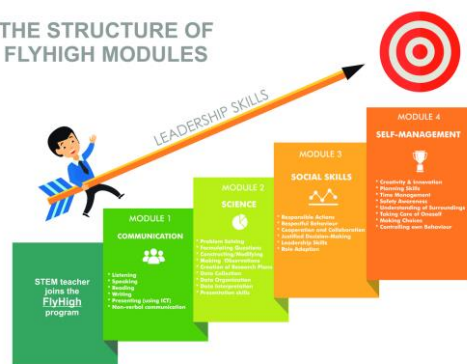


Module 4

Self - management

Erasmus+
Highly Interactive Guidance Helpful For Leadership In Educationally Relevant Skills – High Fliers

THE STRUCTURE OF
FLYHIGH MODULES



Erasmus+

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STRUCTURE AND CONTENT

SESSION 1.

Professional self-analysis

- Personal SWOT analysis in the professional domain
- Johari window activity

SESSION 2.

Teacher creativity and innovation

- Analyzing own creativity
- Exercizing divergent and convergent thinking
- Brainstorming in creative thinking and problem solving

SESSION 3.

Professional decision making and planning

- Decision making matrix analysis
- Formulating SMART objectives and developing a project work plan
- Time management

SESSION 4.

Barriers in professional self-management

- Identifying barriers in professional work, development and self-management
- Overcoming barriers in professional work, development and self-management

OBJECTIVES

After this module, students should be able to:

- apply skills important for analyzing and understanding oneself in the professional domain and surrounding
- apply skills important for controlling own professional behavior and development and taking care of oneself in professional surrounding
- analyze own creativity and innovation skills and apply techniques for overcoming barriers in creativity and enhancing creative thinking and problem solving in professional work and development
- understand the process of decision making, analyze barriers in decision making and apply techniques for making decisions and choices in professional work and development
- understand the process of making plans, analyze barriers in planning and apply planning techniques in professional work and development
- understand the principles of time management, analyze barriers in time management and apply techniques for time management



INITIAL SCENARIO

STEM teacher position has opened in a small private school, focused on STEM education, which is very successful and well recognized for its students' outstanding achievements in STEM. The school strongly supports STEM teachers and STEM students. Students from this school do well on international examinations in STEM subjects, they are represented and awarded on national and international STEM school competitions, they also win prizes for innovative products and ideas in STEM, and a large portion of students from this school chooses to pursue study programs and careers in STEM.

You would like to become a STEM teacher in this school and you are applying for this position. As a part of your application for this job, you are required to write and submit a self-presentation letter, in which you must describe yourself in detail in both professional and personal terms, being as honest and critical as you can.



SESSION 1.

STEM TEACHER PROFESSIONAL SELF-ANALYSIS

STRUCTURE AND CONTENT

Personal SWOT analysis in the professional domain

- Introduction to the activity
- Conducting personal SWOT analysis in the professional domain
- Reflection on the activity

Johary window activity

- Introduction to the activity
- Conducting Johari window activity
- Reflection on the activity

Homework assignment

- Completing a self-presentation letter for STEM teacher position application (from initial scenario)

OBJECTIVES

After this lesson, students should be able to:

- apply techniques of self-analysis in identifying their own personal strengths and weaknesses in the professional domain
- identify opportunities and threats in their professional work and career
- describe, define and understand professional self-awareness
- recognize the importance of self-awareness in professional work and development
- exhibit self-awareness in professional settings

INTRODUCTION: KEY TERMS

- ❑ **Self-analysis** can be broadly defined as the exploration and examination of the self in order to better understand own thoughts, emotions, and behavior (APA Dictionary of Psychology, n.d.)
- ❑ Self-analysis contributes to **self-awareness**, i.e. our understanding of our own emotions, needs, drives, values and goals, strengths and weaknesses, as well as their impact on ourselves and on other people (Goleman, 2019).
- ❑ Professional self-analysis is an important first step in managing one's education, career, and work!

PERSONAL SWOT ANALYSIS IN THE PROFESSIONAL DOMAIN: INTRODUCTION

SWOT:

Strengths

Weaknesses

Opportunities

Threats

Analyse your personal or internal strengths and weaknesses!

Analyse external opportunities and threats you face in your environment!

PERSONAL SWOT ANALYSIS IN THE PROFESSIONAL DOMAIN: ACTIVITY

STRENGTHS

What things that are related to your (future) career in STEM teaching are you particularly good at – either by natural ability or through learning and experience?

For example, ask yourself some of the following questions:

- What tangible qualifications do you have (e.g., degree, certificate, training, internship) related to the field of STEM, teaching, or both?
- Do you have certain experience in working and/or volunteering, possibly related to STEM or teaching? Could such experience boost your (future) career in STEM teaching?
- Do you have experience working in different environments and/or with different populations that could be helpful for your professional development as a STEM teacher?
- What specific knowledge do you possess, that could be useful and helpful in STEM teaching?
- What specific skills do you possess, that could be useful and helpful in STEM teaching?
- What useful traits, qualities or values do you have that give you an advantage when compared to others? Could they be useful and helpful in STEM teaching (career)?
- What are your other personal strengths (e.g., interests, hobbies) that could be useful and helpful in STEM teaching (career)?
- Which of your achievements in professional development or career are you most proud of, in general?
- What do you do better than others do? Can this be of use in a profession related to STEM, teaching, or both?
- What would other people (e.g., your friends, co-workers) say are your strengths? Can these strengths be useful and helpful in STEM teaching (career)?



PERSONAL SWOT ANALYSIS IN THE PROFESSIONAL DOMAIN: ACTIVITY

WEAKNESSES

What things that are related to your (future) career in STEM teaching you are not so good at – either naturally or you just did not acquire the knowledge or skills?

For example, ask yourself some of the following questions:

- What tangible qualifications do you lack but would like to gain (e.g., degree, certificate, training, internship) related to the field of STEM, teaching, or both?
- Do you lack experience in working and/or volunteering that could boost your (future) career in STEM teaching?
- Do you lack experience working in certain environments and/or with certain populations that could be helpful for your professional development as a STEM teacher?
- What specific knowledge do you think you lack, that could be useful and helpful in STEM teaching?
- What specific skills do you think you lack, that could be useful and helpful in STEM teaching?
- Do you have certain traits, qualities or values that could hold you back in your professional life and development, particularly in STEM teaching (career)?
- What professional situations or tasks do you usually avoid and why?
- What bad habits do you have in your professional work? Could these habits hold you back in STEM teaching (career)?
- What would people around you (e.g., friends, co-workers) see as your weaknesses? Can these weaknesses be an obstacle in your STEM teaching (career)?



PERSONAL SWOT ANALYSIS IN THE PROFESSIONAL DOMAIN: ACTIVITY

OPPORTUNITIES

Considering your strengths and weaknesses, think about how you could improve and benefit professionally as a (future) STEM teacher? What external opportunities are there to boost your professional development?

For example, ask yourself some of the following questions:

- Are there any academic opportunities you can tackle (e.g., scholarships opportunities, projects you can participate in), that could boost your (future) STEM teaching (career)?
- Can you obtain further or better education (e.g., engage in courses, training, education that can further develop your knowledge and/or skills), that could boost your (future) STEM teaching (career)?
- Do you know people who have attended schools, training, courses, programs and/or internships related to STEM and/or teaching you are interested in who can share their experience with you?
- Do you have access to other available sources of support for your professional development (e.g., advisors, education centers) in STEM teaching (career)?
- Is there a need in your academic program or place of work related to STEM and/or teaching that no one is filling, but you could fulfill?
- What can you do to draw attention to yourself professionally?

PERSONAL SWOT ANALYSIS IN THE PROFESSIONAL DOMAIN: ACTIVITY

THREATS

Given your strengths and weaknesses, what external impact could negatively affect you in the professional domain as a (future) STEM teacher?

For example, ask yourself some of the following questions:

- Are you currently facing any obstacles in your education or place of work?
- Are any of your colleagues competing with you for projects, functions or roles?
- Are there any new trends, technologies, or processes that you cannot or have not gotten involved in that are keeping you from advancing? Could this be a threat to your STEM teaching (career)?
- Could any of your weaknesses lead to threats?

PERSONAL SWOT ANALYSIS IN THE PROFESSIONAL DOMAIN: DISCUSSION

- How easy or difficult was it to identify your strengths versus your weaknesses?
- How easy or difficult was it to identify the opportunities and threats you face?
- Did you overlook some strengths, weaknesses, opportunities or threats other participants identified in their personal SWOT analyses in the professional domain?
- Which category of items do you find the most useful for planning your work, career and professional development in general and/or in the field of STEM teaching?



JOHARI WINDOW: INTRODUCTION

- ❑ Self-awareness is a twofold concept (Eurich, 2019):
 - ❑ *internal self-awareness* represents how clearly we see ourselves
 - ❑ *external self-awareness* represents an understanding of how other people see us
- ❑ The development of self-awareness requires an understanding of ourselves, as well as an insight into how we come across to others!
- ❑ Psychologists Joseph Luft and Harry Ingham created a technique in 1955. and named it combining their names – Johari window.



JOHARI WINDOW: INTRODUCTION

	Known to self	Not known to self
Known to others	<p>Open area refers to information about oneself that is known to self and known to others. This information is public and made available to others through communication and exchanges between the individual and others.</p>	<p>Blind area refers to information about oneself that is known to others, but not known to self. These are the things about us that other people see, but of which we are unaware. The information in the blind area can be positive or negative, and include hidden strengths or areas for improvement.</p>
Not known to others	<p>Avoided or hidden area refers to information about oneself that is known to us, but not known to others. These are the things we know, but do not reveal to others. Hidden area can consist of private information that an individual chooses to keep for himself/herself, like secrets, dreams, and certain opinions.</p>	<p>Unknown refers to information about oneself that is not known to self nor to others. Neither we nor other people are aware of certain needs, motives, emotions, behaviors or capabilities.</p>

JOHARI WINDOW: ACTIVITY

1. Divide in groups of 3 to 5 members.
2. Take a piece of paper for yourself and each member of your group.
3. Look at the list of adjectives, select 10 adjectives that describe you and each member of your group, and write them down on the corresponding papers.
4. Exchange the lists so that each one of you has only the lists describing yourself.
5. Divide the adjectives on the lists in the Johari window.



JOHARI WINDOW: ACTIVITY

List of adjectives

Able	Confident	Independent	Nervous	Responsive
Accepting	Dependable	Ingenious	Observant	Searching
Adaptable	Dignified	Intelligent	Organized	Self-assertive
Bold	Energetic	Introverted	Patient	Self-Conscious
Brave	Extroverted	Kind	Powerful	Sensible
Calm	Friendly	Knowledgeable	Proud	Sentimental
Caring	Giving	Logical	Quiet	Shy
Cheerful	Happy	Loving	Reflective	
Clever	Helpful	Mature	Relaxed	
Complex	Idealistic	Modest	Religious	

JOHARI WINDOW: ACTIVITY

	Known to self	Not known to self
Known to others		
Not known to others		

JOHARI WINDOW: DISCUSSION

- Are there many differences between your own lists and lists of others?
- Are there information about yourself that you thought and/or wished others knew, but they do not know? How can you make these information known to others?
- Did you learn some information about yourself from others that you were previously unaware of? How can you benefit from these information?

HOMEWORK ASSIGNMENT

- ❑ Based on the information and self-knowledge acquired and developed in the personal SWOT analysis in the professional domain and Johari window activities, complete a self-presentation letter for your application for the STEM teacher position from the initial scenario.
- ❑ Describe yourself as objectively as possible, stating your professional strengths, weaknesses, as well as opportunities and threats you are facing.
- ❑ The self-presentation letter should be from two to three pages long and should contain a concluding paragraph that clearly summarizes why you should be selected for the STEM teacher position.



SESSION 2.

STEM TEACHER CREATIVITY AND INNOVATION

STRUCTURE AND CONTENT

Analyzing own creativity

- Is creativity present in my self-presentation letter (from initial scenario)?

Divergent and convergent thinking exercise

- Introduction to the exercise
- Divergent and convergent thinking exercise
- Discussion on the exercise

Brainstorming in creative thinking and problem solving

- Introduction to the activity
- Conducting brainstorming activity
- Discussion on the activity

OBJECTIVES

After this lesson, students should be able to:

- define and describe creativity and innovation
- understand the role of divergent and convergent thinking in creativity
- apply techniques for enhancing creative thinking and problem solving
- recognize the importance of creative thinking in teaching and professional development

INTRODUCTION: KEY TERMS

- Creativity** most broadly refers to the ability to generate or produce thoughts, ideas, solutions or products that are both original (originality, novelty) and useful (effectiveness, usefulness, appropriateness) (APA Dictionary of Psychology, n.d.; Runco & Jaeger, 2012).
- Creativity is a characteristic of (Fisher, 2004):
 - people (who we are)
 - processes (how we do things)
 - products (what we do)
- At the level of the individual, creativity is a function of (Certo & Certo, 2016):
 - expertise
 - creative thinking skills
 - motivation



ANALYSING OWN CREATIVITY

Read the self-presentation letter you completed as your homework assignment and analyze whether creativity is present in it:

- Did you imply that you are or explicitly described yourself as creative?
- Did you provide description or evidence of your creativity?
- Did you show creativity in structuring and writing your self-presentation letter?

DIVERGENT AND CONVERGENT THINKING: INTRODUCTION

- *Divergent thinking* refers to generating numerous and varied ideas and responses, while *convergent thinking* refers to finding or remembering one conventional or correct response (Runco, 2014).
- Divergent thinking is used to generate new and original ideas, and convergent thinking is used to evaluate those ideas in terms of usefulness or appropriateness.

DIVERGENT AND CONVERGENT THINKING: ACTIVITY

PRACTICE YOUR DIVERGENT THINKING!

- Take a piece of paper and pencil.
- Make a list of different uses of a transparent plastic 0.5l bottle.**
- Do not evaluate or discard any ideas, write down all the ideas you come across!
- You have 5 minutes!

DIVERGENT AND CONVERGENT THINKING: ACTIVITY

PRACTICE YOUR CONVERGENT THINKING!

- Select three most creative ideas you came up with.
- Evaluate the selected three ideas in terms of their usefulness or effectiveness.
- Select one best idea that you think is both highly creative and highly useful.



DIVERGENT AND CONVERGENT THINKING: DISCUSSION

- How many different ideas did you come up with? How many of those ideas do you consider unusual and original? How many of those ideas do you consider useful?
- What difficulties did you encounter in trying to come up with new and original uses of the object?

BRAINSTORMING: INTRODUCTION

- Brainstorming is a method often used to encourage creative thinking and problem solving through generating various ideas, alternatives and solutions to a problem.
- Typical brainstorming session consists of three stages:
 1. introduction to brainstorming process, rules, and the problem
 2. generating ideas and solutions for the given problem
 3. selecting the generated ideas in regard to critical thinking
- General rules:
 - Focus on quantity!
 - No criticism!
 - Wild ideas are welcomed!
 - Build on other participants' ideas!



BRAINSTORMING: ACTIVITY

Follow-up scenario:

You got the job you applied for and you are admitted as a STEM teacher in the school. Soon after you started your new job, the principal has invited all STEM teachers in the school to formulate a plan on how to collect the funds necessary for equipping a new STEM teaching laboratory in the school. All STEM teachers should form a group whose task is to generate ideas for collecting funds necessary for equipping the STEM teaching laboratory.



BRAINSTORMING: ACTIVITY

- Generate ideas to solve the problem:

How will the funds necessary for equipping the STEM teaching laboratory be collected?

- Think of ideas and write them down!
- You have 10 minutes!
- Share the ideas with the group!



BRAINSTORMING: DISCUSSION

- Discuss and evaluate ideas:
 - Is it possible to implement this idea?
 - How difficult is it to implement the idea?
 - Do we have resources (e.g., time, people, knowledge) to implement this idea?



SESSION 3.

PROFESSIONAL DECISION-MAKING AND PLANNING SKILLS

STRUCTURE AND CONTENT

Decision and choice making exercise

- Introduction to the exercise
- Decision and choice making exercise
- Discussion on the exercise

Planning exercise

- Introduction to the exercise
- Planning exercise
- Discussion on the exercise

Take-home activity

- What is time management and how to improve it?

OBJECTIVES

After this lesson, students should be able to:

- define and describe the process of decision making in the professional and personal domain
- define and describe the process of making plans in professional and personal domain
- apply techniques for making decisions and choices
- apply planning techniques
- understand the principles of time management



INTRODUCTION

Follow-up scenario:

Thanks to the joint efforts of all the STEM teachers in the school, the school now has a newly equipped STEM teaching laboratory. Students are encouraged to use it for the realization of their ideas and projects. Students are required to do so under STEM teacher mentorship. At the beginning of the school year, two students have applied for you mentorship of their projects, and you are only allowed to accept one student per school year.

The first student wants to develop a mobile application with simple activities and tasks for STEM learning for preschool children. This student has very good grades in STEM school subjects, but in terms of his results on STEM exams, he is not at the top of his class. However, he won the first place on the national STEM competition and fourth place on the international STEM competition, where he competed with another mobile application he had previously developed. As a student, he is persistent and hard-working, but only in subjects and areas he is interested in, but he does not put additional effort into tasks he is not interested in.

The second student wants to build a small self-sustaining garden in which vegetables for school kitchen could be grown all year long. This student has excellent grades in STEM school subjects and she is at the top of her class in terms of her results on STEM exams. She has never entered STEM competitions so far. She is very persistent and hard-working, and she frequently helps her classmates with school materials and learning.



DECISION-MAKING: INTRODUCTION

- ❑ **Decision** can be defined as a choice between two or more available alternatives, and decision making is the process of choosing the best alternative for achieving our goals (Certo & Certo, 2016; Howard & Abbas, 2016).
- ❑ One of the techniques for decision-making is decision matrix analysis!



DECISION-MAKING: ACTIVITY

- Develop a decision matrix, based on which you will make a decision on mentorship of students from follow-up scenario!
 - Develop a list of factors or criteria related to candidates that may influence your decision.
 - Develop a scale for rating the factors.
 - Formulate weights representing the importance of the factors.
 - Complete the matrix and make a decision on the candidate.



DECISION MAKING: ACTIVITY

Factors	Weight	Candidate 1	Candidate 2
Total score			



DECISION MAKING: DISCUSSION

- How easy or difficult was to think of factors that may affect the decision and weight them?
- Did the decision made based on the decision making matrix match the one you would make intuitively?
- In what way could you use the decision making matrix in making decisions in your private and professional life?



PLANNING: INTRODUCTION

- **Planning** is a management function that involves setting objectives and designing in detail a course of action for achieving the set objectives.
- The first important step in planning refers to defining a clear and comprehensive objective of the project – SMART objectives.

Specific	What needs to be accomplished? Who needs to be included? Why is this objective important?
Measurable	How will it be determined that the objective has been met? How can the progress be measured?
Attainable	Does the person responsible have the skills required to achieve the objective? Is it realistic to achieve the objective in a given setting and requirements?
Relevant	Is the project in line with my overall professional development objectives? Is it in line with the objectives of my organization?
Time bound	Is there a deadline for the objective? Is the deadline realistic?



PLANNING: INTRODUCTION

- The second important step is to develop a work plan for the project, containing:
 - work packages
 - specific activities
 - deliverables
 - milestones
 - timeline
 - persons responsible



PLANNING: ACTIVITY

- Form groups of 4 to 5 members who selected the same project to mentor.
- Describe the objective of the project in the framework of the SMART objectives.
- Develop a work plan for the project.



PLANNING: ACTIVITY

OBJECTIVE OF THE PROJECT	
SPECIFIC	
MEASURABLE	
ATTAINABLE	
RELEVANT	
TIME BOUND	



PLANNING: ACTIVITY

PROJECT WORK PLAN

Work package	Specific activities	Milestones or Deliverables (ex. written project proposal)	Timeline (activity duration) (ex. first week of the project)	Person responsible (ex. teacher, student, project partner)



PLANNING: DISCUSSION

- Present the project work plan your group developed!

TAKE-HOME ACTIVITY

What is time management and how to improve it?

- Time management can be defined as “behaviors that aim at achieving an effective use of time while performing certain goal-directed activities” (Claessens et al., 2007, p. 262)
- One simple and efficient time management technique is the time management matrix, also known as *Eisenhower’s matrix*.
- Complete the Eisenhower’s matrix:
 - Create a list of all the tasks in the professional domain you have to complete in the following month.
 - Organize the items from the list according to their importance and urgency in the quadrants.
 - Make a schedule of your tasks, allocating time at which you will complete them.



TAKE-HOME ACTIVITY

	Urgent	Not urgent
Important	<p>DO FIRST!</p> <p>These are the tasks which are highly important in our personal or professional life, and at the same time have a strict and tight time limit and consequences if they are not completed.</p>	<p>SCHEDULE!</p> <p>These are the tasks that can bring long-term benefits, but they do not need to be completed on a tight schedule.</p>
Not important	<p>DELEGATE!</p> <p>It is also advisory to schedule these tasks so that they do not become frequent interruptions. It is also an option to delegate these tasks to someone else, if there is a possibility to do so.</p>	<p>AVOID!</p> <p>These should be eliminated from our to-do lists.</p>

SESSION 4.

BARRIERS IN PROFESSIONAL SELF-MANAGEMENT

STRUCTURE AND CONTENT

Barriers in professional work, development and self-management

- Identifying barriers in professional work and development
- Identifying barriers in creativity, decision making and planning

Overcoming barriers in professional work, development and self-management

- Choosing priorities in professional development
- Developing a professional development plan

OBJECTIVES

After this lesson, students should be able to:

- identify subjective and objective barriers in professional work and development
- identify barriers in creative thinking, decision making and planning
- plan actions to overcome barriers in professional work, development and self-management

IDENTIFYING YOUR BARRIERS

- ❑ Return to your personal SWOT analysis in the professional domain completed in Unit 1, analyze the outcomes in the categories of weaknesses and threats, and identify those that may present barriers in their professional work and development in the domain of:
 - education, certification, training
 - knowledge and skills
 - emotions, drives, needs
 - traits, qualities, characteristics
 - interests and motivation
 - environment they study or work
- ❑ Recollect the creativity, decision making and planning activities from Units 2 and 3, and try to identify the problems and barriers you faced while trying to generate and evaluate ideas, formulate a decision and develop a work plan. Identify any problems and barriers that prevent you to be more creative, make better decisions, set goals and plan actions to achieve those goals in your professional work and development.
- ❑ Evaluate the barriers and mark the barriers you believe can be overcome (i.e., changed, altered, mastered, or removed).



IDENTIFYING YOUR BARRIERS

Barriers in professional work and development:	Can I overcome it?
Barriers in creativity:	Can I overcome it?
Barriers in decision making:	Can I overcome it?
Barriers in planning:	Can I overcome it?

OVERCOMING YOUR BARRIERS

- Among the barriers you identified as those you can overcome, select at least three you consider present the most important barriers in your professional work and development.
- For the selected barriers, brainstorm ideas on how to best overcome them. Evaluate the ideas in terms of their usefulness or appropriateness, and select the best ones. If you cannot decide between several options, develop a decision making matrix and choose between the ideas.
- Once you have selected solutions for each of the barriers, state the selected solutions as objectives you plan to attain, using SMART statements.
- Develop a plan how you will attain these objectives, with activities, evidence of completion of these activities and timeline.



OVERCOMING YOUR BARRIERS

Goals	Activities to achieve goals	Evidence of completion	Timeline
1.			
2			
3.			
...			



ENDING SESSION



DISCUSSION

- How the techniques learned in the module may be generally applied in your professional life and career development?
- How the techniques learned in the module may be transferred to students to improve their self-management?



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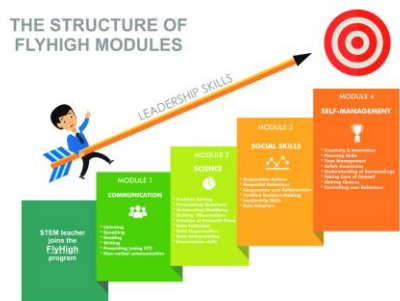
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