

## JOHARI'S WINDOW: DEVELOPING SELF- AWARENESS

A helpful device for developing more openness with ourselves and others is 'Johari's Window'. Developed in the 1950s by American psychologists Joseph Luft and Harry Ingham the model has become widely used to help people understand the relationships that they have and for improving communication.

The model depicts a window through which communication flows as we give and receive information about ourselves to others. In this model, the window represents information – feelings, experiences, views, attitudes, skills, intentions, motivations etc within or about a person in relation to four perspectives. In the diagram 'self' refers to oneself, in other words the person who is subject to the window. 'Others' refers to other people. The four perspectives are called regions or quadrants. Each of the regions represents information known or unknown to the individual and known or unknown to the others.

Region one: Information is known to both self and others

Region two: Information is unknown to self BUT known to others

Region three: Information is known to self BUT unknown to others

Region four: Information is unknown to both self and others (this is latent information which may only ever come to light in certain circumstances i.e. a plane crash or may never even come to light)

The theory concludes that in order to be self-aware the individual needs to be given feedback on their behaviour thereby increasing the size of region one and decreasing regions 2 and 3.

		SELF	
		<u>Known</u>	<u>Unknown</u>
OTHERS	<u>Known</u>	<p><b>1. THE OPEN AREA</b></p> <p>Behaviour known to both self and others</p>	<p><b>2. THE UNAWARE AREA</b></p> <p>Behaviour others know but self is unaware</p>
	<u>Unknown</u>	<p><b>3. THE HIDDEN AREA</b></p> <p>Behaviour we prefer to hide from others</p>	<p><b>4. THE UNKNOWN AREA</b></p> <p>Unknown to either ourselves or others but which may become known.</p>

### Relationship to SRDS meetings.

This model can be used to aid openness and self-awareness through feedback. It might be useful to look at the model when preparing for the review meeting and ask yourself the following questions:-

Is the feedback that I'm going to be giving this individual in region 1,2 or 3?

Should this affect what is said and how it is said?

How might the individual react to the feedback in relation to the regions?

What skills am I going to need to ensure that the feedback is received?