



Your personal development workbook

Sample

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Your name

Your role

Today's date

Introduction to your personal development workbook

This workbook is designed to be used in conjunction with the Xenonex Academy online course 'You as a leader and manager'.

This course isn't just about flicking through some screens to get to the end, so that you can say you have completed it. It is important that you have every opportunity to really learn from it, and develop from it. It's about being able to really connect with the learning and understand how to interpret the information into something which is more meaningful and specific about you and your role. For that, you have this personal development workbook.

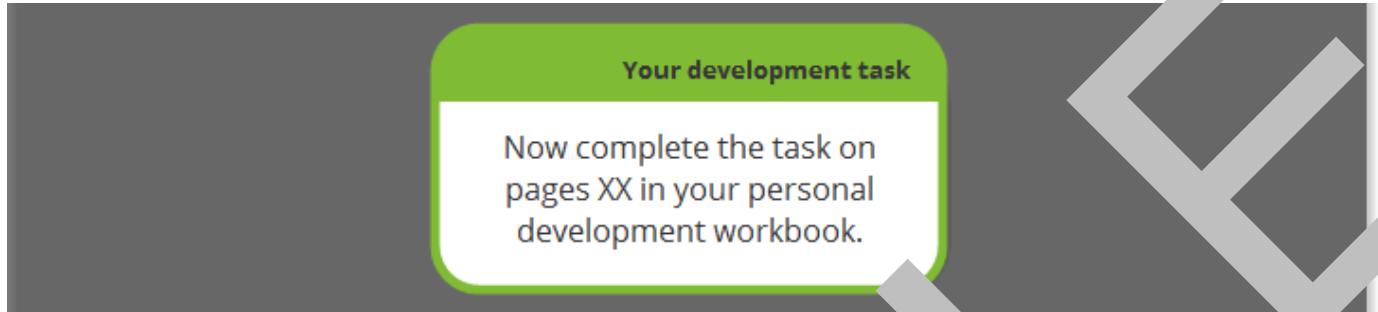
Why use a personal development workbook?

Using this personal development workbook alongside the elearning course will:


- ⇒ Allow you to take notes along the way to refer back to at any time – great for reflectors
- ⇒ Be flexible to allow you as much, or as little, time to complete each task as you need
- ⇒ Create an ongoing learning journal so you can see how far you have developed
- ⇒ Have a time away from the screen, which means you will be more engaged and switched on
- ⇒ Be much more conducive to taking on board information
- ⇒ Personalise the learning so it fits with your own current challenges
- ⇒ Offer time for self-reflection, in a safe, secure and personal environment
- ⇒ Make it even more interactive – great for you activists and kinaesthetic learners
- ⇒ Ensure you really transfer your learning into your everyday role or personal situations
- ⇒ Ensure you work closely with your line manager to show what you know, clearly demonstrate how far you have developed and also recognise where you may need any further support.

How to use your personal development workbook

At certain points throughout the elearning course you will be asked to refer to specific pages within this workbook. Simply complete the development task as described, then return to your elearning course to continue.



Make sure you have a copy of this workbook to hand, ready to begin, either printed or interactive.

Each task will have a timing noted to it.  5min This is primarily used as a guide to give you a steer on roughly how long it may take. However, how long you take is really all about how much effort and consideration you put into it. It's your development, you choose how much you want to develop. Not too short that you may miss the learning point but not too long that you start over thinking things and get side-tracked!

There are blank spaces for your own additional notes within the workbook and also at the end should you need it.

After the tasks are all completed there are some supporting documents which should be used to help prompt discussions with your line manager about your personal development from completing this course. Some may be done immediately, others may require a little time before completing them. This is so that you can put your new learning into practice in real situations, learn from mistakes, try different ways, and celebrate your successes too. Then you can clearly demonstrate to your manager just how far you have progressed.



A leadership story

Martin is an outstanding technician, and he was pleased when he was promoted to manager. The Technical Director, Sally Henderson, in charge of production, had her doubts about Martin's abilities as a first line manager, but promotion to a managerial role was the only way in that company of giving more money to people like Martin with long service and technical experience.

After some weeks the team's performance began to fall behind the others'. Martin knew all the answers, but he did not listen. When things began to go wrong he became more of a bully. He reduced one team member to tears in front of others.

"But I cannot understand it," Henderson said to the team while Martin was away for a few days recovering from stress. "Isn't Martin a leader?"

"He certainly does know this company well." replied one of the team. "He is a real expert. But, we wouldn't use the word 'leader' for him. He is no leader. There is more to leadership than technical knowledge."

Extract from 'Leadership Skills' book by John Adair

Leadership and Management

Leadership is quite different from management. Management relies more on skills such as planning, organisation and communication. They establish systems and create rules and operating procedures. Management is more about the business as opposed to the people; the people are important as a way of getting the job done.

Leadership is also reliant on management skills up to a point, but more so on qualities such as; integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positivity, wisdom, determination, compassion, sensitivity, and a degree of personal charisma. They are the heart of a business and inspire a group to come together for a common goal.

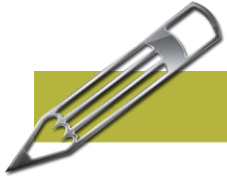
Leaders motivate, console and work with people to keep them bonded and eager to move forward. That means setting a direction, communicating it to everyone who will listen (and probably many who won't) and keeping people up-beat when times get tough.

Identifying the differences



How much do you 'manage' others and how much do you 'lead' others?

First, from the results provided in the online course, make a note of the correct elements of the role for managers and leaders below...



Management

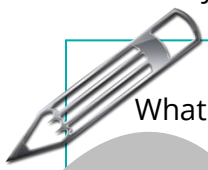
Results	%

Leadership

Results	%

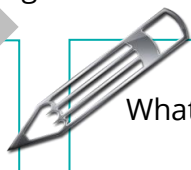
Secondly, think about your current role. How much time and focus is spent on management and how much is on leadership? Are you predominately taken up by management tasks or by leadership tasks? In the right hand column of each of the lists above, **make a note of what percentage of your time (in your role overall) is currently focused on each task.**

And thirdly, now consider whether this is the right balance for supporting your team ...



What should you focus on **less**?

What would be the benefit of doing this?



What should you focus on **more**?

What would be the benefit of doing this?



Sources of power



Take a little time to recognise the different power sources.

Which sources of power can you recognise in others you are working with, or have worked with in the past?

Which do you recognise in yourself? Which power do you need to focus on currently?

When have you not used the correct power source? What were the implications?

When have you successfully used the correct power? What happened because of it?

Which source of power do you need to work on? How will you do it?

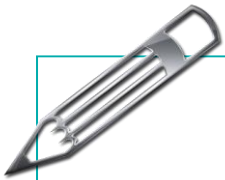
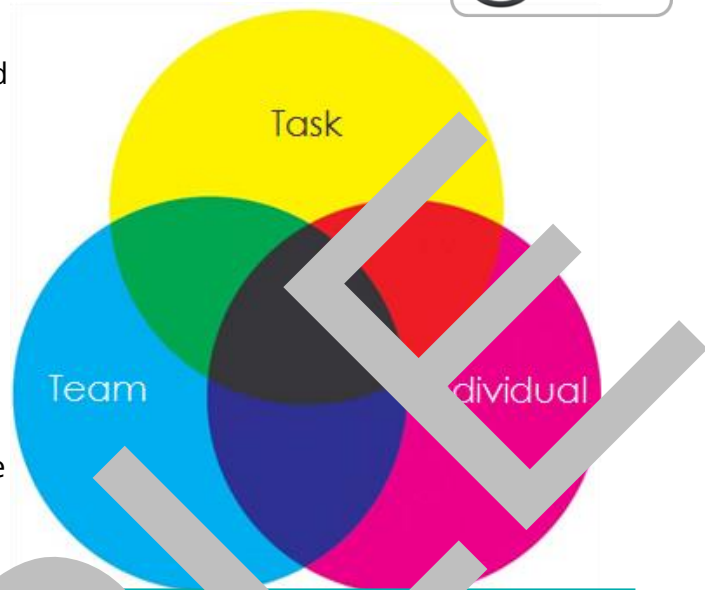


Functional leadership

The main theory on the functional approach is associated with the work of John Adair, and his ideas on Action-Centred Leadership.

This model is built around three elements - achieving the task, developing the team and developing individuals. As well as all three being separately essential to the overall leadership role, they are also mutually dependent.

It is a very simple model that is easy to remember and to apply. It provides a great blueprint for leadership and the management of any team, group or organisation.



Consider where you fit in this model

To what extent do you apply 'Helicopter Management'? (When the leader is 'above' the whole situation in order to assess all three areas in an attempt to create balanced leadership.)

Which area do you focus on most: task, team or individual?

Which area do you need to spend more time on, and why?

How will you do this?

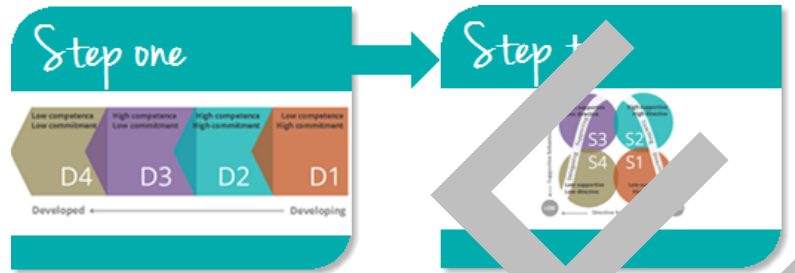
How do you know once you are a successful helicopter manager?

Please note: There is an additional downloadable questionnaire that you can use to rate yourself as a leader against the John Adair Task/ Team/ Individual competencies. See the 'Resources' tab in the online course.

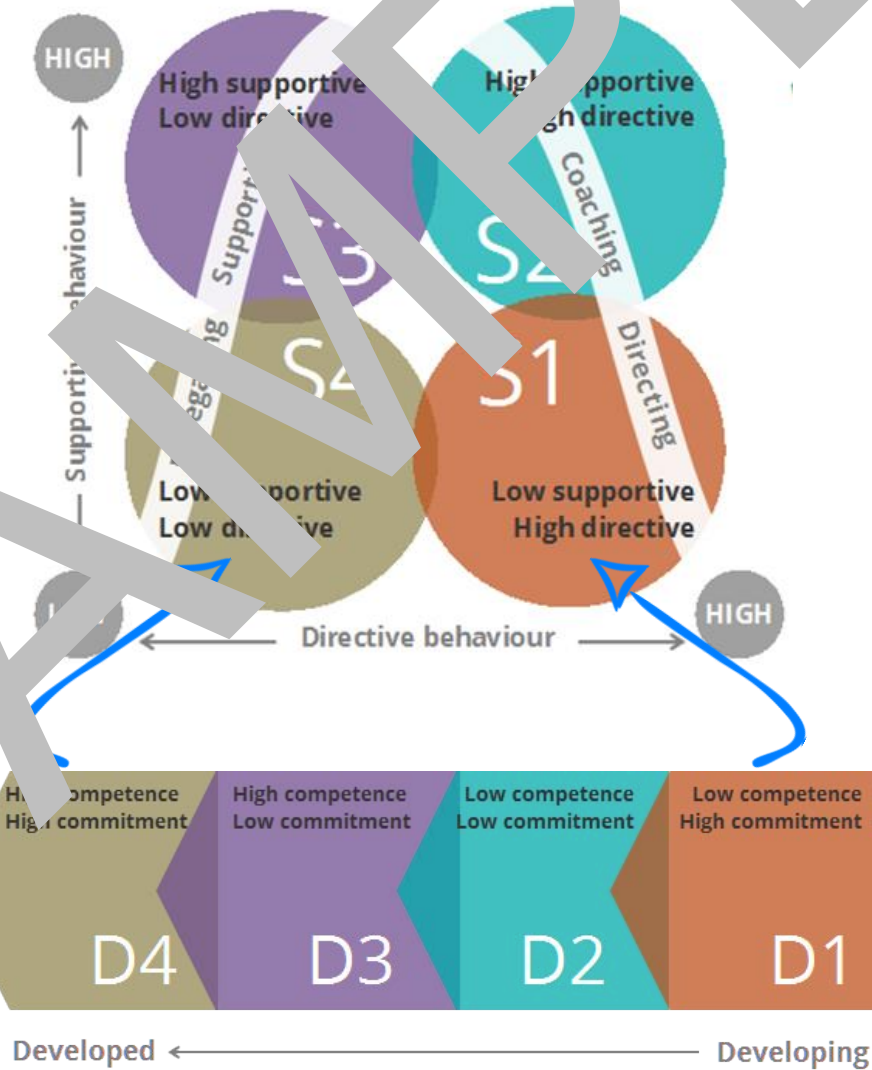
Situational leadership



Hersey and Blanchard identify four development levels, D1 - D4, and suggest leaders should match these with four corresponding styles of leadership, S1 - S4.



The goal is to match your leadership style that is appropriate to an individual's development level for a specific goal or task. As the development level changes, your style should change.



Situational leadership *Continued...*

Heather was a really experienced member of the team. Her manager asked her to go and create a set of business requirements. This was a task she had never done before and her manager was really angry when she did it all wrong.

What development level was Heather at and what leadership style did her manager use?

Was it the correct leadership style? If not, what should it have been?

Paul was a team leader who had recently been trained by his manager on planning and scheduling. Whilst he was planning the department hours for the next month, his manager stayed with him the whole time, telling him exactly what to do and checking everything he did. Paul went home that night feeling really fed up, he wished his manager would let him have a go himself and then check it before he sent it.

What development level was Paul at and what leadership style did his manager use?

Was it the correct leadership style? If not, what should it have been?

Kate was a superb performer with lots of experience and was keen and committed to do her job. She wanted to climb the career ladder to the next level and had excellent performance in all areas. In the last few months, she was moved into another department and worked for a manager who liked to be in control of everything and very detailed. The manager made lists for Kate every morning of tasks that need to be done that day. Kate has since left the company.

What development level was Kate at and what leadership style did her manager use?

Was it the correct leadership style? If not, what should it have been?

Situational leadership Continued...

Heather - The manager used S4 (Delegate/Empower) for someone in D1 (Low ability and high commitment). They should have matched her development level and used S1.

Paul - The manager used S1 (Directing/Tell) style for someone in D2 (Low commitment and variable ability). They should have matched his development level and used S2.

Kate - The manager used S1 (Directing/Tell) style for someone in D4 (High ability and high commitment). They should have matched her development level and used S4.

If a leader does not match the leadership style appropriately to the development level of the individual there are only two outcomes. They are:

- The leader over-involves themselves in developing the individual
- The leader under-involves themselves in developing the individual.

Over-involvement (S1 or S2 with a D3 or D4)

- individual feels their leader is 'breathing down their neck' and telling them something they already know
- it reduces the individual's motivation to self-develop
- individual feels as though they can't be trusted and feels their existing skills are being unnecessarily questioned
- commitment and confidence falls.

Under-involvement (S4 with a D1 or D2)

- individual feels isolated
- knowledge and skills are not developed to meet the business needs
- individual significantly loses motivation and confidence
- gives the impression that leader doesn't care
- individual receives no direction in their development
- increases the risk that the individual quits or gives up on the task or goal.

As can be seen from this that it is vital that you correctly diagnose the correct development level of the individual before undertaking the appropriate leader behaviours.

Leadership is easy to explain, but is not so easy to practise.



Transformational leadership



From the video clip you will have noted that transformational leaders have a number of main traits that they will always display. Rate yourself against each of these to identify how transformational you currently are...

	Not at all	1	2	3	4	All the time
Work towards a noble vision	1	2	3	4	5	
Act with authenticity and honesty	1	2	3	4	5	
Adopt a growth mindset	1	2	3	4	5	
Promote creativity and innovation	1	2	3	4	5	

What could you do to make yourself a transformational leader?



What impact do you think this will have on your team and those you influence?



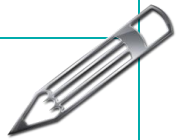
Your past experiences

Identify four leaders who have impacted you in some way over the course of your life. Two who you consider to be poor leaders, as they have had a negative impact on you. Then two people who you consider to be really great leaders. These four people could be anybody from your current or previous role, your family members or friends, sporting or other hobby clubs, teachers etc.

Think about, and note down, what makes them great, or so impactful. Start by considering the poor leaders, the negatives, so you can avoid making the same mistakes with others. Then consider your great leaders which will highlight the great characteristics, behaviours or abilities, so that you can develop an understanding of what you would like to emulate. Perhaps one day they may be referring to you in a leadership workbook as a great leader!

My poor leaders...

Name of leader	How did they make you feel? What did they make you do? What was the impact immediately and over time?	How do they do it? What traits or behaviours did they display?



Your past experiences *Continued...*

My great leaders...

Name of leader	How did they make you feel? What did they inspire you to do?	How did they do	What traits or behaviours did they display?

What will you take from completing this exercise?



The Timpson Test

Choose a member of your team **who you know the most** and (without asking them or others!) answer the following questions...

Question	Your answers	Points available
How old are they?		5
Which town/area of city do they live in?		
What is their partner called?		10
What are the names of their children?		
How old is each child?		10
Where did they go on their last holiday?		10
Where are they due to go on their next holiday?		5
What are their main hobbies?		10
What are their partner's hobbies?		5
What is their career?		10
What qualifications do they have?		5
What health problems do they have?		5
What make of car do they drive?		5
What are their pets called?		5
		Total score

Now complete the next one...

The Timpson Test *Continued...*

Now choose another member of your team **who you know the least** and (without asking them or others!) answer the following questions...

Question	Your answers	Points available
How old are they?		5
Which town/area of city do they live in?		5
What is their partner called?		10
What are the names of their children?		10
How old is each child?		10
Where did they go on their last holiday?		10
Where are they due to go on their next holiday?		5
What are their main hobbies?		10
What are their partner's hobbies?		5
What is their career history?		10
What qualifications do they have?		5
What health problems do they have?		5
What make of car do they drive?		5
What are their parents called?		5
		Total score

If you score 70 points or more, you know your people pretty well.
If you score less than 70 points, it is worth getting to know your people more.

A good look at yourself



It will be really useful to keep a note of how you currently feel that people see you and how you would like them to see you in six months' time. From the information you entered, write them up below and then consider how you can transition from one to the other.

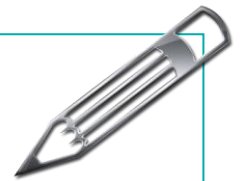
For how others currently see you, you chose...

Make a note of your answers below...

For how you would like others to see you in six months' time, you chose...

Make a note of your answers below...

How can you bridge the gap between the two sets of answers above?
What will you do? How will you do it? When will you do it by?



Your effect on others

Consider some of your actions or behaviours which you may have used. What effect did they have on the other person and the team as a whole?



What was the situation?

When did it happen?

What were the behaviours that were displayed?

What effect did your actions or behaviours have on the individual or team at the time?

Looking back, what has the effect been in the long term?

What could you have done differently?



You and your motivational needs

What are your three biggest achievements (work or non-work)?
For each of these write down **how** and **why** you achieved them.

1.

2.

3.

People often assume that most people are driven by money. It's a common mistake made by leaders and managers.

There are many motivating factors for people. All of them different. Offering monetary based incentives for those who are not driven by money will not achieve what you want. So try to find out what their real motivators are.

This exercise helps you identify if your motivational needs are being met or not.

Please complete this questionnaire as follows:

Step One - Place a score of 1, 2, 3, 4 or 5 in the column to indicate how important the factor is to you for motivation. 1 = Low importance and 5 = High importance

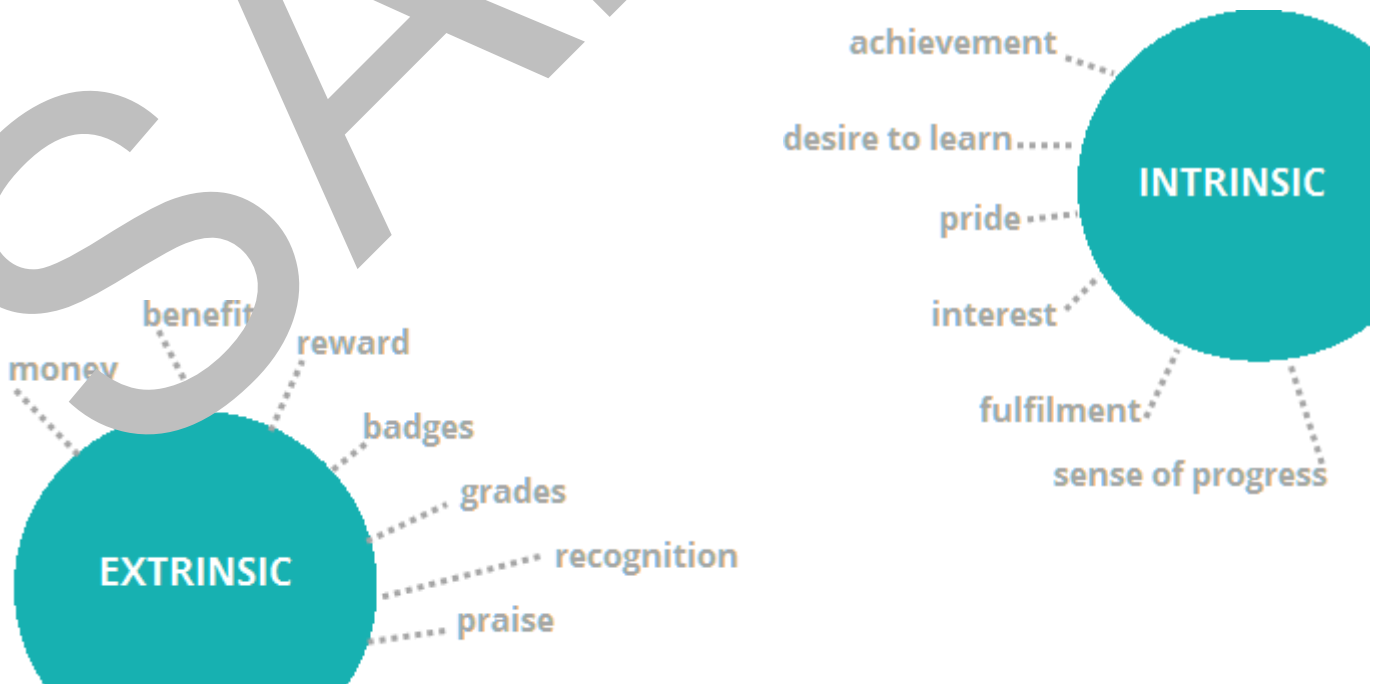
Step Two Then add your 'Current satisfaction' level – are your own motivation needs being met? – again placing a score of 1 – 5. 1 = Low satisfaction and 5 = High satisfaction

There are spaces at the bottom labelled 'others' where you can add anything else on the list.

Factors	Importance of factors	Current satisfaction
Manager showing concern for you as a person		
Having some authority		
Good personal relationships with manager		
Manager's decisiveness		
Examples provided by manager		
Being involved in planning you own work		
Recognition for your efforts		
Delegation of work to you		
Being promoted		
Customer / client contact		
Salary		
Extent to which you get on with your peers		
Receiving praise and recognition		
Attaining your own goals and meeting targets		
Satisfaction with the job		
Working conditions		
Having responsibility for discrete areas of work		
Working under pressure		
A competitive environment		
Your prospects of career development		
Constructive feedback and coaching		
Job security		
The results of the completed work		
Carrying out complex analysis		
The organisation's structure and processes		
Personal job title		
Extent of supervision		
Social functions		
Detailed instructions on how to complete work tasks		
Working as a team		
Being given clear objectives		
Attending high-level meetings		
Starting work early in the morning		
Finishing work late in the evening		
Other (specify)		
Other (specify)		
Other (specify)		
Other (specify)		

From the list you have just completed, identify where there are significant variances between what is important to you and where you have rated current satisfaction as low – is this therefore impacting on your motivation and the your ability to motivate and lead others ?

What has this exercise highlighted for you?



Motivating your team



What are you going to do to motivate your team?

Which individuals need something more specific, what is it and how will you do it?

What will your team and their output look like when they are truly motivated?

When will you do this?

What resources do you need to do this? (Support from manager, tools, budget, training)

Your plan of action

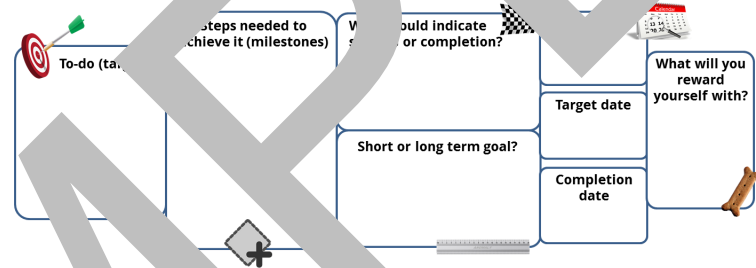
Keep hold of this personal development workbook

As you look back over it you will see that you have already created the start of a development journal identifying where you are currently, where you would like to be, and how you will get there.

Although you may have completed the online element of this course, you should continue to use this workbook over the next few weeks and months so that you can continue your progression to becoming a great leader for your team and others around you.

Use it to refer back to for information, but also use it to keep referring back to see what you need to achieve, by when, and if you have been successful in doing so.

Included in this workbook is a **'Path to progress'** action plan to help you set clear goals for your development.



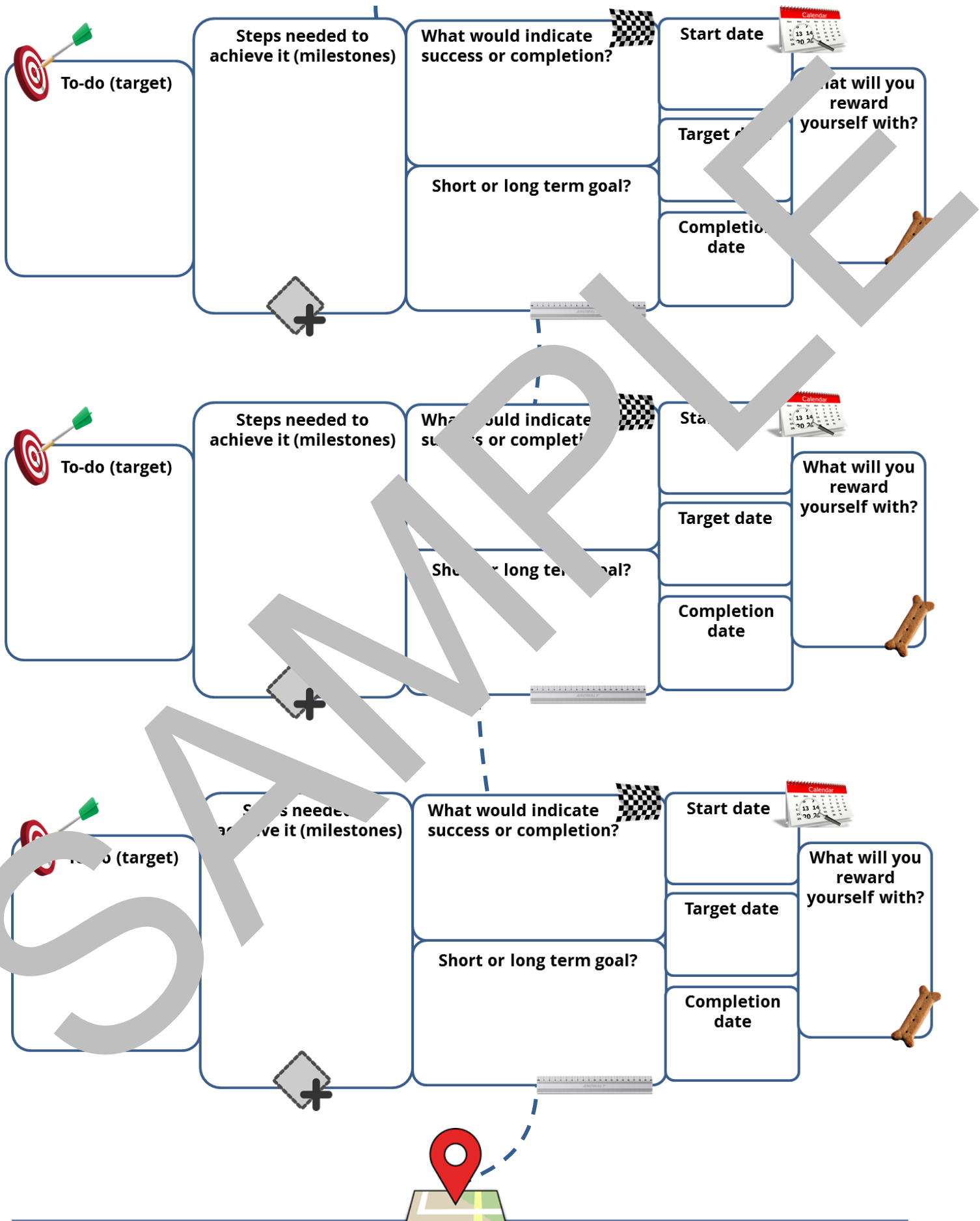
Show your success

Book some time in with your line manager to discuss your development plans and your 'Path to progress' after completing this course so that they have the opportunity to understand how to support and lead you in the coming weeks.

Also remember to book another date in with them in a set period of time, say, three months', so that you can discuss just how far you have developed as a leader, consider any further support or development you need and to celebrate your success! For this we have also included a **'Leadership showcase'** document which will allow you to work collaboratively with your line manager to record and demonstrate your development.



Path to progress



Leadership showcase

Your name...

Your role...

Manager...

Today's date...

I have shown great leadership when...

Manager's supporting comments...

Next action

I have adapted my style of leadership when...

Manager's supporting comments...

Next actions...

I have demonstrated my development and progression through...

Manager's supporting comments...

Next actions...

Feedback from my team and those I influence has been...

Manager's supporting comments...

Next actions...

I now motivate my team by...

Manager's supporting comments...

Next actions...

What I need to do / gain support with in the future is...

Manager's supporting comments...

Next actions...

Comments from manager on overall progression and development

Signed by _____

Date _____

Notes



SAMPLE

Notes



SAMPLE

Notes



SAMPLE

Thanks for completing this personal development workbook.