



# Mentee Handbook

Advancing Women in Finance (AWF) Mentoring  
Programme

April 2018 – January 2019

## Table of Contents

• Programme Objectives .....	3
• It's All About Trust .....	4
• My Life Story .....	8
• Understanding MBTI® .....	9
• Giving & Receiving Feedback .....	19
• Career Success .....	22
• Personal Branding .....	24
• Questionnaire: Managing Your Brand .....	26
• Sources of Power .....	30
• Assertive Behaviour .....	32
• Questionnaire: How Assertive Am I? .....	38
• Values Inventory .....	39
• Understanding Self .....	43
• Creating My Vision and Mission .....	45
• Key Takeaways and Learning .....	49
• Suggested Reading .....	50

## About FWA AWF 2018 Mentoring Programme

FWA is delighted to launch its 7<sup>th</sup> annual professional mentoring programme for 2018, run in association with Protégé.

The mentorship programme is designed to connect selected FWA members in a six-month long professional mentoring relationship – pairing experienced industry leaders with talented and motivated early-career professionals.

The programme focuses on 'best-in-class' mentoring practices, providing new skills through networking and developmental workshops.

## FWA AWF Objectives

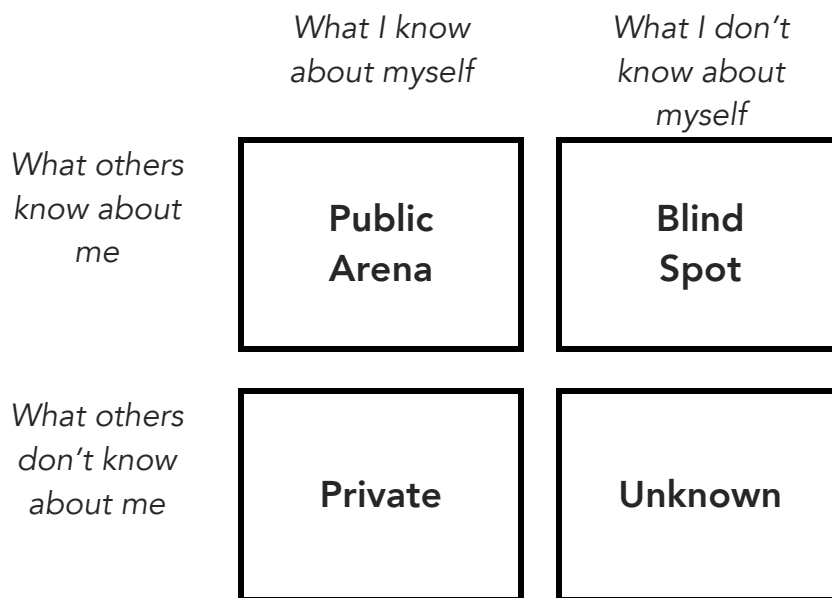
- To provide opportunities for FWA's younger members to engage with senior members to enhance professional and personal development
- To provide senior members a casual platform to engage the younger members to learn more about their world view and discover new ways to manage talent
- Build loyalty to FWA and encourage younger members to become involved in all aspects of the Association that results in a pipeline of engaged members who are ready to support and expand FWA in the future
- To encourage more active membership in FWA – a great reason to join!
- To support FWA strategy – increasing both membership and retention of members as well as promoting and advancing a high standard of professionalism within the financial services sector.

## Your Personal Objectives and Expectations

Complete your personal objectives for participating in the mentoring programme:

## It's All About Trust

### Johari Window



Source: Joseph Luft & Harry Ingham (1955)

What is the affect of expanding your Public Arena?

How can you expand the Public Arena?

How does this build trust?

## It's All About Trust

We know that trust is crucial in relationships, yet often it seems so intangible. We know when we trust someone, and we know when we don't – but what causes these different reactions and relationships? What is trust comprised of and what specifically can we do to build and maintain trust and relationships?

## The Trust Equation

We'll now explore a simple yet powerful formula that unravels the key universal components of trust. Assessing how we rate others and how others might rate us on these four dimensions can unlock the mystery behind both our high and low trust relationships – both professionally and personally.

$$\text{TRUST} = \frac{\text{Credibility} + \text{Reliability} + \text{Intimacy}}{\text{Self-orientation}}$$

Source: The Trusted Advisor (2000) David H Maister, Charles H Green and Robert M Galford

- You can determine how trustworthy you and others are by rating each of the components on a scale of 1 (very low) to 10 (very high). This will vary for different relationships you have.
- Note that ACTUAL and PERCEIVED ratings may be different. For example, someone might actually have a very credible background and strong expertise, but because they don't look the part or present themselves confidently, this could affect their perceived credibility.
- Notice that a high Self-orientation can wipe out all the good trust building you've done on Credibility, Reliability and Intimacy.

## Credibility

This is about content expertise and the way we act, talk, and react to our content. The concept of credibility includes the notion of both accuracy and completeness. When someone is perceived to be credible, we often use the word 'believable' to describe her.

Tips for enhancing Credibility:

- Continue to build and maintain your expertise
- Keep fresh and up-to-date in your field
- Have evidence of your expertise
- Develop and maintain credible networks and relationships
- Be honest - don't exaggerate or tell lies i.e. tell as much of the truth as possible
- When you don't know, say so
- Do your homework
- Look and sound the part ("presence")
- Love your topic, be passionate, it will show
- Know who you are and what you want to stand for. Become it.

## Reliability

This is about whether others think you can be trusted to behave in consistent ways. This is strongly affected by the number of times you and the other person have had to interact.

Tips for enhancing Reliability:

- Make specific commitments even on small things and then deliver on them
- Send meeting agenda in advance and always solicit other's views on how time should be spent
- Announce changes to scheduled or committed dates
- When you need help, ask for it
- Apologise sincerely when you miss the mark
- Acknowledge and celebrate achievements.

## Intimacy

This involves learning about others and sharing aspects of yourself with them. It is about connecting with the 'who' of people. At the core of building a relationship is demonstrating to others that you are dealing with them as a human being.

Tips for enhancing Intimacy:

- Ask questions, rather than telling. Listen well to their responses
- Listen for the values behind people's words and what the person has passion and emotion around
- Create situations where others will tell you more about what's in her mind; about the emotional and personal components of her decision making process. Feel her pain, pressure
- Make the first move in disclosing something based on the clues that others have provided you with. You have to be willing to make an investment in the relationship and confide a little of your own thinking, feeling ....in order to earn the relationship
- Use the language of "we".

## Self-orientation

This covers any sort of preoccupation with our own agenda that keeps us focused on ourselves rather than on the other person.

Tips for reducing Self-orientation:

- Learn how to clear your mind of your own clutter when talking with and engaging with others
- Show that you're genuinely open and interested in others
- Let others fill in the empty spaces
- Ask others to talk about what is behind an issue; focus on defining the problem and not on guessing the solution
- Ask a lot of questions, shut-up and listen while maintaining eye contact
- Use reflective listening
- Avoid always bringing the conversation back to yourself or your agenda
- Regularly put yourself in the other person's shoes – what might they be experiencing?
- Focus as if nothing else mattered in their world; stay present!

My Life Story

List characteristics (How I describe myself, how others describe me.)

Great Experience

Influential people and circumstances in my life

Bad Experience

Who I've been  
Where I've been

When / My Age

Who I want to be...  
Where I want to go...



## Understanding MBTI®

### Complete the Questionnaire

Go to: <https://www.16personalities.com/free-personality-test>

Save your results and bring them along to the MBTI® workshop.

### What is MBTI® for?

- Facilitates self-understanding and awareness
- Shows differences in perception
- Legitimises different operating styles
- Highlights potential conflict
- Improves communication and influence
- Helps team building and understanding others

### What MBTI® is NOT for?

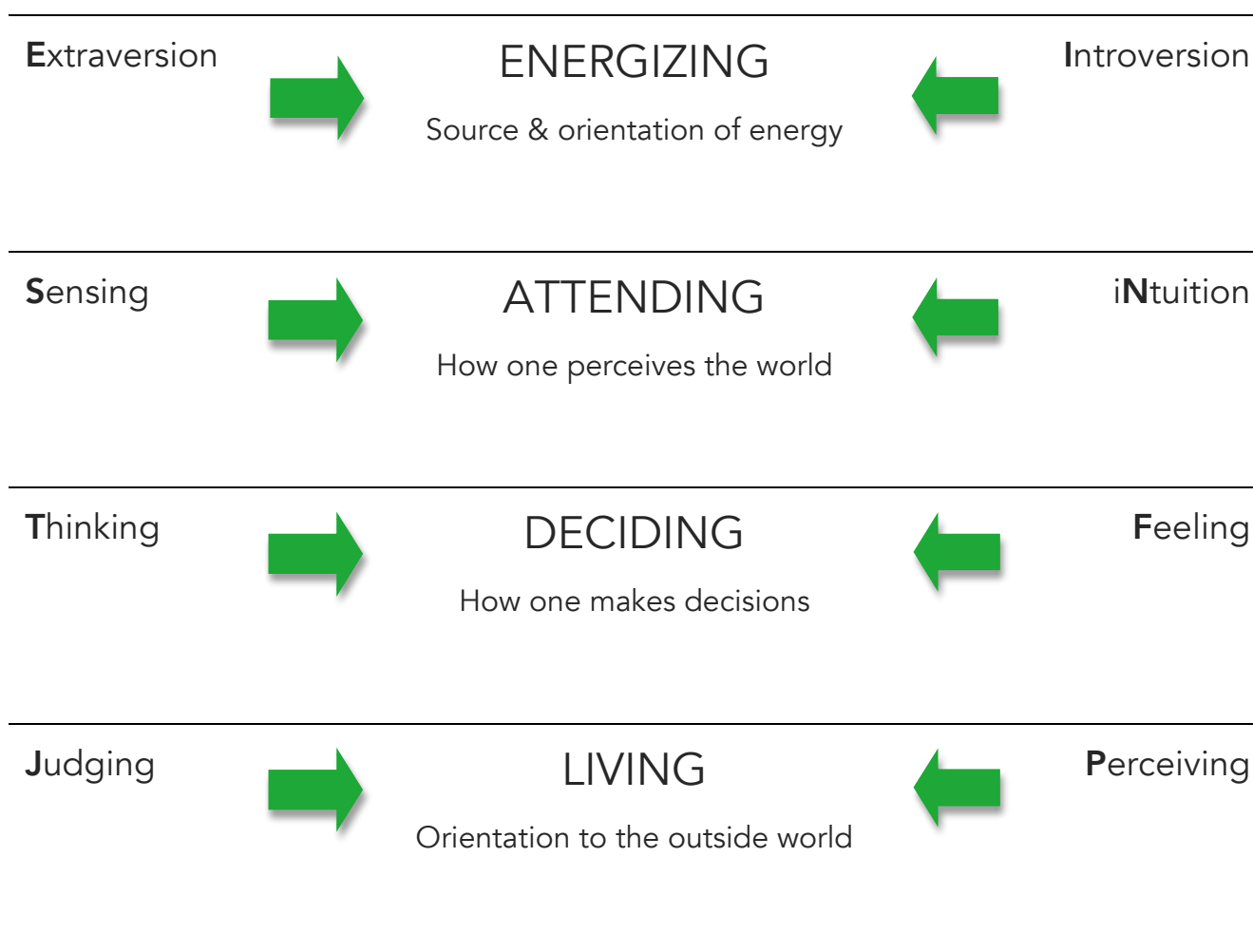
- Performance appraisals
- Assessing merit or compatibility
- Stereotyping
- Making excuses
- Judging others
- Evaluating intelligence or ability
- Hiring decisions

## The MBTI® Dimensions

MBTI® consists of four dimensions, each of which has two options. Although everyone uses both options, we have an inherent preference for one over the other.

Combined, these give us our MBTI® Type® - resulting in one of 16 core personality Types®.

### Dimensions



## What Type® Am I?

As you listen too and reflect on the descriptions of each Type® dimension:

- Circle which one you think you might be -- that you spontaneously identify with.
- Indicate how strong your preference is using the numbers on the scale.

<b>Extraversion</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Introversion</b>
---------------------	----------	----------	----------	----------	----------	----------	----------	---------------------

<b>Sensing</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>iNtuition</b>
----------------	----------	----------	----------	----------	----------	----------	----------	------------------

<b>Thinking</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Feeling</b>
-----------------	----------	----------	----------	----------	----------	----------	----------	----------------

<b>Judging</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Perceiving</b>
----------------	----------	----------	----------	----------	----------	----------	----------	-------------------

**Guesstimate of Type®** (based on  
above exercise)

--	--	--	--

**Reported Type®** (from on-line  
report)

--	--	--	--

**Best Fit Type®** (you decide!)

--	--	--	--

## The Four Dimensions

### Extraversion

### Introversion

#### Attitude toward use of energy

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Directed outward toward people and things</li> </ul> | <ul style="list-style-type: none"> <li>• Directed inward toward concepts and ideas</li> </ul> |
|---|---|

#### Focus

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Change the world</li> <li>• Broad interests</li> <li>• Learns by doing or discussing</li> <li>• Action (then reflection)</li> </ul> | <ul style="list-style-type: none"> <li>• Understands the world</li> <li>• Selected in-depth interests</li> <li>• Learns by 'mental' practice</li> <li>• Reflection (then action)</li> </ul> |
|--|---|

#### Orientation

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• External world of action</li> </ul> | <ul style="list-style-type: none"> <li>• Inner world of ideas</li> </ul> |
|--|--|

#### Work environment

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Seeks variety and action</li> <li>• Wants to be with others</li> <li>• Sociable and expressive</li> <li>• Prefers to communicate by talking &amp; works out ideas through talking</li> <li>• Understandable and accessible</li> </ul> | <ul style="list-style-type: none"> <li>• Seeks quiet for concentration</li> <li>• Wants time to be alone</li> <li>• Reserved and questioning</li> <li>• Prefers to communicate by writing and works out ideas through reflection</li> <li>• Private, subtle and impenetrable</li> </ul> |
|--|---|

## Sensing

## iNtuition

### Mode of perception

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Five senses (reliance on experience &amp; actual data)</li> </ul> | <ul style="list-style-type: none"> <li>• 'Sixth sense' (reliance on possibilities &amp; inspiration)</li> </ul> |
|--|---|

### Focus

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Practicality</li> <li>• Concrete realities</li> <li>• Present enjoyment</li> <li>• Facts</li> </ul> | <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Patterns and meanings in data</li> <li>• Future achievement</li> <li>• Future possibilities</li> </ul> |
|--|---|

### Orientation

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Live life as it is</li> </ul> | <ul style="list-style-type: none"> <li>• Change, rearrange life</li> </ul> |
|--|--|

### Work environment

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Prefers using learned skills</li> <li>• Pays attention to detail, few factual errors</li> <li>• Observe/remember specifics</li> <li>• Build carefully and thoroughly toward conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Prefers adding new skills</li> <li>• Looks at the 'big picture', identifies complex patterns</li> <li>• Remembers specifics when they relate to a pattern</li> <li>• Moves quickly to conclusions, follows hunches</li> </ul> |
|---|--|

## Thinking

## Feeling

### Mode of decision-making

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Decisions based on the logic of the situation</li> </ul> | <ul style="list-style-type: none"> <li>• Decisions based on human values</li> </ul> |
|---|---|

### Focus

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Principles</li> <li>• Objective standard of truth</li> <li>• Cause-and-effect reasoning</li> </ul> | <ul style="list-style-type: none"> <li>• People</li> <li>• Harmony and positive interactions</li> <li>• Personal values</li> </ul> |
|---|--|

### Orientation

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Solving problems</li> </ul> | <ul style="list-style-type: none"> <li>• Supporting others</li> </ul> |
|--|---|

### Work environment

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Brief and businesslike</li> <li>• Reasonable</li> <li>• Can be 'tough-minded'</li> <li>• Solves problems with logic</li> <li>• Fairness: wants everyone treated equally</li> </ul> | <ul style="list-style-type: none"> <li>• Naturally friendly</li> <li>• Compassionate</li> <li>• May appear 'tenderhearted'</li> <li>• Assesses impact of decisions on people</li> <li>• Fairness: wants everyone treated as an individual</li> </ul> |
|---|--|

## Judging

## Perceiving

### Attitude toward lifestyle

- |                       |                            |
|-----------------------|----------------------------|
| • Planned and orderly | • Spontaneous and flexible |
|-----------------------|----------------------------|

### Focus

- |                                    |   |
|------------------------------------|---|
| • Organising their lives           | • Experiencing and understanding life             |
| • Making short and long term plans | • Open to new information and last minute options |
| • Avoiding last minute stresses    | • Energised by last-minute pressures              |

### Orientation

- |                        |                            |
|------------------------|----------------------------|
| • Closure on decisions | • Seeking more information |
|------------------------|----------------------------|

### Work environment

- |  |                                     |
|--|-------------------------------------|
| • Focuses on completing tasks          | • Focuses on starting tasks         |
| • Makes decisions quickly              | • Postpones decisions               |
| • Wants only the essentials of the job | • Wants to find out about the job   |
| • Self-regimented and purposeful       | • Curious, loose and open to change |
| • Scheduled, systematic and methodical | • Casual, flexible and adaptable    |

Source: Adapted *Introduction to Type in Organizations* Sandra Krebs Hirsh & Jean M Kummerow 3<sup>rd</sup> Edition

## MBTI® - Working with Opposites

with an E	with an I
<ul style="list-style-type: none"> <li>• Be enthused</li> <li>• Act quickly</li> <li>• Permit to think out loud</li> <li>• Speak without restrictions</li> <li>• Be attentive to the outside world</li> </ul>	<ul style="list-style-type: none"> <li>• Take time for building trust</li> <li>• Do not pose to many questions</li> <li>• Allow time to reflect and think</li> <li>• Work one to one</li> <li>• Take care: silence doesn't mean disinterest or nothing to say</li> </ul>
with an S	with an N
<ul style="list-style-type: none"> <li>• Bring in concrete facts</li> <li>• Be realistic and show applications</li> <li>• Honour experience</li> <li>• Ensure continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the bigger picture</li> <li>• Only give details if asked for</li> <li>• Offer new future possibilities</li> <li>• Emphasise the new</li> </ul>
with a T	with an F
<ul style="list-style-type: none"> <li>• Be clear</li> <li>• Think logically</li> <li>• Weigh pros and cons</li> <li>• Consider objectively and critically</li> <li>• Be calm and rational</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know each other</li> <li>• Be personal and frank</li> <li>• Start with consensus prior to disagreements</li> <li>• Include the human aspects</li> <li>• Value harmony</li> </ul>
with a J	with a P
<ul style="list-style-type: none"> <li>• Define a plan and stick to it</li> <li>• Give prep time</li> <li>• Show you're trustworthy</li> <li>• Take a stand</li> <li>• Don't let the unexpected interfere</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the agenda and the schedule open</li> <li>• Bring in new information or options</li> <li>• Allow time to rethink all aspects</li> <li>• Allow changes</li> <li>• Allow decisions to be reconsidered</li> </ul>



## MBTI® Types and the Workplace

**Career / Personal Development:** MBTI® helps people identify career and/or life paths. Your Type® preferences indicate the skills you're most likely to be able to pick up easily, as well as the occupations that you might be interested in or how you operate within your chosen occupation.

If you take Jung's view of personality as a vocation or calling of some sort, then Type® can help people to access that part of themselves to find what it is that they feel driven to do and then to see how they can achieve or experience this calling in their job or day-to-day experience.

**Teambuilding:** Type® is particularly effective in building and maintaining teams because it identifies similarities and differences in communication styles and how people prefer to work e.g.:

- Some Types want to work smarter (NTs), not harder (SJJs)
- Some Types want to put in minimum input for required output (SPs)
- Some Types think if they just work harder, things will work out (SJJs)
- Some Types want to be liked, in order to do their best work (NFs)

Some different team approaches can be explained quite simply:

- Extraverts (E) need activity to participate, learn and understand
- Introverts (I) need time to reflect, often by reading, to interact
- Sensors (S) need hard, tangible data, often visually presented
- Intuitives (N) need to know the vision, the big picture
- Thinking judgers (T) need to see the logic
- Feeling judgers (F) need harmony in the team
- Judging Types (J) need to follow the plan, the order
- Perceiving Types (P) need information in advance, to decide.

**Communication:** The Types® communicate in different ways: big picture (N) / facts (S); values (F) / objectivity (T); talking (E) / writing (I). Making sure you are understood in the way you want means using Type® based strategies to deal with others more effectively. Many adult training methods presume the desire for group work and active discussion for all adults. For many Types® e.g. ISTJ, INTP this is not a productive way to learn unless there's a relevant context.

**Leadership:** This overused term means different things for different people. For some Types®, mostly Introverts, leadership means leaving them alone to do their job. Some, usually NTs, don't want to follow leaders at all. People that prefer Sensing generally want someone to model the behaviours required, for some (SJJs) in a traditional, authority laden role, for others (SPs) as the leader of action. Some, usually NFs, look for a charismatic leader.

(Source: Peter Geyer [BA(Hons) DipEd Grad Dip (Org Beh) MSc])

## MBTI® - Type® Descriptions

<b>ISTJ</b>  Doing what should be done Most responsible	<b>ISFJ</b>  A high sense of duty Most loyal	<b>INFJ</b>  An inspiration to others Most contemplative	<b>INTJ</b>  Everything has room for improvement Most independent
<b>ISTP</b>  Ready to try anything once Most pragmatic	<b>ISFP</b>  Sees much but shares little Most artistic	<b>INFP</b>  Performing noble service to aid society Most idealistic	<b>INTP</b>  A love of problem solving Most conceptual
<b>ESTP</b>  The ultimate realist Most spontaneous	<b>ESFP</b>  You only go around once in life Most generous	<b>ENFP</b>  Giving life an extra squeeze Most optimistic	<b>ENTP</b>  One exciting challenge after another Most inventive
<b>ESTJ</b>  Life's administrators Most hard charging	<b>ESFJ</b>  Host and hostesses of the world Most harmonizing	<b>ENFJ</b>  Smooth talking persuader Most persuasive	<b>ENTJ</b>  Life's natural leaders Most commanding

## Giving and Receiving Feedback

Giving feedback is one of the foremost skills to being an excellent manager, leader and mentor – people need feedback to increase self-awareness, learn and grow.

Feedback is any information that has the potential to shift a person's interpretation of reality. It can contain a reinforcing or developmental message. Determine how you can give at least a 5:1 ratio of positive to developmental feedback.

Feedback is often the start of a constructive and potentially mentoring and learning conversation so you need to be well prepared and very objective when delivering the message.

## Mentoring Feedback Model - Example

<p><b>Ask first and identify topic</b></p> <ul style="list-style-type: none"> <li>• <i>'Would it be helpful for us to talk about the presentation you gave at the conference this morning?'</i></li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• <i>'What do you think went particularly well?'</i></li> <li>• <i>'Can you tell me more?'</i></li> <li>• <i>'What challenges did you face?'</i></li> <li>• <i>'What else?'</i></li> </ul>
<p><b>What is impact of behaviour</b></p> <ul style="list-style-type: none"> <li>• <i>'What effect do you think that had on the audience/others?'</i></li> <li>• <i>'How might that impact their perception of you?'</i></li> <li>• <i>'Say more about that', or</i></li> <li>• <i>'What other impact might this have?'</i></li> <li>• <i>'What else have you noticed?'</i></li> <li>• <i>'If you had to do the presentation again, what would you do differently?'</i></li> <li>• <i>'How could you get your point across using the slides as reinforcement?'</i></li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• <i>'What did you learn from this?'</i></li> <li>• <i>'How would you like to move forward?'</i></li> <li>• <i>'By when will you be able to put your plan into action?'</i></li> <li>• <i>'What initial first steps are you prepared to take today?'</i></li> <li>• <i>'What will be different once you have achieved 'x'?'</i></li> <li>• <i>'What else could you do?'</i></li> </ul>
<p><b>Follow-up and Encourage</b></p> <ul style="list-style-type: none"> <li>• <i>'What could get in your way?'</i></li> <li>• <i>'Do you have all the right resources?'</i></li> <li>• <i>'What do you need from me?'</i></li> <li>• <i>'When would you like to meet again to review?'</i></li> <li>• <i>'You are a really accomplished presenter, so once you've redesigned the slides, you'll be in really good shape. I'm looking forward to your next presentation.'</i></li> </ul>

## Receiving Feedback

- Be receptive and listen carefully
- Control your responses and try not to be defensive
- Probe for understanding by asking clarifying questions or for examples
- Thank them
- Then, adopt, adapt or reject the feedback.

### S. A. R. A. H. Effect

After delivering your feedback, wait until the 'receiver' has been able to digest what has been said and allow them time to deal with their emotions.

<b>Shock</b>	or surprise. For some people this can almost be physical in nature.
<b>Anger</b>	or angst. Usually a strong 'negative' emotion. Apart from anger it can include feeling hurt, disappointed, upset, betrayed, embarrassed, exposed and fearful. Take some deep breaths, drink some water, walk around, sleep on it, talk to a trusted friend or partner – find your way of taking time out to process what you've heard.
<b>Rationalisation</b>	You come up with all the reasons why you got this feedback – the unique circumstances of the situation or justification for your behaviour. Some of these might be true. Some might be defensiveness and excuses.
<b>Acceptance</b>	This is the most important stage. You must get to this point before you can move on and develop. Note that you might not necessarily 'agree' with the feedback, but you accept the message. If you don't get to this stage, you could hold onto your anger, embarrassment or resentment for months, or even years. Next time you're in a similar situation, you are likely to overact in a defensive way that could shock both yourself and others around you.
<b>Help</b>	This is where you start to make decisions and take action. You decide on ways you can help yourself and enlist the help of others. Be prepared to help the 'receiver' understand how they are perceived and to help get them to the point of acceptance and agreement to an action plan.

## Career Success

### The Pieces of the PIE

How well you do your job has very little to do with how successful you are in your professional career. Or, more precisely, how well you do your prescribed work will account for about 10% of your overall success. That's according to Harvey Coleman in his book *Empowering Yourself, The Organizational Game Revealed*. Briefly stated, Coleman asserts that career success is based on the 3 key elements of Performance, Image and Exposure (a.k.a. PIE):

1. **Performance:** this is about the day-to-day work you're tasked with and the quality of the results you deliver.
2. **Image:** this is what other people think of you. Your personal brand. Do you maintain a positive attitude? Do you lead with solutions to issues, or are you the person that solely offers roadblocks when others suggest changes or alternatives?
3. **Exposure:** Who knows about you and what you do? Does your boss know what you do? Does their boss know you and what you do? Do others inside and outside your organization know anything about you?

### Doing your job well gets you 10% of the way there?

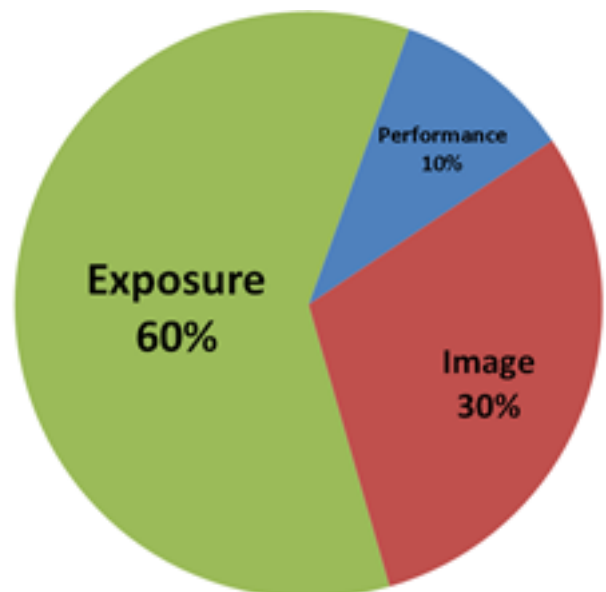
The more contentious and possibly unsettling aspects of Coleman's conclusions revolve around the weightings placed on these elements: Performance counts for 10% of your success, Image 30% and Exposure an eye-popping 60%. It implies that working hard to deliver great results on what you're tasked with is far from good enough.

So, if all you do is perform your job well then you'll get some form of pay raise or bonus, which for some people is perfectly okay. To get a promotion you'll need to perform well, cultivate a positive image and proactively gain exposure to a broad array of the right stakeholders.

### Observations on Promotion Discussions

When I think about management discussions I've been part of regarding promotions and succession planning, my first thoughts aren't usually about whether the candidate is any good at **performing** their job (I assume they are, otherwise why bother putting forth the name?). Instead, I immediately jump to wondering what I know about them (i.e. their **exposure**):

- Do I know what they've done or accomplished?
- Have I interacted with them directly?
- Have I seen them give presentations?
- Have I read things they've written?
- Have I heard others talk about them?
- In a nutshell, are they visible?



If I don't know anything about the person I'll be inclined to push back, as it seems irresponsible to build the next generation of leaders and role models on complete unknowns. Having said that, just putting forth the name gives the candidate exposure for the next cycle of promotions, and I'll be more inclined to notice their activities and proactively engage them. The final litmus test generally involves discussions surrounding the candidate's **image**. If the person is viewed as being a capable, consistent and positive change agent then it's typically a done deal.

Good managers can help you get some exposure, but they can't do it all for you. Nor can they solidify your image. It's really something for which each person needs to take personal accountability.

What do you think? Have things these days changed radically or does PIE still apply?

Adapted – Frank Battiston

## Personal Branding and Visibility

### Branding

The first step to building your personal brand is to gain a clear understanding of who you are: your values, passions and strengths. Personal Branding is not about creating an image for the outside world, it is about being authentic – using your unique talents to differentiate yourself and expand your success.

Start by identifying the qualities or characteristics that make you distinctive from your competitors – or your colleagues. What have you done lately – this week – to make yourself stand out? What would your colleagues or your customers say is your greatest and clearest strength? What is your most noteworthy personal trait?

What would a “feature-benefit” model that the brand called “You” would offer?

1. Do you deliver work on time, every time? Your internal or external customers receive from you dependable, reliable service that meets their strategic needs.
2. Do you anticipate and solve problems before they become crises? Your client saves money and headaches just by having you on the team.
3. Do you always complete your projects within the allotted budget?

Cast aside all of the usual descriptors that employees and workers depend on to locate themselves in the company structure.

- Forget your job title. Ask yourself: What do I do that adds remarkable, measurable, distinguished, distinctive value?
- Forget your job description. Ask yourself: What do I do that I’m most proud of? Ask yourself: What have I accomplished that I can unabashedly brag about?

If you’re going to be a brand, you’ve got to become focused on what you do that adds value, that you are proud of, and most importantly, that you can shamelessly take credit for.

When you’ve done that, sit down and ask yourself one more question to define your brand:

What do I want to be famous for? That’s right – famous for!



## Power and You!

If you want to grow your brand, you've got to come to terms with power – influence power. Getting and using power – intelligently, responsibly and yes, powerfully – are essential skills for growing your brand. One of the things that attracts us to certain brands is the power they project. As a consumer, you want to associate with brands whose powerful presence creates a halo effect that rubs off on you.

It's the same in the workplace. There are power trips that are worth taking – and that you can take without appearing to be a self-absorbed, self-aggrandizing megalomaniacal jerk. You can do it in small, slow and subtle ways. Is your team having a hard time organising productive meetings? Volunteer to write the agenda for the next meeting. You're contributing to the team, and you get to decide what's on and off the agenda. When it's time to write a post-project report, does everyone on your team head for the door? Beg for the chance to write the report – because the hand that holds the pen gets to write or at least shape the organisation's history.

Most important, remember that power is largely a matter of perception. If you want people to see you as a powerful brand, act like a credible leader. When you're thinking like brand 'You', you don't need org-chart authority to be a leader. The fact is you are a leader. You're leading You!

Start by writing your own mission statement, to guide you as CEO of "Me" Inc.

- What turns you on?
- Learning something new?
- Gaining recognition for your skills as a technical wizard?
- Shepherding new ideas from concept to market?
- What's your personal definition of success? Money? Power? Fame?
- Or doing what you love?

However you answer these questions, search relentlessly for job or project opportunities that fit your mission statement. And review that mission statement every six months to make sure you still believe what you wrote.

It's this simple. You are a brand. You are in charge of your brand. There is no single path to success. And there is no right way to create the brand called "You". Except this: Start today. Or else!!

Adapted: Tom Peters (2004), *"The Brand Called You"*. Gruner + Jahr, Fast Company

## Managing Your Brand and Visibility

**Directions: Click on the box: 'true', 'false', or 'not sure', for the following statements.**

1. I have a finely honed elevator speech that clearly speaks to the attributes that make me unique and better qualified than my competitors. This is not your job title!

True	False	Not Sure
------	-------	----------

2. I have a clearly defined brand positioning statement.

True	False	Not Sure
------	-------	----------

3. I track, quantify, and report my key accomplishments to my supervisors and network of contacts.

True	False	Not Sure
------	-------	----------

4. I am considered an expert in my field (or fast approaching that status).

True	False	Not Sure
------	-------	----------

5. I have a strong "Google-ability" rating and online presence.

True	False	Not Sure
------	-------	----------

6. I have a clearly defined personal mission statement.

True	False	Not Sure
------	-------	----------

7. I have written a vision statement for where I want my career to progress.

True	False	Not Sure
------	-------	----------

8. I have a network of contacts who know my brand value and are able to communicate it.

True	False	Not Sure
------	-------	----------

9. My brand is consistent with my mission, values, and accomplishments.

True	False	Not Sure
------	-------	----------

10. I have a consistent brand message delivered through multiple sources (resume, portfolio, elevator speech, LinkedIn, Facebook, Twitter, Instagram, YouTube on-line, network of contacts).

True	False	Not Sure
------	-------	----------

11. Everything about me (performance, appearance, attitudes, behaviours) speak to my brand message.

True	False	Not Sure
------	-------	----------

12. I solicit feedback about my brand from trusted friends and colleagues.

True	False	Not Sure
------	-------	----------

13. I have a mentor who is helping me with my success and personal brand strategy.

True	False	Not Sure
------	-------	----------

14. I have a plan for reducing and eliminating any (real or perceived) negative elements of my personal brand.

True	False	Not Sure
------	-------	----------

## Visibility / Exposure

Many people still believe that the nose-to-the-grindstone approach will reap its own rewards. It will not. What will reap continued rewards is creating and projecting an accurate, positive image of yourself in order to get people to know and recognise you, your strengths, and your potential. If you feel like you are flying under the radar, you may find yourself bypassed for important assignments or missing out on positive performance evaluations, salary increases, or promotions that you deserve. The trick is to design a visibility strategy while avoiding the impression of being self-serving, self-promoting, or grandstanding.

If you want to create a positive image and a high level of visibility for yourself, you want this image to be real, and you want to be ego-free, you are going to have to review your values and your needs. You will also have to develop three fundamental behaviours:

1. **Self-confidence:** This is an inner belief that you will succeed. This capacity is not genetic, it is behavioural and experiential – a blending of your natural optimistic/pessimistic tendencies with how well you have done in the past. If your self-confidence is low, try building it through working with a coach or therapist as it is a critical part of your career advancement.
2. **Overcoming fear.** There are countless types of fears, and many of them show up at work. The Four Fatal Fears (Larry Wilson & Hersch Wilson, authors of Play to Win!) are:
  - Fear of failure (so I'd better not take any risks)
  - Fear of being wrong (so I'd better always be right)
  - Fear of rejection (so I'd better not speak up)
  - Fear of being emotionally uncomfortable (so I'd better not try anything new).

Developing a visibility plan and putting it into place will engage all of these fears in some people, and some of these fears in others. These fears are often an overextension of needs (especially under stress).

3. **Taking risks.** Creating visibility requires you to take risks, and often. Demonstrating a willingness to take calculated risks is often cited as an example of the skills required by the new knowledge worker, one that is necessary for continued improvement in service and productivity, as well as for your visibility plan. How much of a risk taker are you?

## **Barriers to Ringing Your Own Bell**

While you may understand the value of articulating your accomplishments, you may also be feeling somewhat uncomfortable with it. The following is a list of difficulties that people typically have when describing themselves and their accomplishments:

- You were brought up to believe that nice people don't brag about themselves
- You may feel that your business is no one's concern but yours – I know that I'm good so why should I have to convince other people
- You don't want to be seen as 'hogging the limelight' or taking all the credit – 'I didn't do it alone – it was a team effort'
- The company culture you grew up in emphasises teamwork and discourages individuals taking credit for their performance
- You haven't had to do it very often, so you feel uncomfortable
- You have the attitude that it's all in a day's work – or it's just my job – ahw shucks!!
- You aren't confident about how to do it without sounding egotistical and all about me, me, me!

There is a big difference between Ringing Your Own Bell and knowing your skills and being optimistic about the future. When reviewing your accomplishments you should feel a natural sense of pride in our own worth and have a positive attitude toward your ability to contribute to the future.

## Sources of Power

In many situations, our ability to influence others is closely associated to power. People with various types of power are often more likely to be successful in influencing.

Power can be an emotionally loaded and misunderstood term. Some people consider it a bad thing and shy away from it. Power, however, is an important resource that the world and, indeed, each of us need. It helps make important things happen. There is nothing, therefore, intrinsically wrong with power – it is how you use it that matters. It is the misuse and abuse of power that needs to be shunned and prevented.

If you wish to enhance your ability to influence others, you need to build various sources and types of power. Take time to think about your existing power and identify any areas you'd like to develop greater power in.

### Where does Power come from?

In the workforce, there are two main sources of power that we can have and that can affect us:

1. **Organisational sources** are related to your position in the organisation. They can be very powerful as they often carry authority. They are not portable, however - you give them up when you change roles or leave the organisation.
2. **Personal sources**, on the other hand, truly belong to you, irrespective of where you are in the organisation. If you change roles or leave, you can still take them with you.

### Types of Power

Power comes in many shapes and sizes. Here are ten useful types of power:

- **Position:** your position or role in the organisation brings with it particular authority eg: to make decisions; enforce rules, regulations and procedures
- **Resources:** your control over important resources that others want or need eg: budgets, equipment, assets, systems, people, physical space, tools etc.
- **Information:** you have access to certain information, in the organisation and elsewhere, that has value and is useful
- **Network:** your access to particular individuals and groups within and outside of the organisation. This network is an important source of information, resources and support
- **Reputation:** how you are regarded and what you are known for within and outside of the organisation

- **Expertise:** your knowledge, skills and capabilities are valuable sources of power that people want to access for advice, recommendations and general assistance
- **Character:** part of your personal brand, your character and behaviours are what people think of you and value in you. Eg: honesty, integrity, high standards, team player, fairness. This is closely related to trust
- **Attraction:** the personal qualities that other people are attracted to you for. This is why they come to you eg: approachability, sense of humour, openness, intellectual rigor, presence
- **Expressiveness:** how you articulate yourself and communicate verbally and non-verbally eg: an engaging speaker, compelling arguments for your point of view, confident stance and body language, astute questions, gravitas, tone of voice, eye contact
- **History with the Influencee:** your previous dealings with the person you want to influence affect their opinion and expectations of you. Their thoughts and feelings about you will impact their readiness to listen to, believe in and engage with you.

Adapted: Terry R. Bacon, PhD, *Leadership Through Influence*, Lore International Institute USA

## Assertive Behaviour

The yang of assertion is the disclosure to another of what the speaker feels, needs, desires. The yin of listening is understanding the acceptance offered to another in times of stress or joy. If either listening or assertion is missing from either person in a relationship, the relationship falls short of its potential.

In order to work effectively with others, you need certain things from the other party – tangible things such as information, time, dialogue, access, assistance – as well as less tangible things such as respect, connection, honesty, understanding, trust, etc. It's therefore crucial to be heard, understood and to be effective within the culture you are operating and you must assert yourself to get the job done and to be heard.

There are four main communication attitudes:

### Passive

The person submits, gives way and demonstrates a lack of respect for their own needs and rights. They don't express their ideas, needs, wants, feelings or concerns. By doing so, they could be communicating, *"I don't matter."* *"You are more important than me."* *"You have power over me."* *"You can take advantage of me."* or *"You don't want to create disharmony or rock the boat."* People who behave in passive ways for a long time, might be prone to occasional fits of passive-aggression (see below).

### Assertive

The person transmits clear messages about their ideas, needs, wants, feelings and concerns – without violating the needs of others, without appearing to be weak or experiencing undue anxiety or guilt. Both parties are respected and empowered in such a communication. By doing so, they are communicating, *"We are both important."*

### Aggressive

The person pushes, argues or furiously defends him/herself. Their needs, wants, feelings and concerns are expressed at the expense of others. By doing this, they're communicating, *"I want this and will get it."* *"What you want is of lesser or of no importance."*



## Passive-aggressive

There are two types of passive-aggression.

1. The person displays behaviour such as obstructionism, sabotage, manipulation, procrastination, intended ineffectiveness, inefficiency, or stubbornness, usually fuelled by anger, frustration and anxiety. They are practiced at telling you whatever you want to hear, yet avoiding responsibility for their actions. They say one thing but do something else. By doing this, they are communicating *"Whatever."* *"You're the boss."*
2. This type is when someone has been passive for so long, they have accumulated tremendous frustration and unspoken anger for not being listened to or considered. This pent up frustration finally spills over in a 'Mount Vesuvius', aggressive response that shocks everyone, including the individual. This explosion is usually triggered by a seemingly trivial incident, that somehow symbolised something much more important to the individual.

## Assertiveness vs Aggression

People sometimes confuse assertion and aggression. They are very different.

People who act aggressively, express and stand up for themselves in a way that violates the rights, needs and feelings of others. Aggression is typically demanding, hostile, manipulative, blaming, punitive, threatening and argumentative. It may involve sarcasm, rudeness, accusations, name-calling and even abusive or violent behaviour.

## Type of Language

PASSIVE	ASSERTIVE	AGGRESSIVE
<p><b>Long rambling statements</b></p> <p><b>Fill in words</b></p> <p><i>'Maybe', 'Er', 'Sort of'</i></p> <p><b>Frequent justifications</b></p> <p><i>'I wouldn't normally say anything, only ....'</i></p> <p><b>Apologies</b></p> <p><i>'I'm terribly sorry to bother you ...', 'Please excuse me, but ...'</i></p> <p><b>Unacknowledged choice</b></p> <p><i>'I should', 'I ought', 'I have to'</i></p> <p><b>Qualifiers</b></p> <p><i>'It's only my opinion', 'I might be wrong'</i></p> <p><b>Self-dismissal</b></p> <p><i>'It's not important', 'It really doesn't matter'</i></p> <p><b>Self-putdowns</b></p> <p><i>'I'm useless... hopeless', 'You know me'</i></p>	<p><b>'I' statements that are brief, clear and to the point</b></p> <p><i>'I like', 'I feel', 'I think', 'I prefer'</i></p> <p><b>Distinction between fact &amp; opinion</b></p> <p><i>'My experience is different'</i></p> <p><b>Suggestions without 'shoulds', 'oughts'</b></p> <p><i>'How about' ... 'Would you like me to ...?'</i></p> <p><b>Constructive criticism without blame</b></p> <p><i>'I feel irritated when you interrupt me'</i></p> <p><b>Seeking other's opinions</b></p> <p><i>'How does this fit in with your ideas?'</i></p> <p><b>Willingness to explore other solutions</b></p> <p><i>'How can we get around this problem?'</i></p>	<p><b>Excessive emphasis on 'I'</b></p> <p><i>'My view is ...', 'I think'</i></p> <p><b>Boastfulness</b></p> <p><i>'I haven't got problems like you'</i></p> <p><b>Opinion expressed as fact</b></p> <p><i>'That's a useless way to do it', 'Nobody wants to behave like that'</i></p> <p><b>Threatening questions</b></p> <p><i>'Haven't you finished it yet?', 'Why on earth did you do it like that?'</i></p> <p><b>Threatening requests</b></p> <p><i>'You'd better do that', 'I want that done or else'</i></p> <p><b>Heavy handed advice</b></p> <p><i>'You should', 'You ought', 'Why don't you?'</i></p> <p><b>Blame</b></p> <p><i>'You made a mess of that'</i></p> <p><b>Sarcasm</b></p> <p><i>'You must be joking', 'I don't suppose you managed to do that?'</i></p>

Source: Powell, Trevor J, 1992 *The Mental Health Handbook*, Speechmark Publishing

## Asserting Skills

Assertiveness is a key skill for everyone. Some of us are naturally assertive; others have to work at it. Assertiveness is about knowing and standing up for your rights, communicating what you really want in a clear manner, and respecting both your own rights and feelings, and those of others. Essentially, you are 'owning' what you do and say. This needs to be reflected in both your words and your body language.

Specific skills include:

### Clarify Intentions

- Be clear about your goals and needs
- Role model how you want things to proceed.

### Remain Centred

- Be poised – not defensive, submissive or aggressive
- Remain emotionally balanced
- Adopt a strong, calm, balanced posture.

### Express Yourself

- State your position clearly
- Avoid vague words or qualifiers
- Use a confident tone of voice.

### Strong Body Language and Voice

- Use strong, definitive gestures
- Use appropriate eye contact
- Maintain a steady, assured position.

### Open and Resilient

- Have the courage to persevere rather than give up
- Show resolve in difficult or unclear situations where it's tempting to hold back or let things go
- Remain open to collaboration and different viewpoints.

## Communication – Assertiveness Styles

Assertive people:

- feel empowered – they do not feel that they are unjustly controlled by others
- are proactive – that is, they make things happen, and are not reactive – always waiting to see how they will respond to the words and actions of others
- know and assert their rights and responsibilities in dealing with others
- are able to resist the aggressive, manipulative and submissive ploys of other people.

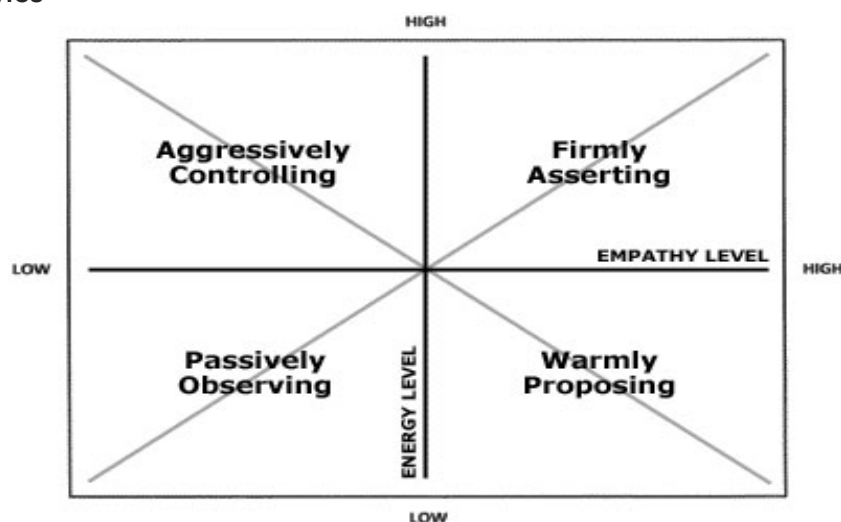
But to be assertive, or to become more assertive than we are today, requires the deployment of a different communication style, and to this end there are four possible styles which may be applicable. These styles arise because individuals bring different levels of energy and empathy to any conversation and this allows a four-quadrant grid model to be constructed, as can be seen below.

The model below has one axis describing the level of 'energy' that an individual may adopt in a situation (running from 'strong' to 'gentle'). This includes the verbal energy in terms of speaking (when the voice may be louder and more forceful), but also the non-vocal characteristics such as leaning forward or backwards, high/low use of other body language and/or facial expressions, etc.

The other axis on the grid relates to the level of 'empathy' that may be preferred by an individual (or one that evolves). This runs from 'warm' to 'cool' and clearly relates to the interest in and warmth towards the other person.

By intersecting these two axes the grid created shows four assertiveness styles.

### Four Assertive Styles



Every one of these four styles may be adopted in different situations, although it is likely that most individuals will stick to their greatest preference in most circumstances they encounter. Of course, all of these styles have their associated strengths and weaknesses and some are more useful and applicable in different circumstances, than others.

Firm and positive assertiveness requires considerable practice for many people. However, it is fair to say that successful efforts to be assertive often arise from a strong feeling of self-worth, or high self-esteem, combined with a strong and positive belief about the intrinsic worth or value of others around you.

Individuals may actually draw on all four of these different styles in the same communication, or in different situations from time to time. In addition, an individual can learn or choose to use more of a particular style than another. However, for the most part, an individual is likely to have a primary and/or a secondary style that is considerably stronger than the others. This means that they are likely to adopt this style (or styles of there are two) more often and with greater ease than other styles.

Each assertiveness style has its inherent strengths and weaknesses, depending upon the person, the other party or parties in the discussion, and the type of communication to take place. Of these four styles, research tends to suggest that it is the "Firmly Asserting" style that is used the most and is adopted more than any other by people that are seen to be the most positive in their efforts to be assertive (and who are happy with the end result of their efforts). This is followed by the "Warmly Proposing" style, the "Aggressively Controlling" style and the "Passively Observing" style last.

Adapted Dr Jon Warner in [Assertiveness](#) 2013

## How Assertive Am I? Self-assessment

Many people find it difficult to handle some of the interpersonal situations listed below. Indicate your degree of comfort with the following on a scale from 1 = very uncomfortable to 5 = very comfortable. There is no final score for this assessment, just reflect on the situation and your answer and think about how you can manage the situation by being assertive and which of the four styles you'd use.

#	Definition	(1-5)
1.	Give positive feedback to a colleague	
2.	Receive a compliment from a friend	
3.	Ask a colleague to do you a favour	
4.	Ask a colleague to arrive at meetings on time	
5.	Turn down a friend's request to borrow money	
6.	Ask for further clarification about a point under discussion on a conference call even though many others have asked questions	
7.	Say you don't understand a joke, when everyone else is laughing	
8.	Push back on the timing of a conference call	
9.	Tell your colleague you can't stay late to help them out tonight	
10.	Decline a task that you have been publicly 'volunteered' for that you do not wish to do	
11.	Say something when your client fails to turn up for a meeting or telephone call without telling you	
12.	Resist implementing a new project that doesn't allow time to cater for local legal requirements	
13.	Tell your boss that you can't do a piece of work that she's given you to do at 5pm on a Friday that can really wait until Monday	
14.	Request the return of a borrowed item	
15.	In a meeting, express an opinion that is contrary to others and state your point of view	
16.	Make a request for conference calls to be held during your office hours, every second week	
17.	Advise the project leader, about the imminent derailment of a global project	
18.	Say something when a colleague takes your idea or work, and doesn't acknowledge your contribution	
19.	Ask a long-winded person to bring the answer/discussion back to the main point	
20.	Express an opinion that differs from that of the person you're talking to	
21.	Turn down a request for a meeting or date that you don't want to attend	
22.	Say no to an unreasonable demand made by your boss	

## Values Inventory

**Exercise:** to be completed by Mentees during the programme

The Values Inventory is a way for you to quickly and accurately get to the core of your values – what's important to you. Committing time to your values increases your daily happiness. Integrating your values into your executive presence has phenomenal impact on your work life and makes you a more effective and inspirational manager / leader.

Take some time to reflect on what's important to you in your life – the passion and motivation most meaningful to you.

1. What do you find valuable?
  
  
  
  
  
  
  
  
  
  
2. What parts of your life do you value?
  
  
  
  
  
  
  
  
  
  
3. What in your life makes you happy? If it was gone, you would be less happy?
  
  
  
  
  
  
  
  
  
  
4. What is it about you that, if you took it away, you wouldn't know yourself?
  
  
  
  
  
  
  
  
  
  
5. How many minutes per day do you actively participate in these things that are important to you?

## Values Exercise

Sort your top 20 values into four main areas (see next page) to help you determine what is important to you. Add in additional values that are not included in the list.

	Abundance		Accept diversity		Activism
	Authority		Advancement		Adventure
	Activism		Aesthetics		Ambition
	Achieving goals		Activity/action		Advancement
	Affiliation/belonging		Autonomy		Balance
	Be kind to		Beauty		Challenge
	Change/variety		Collaboration		Competence
	Competition		Courage		Creativity
	Charity		Clarity		Community
	Cultural diversity		Curiosity		Decisiveness
	Democracy		Economic security		Enjoyment
	Empathy		Equality for all		Excitement
	Experimentation		Expertise		Fame
	Family environment		Wealth		Friendship
	Forgiveness		Freedom of choice		Fairness
	Fun		Feminism		Frankness
	Generosity		Global awareness		Global peace
	Growth		Happiness		Helping others
	Humour		Health		Influence/impact
	Integrity		Imagination		Independence
	Inspiring others		Innovation		Intellectual status
	Intelligence		Justice		Knowledge
	Kindness		Wisdom		Laughter
	Leadership		Love		Loyalty
	Make a difference		Making decisions		Moral fulfillment
	Nature		Open communication		Optimism
	Order		Personal development		Persistent
	Perspective		Positive attitude		Power & authority
	Professionalism		Protect environment		Physical fitness
	Quality of life		Recognition		Responsibility
	Reflection		Results		Respect
	Risk taking		Relationships		Reliability
	Security		Self-control		Self-respect
	Spirituality		Status		Spontaneity
	Stability		Standing up for self		Tidiness
	Trust		Tolerance		Time freedom



**Top 20 Values**

List below your top 20 values and indicate the level of importance to you.

MOST IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT

## Taking Action

1. Choose your No. 1, 'Most Important' Value to work on: \_\_\_\_\_
2. Write a definition of your Value i.e. what does it really mean to you? For example, the value 'Trust' means very different things all of us. What does it mean to you?

Example: I trust someone when they do and deliver what they say they are going to do. It means I can rely on them to get on with the task and they will get it done no matter what. I trust others who can tell me the 'bad' as well as the 'good' news. They have my back and can tell me when things aren't working.

Definition of your Value:

3. Your Value in Action: How can you ensure you live your value on a daily basis? What actions or goal (SMART) can you put in place to ensure you do this?

### SMART Goal:

- Specific: Write about your goal in as much detail as possible.
- Measurable: Identify quantitative/qualitative targets for tracking your progress and results.
- Attainable: Make certain that it is possible to achieve the desired result.
- Realistic: Acknowledge the practical requirements necessary to accomplish the goal.
- Timed: Build in specific deadlines.

4. What happens when your value/s are compromised in the work place? (Often either a source of conflict, or we ignore our value/s and get into difficulties)

## Understanding Self

A variety of techniques will help you pursue career and life opportunities. The questions that follow are designed to be thought provokers that will help you identify professional and personal goals as you work to gain a clearer sense of your future. In answering, your only goal is to be honest with yourself.

Find a few areas that catch your attention and think about them. Talk them over with your mentor, friends, spouse, colleagues – ask them what they think makes you tick. Think of this as a process of discovery.

This type of guided introspection can help you challenge your own thinking about the future. By considering your answers to these questions carefully, your decisions for your future will become clearer and you will have a better understanding of self.

### Achievements

- What are the highlights of your career to date? (refer to your Life Story)
- What have you achieved in your life, both professionally and personally?
- What have you done in the past twelve months that you are most proud of?

### Current Responsibilities and Pressures

- Does your current career position increase your self-esteem?
- Do you crave more responsibility?
- What would you like to change about your current work situation?
- Do you respect your boss and colleagues?
- Are you proud to be involved with your company?
- Have you been recognised for your achievements?
- Do you feel under a lot of pressure to achieve unrealistic goals in the next 6 mths?
- What makes you happy at work?
- What makes you unhappy or stressed at work? Have you taken action to improve the situation? Is it impossible to reduce the stress?
- Do you have career goals for the next six months? What are they?

### Interaction with Others

- Are you setting up a network of career contacts?
- List twenty contacts, and note how each could help you in some way.
- How many of these contacts have you been in touch with in the past six months?

## **Skills and Interests**

- What are your top three interests?
- What new skills are you currently developing at work?
- Have you learned any new skills in the past six months?
- What new skills would you like to learn?
- What real or imaginary barriers are preventing you from developing these skills?
- Do you have strong communication skills?
- How can you improve your communication skills?

## **Personal and Career Goals**

- Do you find personal fulfillment in your day-to-day activities?
- Are you willing to take risks to achieve your goals?
- List three things you have always wanted to do with your life and explain why?
- What has prevented you from achieving these to date?
- What are your personal goals for the next 3 months?
- What positively motivates you in the workplace?
- What positively motivates you in your leisure pursuits?
- What plans do you have for future self-development?
- What other areas would you like to excel in?
- Can you achieve this by further study or communicating with key people?
- List 3 short-term goals (career, personal, or both).
- List 3 long-term goals (career, personal, or both).
- What is your action plan for the next year?
- What is your action plan for the next 3 years?
- Do you believe you can achieve a work-life balance that will give you personal harmony?

## Creating a Vision and Mission

Creating a personal vision statement and defining the goals that support them is one of the most powerful steps you can take in advancing your career and your life, as it involves identifying your most important roles, what you want to do, and how you want to do it.

Your vision statement becomes your compass and a significant source of guidance during an ever-changing, fast-paced life, allowing you to keep your eyes on the target so that you can deliver exceptional results.

People who set goals for themselves make better decisions, they are more organised, they have greater self-confidence, they feel more fulfilled, and they are more enthusiastic. Developing your vision and your mission gives you an empowering long-term strategy, and setting meaningful goals gives you short-term motivation. Make this process a priority for your career and your life.

**Vision:** Is your dream for your future i.e. what you see as possible for your career and life. Your vision should be easily understood so that you can easily transfer it into your mission statement, and then into individual goals.

**Mission:** What will you do, specifically to make your vision a reality? Your mission statement will provide commitments to the actions you plan to take to ensure that your vision materializes.

**Goals:** Now you can take your mission statement and turn it into specific goals. Set your goals so that they are just out of your immediate reach (to make them more interesting, challenging, and fun), but not out of your control or unattainable.

## Creating My Vision

This is your dream for the future i.e. what you see as possible for your career and life. Your vision should be easily understood so that you can quickly transfer it into your mission statement, and then into individual goals. You may want to consider some of the insights you gained from your Enneagram.

<p><b>What do I value?</b>          Your values focus on those things that are most important to you. They are powerful motivators that influence your choices, habits and lifestyles. Review the top values you have identified and <b>list your top 6 values.</b></p>	<p><b>What are my strengths and talents?</b>          They can be technical skills, behavioural skills or both. They may be skills that others recognise in you or strengths and skills that others do not see. <b>List 6 strengths and talents.</b></p>
<p><b>What is in my way?</b>          You may have habits or behavioural styles that prevent you from getting what you want in your life and career. These may be skills you have not learned yet. <b>List 3 things</b> that prevent you from realising your goals.</p>	<p><b>How do I want to be remembered?</b>          What words would your closest friends, colleagues, and family use to describe you? <b>Decide on 3 words</b> that you would like them to use to describe you. i.e. creative, caring, balanced, trustworthy, fair, giving, fun.</p>

## My Vision Statement

*Complete the statements below from the lists you created on the previous page.*

**To develop professional success and personal fulfillment in my life, I will:**

**Lead** a life centred around my values of: (list your values here)

**Appreciate** my strengths and talents, and be known as a person who is: (list your strengths and talents here)

**Be honest** with myself by acknowledging that I can be: (list barriers here)

and by constantly striving to learn and grow to shift my barriers into strengths.

**Envision** myself becoming a person who is: (list your descriptor words here)

**Advance** my career by leading a values-based life, appreciating and using my skills and talents, learning to identify and overcome barriers, and achieving

## **My Mission Statement**

Your mission statement will be complete by listing the following:

In order to reach my vision, I will do the following:

### **Habits to form:**

Monthly:

Weekly:

Daily:

### **Skills to learn:**

### **Behaviours to change:**

### **Support structures to develop:**



# Key Takeaways and Learnings

## Suggested Reading

If you learn by reading, here are a few suggestions to get you started:

- Goldsmith, Marshall, with Mark Reiter (2007) ***What Got You Here Won't Get You There*** Hyperion, New York
- Scott, Susan (2004) ***Fierce Conversations*** Achieving Success at Work & in Life, One Conversation at a Time Berkley Books New York
- Watkins, Michael (2003) ***The First 90 Days*** Critical Success Strategies for New Leaders at All Levels Harvard Business School Press, Boston Massachusetts
- Goleman, Daniel ***Leadership That Gets Results*** Harvard Business Review\_March – April 2000 pp78-90
- Maister, David, Robert Galford & Charles Green (2000) ***The Trusted Advisor*** The Free Press
- Lombardo, Michael M, Robert W. Eichinger (1998) ***For Your Improvement™, A development and coaching guide*** Lominger Limited
- Cialdini, Robert B (1985) ***Influence: How & Why People Agree to Things*** (out of print)
- Zander, Rosamund Stone, Benjamin Zander (2000) ***The Art of Possibility*** Transforming Professional and Personal Life Harvard Business School Press, Boston Massachusetts
- Kline Nancy (1999) ***Time to Think, Listening to Ignite the Human Mind*** Cassell Illustrated
- Kirkland Karen, Sam Manoogian (1998) ***Ongoing Feedback, How to Get It, How to Use It*** Center for Creative Leadership
- Johnson, Spencer MD (1998) ***Who Moved My Cheese, An Amazing Way to Deal with Change in Your Work and in Your Life***, Putnam Adult
- Kotter, John P and Holger Rathgeber (2006) ***Our Iceberg is Melting: Changing and Succeeding Under Any Conditions***, St Martin's Press

Protégé is 100% owned by Differentiate Pte Ltd (200612413N)  
 10 Anson Road #12-14, International Plaza, Singapore 079903  
 M: +65 9363 3506 T: +65 6509 0768  
 E: [contact@differentiatenow.com](mailto:contact@differentiatenow.com) W: [www.protege.asia](http://www.protege.asia)  
 FB: [www.facebook.com/protege.asia](https://www.facebook.com/protege.asia)

DOCJ\_FWA AWF2018\_MenteeHandbook\_Mar2018.doc