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Self-Study Guide

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How to Use This Guide

This Self Study Guide is designed and laid out in a way that will guide student learning much in the same way that an instructor would. This workbook is comprised of modules called *Sessions*. Each Session focuses on a major concept in the course.

In each *Session*, we have included short-answer and (in some instances) multiple choice questions which relate directly to the Session material. Throughout the guide, you can take the opportunity to internalize what you have learned by completing the self-reflection exercises entitled "Making Connections."

Session One: Course Overview

Course Overview

Self-leadership puts together taking responsibility for our outcomes, setting direction for our lives, and having tools to manage priorities. Self-leaders work at all levels of an organization. They are front-line workers in every possible role, middle managers, and CEOs. Self-leaders like Walt Disney and Wayne Gretzky worked hard to achieve their dreams without using the term self-leadership. However, they have clearly demonstrated that being in control of their behavior and results, focus, practice, and learning were necessary to achieve their goals.

Self-leadership requires a commitment from individuals to decide what they want from life and to do what's necessary to get the results they want. This course will help participants internalize the four pillars of self-leadership and to make meaningful, empowered choices while taking action to get where they want to go.

Learning Objectives

After you complete this course, you will be able to:

- Define self-leadership and what it means on an individual level
- Assume responsibility for your results by understanding who you are, what you want, and how to reach your goals
- Describe the four pillars of self-leadership
- Use techniques related to adjusting to change, cultivating optimism, and developing good habits to build your self-leadership

Why did you take this course? Use this opportunity to consider your personal learning objectives and reasons for taking this course.

Pre-Assignment

Mentorship can be a very important aspect of our development. Whether you have spoken to your mentors and they are providing you with dedicated mentorship, or they are someone that you admire, they are probably having influence on what you do.

Please answer the following questions before the course.

Identify two to five mentors in your life. These are people whom you admire and whose examples you would like to learn from (in life and work).

What are the characteristics that your mentors demonstrate and that you appreciate?

Which of these characteristics have you mastered?

Which of these characteristics do you admire but have not yet mastered?

Pre-Course Assessment

- 1. Self-leadership is a method for:**
 - a. Directing our own results
 - b. Directing our employees
 - c. Choosing a new career

- 2. As a self-leader, I am responsible for:**
 - a. Knowing my goals
 - b. Directing behavior of others
 - c. Arranging training for my team

- 3. In addition to setting goals, self-leaders can describe the overall _____ for their life.**
 - a. Properties
 - b. Value
 - c. Vision

- 4. The SPIRIT model for goal setting stands for:**
 - a. Specific, positive, interactive, review, inspiring, terminate
 - b. Singular, positive, individual, realistic, instigating, tentative
 - c. Specific, prizes, individual, review, inspiring, time-bound

- 5. True or False: Being effective is one of the keys to self-leadership.**

- 6. True or False: When our reality matches expectations, people feel in control.**

- 7. Negative cues are things that:**
 - a. Help you recognize what not to do
 - b. Distract you from what you want to do
 - c. Feed the negative voice in your head

- 8. Lifelong learning is what occurs _____.**
 - a. After getting up in the morning
 - b. Inside, outside, and beyond formal schooling
 - c. After graduation from school

- 9. In order to master a skill, it is most important to:**
 - a. Practice
 - b. Watch others
 - c. Ask for instructions

10. In the ABC's of optimism, C stands for _____.

Session Two: What is Self-Leadership?

Have you already done some reading about self-leadership? Have you worked with people who are strong and capable self-leaders already? I think that a lot of the great examples we see in terms of mentors and coaches are capable self-leaders.

In this session, you'll start considering the four pillars of self-leadership, from knowing who you are, to using what you know.

Defining Self-Leadership

Self-leadership is about choosing who we are, what we do, and who we become. It doesn't advocate for a selfish approach to get what we want at any costs. It also recognizes that things do not always come to us easily but that our environment is created through us making choices and creating opportunities and circumstances.

The world, with its reliance on technology and inter-dependent economies, has become a place that leverages knowledge, meaning the things we learn can become obsolete very quickly. What remains constant is that we have to manage ourselves effectively within these complexities and ongoing evolution in order to overcome obstacles, to renew and refresh ourselves, and to fully participate in our own lives.

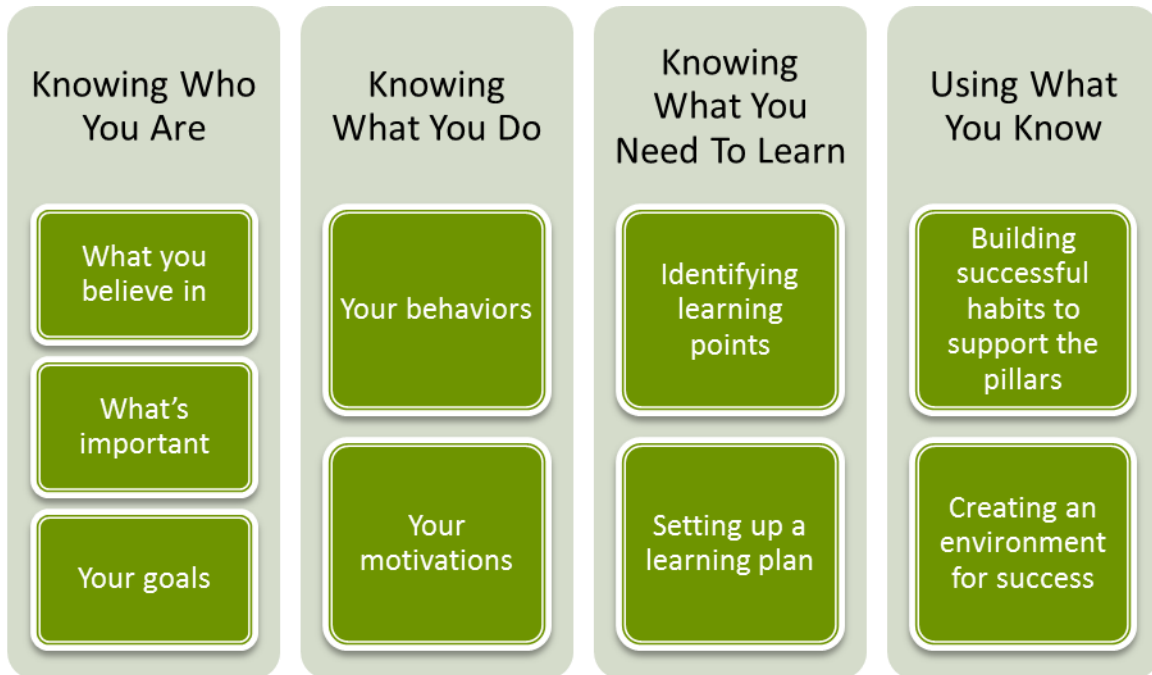
Self-leadership is not about managing others, although self-leaders make great managers and leaders. This means that this course will not be focused on leading others, but rather about leading yourself.

In a typical look at external leadership, your manager gives you directions, sets expectations, and tells you when something is due. If they are a consultative manager, they may ask you how you would like to get the work done, while still defining what the end result will be. A self-leader scans their own environment, recognizes what they could be doing, and does it.

Let's say that a supervisor says to you that sales are down and you need to increase your results by 10% in the next quarter. A consultative supervisor would probably ask you how you could achieve those results. The self-leader sees that sales are down and devises a plan of action without the supervisor saying anything.

Four Pillars of Self-Leadership

Self-leaders share several key characteristics, which we have organized in a model of four pillars.



Making Connections

Define three attributes for each pillar.

Knowing Who You Are

Knowing What You Do

Knowing What You Need to Learn

Using What You Know

Session Three: Knowing Who You Are

Part of setting up your own path is to reflect on who you are and then make some decisions about where you wish to be. We all have choices that we can make, and people who are strong self-leaders create a plan.

In this session, you'll create your personal vision statement and learn to set goals using the SPIRIT model.

Creating a Personal Vision Statement

If you want to feel like you're getting more out of life, then we recommend that you set a personal vision statement. This will then help you set short and long term goals, which should influence your daily plan. All self-leaders need to know what they want from life and to have a plan to get there. You can think of it like a pyramid:



There are three important steps to creating your personal vision.

Step One: Identify Your Values

The list below reflects some common values. Choose the ten that are most important to you as a person (meaning that they apply both at work and at home). You can customize the wording, or add your own to the list.

Ability to make decisions and implement them	Ability to persuade and influence others	Achieving excellence
Achieving fame and recognition	Adventure and excitement	Behaving ethically
Being challenged by pressures and deadlines	Being organized and dependable	Being skilled and capable
Building a family	Building meaningful relationships with others	Competition with others
Contributing to society	Cooperation with others	Demonstrating expertise
Diversity in daily tasks	Doing something meaningful	Efficient and effective
Enjoying what you do	Environmental rights	Establishing a reputation
Expressing creativity	Feeling excited and stimulated by life	Feeling independent
Feeling of belonging and community	Feeling of inner harmony	Feeling of patriotism
Financial security	Financial wealth	Free speech/human rights
Freedom to set your own pace and goals	Having a feeling of security	Having power and control
Having privacy	Helping those in need	Religion and/or spirituality
Leading others to success	Moving at a fast pace	Moving at a slow pace
Being productive	Reliability	Self-development
Sense of accomplishment	Serving the public	Spontaneity
Truth and integrity	Working as part of a team	Working individually

We cannot focus on too many things at one time and remain effective, which is essential for self-leaders. Look at the ten values you selected and select the five that are most important to you. Cross the others off. Be firm with yourself if you need to be. Remember, you are focusing on what is really important to you.

Next, reduce the list to just three values. These are the things at your very core. Cross the other two off your list. Put circles around the three items that are your core values.

Step Two: Define Your Values

Now, outline what success for each of those values would look like.

Value One

Value Two

Value Three

Step Three: Put It All Together

Finally, bring the three statements together into one paragraph. You may feel that you need to go back and re-evaluate your values, or you may want to re-work some sentences to create what is meaningful to you. That's OK! Above all, this should be a reflection of your innermost thoughts and a roadmap for how you would like to conduct your life.

Use the space below to write out your vision statement.

Identifying Dreams and Setting Goals

Identifying Your Dreams

Once you have a good understanding of where you want to go, it's time to sketch out what that might actually look like. You can make some notes in the space below, or use the back of this page for pictures and extra space.

What areas of life do you want to set goals in?

These areas should tie in with your vision statement. If not, evaluate it. Does it really reflect who you are?

In our example above, our vision statement was:

“In my life, I would like get the most out of each day by being as productive as possible. For me, being productive means feeling good about what I have accomplished at the end of the day. It is important to me to do this in a way that allows me to make enough money that I feel secure and able to get the things that I both need and want. As well, I need to feel challenged in my life. I like overcoming new problems and having new experiences.”

My specific dreams might include:

- Set up an organized work space at the office.
- Start my own consulting business.
- Learn how to do yoga and practice it daily.
- Climb Mount Everest.

Now, clearly some of these are achievable in the short term while others will take longer. Some will obviously take more work than others.

SPIRIT

Each objective should be broken down into several small, achievable goals that will help you get where you want to go. Good goals should have SPIRIT!

Specific

Be specific about what you want or don't want to achieve. The result should be tangible and measurable. "Get organized" is pretty ambiguous; "Organize my desk and filing cabinet" is specific.

Prizes

Reward yourself at different points in the goal, particularly if it's long-term. If your goal is to establish a consulting business, you might purchase a piece of artwork for your new office after you have written your business plan and discussed it with your accountant.

Individual

The goal must be something that you want to do. If your parents want you to become a doctor and you have no interest in medicine, you're not going to want to work towards the goal.

Review

Review your progress periodically. Does the goal make sense? Are you stuck? Do you need to adjust certain parts of it? Could you work with a coach?

Inspiring

Frame the goal positively. Make it fun to accomplish. You could make a poster of the end result, frame it, and post it on the wall.

Time-Bound

Give yourself a deadline for achieving the goal. Even better, split the goal into small parts and give yourself a deadline for each item.

Writing Tips

Use action verbs in your goals, like:

- Add
- Arrange
- Assemble
- Build
- Carry
- Choose
- Collect
- Compute
- Count
- Demonstrate
- Describe
- Distribute
- Draft
- Explain
- Identify
- Initiate
- Label
- List
- Plan
- Rewrite
- Select
- Supervise
- Train
- Transform

Watch out for vague phrases like:

- Be familiar with
- Know how to
- Understand

Getting Goals on Paper

Use the space below to set some goals using the SPIRIT framework.

Setting Ourselves Up For Success

One of the things that makes self-leaders stand out from the crowd is that they are very serious about **being effective**. They know their goals and they don't let them slip for very long if things get off track.

For some of us, we can be effective and keep on track with our goals quite efficiently. Other times, it helps to have an **accountability partner**. All of us can benefit from accountability support because we can get pulled into projects or invited to take on more commitments than we can really manage at one time. That partner can help you to say no and then stick with it, if needed.

If we look at the success of **programs** such as Weight Watchers, Herbal Magic, or other healthy eating and diet programs, a large part of the reinforcement comes from the way in which the programs are designed. Clients visit the program leader at least once a week and can visit daily if they need to. They receive encouragement, rewards, and support at each of those meetings. In addition, group sessions and support from other individuals help dieters to stay connected to the program. An accountability partner will help you take that support even further. Sometimes they are just waiting to be asked to help!

Have a look at your goals. Which ones could you use some help with? Select one goal that you know will be easier for you to achieve if you have someone to talk to about it from time to time. Then, write down who that person might be. Your accountability partner might be a workplace mentor, a career counselor, your partner, a good friend, or just about anyone that is supportive, encouraging, and will provide you with a bit of a push when you need one.

Record your ideas for building accountability into your goals.

Session Four: Change Management

We all handle change in our own way. Some of us embrace change and enjoy the challenges and newness that come with it. Others may shy away from it, preferring to stay with things that are familiar. What do you do when faced with change?

In this session, you'll learn about a system for managing changes that come your way.

Control and Change

Change expert **Daryl Conner** lays out the human reaction to change like this:



Making Connections

Now that we are aware of each phase, how can we use this awareness to help us manage change? Use the space below to record ideas for each phase.

People have a need for control.

The need for control can be met by dictating or at least anticipating their future.

Expectations are established based on what can be dictated or anticipated.

If reality matches expectations, then you feel in control. If reality does not match expectations, then you lose that sense of control.

Session Five: Knowing What You Do

When was the last time you learned something new, or did something differently? Many of us are so busy that even though there are things going on that we could learn from we may not notice unless we approach things deliberately.

In this session, you'll consider the link between self-leadership and your behavior. You'll also think about what it means to be a lifelong learner.

Your Behavior

We can talk about ourselves in terms of self-leadership and set up a plan, but as the saying goes, "The proof is in the pudding."

When you make a series of decisions about what you intend to do, and you start doing them, your behavior is in line with and supporting your intention. If you say you will do something and then allow yourself to be distracted, or you lose the commitment to a particular goal, then your behavior is not supporting your stated intention.

In order to keep your behavior on track, we encourage you to leverage the teaching of Christopher Neck and Charles Manz in their excellent book *Mastering Self-Leadership: Empowering Yourself for Personal Excellence, 6th Edition*. They write about the power of positive and negative cues in our environment.

Negative cues are things that distract or stop you from doing the things you want to be doing. If you want to cut down on the amount of time you spend watching television, but you have a 52 inch screen and 130 channels, you have a negative cue set up. The temptation to turn the television on and then start scanning programs or flipping channels is very evident. On the other hand, having a smaller screen, fewer channels, or a stack of tempting books next to your favorite chair can help distract you from the television.

Positive cues are things that influence you to do things that meet your goals. That stack of books handy when you sit down to relax, an ergonomic chair to work from, or a good long distance plan when you need to be making a lot of calls, are all positive cues. If your work involves a lot of driving, then keeping your car clean and in good shape is another positive cue. Positive cues can also include calendars with good scheduling programming, reminders, sticky notes, task lists, and being with people who are reminders of your desired behaviors.

Making Connections

Answer the following questions about your behavior, the way that it exists today.

What good habits do you have with using schedules and task reminders?

What specifically could you do to improve your attention to tasks?

List any negative cues at work and at home that are reinforcing behaviors you don't want.

What specifically can you do to eliminate or reduce negative cues at home and work?

List positive cues at work and at home that are encouraging the behaviors you want.

What specifically can you do to increase positive cues?

Do you need help for this? Who can you enlist for help?

Lifelong Learning

As you may have already figured out, **lifelong learning** means that we recognize and appreciate that learning does not stop when we leave school. With the rapid advances that technology makes, our international relationships, and global economies, the ability to learn and continue to seek knowledge are essential aspects of life today. Lifelong learning is part of self-leadership; it is a commitment by self-leaders to seek knowledge continuously.

Employers demonstrate their own appreciation for lifelong learning when they write up a job posting that includes equivalencies, with statements like, “A university degree or equivalent is required.” This demonstrates that while qualifications are valued, so is the learning that comes away from school.

If you commit to lifelong learning, you will keep your finger on the pulse of things that are changing and developing in your environment and around the world. This doesn't mean that you are restricted in what you learn, either. No matter what your field of work or study is, your value and your understanding of the world increases as you learn about all kinds of subjects. Geography, geology, anthropology, music, art, sports, history, languages, business, technology, agriculture, and cooking will all enrich what you know, whether you work in a broad area such as science, or a narrower one such as micro-brewed beer.

In his book *The Outliers*, **Malcolm Gladwell** describes how people become successful at what they do through the value of practice. He proposes the theory that it takes about 10,000 hours of practice to master something, whether it is a sport, music, or academic field. Human nature is for people to look at successful people and say, “Wow, she sure lucked out,” or, “He did that so easily.” These statements are short-sighted as we know that success and mastery do not normally come easily: they require attention, learning, and plenty of practice.

Self-leadership does not mean that you can create absolutely anything for yourself. Although it might seem like a nice ideal, it just isn't realistic. Most of us do not wield the power to change economies, influence politics, stop weather disasters. We do, however, have the ability to choose our behavior and to lead ourselves.

Learning Plans

A learning plan is very specific, although you can incorporate it into your goal and vision documents. It might be also written in the back of your journal, held in a computer file, or displayed as a poster you hang in your basement. Whatever form it takes, it should be meaningful to you, looked at regularly, and flexible enough to reflect your evolving life and goals.

For example, if you finish a two year college program and start your first full time position, you might create a learning plan that includes finishing a degree related to the college program. Or, you may want to attend a workshop twice a year that helps keep you up to date in the field.

However, if your career takes you in other directions, you will have to decide whether you want to alter your learning plan or see it through to the end. Depending on what you are doing, you may enjoy – and benefit – from changes to the plan, so be open to it. You also might decide that your learning is going to come from travelling to different countries, meeting new people, and exploring new cultures. Doing so might require that you are flexible about where, when, and with whom you travel.

Brainstorm all the different ways that you can develop competencies as your career progresses.

Making Connections

My goals for learning and development include the items outlined below.

I am committed to the following in order to meet my learning goals:

The barriers for me achieving these learning goals include:

I will take the following action(s) to reduce or eliminate those barriers:

Additional thoughts on my learning and development goals:

Session Six: Motivation for Optimists

We're all motivated by different things and move in different directions. Are you highly motivated? How do you see the world? Are you a glass half full or half empty kind of person, or is it even remotely that easy to describe you?

In this session, you'll explore motivation and optimism in the context of self-leadership.

Motivation from Within

The things that motivate us are as different as the people we know. Do you know what motivates you?

- What motivated Walt Disney to create cartoons and capture them on film?
- What motivated Mohammed Ali to become a world champion boxer?
- What motivated Stephen King to be an internationally renowned writer?

The things that motivate us include the **rewards** we get from doing the things that we want to do. This doesn't mean that self-leadership means being self-serving without thought to other people's needs, or to the laws or social mores that govern the way we act. It does mean that there are things that we do where the act of doing is its own reward and that in itself is motivating.

Other times, there are more **tangible rewards**. A reward can be simple, like time to read a book or having lunch with a mentor. These kinds of rewards help to motivate us quite easily and naturally. Other times, **more sophisticated rewards** are needed to encourage us to complete tasks that we don't find naturally rewarding.

Making Connections

Consider the following questions in terms of your own motivation.

Are you able to incorporate enough activities that you enjoy in your work?

Is there a space at work where you can work comfortably and effectively?

Do you spend more time thinking about the parts of your job that you do like rather than the parts that you don't enjoy?

Do you point your thinking toward pleasantries of your job, rather than things that are unpleasant?

If you answer "yes" to these questions, then you are able to increase your motivation to do your job. If you have several "no" answers, then it's time to look at your job from a self-leadership perspective. Work towards understanding the nature of your work and how fulfilling it is, and could be.

Creating a Motivational Climate

There are several features that make work naturally rewarding.

Competence

When we know we are doing, and we continue learning so that we know what we know and what we are going to learn, our own competency becomes a reward. We usually like to do the things that we do well, that people compliment us on, and that we perceive we are doing well with.

Self-Direction

We enjoy doing things that we want to do, that we have decided to do, and that we can control. If your boss says that you need to improve your efficiency by 15%, you can feel inadequate and defeated, but if you recognize the need to increase efficiency yourself and then show your boss how you've improved by 15% without being directed to do so, you are in control of your results, and that is motivating.

Purpose

In career planning, we often talk about working within your purpose, or calling. When we do what we are called to do, the work itself is rewarding. When we add self-leadership to this idea, the negative aspects of the job are significantly outweighed by the positive. Our own connection to the work motivates us to do what needs to be done.

Building Rewards into What You Do

When you are someone who is highly motivated already, you will still have off days. Life is just like that. When you can design work with the rewards built in, or clearly defined for yourself, then an off day is suddenly better. In order to build in rewards, you need to be clear on the things that you enjoy and the rewards for doing them. (Those rewards might be a feeling of competence, a feeling of living your purpose, or something else.) Another way to build rewards into what you do is to set up benchmarks or deliverables, like those used in a project plan, and tie rewards to completion of each benchmark or deliverable.

The Value of Optimism

Optimism and pessimism are attitudes which affect the way we see the world and what is happening around us. Optimists see success as the result of their own hard work, whereas a pessimist views success as being the result of good luck or fate.

Optimists see something like the loss of a job as a short term problem or the result of a lack of work in their field. They tell themselves that they will work hard to find another job, and as a result, another job will be secured. A **pessimist** sees a job loss as someone else's doing: their boss does not like them, the system is against them, life is not fair. When a pessimist loses their job, they see it as a huge barrier. They may even take it to the extent that they will never find work again.

In his long-running research and best-selling book *Learned Optimism: How to Change Your Mind and Your Life*, Dr. Martin Seligman describes how differently optimists and pessimists view the world. He also teaches how to shift our thinking to be more optimistic. The benefits to optimism are indisputable, as evidenced by repeated studies. Optimists have better overall health, live longer, and are able to more easily adapt to even the most harsh or horrible circumstances. Pessimists on the other hand, suffer more incidents of ill health, including increased clinical depression and anxiety.

Pessimists can learn to change attitudes and be more optimistic. Not only do they become healthier, but they also get more happiness from life in doing so.

Being an optimist is not always an approach that you can take in light of difficulty or adversity, however. If you want to focus on achievement, focus on improving morale, inspire, or teach, Dr. Seligman recommends an optimistic approach. However, pessimism also has a certain place, and even some benefits. Even the very optimistic can become pessimistic at times. Pessimism does have a way of looking at things realistically, which some optimists may fail to do.

ABC's of Optimism

Here is a framework that you can use to work through any situation in an optimistic, realistic way. You can use the steps as outlined from A thru E to help you define and work through the issue. (This model was originally developed by Dr. Martin Seligman.)

A – Adversity

- Anything you see as a problem

B – Beliefs

- Our thoughts on the adversity become our belief
- How do we feel about the adversity?

C – Consequence

- What action takes place because of our belief

D – Disputation, Distancing, or Distracting

Disputation is arguing with yourself:

- What is the evidence for this belief?
- What are some alternative ways to look at the adversity?
- Even if my belief is correct, you say to yourself, what are its implications? De-catastrophe the situation.
- How useful is holding on to a negative belief?

Distancing means moving away from the pessimistic attitude.

- We can distance ourselves from the unfounded accusations of others but we are much worse at distancing ourselves from the accusations that we launch daily at ourselves. They are usually bad habits of thought produced by unpleasant experiences from the past.
- Stand back and defend yourself.

Distracting helps you break away from the pessimistic thoughts.

- Use a mental or physical technique to make yourself stop. Some people use an elastic band that they snap when they think pessimistically.
- Do what you have to do to turn your directions elsewhere.

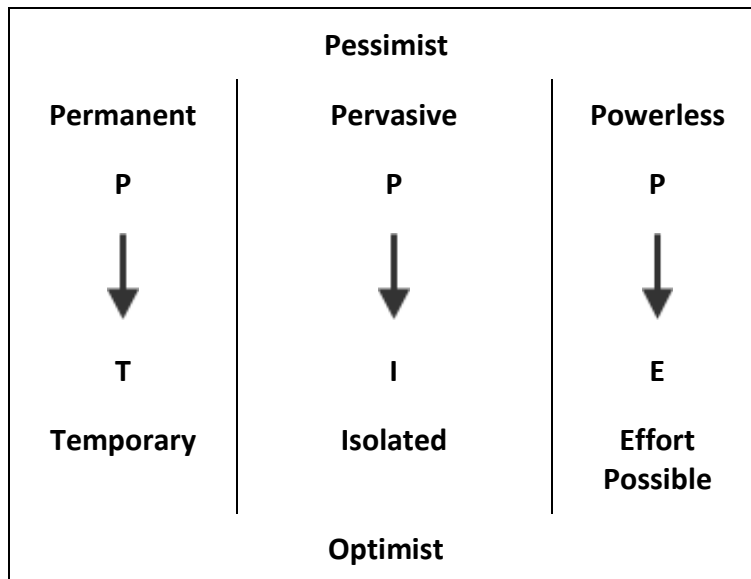
E – Energization

- How disputing your pessimistic thoughts makes you feel

Pessimism vs. Optimism

A pessimist and optimist view the same situations differently. Dr. Martin Seligman explains it like this:

- A **pessimist** sees things as permanent, pervasive, and personal.
- An **optimist** will see it as temporary, isolated, and from the perspective that effort is possible. They see that they have control.



VET Process

VET is a way to help to explore the problem. VET stands for Validate, Explore, and Transform.

- **Validating** emotions means recognizing what it is and naming it. It doesn't try to ignore or change what the emotion is. It is accepting it for what it is... a piece of information.
- **Exploring** looks at understanding why you are feeling that emotion. Where did it come from and why is it useful information to have?
- The last process is **transforming** the emotion so you can create the best possible outcome.

Adversities

Use the chart below to explore an adversity in your life.

A Adversity	B Belief or Feeling	C Consequence	D Distance, Debate, Distract	E Energization

Session Seven: Using What You Know

Your desire to increase your own competency at self-leadership is evident in your pursuit of knowledge through this course. However, there are other factors that support (or undermine) your success.

In this session, we'll discuss the impact of looking after your physical and emotional needs to support your self-leadership.

Our Physical Self

One important aspect of self-leadership that we have not mentioned so far is the need to look after our physical and emotional health.

Our physical health is heavily influenced by our emotional health. Self-leadership includes the necessity of maintaining fitness in order to provide a stable platform (our body) so that we can support the demands we make of ourselves.

Regular exercise, a healthy diet, good sleep hygiene, and managing stress all have positive effects on our physical health.

Questions to Consider

Do you get thirty minutes of exercise a day? Is it intense enough to increase your heart rate so that your heart benefits?

How many hours of connected sleep do you get each night?

Do you nap during the day?

Is your bedroom set up so that it helps you to sleep? (This means no distractions, television, or cell phones buzzing in the night, and the room is sufficiently darkened.)

Do you eat three meals per day?

Do you drink enough water?

Are you limiting salt, caffeine, fats, and sodas to reasonable levels?

What can you start doing today to improve your physical health?

Do you know how to work through worry or stressors to reduce the effects they have on you?

Emotional Intelligence

Understanding Emotional Intelligence

Emotional intelligence is our ability to:

- Accurately identify emotions in ourselves and others
- Understand and manage emotions
- Effectively communicate emotional feelings

Most social scientists agree that there are seven emotional expressions that are basic to every culture. Keep in mind that our face often displays more than one emotion at a time, so we will witness things like a person smiling although their eyes are sad.

According to Dr. Paul Ekman, a renowned psychologist, we can teach people to recognize visible and hidden emotions by carefully reading what is shown on someone's face. These emotions include sadness, anger, fear, happiness, surprise, contempt, and disgust. Being able to recognize those emotions is helpful, as is being able to recognize your own emotions and your reactions to what's going on.

Do you tend to often react with anger? With fear? Or are you able to take the information in, work on it optimistically, and prepare for the results?

Let's look at the seven emotions and their telltale signs.

Sadness

Sadness comes with a set of identifiable marks: the eyebrows are drawn upwards in the middle and curve down toward the end. There is also a slight vertical furrow between the eyes. Taken together, this is called **Darwin's grief muscle**. The outside corners of the mouth point downward as well.

Anger

When we are angry, we often press our lips together so hard that the upper lip almost disappears. The eyes may widen across the upper eyelids, while the lower eyelids are contracted. The inner corners of the eyebrows pull downward. There is often enough pressure there to create a furrowed brow.

Fear

In fear, a scared person's eyebrows may be close to horizontal, with wrinkles in evidence across the forehead. Similar to anger, people who are frightened may open the upper eyelid more widely and show more of the whites of their eyes, while the corners of their mouths pull the lips into a horizontal line.

Happiness

Happiness is generally accompanied by rising cheeks. We describe the accompanying smile as going up to someone's eyes when the muscles around the eyes tighten (hence the way that smile lines lead to permanent lines around the eyes). Authentic smiles, also called a **Duchenne smile**, were first described by French neurologist Guillaume Benjamin Amand Duchenne de Boulogne. They are characterized by those eye wrinkles, whereas a phony or forced smile is missing those characteristic smile lines.

Surprise

Characterized by raised upper eyelids, in addition to exposing additional whites of the eye. The mouth or jaw may also open as a part of the response.

Contempt

Is anyone rolling their eyes at you? This gesture is quite common in expressions of contempt, in addition to the left corner of the lip being pulled out asymmetrically, creating a dimple.

Disgust

People who are feeling disgusted may wrinkle their nose as they might to a bad smell, and/or generate wrinkles at the top of the nose between their eyes. The upper lip may also be raised.

What Do Emotions Tell Us?

Emotion	What It Tells Us
Sadness	Lost something of value
Anger	Way is blocked or get out of my way
Fear	Possible threat; be prepared
Happiness	Gained something of value; the way is safe
Surprise	Something unexpected happened
Contempt	Not worthy of care, hardening of feelings
Disgust	Rules are violated

Applying Emotional Intelligence

Emotional expressions don't tell us the cause that prompts the response. You have to take into account the situation in which the emotion was expressed and how your own emotions affect the situation in order to understand it. As you try to understand emotions that you witness, it is

important to remember that emotions in themselves are neither positive nor negative; it is what we do with the emotion that creates the outcome.

When you learn to leverage what you know about your own reactions to things and the emotions you express, you are developing your emotional intelligence. This will allow you to leverage your intellect and do your very best at anything that you do. This helps to make you a fully aware, competent, self-leader.

When you combine what you understand about self-leadership, including the pillars, you really are demonstrating self-leadership.

Recommended Reading List

If you are looking for further information on this topic, we have included a recommended reading list below.

Blanchard, Ken & Susan Fowler & Lawrence Hawkins. *Self Leadership and the One Minute Manager: Increasing Effectiveness Through Situational Self Leadership*. William Morrow, 2005.

Bridges, William. *Managing Transitions: Making the Most of Change (3rd Edition)*. Da Capo Press, 2009.

Conner, Daryl. *Managing at the Speed of Change*. Villard Books, 1992.

Gerber, Michael E., *Awakening the Entrepreneur Within: How Ordinary People Can Create Extraordinary Companies*. HarperCollins Publishers, 2010.

Manz, Charles C. & Sims, Henry P. *Company of Heroes: Unleashing the Power of Self-Leadership*. John Wiley & Sons Inc., 1995.

Neck, Chris C. & Charles P. Manz. *Mastering Self Leadership: Empowering Yourself for Personal Excellence, 6th Edition*. Pearson Education, 2012.

Seligman, Martin E. P. *Learned Optimism: How to Change Your Mind and Your Life*. Vintage, 2006.

Post-Course Assessment

1. **We can easily discuss self-leadership in terms of:**
 - a. Three corners
 - b. Four pillars
 - c. The ABC model

2. **In the SPIRIT model for setting goals, the S stands for:**
 - a. Spectacular
 - b. Specific
 - c. Singular

3. **When setting goals, it is motivating to use action verbs like... (Select all that apply.)**
 - a. Transform, demonstrate, choose
 - b. Familiarize, understand, know
 - c. Describe, build, write

4. **True or False: If the boss asks me how I can reach the benchmarks she has established, she is encouraging me as a self-leader.**

5. **True or False: As self-leaders, we outline three core values so that we can discuss what is most important.**

6. **True or False: When an employer is advertising a vacancy and they put the phrase “or equivalencies” in the posting, they are acknowledging the value of lifelong learning.**

7. **Features that make work naturally rewarding include competence, self-direction, rewards, and _____.**
 - a. Principle
 - b. Power
 - c. Purpose

8. **Fill in the blanks: The ABC’s of Optimism are really the ABCDE, where A stands for _____ and E stands for _____.**

9. **True or False: It’s always a good idea to be an optimist.**

10. **Emotional intelligence includes our ability to:**
 - a. Accurately identify emotions in ourselves
 - b. Accurately identify emotions in others
 - c. Understand and manage emotions
 - d. All of the above

Pre- and Post-Assessment Answer Keys

Pre-Course Assessment

1. **A:** Self-leadership is about directing our own results.
2. **A:** Self-leadership is about how you approach your own development and work. We will learn about this in more detail throughout the course.
3. **C:** The vision statement is one aspect of defining who we are. We will learn more about vision statements in Session Three.
4. **C:** We will learn more about goal setting in Session Three.
5. **True:** Being effective is one of the keys to self-leadership.
6. **True:** When our reality matches expectations, people feel in control.
7. **B:** Negative cues distract us from doing things that do not help us reach our goals.
8. **B:** Lifelong learning is about an openness and dedication to learning, wherever it comes from.
9. **A:** While the other learning methods (watching and asking for instructions) are important, the most important skill builder is practice.
10. **Consequence:** There are several components to optimism, which we'll cover in Session Six.

Post-Course Assessment

1. **B:** We can discuss self-leadership in terms of the four pillars: knowing who you are, knowing what you do, knowing what you need to learn, and using what you know.
2. **B:** In the SPIRIT model for setting goals, the S stands for Specific.
3. **A and C:** These are specific action verbs, whereas the terms listed in option B are vague.
4. **False:** While your boss is consulting you (or using what is called a participative approach), she is still establishing the benchmarks. Self-leadership means that you are establishing the goal and determining how you will reach it yourself.
5. **True:** There can be many things that we value in life, but by determining the top three, we are able to work with our core values.
6. **True:** Lifelong learning can help us develop equivalencies to formal education in a variety of skills and subjects.
7. **C:** Features that make work naturally rewarding include competence, self-direction, rewards, and purpose. Motivation and natural rewards were discussed as part of Session Six.
8. The ABC's of Optimism are really the ABCDE, where A stands for Adversity and E stands for Energization.
9. **False:** Pessimists can look at things realistically, which is sometimes a weakness for optimists. We learned about this in Session Six.
10. **D:** Emotional intelligence is a big topic, and was introduced in Session Seven.

Personal Action Plan

Now that you have completed this course on **Self-Leadership**, how will you use the things you have learned? Creating a personal action plan can help you stay on track and on target. When you take responsibility for yourself and your results, you get things done!

In this session, you will be asked questions to help you plan your short-term and long-term goals. This final exercise is a way for you to synthesize the learning that you have done and put it into practice.

I am already doing these things well:

I want to improve these areas:

I have these resources to help me:

As a result of what I have learned in this workshop, I am going to...	My target date is...	I will know I have succeeded when...	I will follow up with myself on...