case the psychological outcome is the same. They engage themselves in something they strongly believe in. This engagement brings happiness and meaning into their lives.

*IV. I will prioritize my obligations and do important things first.*

Set priorities for yourself and act accordingly. It's the only way to get things done. It's the only way to turn a dream into a reality. (Read Getting Things Done.)

*V. I will choose my friends wisely.*

Your friends are family you choose. So make sure you choose friends who are worthy of your time and attention.

Surround yourself with people who reflect the person you want to be. Choose friends who you are proud to know, people you admire, who love and respect you – people who make your day a little brighter simply by being in it.

*VI. I will help others when I am able.*

In life, you get what you put in.

When you make a positive impact in someone else's life, you also make a positive impact in your own life. The more you help others, the more they will want to help you.

*VII. I will focus on the positive.*

Positive thinking is at the forefront of every great success story. The mind must believe it can do something before it is capable of actually doing it.

The way to overcome negative thoughts and destructive emotions is to develop opposing, positive emotions that are stronger and more powerful. Listen to your self-talk and replace negative thoughts with positive ones. Regardless of how a situation seems, focus on the next positive step forward.

*VIII. I can only be me.*

Judy Garland once said, "Always be a first rate version of yourself instead of a second rate version of somebody else." Live by this statement.

There is no such thing as living in someone else's shoes. The only shoes you can occupy are your own. If you aren't being yourself, you aren't truly living – you're merely existing. And ask yourself this: If you don't like who you really are, why should I like you?

Trying to be somebody you're not is not sexy. Be you. That's when you're beautiful.

*IX. I will be here now.*

Life is happening right now. Instead of dwelling on the past or worrying about the future, practice being and living in the present moment.

Remember, right now is the only moment guaranteed to you. Right now is life. Don't miss it. (Read *Zen and the Art of Happiness*.)

*X. Life never gets any better, only my perception of it does.*

The world around you changes when you change.

If you awake every morning with the thought that something wonderful will happen in your life today, and you pay close attention, you'll often find that you're right. The opposite is also true. The choice is yours to make.

## **8. LOOK THROUGH THE REGRETS PEOPLE MAY HAVE. WHAT SUGGESTIONS CAN YOU GIVE TO AVOID THEM IN FUTUTE?**

**I wish someone told me when I was 18:**

*Commit yourself to making lots of mistakes.* – Mistakes teach you important lessons. The biggest mistake you can make is doing nothing because you're too scared to make a mistake. So don't hesitate – don't doubt yourself. In life, it's rarely about getting a chance; it's about taking a chance. You'll never be 100% sure it will work, but you can always be 100% sure doing nothing won't work. Most of the time you just have to go for it! And no matter how it turns out, it always ends up just the way it should be. Either you succeed or you learn something. Win-Win. Remember, if you never act, you will never know for sure, and you will be left standing in the same spot forever.

*Find hard work you love doing.* – If I could offer my 18-year-old self some real career advice, I'd tell myself not to base my career choice on other people's ideas, goals and recommendations. I'd tell myself not to pick a major because it's popular, or statistically creates graduates who make the most money. I'd tell myself that the right career choice is based on one key point: Finding hard work you love doing. As long as you remain true to yourself, and follow your own interests and values, you can find success through passion. Perhaps more importantly, you won't wake up several years later working in a career field you despise, wondering "How the heck am I going to do this for the next 30 years?"

So if you catch yourself working hard and loving every minute of it, don't stop. You're on to something big. Because hard work ain't hard when you concentrate on your passions.

*Invest time, energy and money in yourself every day.* – When you invest in yourself, you can never lose, and over time you will change the trajectory of your life. You are simply the product of what you know. The more time, energy and money you spend acquiring pertinent knowledge, the more control you have over your life.

*Explore new ideas and opportunities often.* – Your natural human fears of failure and embarrassment will sometimes stop you from trying new things. But you must rise above these fears, for your life's story is simply the culmination many small, unique experiences. And the more unique experiences you have, the more interesting your story gets. So seek as many new life experiences as possible and be sure to share them with the people you care about. Not doing so is not living.

*When sharpening your career skills, focus more on less.* – Think in terms of Karate: A black belt seems far more impressive than a brown belt. But does a brown belt really seem any more impressive than a red belt? Probably not to most people. Remember that society elevates experts high onto a pedestal. Hard work matters, but not if it's scattered in diverse directions. So narrow your focus on learning fewer career related skills and master them all.

*People are not mind readers.* Tell them what you're thinking. – People will never know how you feel unless you tell them. Your boss? Yeah, he doesn't know you're hoping for a promotion because you haven't told him yet. That cute girl you haven't talked to because you're too shy? Yeah, you guessed it; she hasn't given you the time of day simply because you haven't given her the time of day either. In life, you have to communicate with others. And often, you have to open your vocal cords and speak the first words. You have to tell people what you're thinking. It's as simple as that.

*Make swift decisions and take immediate action.* – Either you're going to take action and seize new opportunities, or someone else will first. You can't change anything or make any sort of progress by sitting back and thinking about it. Remember, there's a huge difference between knowing how to do something and actually doing it. Knowledge is basically useless without action.

*Accept and embrace change.* – However good or bad a situation is now, it will change. That's the one thing you can count on. So embrace change, and realize that change happens for a reason. It won't always be easy or obvious at first, but in the end it will be worth it.

*Don't worry too much about what other people think about you.* – For the most part, what other people think and say about you doesn't matter. When I was 18, I

let the opinions of my high school and early college peers influence my decisions. And, at times, they steered me away from ideas and goals I strongly believed in. I realize now, ten years later, that this was a foolish way to live, especially when I consider that nearly all of these people whose opinions I cared so much about are no longer a part of my life. Unless you're trying to make a great first impression (job interview, first date, etc.), don't let the opinions of others stand in your way. What they think and say about you isn't important. What is important is how you feel about yourself.

*Always be honest with yourself and others.* – Living a life of honesty creates peace of mind, and peace of mind is priceless. Period.

*Talk to lots of people in college and early on in your career.* – Bosses. Colleagues. Professors. Classmates. Social club members. Other students outside of your major or social circle. Teaching assistants. Career advisors. College deans. Friends of friends. Everyone! Why? Professional networking. I have worked for three employers since I graduated from college (I left my first two employers by choice on good terms), but I only interviewed with the first employer. The other two employers offered me a job before I even had a formal interview, based strictly on the recommendation of a hiring manager (someone I had networked with over the years). When employers look to fill a position, the first thing they do is ask the people they know and trust if they know someone who would do well in the position. If you start building your professional network early, you'll be set. Over time, you'll continue talking to new people you meet through your current network and your network's reach and the associated opportunities will continue to snowball for the duration of your career.

*Sit alone in silence for at least ten minutes every day.* – Use this time to think, plan, reflect, and dream. Creative and productive thinking flourish in solitude and silence. With quiet, you can hear your thoughts, you can reach deep within yourself, and you can focus on mapping out the next logical, productive step in your life.

*Ask lots of questions.* – The greatest 'adventure' is the ability to inquire, to ask questions. Sometimes in the process of inquiry, the search is more significant than the answers. Answers come from other people, from the universe of knowledge and history, and from the intuition and deep wisdom inside yourself. These answers will never surface if you never ask the right questions. Thus, the simple act of asking the right questions is the answer.

*Exploit the resources you do have access to.* – The average person is usually astonished when they see a physically handicap person show intense signs of emotional happiness. How could someone in such a restricted physical state be so happy? The answer rests in how they use the resources they do have. Stevie



Wonder couldn't see, so he exploited his sense of hearing into a passion for music, and he now has 25 Grammy Awards to prove it.

*Live below your means.* – Live a comfortable life, not a wasteful one. Do not spend to impress others. Do not live life trying to fool yourself into thinking wealth is measured in material objects. Manage your money wisely so your money does not manage you. Always live well below your means.

*Be respectful of others and make them feel good.* – In life and business, it's not so much what you say that counts, it's how you make people feel. So respect your elders, minors, and everyone in between. There are no boundaries or classes that define a group of people that deserve to be respected. Treat everyone with the same level of respect you would give to your grandfather and the same level of patience you would have with your baby brother. Supporting, guiding, and making contributions to other people is one of life's greatest rewards. In order to get, you have to give.

*Excel at what you do.* – There's no point in doing something if you aren't going to do it right. Excel at your work and excel at your hobbies. Develop a reputation for yourself, a reputation for consistent excellence.

*Be who you were born to be.* – You must follow your heart, and be who you were born to be. Some of us were born to be musicians – to communicate intricate thoughts and rousing feelings with the strings of a guitar. Some of us were born to be poets – to touch people's hearts with exquisite prose. Some of us were born to be entrepreneurs – to create growth and opportunity where others saw rubbish. And still, some of us were born to be or do whatever it is, specifically, that moves you. Regardless of what you decide to do in your lifetime, you better feel it in every fiber of your being. You better be born to do it! Don't waste your life fulfilling someone else's dreams and desires.

## **9. READ AND DEFINE THE MAIN DEVELOPMENT GOALS.**

### **Personal Development Goals**

#### *Examples*

"I don't do different things, I do things differently." - is a well-known quote by Shiv Khera, the famous management guru. Personal development does not necessarily mean that you have to do something 'extraordinary'. The example of personal goals set should meet the person's own needs and help propel him/her forward to success. Personal development indicates both individual self-development and the development of others. Mentors, teachers, doctors, managers bring about development of others along with development of their own

personality. There are various management development programs, tools and methods; with the help of which you can achieve your goals. The strategies taught by management gurus help overcome the difficulties and reach the final destination. At the individual level, personal development includes plans or actions tailored to achieve one or more of the following personal development goals. Here is a list of examples of personal goals:

### **Personal Development Goals Examples**

#### **Examples of personal goals may include**

- Building your own identity
- Becoming the person you aspire to
- Fixing your priorities
- Specifying your values
- Determining your lifestyle
- Defining your ethics
- Improving your knowledge, potential and awareness
- Enhancing the quality of your life
- Developing strengths, learning techniques or methods to achieve wisdom
- Fulfilling aspirations
- Building human capital
- Defining and executing personal development plans.

Have you ever noticed that major religious practices such as prayer, music, dance, singing, chanting, poetry, writing and sports etc., are nothing but personal development programs or tools. These tools were designed to help perform various functions, such as health improvement or aesthetic satisfaction, but they can also be linked to 'final goals' of personal development. They do help discover the true meaning of your life or living good life. Examples of personal goals cannot be considered as 'personal' forever, as they often continue to influence family values, education, management at workplace or rather every aspect of life. Personal development goals play an important role in leadership and management. Here are some examples of personal development goals at work.

### **Examples of Personal Development Goals at Work**

Here are sample personal development goals:

- To increase level of professionalism and efficiency
- To communicate effectively with all colleagues and boss
- To recognize and appreciate work of others
- To create a new strategy for maximum output with minimum resources
- Learn what is required to enhance your performance (continuing education)
- Learn stress relieving techniques

I think you would accept the fact that your goals at this point of time would be surrounded by the roles that you are currently fulfilling.

Setting personal development goals for managers is crucial. Without these goals their career can be ruined. Learning new management skills, developing positive thinking, learning new techniques of human resource management, adopting negotiation skills, learning the art of dealing with difficult people are some examples of personal goals for managers.

While setting a goal, you should just check how the goal is going to affect you in the four areas of life; body, heart, mind, and spirit. You should set meaningful, realistic and professional 'development goals' to make progress towards your ideal life. Setting long-term goals is as essential as setting weekly or daily goals. You need to set SMART goals, no matter where you work or what you do, because SMART goals are based on the principle that goals could be easily achieved if they are Specific, Measurable, Attainable, Relevant, and Time-Bound.

Properly set goals lead you towards the path of success, allow you to take risks and set challenges. If you have set goals, then only, you keep on trying, despite obstacles and difficulties. Here, I remember a famous quote by Henry Ford - "Obstacles are those frightful things you see when you take your eyes off your goal." Goals help you control your emotions and fears when the going gets rough. Achieving small goals makes you more and more confident and you can easily set and achieve big goals then. Goal setting is very personal; but I hope you found the above 'personal development goals examples' helpful. While setting new goals, you should look inward to understand what it is you truly want to accomplish. Setting personal goals requires discipline, time, and an ardent desire to make changes in your personality and lifestyle.

## **REPORT WRITING**

Report writing is an essential skill for professionals.

A report aims to inform, as clearly and succinctly as possible.

Below we give some general guidelines, but you should check with your lecturer for more detail on what is expected.

A report is similar to an essay in that both need:

- formal style
- introduction, body and conclusion
- analytical thinking
- careful proof-reading and neat presentation

A report differs from an essay in that a report:

- presents information, not an argument
- is meant to be scanned quickly by the reader
- uses numbered headings and sub-headings

- uses short, concise paragraphs and dot-points where applicable
- uses graphics wherever possible (tables, graphs, illustrations)
- may need an abstract (sometimes called an executive summary)
- does not always need references and bibliography
- is often followed by recommendations and/or appendices

A report should generally include the following sections.

(Sections marked with an asterisk (\*) are essential: others are optional depending on the type, length and purpose of the report.)

- Letter of transmittal
- Title page\*
- Table of contents
- List of abbreviations and/or glossary
- Executive summary/abstract
- Introduction\*
- Body\*
- Conclusion\*
- Recommendations
- Bibliography
- Appendices

Presentation and style are important. First impressions count, so consider these simple tips:

- use plenty of white space
- ensure the separate parts of your report stand out clearly
- use subheadings
- allow generous spacing between the elements of your report
- use dot points/ numbers/ letters to articulate these elements
- use tables and figures (graphs, illustrations, maps etc) for clarification.
- number each page
- use consistent and appropriate formatting
- use formal language

Avoid these:

- the inclusion of careless, inaccurate, or conflicting data
- the inclusion of outdated or irrelevant data
- facts and opinions that are not separated
- unsupported conclusions and recommendations
- careless presentation and proof-reading
- too much emphasis on appearance and not enough on content.

Introduction

Report writing is an essential skill for professionals in almost every field: accountants, teachers, graphic designers, information scientists (the list goes on). That's one of the reasons why your lecturers will almost certainly require you to write reports during your period of study at the University of Canberra. A report aims to inform, as clearly and succinctly as possible. It should be easy to read, and professional in its presentation.

Exactly what you include in your report and how you present it will vary according to your discipline and the specific purpose of the report. Here we give some general guidelines, but you should check with your lecturer for more detail on what is expected.

Reports and essays—what’s the difference?

A common problem is that students transfer what they have learned about essay writing to report writing.

Both essays and reports need:

- formal style
- careful proof-reading and neat presentation
- introduction, body and conclusion
- analytical thinking

But there are some essential differences between the two.

A Report	An Essay
Presents information	Presents an argument
Is meant to be scanned quickly by the reader	Is meant to be read carefully
Uses numbered headings and sub-headings	Uses minimal sub-headings, if any.
May not need references and bibliography/reference list	Always needs references and bibliography/reference list
Uses short, concise paragraphs and dot-points where applicable	Links ideas into cohesive paragraphs, rather than breaking them down into a list of dot-points
Uses graphics wherever possible (tables, graphs, illustrations)	Rarely uses graphics
May need an abstract (sometimes called an executive summary)	Will only need an abstract if it is very long, or if your lecturer asks for one specifically
May be followed by recommendations and/or appendices	Seldom has recommendations or appendices

Report structure

What follows is a generic structure for reports. Using this structure will help to give your report the correct level of formality; it will also help to ensure that you do not leave out anything important. However, the actual structure required by your discipline may not be exactly what is represented here - you should check with your lecturer.

A report should generally include the following sections.

(Sections marked with an asterisk (\*) are essential: others are optional depending on the type, length and purpose of the report.)

- Letter of transmittal
- Title page\*
- Table of contents
- List of abbreviations and/or glossary
- Executive summary/abstract
- Introduction\*
- Body\*
- Conclusion\*
- Recommendations
- Bibliography
- Appendices

#### Letter of transmittal

(only if specified by your lecturer)

This is a letter to the person who commissioned the report, in which you effectively hand over your work to that person. Include:

- a salutation (eg. Dear Ms Podolinsky)
- the purpose of the letter (eg. Here is the final version of the report on 'Underwater Welding' which was commissioned by your organisation.)
- the main finding of the report
- any important considerations
- an acknowledgement of any significant help
- an expression of pleasure or gratitude (eg. Thank you for giving us the opportunity to work on this report.)

#### Title page

This must contain:

- the report title which clearly states the purpose of the report
- full details of the person(s) for whom the report was prepared
- full details of the person(s) who prepared the report
- the date of the presentation of the report

#### Table of Contents

(usually only if the report is longer than, say, ten pages)

This is a list of the headings and appendices of the report. Depending on the complexity and length of the report, you could list tables, figures and appendices separately. Make sure the correct page numbers are shown opposite the contents.

Up-to-date word processing packages can generate a table of contents for you.

#### Abbreviations and/or glossary

If necessary, you should provide an alphabetical list of the abbreviations you have used in the report, especially if they may not be familiar to all readers of the report. If you have used a lot of technical terms, you should also provide a glossary (an alphabetical list of the terms, with brief explanations of their meanings).

#### Acknowledgements (if appropriate)

This is a short paragraph thanking any person or organisation which gave you help in collecting data or preparing the report.

#### Abstract (Summary or Executive Summary)

An abstract is quite different from an introduction. It is a summary of the report, in which you include one sentence (or so) for every main section of your report. For example, you can include:

- the context of the research
- the purpose of the report
- the major findings (you may need several sentences here)
- the conclusions
- the main recommendations

Write the abstract after you have written the report.

#### Introduction

- Give enough background information to provide a context for the report.
- State the purpose of the report.
- Clarify key terms and indicate the scope of the report (ie what the report will cover).

#### Body

The content of the body depends on the purpose of the report, and whether it is a report of primary or secondary research.

A report of *primary research* (based on your own observations and experiments) would include:

- Literature review (what other people have written about this topic. See our webpage for hints on writing a [literature review](#)). The literature review should lead towards your research question.
- Method (summarises what you did and why). Use the past tense.
- Findings or results (describes what you discovered, observed, etc, in your observations and experiments). Use the past tense.
- Discussion (discusses and explains your findings and relates them to previous research). Use the present tense to make generalisations.

A report of *secondary research* (based on reading only) would include:

- Information organised under appropriate topics with sub-headings. It is unlikely that your report will discuss each source separately. You need to synthesise material from different sources under topic headings.
- Analysis/discussion of the sources you are reporting.

#### Conclusion

Sum up the main points of the report. The conclusion should clearly relate to the objectives of your report. No surprises please! (that is, don't include new information here.)

#### Recommendations (if appropriate)

These are suggestions for future action. They must be logically derived from the body of your report.

#### Bibliography

(See our page on Using References for more information).

#### Appendices

An appendix contains material which is too detailed, technical, or complex to include in the body of the report (for example, specifications, a questionnaire, or a

long complex table of figures), but which is referred to in the report. Appendices are put at the very end of the report, after everything else. Each appendix should contain different material. Number each appendix clearly.

#### Presentation of the report

The content and structure of your report is important; so is the presentation and style. First impressions count, so consider these simple tips to ensure your report is reader-friendly:

- use plenty of white space
- ensure the separate parts of your report stand out clearly
- use subheadings
- allow generous spacing between the elements of your report
- use dot points/ numbers/ letters to articulate these elements
- use tables and figures (graphs, illustrations, maps etc) for clarification. Label them clearly and cite the source. These graphics should relate to the text of your report; for example, *Figure 1 shows that the population of Bandung has increased dramatically since 1890*, or *The population of Bandung has increased dramatically since 1890 (see Figure 1)*.
- number each page (a neat header and/or footer makes your work look more professional)
- use consistent and appropriate formatting (you may like to follow the report format supplied with your word processing package)
- use formal language. It would be worth having a look at the language which is used in other, similar reports to check out useful expressions and terms.

#### Common problems

Some common problems with research report writing that you should take care to avoid are:

- the inclusion of careless, inaccurate, or conflicting
- the inclusion of outdated or irrelevant data
- facts and opinions that are not separated
- unsupported conclusions and recommendations
- careless presentation and proof-reading
- too much emphasis on appearance and not enough attention to solid content.

## 10.SELF-CHECK

### CONSOLIDATION AND REVISION

#### LISTENING

*1.You will hear a part of a lecture devoted to creativity in the process of personal development. Listen and write give the answers to the questions below.*

1.How does the author define creativity? \_\_\_\_\_



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2.How can a creative personality be recognized?\_\_\_\_\_

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3.In which areas of work is it useful to be creative?\_\_\_\_\_

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4.What is the difference between creativity and innovation?\_\_\_\_\_

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8 points

*2. Listen to the second part of the lecture. Put the following stages of the model of the creative process in the correct order.*

- \_\_\_\_\_Illumination
- \_\_\_\_\_Preparation
- \_\_\_\_\_Verification
- \_\_\_\_\_Intimation
- \_\_\_\_\_Incubation

10 points

#### USE OF LANGUAGE

*1.Match the stages of the personal development (according to E.Ericson's theory) with the ages and the existential questions of each period.*

1. Competence: Industry vs. Inferiority.
2. Hopes: Trust vs. Mistrust.
3. Identity vs. Role Confusion
4. Love: Intimacy vs. Isolation
5. Purpose: Initiative vs. Guilt.
6. Will: Autonomy vs. Shame & Doubt .
7. Wisdom: Ego Integrity vs. Despair.
8. Care: Generativity vs. Stagnation.

- a. Adolescence, 13 to 21 years, *Who Am I? What Can I Be?*
- b. Birth to Infants 12-18 Months, *Can I Trust The World?*
- c. Childhood, 5 to 13 years, *Can I Make It In The World Of People And Things?*
- d. Middle Adulthood, 41 to 65 years *Can I Make My Life Count?*
- e. Preschool, 3 to 5 years, *Is It Ok For Me To Do, Move and Act?*
- f. Seniors 65 years onwards, *Is It Ok To Have Been Me?*
- g. Toddlers, 18 mon. to 3 years, *Is It Ok To Be Me?*
- h. Young Adults, 21 to 40 years *Can I Love?*

4 points

## 2. Fill in the missing words

### Why do politicians develop such a bad reputation?

There is 1\_\_\_\_\_ difference between public service and politics, although the two concepts are supposed to 2\_\_\_\_\_ interchangeable. Citizens may support their hardworking elected representatives, 3\_\_\_\_\_ passionately disdain power-hungry dirty politicians. Why do so many politicians have a bad 4\_\_\_\_\_ when their job descriptions seem so noble and self-sacrificing?

A life of public service and law making is not an 5\_\_\_\_\_ for social introverts, so many candidates for local offices are already notorious overachievers 6\_\_\_\_\_ more than enough self-confidence. Candidates 7\_\_\_\_\_ political office are often very ambitious by nature, and with ambition can come a level 8\_\_\_\_\_ moral and ethical flexibility. Some bad reputations develop because the politician has 9\_\_\_\_\_ had to compromise any number of personal beliefs in order to gain votes or popularity.

There is also the adage 10\_\_\_\_\_ power corrupts, and absolute power corrupts absolutely. Some politicians have a bad reputation because the power of the office has corrupted them 11\_\_\_\_\_ some way. Professional lawmakers, judges and others in position of power over citizens are constantly approached 12\_\_\_\_\_ lobbyists, special interest groups and influential private citizens who all want them 13\_\_\_\_\_ provide favors. Many politicians do have enough integrity to 14\_\_\_\_\_ corruption, but unfortunately some are not as strong. A politician 15\_\_\_\_\_ significant pressure can make some questionable decisions, which 16\_\_\_\_\_ turn could lead to accusations of wrongdoing or deriving personal benefit 17\_\_\_\_\_ an office.

Historically, there have 18\_\_\_\_\_ numerous examples of dirty politics practiced 19\_\_\_\_\_ equally dirty politicians. 20\_\_\_\_\_ for the majority of honest office holders, these incidents often dominate the 21\_\_\_\_\_ media. Consequently, a number 22\_\_\_\_\_ effective politicians have a bad reputation only by association. If one politician is capable 23\_\_\_\_\_ dirty tricks or dereliction of duty, then they may all be equally capable of some wrongdoing. This general 24\_\_\_\_\_ of

politicians becomes even more pronounced during election campaigns, where candidates have the leverage to expose each other's political and personal shortcomings.

Professional lawmaking and public service 25\_\_\_\_\_ require a certain amount of personal and professional sacrifice, 26\_\_\_\_\_ many private sector jobs are more lucrative and less demanding than politics. Sometimes, a politician gets a bad reputation 27\_\_\_\_\_ he or she is driven people with good intentions, but 28\_\_\_\_\_ has poor managerial skills or a controversial public persona. Some very effective politicians look bad on paper, but are in reality well respected in the political 29\_\_\_\_\_.

58 points

#### WRITING A REPORT (200-250words)

1. *Main tasks of the personal development.*
2. *What makes a mature personality?*
3. *Write a biography of an outstanding personality.*
4. *Factors that determine a successful development of a Ukrainian politician.*
5. *Challenges that prevent a personality from personal growth.*
6. *What should the Ukrainian government do to reduce the number of problems adolescents face in our country?*

20points

# VOCABULARY LIST

## PERSONALITY

1. A product of observation and mimicry
2. A psychoanalyst
3. An actor (the doer)
4. Adjourning
5. Agism
6. Behaviorism
7. Benefits and costs
8. Biological sex
9. Blue collar
10. Changing circumstances
11. Comparison level of alternatives
12. Decision-making process
13. Demographic, social and cultural facts
14. Dependency
15. Deviance
16. Economic inequalities
17. Economically-oriented cultures
18. Egalitarian cultures
19. Expectations
20. Facilitator
21. Famininity of a person
22. Feedback
23. Functional prerequisites
24. Gender differences
25. Gold collar
26. Group dynamics
27. Group selection
28. Human interactions
29. Identity
30. Identity crises
31. Inaccessibility of resources
32. Inappropriate language
33. Intention of maximizing benefits
34. Interpersonal relations
35. Lack of social mobility
36. Large-scale groups (i.e. communities)
37. Lower class
38. Maintenance of status quo
39. Masculinity of a person

- 40.Means of production
- 41.Middle class
- 42.Non-stratified societies
- 43.Permanent leadership
- 44.Personal choices
- 45.Pink collar
- 46.Political power
- 47.Preconceptions
- 48.Qualitative methods
- 49.Quantitative methods
- 50.Ranking of social groups
- 51.Reciprocal altruism
- 52.Regulation mechanisms
- 53.Reinforcement theory
- 54.Self
- 55.Sexism
- 56.Social casts
- 57.Social change
- 58.Social classes
- 59.Social cognition
- 60.Social dynamics
- 61.Social exchange theory
- 62.Social identity
- 63.Social inequality
- 64.Social institutions
- 65.Social interaction
- 66.Social learning theory
- 67.Social norms
- 68.Social order
- 69.Social psychology (sociology)
- 70.Social research
- 71.Social status
- 72.Social structure
- 73.Social structures
- 74.Socialization
- 75.Society and culture
- 76.Stratification
- 77.Subjective sense of costs
- 78.Symbolic interaction
- 79.The development of the individual
- 80.The resistance of others
- 81.Theoretical issues
- 82.Threat of punishment
- 83.Universal hierarchies

84. Upper class
85. White collar
86. Working class
87. To address topics
88. To avoid misleading conversation
89. To avoid offensive conversation
90. To eliminate barriers
91. To examine positions
92. To explain human socialization
93. To explain the notion
94. To foresee the effects
95. To place emphasis
96. To predict human behavior
97. To shape the behaviour of actors within some social systems
98. To stabilize the existence
99. To supply roles
100. To take into account each actor's subjective sense

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