



## 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	6 of 10
Learning module title	Self Management
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 6, developing emotional intelligence and social capital.</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	This module is designed to provide you with how one perceives, understand, manage and use emotional intelligence. Managed emotions leads to social capital.
Module objectives	<p>This module enables learning about;</p> <ol style="list-style-type: none"> <li>1. Define self-management</li> <li>2. Describe self-control</li> <li>3. Explain reflect, reframe and rehearse</li> <li>4. Evaluate trustworthiness, initiate and conscientiousness</li> </ol>

<p>Module learning outcomes</p>	<p>By the end of the module you should be able to;</p> <ol style="list-style-type: none"> <li>1. Define self-management.</li> <li>2. Describe self-control</li> <li>3. Explain reflect, reframe and rehearse.</li> <li>4. Evaluate trustworthiness, initiate and conscientiousness</li> </ol>
<p>Planned Learning Resources</p>	<p>Video lectures, online textbooks, interactive simulations, online discussion forums, practice questions, quizzes and tests, wikis, webinars, YouTube videos</p>
<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-Management</b></p> <p><b>Introduction</b></p> <p>Self-Management is also referred to in some EI models as self-regulation. It refers to the act of taking responsibility for our emotions. When we take responsibility for the way we feel, it gives us a tool for making decisions that are the most supportive for our mental and emotional health. That in turn helps us be successful in motivating ourselves to achieve our goals. It helps us to overcome stumbling blocks and remain in action towards the things that we want in life. It lets us experience emotions without being controlled by them and it aids in our ability to build strong, lasting, and rewarding relationships – both in and out of the workplace.</p> <p>Self-Management, or self-regulation, refers to the act of taking responsibility for our emotions and how they impact or decisions and behaviors.</p> <p>The competency of self-management has six different skill attributes:</p> <ul style="list-style-type: none"> <li>Self-Control</li> <li>Trustworthiness</li> <li>Conscientiousness</li> <li>Adaptability</li> <li>Achievement Orientation</li> <li>Initiative</li> </ul> <p><b>1. SELF-CONTROL</b></p> <p>Self-control is the ability to refrain from knee-jerk reactions in response to your emotions. It is the ability to stop and think before acting, and to pause and consider the best course of action in the present situation. It involves knowing what is important to you, what isn't, and how that will translate into your actions and behavior.</p> <p>Self-Control is the ability to refrain from knee-jerk reactions in response to your emotions. It requires the ability to stop and to the act of taking responsibility for our emotions and how they impact or decisions and behaviors.</p> <p>Did you ever here the old 'count to ten' advice when you are really upset? That advice is about self-control and making sure that what you are about to do or say is in your best interest</p>

and the best interest of the people around you. The tools you'll learn here are also designed to help you focus on what the best choice to make is – not necessarily the immediate one.

**a) Reflection**

One way to enhance your self-control is to reflect on why you feel out of control in the first place. Researchers have found that all major emotional reactions tend to stem from two main emotions – desire and fear. The degree to which we will be affected by these fears is a very individual characteristic. It is based on our values or what is important to us in life.

For example, if we value family, we will react strongly to fears that threaten our family or our relationships with them. We will also react strongly to desires that would improve our family relationships, make them happy, or improve their quality of life. We might feel angry if we got our vacation time cut – not because of the vacation itself but because of the fear of upsetting our family and the desire to spend time enhancing our relationship with them.

Take a look at the table below for more examples on how fear and desire might be manifested in emotional state.

Reflection helps one identify where your strong reaction is coming from based on the things that we value most in life.

<b>Fears</b>	<b>Desires</b>
Fear of disapproval	Desire for wealth
Fear of rejection	Desire for happiness
Fear of failure	Desire for success
Fear of losing control	Desire for acceptance
Fear of dying	Desire for approval
Fear of losing our jobs	Desire for security
Fear of offending others	Desire for certainty
Fear of being alone	Desire for pleasure
Fear of pain	Desire for power
Fear of uncertainty	Desire for growth

The Basic Emotions of Fear and Desire

When you understand the fear or desire that is driving your strong reaction, you can understand why you are having the strong emotional response that you are experiencing. You can then employ the tool of reflection to determine how serious the situation is, what your best option is, and what you need in order to choose that option. To help you reflect, take a moment to reflect by asking yourself questions such as:

**Is this situation really a threat?**

Our knee-jerk reaction may be an over-reaction. Take a moment to determine whether or not there is really a threat to something you value. Is the severity of your reaction truly warranted?

**What action would be best in this situation?**

Identify the action or behavior that would be best in the situation. It might be taking a break, taking a walk, having a conversation with the other person (or people) involved, apologizing, calming down and then coming back to listen, or it might be just walking away.

By identifying what you should do, you are also identifying what you shouldn't do!

**What do I need in order to be able to take that action?**

Do you need more time? More information? Do you need to de-stress? You don't want to attempt to take the right action if you aren't in the right mindset or don't have all the tools you need in order to be successful.

**b) Reframing**

Another tool involves using reframing in order to alter your self-talk around the situation. With strong emotional reactions often come strong self-talk messages. You might say to yourself many negative, counter-productive things such as:

Reframing helps you alter your reaction to your emotions by changing your self-talk.

I can't believe I did that – I'm so stupid!

I'm never going to get this done – I'm going to be in trouble.

That's it, I can't take it anymore!

This place is just awful.

No one cares what I think around here.

I'm done trying. Let them figure it out themselves.

That's the last time I try being nice to her.

These statements aren't helpful to you – in fact, they can be harmful. If you allow these initial emotional reactions drive your behavior, you will give up, quit, suffer, get angry, pout, stop contributing, or damage relationships. Instead, you can learn to reframe your self-talk so that it becomes productive and will lead to productive action. For example, alternatives to the phrases above might be:

I made an honest mistake. That's frustrating, but I can certainly fix it.

I need to focus on the priorities and ask for help.

I need to take a break so my frustration doesn't prevent me from doing a good job.

I'm not in a good mood today.

My ideas aren't always the ones chosen. Perhaps I need to get feedback on that last idea.

Let me make sure I have fully understood the goal. What can I do to help get us there?

She might be someone who doesn't want a friendly relationship with me, and that's ok.

### **c) Rehearsal**

If you've taken time to reflect and you now have an action that is productive in mind, you are ready to take that action. But you might still have some anxiety about exactly how you will perform the action.

A good tool to use is to rehearse your action and behavior in your mind.

Rehearsal helps you mentally prepare for the action you need to take in order to manage your emotions.

Consider how you would like the action to take place in detail. For example, if you are going to see someone else, what would be the best environment? Will you sit or stand? How will you start the conversation? What should your body language look like? What about your facial expression? What are the important points that you need to make, or what are the key pieces of information that you need to get? If it is helpful, you can write an outline or list in order to assist you with your

rehearsal.

Or, rehearsal can be used when you know that you are going to be in a situation that tends to 'push your buttons.' For example, perhaps you have one colleague whose tendency to whine really gets on your nerves. What can you do next time to help your emotions and resulting actions remain productive?

Rehearsal will help you be prepared so that you are ready with your new response the next time you find yourself in that situation.

## **2. TRUSTWORTHINESS**

In our society, we all tend to be overcommitted. We tend to say yes to more things than we can actually do, and then we end up having to give up some of them. Or, we agree to certain work assignments that we

then can't do to our best ability because we just don't have the time. Self-management involves being trustworthy in the sense that you will be honest about what you are and are not capable of doing.

Trustworthiness in the sense of self-management means that you will do what you say and that you are honest about what you can and cannot do.

Another way to think about trustworthiness is to think of integrity. In the simplest terms, it means acting in a way that is aligned with your values. So if you say that you value your job, trustworthiness would result in you doing the best job that you possibly can. If you say that you value your relationships with others, trustworthiness would mean that you don't gossip, you value their opinions and feelings, and you act accordingly. If you value honesty, then you display honesty. But how does this relate to our emotions? If you trust yourself, you can trust that you will respond to your emotions by doing what is best for you in the given situation. And others can trust that even if your first emotion is a knee-jerk reaction, your values will hold sway in the end and you will do what is right in the situation. Trustworthiness is what gets you through the moments between experiencing the first knee-jerk reaction emotion and being able to enact your self-management tools.

## **3. CONSCIENTIOUSNESS**

We all know what conscientiousness means. But as it relates to self-management and emotional intelligence, it means that you remain alert and committed to the practice of self-management, and it means that you take responsibility for your own emotions. It means that you take responsibility for your work and the quality that you produce, even if your emotional reactions are

strong.

Conscientiousness means staying committed to the process of emotional self-management and that you take full responsibility for your emotions.

For example, when you are not being conscientious, you might say things like:

They made me so angry.

He really upset me.

She just really irritated me.

Where is the responsibility in those statements? It is placed on the other people. But when you are being conscientious, you would say instead:

I am angry.

I am upset.

I am irritated.

The other person might have been the impetus for the reaction, but only you are responsible for what happens next. By taking conscientious ownership of your emotions, you suddenly have options. You aren't at the mercy of others – you are in control. This gives you the power to decide what you do or say next.

#### **4. ADAPTABILITY**

The easiest definition of adaptability is that it describes someone who doesn't allow feelings about change to become the source of emotional and performance roadblocks. The fact is, things always change. People leave organizations, budgets get cut and positions get eliminated, divisions reorganize and duties get reassigned. And those are only the internal changes – external changes like the economy, popular trends, and technological developments are just a few examples of changes that impact our work. So being adaptable will be a skill you are guaranteed to need at some point in your career.

It can be particularly difficult to practice self-management in times of change. But adaptability means you don't let your feelings about change become the source of emotional and performance roadblocks.

In order to develop this skill, you will need to be able to identify why change might be causing a negative emotional response.

For example, let's say that you get reassigned from one sales team to another. Why might that cause you to have negative reactions? Some possibilities are:

Fear of not getting along with the new boss or colleagues

Fear of not having customer accounts that are as lucrative

Fear of losing your status as a 'top performer'

Fear of not being granted the privileges that your old boss did

Obviously, these are just suggestions – every situation will be different. But once you understand why you might be resisting the changes that you face, you can choose to handle it properly by addressing the fears or other feelings you have. You will become more adaptable the more that you practice using this and other tools of self-management.

#### **5. ACHIEVEMENT ORIENTATION**

When you are successfully self-managing, you are able to choose the actions and behaviors that will drive your goal achievement or the goal achievement of the team. People who are strong in this skill do things such as:

Determine what is important and prioritize accordingly

Keep their pride from getting in the way of their actions

Continually look for actions that will move them towards the goal and avoid those that won't

Delay gratification when necessary

Do any job that is needed, even if it is 'beneath them'

Take care of themselves in order to perform at their best

Admit it when they have a problem

Ask for help when they need it




Reward themselves for achieving the goal




When you are successful at self-management, you can choose the actions that will help move you towards your goals.


#### **6. INITIATIVE**

The final skill involved in self-management is initiative. People who have a high level of initiative in the sense of emotional intelligence are those that look for ways to continually develop themselves. They recognize that in order to be truly happy, they have to take responsibility for their lives.



	<p>Initiative means looking for ways to continually develop yourself and recognizing that true happiness comes from taking full responsibility for your life.</p> <p>That may involve making lifestyle changes, getting more education, learning new skills, developing new habits, or any other action that will help them to improve the quality of their life. They don't blame others or the universe for their problems, they look for their own role in their current situation, and they accept responsibility for making any necessary changes. They look forward to taking the next step on their path of development because they have experienced the positive benefits that have come from what they have already achieved, and they want more.</p> <p>They also take initiative in problem-solving and conflict resolution. They don't allow disagreements to fester or misunderstandings to linger. They take the necessary actions to clear away negative emotions that are stopping or hindering them, and they take action to prevent further similar occurrences</p>
<p>Activity 2: Reading Material</p> 	<ol style="list-style-type: none"> <li>1. Paik, Y., Seo, M. G., &amp; Jin, S. (2019). Affective information processing in self-managing teams: The role of emotional intelligence. <i>The Journal of Applied Behavioral Science</i>, 55(2), 235-267.</li> <li>2. Barinua, V., Chimere-Nwoji, C. C., &amp; Ford, H. O. (2022). Manager's Emotional Intelligence and Team Effectiveness: A Theoretical Review. <i>Saudi J Bus Manag Stud</i>, 7(5), 120-124.</li> </ol>
<p>ACTIVITY 3: Comprehension questions</p> 	<ol style="list-style-type: none"> <li>1. Define self-management</li> <li>2. Discuss competencies of self-control</li> <li>3. Articulate development of self-control from self awareness</li> <li>4. Describe the six competencies</li> </ol>
<p><b>LEARNING OUTCOME 2:</b> Conceptual knowledge</p> <p>ACTIVITY 4: Video to be used</p>	<p><a href="https://youtu.be/Rp28T-ZjViM">https://youtu.be/Rp28T-ZjViM</a></p> <p>Conceptualize self-awareness in your words</p>
<p>CASE 1:</p> 	<p><a href="https://youtu.be/EUQZIMQZkB8">https://youtu.be/EUQZIMQZkB8</a></p> <p>Self-assessment case at work</p>

<p>ACTIVITY 5: READING MATERIAL</p> 	<p>1. Chaki, J., Ganesh, S. T., Cidham, S. K., &amp; Theertan, S. A. (2022). Machine learning and artificial intelligence based Diabetes Mellitus detection and self-management: A systematic review. <i>Journal of King Saud University-Computer and Information Sciences</i>, 34(6), 3204-3225.</p>
<p>ACTIVITY 6: ONLINE DISCUSSION</p> 	<p>Critic the journal on chat post</p>
<p><b>LEARNING OUTCOME 3:</b> PRACTICAL SKILLS</p> <p>VIDEO 3: Show video which displays practical use of knowledge acquired.</p> 	<p><a href="https://youtu.be/9vnrCbZXg-4">https://youtu.be/9vnrCbZXg-4</a></p> <p>Jane during Covid 19 season</p>
<p>ACTIVITY 7: Learner practice sessions</p>	<p><a href="https://youtu.be/6fj5i-i3wak">https://youtu.be/6fj5i-i3wak</a></p> <p>Bill Gates on time management</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>Discuss your self-management routine</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/tcNtl2mjW_E">https://youtu.be/tcNtl2mjW_E</a></p> <p><b>Development of self-discipline.</b></p> <p><b>Compare self-discipline with self control</b></p>
<p><b>ACTIVITY 8</b></p> <p>Learner to engage in communication, collaboration, problem solving, research, leadership activities. Examples, preparation of a poster to communicate new knowledge acquired, written essay, debate, audio recording ...etc.</p>	<p>Managing time by your company is a disease that requires cure. In view of lesson learned so far, Suggest solutions to this effect,</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>1. Which of the following statements is true?</p> <p>A. They learn to modify their “self-confidence and inner movies” by adjusting the controls.</p> <p>B. They learn to modify their “self-talk and inner motives” by adjusting the controls.</p> <p>C. They learn to modify their “self-musings and inner movies” by adjusting the controls.</p> <p>D. They learn to modify their “self-talk and inner movies” by adjusting the controls.</p> <p>2. You are a college student who had hoped to get an A in a course that was important for your future career aspirations. You have just found out you got a Con the midterm. What do you do?</p> <p>A. Sketch out a specific plan for ways to improve your grade and resolve to follow through.</p> <p>B. Decide you do not have what it takes to make it in that career.</p> <p>C. Tell yourself it really doesn't matter how much you do in the course, concentrate instead on other classes where your grades</p>

	<p>are higher.</p> <p>D. Go see the professor and try to talk her into giving you a better grade.</p>
<p>TAKE HOME MESSAGE</p>	<p>What is your take home message from this module? Speak to us !</p>
<p>Reference list</p>	<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>