

## Key desiderata for personal development

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### INFORMATION

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### ABSTRACT

Today, a person who wants to succeed in life, and who wants to take an active part in it, must assume responsibility for his or her own *personal development* in a planned, wise and, more importantly, consistent manner. Otherwise, the person will not notice the ever-changing and often unbelievable pace of reality with its civilisational and technological developments. Personal development is a lifelong process. A human being striving to maximise his or her potential must do so wisely, consciously and, above all, purposefully. He or she can only do so by knowing what to do and where to go. The article points out key aspects related to human personal development. The long-term experience of the author of the article (participant observation) during the implementation of Methods and Techniques of Personal Development course with military students, supported by an in-depth analysis of the literature, made it possible to describe the most important factors determining human personal development.

### KEYWORDS

security, management, military, didactics, military studies, personal development



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## Introduction

The development of civilisation in the modern world is very diverse. This is mainly due to the fact that the majority of people living in uncivilised areas of the world are excluded from this development in a certain way. It is also not surprising that, as a result of poverty and deprivation,

these people worry every day about how to survive another day without having access to any kind of education. This makes it all the more incomprehensible why those who have quite different conditions for their lives are unwilling or unable to use this for the benefit of their own development and, as a result, for civilisation as a whole.

Education, and consequently knowledge, is today man's greatest intellectual resource. It should enable every person to understand themselves and the ever-changing world. However, as reality shows, when it comes to highly developed countries, i.e. those where people have access to education, not all people make the effort to educate themselves in order to then satisfy their needs and fulfil their dreams in their personal and professional lives. Unfortunately, the majority of people, despite their economic opportunities, are consumer oriented and do not make the effort to educate themselves. Therefore, it is not surprising that wealthy people often do not have an education, much less understand others, especially those who have not been fortunate from the beginning of their lives.

Consequently, *personal development* is now becoming the most important imperative for modern people. Only a better and deeper understanding of oneself and raising one's consciousness to a higher level can result in a change of personality. Consequently, by changing ourselves, we change the world around us.

Taking the already mentioned issues into consideration, this article has signalled the most important aspects that concern the personal development of a human being. One should consider that only people who better understand themselves – will better understand the reality around them. Therefore, the presented issues may serve as an inspiration for those who want to better understand themselves and others.

The content and conclusions presented in the article are based on an in-depth analysis of the literature on the subject, as well as on the author's participant observation, who has been conducting lectures and classes with military students at the General Tadeusz Kościuszko Military University of Land Forces, conducting the course entitled *Methods and Techniques of Personal Development*. Every year, the group of military students participating in these classes is growing – currently it amounts to about 300 people, and the course includes 5 lectures (two hours long) and 10 classes (also two hours long).

The remainder of this article presents both the main findings, suggestions, guidelines and conclusions of the author's research.

## 1. Personal development – basic concepts

To begin with – having read the title of this article – most readers could probably ask themselves key questions related to it, such as:

- what is personal development anyway?
- why pursue personal development in a purposeful way, when it happens anyway?
- what key aspects, demands (guidelines) does personal development include?
- will continuous development make me someone better than those who do nothing to grow?

Personal development should be the primary goal and motivation of everyone's life and work. It consists in progressing through various stages, the quality of personal life, enriching oneself and the inner world. The effects (manifestations) of this personality development are:

- personal growth of knowledge and skills and experience,
- the attainment of maturity for social roles, the ability to balance the psyche and the pursuit of excellence,
- directed qualitative changes – i.e. the transition from simple to complex functions, from global to local or regional perception of the world, from reproductive to creative activities, from subjective to objective view of the world, from easy to difficult activities and tasks.

The American psychologist Abraham Maslow – creator of the hierarchy of needs – placed *the need for self-actualisation* at the very top of the hierarchy. He also pointed out that it stems from the need to fully develop and utilise potential, talents, abilities and opportunities, as well as the need for knowledge, beauty and spiritual development (Gmitrzak, 2013).

## 2. What is personal development anyway?

Personal (including professional) development is an element of lifelong human development. It does not end with reaching adulthood, but is a life-long process (Harwas-Napierała, Trempała, 2006).

It is a long-term process aimed at improving oneself, one's abilities and personality, also overcoming one's weaknesses.

Józef Koziński believes that man is a creator oriented towards internal and external development. This development is the "main" interest of the individual, because without an orientation towards growth, a person with

limited capacities would have no chance of survival and could not build his or her well-being (Koziński, 2001).

Each of us has a mission on Earth to fulfil – something Abraham Maslow calls the need for self-actualisation. A life mission is a clear statement of who you want to be and what you want to achieve in life, based on the values you recognise, the talents and skills you possess and the life roles you fulfil (Bubrowiecki, 2011).

In this context, it is worth asking yourself, as Norman Drummond (2004) suggests, the following questions:

- Who am I?
- Why am I living and working in the way that I am?
- What might I yet become and do with my life?

Objective self-observation, with maximum honesty, makes it possible to answer the above questions, especially the first one, which seems quite difficult. Probably the best answer is given by the aforementioned author – “When you know and accept yourself, when there are no dark corners in your soul that you prefer to avoid, you become a mentally strong person with firm ground under your feet. You are able to find your place and feel good about yourself; you know and understand what true self-actualisation is all about. Knowing who you are enables you to: *like yourself* [...], *set your own pace* [...], *believe you can handle any situation* [...], *follow your own rules* [...], *stick to your chosen direction despite obstacles* [...], *avoid obstacles in your path* [...], *and take everything in with calmness and confidence* [...]” (Drummond, 2004, pp. 16-17).

The answer to the second question is also not easy, as very few people actually reflect on the question posed in this way. Some may only understand it as a question that contains transcendental aspects, related to spirituality. However, by approaching it from an existential point of view, one can answer whether what one has achieved so far in all spheres of one’s activity is satisfactory to one or not. If not, what would one like to change, what and more effective decisions should one make? etc. In the end, one shall realise that everything achieved in life so far is a derivative of one’s conscious choices, not someone else’s.

The answer to the third question is to look ahead. It is a combination of our knowledge with imagination, but also keeping *one’s feet on the ground* – *to not bite more than one could chew*, etc. The future constantly requires one to make certain choices, and one can make these choices by using common sense (intuition) and proper calculation, taking into account all the factors – for and against. In this case, it may be worthwhile and even

necessary to use a SWOT analysis (*strengths, weaknesses, opportunities and threats – in relation to one's choices*). It allows one to make the right, best choices, taking into account all the considerations involved.

### **3. Why pursue personal development in a purposeful way, when it happens anyway?**

One can identify many reasons for pursuing personal development. It is worth mentioning here the most important ones:

- improving the quality of one's personal (family) life,
- the prospect of finding a better and more rewarding and better paid job,
- investing in personal development pays off quickly, both in terms of social status and fulfilment, as well as an increase in one's intellectual resources and socio-occupational experience,
- a better understanding of the ever-changing reality, keeping up with the civilisational and technological developments of the modern world.

A person who wants to be in *control* of his or her life should focus on his or her *personal vision and mission*, and then on his or her goals and work towards them to achieve them.

Once a person has sorted out his or her objectives, he or she should focus on them, making appropriate plans to achieve them in a timely manner.

Beata Kozyra (2015) believes that one should first create one's own *personal vision and mission* to set the course for the adopted goals. A *personal vision* – in this case – is a far-reaching idea of the state of our life. It is a description of an image, a conception of our future and the direction in which to go. Most often, when creating a *personal vision*, the following questions need to be answered: *what is my goal?* and *what do I want?* A *personal mission*, on the other hand, justifies one's own existence and course of action and indicates one's overall life goals. Most often, it comes down to finding answers to the questions: *why?*, *who am I and how do I see myself?*, *what values do I live by?* or *where do my deepest aspirations and aims come from?*

Once one has created their personal vision and mission, life goals need to be adopted and then structured, giving them an appropriate hierarchy and a method and timeframe for achieving them. Goals, which generally need to be broken down into areas of one's life, can relate to, e.g. the following matters (Tracy, 2013):

- financial and material,
- family and personal,

- self-development and educational,
- health and fitness related,
- social.

As can be seen from what has been discussed so far, there is no randomness but everything can be given an order, priorities, period of implementation, etc. The activities mentioned are key determinants of personal development, nothing happens by itself. However, one has to be aware of various other, often random events, problems, adversities, which can consequently interfere with the fulfilment of one's own life plans, related to personal development. However, if one is aware and acts sensibly, one can very quickly return to the consistent realisation of one's intentions and resolutions.

#### **4. What key aspects, demands (guidelines) does personal development include?**

The essential elements of personal development are:

- self-awareness, which allows one to recognise one's emotions and feelings, but also one's needs, goals, values, and to understand one's thinking and behaviour patterns,
- acquiring (shaping) new skills and improving one's existing skills, expanding one's knowledge and improving one's abilities in various areas of life,
- improving forms, methods and techniques of social communication and developing interpersonal contacts, in particular the ability to establish and maintain healthy relationships with other people,
- coping with stress and emotions by managing them skilfully,
- having an optimistic attitude through positive thinking, improving strategies for resolving conflicts and difficult situations (problem situations),
- maintaining balance and harmony between private and professional life, as well as between the intellectual, physical, spiritual and emotional spheres.

The praxeological and functional scope, related to personal development, consists of the following elements (determinants):

- adopting a resolution for personal development, identifying one's capacities, abilities and skills and intentions in this regard and being prepared to change and being consistent in the implementation of one's resolutions,

- defining one's life vision and mission, adopting an action plan on the basis of the set goals and successively implementing the actions and activities initiated – according to a set schedule,
- learning *self-management*, i.e. the ability (*acquisition of competences*) to plan, organise and control the implementation of one's own activities, in accordance with one's decisions, priorities and motives of action, taking into account the possibility of achieving them in a purposeful, effective and timely manner. Self-management consists of such determinants as:
  - cognitive abilities, apperception, management of thinking – control of the course of one's thoughts, emotions, behaviour in different situations or control of various mental states – are the key to sound thinking and making wise life choices and decisions that are not only in line with one's beliefs, but also one's personality, character, abilities and needs, etc;
  - balance between physicality, intellectuality, emotionality and spirituality – maintaining harmony between the aforementioned spheres allows one to control their physical and mental health, not over-intellectualise their mind, regulate their emotional states and *satisfy* the spiritual side of their personality. It also allows one to achieve a balance in one's life in which one has a sense of self-worth and which usually leads to a feeling of *personal fulfilment* and satisfaction with one's life;
  - imagination – using the resources of the imagination allows each person to see what has not yet been achieved and to gradually work towards it. Albert Einstein rightly observed that *imagination is more important than knowledge* (Glensk, Glensk, 1986). He further believed that imagination without knowledge can create things that are beautiful (*since knowledge is limited*), but knowledge without imagination – things that are at most perfect. Imagination plays a special role in personal development. This is because it is capable of creating a vision and, consequently, of adopting a life mission and setting goals towards which one is constantly striving. A person's imagination is also an *excellent tool* that allows one to create (to fantasise) things that may seem unattainable, but it is only one's persistence in one's aspirations and consistency in action that allows these dreams to become a reality;
  - emotional intelligence – is, among other things, the key to making the best possible, conscious decisions in life. It allows one to better

understand oneself and the way others think and behave. Today, employees possessing emotional intelligence are the most demanded ones, as they are empathetic, show both a strong ability to manage their own emotions and read the behaviour of others, and are often able to solve universal problems. However, emotional intelligence is more than that. It is the key to self-awareness, regulation and control of one's own emotional processes, proper self-assessment, including recognising one's own limitations, and enables correct interpersonal relationships. Emotional intelligence perfectly regulates the processes of self-motivation for all activities, crucial for personal development. People who possess emotional intelligence are assertive, display a great deal of persuasion in their actions, are able to cooperate perfectly with other people, etc;

- managing emotions (stress) – this primarily involves putting into practice the whole spectrum of ways of dealing with stress. Possessing emotional intelligence is the key to managing one's own emotional states efficiently. It is emotional intelligence that allows us to perceive and distinguish, through empathic abilities, both *eustress* (moderate stress) and *distress*, which deprives us of our energy. The main key to coping with stress is positive thinking, with which negative thoughts must be replaced. For a person often becomes a slave to intrusive, often emotionally exaggerated thoughts, which can consequently lead to various types of stressful situations, e.g. apathy, frustration, depression, professional burnout or even death. Therefore, when managing stress, it is often necessary to control, and if necessary change, one's behaviour (adapt to the situation) in order to avoid this type of negativity. A person who is able to manage their emotions has many opportunities to counteract any negative emotional states and, when necessary, to restore their state of balance and harmony. In order to achieve this, the following actions can be carried out (Gmitrzak, 2011):
  - replacing negative thinking with positive thinking,
  - adequate rest,
  - managing time and priorities wisely,
  - changing one's behaviour if necessary,
  - eating healthily,
  - being physically active (e.g. running, swimming, dancing, fitness, gym, cycling, sailing, mountain climbing, tennis, badminton, competitive sports, walks on low mountains, walks in the forest, peaceful gymnastics, e.g. hatha yoga, tai chi, qigong).



- time management – it turns out that time management is not easy at all. It becomes even more complex if one realises the fact that one sleeps a third of one's life. A. Bubrowiecki wrote: "Paradoxically, in order to manage time well, one has to leave it alone and take care of oneself – start managing oneself in time" (Bubrowiecki, 2011, p. 11). Time management is more than just managing time itself. It also involves other elements, e.g. *knowledge of oneself*, a certain *self-discipline*, even strength, effective concentration on what one is doing and what one is aiming for, maximum use of various types of *inspiration* and *intuition* – the inner voice, and finally, constant *self-motivation* to pursue a chosen direction. This requires setting priorities in one's life which, if skilfully planned in a suitably rational allocation of time, become achievable. In view of the above, in order to manage oneself efficiently in time, one should:
  - put into practice the so-called Eisenhower matrix and use it to determine the degree of importance of tasks or projects in terms of their gradation, i.e.: *important and urgent tasks*, *important but not urgent tasks*, *not important but urgent tasks*, and *not important and not urgent tasks*,
  - not become *a slave to time*,
  - be able to find time for: sleep, commuting, meals, hygiene, household chores, spending time with family, relaxation, spiritual development, media, shopping or other activities,
  - in view of the above, in order to manage oneself efficiently in time, one should: planning one's own development in a timely manner requires careful consideration and the inclusion of a number of tasks in a period of graded importance of activities correlated with the schedule (these are most often plans covering personal and professional aspects, i.e. plans: *current* – up to 3 months; *short-term*: from 3 months to a year; *medium-term*: from a year to 3 years; *long-term/strategic*: from 3 to 5 years; furthermore, one can distinguish between *weekly*, *monthly*, *quarterly*, *annual* and *multiannual* plans) (Kozyra, 2015);
- self-esteem (management through values) – N. Branden links *self-esteem* to *high self-worth*, which is the disposition to experience oneself as a person who is competent in dealing with the basic demands of life and deserving of experiencing happiness. The author points to six pillars of self-esteem (Branden, 2008):

- *the practice of living consciously (the more conscious a person is of what he or she is doing, the more in control and effective he or she is, and the more successful his or her efforts are),*
- *the practice of self-acceptance (high self-esteem requires acceptance rather than rejection of oneself),*
- *practising self-responsibility (self-responsibility allows one to feel inner strength. This by no means indicates that one should do everything on one's own, but it does mean that by acting even as a team – one does not shift one's burden onto others),*
- *the practice of self-assertiveness (which involves respecting one's own needs, desires, values and judgements and seeking appropriate forms of expression),*
- *the practice of living purposefully (in passivity neither our reason, passions, creative abilities nor imagination are fulfilled. A person's life should be a quest for the fullest expression of one's characteristic abilities, then the answer is obvious).*
- *the practice of personal integrity (this means keeping one's word, honouring one's commitments, fulfilling one's promises).*

A person who has decided to *consciously* pursue *personal development* must have a very strong sense of self-worth. This is key to how one treats or will treat other people in one's life. Therefore, insofar as one does not yet have a proper sense of self-esteem – he or she needs to start *building* it. Self-esteem also correlates with emotional intelligence, one of the determinants of which is the aforementioned *self-awareness*. This is nothing but self-image, self-respect, belief in one's competence to cope with life's challenges, belief in one's own abilities and actions, but also acceptance of possible life stumbles or failures (*forbearance towards oneself*), etc.

Adherence to the principles for maintaining mental health – this means practical management of all activities and, above all, adherence to the key rules of life that allow one to preserve both physical and mental health. If a person does not perceive all the risks in this regard in advance, it is difficult for him or her to focus later on the rational implementation of his or her own life plans. Therefore, it is very important to observe the following rules in order to enjoy good health and be able to pursue personal development. Among the most important principles (rules) for maintaining mental health, Z. Paleski (1978) includes:

- avoiding inactivity,
- skilful rest,
- expanding one's interests and having a hobby,

- avoiding unnecessary mental stress,
- taking care of one's physical health,
- maintaining social contacts,
- normalising one's lifestyle,
- taking control over one's mental state and behaviour,
- having big goals in life and small ones for everyday,
- consciously shaping one's own personality.

Some of the most important suggestions that allow anyone to smoothly start and successfully implement a *personal development process* include:

- getting to know oneself in depth, both one's abilities and hidden capacities, allowing one to look at the surrounding reality and the future in a different way,
- "being yourself" (absolute self-acceptance and high self-esteem), not pretending to be someone one is not, i.e. stopping to play life roles with which one does not identify, or which are completely incompatible with one's disposition and character, personality and, above all, do not bring one satisfaction and fulfilment in life both in one's private and professional life, etc,
- changing one's habits, especially those that prevent one from embracing personal development in a consistent manner and directing it towards what can really be achieved and what is consistent and identical to oneself, i.e. one's abilities, talents and, above all, capacity to achieve goals,
- after eliminating from one's life everything that is likely to cause annoyance or worry – finding one's true purpose in life, the one that will bring one closest to success both personally and professionally,
- changing pessimistic thinking into optimistic thinking, controlling one's own cognitive processes and implementing measures to prevent negative thinking and prevent stress, depression and job burnout, etc,
- making wise decisions and striving in one's behaviour and actions to consistently and effectively achieve personal and professional goals that are in line with one's own vision and mission in life.

## **5. Will continuous development make me someone better than those who do nothing to grow?**

Referring to the question posed rhetorically in this way, an unequivocal answer may immediately come to mind – *I am not competing with anyone to be better than anyone, in anything*. Since others are better, and even have

better jobs and personal resources, even without sufficient education – apparently it must be that way, they are very lucky etc.

Indeed, a person's life and status seems to be a synergy of many aspects of human life, often including circumstances that place some people very high and others in such a place that life for them is sometimes a torment.

It is very easy to resist undesirable situations in life. Quite aptly, Marc Reclau said: "The best thing you can do for your further personal and professional growth is to invest in yourself. Commit yourself to becoming the best person you can be" (Reclau, 2021, p. 181).

Glenn R. Schiraldi adds: "Personality development becomes enjoyable when the secure foundations of unconditional worth and unconditional love are in place [...]. We call personality development a process because it is ongoing, never fully completed. The journey can be traveled with a kind and playful attitude. Think about the enjoyable aspects of people you know – friends, relatives, neighbors, children, coworkers, or famous people. We don't change overnight, and we wouldn't wish to become just like somebody else, but we can trust ourselves to cultivate our latent personality traits in a way that is unique to ourselves" (Schiraldi, 2011, p. 200).

The above illustrates how important and necessary personal development in a person's life is. People who do not pursue it probably do not get as much satisfaction as those who go step by step through life, developing themselves so that at the end of their life – they feel accomplished.

## Conclusions

Based on our own research (literature analysis and participant observation – Table 1), the following key conclusions can be drawn.

Military students –who are learning about the intricacies of personal development and, above all, its benefits – are highly engaged during the implementation of the classes being part of the Methods and Techniques of Personal Development course. This commitment manifests itself both in the consistent, proactive and timely completion of all tasks and activities related to learning about the development of one's own cognitive processes and in the practice, under the supervision of the lecturer, of *perceptual, thinking and memory skills and proficiencies, in particular problem solving and logic tests*.

Military students also understand and recognise the need to control their own stressors, as evidenced by their very high level of involvement

during the relaxation and healing meditations that take place during the exercises in the aforementioned subject.

Understanding the importance of planned and controlled human personal development, military students show a very high level of motivation and commitment in implementing their personal development strategies, developing their own goals, visions and life missions and planning their personal development both in the short and long term and using the methods, tools and techniques shown to them in this regard.

Military students also believe that only their personal development, and thus the development of their own emotional intelligence, is the key to a broadly defined effective leadership in the military and beyond.

The majority of military students are able to calm down considerably during the meditation and follow the instructions given by the speaker, however, there are some people who find it difficult to calm down during the meditation – which is why, for example, they do not close their eyes during the meditation (about 5% of the total of about 300 people).

Military students are in great need of calming their minds, especially if the Methods and Techniques for Personal Development course was preceded by a field activity that caused them physical fatigue.

Military students like to come to this type of class, they focus and look forward to experiencing some different activity each time.

## **Summary**

The above-mentioned issues constitute only the tip of the iceberg, as they are dealt with very extensively and in great detail in hundreds of books, which are difficult to summarise comprehensibly in a dozen pages of this article. This made it all the more difficult to present these issues concisely.

Personal development is becoming the most important imperative of human life today. Those who do not understand this may find themselves increasingly unable to understand the constantly growing and rapidly changing modern world.

In the civilisation of the 21st century, it is likely that only people with creative, imaginative and innovative preferences will be able to cope with the increasingly determined demands of modern times. Therefore, a person must know their value, supported by their life goals – their vision – in order to then be able to achieve their goals and life mission, which are largely determined by their creativity and their ability to create and anticipate.

Table 1. Results of participation observation during classes that are part of the Methods and Techniques of Personal Development course

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
13 groups, approximately 300 military students									
Test: determination of the "brain's gender"	Test: identification of multiple intelligences	Test: identification of thinking style	Tests: identification of levels of stress, depression and optimism	Test: improving perceptual skills	Exercise: improving intuition, "automatic writing"	Assignment: making a mind map	Tests: identification of one's own attitudes	Assignment: identifying one's vision and mission in life and one's values	Assignment: development of a "Personal Development Plan"
The test begins during class and is then completed and uploaded to the Teams platform (for assessment).	The test begins during class and is then completed and uploaded to the Teams platform (for assessment).	The test begins during class and is then completed and uploaded to the Teams platform (for assessment).	The test begins during class and is then completed and uploaded to the Teams platform (for assessment).	The test begins during class and is then completed and uploaded to the Teams platform (for assessment).	Exercise is fully completed during class under the supervision of the lecturer	The "Mind Map" assignment is started in class, then completed and uploaded to the Teams platform (for assessment)	Tests are completed in class	Assignments are started in class, then completed and uploaded with the PRO to the Teams platform (for assessment)	Assignments /PRO/ are started in class, then completed and uploaded to the Teams platform (for assessment)
Active training in memorizing nouns, telephone numbers and numbers	Training of the intellect: assignments and puzzles from IQ tests	Active training in memorizing nouns, telephone numbers and numbers	Training of the intellect: assignments and puzzles from IQ tests	Training of perception and imagination	Active training in memorizing nouns, telephone numbers and numbers	Training of the intellect: assignments and puzzles from IQ tests	Training of the intellect: assignments and puzzles from IQ tests	Training of the intellect: assignments and puzzles from IQ tests	Training of the intellect: assignments and puzzles from IQ tests

<b>Class 1</b>	Excerpt from the film: "Czym różni się mózg kobiety i mężczyzny?" (What is the difference between the male and female brain?)	<b>Class 1</b>	Excerpt from the film: "To nie magia – to nauka. Odblokuj swój potencjał" (It's not magic – it's science. Unlock your potential)	<b>Class 2</b>	Excerpt from the film: "100 wających faktów o ludzkim ciele" (100 astonishing facts about the human body)	<b>Class 3</b>	Excerpt from the film "Portrait of a murderer" - stress	<b>Class 4</b>	Excerpt from the film on human perception: "Podświadomość" (Subconsciousness)	<b>Class 5</b>	Excerpt from the film: "Potęga makrokosmosu" (The power of the macrocosm)	<b>Class 6</b>	Excerpt from the film: "Jak działa nasza pamięć" (How does our memory work)	<b>Class 7</b>	Extract from the film: "How the Universe Works" Birth of the Earth	<b>Class 8</b>	Excerpt from the film: "Niezwykłe umiejętności" (Unusual skills) – savants	<b>Class 9</b>	Improving the use of life decision-making tools	<b>Class 10</b>
Relaxation meditation: Breathwork – Monika Burzyńska	Relaxation to "Drzemka w cieniu drzewa" (Nap in the shade of a tree)	Training: Schultz's autogenic training	Meditation: Jacobson's progressive relaxation technique	Meditation: "Afirmacja serca – kąpiel w koherencji" (Affirmation of the heart – immersion in coherence") – Claudia Pingot	Meditation: "Afirmacja. Wy-cisz umysł i ciało..." (Affirmation. Calm the mind and body...) – Klaudia Pingot	Meditation: "Usuwanie stresu" (Stress relief) – A. Straburzyńska-Lupa	Meditation: "Koloroterapia" (Colour therapy) – M. Szurawski	Audiobook "Myślenie pozytywne i negatywne" (Positive and negative thinking) – Barbara Berger	Meditation: "Usuwanie stresu" (Stress relief) – A. Straburzyńska-Lupa	Meditation: "Afirmacja. Wy-cisz umysł i ciało..." (Affirmation. Calm the mind and body...) – Klaudia Pingot	Meditation: "Afirmacja. Wy-cisz umysł i ciało..." (Affirmation. Calm the mind and body...) – Klaudia Pingot	Meditation: "Usuwanie stresu" (Stress relief) – A. Straburzyńska-Lupa	Meditation: "Usuwanie stresu" (Stress relief) – A. Straburzyńska-Lupa	Meditation: "Usuwanie stresu" (Stress relief) – A. Straburzyńska-Lupa	Meditation: "Koloroterapia" (Colour therapy) – M. Szurawski	Audiobook "Myślenie pozytywne i negatywne" (Positive and negative thinking) – Barbara Berger	Audiobook "Myślenie pozytywne i negatywne" (Positive and negative thinking) – Barbara Berger	Improving the use of life decision-making tools	Audio-books : • "Self-Esteem" – Luise L. Hay; • "Affirmations" – Luise L. Hay	

Source: own elaboration.

To conclude, it is worth quoting the words of Marek Szurawski: "To be successful, you do not have to be a genius in terms of intellect, what is more – you do not have to be the best [...]. Combine your belief in success with persistent, constructive and innovative work, and with the conviction that ultimately everything depends on your efforts. Not someone else's, but your own. Be in charge of your own life" (Szurawski, 2009, p. 323).

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### Kluczowe dezyderaty rozwoju osobistego

#### STRESZCZENIE

Dzisiaj człowiek, który chce osiągnąć sukces w życiu, a także jeżeli chce w nim czynnie uczestniczyć, musi wziąć sprawy w swoje ręce i realizować w sposób planowy, mądry, a co ważniejsze konsekwentny – swój rozwój osobisty. W przeciwnym wypadku nie dostrzeże on nieustannie zmieniającej się i to często w nieprawdopodobnym tempie rzeczywistości wraz z jej rozwojem cywilizacyjno-technologicznym. Rozwój osobisty



jest procesem trwającym przez całe życie człowieka. Człowiek dążąc do maksymalizacji swojego ludzkiego potencjału, musi to czynić w sposób mądry, świadomy, a przede wszystkim celowy. Może tak postępować tylko wówczas, kiedy wie, co powinien czynić i dokąd zmierzać. Artykuł wskazuje na kluczowe aspekty związane z rozwojem osobistym człowieka. Wieloletnie doświadczenia autora artykułu (obserwacja uczestnicząca) podczas realizacji zajęć ze studentami wojskowymi z przedmiotu Metody i techniki rozwoju osobistego, poparte dogłębną analizą literatury, pozwoliły na opisanie najważniejszych czynników determinujących rozwój osobisty człowieka.

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**SŁOWA KLUCZOWE** bezpieczeństwo, zarządzanie, wojsko, dydaktyka, studia wojskowe, rozwój osobisty


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### **Biographical note**

**Lesław Wętyczko** – PhD in military science, major in teaching, retired colonel. Currently employed as an assistant professor in the Faculty of Management and Leadership. He has held about 10 management positions at the General Tadeusz Kościuszko Military University of Land Forces, including the Faculty of Security Studies and the Faculty of Management and Leadership. His research scope and interests include management and quality sciences, pedagogy, psychology, security sciences. Author/co-author of more than 130 papers: articles, monographs, research papers. He has promoted approximately 300 graduate students.

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### **Conflict of interests**

The author declared no conflict of interests.

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### **Author contributions**

The author contributed to the interpretation of results and writing of the paper. The author read and approved the final manuscript.

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### **Ethical statement**

The research complies with all national and international ethical requirements.

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