Learning Guide

Leadership in a health or wellbeing setting

Accept responsibility for your actions.

Be accountable for your results.

Take ownership of your mistakes.

28990 Describe leadership principles and qualities in a health or wellbeing setting  
Level 4  
4 credits

28994 Demonstrate leadership in a health or wellbeing setting  
Level 4  
6 credits

Name:

Workplace:
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Introduction

Part of your role as a support worker is to apply leadership skills to your position, understand how leadership works in a health or wellbeing setting and know how your leadership skills will benefit you and those you work with. This learning guide will help you understand and develop the qualities that make a good leader and the principles of leadership you can bring to your work.

How to use your learning guide

This guide supports your learning and prepares you for the unit standard assessment. The activities and scenarios should be used as a general guide for learning.

This guide relates to the following unit standards:

- 28990 Describe leadership principles and qualities in a health or wellbeing setting (level 4, 4 credits).
- 28994 Demonstrate leadership in a health or wellbeing setting (level 4, 6 credits).

This guide is yours to keep. Make it your own by writing notes that help you remember things, or where you need to find more information.

Follow the tips in the notes column.

You may use highlight pens to show important information and ideas, and think about how this information applies to your work.

You may find it helpful to talk to colleagues or your supervisor.

Finish this learning guide before you start on the assessment.

What you will learn

This topic will help you to understand:

- the qualities that contribute to being an effective leader.
- the key principles of peer and personal leadership, including the roles and responsibilities of leaders.
- how these principles can be applied in your workplace context.
What is leadership?

Leadership is a unique set of traits and principles that a person has and uses to guide themselves and others through inspiration and positive interaction to achieve their goals. Leaders are people who drive positive communication and change in both subtle and robust ways.

Having good leaders is important in any organisation. In the health sector in particular, strong leadership is essential – there is a lot at stake for the people you support, your fellow support workers and other members of your multidisciplinary team. It is crucial that all members of the team are clear about their roles, responsibilities and boundaries.

What is leadership and how does it affect you?

Leadership can mean different things to different people, and different things in different situations.

What do you think of when you hear the word ‘leadership’? You might think of your boss, or the head of your organisation, or perhaps a politician or sports star.

While all these people might be leaders, there is a great deal more to leadership than simply being in charge of something.

Think about

What does leadership mean to you?

Diagram:
- Empowerment
- Responsibility
- Leadership
- Integrity
- Communication
A good place to start our study of leadership may be to look at what leadership is **not**, so that we can dismiss some common myths.

- Leadership has nothing to do with a person’s position in an organisation or their seniority. Leadership happens at all levels, from the head of the organisation to its most junior member. In fact, the larger the organisation, the more leadership roles it is likely to have.

- Leadership has nothing to do with titles. A person’s job title or educational qualification does not make them a leader.

- Leadership and management are not the same thing. Managers and leaders have quite different roles. Managers do the day-to-day tasks that keep an organisation functioning, such as planning, organising and coordinating. Leaders guide, motivate and empower people. Not all managers are leaders.

- The idea that leaders are born, not made, is just a myth – not true. Leadership is something that can be learned, as long as the desire to learn is there. Everyone has leadership potential.

- Leadership is not about power and control. Leaders inspire, guide, motivate and encourage people to use their own abilities and experiences to achieve their goals. Anyone can tell others what to do, but effective leadership requires much more than just giving orders.

- Leaders may have formal power, which comes with their role. Some people may have informal power as leaders, which comes from their personal charisma and influence within the organisation.

Your organisation may have team leaders, supervisors and managers. However, you as a support worker may have to informally or formally guide your peers in routine tasks or take charge of or guide others in unexpected situations. Leadership is about people giving direction and it is something that is part of our daily interactions.

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**What is leadership?**

Leadership is all about supporting a person or a group of people. Leaders inspire, guide, motivate and encourage people to use their own abilities and experiences to achieve their goals.

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Leaders become great, not because of their power, but because of their ability to empower others.

~John Maxwell
Think of some examples of leaders within your organisation who are not necessarily managers or in a position of formal power. What are the things about these people that make you think of them as leaders?
What makes a good leader?

What are the qualities of a good leader and how does that leader need to act in a health or wellbeing setting? Inspiring, guiding, motivating and encouraging others to achieve goals is what a leader does, but how is this done?

There are many traits and principles of leadership that, if you use them in your daily interactions with your colleagues, will help you earn respect, build confidence with your team and build loyalty among your co-workers.

Consider for a minute these famous New Zealand leaders.

These New Zealand leaders all inspired change

From left:

Sir Apirana Ngata – our first Māori university graduate; a respected lawyer and politician; advocate of Māori language and culture.

Kate Sheppard – important leader in the New Zealand Suffragette movement.

Dame Whina Cooper – a well-loved and respected kuia and political activist.

Sir Edmund Hilary – mountaineer and explorer who devoted his life to helping the Nepalese Sherpa people.

Leadership qualities are the characteristics or skills that good leaders possess. While you may not have all these qualities right now, being aware of them and striving to embrace them can make you a better leader.

Let’s look at these qualities more closely.
Leadership qualities

Empathy

Empathy is being able to see things from another person’s point of view. It means relating to how someone is experiencing a given situation and being able to understand their feelings, needs and concerns.

Empathy is a skill that can be developed. It allows you to learn more about other people and what makes them ‘tick’. If you can understand another person’s concerns or worries then you have a better chance of succeeding as a leader. People need to voice their concerns. Listening attentively, without getting distracted, helps people feel that they are being recognised and heard and also builds trust. It supports the person’s overall needs and allows them to see you as a trusted colleague from whom they can get support.

Empathy helps build and develop meaningful relationships. It also helps you as a leader to understand why a peer may be struggling with their performance.

Example: Empathy in action

A key part of empathy in a health or wellbeing setting is the ability to put yourself in the place of a person you work with or for whom you provide support. When a person asks you for information, you react with empathy when you take the time to listen to them and then explain how their needs can be met, rather than saying “I’m busy, come back later”.

In a rest home situation, for example, empathy allows you to understand that the person may have had 90% of their choices taken away. You can try to put yourself in their position and understand how hard this must be for them. When the person asks for something, you may then be able to understand how difficult it must be to always have to ask for help. This knowledge could help you provide the necessary support to make the person feel independent and give them the opportunity to make requests of you that could make their lives more comfortable.

For example, morning tea time in the rest home might be 10:30 am, but the person feels like a cup of tea at 9:30. You recognise that they are reliant on you to supply this and you make yourself available to listen to their needs and accommodate their request to the best of your ability.
Objectivity

Objectivity is the ability to act in a fair and just manner, focusing on facts and aiming to reduce or remove biases, prejudices and personal opinions from the way you act. Objectivity in the workplace means to be open-minded to others’ ideas, to consider all options when making decisions and to avoid making judgements. Objective decisions are based on facts and evidence, not on the personal judgement of one person or a group.

It is important to not allow your emotions to drive how you behave towards others. Listen to what the person has to say and allow yourself time to process the information. Acting like this, rather than reacting, will help you build trust in your ability to remain thoughtful and impartial in your decision making – one of the qualities of a leader.

Example: Objectivity in documentation

In a health or wellbeing setting, objectivity is essential for both your colleagues and the people you support. Focusing on the facts and providing meaningful feedback will keep you out of gossip circles and will help you build trust and confidence with your team.

Similarly, when writing in a person's personal care plan, you must present just the facts, not opinions or judgements. These files are legal documents and could be used in an investigation, or even in court. Therefore, what is written must be accurate and objective.

Record only the facts of what happened and do not use assumptions or opinions:

- Wrong: “Mr Brown had an angina attack.”
- Right: “Mr Brown complained of pain in his chest.”

Do not be judgemental when writing progress notes:

- Wrong: “Mr Brown pretended he could not walk after lunch in order to gain attention and sympathy from staff.”
- Right: “Mr Brown stated he had pain in his back, which prevented him from walking after lunch. Doctor will be asked to assess.”

Key words

| objectivity | being fair when making decisions concerning other people and not making judgements based on biases, prejudices or personal opinions. |
Transparency

Working in a transparent way means you work openly and without secrets, so that people can trust that what you do is fair and honest. It also means that the decisions you make are made collaboratively and in co-operation with others in your team – in other words, you work well with others to achieve the best outcome.

Example:

If you set a schedule or plan with one co-worker and then tell another co-worker to dismiss what the first person is doing and only deal directly with you, you are being sneaky or secretive.

Another example would be to change a person’s schedule without consulting them.

Responsibility and accountability

Having responsibility within an organisation means to do the particular duties that you have been assigned and to be at work when you are required. A responsible person is dependable and can be trusted. They will always make sure that their tasks are completed correctly and on time.

Accountability is similar to responsibility but is more about a person understanding and accepting the consequences of their actions (or inactions), doing what they say they are going to do, giving credit where it is due and never compromising on values. A responsible person will make sure their job is done, but someone who takes accountability will also take ownership for the results and make sure that the job is done to the best of their ability.

Accountability at work is important for the success of the organisation as people who work together towards the same goals help their workplace to be productive and efficient. If you are a leader who shows accountability, others are more likely to follow your actions and this forms a bond of shared responsibility.

Key words

<table>
<thead>
<tr>
<th>responsibility</th>
<th>what a person is required to do as part of their role or job.</th>
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<tbody>
<tr>
<td>transparency</td>
<td>working openly and without secrets, so that people can trust that what you do is fair and honest</td>
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Example: Responsibility versus accountability

The difference between responsibility and accountability is often easiest to see when someone in the workplace falls to complete a task. When this happens, you may hear people say things like:

- “Whose responsibility was that?”
- “I thought you had it?”
- “It wasn’t my job!”

People often say things like this to show they were not at fault and explain that they didn’t avoid their responsibility or fail to do their job properly.

If you fail to complete a task, take ownership of your mistake. If it was not your fault but you can see a gap in communication or the chain of events, it is best to step back, think of a solution and provide your peers or supervisor with the reasons you think the mission failed and how the process could be improved. This is a great way to build confidence and trust among your peers and superiors.

Sometimes, of course, problems arise because individual duties were not clearly defined. It is very important that everyone understands each person’s role and responsibilities, but encouraging people to go a step further and take personal accountability will see better results every time.

Accept responsibility for your actions.

Be accountable for your results.

Take ownership of your mistakes.
Honesty and integrity

Honesty means not only telling the truth, but also being open, straightforward and direct in what you do and say. Integrity is the quality of being honest and having strong moral principles; looking at your own values and acting on them with respect for others. Integrity puts honesty, a sense of commitment and sound moral principles above all else.

Honesty is being true in what you say; integrity is being true in what you do.

Honesty and integrity are essential for developing trust and credibility, because a good leader’s words will match their actions. Honesty and integrity are at the core of being able to influence people and provide strong leadership.

**Key words**

<table>
<thead>
<tr>
<th>honesty</th>
<th>telling the truth and being open, straightforward and direct in what you do and say</th>
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<tbody>
<tr>
<td>integrity</td>
<td>being honest and having strong moral principles, so that you behave respectfully</td>
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**Assertiveness**

To be assertive is to be open about your intentions and requirements while still taking into account the rights and needs of others. Being assertive does not mean behaving aggressively or taking what you want or need regardless of the consequences. It means that you can express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others. It means that you state clearly what you would like to happen, without demanding it.

If you are assertive, you have confidence in yourself. In turn, if you are confident then those around you will be more likely to listen to what you say and take your lead.

Assertiveness is a skill that takes practice. It may sometimes be easier to say nothing or yell at someone, but being assertive is a far better option because it allows you to respect yourself and others.
**Example: Saying things the right way**

Assertiveness is often misunderstood – people may think it means raising your voice or using an angry tone or body movements to make sure others do as you want.

Assertiveness and aggressiveness live side by side; it’s easy to slip from one to the other. However, shouting at someone is not being assertive – it is crossing the line into aggression. This approach gets you nowhere and you lose the respect of the person you are trying to communicate with.

Assertiveness is an essential skill when you need to delegate a task to another person. However, the language you use can make a huge difference as to how this request is received and carried out. For example, instead of saying “Mary, you need to collect Mrs Jones from the hairdresser”, you could say “Mary, would you collect Mrs Jones from the hairdresser, please?”

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**Key words**

| assertiveness | expressing yourself clearly and effectively and standing up for your point of view, while also respecting the rights and beliefs of others |

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![Venn Diagram](Image)
Consistency

Being consistent means behaving and acting in the same way all the time. If you are not consistent in the way you treat people, then they will not trust you. If you are consistent in what you do and say, you build trust, respect and credibility.

Consistency also means having a work environment that doesn’t have ever-changing demands and expectations or conflicting decisions. As a leader it is important to making people feel secure about their work responsibilities and workplace demands. If you are consistent, people know what is happening and what to expect. As a result, they will worry less and perform better.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Aristotle

Think about

What are some examples of a leader in your workplace demonstrating the quality of consistency?

Talk this through with your supervisor if you are unsure.
Ethical and professional conduct

Most organisations have a code of ethics. It is your responsibility to know and understand your organisation’s policies and procedures on ethical behaviour. A code of ethics will have a set of minimum standards that people in the organisation must meet. It may also have standards that the organisation as a whole has to meet – for example, corporate social responsibilities.

To act ethically means not only to meet the standards set by your organisation, but also to choose to do the things that you know are ‘right’ or ‘good’ and avoid behaviours that are ‘wrong’ or ‘bad’. A person should act ethically because they are a moral person, not because they want to get something in return. In addition, being ethically sound means that you do what is right even if there is no one around to observe your behaviour.

Professional conduct is the way you are expected to behave in your workplace. Your organisation may have rules of professional conduct written up in the form of a code, policies or procedures. It also gives detailed expectations for behaviour (for example, guidelines on avoiding offensive behaviour, inappropriate relationships or inappropriate dress).

Most professional bodies (such as those representing nurses or teachers) have professional codes of conduct that cover the entire sector, not just individual workplaces. The Nursing Council of New Zealand provides a code of conduct that sets the standards of behaviour expected of all nurses in New Zealand. If your workplace is covered by this or any other codes, it is your responsibility to know what the code covers and apply it in your everyday work activities.

<table>
<thead>
<tr>
<th>Key words</th>
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<tbody>
<tr>
<td>consistency</td>
<td>behaving and acting in the same way all the time</td>
</tr>
<tr>
<td>ethical conduct</td>
<td>behaving in a way that is morally 'right' or 'good'</td>
</tr>
<tr>
<td>professional conduct</td>
<td>the way you are expected to behave in your workplace</td>
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Do it

Find the Code of Ethics and the Code of Conduct that applies to your workplace.

Review them to be sure you understand what they say and how they affect you.

Do it

Find the Nursing Council of New Zealand Code of Conduct at

Peer leadership

Leadership is not necessarily something that happens at the management level of an organisation. Leadership needs to take place at all levels, including yours. The reason for individual leadership at all levels is that in a workplace like yours, miscommunication, misdirection or confusing instructions can have potentially disastrous effects on the health and wellbeing of all involved.

For this reason, every person working in a health or wellbeing environment has a leadership role. You need to take a personal leadership role by taking personal responsibility for doing what you need to do effectively. You need to also take a peer leadership role by taking personal responsibility for making sure that the other people you work with do what they need to do effectively as well.

Now we will look at the leadership roles and responsibilities you might have in your work environment in terms of peer leadership.

Peer leadership is when you provide trusted and relevant information, guidance and support to your peers and co-workers as necessary, without being formally given the responsibility to do so.

Think about

Take some time to think about these questions:

- Is leadership part of your role?
- How is leadership part of your role?
- What daily activities require you to show some sort of leadership?

Let’s look at some of the roles and responsibilities of peer leadership that may form part of your role. These help to ensure the smooth running of your workplace.
Key words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>peer</td>
<td>a person of the same status; for example, ability, qualifications, age, background, social class, etc</td>
</tr>
<tr>
<td>peer leadership</td>
<td>the ability to provide your peers/co-workers with trusted and relevant information, guidance and support when needed, without being formally given the responsibility to do so</td>
</tr>
<tr>
<td>role</td>
<td>a job or position that has a particular set of expectations attached to it</td>
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Principles of peer leadership

Role modelling

A role model is someone others look to as providing a good example; someone whose behaviour, attitudes and values are admired and copied and someone who always leads by setting an example.

Being a role model is what we might call ‘leadership in action’. Leaders who are good role models not only pay attention to the way they act; they also encourage teamwork and cooperation among those with whom they work. They support others in their growth and development, and recognise their positive behaviours and attitudes.

So what are the qualities that make a good role model?

- Confidence and leadership – you need to be positive, calm and confident in what you do.
- Being yourself – being a role model does not mean you have to pretend to be someone you’re not.
- Owning up to mistakes – if you make a mistake, acknowledge it. Others will learn that making mistakes is part of being human. It’s what you do to correct the mistake that matters.
- Communication – good communication means listening, sharing information and providing instruction. People react well when they are given clear, consistent messages and when their own views and opinions are taken into account.
- Respect and concern for others – treat others as you would like to be treated. You will not get the best out of people if you ignore their skills and achievements or take them for granted.

Key words

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>role model</td>
<td>someone others look to as a good example</td>
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Managing conflict

Conflict, or difference of opinion, is common in the workplace. It can happen in a work setting as well as in your personal life. Conflict can happen for a variety of reasons. It could be due to stress or a clash of personalities, or be brought on by changes at work or being put under pressure to complete a task. An important aspect of leadership is knowing how to manage and resolve conflict.

The important things to remember about conflict are:

- It is more than just a disagreement; conflict arises when one or more people feel threatened (which may or may not be real).
- Ignoring conflict does not make it go away. This is because conflict involves perceived threats and these threats stay with people unless they are resolved.
- Conflicts bring about strong emotions. If people cannot manage their emotions, they are unlikely to be able to resolve a conflict.
- Conflict is not always bad. Although it can be destructive, conflict that is well managed can release emotion and stress, and even strengthen relationships.

There are a number of ways of dealing with conflict, but the most important thing is to tackle it quickly before:

- people become more fixed in their views.
- others become involved and take sides.
- negative emotions make solving the conflict more difficult.

### Key words

| conflict         | a fight, battle or struggle between people that happens when one or more people feel threatened |

### Strategies for managing conflict

#### Collaboration

Collaboration is working through the difficulties together to find a solution in which everyone can agree (a ‘win–win’). To do this, you need to know all the facts and consider all the possible points of view and outcomes. Collaboration works when people trust each other and co-operate.
Negotiation

Negotiation is a bargaining (give and take) process. While each person has their own preferred outcome, they each give up something to reach a ‘mid-point’ or common ground solution. For negotiation to work, everybody needs to be willing to change some of their expectations.

Accommodation

Accommodation is about agreeing to another person’s demands or requests when the conflict is minor and the outcome has only minor consequences. This is not necessarily ‘giving in’, but rather allowing and accepting that conceding might be in the best interest of the relationship.

Ignoring it

Although ignoring the conflict might seem the easiest way, it is unlikely to achieve anything except ill feeling as the conflict remains unresolved. If the conflict seems too difficult to resolve, always be prepared to ask for help. Often a third party can see a way to resolve conflict because they are not emotionally involved.

Example: Conflict through miscommunication

Two staff members in a rest home are in conflict due to miscommunication; both speak English as a second language and neither has bothered to check whether or not the information that they received was correct.

The first staff member was showing the second how to do something, but became frustrated when the second person kept saying “I know” after hearing what the first person said.

The first staff member took this to mean: “I know all this, why are you bothering to show me? Don’t waste my time.” When the incident was investigated, however, it became clear that what the second person meant by “I know” was actually “I understand”. If the first staff member had just once said “What do you mean when you say ‘I know’?” the whole misunderstanding would have been avoided.

Without this simple clarification both staff members reacted in anger and frustration, instead of listening and communicating effectively with each other.

Key words

<table>
<thead>
<tr>
<th>accommodation</th>
<th>agreeing to another person’s demands or requests when the conflict is minor and the outcome has only minor consequences</th>
</tr>
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<tbody>
<tr>
<td>negotiation</td>
<td>discussion and agreement between people to reach a common ground solution that everyone involved can live with</td>
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Problem solving

Problems are an everyday occurrence in life and the workplace is no different. On any given day you probably deal with many problems without really thinking about them. However, a problem can sometimes be more difficult to solve; then you need to apply a process to work out what are the best choices and decisions.

Problem solving is both a process and a skill you can learn. It takes you through a series of steps to help you reach the right decision:

**Step 1 – Define the problem**
Before doing anything else, be sure that you understand what the problem is. It can be easy to get distracted by solving a different problem if it is easier than dealing with the real problem. So ask yourself questions such as:
- How are things different from what I actually want them to be?
- What do I actually want, or how do I actually want things to be?
- What is stopping me from having things that way?

**Step 2 – Analyse the problem**
Once the problem is defined, you need to think about it in different ways to make sure you understand all of its aspects and how it might affect other things or people. Ask yourself questions such as:
- How is this problem affecting me?
- How is this problem affecting other people?
- Has anyone else got this problem?
- How do other people deal with this problem?

**Step 3 – Work out the possible solutions**
Try and think of as many possible solutions as you can. Some might seem to be unrealistic or impractical, but keep them in mind – a solution you reject at first can sometimes be the best answer.

Then look at the advantages and disadvantages of each solution. Ask yourself:
- Is it relevant to my situation?
- Is it realistic?
- Is it manageable?
- What are the consequences, both good and bad?

Do this for all the possible solutions until you come up with one that will work.

Think about

What workplace situations can you think of where applying this problem-solving process would have helped?

Talk this through with your supervisor if you are unsure.
Step 4 – Put your solution into action!

Once you have considered all possible options, choose the most appropriate one and put your solution into action.

Delegating

One of the marks of a good leader is that they don’t try and do everything themselves. They recognise that people have different skills and abilities, and that it makes sense to give a task to the person who is best fitted for it.

Example: Delegation in the workplace

As a support worker you might be directed to delegate a task to a junior worker.

Delegation is both working out who is the best person for a task and giving that person the responsibility to carry it out.

Delegation is not simply telling someone what to do (or being told what to do, if a task has been delegated to you). Everyone needs to be clear about what is expected of them. For successful delegation, a number of things need to be considered:

- What is the task? Is it something that can be delegated?
- Who is the appropriate person or people to do the task?
- Are they capable of doing the task? Do they need any extra training or help?
- Have the reasons for delegating the task been clearly explained?
- What are the required results from the task?
- What are the deadlines or timelines for the task? Is everyone clear on what they are?
- Is ongoing support or supervision needed? Is regular feedback needed? Or can the person be left to get on with it?

Delegating a task by giving someone a particular responsibility not only creates trust, but also makes people feel that their contribution is valued and that they are an important part of the team.

Key words

| delegation | working out who is the best person for a task, and giving that person the responsibility to carry out that task |

More info

You can create a lot of trust by delegating a task to another person. It can also make people feel that their contribution is valued and that they are an important part of the team.
Providing guidance

Guidance was one of the words used earlier in this learning guide to describe leadership. But what is guidance, and why is it important?

Guidance is giving someone practical advice, help or support to do their job effectively and to overcome any problems or difficulties they might have. Guidance can be either formal or informal.

Example: Guidance in the workplace

Guidance could be as simple as explaining to someone how to do something on a computer, or it could be suggesting a suitable training programme to help advance their career.

Example: Formal and informal guidance

Formal – your organisation might have a mentoring programme.
Informal – you could give or receive guidance in a quick conversation or in an email.

Guidance can be part of the induction process when a new staff member starts the job, informing the new person of how things work around your workplace. It can also be given to someone you have worked with for years.

However it is given, guidance is part of both leadership and being a good role model.
Motivating people

If guidance is the ‘how’ of doing something, then motivation is the ‘why’. Motivation is an individual’s enthusiasm and personal drive to complete work-related activities to the best of their ability. If someone is motivated, they want to do their job, to do it well and to enjoy it. If they are not motivated, the person may do the job poorly or avoid doing it altogether.

Key words

| motivation       | someone’s enthusiasm and drive to complete activities to the best of their ability |

Motivating the people with whom you work is key to getting things done and getting them done well. A large part of motivating people will depend on the work environment. For example, if it is a nice place to work and the staff enjoy their jobs, then that is really helpful to work being a pleasant place to be.

Motivating people to do well is a combination of meeting a person’s needs and meeting the expectations that the workplace has of the person’s duties. Just like guidance, motivation is part of both leadership and being a good role model.

You can motivate people by:

- taking actions that empower them. This means giving someone responsibility for their own work, actions, decisions and behaviour.
- communicating. Communication is essential in any organisation, as it means that everybody knows what everyone else is doing. It means understanding and sharing information, ideas and instructions. Without communication there is no leadership, and without effective communication there is no effective leadership.
- treating people with respect and always treating others as you would like to be treated. Encourage others to share their ideas and opinions, and listen to them before giving yours.
- giving recognition. When you acknowledge achievements or a job well done, you reinforce the kinds of action and behaviour that you most want to see people repeat.
- giving positive feedback (instead of criticising or ‘nit-picking’). Constructive feedback can help people to do their job better. Feedback can help reinforce good habits, (but point out bad ones if necessary), address anything that needs to be corrected or improved and identify special skills and accomplishments.

Think about

Remember that motivation can be negative as well as positive. You need to be a good role model and ‘practise what you preach’, otherwise you may make it harder for people to feel motivated in their work.

Think about

When and how have you been motivated or have motivated another person in your workplace?
Which of these qualities were demonstrated?
Talk this through with your supervisor if you are unsure.
Feedback sandwich

Feedback the information, sandwiching the recommendations for improvement between the praise.

Being able to give honest feedback that encourages and motivates people is a skill. Just like any skill, giving feedback requires practice and can be learned when the basic ‘how to’ principles are known. Personalise the feedback – use the person’s name.

- **Commend** – Give feedback on a task the person did well; tell them specifically what was good about the way they did it.
- **Recommend** – Outline the specific areas they are not yet competent in and tell them what they need to do to become competent.
- **Commend** – Finish on a positive note with encouragement to continue learning.

**Key words**

| empowering     | giving someone responsibility for their own work, actions, decisions and behaviour |
Personal leadership

Another important principle of leadership is personal leadership. This is the leadership of your self – your ability to take responsibility for your own development and to contribute to the development of the team.

Growing strong personal leadership skills is essential and will also help you inspire others. Let’s look at some of your responsibilities in the area of personal leadership.

Self-awareness

To understand other people, you need first to understand yourself. If you understand how you think and learn, what your talents and abilities are, how you make decisions and how you behave, then you will have a better understanding, not only of yourself, but also of how other people feel and behave. Being self-aware can help you control your emotions and behaviour when dealing with other people.

In practising self-awareness, we each need to focus on our own personality and behaviour and consider how these might be seen by other people. In becoming self-aware we can recognise things in our attitudes or behaviour that might be holding us back at work, making relationships with other people more difficult, or simply stopping us from achieving what we want to do.

Question

Think about your current level of self-awareness:

What aspects of your own thoughts, emotions, attitudes and behaviours do you think you understand well? What aspects do you struggle with?

Can you think of two examples where being self-aware helps you to deal with other people in your work?
Self-reflection and self-evaluation

You learn more about self-reflection in the suggested learning guide, but we will discuss it here briefly. It is essentially the next step after self-awareness – that is, once you understand why you think and behave in certain ways, you look at ways to change aspects of your behaviour and develop skills in the way you work or learn.

Self-reflection helps you to evaluate how you do things, rather than just carrying on doing things in the way you have always done them.

Some questions you could ask yourself are:

- Strengths – What are my strengths? What am I good at doing?
- Weaknesses – What are my weaknesses? What do I have trouble doing? Why do I have trouble doing these things?
- Skills – What skills do I have and what am I good at? Can I learn some new skills?
- Problems – Are there problems at work or in my personal life that are holding me back?
- Achievements – What have I achieved? What do I want to achieve? How can I achieve these?
- Happiness – Are there things that I am unhappy with or disappointed about? How can I change these?

Answering these questions honestly will help you decide if there is a better way of doing things in the future.

Key words

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<th>personal leadership</th>
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More info

You can read more about self-reflection in US 28992 Apply self-reflection.

Do it

Have a go at asking yourself these self-evaluation questions. Jot down some notes for yourself.

Next, think about how your answers to these questions can be helpful to you in your workplace development.
Feedback from others

Feedback is just as important for you to receive as it is for you to give. Feedback is an opportunity for you to learn what others think of your work, attitudes and behaviour so that you can improve the way you do things.

Getting feedback can be a formal process using the policies and guidelines of your organisation (this is sometimes called a performance appraisal). It can also be informal – for example, asking for advice over a cup of coffee or a conversation in passing.

Some things to remember when receiving feedback are:

- Don’t be defensive – feedback is not criticism. If you treat it as criticism, people may be reluctant to give you feedback in future.
- Listen to understand – remember that communication is a two-way process. If you don’t listen, you are not communicating, and if you are not communicating, you don’t understand.
- Ask questions – this helps you to understand what is being said and will clear up any possible confusion or ill feelings.
- It’s a positive thing!

You should take every opportunity you can to get feedback. Not only does feedback help you do your job better, it gives you that extra motivation to excel in what you do.

Key words

<table>
<thead>
<tr>
<th>term</th>
<th>definition</th>
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<tr>
<td>appraisal system</td>
<td>a tool that helps to evaluate a person's job performance</td>
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<tr>
<td>constructive feedback</td>
<td>giving helpful suggestions which can help people to do their job better</td>
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<tr>
<td>criticism</td>
<td>passing judgement on something</td>
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</table>
Example: An appraisal system

Self-awareness, self-evaluation, self-reflection and listening to feedback can be difficult things to do, but some organisations help these processes along by using an appraisal system.

A staff member first completes a form, which asks them questions about themselves and their performance. The form may also ask some 'self' questions such as:

- Where do you see yourself in the future?
- What are your goals and dreams?
- How can the organisation help you get there?

Next, the staff member meets with their manager to discuss the responses. The manager gives feedback to either support what the staff member has said or provide comment that will help them grow and improve their skills.

Being able to listen to feedback may be hard sometimes, but it is a constructive exercise. It is something that everybody should be willing to do.

Question

Think about situations in your workplace where other people have given you feedback.

Was it formal or informal feedback?

How did you feel about the feedback given to you?

Did you find the feedback useful?
Professional development

Professional development is a way in which you can improve your knowledge, competence, skills and effectiveness in your work. This can be done through education and training opportunities within your workplace or provided by an outside organisation.

Professional development can be both formal and informal and can take place in a variety of ways. These include gaining a formal qualification, mentoring, peer collaboration and/or coaching in the workplace, or simply from watching others perform their jobs.

Example:

This study you are currently doing is professional development. With this in mind, can you relate to some or all of the bullet points below?

When you take part in a programme of professional development, you:

- improve your skills and knowledge.
- are able to recognise opportunities for advancement.
- are more aware of changes in the way your work is done.
- are able to be more effective in the workplace.
- are able to help, influence and lead others by your example.
- are more confident in what you do and in your employment.
- can have a fulfilling and rewarding career.

However, professional development isn’t just a one-time thing – it is something that you should do continually throughout your career.

Key words

| professional development | growing your professional skills |
Planning

Planning is an important part of any leadership role. It allows you to look into the future to decide who needs to be doing what, where they need to be and what resources they will need. It’s easy to imagine how an organisation could stop working without planning.

Planning in terms of personal leadership means learning how to set goals and tasks for yourself and then finding ways to achieve them. It often involves balancing needs and demands with available resources (money, equipment, supplies or staff). However, the planning process doesn’t have to be complicated; it can be broken down into three simple steps.

1. **Decide where you are and where you want to go.**
   What is it you want to achieve? What is the goal (the end result) you are aiming for? It may be something as simple as making sure that the correct equipment is ready for a particular task. Or it could be more complicated, such as changing staff rosters to make sure that the right people are available at a particular time.

2. **Work out how to get there.**
   Think of all the ways you can get to where you want to be. Ask yourself ‘what if’ questions and try to think beyond the most obvious option (unless, of course, it is the best one!). Decide which option best suits your needs and what might be needed to make it work. Are there any problems you have overlooked? For example, how will your plan affect other people?

3. **Put your plan into action and follow it up.**
   Once you put your plan into action, it is not quite the end of the process. You still need to ensure that your plan works as you had expected. You may have to alter your plan to deal with unexpected events – for example, a key person may be sick or an expected delivery may not arrive.

Can you think of any work situations where using these planning steps would be useful to achieve a better outcome?
## Glossary

<table>
<thead>
<tr>
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<th>Definition</th>
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<tbody>
<tr>
<td>accommodation</td>
<td>agreeing to another person’s demands or requests when the conflict is minor and the outcome has only minor consequences</td>
</tr>
<tr>
<td>accountability</td>
<td>taking ownership for the results of the things you do in your job</td>
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<tr>
<td>appraisal system</td>
<td>a tool that helps to evaluate a person's job performance</td>
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<tr>
<td>assertiveness</td>
<td>expressing yourself clearly and effectively and standing up for your point of view, while also respecting the rights and beliefs of others</td>
</tr>
<tr>
<td>conflict</td>
<td>a fight, battle or struggle between people that happens when one or more people feel threatened</td>
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<tr>
<td>consistency</td>
<td>behaving and acting in the same way all the time</td>
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<td>working out who is the best person for a task, and giving that person the responsibility to carry out that task</td>
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<td>empowering</td>
<td>giving someone responsibility for their own work, actions, decisions and behaviour</td>
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<td>ethical conduct</td>
<td>behaving in a way that is morally 'right' or 'good'</td>
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<td>honesty</td>
<td>telling the truth and being open, straightforward and direct in what you do and say</td>
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<tr>
<td>integrity</td>
<td>being honest and having strong moral principles, so that you behave respectfully</td>
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<td>motivation</td>
<td>someone's enthusiasm and drive to complete activities to the best of their ability</td>
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<td>negotiation</td>
<td>discussion and agreement between people to reach a common ground solution that everyone involved can live with</td>
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<tr>
<td><strong>objectivity</strong></td>
<td>being fair when making decisions concerning other people and not making judgements based on biases, prejudices or personal opinions</td>
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<tr>
<td><strong>peer</strong></td>
<td>a person of the same status; for example, ability, qualifications, age, background, social class, etc</td>
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<td>the ability to provide your peers/co-workers with trusted and relevant information, guidance and support when needed, without being formally given the responsibility to do so</td>
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