



## Unit 9

## Self-Leadership

### Learning Outcomes

**By the end of this unit the learner 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

## Unit 9

### Introduction to Self-Leadership

#### What is Self-Leadership?

##### **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.

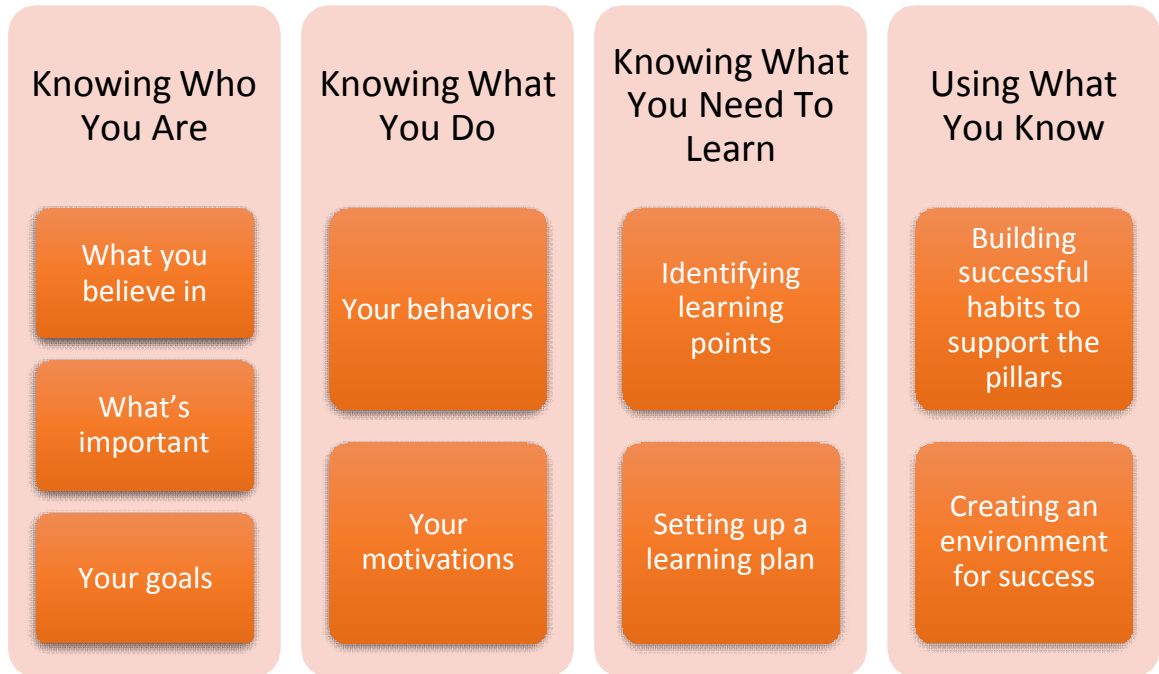
Self-leadership is not about managing others, although self-leaders make great managers and leaders. This means that this course will not be focused on leading others, but rather about leading yourself.

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.



#### Test your knowledge

Define three attributes for each pillar.

#### Knowing Who You Are

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#### Knowing What You Do

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**Knowing What You Need to Learn**

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**Using What You Know**

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**Knowing Who You Are**

**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**

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**Value Two**

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**Value Three**

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**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.**

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## 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.

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

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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:

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| <ul style="list-style-type: none"><li>● Add</li><li>● Arrange</li><li>● Assemble</li><li>● Build</li><li>● Carry</li><li>● Choose</li><li>● Collect</li><li>● Compute</li></ul> | <ul style="list-style-type: none"><li>● Count</li><li>● Demonstrate</li><li>● Describe</li><li>● Distribute</li><li>● Draft</li><li>● Explain</li><li>● Identify</li><li>● Initiate</li></ul> | <ul style="list-style-type: none"><li>● Label</li><li>● List</li><li>● Plan</li><li>● Rewrite</li><li>● Select</li><li>● Supervise</li><li>● Train</li><li>● Transform</li></ul> |
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## Change Management

### Control and Change

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



### Test your knowledge

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.

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

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

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

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## Knowing What You Do

### 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, 6<sup>th</sup> 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.

**Test your knowledge**

**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?**

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

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

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

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

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**What specifically can you do to increase positive cues?**

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

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### **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.



**Test your knowledge**

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

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

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**The barriers for me achieving these learning goals include:**

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

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**Additional thoughts on my learning and development goals:**

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# Role of Motivation and Optimism

## Motivation for Optimists

### 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.

### Test your knowledge

Consider the following questions in terms of your own motivation.

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

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

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**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?**

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

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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.

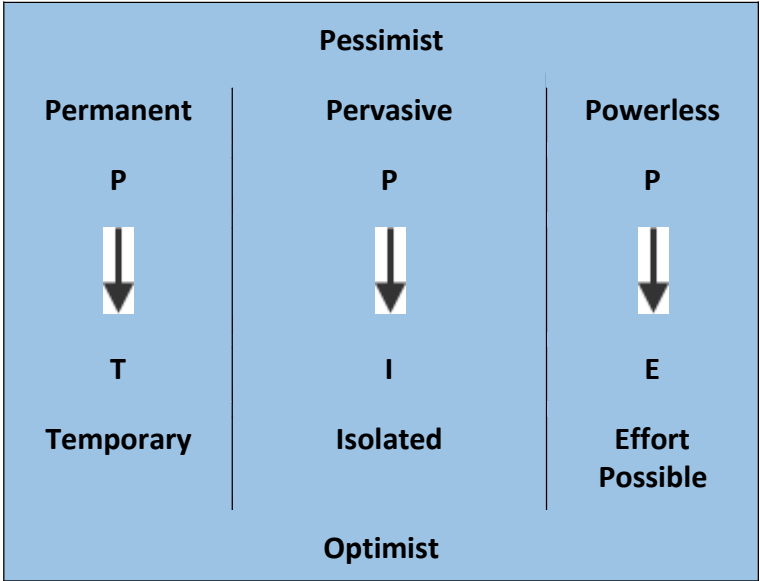
## E – Energization

- 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

## Using What You Know

### **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?**

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

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**Do you nap during the day?**

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**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.)**

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**Do you eat three meals per day?**

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**Do you drink enough water?**

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

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

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

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## **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.

### Further Reading:

- ✓ *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.

