

## **Management of Self for Success and Happiness**

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### **Course Outline**

**Introduction:** This course was developed in the year 2007 in response to popular demand of the students to explore the personal dimension that we discussed briefly in the first part of the Managerial Values and Business Ethics course, deeper than what we had been able to do at that time. Many of them felt that it is very important to understand and organize oneself if one truly wanted to be effective as a person and as a professional. It was felt that true success and happiness were not possible without leading one's life according to some core principles which were based on a deep exploration of one's own self and the timeless wisdom literature shared by almost all the cultures. They had started to appreciate the point of view shared during that course that if we do not examine the assumptions that underpin our belief system (also called 'world view'), thereby developing a healthy and intelligently developed 'world view', then there is hardly any possibility of our ever attaining a happy, meaningful and fulfilled life.

It is a 30 classroom contact hours course spread over 24 sessions of 75 minutes each, which may require 60 to 90 hours of outside the class reading, reflection and activity including writing your learning diaries and reflective autobiography.

**Course Objective:** This course seeks to make the students aware that 'success' and 'happiness', which almost everyone seeks in life, are not something which one can obtain and retain as a result of talent, good looks, good luck, pots of money or happy circumstances alone. A lot of hard work, discipline, focus and intelligence are needed to attain these ultimate goals of life. There are so many examples of people who have attained extraordinary success in their professional lives or have inherited huge fortunes from their parents and yet have ended up being miserable in life. There have been many instances of rock stars, film stars, world famous sportsmen, big businessmen etc. who were wildly 'successful' by society's standards and yet committed suicide, were part of failed marriages, succumbed to various addictions, or self-destructed in other ways. Such people are exemplars of the fact that neither talent, nor professional success or good fortune can ensure both 'success' and 'happiness' in the long term. There are other factors which one needs to take care of in order to maximize the chances of attaining both of these end goals of an individual's life.

Relevant AOL Goals: (i) critical & integrative thinking; (ii) leadership skills; (iii) effective oral & written communication, & (iv) ethical reasoning

**Educational Resources & Materials:** Every person has resources which are physical, emotional, cognitive and spiritual in nature. These resources need to be managed and utilized in an optimum manner in order to develop and retain personal assets such as sound physical and emotional health, an optimistic attitude, enthusiasm, technical skills, a meaningful goal for life, healthy personal and professional relationships, time management skills, the ability & willingness to work hard for one's goals etc. Students are exposed to material in the field of positive psychology and self development literature which can help them to work towards developing these personal assets.

The positive psychology theories typically discussed during the course include Aristotle's views on happiness as related to an ethical life and development of virtue, Martin Seligman's work on learned optimism, Csikszentmihalyi's concept of 'flow' and ways and means by which the 'flow' experience can be frequently created and sustained and other theories depending upon where the classroom discussions lead us.

Also, the students are exposed to material in the field of personality theories which are relevant to the course objectives such as Kohut's theories about 'narcissism' – how it develops, the psychological costs that one has to pay in order to keep one's 'narcissistic self' and ways to heal it; key elements of Jung's theory such as the shadow, the ego, the individuation process leading towards 'enlightenment' or 'mandala'; Karen Horney's theory of personality; Maslow's theory of personality based on hierarchy of needs leading to self actualization; Carl Rogers' theory of personality and his descriptions of fully functioning individual etc. We may also discuss Freud, Adler, Erik Erikson and others if needed. Besides these western resources, perspectives are shared from the Indian psychological tradition such as the four purusharthas; the panchakosha theory of the 'self'; the trigunas (three mental modes of sattwa, rajas and tamas) and their manifestation in man's life and behaviour with special emphasis on techniques of developing sattwa or intelligence and reducing tamas or dullness as sattwa leads to happiness and tamas leads to indolence, perverted value systems and misery for oneself and others; and other perspectives if needed.

As this course is semi structured based to a significant extent on the Socratic method where the students raise questions and issues which are then discussed by all the members of the class, ***the syllabus followed in this course is only indicative and not exhaustive.*** Discussions in a given class can go in any direction and the course is designed in such a way so as to allow an organic discussion to take place. It was felt that a course like this needs a semi-structured design for greater effectiveness.

The classroom sessions are used to present theoretical material related to the above mentioned topics as well as to engage the students in discussions on these topics which are facilitated by the instructor. To supplement the theoretical material, students participate in a number of individual and group activities. There are assignments such as learning diary which they submit periodically, reflective autobiography, book reviews and group projects which help the students to study further and apply the concepts discussed in the class.

**Evaluation schema:** There are five components of evaluation with 20% weightage assigned to each of them. The participants are evaluated for the quality of their class participation as it is entirely a student participation based course. They are also evaluated for the quality of the insights which they develop during the course which is reflected in their learning diary (evaluated four times during the course). There is also a group assignment which students are required to do in groups of 2 to 4 participants each depending upon how many register for the course. There are no Mid Term or End Term examinations but there is an end of the course class test which tests the basic learnings that the students gained from the course.

The evaluation schema is as follows:

**Learning diary:** 30%

**Group Assignment:** 25%

**End of the Course Class Test:** 25%

**Reflective Autobiography:** 20%

**Total:** 100%

**An Indicative List of References:**

1. On Becoming a Person: A Therapist's View of Psychotherapy By Carl Rogers
2. Carl Rogers on Personal Power: Inner Strength and its Revolutionary Impact By Carl Rogers
3. Neurosis and Human Growth: The Struggle towards Self-Realization By Karen Horney
4. Towards a Psychology of Being By Abraham Maslow
5. Theories of Personality (4<sup>th</sup> Edition) By Calvin S. Hall, Gardner Lindzey & John B. Campbell
6. Theories of Personality By Richard Ryckman
7. Personality By Jerry Burger
8. Personality & Personal Growth By Robert Frager & James Fadiman
9. Your Erroneous Zones By Dr. Wayne Dyer

10. Seven Habits of Highly Effective People By Stephen Covey
11. The 8<sup>th</sup> Habit By Stephen Covey
12. The Secret By Rhonda Byrne
13. Conversations with God Volume (All three Volumes) By Neale Donald Walsch
14. Lateral Thinking By Edward de Bono
15. Tactics: The art & science of Success By Edward de Bono
16. How to win friends and influence people By Dale Carnegie
17. Stop worrying and start living By Dale Carnegie
18. Emotional Intelligence: Why it can matter more than IQ By Daniel Goleman
19. Transforming Personality: From Emotional Intelligence to Spiritual Intelligence By Swami Dr. Parthasarthy
20. Secrets of Super Achievers By Philip Baker
21. Success Vs Joy By Geet Sethi
22. Hard Optimism By Price Pritchett
23. Flow: The Psychology of Optimal Experience By M. Csikszentmihalyi
24. Learned Optimism: How to change Your Mind and Your Life By Martin Seligman
25. Happiness Purpose By Edward de Bono
26. Emotional Intelligence at Work By Hendric Weissinger
27. Happiness is a Choice By J.S. Misra
28. Dealing with People you can't stand By Rick Bricknad
29. Living the Seven Habits By Stephen Covey
30. Srimad Bhagwad Gita
31. Oh Mind Relax Please By Swami Sukhabodhananda
32. Jonathan Livingstone Seagull By Richard Bach

33. The Prophet By Kahlil Gibran

34. Loving What Is By Byron Katie

35. Tao Te Ching

36. The Leader Who Had No Title By Robin Sharma