

Glasgow Caledonian University
Leadership Development Centre Workbook



G L A S G O W
CALEDONIAN
UNIVERSITY

Pilot Leadership Development Centre

Leadership Development Centre Workbook

Author: C Webster

CONFIDENTIAL

Name:

Date:

Glasgow Caledonian University Leadership Development Centre Workbook

Purpose of this workbook

This workbook is a tool to help you get the most out of the leadership development centre process.

How to use the workbook

Please ensure you give yourself adequate time to complete Sections 1 and 2. These sections are essential preparation. Please complete these two Sections prior to your pre-centre coaching session.

Workbook contents

TO BE COMPLETED PRIOR TO YOUR PRE-CENTRE COACHING SESSION

Section 1 asks you to score yourself on **your leadership strengths and weaknesses**. The actions and behaviours in this section are from the GCU generic leadership framework. If you wish further information on this framework contact Calum Webster, the author of the framework and of this workbook.

Section 2 asks you to focus on your **leadership development priorities** in advance of the leadership development centre.

TO BE COMPLETED PRIOR TO THE CENTRE

Section 3 is for any notes you might make or goals you might set following your **pre-development centre coaching session**.

TO BE COMPLETED DURING AND AFTER THE CENTRE

Section 4 is for use **during and after the leadership development centre** – to note your reflections and actions.

Additional information you'll need to use this workbook

It might be useful to have additional information that would give insight into your leadership strengths and weaknesses – such as recent appraisal information or 360 feedback.

Please remember

Please remember to bring this completed document with you to the leadership development centre.

Glasgow Caledonian University
 Leadership Development Centre Workbook
**Section 1: Perceived leadership talents – using the GCU
 generic leadership framework**

This section contains six categories of behaviours (labelled A to F). Each category has four areas. For each area, you are asked to score yourself using the following scale:

1	2	3	4	5	6	7
Key weakness	Definite weakness	Slight weakness	Moderate	Slight strength	Definite strength	Key strength

A Providing direction

	Score out of 7
Articulating a positive, coherent vision supported by facts; developing challenging and realistic goals; giving evidence for the need for change.	
Stating clear expectations; clarifying goals, stating clear expectations and agreeing realistic deadlines	
Clarifying priorities for others; resolving conflicting priorities and not continuously changing priorities	
Positively challenging thinking; offering ideas that invite people to think differently; presenting strong or radical ideas; constructively challenging.	

B Leading by example

	Score out of 7
Setting an example: displaying behaviours you want others to demonstrate; not bullying or mistreating individuals and not accepting such behaviours; respecting people regardless of irrelevant differences.	
Showing fairness, humility and selflessness: admitting when you are wrong, acting fairly by applying rules consistently; seeing beyond your own area of interest	
Showing self-awareness; being aware of the potential impact of your own behaviour on others; neither saying nor doing inappropriate things in public	
Developing yourself proactively; developing your own strengths and weaknesses; seeking personal feedback and acting upon it.	

Glasgow Caledonian University
Leadership Development Centre Workbook

C Supporting and encouraging

	Score out of 7
Enabling and including others: giving people freedom to operate within clear boundaries; not undermining people; involving people in decisions which affect them	
Encouraging others; helping people see the opportunities in change; encouraging people to build their confidence or take on new challenges; asking people how they are doing on a task	
Helping others to learn and develop: identifying potential in others; helping people learn	
Acknowledging the contribution of others; acknowledging the results of the team; thanking people for their contributions	

D Communicating constructively

	Score out of 7
Informing and explaining: communicating regularly, keeping people informed of wider university issues; explaining the rationale behind decisions and the importance of issues	
Influencing others; showing passion and enthusiasm about ideas; not relying on your place in the hierarchy to get commitment; communicating assertively; presenting a convincing case; speaking confidently	
Interpersonal sensitivity; using face-to-face communication where possible; acting in a way that shows consideration for the feelings and needs of others	
Listening; making yourself available and giving your time to people; listening actively; demonstrating that you have listened	

**Glasgow Caledonian University
Leadership Development Centre Workbook**

E Collaborating

	Score out of 7
Developing relationships: underlining the importance of working together to achieve results; facilitating collaboration between academic and non-academic staff; working in cross-university groups.	
Networking internally and externally; using internal and external networks to develop useful knowledge; engaging with externals to be alert to developments in the sector.	
Seeking a diversity of views; seeking to get different perspectives, seeking the best solution rather than yours and incorporating the ideas of others; not rejecting views just because they are different	
Gaining support; engaging in debate and inviting challenge; gaining support openly – not going via the “back door”; trialing approaches with colleagues.	

F Delivering results

	Score out of 7
Taking timely decisions; not letting problems drift or persist; moving from debate to action; initiating things or taking action.	
Taking difficult decisions; taking unpopular or tough decisions; tackling issues despite possible opposition	
Following through; acting on decisions taken, following through on promises and sticking to your word.	
Supporting the team; supporting team members in using their talents for the benefits of the team; aligning team goals to University goals; helping team members clarify their roles and responsibilities.	

You should now have 24 separate scores. Please retain these for use in the leadership development centre.

Consider how much of this Section you will you share with your coach and your leadership development centre colleagues.

Section 2: Current and future goals compared with your leadership talents

Please complete Section 1, scoring all items, before you complete this Section.

Consider your main goals or challenges in terms of your current job or career aspirations. What are these?

How will your leadership talents help you with your goals or challenges? Where do you feel less competent or confident in terms of leadership? How can you play to your leadership strengths? Might your leadership weaknesses impede you or limit your chances? What can you do about this?

Prior to participating in the leadership development centre, rank order the leadership actions and behaviours you wish to develop as part of the leadership development centre process.

Priority leadership development areas:

1

2

3

Section 3: Notes from your pre-development centre coaching session

Glasgow Caledonian University
Leadership Development Centre Workbook
**Section 4: Reflections and actions from your leadership
development centre experiences**

Glasgow Caledonian University
Leadership Development Centre Workbook
**Section 4 continued: Reflections and actions from your
leadership development centre experiences**

Glasgow Caledonian University
Leadership Development Centre Workbook
**Section 4 continued: Reflections and actions from your
leadership development centre experiences**