

HOW TO IDENTIFY YOUR PERSONAL MEANING

'WHY DO I DO THIS JOB?' (STEP ONE)

Use the table to capture your core values. To help you decide, ask yourself the following questions:

- What are your most important beliefs?
- What is really important to you?
- Which principles guide your day-to-day behaviour?
- What issues would you fight most strongly for?

My Core Values

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HOW TO IDENTIFY YOUR PERSONAL MEANING

'WHY DO I DO THIS JOB?' (STEP TWO)

Another major influence on your behaviour will be your personality or behaviour 'preferences'. You may already know what these are but it is useful to summarise your preferences:

- What do you particularly enjoy?
- What motivates you?
- What makes you particularly happy?
- What are your particular strengths in the way you relate to others?
- What do you most enjoy doing at work?

My Preferences

HOW TO IDENTIFY YOUR PERSONAL MEANING

'WHY DO I DO THIS JOB?' (STEP THREE)

Use the checklist below to identify those aspects that are important to you, to identify the type of role that may suit you. If you strongly agree with a statement give it a double tick and if you partially agree with a statement give it a single tick. If you don't agree with one at all, leave it blank:

Checklist		
Dimension	Statement	Tick
Reward or recognition	1. I enjoy being rewarded for my efforts.	
	2. I have a need to be recognised for my work.	
	3. I consider my work to be of some benefit.	
	4. I am motivated by financial reward.	
Role content	5. I have chosen a career in a specific sector or industry.	
	6. It's important that I enjoy the type of work I do.	
	7. I am motivated by the type of work I do.	
	8. I use knowledge I have gained to help me in my role.	
Social aspects	9. I work to provide for my family.	
	10. I enjoy working with others as part of a team.	
	11. I feel that the work I do benefits the wider community in some respect.	
	12. I believe in giving something back to society and I do this through my work.	
Personal development	13. Learning and developing is important for me.	
	14. I want to develop myself in my current role.	
	15. I have a career path and am constantly moving towards an overall aim or a set of objectives.	
	16. I learn from experience in order to help me in the future.	

HOW TO BE AN EFFECTIVE ROLE MODEL

ROLE MODEL ATTRIBUTES SELF-ANALYSIS (STEP ONE)

To find out what type of role model you are, use the following tool to highlight your preferred approach. Complete the self-analysis questionnaire using the key below:

1. I always do this **2.** I often do this **3.** I sometimes do this **4.** I rarely do this **5.** I never do this

Role model attributes self-analysis	1	2	3	4	5
1. I produce high quality work.					
2. I have a clear set of values that I conduct my behaviour around.					
3. I judge myself and others on the results that are achieved.					
4. I behave in line with the company values.					
5. I keep a visible profile so that people can see what I am doing well.					
6. I set challenging targets for myself.					
7. I carry out my tasks in an open and honest fashion.					
8. I work hard to ensure that I achieve success.					
9. I demonstrate the correct behaviours at work for the tasks that I have to do.					
10. I let people know about my successes and how they were achieved.					
11. I do my best to hit or exceed aims and objectives.					
12. I behave fairly towards the people I work with.					
13. I try to achieve the best outcome possible and direct my focus on the results.					
14. I adapt my behaviour to be as effective as possible in any situation.					
15. Whenever possible, I let people see what I am doing in order to learn from my approach.					
16. I encourage those around me to achieve high standards.					
17. I do not cut corners for short-term wins over longer-term success.					
18. My success is based on achieving specific aims and objectives.					
19. I behave fairly towards the people I work with.					
20. I keep myself in the limelight in order to ensure that my work and successes are noticed.					

HOW TO BE AN EFFECTIVE ROLE MODEL

ROLE MODEL ATTRIBUTES SELF-ANALYSIS SCORING (STEP TWO)

Use the following process to score your results. Look at each category and add up the corresponding ratings:

Area	Items to Add	Total
Quality	1, 6, 11, 16	
Integrity	2, 7, 12, 17	
Success	3, 8, 13, 18	
Positive behaviour	4, 9, 14, 19	
Visibility	5, 10, 15, 20	

HOW TO IDENTIFY PERSONAL LEARNING STYLES

PERSONALITY – LEARNING STYLES INVENTORY (STEP ONE)

Complete the questionnaire by indicating the extent to which you agree with each statement using the key below:

1. Strongly disagree 2. Disagree 3. Sometimes like me 4. Agree. 5. Strongly agree

Role Model Attributes Self-Analysis	1	2	3	4	5
1. I have lots of ideas					
2. I tend to take a back seat in meetings and discussions					
3. I'm always prepared					
4. I'm uncomfortable expressing my feelings and other personal things or creative thinking					
5. I can start conversations with anyone					
6. I am keen to try out new ideas to see if they work					
7. I'll take time out of my work for others					
8. I love to solve a crisis					
9. I worry about things					
10. I have excellent ideas					
11. I look at things from all angles and consider implications					
12. I get things done right away					
13. I don't let my feelings influence my decisions					
14. I like being the centre of attention					
15. I get frustrated and impatient with longwinded or open-ended discussions					
16. I can feel others' emotions					
17. I get fully involved in new experiences					
18. My mood changes a lot					
19. I have a vivid imagination					
20. I mull things over before reaching conclusions					
21. I follow schedules a lot					
22. I rigorously question assumptions and conclusions					
23. I am the life and soul of the party					
24. I like solving practical problems and making decisions					
25. I am sympathetic to others' needs and feelings					
26. I will try anything at least once					
27. I often feel down about things					

Continued...

Role Model Attributes Self-Analysis	1	2	3	4	5
28. I spend time reflecting on things					
29. I prefer to stand back and observe					
30. I pay close attention to details					
31. I can link different facts to form coherent theories					
32. I feel comfortable around people					
33. I use my experience to find solutions					
34. I make people feel at ease					
35. I am open minded and enthusiastic					
36. I get irritated or upset easily					
37. I am quick to understand things					
38. I gather lots of information before solving problems					
39. I ensure high quality levels in my work, and that of others'					
40. I think problems through logically, step by step					
41. I talk to people in all kinds of different social situations					
42. I work to the principle that the end often justifies the means					
43. I am interested in people					
44. I get bored by detail					
45. I get stressed out easily					

HOW TO IDENTIFY PERSONAL LEARNING STYLES

PERSONALITY – LEARNING STYLES INVENTORY SCORING (STEP TWO)

Now you've completed the questionnaire, calculate your score for each of the 9 areas in the table below. To do this you need to add your scores for each set of five questions relating to each area. Repeat this process for each area, adding up your scores and put the total in the last column.

Area	Items to Add	Total
Openness	1, 10, 19, 28, 37	
Diverging	2, 11, 20, 29, 38	
Conscientiousness	3, 12, 21, 30, 39	
Assimilating	4, 13, 22, 31, 40	
Extroversion	5, 14, 23, 32, 41	
Converging	6, 15, 24, 33, 42	
Agreeableness	7, 16, 25, 34, 43	
Accommodating	8, 17, 26, 35, 44	
Neuroticism	9, 18, 27, 36, 45	

HOW TO IDENTIFY PERSONAL LEARNING STYLES

PRIORITISE YOUR LEARNING STYLE COMBINATIONS

Use the following table to prioritise your learning styles. Enter the title of highest scoring combination, followed by it's score.

Priority	Learning Style Combinations	Total
1		
2		
3		
4		
5		
6		
7		
8		

HOW TO DEVELOP OTHERS

OPTIONS FOR DEVELOPMENT

Here's a framework of some different methods of development, the suitability of which you can access according to environmental influences and personal, preferred methods of learning.

Development Goal:		
Development Option	Suitable for the Environment? Yes/No	Suitable for the Learning style? Yes/No
Training course Specific example: _____		
Open learning with DVDs, CD, computer, etc. Specific example: _____		
On-the-job activity Specific example: _____		
'One-off' work assignment/project Specific example: _____		
Secondment Specific example: _____		
Reading (books, articles, manuals, etc.) Specific example: _____		
Shadowing/observing others Specific example: _____		
Practising skills, for example, role play Specific example: _____		
Coaching Specific example: _____		
Mentoring Specific example: _____		
Networking/sharing experiences Specific example: _____		
Conferences/seminars Specific example: _____		
Development centre Specific example: _____		
Outward bound/team building events Specific example: _____		

HOW TO DEVELOP OTHERS

DEVELOPMENT ACTION PLANNING

It's vital that a plan for someone's development is written, because it clearly explains what is intended to all involved, and achieves greater commitment. Here are the kinds of headings you might use:

For each **DEVELOPMENT GOAL** you should document:

- **Actions:** The various actions needed to achieve the development goal.
- **Timescales:** A clear timescale for achieving the development actions.
- **Potential barriers:** Any barriers that prevent the development goals being achieved; for example, time, budget constraints.
- **Overcoming barriers:** Actions to address potential barriers.
- **Resources:** Any resources; for example, time, money, people and equipment needed to achieve the goals.

Development Goal:	1	2
Actions		
Timescales		
Barriers		
Overcoming barriers		
Resources		

Development Goal:	3	4
Actions		
Timescales		
Barriers		
Overcoming barriers		
Resources		