

JOHARI WINDOW APPROACH IN MENTORING MANAGEMENT STUDENTS- AN EMPIRICAL STUDY OF UP AND UTTARAKHAND (INDIA)

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Abstract

A need for efficient mentoring plan for personality enhancement in different academic campuses is well acknowledged in the literature but most of those programs are unproductive, thus leading to a high rate of student backouts at the initiation stage. One of the key reasons why some programs fail is that student often lack the understanding of what the mentoring process is all about? The primary requirement of personality enhancement include self-awareness, openness which has two aspects-self-disclosure and use of feedback. In addition, perceptiveness or sensitivity to others feelings is also important. The current paper studies possible scope of Johari Window framework approach in mentoring management students.

Keywords: Cognitive Behavior, Mentoring, Self Disclosure, Openness to Feedback, Perceptiveness, Johari Window.



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Introduction

Fundamentally Mentoring is a form of professional socialization wherein a more experienced individual acts as a guide, role model, teacher and patron of a less experienced person with an aim of make latter party aware and conscious about ideal life goals. Mentoring is growing its recognition across various academic premises as an approach or tool for personality and professional excellence of Management students. Despite, it struggles with conceptual clarity due to absence of systematic approach and unmethodical application.

A framework based approach for mentoring can indeed assure better and defined deliverables for management students for development. It is significant to note here mentoring in professional education faces additional challenges of diverse scope for application and lack of self awareness among the mentees.

Johari Window, developed by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955. is a popular model for self awareness, which is widely used for personality effectiveness. It focuses on two key dimensions for understanding i.e. the feature

of a person's behavior and mode that are known to him (**the self**) and second feature is of his behavior that are known to those with whom he interacts (**the Others**). Johari Window is the framework based on cognitive Psychological Approach to self discovery.

Personality Enhancement scale based on cognitive behavior models gives personality enhancement types in terms of self-disclosure, feedback and perceptiveness. Personality Enhancement scores serves as Data thus generated was used to process work in helping students take the necessary steps to increase their personality enhancement by experimenting with openness, and empathic functional feedback. Further when integrated with mentoring session can be used to identify ways to improve enhancement in deficient areas.

Objectives of the Study

1. To identify possible scope of cognitive behavior approach in building framework for mentoring management students.
2. To empirically test the significance of Personality Enhancement variables in Mentoring founded upon cognitive behavior framework i.e. self-disclosure, feedback and perceptiveness.

Review of Literature

Mearns (1997) suggests that personal growth groups could parallel the practical training for student counselors, while Payne (1999) argues that these groups are confidential and best kept separate from assessment and academic procedures. According to Wilkins (1997), "the most successful students tend to be those who take constructive steps to address their personal issues and who have most practice with real clients" (p. 3)

Interpersonal skills are a key social concern because without these skills being effectively applied by an educationist even the educants may not receive consistent and reliable learning (Lovett & Jones, 2008) and educational institutions may become a breeding ground for mistrust and intergroup conflict (Hersey, Blanchard, & Johnson, 2001).

Evidence suggests recent graduates from business schools do not possess the basic etiquette necessary for succeeding in today's business environment (Lovett & Jones, 2008). Few universities and colleges include courses for students to learn interpersonal communication strategies (Lovett & Jones, 2008). Interpersonal skills, which are applicable for every employee, consist of information exchange, communication, diplomacy, conflict resolution, problem solving, motivation of others, teamwork, and influence (Aldag & Kuzuhara, 2002)

Lennie (2005) says there is considerable literature which suggests that developing self awareness in the counselor is to be applauded, while Johns (1996) says they (the trainees) are open to change through personal development.

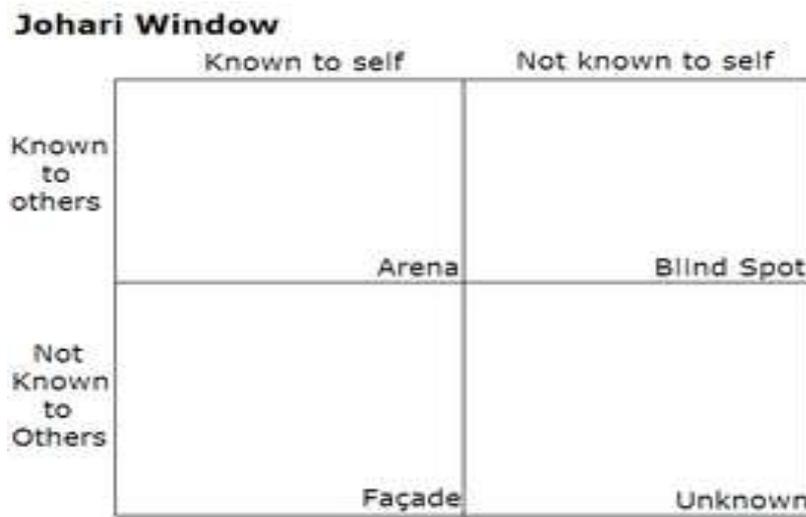
Leaders of educational institutions wanting to produce the best and brightest technical experts in their respective disciplines assume the responsibility of reaching out to students intellectually, emotionally, and socially (Seal, Naumann, Scott, & RoyceDavis, 2011). Educators approach learning as a process to engage students in a learning environment and build meaningful relationships with peers and faculty. When educators adopt this learning process, students can learn how to build meaningful relationships at work and school as well as in life (Seal, Naumann, Scott, & Royce-Davis, 2011).

Johari Window Framework – A Tool for integrated Mentoring

The Johari Window is a tool designed to enable individuals to better understand their personality enhancement and Interpersonal interactions. Cognitive behavioral approach uses questioning techniques to stimulate information gathering. This is named as Socratic dialogue after the philosopher Socrates in around 400BC. His questioning method was for a student to elicit their own conclusions through questioning enquiry, rather than by question and answer. The purpose of the questioning method in cognitive behavior approach is for the individual to recognize their current thoughts, sparking the possibilities of alternative thoughts, behaviors and, ultimately, change.

Personality enhancement has Openness as one of the most important factor. Further, Openness has two aspects-Self-Disclosure and use of feedback.

Thereby openness turns out to be a very significant variable as it reveals the perception of an individual which helps in better understanding of Individual. During mentoring knowing about the existing personality enhancement can guide the mentor for cognitive restructuring. As mentoring is a medium for supporting the process a self awareness and self analysis .The results of the Personality Enhancement tool can help in bringing desirable changes ensuring sustainable mentoring relationship.



Research Methodology

A sample of 100 Management students ranging from 20 to 23 years was taken from the management schools of Uttar Pradesh and Uttarakhand. Personality Enhancement Scale for student was administered to measure Self-disclosure, Openness to feedback and perceptiveness. Frequency of enhancement types (Effective, Insensitive, Egocentric, Dogmatic, Secretive, Task-Obsessed, Lonely Empathetic, and Ineffective) was obtained on the basis of the three factors. Personality Enhancement scores of individual subject were analyzed. Across the three factors the findings clearly reflect professional frequency of openness to feedback compare to Self-disclosure and Perceptiveness. Key findings indicate Cognitive Behavior framework can structure mentoring more scientific and professional for personality enhancement of students.

Research Tool

Personality Enhancement Scale-S by Dr. Udai Pareek is meant to be used with students as it is specially adapted for them. It gives the profile in terms of self-disclosure, feedback and perceptiveness. Like the original scale, it contains 15 statements, 5 for each aspect. The respondent checks each statement on a 5 point scale.

The total scores on openness, feedback and perceptiveness are given, each ranging from 0 to 20. The score 11 can be used as the cut-off point for classifying the scores, on each of the three aspects, as low and high.

Findings

The data obtained was classified into the eight enhancement types- *Effective, Insensitive, Egocentric, Dogmatic, Secretive, Task-obsessed, Lonely empathic and Ineffective*. Each

enhancement type was determined on the basis of a unique combination of Self-disclosure, Openness to feedback, and Perceptiveness, since each of the three factors could be described as either high or low, depending on the score obtained.

Table 1: Percentage Scores across Dimensions of Personality Enhancement

S.No.	Enhancement type	Percentage of students
1	Effective	15%
2	Insensitive	16%
3	Egocentric	3%
4	Dogmatic	3%
5	Secretive	23%
6	Task-obsessed	29%
7	Lonely empathic	5%
8	Ineffective	6%

Table no. 2 shows the average scores of the four most common enhancement types among management students, on the three dimensions of the personality effectiveness scale.

Table 2: Mean Across Enhancement type with high frequencies

S.No.	Enhancement Type	Self-Disclosure	Openness to Feedback	Perceptiveness
1	Task Obsessed	8.3	15.1	9.2
2	Secretive	7.5	15.7	14
4	Insensitive	14.2	14.9	9
4	Effective	14.3	15.9	14.5

Discussion

Personality enhancement can be enhanced by fostering qualities such as self-confidence and determination, as well as by developing skills of problem solving, decision making and stress management.

These findings have two implications where mentoring is concerned. One, they prepare the mentor to anticipate the possible limitations in the mentee's personality, and to work around them while moving towards the specific goals of mentoring, such as improving grades, preventing dropouts, or even being supportive to a student with an unstable home situation.

Recommendations

An explicit objective of the present study is to offer more robust and structured mentoring program for professional education through integration of Cognitive Behavior approach with primary focus as personality enhancement.

Adopting cognitive behavior approach may be one of the ways to meet the need, however further research is needed to build the relevance of cognitive behavior approach in mentoring program. In summary, this study is one of the few attempts to use personality enhancement as an indicator of cognitive behavior approach to enhance outcomes of mentoring program

conducted for Professional education. Further research is needed to examine the relationship between the personality enhancement factors and Professional success of management students.

Rationale of the study

1. To facilitate integrated mentoring program based on framework of cognitive behavior
2. To seek implication of Johari window in enhancement of personality of management students.

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