



- All of us have dreams, a vision of future, what we might become.
- How can you map out steps that take you on a clear path to your goals?

1

Introduction to Self-Management

What is Self-Management?

- Management of or by oneself; the taking of responsibility for one's own behaviour and well-being.
- Organizations like self-managed workers
- Self-management helps you become a successful learner.
- It refers to strategies, techniques and approaches we use to direct our activities and behaviours effectively. Self-management includes goal setting, planning and managing your time. Self-management is a key skill that will help you throughout your life

<https://student-learning.tcd.ie/learning-resources/self-management/>

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Self-management: autonomy



Taking responsibility

- Recognition of own role
- Maintaining oversight
- Making right choices
- Planning

Resilience

- Keeping self motivated, on track, coping, asking for help when needed
- Recognising value of skills acquired as adults

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The Underlying Theme

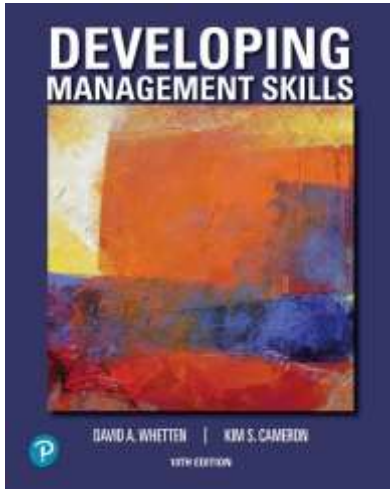
The development of skills needed to manage one's life as well as relationships with others is a ceaseless endeavor



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Developing Management Skills

Tenth Edition



Chapter 1

Developing Self-Awareness

 Pearson

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Specific Learning Objectives Lectures 1 & 2

Increase personal awareness of your:

- 1. Sensitive line**
- 2. Emotional intelligence (briefly)**
- 3. Cognitive style**
- 4. Orientation toward change**
- 5. Core self-evaluation**
- 6. Personal values and moral maturity**
- 7. Character Strengths**

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Developing Self-Awareness



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The Approach to Development

COMPONENTS	CONTENTS	OBJECTIVES
1. Skill assessment	Survey instruments Role plays	Assess current level of skill competence and knowledge; create readiness to change.
2. Skill learning	Written text Behavioral guidelines	Teach correct principles and present a rationale for behavioral guidelines.
3. Skill analysis	Cases	Provide examples of appropriate and inappropriate skill performance. Analyze behavioral principles and reasons they work.
4. Skill practice	Exercises Simulations Role plays	Practice behavioral guidelines. Adapt principles to personal style. Receive feedback and assistance.
5. Skill application	Assignments (behavioral and written)	Transfer classroom learning to real-life situations. Foster ongoing personal development.



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Things to Remember

- A high IQ alone does not guarantee success in life and work.
- Your ATTITUDE is what matters
- Personal skills can be improved with the proper balance of learning of concepts and behavioral practice.



Keys to Self- Awareness

“Know Thyself”

Carved on the temple to the Oracle at Delphi

**“To conquer others is strong; to
conquer oneself is mighty.”**

Lao-Tzu 5th Century BC

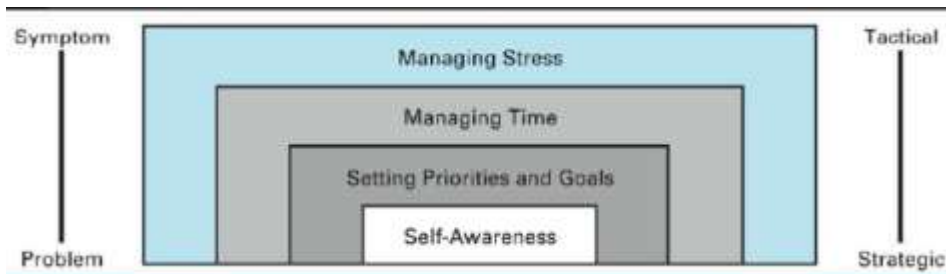
**“He that would govern others
must first master himself”**

Philip Messinger 1624



A Hierarchy of Personal Life Management Skills

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The Enigma of Self-Awareness

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- Seeking self knowledge is a prerequisite for personal growth.
- However, we avoid seeking information about ourselves because it may make us feel inferior.

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The Sensitive Line

The point at which individuals become defensive when encountering information about themselves that is inconsistent with their self-concept.

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Crossing the Sensitive Line

Our sensitive line is less likely to be crossed...

- **When information is verifiable, predictable and controllable.**
- **When we “self-disclose”.**

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Appreciating Individual Differences

Differences

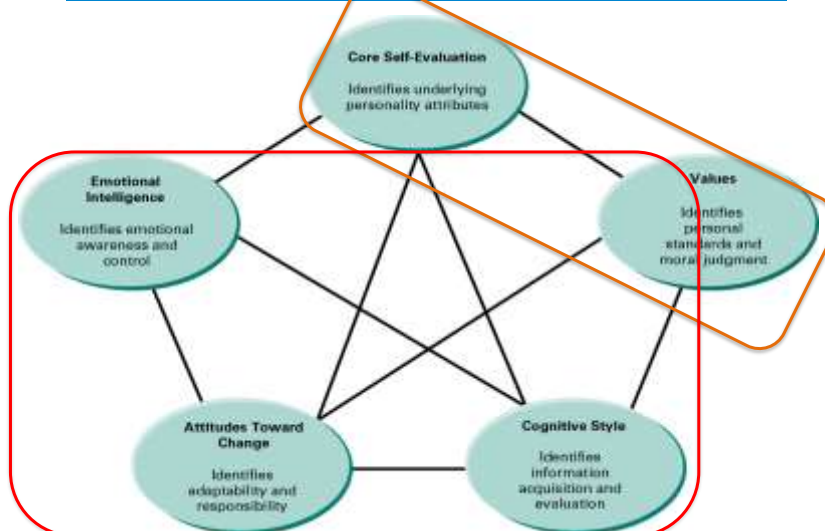
- We observe differences
- Appreciating differences helps eliminate social barriers

Distinctions

- We create distinctions
- Making distinctions creates social barriers



Five Core Aspects of Self-Awareness



Emotional Intelligence

- **Difficult to measure and define.**
- **Considered to be an important measure of managerial success.**

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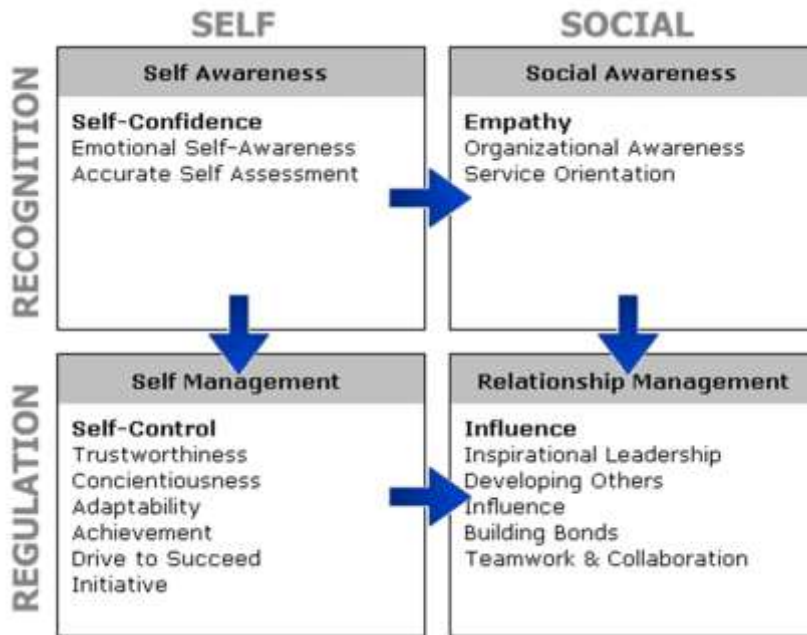
Components of Emotional Intelligence

- **The ability to diagnose and recognize your own emotions.**
- **The ability to control your own emotions.**
- **The ability to recognize and diagnose the emotions of others.**
- **The ability to respond appropriately to emotional cues.**

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Cognitive Style

An individual's inclination to perceive, interpret, and respond to information in a certain way

Book page 14

Cognitive Style Indicator

This instrument assesses the way you gather and evaluate information and make decisions. There are no right or wrong answers, and the accuracy of your results will depend on the extent to which you honestly answer each question. Please use the following scale in responding to each item.

- Rating Scale
- 1 Totally disagree
 - 2 Disagree
 - 3 Neither agree nor disagree
 - 4 Agree
 - 5 Totally agree

- 1. Developing a clear plan is very important to me.
- 2. I like to contribute to innovative solutions.
- 3. I always want to know what should be done when.
- 4. I prefer to look at creative solutions.
- 5. I want to have a full understanding of a problem.
- 6. I like detailed action plans.
- 7. I am motivated by ongoing innovation.
- 8. I like to analyze problems.
- 9. I prefer a clear structure to do my job.
- 10. I like a lot of variety in my life.
- 11. I engage in detailed analyses.
- 12. I prefer well-planned meetings with a clear agenda.
- 13. New ideas attract me more than existing solutions.
- 14. I study each problem until I understand the underlying logic.
- 15. I make definite appointments and follow-up meticulously.
- 16. I like to extend the boundaries.
- 17. A good task is a well-prepared task.
- 18. I try to avoid routine.

Source: Cognitive Style Indicator, Cools, E. and H. Van den Broeck. (2007) "Development and Validation of the Cognitive Style Indicator." Journal of Psychology, 14: 359–387.

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	Three Dimensions of Cognitive Style	
	Attributes	Possible Liabilities
Knowing	Emphasizes facts, details, and data Seeks clear, objective solutions Focuses on validity, credibility of data Emphasizes accuracy and precision	Slow to make decisions Not very creative Resistant to innovation Intolerant of multiple views
Planning	Emphasizes planning and preparation Seeks agendas and outlines Focuses on methods, processes, and follow-up Emphasizes clear actions and routine	Frustrated by the status quo Intolerant of ambiguity Stressed by complexity Difficulty handling illogical issues
Creating	Emphasizes creativity, risk-taking, and innovation Seeks novelty and ambiguity Focuses on spontaneity and possibilities Emphasizes interaction and getting many inputs	Resistant to structure Tends to break rules May make many mistakes Tends to ignore data and facts



Attitudes Toward Change

Graduates of management schools today will face an environment unlike any person has ever experienced before



Change Orientation

Tolerance of Ambiguity: The extent to which individuals are comfortable coping with unclear situations.

Book page 15



Please respond to the following statements by indicating the extent to which you agree or disagree with them. Fill in the blanks with the number from the rating scale that best represents your evaluation of the item.

Rating Scale

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Slightly disagree
- 4 Neither agree nor disagree
- 5 Slightly agree
- 6 Moderately agree
- 7 Strongly agree

1. An expert who doesn't come up with a definite answer probably doesn't know too much.
2. I would like to live in a foreign country for a while.
3. There is really no such thing as a problem that can't be solved.
4. People who fit their lives to a schedule probably miss most of the joy of living.
5. A good job is one where what is to be done and how it is to be done are always clear.
6. It is more fun to tackle a complicated problem than to solve a simple one.
7. In the long run it is possible to get more done by tackling small, simple problems rather than large and complicated ones.
8. Often the most interesting and stimulating people are those who don't mind being different and original.
9. What we are used to is always preferable to what is unfamiliar.
10. People who insist upon a yes or no answer just don't know how complicated things really are.
11. A person who leads an even, regular life in which few surprises or unexpected happenings arise really has a lot to be grateful for.
12. Many of our most important decisions are based upon insufficient information.
13. I like parties where I know most of the people more than ones where all or most of the people are complete strangers.
14. Teachers or supervisors who hand out vague assignments give one a chance to show initiative and originality.
15. The sooner we all acquire similar values and ideals the better.
16. A good teacher is one who makes you wonder about your way of looking at things.

Source: S. Budner (1962), "Intolerance of Ambiguity as a Personality Variable," from *Journal of Personality*, 30: 29-50. Reprinted with the permission of Blackwell Publishing, Ltd.

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Change Orientation (cont'd)

Locus of Control: The attitude people develop regarding the extent to which they control their own destinies.

Locus of Control

Internal Locus of Control:

“I was the cause of the success or failure.”

External Locus of Control:

“Something else caused the success or failure.”

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Internal Locus of Control

Associated with...

- **Managerial success (at least in North America)**
- **Less alienation from work environment**
- **More satisfaction at work**
- **Less stress**
- **More position mobility (promotions and job changes)**

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External Locus of Control

- **Most commonly found in managers from Eastern cultures**
- **Tend to use coercive power more than internal leaders**
- **Perform poorly in stressful situations**