



## THE OPEN UNIVERSITY OF KENYA

Programme title	Post Graduate Diploma in Leadership and Accountability
Course title	PLA 727: Emotional Intelligence and Leadership Development
Learning Module number	5 of 10
Learning module title	Self Awareness
Module Developer	Dr. Jane Chepngeno Sang
Module duration in hours	8 Hours
Instructional Hour Equivalent (Divide duration by 2)	4 Hours
Reviewed by	
Vision	The innovative university for inclusive prosperity
Audience description	<p>Minimum University entrance for this course is possessing a bachelor's degree from an institution recognized by Senate or any other qualifications that may be determined by senate recognizing prior learning leading to equivalents of the identified criteria, experience and skills of learners.</p> <p>Eligible candidates are required to fill in an online application form which is available from the University's website. Applicants are expected to attach relevant documents as proof of their eligibility and pay application fee which is determined by the University Senate from time to time</p>
Instructions to learners 	<p><b>Welcome to module 5, Self-awareness!</b></p> <p>The module contains core reading material, references and videos which you are required to read and watch after which, you will have an opportunity to test your understanding of the material through quizzes and assessments. These activities will help you gauge your progress and identify areas where you may need further review.</p> <p>The university has a smart computer lab, a multimedia center, examination rooms, physical library and electronic library, as well as a learning management system. The university will also establish learner support centres in regions across the country</p>
Learning module description	<p>Emotional Self-Awareness is the ability to understand your own emotions and their effects on your performance. You know what you are feeling and why—and how it helps or hurts what you are trying to do. You sense how others see you and so align your self-image with a larger reality. You have an accurate sense of your strengths and limitations, which gives you a realistic self-confidence. It also gives you clarity on your values and sense of purpose, so you can be more decisive when you set a course of action. As a leader, you can be candid and authentic, speaking with conviction about your vision.,</p>
Module objectives	This module enables learning about;

	<ol style="list-style-type: none"> <li>1. Emotion awareness</li> <li>2. Self-assessment</li> <li>3. Forecasting feels</li> <li>4. Self confidence</li> </ol>
Module learning outcomes	<p>By the end of the module you should be able to;</p> <ol style="list-style-type: none"> <li>1. Define self-awareness</li> <li>2. Employ self-assessment</li> <li>3. Analyze feelings</li> <li>4. Evaluate self confidence</li> </ol>
<b>Planned Learning Resources</b>	Video lectures, online textbooks, interactive simulations, online discussion forums, practice questions, quizzes and tests, wikis, webinars, YouTube videos
<p>ACTIVITY 1: INTRODUCTION VIDEO 1: Pre-recorded lecture on topic emphasizing <b>LEARNING OUTCOME 1:</b> Factual knowledge.</p> <p>Topic content is fully presented here. The lecture will deal with factual knowledge, expounding on threshold concepts, if any.</p> <p>A video should be provided to support the lecture content.</p> 	<p><b>Self-Awareness</b></p> <p><b>Introduction</b></p> <p>In Goleman’s competencies, self-awareness is the building block of all the others. Without recognizing what you are feeling, you cannot proceed to the other competencies. Self-awareness involves three skills: Emotional self-awareness Accurate self-assessment Self-confidence</p> <p>In a sense, these three skills can also be said to build upon each other. You must first be aware of your emotional state, and then you can assess it. By having a firm grasp on your emotions and an understanding of how they manifest, you can feel more self-assured and in control, which of course will be a boost to your self-confidence. We’ll look at these skills each in turn.</p> <p><b>Emotional Self-Awareness</b></p> <p><b>Introduction</b></p> <p>When we are not aware of our feelings and the causes of them, leading a happy, productive life is difficult if not impossible. Sure, there may be outward signs of success, such as money, prestige, or career success. But to be truly happy, we must be able to determine what makes us feel good. At the same time, we must be able to determine when something makes us feel bad. Then we must use this knowledge to inform our actions. We cannot truly be happy and productive until we are aware of our feelings and what causes them.</p> <p>This sounds deceptively simple, but it is surprising how few people are actually able to determine exactly what they are feeling when they feel it. Being fully aware of our feelings requires not just acknowledging them, but identifying them and, eventually, accepting the message that they are trying to tell us.</p> <p>Unfortunately, our society is not geared around feeling our</p>

emotions, but instead tends to result in most of us attempting to ignore them. Some researchers in the field argue that people use various methods such as eating, drinking, smoking, taking medications, exercising obsessively, or working excessively as ways to ignore their emotions. We stay in jobs we hate, relationships that are unfulfilling, or get trapped in repeating negative behaviors because we are ignoring the emotions that these things elicit. We get very good at rationalizing why we continue to repeat our behaviors or stay in relationships where we don't feel fully engaged.

Our society is not generally geared towards encouraging us to feel our emotions. Instead, most of us have learned to engage in coping behaviors rather than exercise emotional intelligence.

Yet all the time, under the surface, something isn't right. Our body is trying to tell us that we are unhappy, stressed, unfulfilled, lonely, scared, or feeling any other emotion. It is telling us that we need to do something different. Yet we seem to have forgotten how to listen.

When you develop your level of emotional self-awareness, you are able to specify how you are feeling at any given moment. You can identify where the feeling is coming from, as well as how the body is expressing that feeling. For example, you might realize you are angry, and that your muscles in your body are tense. Or you might recognize that you are anxious and realize that your palms are sweating as a result.

When you have emotional self-awareness, you can identify how you are feeling at any given moment, where that feeling is coming from, and how your body is expressing that feeling.

### **Increasing Self-Awareness**

Becoming aware of your emotions takes practice. At first, you may have a hard time identifying the specific emotions that you are feeling. But your ability to note what you are feeling will increase in time. Here are several suggestions for helping to increase your self-awareness.

“Check-in” with yourself.

To begin to identify your emotions, you'll need to make time for doing so. Schedule particular times in the day that you can be alone and calm. Perhaps first thing in the morning, lunch time, and bed time would be good times to start. At first, you will do this at these regularly scheduled times in order to get in the habit of flexing your 'identifying' muscle. Eventually, you will be able to call on the skill anytime that you feel a strong,

distressing, or other emotion.

Sit quietly and if possible, close your eyes. Ask yourself several questions, and be sure to answer them honestly. There is no right or wrong answer. Just listen to your responses. Suggestions for questions to ask are:

How am I feeling?

What am I feeling?

How long have I been feeling this way?

Where do I notice the feeling manifesting itself in my body? Am I tense, clenching my teeth, feeling tired; do I have a headache or a stomachache?

Label your emotions.

Once you are able to tell how you are feeling, you will want to be able to identify what started your negative feelings. Was there a particular 'trigger'? As you get better at identifying your emotions, you can come up with your own labels for them. Remember that not all emotions are negative – practice recognizing and labeling the positive ones too.

Some suggestions for labels might be single words like anger, joy, fear, or sadness. Or you can give shades of meaning to your labels by using phrases like 'fed up,' 'tired and worn out,' or whatever rings truest for you. Here are some questions to ask yourself to help identify your triggers:

When did the feeling first start?

What was happening when the feeling started?

Has the strength of the emotion changed at all? How?

Be in the moment.

Try to 'hear' your emotions as they happen. What are they telling you? We've probably all experienced our emotions as warnings, say when we are walking alone in an unfamiliar area of town or when a rough looking character approaches us on the street. Our nervousness is the body's way of putting us on alert to possible danger. Maybe you've experienced it and called it intuition or instinct – but this same emotional response happens in other areas of our lives as well.

For example, if you agree to go to take on a challenging new project at work but you suddenly feel angry or irritated, what does that tell you? You might really be feeling that you are taking on more than your share of work and you need to speak

to revisit the decision to accept the project.

Try to verbalize the emotion. For example, you might think, 'ok, I am feeling really angry right now. I can feel it in my stomach and my back. What is the anger trying to tell me?' If you learn to notice your emotions as they happen and you will be able to get better at connection emotions to their causes. In other words, acknowledging your emotions as they occur gives you more opportunities to learn about yourself.

### **Get to the 'Root' of the emotion.**

You've identified your emotion with a label, and you are exploring what the emotion is trying to tell you. But you need to make sure that you are dealing with the full emotional story. Often we feel an emotion that is only the 'tip' of everything that we are feeling.

For example, imagine you are feeling angry. What's underneath that anger? Are you angry because you feel vulnerable or out of control? Are you angry because someone has made you look bad and you think others will laugh at you? Are you angry because you accepted that work assignment even though you really didn't want to?

All of these 'roots' of your anger are different, but the resulting emotion is the same. So you will need to be willing to look beyond the initial emotion and explore what else you might be feeling in order to be able to manage your emotions. Otherwise you'll be addressing a symptom, not the root cause.

It's important to note that we don't always feel only one emotion at a time. It's possible to feel many things at once, and even for some of them to seem as if they are conflicting. But every emotion that you feel is there for a reason. Take the time to identify and acknowledge each one in order to get the most information from what you are feeling.

### **Accurate Self-Assessment**

Remember that we often feel more than one emotion at a time. But each one of them offers information we can learn about ourselves.

The second part of self-awareness is being able to accurately assess how your emotions are affecting your performance, your behavior, and your relationships. In addition, unless you work alone, you'll want to assess how your emotions are affecting the other people in the workplace. We all know that person we work with whose mood swings throw the team off track or whose emotions make us want to avoid them. This is particularly important for leaders, who need to understand how they could be sabotaging the success of their entire team if

they are not aware of the impact of their emotions.

### **What Self-Assessment Involves**

Self-assessment involves honestly investigating and acknowledging your emotional strengths and weaknesses. As you have read the preceding chapters, hopefully you have begun to identify some areas of strength and some areas for improvement.

Self-Assessment involves honestly investigating and acknowledging your emotional strengths and weaknesses.



People who have a strong capability for self-assessment are able to learn from new experiences because they know that they have some areas where they need to learn. They look at their weaknesses as opportunities for self-improvement and development. They are able to laugh at themselves and accept their weaknesses as their current state – not their inevitable reality. They are open to and even proactively seek out feedback from others because they want to know that they have gotten all the information possible for their self-assessment.

### **Self-Confidence**




The final element of self-awareness is self-confidence. Recognizing and acknowledging your feelings and their impact is not always comfortable – especially at first. But those who have a highly developed level of self-confidence understand that what they learn about their strengths and weaknesses is not an indicator of their value or worth as a person.

- People who have a high level of self-confidence:
- Have certainty about their own value and capabilities
- Have a strong presence
- Have a high level of self-assurance
- Are willing to stick their necks out for something that is right
- Don't mind expressing an unpopular opinion if it is what they truly believe
- Are able to make quick decisions even in uncertain circumstances
- Believe they can control the direction of their lives – and do


From the last bullet point, we can surmise that self-confidence is another name for personal power. People who are highly self-confident understand that they have a great deal of control over what happens to them in their lives, and they have no problem (or no major problem, at least) in pursuing it. To that end, the more self-confident you can become, the more you


	<p>will find that you are able to influence the path of your life.</p> <p>Here are some tips for helping to build your self-confidence.</p> <p><b>Make a ‘Strengths’ List.</b>  Start a journal where you list your significant achievements. You certainly know some areas where you excel already, and you can get additional areas of strengths from your feedback sessions. You can refer to this list from time to time when you need to remind yourself of all the things you are good at. Just be sure to keep it updated</p> <p><b>Make a ‘Weaknesses’ List</b>  Use this list not to chastise yourself, but as a kind of personal ‘to do’ list. You can use it to track your progress in each area that has needed improvement. Eventually, you may be able to move some of these weaknesses over to your Strengths list. Seeing that you can achieve something you set your mind to will help to build up your confidence.</p> <p><b>See Failures as Learning Experiences</b>  When you have setbacks or failures, view them as learning opportunities or meaningful challenges. Don’t dwell on them, but instead learn what you can from them and know that you now have that knowledge for the next situation in life.</p>
<p>ACTIVITY 2: READING  READING MATERIAL 1</p> 	<ol style="list-style-type: none"> <li>1. Showry, M., &amp; Manasa, K. V. L. (2014). Self-Awareness-Key to Effective Leadership. <i>IUP Journal of Soft Skills</i>, 8(1).</li> <li>2. Silvia, P. J., &amp; Duval, T. S. (2001). Objective self-awareness theory: Recent progress and enduring problems. <i>Personality and social psychology review</i>, 5(3), 230-241.</li> <li>3. Jordan, P. J., &amp; Ashkanasy, N. M. (2006). Emotional intelligence, emotional self-awareness, and team effectiveness. <i>Linking emotional intelligence and performance at work: Current research evidence with individuals and groups</i>, 145-163.</li> </ol>
<p>ACTIVITY 3: Comprehension questions:</p> 	<ol style="list-style-type: none"> <li>a) Describe Self-Awareness?</li> <li>b) Describe Self-Assessment?</li> </ol>



<p><b>LEARNING OUTCOME 2:</b> Conceptual knowledge</p> <p>ACTIVITY 4: Video to be used.</p>	<p>Learner is required to use factual knowledge acquired to answer question “Why”?</p> <p>The Case Method, (E-Case or written case) role play or any other visual aid to be used. An E-Case of a situation for the learner to solve possible problems using facts acquired.</p> <p>Learners will engage in online discussion either live or on forum to answer ‘Why’ questions.</p>
<p>CASE 1:</p> 	<p>The Case to be described here;</p> <p><b>Forecasting Your Feelings</b> As you build emotional awareness in the present, you will begin to identify your ‘triggers,’ or situations in which you find that you regularly feel certain emotions. For example, you know that fighting with the boss will make you scared and nervous, whereas taking a hot bath will make you feel safe and secure. Eventually you’ll be able to predict how you will feel in the future about similar situations, which will give you the option ahead of time to prepare for them. You can do this by listening to the way you speak to yourself and then practicing changing any counter-productive language. This exercise moves self-awareness from the present to the future, giving you an even deeper level of knowledge about yourself.</p>
<p>ACTIVITY 5: READING MATERIAL</p> 	<ol style="list-style-type: none"> <li>1. Bratton, V. K., Dodd, N. G., &amp; Brown, F. W. (2011). The impact of emotional intelligence on accuracy of self-awareness and leadership performance. <i>Leadership &amp; Organization Development Journal</i>, 32(2), 127-149.</li> <li>2. Mounce, M., &amp; Culhane, N. (2021). Utilization of an emotional intelligence workshop to enhance student pharmacists' self-awareness. <i>Currents in Pharmacy Teaching and Learning</i>, 13(11), 1478-1483.</li> </ol>
<p>ACTIVITY 6: ONLINE DISCUSSION</p> 	<p><b>Chat on :</b></p> <ol style="list-style-type: none"> <li>1. Enhancement of self awareness.</li> <li>2. Benefits of Leader Self-awareness.</li> </ol>
<p><b>LEARNING OUTCOME 3:</b> PRACTICAL SKILLS</p> <p>VIDEO 3: Show video which displays</p>	<p><a href="https://youtu.be/97_XdspcJaM">https://youtu.be/97_XdspcJaM</a></p> <p><a href="https://youtu.be/szGbEtHs8pA">https://youtu.be/szGbEtHs8pA</a></p> <p>Engage the two videos then summarize your take homes</p>



<p>practical use of knowledge acquired.</p> 	
<p>ACTIVITY 7: Learner practice sessions</p>	<p><a href="https://youtu.be/STLp8rqrUlg">https://youtu.be/STLp8rqrUlg</a></p> <p>Self-awareness for positive impact on others</p>
<p>ASSESSMENT OF PRACTICAL SKILL:</p> <p>Learner records practiced skill and uploads video on E-Portfolio</p> <p><b>OR</b></p> <p>Learner engages in original creative/design activity to demonstrate practical application of knowledge.</p> <p>Assessment of tasks described.</p>	
<p><b>LEARNING OUTCOME 4:</b> KEY/TRANSFERABLE SKILLS</p> <p>Provide reading material which emphasizes reinforcement of topic learnt. How to communicate or share acquired knowledge.</p>	<p><a href="https://youtu.be/Q7gBf8WE3i8">https://youtu.be/Q7gBf8WE3i8</a></p> <p>Truly know me</p> <p><a href="https://youtu.be/cllhwFuywVs">https://youtu.be/cllhwFuywVs</a></p> <p>Results of self-awareness ; self-confidence and self esteem</p>
<p>ACTIVITY 8</p> <p>Learner to engage in communication, collaboration, problem solving, research, leadership activities.</p>	<p><a href="https://youtu.be/lzrxQkyRGM">https://youtu.be/lzrxQkyRGM</a></p> <p>You are worth something. Make it outstanding and expensive.</p>

<p>Examples, preparation of a poster to communicate new knowledge acquired, written essay, debate, audio recording ...etc.</p>	
<p><b>QUIZZ:</b></p> <p>Short questions to put knowledge to the test.</p> <p>Make it game like</p> <p>Challenge learners</p> <p>Questions of MCQ, T/F, short answer questions etc.</p> 	<p><b>Tools for Self-Assessment</b></p> <p>There are a number of EI assessment tools that will give you a formal opinion on where your EI strengths and weaknesses might lie. But if you are following the guidelines on self-awareness, self-assessment will begin to happen automatically. However, Figure 4 has some questions to help you get a very basic idea of where your emotional intelligence is currently. Choose the answer for each question that is most like the way you would likely react. Be honest!</p> <p>You are feeling depressed and a friend asks you how you are doing. You are more likely to respond:</p> <ol style="list-style-type: none"> <li>Great!</li> <li>Fine, thanks.</li> <li>I don't know. Ok, I guess.</li> <li>Not so great.</li> <li>I feel depressed.</li> </ol> <p>When the person you are in a relationship with says something that hurts your feelings, you:</p> <ol style="list-style-type: none"> <li>Break up.</li> <li>Walk away.</li> <li>Try to hurt them back.</li> <li>Say 'you really hurt my feelings.'</li> <li>Say 'I feel hurt by that.'</li> </ol> <p>When someone discovers that you have made a mistake, you:</p> <ol style="list-style-type: none"> <li>Deny it.</li> <li>Blame someone else.</li> <li>Defend yourself.</li> <li>Remind them of when they made a mistake.</li> <li>Thank them.</li> </ol> <p>When you feel afraid about something, you:</p> <ol style="list-style-type: none"> <li>Worry and worry and worry some more.</li> <li>Try not to think about it.</li> <li>Ignore it and hope it goes away.</li> <li>Consider how possible it is your feels will come true and think about options.</li> </ol>

When someone tells you that you upset them, you:

- a) Say they are just too sensitive
- b) Say you were joking
- c) Say you're sorry and ask questions to understand exactly what upset them.

### A Brief EI Quiz

In the quiz in Figure 4, the last answer for each question is the one that displays the highest level of emotional intelligence. If you chose a different answer, then congratulations – you have already identified an area of your emotional awareness that you can begin to improve. If you chose all of the last answers, remember that this is only a sampling of the types of emotional situations that we face in any given day. You will need to continue to pay attention to what you are feeling in order to locate areas for improvement.

Of course, there is an EI assessment tool that is very simple to use. It's free too. You simply ask others for feedback about your strengths and weaknesses. You won't do this with just anyone – you would do it with people that you trust and with whom you have an important relationship. For example, you could ask your spouse, boss, subordinates, children, or close friends. You let them know that you are trying to learn how you interact with others and you want them to feel free to say what they really think.

There are two rules to using this tool. First, your main job is to listen. You can ask clarifying questions such as 'can you tell me more about that?', or use listening acknowledgements like 'right', 'uh-huh,' 'sure.' You don't defend, explain, or rebut what is said to you. You have to keep an open mind and listen to the other person with the understanding that what they are saying is how you appeared to them in experiences they have had with you. This is a chance for you to learn about yourself, not an opportunity to justify past behavior.

Two rules to requesting feedback:

Your main job is to listen. Avoid interjecting, interrupting, defending yourself or justifying your actions.

You don't hold anything against the person giving you feedback, even if you don't like what you hear.

That brings us to the second rule – you don't hold anything said against the person that said it. You need to be able to hear the good and the bad and to appreciate the other person's candor. You should appreciate that they feel comfortable enough to tell you what might be difficult to hear. And if you find out you have

	something to apologize for, do it! Take the chance of cleaning up your relationships if you get it.
TAKE HOME MESSAGE	Develop your take home message (s) from this module and share the message (s) with your peers using the available communication channels provided within the LMS
Reference list	<ol style="list-style-type: none"> <li>1. Goleman, D. (2021). Leadership: The power of emotional intelligence. More Than Sound LLC.</li> <li>2. Hajncl, L., &amp; Vučenović, D. (2020). Effects of measures of emotional intelligence on the relationship between emotional intelligence and transformational leadership. Psihologijske teme, 29(1),119-134.</li> <li>3. Mayer, J. D., Salovey, P., &amp; Caruso, D. R. (2007). Mayer-Salovey-Caruso emotional intelligence test.</li> <li>4. Issah, M. (2018). Change leadership: The role of emotional intelligence. Sage Open, 8(3), 2158244018800910.</li> <li>5. Goleman, D. (2020). Emotional intelligence. Bloomsbury Publishing.</li> <li>6. Miao, C., Humphrey, R. H., &amp; Qian, S. (2018). Emotional intelligence and authentic leadership: A meta-analysis. Leadership &amp; Organization Development Journal, 39(5), 679-690.</li> </ol>