

# Unit 2



## Self-management Skills

### INTRODUCTION

Self-management, also referred to as 'self-control,' is the ability to control one's emotions, thoughts and behaviour effectively in different situations. This also includes motivating oneself, and setting goals. People with strong self-management skills are better in doing certain things better than others. Therefore, employers too strongly prefer people with good self-management skills.

### Basics of Self-management

To perform well at work and life in general, you must be able to manage and improve yourself in various skills including discipline and timeliness, goal-setting, problem solving, teamwork, professionalism, etc. Once you develop your personality and abilities in these areas, you will be able to succeed in personal as well as professional life.



Figure 2.1 Self-management

Following are some of the skills you must master to succeed in life:

- **Self-awareness:** Ask for honest feedback. Gather insights on your personality and work-specific proficiencies. Think about your daily interactions and how you handled situations well or could have handled them differently.
- **Responsibility:** Taking responsibility for your tasks is very important. Taking ownership is the step towards self-development. For example, if you have been assigned a task by a teacher; ensure you take complete ownership. Even if you are unable to complete the task on time, you must report it and then correct it.
- **Time Management:** Prioritise the things you have to do. Remove waste and redundancy from work. Make a time table and follow it diligently.
- **Adaptability:** Stay current with best practices and read up on new information always. Prepare yourself for new changes, so that you can transition seamlessly.

## SESSION 1: STRESS MANAGEMENT

### Stress and Stress Management

Have you ever felt worried that you will not pass in an exam? Do you feel pressurised when people around you bring up certain topics for discussion (issues that you are not comfortable with)? Do you fear that you will be unsuccessful in life? If yes, then you are going through stress. Stress motivates you to achieve more but when you are under stress for a prolonged period of time, it can cause health problems and mental troubles as well.

#### What is Stress?

Stress can be defined as our emotional, mental, physical and social reaction to any perceived demands or threats. These demands or threats are called stressors. Stressors are the reason for stress.



Figure 2.2 Stress

For example,

- you are too close to the exams but feel unprepared.
- you are experiencing a loss of someone close in the family.
- you are worried about what people would think of you if you don't dress well or cannot speak confidently.
- you are stressed due to lack of sleep.

## Stress Management

Stress is a part of everyday life. There are many instances when stress can be helpful. A fire alarm is intended to cause stress that alerts you to avoid danger. The stress created by a deadline to finish a paper can motivate you to finish the assignment on time. But when experienced in excess or for a long period of time, stress has the opposite effect. It can harm our emotional and physical health, and limit our ability to function well at home, in school and within our relationships.

Managing stress is about making a plan to be able to cope effectively with daily pressures. The ultimate goal is to strike a balance between life, work, relationships, relaxation and fun. By doing this, you are able to deal with daily stress triggers and meet these challenges head on.

Always keep in mind the ABC of stress management

**A:** Adversity or the stressful event

**B:** Beliefs or the way you respond to the event

**C:** Consequences or actions and outcomes of the event

### Stress management can help you to

- have a joyful life.
- focus and complete tasks on time.
- be a happy person as you are stress free.
- be more energetic and spend quality time with your friends and family.

## Three Steps to Manage Stress

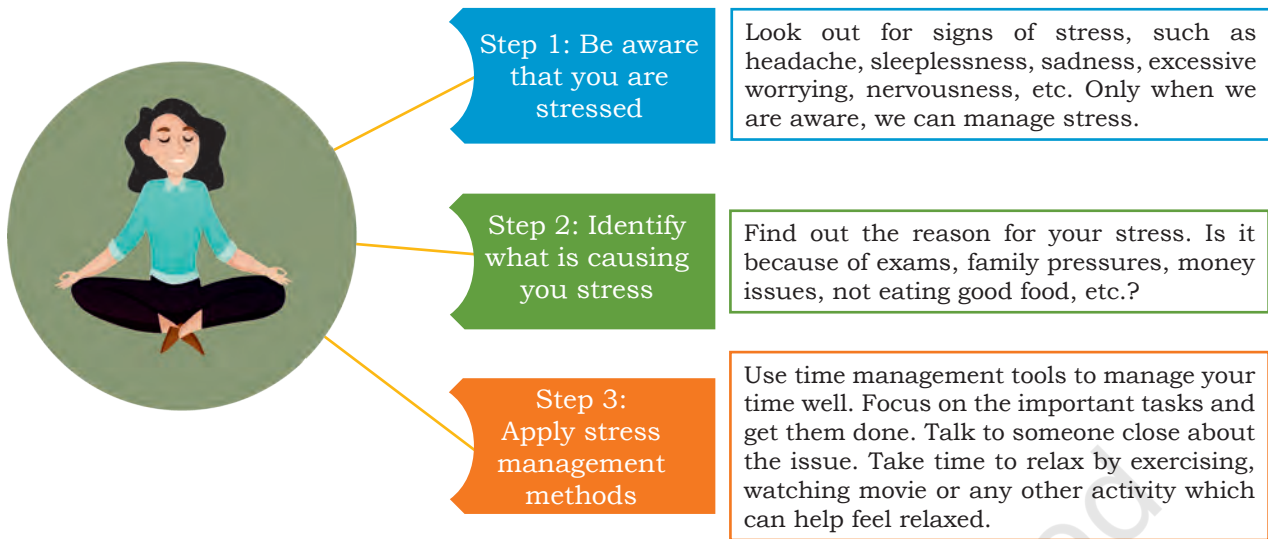


Figure 2.3 Managing stress

## Management Techniques

Here are a few simple stress management techniques.

- **Time management:** Proper time management is one of the most effective stress-relieving techniques.
- **Physical exercise and fresh air:** A healthy lifestyle is essential for students. Stress is generally lower in people who maintain a healthy routine. Doing yoga, meditation and deep breathing exercises help in proper blood circulation and relaxes the body. Even taking a walk or playing in the park will help you get a lot of fresh oxygen, which will help you become more active.
- **Healthy diet:** Having a healthy diet will also help you reduce stress. Eating a balanced diet, such as Dal, Roti, vegetables and fruits will give you the strength to do your daily work efficiently.
- **Positivity:** Focussing on negative aspects of life will add more stress. Instead, learn to look at the good things and stay positive. For example, instead of feeling upset over a scoring less in a test, try to maintain a positive attitude and look at ways to improve the next time.

- **Organising academic life; no delaying:** By keeping class notes organised, finishing in assignments on time, and keeping track of all deadlines, stress can be reduced to a great extent.
- **Sleep:** We should get a good night's sleep for at least 7 hours so that your brain and body gets recharged to function better the next day.
- **Holidays with family and friends:** Going to a relative's place, such as your grandparents' house or a new place during your summer vacations can help you break from the normal routine and come back afresh.

### Ability to Work Independently

If you can become a calm and relaxed person, you will be able to have the ability to work independently, which means.

1. becoming self-aware, self-monitoring and self-correcting.
2. knowing what you need to do.
3. taking the initiative rather than being told what to do.
4. recognising your mistakes and not blaming others.
5. having the ability and the will to learn continuously.

### Emotional Intelligence

Emotional intelligence is the ability to identify and manage one's own emotions, as well as the emotions of others. It is generally said to include at least three skills:

- **Emotional awareness:** the ability to identify and name one's own emotions.
- **Harnessing emotions:** the ability to harness and apply emotions to tasks like thinking and problem solving.
- **Managing emotions:** the ability to regulate one's own emotions when necessary and help others to do the same.

Knowing how to manage one's emotions is critical for all of us. You can manage stress, keep your brain

## NOTES

active and open minded, and easily overcome failures if you can keep your emotions in check. Emotional intelligence can also help you have better relations with your friends and family.

Let us take an example. Ravi and his best friend, Shiv, have been practising for the annual school dance competition. They are both performing solo. On the day of the competition, Shiv won. Ravi felt extremely sad and dejected. He shouted at Shiv unnecessarily, cried and also did not talk to his parents for 3–4 hours. On the contrary, if Ravi would have been emotionally intelligent, he would have accepted defeat gracefully, and done better in the next competition.

Being emotionally intelligent enhances your chances of success and a balanced life.

Some steps to manage emotional intelligence are as given below.

- **Understand your emotions:** Observe your behaviour and note the things you need to work on. You can then work on the things you need to improve.
- **Rationalise:** Do not take decisions abruptly; be rational in your thinking.
- **Practise:** Do meditation and yoga to keep yourself calm.

### Practical Exercise

The teacher will facilitate these activities by showing you the e-learning module for this lesson via [http://www.psscive.ac.in/Employability\\_Skills.html](http://www.psscive.ac.in/Employability_Skills.html). The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

- After watching the video 'Have you faced this situation?' in the e-learning lesson, discuss what you have learnt from the video. Do you think Priya was worried that she will not meet her goal? What would you do differently in her situation?
- After watching the video 'Managing Stress at Work' in the e-learning lesson, discuss the various stress management techniques that were used in the video by Gaurav to improve his situation.

**Activity 1**

Role Play on Avoiding Stressful Situation

**Material required**

Pen, notepad or sheets of paper

**Procedure**

- Form groups of three.
- Choose any one situation from below.
- Prepare a skit (role play) and perform within your groups.
- Two members will perform the skit and one member will observe and share feedback.

**Situation 1**

You have missed your school bus and you are getting late. What will you do? Will you panic or call for help or try to find a way?

**Situation 2**

You have to perform your best in the next cricket or badminton match so you get a chance to play for your school at the national level cricket or badminton tournament. You have been anxious (worried or stressed). Will you lose your sleep worrying about it or will you go to the field and practice?

**Activity 2**

Self-reflection

**Material required**

Pen or pencil

**Procedure**

- Complete the below table by listing the situation(s) that can cause stress and what will you do to avoid stress in such situations.
- Use the stress management techniques shared in the lesson to complete the exercise.

Stress Causing Situation(s)	Stress Management Techniques

**Activity 3**

Benefits of taking a holiday

**Material required**

Pen or pencil

**Procedure**

- Write an essay to describe the place and your experience during a holiday trip or summer camp.
- Highlight how the trip helped you de-stress.

## Check Your Progress

### A. Subjective questions

1. Describe stress and stress management in your own words.
2. List your favorite stress management technique and elaborate why you find it the most effective.

## What Have You Learnt?

### After completing this session, you will be able to

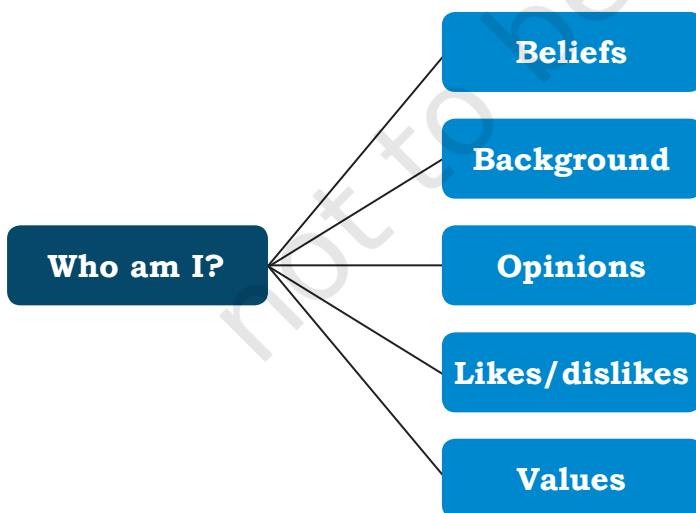
- define stress management.
- identify the steps for managing stress.
- create a list of personal stressful situation and ways to handle them.

## SESSION 2: SELF-AWARENESS— STRENGTH AND WEAKNESS ANALYSIS

Being self-aware means that you can identify your strengths and weaknesses. Self-awareness, therefore, will help you in converting your weakness into strength and strength into an exceptional talent. Analysing your strengths and weaknesses helps you to attain success in life. However, strength and weakness analysis begins with knowing yourself first.

### Knowing Yourself

Understanding who you are, what you like or dislike, what are your beliefs, what are your opinions, what is your background, what you do well and what you do not do well is important because only then can you actually measure your strengths and weaknesses (see Figure 2.4).



### Strength and Weakness Analysis

Understanding who you are means looking outside your usual

Figure 2.4 Knowing Yourself



characteristics, such as your name, qualification and interpersonal relationships. In other words, being self-aware actually means knowing your inner strengths, hidden talents, skills and even weaknesses. Let us look at how we define strengths and weaknesses.



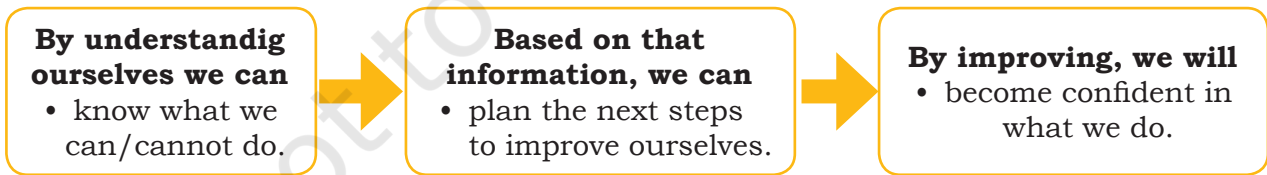
Figure 2.5 Strength and Weakness

**Examples of strengths**

- I am good at creative writing.
- I am confident of speaking in front of an audience.
- I play guitar very well.

**Examples of weaknesses**

- I find it difficult to solve mathematics problems.
- I would like to speak English fluently.
- I do not like to lose in any game or sports.



**Techniques for Identifying your Strengths and Weaknesses**

**Finding Strengths (or abilities)**

- Think of anything that you are always successful at.

- Think about what others like in you.
- Take out time and think about what you do well.

## Finding Weaknesses

- Point out the areas where you struggle and the things you find difficult to do.
- Look at the feedback others usually give you.
- Be open to feedback and accept your weaknesses without feeling low about it. Take it as an area of improvement.

You can find your strengths and weaknesses once you find answers to the questions given here.

- How am I different from others?
- What do I do better than others?
- What do other people admire in me?
- What makes me stand out?
- Where do I worry and struggles?
- Where, how and why do others perform better than me?
- What advice for improvement do I often receive from others?

## Difference between Interests and Abilities (Strengths)

**Table 2.1: Difference between Interests and Abilities**

S.No	Interests	Abilities
1.	Things that you like to do in your free time that make you happy.	An acquired or natural capacity
2.	Things you are curious about or would do even if no one asked you to do it.	Enable you to perform a particular job or task with considerable proficiency.
3.	Things you want to learn or would like to do in the future.	

When your interests do not match your abilities, you can either improve your abilities or follow some other path. For example, you may like music, but you may not be good at singing. In that case, do not try to become a singer!

## Practical Exercise

The teacher will facilitate these activities by showing you the e-Learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

### Initial Thinking Activity

After watching the initial video 'Finding the right job' in the e-Learning lesson, write down the points that you will use from the video to understand your own strengths and weaknesses.

### Activity 1

Pair Activity: Aim in Life

#### Material required

Pen, notepad or sheets of paper

#### Procedure

- Form pairs of students.
- Each student will make a list of things that they can do well based on the given format.
- Share your notes with your partner.
- One volunteer from the pair comes and reads, in front of the class.

Here is the format for you to fill in

<b>I am</b>	
<b>I can (abilities)</b>	
<b>I will (plan)</b>	
<b>My aim is</b>	

### Activity 2

Individual Activity: Interests and Abilities Worksheet

#### Material required

Student textbooks, pen

#### Procedure

- Each student has to complete the given worksheet, containing a list of statements and questions.
- Each student has to be real and honest when filling the worksheet as it is for their own understanding of themselves.
- If they are not real and honest, they will get incorrect results about their own interests and abilities.

#### Worksheet - My Interests and Abilities

I am happiest when	
My idea of a perfect day	

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Five things I really enjoy doing	
Three things I like to do every day	
I am most passionate about	
Ideas or issues I care deeply about	
If I had the talent or ability, I would	
If I could choose any job, it would be	
The three activities that I love to do?	
How often do I do them?	
What stops me from doing the activities more often?	
What specific changes do I need to make in order to engage in these activities more frequently?	

### Check Your Progress

1. Fill in the table given below to prepare an action plan to build upon your strengths and overcome your weaknesses.

Strengths	Weakness	Action plan to build upon your strengths and overcome your weaknesses

### What Have You Learnt?

**After completing this session, you will be able to**

- identify your own strengths and weaknesses.
- explain how to build on your strengths and overcome your weaknesses.
- identify your interests.

## SESSION 3: SELF-MOTIVATION

Have you heard of the story of the hare and tortoise? Who won that race in spite of being slow? The tortoise. The key to win was that the tortoise never thought less of itself and stayed motivated even though it was lagging behind. But slowly and gradually it crossed all hurdles and continued the race without being demotivated.

Self-motivation is simply the force within you that drives you to do things. Self-motivation is what pushes us to achieve our goals, feel happy and improve our quality of life. In other words, it is our ability to do the things that need to be done without someone or something influencing us.

Here are some examples of self-motivation.

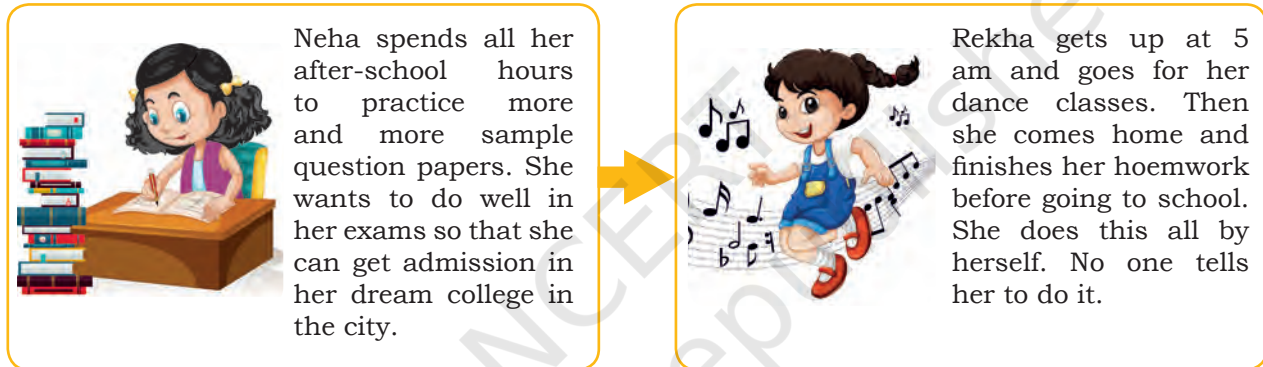


Figure 2.6 Self-motivation

Different people are motivated by different things and at different times in their lives.

### Types of Motivation



#### **Internal Motivation: LOVE**

We do things because they make us happy, healthy and feel good. For example, when you perform on your annual day function and you learn something new, such as dancing, singing, etc., you feel good.



#### **External Motivation: REWARD**

We do things because they give us respect, recognition and appreciation. For example, Suresh participated in a 100m race and won a prize. This motivated him to go for practice every morning.

## Qualities of Self-motivated People

There are some typical behaviours seen in self-motivated people which are as given below.



Know what they want from life



Are focussed



Know what is important



Are dedicated to fulfill their dreams

Figure 2.7: Qualities of self-motivated people

Mr E Shreedharan, Former Managing Director, Delhi Metro Rail Corporation Ltd, was a self-motivated and energetic person. With his dedication and respect for others, he motivated his team to work hard and achieve results.

Mahashay Dharmapal Gulati, the founder of Mahashian Di Hatti (MDH) Private Limited started with a small shop in Karol Bagh but with his focus, dedication and clear ideas, MDH (Spice Company) became one of the most popular brands in India besides having a good reputation all over the world.

## Building Self-motivation

There are four steps for building self-motivation, which are as given below.

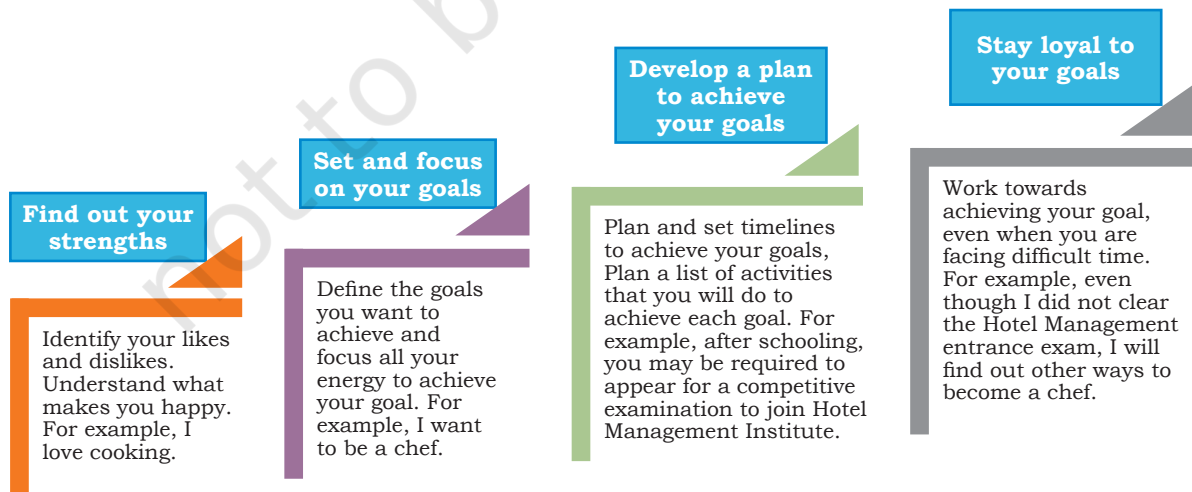


Figure 2.8: Building self-motivation

## Practical Exercise

## NOTES

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### Initial Thinking Activity

- After watching the initial video in the e-learning lesson for this topic why do you think that Shyam was unable to complete his work?
- Also, watch the video on 'Becoming Self-motivated and Commitment' in the e-learning lesson and discuss how Nikhil motivated Sheela using the Hare and Tortoise story. Discuss your learnings in the class.

### Activity 1

Staying Motivated (Group Discussion)

#### Material required

Pen, notepad or sheets of paper, chart paper

#### Procedure

- Form groups of three.
- Choose any one of the following situation and write down the steps you would take to motivate yourself.
  - Your teacher gives you feedback on the essay you had written. There are a lot negative remarks. What will you do to motivate yourself to improve the essay?
  - Your father has given you the responsibility of arranging for a birthday party for your little sister who is turning 3 years old. You do not want to do this task. How will you motivate yourself to do the work?

### Activity 2

Self Reflection

#### Material required

Pen or pencil

#### Procedure

- Make a list of reasons that stop you from being motivated.
- Write down ways by which you will motivate yourself to overcome them.

Reasons for not being motivated	Ways to overcome
For example: People make fun of the way I speak English.	For example: I will learn to speak English correctly by attending classes after school.

## Check Your Progress

### A. Multiple choice questions

Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answers the question.

- What makes you complete work or studies without others cheering you?
  - Self-confidence
  - Communication
  - Self-motivation
  - Self-esteem
- Which of the following are types of motivation?
  - Internal
  - Intermediate
  - External
  - Extensive
- Ravi works hard to get the best student award at the end of year. What type of motivation is this?
  - Internal
  - External
  - Both internal and external
  - Not any specific type of motivation

## What Have You Learnt?

**After completing this session, you will be able to**

- explain the meaning of self-motivation.
- identify types of motivation.
- list the qualities of self-motivated people.
- list the steps to build self-motivation.

## SESSION 4: SELF-REGULATION — GOAL SETTING

### Goals and Setting SMART Goals

A man was travelling and stopped at an intersection. He asked an elderly man, “Where does this road take me?” The elderly person asked, “Where do you want to go?” The man replied, “I don’t know.” The elderly people said, “Then take any road. What difference does it make?” How true is that? When we do not know where we are





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Not measurable goal: “I want to be rich.”

Measurable goal: “I want to have 5 times more money than what I have today in my hand at the end of this year.”

- **Achievable** : Breaking down big goals into smaller parts will make the goal achievable.

Bigger Goal: “I want to become a teacher in my school.”

Breaking it into smaller goals:

- Complete higher secondary
  - Complete Graduation
  - Complete B.Ed.
  - Apply for jobs in the teaching field
- **Realistic** : A realistic goal would be something that we want to achieve and can work towards.

Example of unrealistic goal: “I will read my entire year’s syllabus in one day and get good marks.”

Realistic goal: “I spend 3 hours every day of the year after school to revise my subjects to get good marks in the exams.”

- **Time bound** : A SMART goal should have a timeframe by when the goal needs to be achieved. This encourages us to take actions to completely fulfill the goals.

Not a time bound goal: “I want to lose 10 kg someday.”

Time bound goal: “I want to lose 10kg in the next 6 months.”

### Practical Exercise

The teacher will facilitate these activities by showing you the e-learning module for this lesson via [http://www.psscive.ac.in/Employability\\_Skills.html](http://www.psscive.ac.in/Employability_Skills.html). The module will include videos and e-content for the above topics as well as detailed instructions for some activities given ahead.

- After watching the initial video ‘Introduction’ in the e-learning lesson, discuss the in the class: Why did Amit feel he was not prepared for the future?
- After watching the video ‘Setting SMART Goals’ in the e-learning lesson, discuss what you have learnt from the video.

**Activity 1**

SMART Goal or Not (Group Work)

**Materials required**

Pen, notepad or sheets of paper

**Procedure**

- Indicate whether the below mentioned goals are SMART or not. If they are SMART goals then tick mark against each aspect of SMART.

Goals	Specific (Yes or No)	Measurable (Yes or No)	Achievable (Yes or No)	Realistic (Yes or No)	Time bound (Yes or No)
I want to earn INR 1 crore in my first job.					
I want to become a teacher after my post-graduation.					
I want to travel to many places.					

**Activity 2**

Long-term Goals and Short-term Goals (Peer Feedback)

**Material required**

Pen, notepad or sheets of paper

**Procedure**

- Form groups of four. Work individually in your group and complete the below table. Once completed, share with your group and seek feedback on your goals. Share your feedback when other members of the groups are presenting their goals.

Short-term Goals (What are your goals in the next 6 months to 2 years?)	Long-term Goals (What are your goals in the next 5 years?)
1.	1.
2.	2.
3.	3.

**Activity 3**

Self Reflection

**Material required**

Pen or pencil

**Procedure**

- Complete the table below by writing how you will make sure that the goals you set for yourself are SMART. Use the tips shared in the lesson for doing this.

SMART Goals	How will make sure the goals are SMART
Specific	
Measurable	
Achievable	
Realistic	
Time-bound	

**Check Your Progress****A. Subjective questions**

1. What is Goal Setting?
2. In SMART goals, what does 'S' stand for? Explain.
3. What is the best way to work on long-term goals?

**What Have You Learnt?****After completing this session, you will be able to**

- explain the meaning of 'Goal Setting.'
- identify the benefits of 'Goal Setting.'
- create short-term and long-term goals using SMART method.

**SESSION 5: SELF-REGULATION — TIME MANAGEMENT****Time Management and Its Importance**

Sameer was a very lazy boy and always used to postpone things. His father tried to make him understand the value of time. Sameer promised his father that he would never postpone his tasks. One day, he won the first prize in a singing competition. He was asked to collect the

prize the same day. He didn't care and went to collect the prize the next day. But the prize was now useless for him, as it was a ticket to a circus show for the previous day. That day Sameer learnt an important lesson — the importance of doing things on time.



Time management is the ability to plan and control how you spend the hours of your day well and do all that you want to do. An example of good time management skills would be when you decide to finish your homework immediately after school so you have time to watch TV later in the evening.

## Example and Non-example of Time Management





Sameera is always punctual at school. She has a regular schedule that she follows everyday. She plans for study and play time in advance.

Nisha usually arrives late to work. She does not submit her assignments on time. She sometimes gets carried away in certain activities and forgets the main tasks in hand.

Time management is the thinking skill that helps you to

- complete tasks on time.
- make a daily timetable.
- make a good guess at how long it will take you to do something.
- submit homework and assignments on time.
- not waste time during the day.

## Four Steps for Effective Time Management

Step 1	Step 2	Step 3	Step 4
			
<p><b>Organise</b></p> <ul style="list-style-type: none"><li>• We plan our day-to-day activities.</li><li>• We make a timetable that we follow.</li><li>• We keep our surroundings and study table clean and mess free.</li><li>• We put things back where they belong.</li><li>• It helps us save time!</li></ul>	<p><b>Prioritise</b></p> <ul style="list-style-type: none"><li>• We make a to-do list that has all our activities and we rank them in the order of importance. For example, you may rank doing homework as the most important task. It helps us to get the most important task done first and also to track what is pending.</li></ul>	<p><b>Control</b></p> <ul style="list-style-type: none"><li>• We have a control over our activities and time.</li><li>• We avoid time wasters like chatting on the phone, surfing gossip sites, etc., and focus on more important things.</li></ul>	<p><b>Track</b></p> <ul style="list-style-type: none"><li>• We identify and note where we have spent our time. This will help us analyse if we have used our time effectively or not. It also helps us to identify time-wasting activities</li></ul>

### Tips for Practicing the Four Steps for Effective Time Management

- Avoid delay or postponing any planned activity
- Organise your room and school desk
- Develop a 'NO DISTURBANCE ZONE', where you can sit and complete important tasks
- Use waiting time productively
- Prepare a 'To-do' list
- Prioritise
- Replace useless activities with productive activities

### Practical Exercise

The teacher will facilitate these activities by showing you the e-learning module for this lesson via [http://www.psscive.ac.in/Employability\\_Skills.html](http://www.psscive.ac.in/Employability_Skills.html). The module will include videos and e-content for the above topics as well as detailed instructions for some activities given below.

After watching the video 'Time Management' in the e-learning lesson, discuss — What you have learnt from the video? Which steps of time management were followed in the video?

**Activity 1**

Pair Work: Making a List of Activities

**Material required**

Pen, notepad or sheets of paper

**Procedure**

- Form groups of two. Complete the below table with a list of activities that you do on a daily basis. Remember to include in the list, every small activity that you do.
- The next step would be to group them into three types 'Must Do', 'Should Do' and 'Nice to Do'.
- Use a tick mark to indicate the group. An example is given below.
- Once completed share with your partner and discuss each other's table.

List of Activities	Must Do (Urgent and Important tasks)	Should Do (Important Tasks)	Nice to Do (Not Urgent and Not Important)
Complete Homework	✓		
Chat with friends			✓
Book movie tickets for tomorrow		✓	

**Activity 2**

Managing your time to reach school on time

**Material required**

Pen

**Procedure**

- List out the to-do plan with timing to make sure you reach school on time.

**To-do List**

- 1.
- 2.
- 3.
- 4.

**Check Your Progress**

**A. Subjective questions**

1. What is time management and how can you manage your time?
2. How can tracking your time help you?

## NOTES

### What Have You Learnt?

**After completing this session, you will be able to**

- define time management.
- list the steps for managing time effectively.
- create a to-do list of various activities that you need to do in a day (in order of priority).

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