

DISCIPLINE SPECIFIC ELECTIVE 23

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 23 Self-Management in Organisations	4	3	1	Nil	Class XII Passed	Nil

Learning Objectives

- Develop self-awareness and understand their own strengths and weaknesses
- Appreciate the relevance of emotional intelligence at the work place and its relationship with leadership
- Understand the strategies of self-presentation in organizations
- Critically examine the nature of stress management, time management, and anger management
- Recognize the dynamics of constructs of positive psychology at the workplace, viz. Hope, Efficacy, Resilience, and Optimism

Learning Outcomes

- Comprehend the nature of emotional intelligence and find ways to enhance it
- Use the strategies of self-presentation in organizations to write cover letters and resumes, and make effective presentations
- Understand strategies of stress management and time management
- Find ways to build Hope, Efficacy, Resilience, and Optimism at the workplace.

Syllabus DSE 23

Unit I **(12 hours)**

Self-awareness: Understanding self-strengths and weaknesses; Johari window; Emotional intelligence (any one model, Emotional intelligence in the workplace, Enhancing EI, Emotional intelligence and leadership)

Unit II: **(12 hours)**

Self-management: Clarifying values, setting goals and planning; Self-presentation tactics; Gender differences on self-presentation; Social networking sites and self-presentation; Self-promotion; Resumes and cover letters

Unit III: **(12 hours)**

Competencies at work: Stress Management, Time management; Anger management

Unit IV:

Being a HERO at the Workplace: Building Hope; Efficacy; Resilience, Optimism (9 hours)

Practical component (if any)

Nil

Tutorial component

(15 hours)

Suggested Tutorial Activities:

- Self-awareness experiential exercises
- SMART goal setting exercises
- Preparing an inventory of self-strengths, personal values and KSAs
- Reflective exercises to identify cognitive distortions to reframe negative thoughts that may cause anger
- Experiential exercises to develop emotional intelligence, manage stress, optimism
- Assessing gender differences on self-presentation on social networking sites such as LinkedIn
- Preparing one's resume
- Review of job descriptions on job postings to tailor resumes accordingly
- Review of literature or papers in journals/ books and tailoring it accordingly

This is a suggestive and not an exhaustive list of tutorial activities.

Essential readings

Ahuja, K. K. (2024). Right byte or left out? Gender differences in self-presentation among job-seekers on LinkedIn in India. *Discover Psychology*, 4(1): 59. <https://doi.org/10.1007/s44202-024-00176-9>.

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. Routledge.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behaviour: An evidence-based approach* (14th ed.) IAP.

Nelson, D.L & Quick, J.C. (2019). *ORGB: Organizational behaviour* (6th Edn.). Mindtap Cengage.

Robbins, S.P. & Hunsaker, P.L. (2015). *Training in interpersonal skills: Tips for managing people at work*, 6th Ed. Pearson.

Suggested readings

Aeon B, Faber A, Panaccio A (2021) Does time management work? A meta-analysis. *PLoS ONE* 16(1): e0245066. <https://doi.org/10.1371/journal.pone.0245066>

Ahuja, KK (2021). (In)Sincerely yours: Ingratiation tactics in job cover letters on selection. *Indian Journal of Industrial Relations*, 57(1), 86-98.

Gibson, D., & Tuglan, B. (2004). *Managing anger in the workplace*. HRD Press.

Goleman, D., Kaplan, R.S., David, S. & Eurich, T. (2018). *Self-Awareness* (HBR Emotional Intelligence Series). HBR.

Goleman, D. (2008). *Working with Emotional Intelligence*. Bantam Books.

Goleman, D. (2006). *Emotional Intelligence*, 10th anniversary ed. Bantam Dell.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Dorling Kindersley.

Jones, E.E., Pittman, T.S. and Jones, E.E. (1982) Toward a general theory of strategic self-presentation. In Suls, J. (Ed.), *Psychological Perspectives on the Self*, Vol. 1, Erlbaum, Hillsdale, 231-262.

Luft, J. & Ingham, H. (1955). *The Johari window: A graphic model of interpersonal awareness. Proceedings of the western training laboratory in group development*. UCLA.

Mayer, J.D., Salovey, P. & Caruso, D. (2000). Models of emotional intelligence. In R. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge University Press.

Risavy, S. D. (2017). The resume research literature: Where have we been and where should we go next? *Journal of Educational and Developmental Psychology*, 7(1), 169-187. <https://doi.org/10.5539/jedp.v7n1p169>

Stranks, J. (2005). *Stress at work: Management and prevention*. Elsevier Butterworth-Heinemann.

Thomack B. (2012). Time management for today's workplace demands. *Workplace Health Safety*, 60(5):201-3. doi: 10.1177/216507991206000503.

Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation*. Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.