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Self-Growth Activity Booklet

Welcome to your Self Growth Activity Booklet!

We are excited to have you onboard. You now have the opportunity to complete the activities in this booklet with the knowledge obtained during the course and by using the resources provided.

We really encourage you to complete the Activities on your own time and own pace. This Booklet will enable you to shift your perspective, think out of the box and develop your knowledge and skills by implementing the Activities and what you've learned in your daily lives.

After completion of this booklet, it will open lines of communication and encourage you to have courageous conversations. And when you commit to improving these skills and completing the activities you open yourself up to better conversations, remarkable accomplishments and healthier relationships.

This booklet is a printable, easy understandable, unique and customized with specific topics and activities just for you!

At Peritum Agri Institute, we pride ourselves on offering our customers responsive, competent and excellent learning experience. Our customers are the most important part of our business, and we work tirelessly to ensure your complete satisfaction, now and for as long as you are a customer. We'll do everything we can to help and support you as you complete your Self-Growth journey.



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Part One: Effective Management

A black and white photograph of a hand moving a chess king piece on a chessboard. The hand is in the foreground, and the chessboard is in the background. The king piece is being moved from its original position to a new one. The background is blurred, showing other chess pieces on the board.

PART ONE: EFFECTIVE MANAGEMENT

Effective leadership is putting first things first. Effective management is discipline, carrying it out.

Stephen Covey

Topic I: Effective Management



Activity I: Assessing your Personal Effectiveness



Instructions:

For each set of paired statements below, check the one which best describes you. Be as honest as you can; when in serious doubt about whether to choose answer A or B, ask a close associate for his/her insight into your behaviour.

Statement		Choice
1A	I would generally prefer to work alone than with others.	
1B	I favour teamwork to working alone.	
2A	I'm more concerned with the work than the people who do it.	
2B	I focus more on the people than on the work they do.	
3A	I like being independent of others in the organization and on my own.	
3B	I don't mind being dependent on others to get the job done.	
4A	I'm a good thinker but often a poor implementer.	
4B	I generally do a good job of moving from the "drawing board" to successful action.	
5A	I am rarely conscious of trying to positively influence others.	
5B	I find it easy to build myself into others.	
6A	I often feel that I'm not really in control of projects I work on.	
6B	Projects generally turn out about the way I want them to.	
7A	I'm better at waiting for things to happen than at making them happen.	
7B	I'm better at making things happen than waiting for them to happen.	
8A	While working I'm usually more aware of what I'm trying to accomplish than how I'm carrying out the work.	
8B	While on the job, I generally concentrate more on how I'm working than on what I'm trying to accomplish.	
9A	People I work with tend to follow my vision.	
9B	I generally follow the vision of others as I work.	

10A	I spend much of my time dealing with unforeseen problems on the job.	
10B	Problems seldom "sneak up" on me or catch me by surprise.	
11A	I tend to follow the precedents established by others.	
11B	People often rely on me to set precedent on the job.	
12A	As I work, I generally have a strong sense of priorities: first things first.	
12B	Most of the time I tend to work in a way convenient to me.	
13A	It is my habit to consciously make time during the workday for high priority assignments.	
13B	I work on high priority projects when they are brought to my attention by others.	
14A	I tend to concentrate more on means (how to do a task) than on ends (what is to be done).	
14B	I concentrate more on ends than means in my daily work routine.	
15A	I view planning as something for someone else to do.	
15B	I accept planning as a central part of my job.	
16A	Most people would call me a well-organized person.	
16B	Personal organization is not one of my real strengths.	
17A	My team is productive despite my lack of personal organization.	
17B	I enhance the productivity of my work group because personally I am well-organized.	
18A	My sense of urgency about work and productivity is picked up by my team.	
18B	I'm not sure my work group picks up a sense of work urgency from me.	
19A	My subordinates know what my performance expectations are.	

19B	I probably don't do the job I should in communicating clear performance expectations to those who work for me.	
20A	I find it difficult to delegate work; I'd rather do most of it myself.	
20B	Passing import assignments on to others comes easily and naturally to me.	
21A	My subordinates and co-workers are probably unsure of how much I really trust them.	
21B	A high level of trust and rapport has been built up between me and members of my work team.	
22A	My subordinates are highly dependent on me and require close supervision.	
22B	My subordinates are self-sufficient and capable of acting independently of me.	
23A	My subordinates feel that they "own" their jobs and have ample opportunity to "run their own show".	
23B	My subordinates probably feel that the organization owns their jobs and therefore tells them what to do.	
24A	If my department is to be productive, I usually must force it to happen.	
24B	Productivity occurs naturally and almost spontaneously in my department.	
25A	My area of the organization tends to value the people who do work more than the work they do.	
25B	Work takes precedent over people and relationships in my part of the organization.	
26A	I am not often conscious of modelling the work behaviours I want my subordinates to follow.	
26B	I am often conscious of being a good professional role model to my subordinates to follow.	
27A	My opinions and perspectives are often sought out by co-workers.	

27B	People rarely confer with me or seek my advice.	
28A	I'd rather concentrate on getting the job done than on building relationships.	
28B	I get the job done largely through building myself into others I work with.	
29A	Most people would characterize me as a good listener.	
29B	I'm more of a doer than a listener.	
30A	I generally work with team members in a way that motivates them.	
30B	People had better already be motivated when they work for me; motivating them is not part of my job.	
31A	I don't understand people very well.	
31B	I find it easy to understand the people I work with.	
32A	When working on a project, I generally stay on target until it is completed.	
32B	I tend to wander off course when working on a project.	
33A	I spend more time solving problems than preventing them.	
33B	I try to spend more time preventing problems than solving them once they have occurred.	
34A	I'm better at starting projects than finishing them.	
34B	I generally finish what I start.	
35A	I provide my subordinates with clear enough standards that they know when they've done a good job.	
35B	My subordinates may not always be certain when they have done a job well.	
36A	My tendency is to work with subordinates only when there is a problem, or something is wrong.	

36B	I strive to spend just as much time with my subordinates when things are going well as when they aren't going so well.	
37A	I manage through a strong sense of goals to be achieved.	
37B	When I manage, I tend to concentrate most on operating according to procedure and precedent.	
38A	I almost always closely consult my subordinates in setting work goals.	
38B	I tend to set goals on my own and then announce them or sell them to my work group.	
39A	I frequently vary the way I go about reaching decisions.	
39B	I make decisions pretty much in the same way from one situation to another.	
40A	I spend more time on major decisions than on routine ones.	
40B	I tend to spend about the same amount of time and effort on all decisions.	
41A	In most cases I consult only a few opinions before I decide.	
41B	I'm usually conscious of achieving a consensus before important decisions are made.	
42A	I tend to avoid or "duck" problems as long as possible.	
42B	I generally confront problems head on when I become aware of them.	
43A	I have a pretty good sense for distinguishing between major and minor problems.	
43B	It is sometimes difficult for me to know the difference between major problems and minor ones.	
44A	I possess quite a knack for solving problems creatively.	
44B	I'm often hard-pressed to find workable solutions for the job-related problems I face.	

45A	I have an autocratic leadership style.	
45B	I tend to use a participative approach to leadership.	
46A	I feel that leaders are paid to make decisions for others.	
46B	The role of a leader is to facilitate democratic decision-making.	
47A	I generally oppose change and prefer to stay with the status quo.	
47B	I look forward to most changes.	
48A	I often make conscious attempts to exert positive influence over my co-workers.	
48B	I don't usually strive to influence others unless specifically directed to do so.	
49A	I'm very tolerant of the individual differences of my co-workers.	
49B	I tend to want people to fit my own mould and match my style.	
50A	I have read a lot about management and I am well grounded in the way I practice management.	
50B	I occasionally question how much I know about management and how capable of a manager I am.	

Scoring Your Personal Managerial Effectiveness

Score 2 points for each correct answer below.


The closer your score is to 100, the higher your potential for managerial effectiveness.

Statement									
1B		11B		21B		31B		41B	
2B		12A		22B		32A		42B	
3B		13A		23A		33B		43A	
4B		14B		24B		34B		44A	
5B		15B		25A		35A		45B	
6B		16A		26B		36B		46B	
7B		17B		27A		37A		47B	
8A		18A		28B		38A		48A	
9A		19A		29A		39A		49A	
10B		20B		30A		40A		50A	
Total									

Topic 3: Delegating



Activity 2: Personal Delegating Ability

	<p>Complete the questionnaire below to assess your personal delegating ability.</p> <p>To find out if you could use help with delegating, ask yourself the following:</p>
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Are you working much longer hours than everyone else you know who is doing the same kind of work that you do?	Yes	No
Are you spending an inordinate amount of time each day on tasks that could easily be delegated such as routine correspondence, non-priority phone calls and subsequently feeling yourself spread too thin?	Yes	No
Have you been feeling overwhelmed by how much work you must do or as if you're heading for an ulcer?	Yes	No
Do you doubt you could select competent people to delegate to?	Yes	No
Do you dwell on past delegating mistakes or disasters?	Yes	No
Are you a perfectionist?	Yes	No

Has anyone told you that you always need to be in control – of others, of situations, of tasks, of work or have you ever dreamed or wondered about how life could be more enjoyable if you could do <i>everything</i> yourself?	Yes	No
Are you unwilling to delegate the responsibility for the entire job along with a specific task?	Yes	No
Are you missing too many deadlines even though you are working constantly as well as efficiently and effectively because there is simply just too much for you (one person) to do?	Yes	No
Have you been reprimanded or even fired over the issue of delegating?	Yes	No

If you answered “yes” to one or more of the above questions, you probably need help with delegating.

Topic 3: Delegating

Activity 3: Developing an Action Plan (Step-by-Step) for Delegation




Think of a workplace task that you find difficult to delegate.

Write down a step-by-step action plan on how you will delegate the task to the correct person in your team, following the model dealt with in the course.

Topic 4: Giving Instructions



Activity 4: Giving Clear Instructions to Employees

 <p>Learner Activity</p>	<p>Rewrite how you will give the instructions to be clear and understandable.</p> <p>Use the tips on giving instructions dealt with in the training.</p>
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I. Please can all staff update their information using the HR Landing Page?

2. Performance reviews will be done soon, prepare yourself.

3. Maria, please complete the stats of sales and send them to me.


4. Koos, be ready to work overtime in the next month.

5. Health and safety problems must be submitted.

Topic 5: Time Management



Activity 5: How Often do You

 <p>Learner Activity</p>	<p>Rate the following statements as if the sentence began with:</p> <p>How often do you ...?</p> <p>Use the following scale:</p>
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Scale:

Always = A	Often = B	Occasionally = C	Never = D
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STATEMENT: How often do you...	A	B	C	D
Work at a tidy desk with everything in its place				
Make an early start to your working day				
Take work home in the evening				
Plan (in written form) for the week ahead				

STATEMENT: How often do you...	A	B	C	D
Do tasks in order of importance				
Put off making decisions				
Spend more time making lists than doing what you have listed				
Put off doing unpleasant jobs and do those you enjoy instead				
Make a daily list of important things to do				
Get interrupted during your working day				
Forget to do things of which you made a mental note				
Find yourself unable to say NO to a request				
Try to be perfect, dotting every 'i' and crossing every 't' in your work				
Must check on work done by others and must change what they have done				
Have enough time to give attention to your colleagues or staff				
Keep a daily diary and use it				
Analyse how you use your time and know exactly where it goes				
Waste another people's time				
Do work that someone else should be doing				
Try to do more than one job at the same time				
Cancel engagements or appointments at short notice				
Spend more time than necessary on the telephone				
Attend meetings at which you have nothing to say				
Make appointments to see people at a fixed time				

STATEMENT: How often do you...	A	B	C	D
Write ideas down on paper as soon as they come to mind				

B. Scoring

Score each item according to the ratings below and then add up to get your total score.

	A	B	C	D			A	B	C	D
1.	0	2	3	4		14.	4	3	2	0
2.	0	2	3	4		15.	0	2	3	4
3.	4	3	2	0		16.	0	2	3	4
4.	0	2	3	4		17.	0	2	3	4
5.	0	2	3	4		18.	4	3	2	0
6.	4	3	2	0		19.	4	3	2	0
7.	4	3	2	0		20.	4	3	2	0
8.	4	3	2	0		21.	4	3	2	0
9.	0	2	3	4		22.	4	3	2	0
10.	4	3	2	0		23.	4	3	2	0
11.	4	3	2	0		24.	0	2	3	4
12.	4	3	2	0		25.	0	2	3	4
13.	4	3	2	0						

Topic 5: Time Management

Activity 6: Daily Scheduling



Record and analyse what you did yesterday

1. Use the table below.
2. Divide your working day into half-hour intervals (include travelling time and breaks).
3. For each half-hour interval indicate the activity you were involved in.
4. In red, highlight activities not helpful in meeting your objectives.
5. In orange, highlight marginal activities i.e. travelling, waiting, lunch etc.
6. In yellow, highlight time spent in planning or thinking.
7. In green, highlight activities helpful in meeting your objectives.
8. Now you can see at a glance how you use your time.
9. From now on record what you do when you plan it or when it occurs.
10. Review weekly how you spend your time.

Plotting Your Day

Time	Activity
6:00	
6:30	
7:00	
7:30	
8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
12:00	
12:30	
13:00	
13:30	
14:00	
14:30	
15:00	

15:30	
16:00	
16:30	
17:00	
17:30	
18:00	

Topic 5: Time Management

Activity 7: Tips to Make More of Your Time



Individual Activity

Consider the list of tips to make more of your time.

Carefully choose five tips that fit your style and work realities that you can start implementing tomorrow.

TIPS TO MAKE MORE OF YOUR TIME

1

2

3

4

5

Part Two: Performance Coaching

PART TWO: PERFORMANCE COACHING



Coaching is about finding CLARITY
around the things that are important.

Clarity leads to HOPE.

Hope leads to ACTION.

Topic 6: Coaching



Activity 8: Implementing the GROW model



To practice your coaching skills, you will write up your GROW process for an employee which requires coaching.

Use the GROW model:

You are coaching an employee who is in their first year and for the last month has been telling employees that s/he wants to quit. Employee retention is a huge problem in your district. Use the coaching steps and try to figure out what the problem is and how to best support him/her.

	What to Look For	Questions to Ask	Coaching Notes
G			
R			
O			
W			

Topic 7: Giving Feedback

Example of Effective Feedback

1. DESCRIBE CURRENT BEHAVIOURS	4. IDENTIFY ALTERNATIVE BEHAVIOURS
<ul style="list-style-type: none"> Bonnie. I would like to discuss with you how you have demonstrated judgment, initiative and independence on the job over the last year. <p>Specifically:</p> <ul style="list-style-type: none"> You distinguish between when you can handle a situation and when you need help. You initiate your own goals, plans, schedules and work efforts with little to no direction or supervision. 	<ul style="list-style-type: none"> How can I "open new doors of opportunity" for you? Would you like more visibility with customers and/or senior management, challenges, autonomy, leadership opportunities, etc. If not, that's OK! You'll still have our appreciation! How can we reward your efforts with that which motivates you and is within our control (e.g., verbal, and written praise?)
2. IDENTIFY SITUATIONS	3. DESCRIBE IMPACTS AND CONSEQUENCES
<ul style="list-style-type: none"> On project ABC you accurately identified technical errors in a briefing and corrected it with an immediate and appropriate memo direct to the source. On project XYZ you sensed there was a technical error but were not sure, so you checked with me first. You initiated a complex system reengineering effort required in one year, from project scoping through scheduling and completion, all with little need for assistance. On xx/xx/xx and xx/xx/xx, you independently met with senior manager, Rock Gibraltar, identified and discussed issues on project XYZ, drafted plans and recommendations, and reviewed the drafts with me and others to gather additional ideas, before responding 	<ul style="list-style-type: none"> Your efforts are truly perceived as valuable by our customers, senior management, our team, and I. I can assign you to any project with complete confidence. You will have more say regarding which projects are assigned to you. If possible, you may choose some yourself. You are highly trusted with the customer and by the customer. Your credibility is well established. Your ideas are listened to and your recommendations are often acted upon. You save me tremendous time. You may continue to work autonomously. You can handle more responsibilities and challenges. You reduce risks. You know what you don't know. Therefore, I can put you in charge of "grey" or "risky" assignments and not worry about your performance. You will ask for help when you need it. You are a project Leader with sound judgment.

Activity 9: Feedback Write Up



Feedback write up

1. Imagine being in a room full of people, your colleague is sitting next to you.
2. Pretend that one of you are Mike and another Jennifer.
3. Consider the situation described below.
4. Prepare a short write up of the discussion between Mike and Jennifer.

Jennifer was working late when she received an urgent call from the printer. The front section of the client publication was missing. Was it not sent? Did the printer misplace it? There was no time for blame – just barely enough time to fix the problem. This wasn't Jennifer's project and there was no one to ask at that time of night.

Jennifer unsuccessfully tried to call her boss, Mike, and her co-workers who were assigned to this client. She told the printer to hold on while she rebuilt the section based on some past drafts she found.

She spent the next two hours putting the publication back in shape. She delivered it to the printer 20 miles away and waited until the job was finished before heading home. The next morning, the project was delivered to the client two hours before the specified time.

Mike investigated the matter, found out about the details and noted his discoveries on the feedback planner to praise Jennifer.

1. DESCRIBE CURRENT BEHAVIOURS	4. IDENTIFY ALTERNATIVE BEHAVIOURS
2. IDENTIFY SITUATIONS	3. DESCRIBE IMPACTS AND CONSEQUENCES

Topic 9: Discipline Do's and Don'ts



Activity 10: Applying Discipline Do's and Don'ts



An employee does not report for overtime without a valid reason.

How will you apply the above do's and don'ts to this case?

Part Three: Having Courageous Conversations



PART THREE: HAVING COURAGEOUS CONVERSATIONS

THE KEY TO
CONNECTION
IS HAVING
COURAGEOUS
CONVERSATIONS

Topic I I: Listening Techniques



Activity I I: Listening Techniques



Application of listening techniques.

Paraphrase the following story.

“Often, a dog will chase an animal with the focus of a heat-seeking missile. But a wheelbarrow was not part of Belgian sheepdog Rider’s focus. Rider collided with the wheelbarrow while the squirrel escaped up a cedar tree in Joyce Biethan’s backyard. “He’s kind of an all-or-nothing dog and he went into ‘all,’” Biethan said. “He chased after that squirrel with total disregard of what might be in front of him.” His collision left Rider with a broken scapula, a broken rib and a punctured lung. “He was in so much pain that I think he just tried to lay low,” Biethan said. “He prescribed himself bedrest.” Biethan said Rider did not need surgery and made a full recovery.”



Application of listening techniques.

Write your response, reflecting on to the following statement made by a colleague

The Situation:

“ I just don’t understand my boss. One minute he says we need to send out the mails and the next minute he is upset because the mails had been sent. I never know what he wants. I never know if I should do things. I am always to scared to respond to his instructions.”



Application of listening techniques.

Change following questions into open-ended questions.

1. Do you agree with the decision to postpone the graduation?
2. Do you have a plan to address this crisis?
3. Are there any opportunities for business in the Western Cape?
4. Are you going to phone the client back to get the misunderstanding resolved?

Series of horizontal dashed lines for writing answers.

Topic 12: Assertive Responses



Activity 12: On the Spot Assertiveness Activity



On-The-Spot Assertiveness Activity

The exercises below are designed to give you practice in responding assertively on the spot. The situations presented are common ones which you may have encountered before. The task is to fill in the blank with an assertive response. Alternatively, you may wish to role-play these situations with a friend. This will give you direct practice with both the verbal and nonverbal aspects of assertive communication. As you practice, remember to stay calm.

1. You take your car to the garage for an oil change and receive a bill for that plus wheel alignment and new spark plugs. You say:

2. You arrange to take turns driving to work with a friend. Whenever it is your turn to drive, she has an errand to run on the way home. When she drives, there are no stops to be made. You say:

3. You receive a notice informing you that your child has been placed in the classroom of a teacher whom you know to be notoriously incompetent. You call the principal and you say:

4. You've been rushing about all day. It's very hot and you don't have air conditioning. You prepare a salad for dinner because you don't want to turn the oven on. Your husband comes home hungry and wants a hot meal. You say:

5. Friends drop by without an invitation at 5 pm. It is now 7 pm and you want to serve dinner to your family. You don't have enough to include the guests. You say:

Topic 14: Constructive Disagreement



Activity 13: Scenario Activity



Mary, the switchboard operator, finds the noise of the ringing phone very grating and noisy and it gets on her nerves. She can't take the terrible noise anymore and threatens to switch off the sound and just watch for the light to flash.

What do you say?

Like What I do like about your suggestion is...

But What I have a problem with, however, is ...

Move on How would it work if ...



There are 5 people in an office for 2 because the new building you are moving into is not yet finish. John says it's too crowded in here for him to work and can't concentrate. There's enough space in the corridor for him to put his desk there.

What do you say?

Like What I do like about your suggestion is ...

But What I have a problem with, however, is ...

Move on How would it work if ...

The End

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give



yourself



Time