

INTRODUCTION TO LEADERSHIP

Personal Development as a First Line Manager

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Introduction:

Kaufman (2013) gave a Ted talk on how self-improvement depended on constant education, he pointed out that Personal Development Planning (PDP) has become an integral part of self-analysis which is evident in places of work where employers understand the necessity of investing in staff qualities.

Self-assessment is a vital trait for good leadership; self-assessment tasks were carried out to help fulfil goals and targets. Boud (1995:13), emphasized on self-assessment as a 'a necessary skill for lifelong learning'

Whether a monetary value is attached to time, or not, its value does not change. Thus the reason for good time-management technique.

This essay deals with personal development as a first line manager.

Personal Development Plan:

Personal development planning refers to the process by which aims and objectives are identified, understood and evaluated. These plans are vital because they act as a roadmap to achieve goals; like a compass pointing the individual in the right direction. In the personal development plan shown in figure 1, my future job role will be weighed in terms of personal developments plans. It is imperative to note that plans set must be smart, measurable, agreed upon, realistic and time-based.

Firstly, an important skill I need to enhance would be programming. I will need to be familiar with programming languages like Assembly language, C, C++, and, Python. Programming enables problems to be solved efficiently. For instance, some employers would pay for programmers to learn a language to solve a business problem while other employers would prefer programmers who are already conversant with the type of language a job needs.

Secondly, mathematical skills are vital for any engineer. I would need to improve on Calculus, Algebra, and, Differentiation. The resources I will use to develop these skills would be textbooks, online tutorials and lecture sessions. I would also approach the tutors in the Mathematics Sigma Centre for help.

Moreover, working in teams is essential. Team-working is pivotal for most of my modules and, for my future job role. For present modules like 102CDE (Electrical

Engineering) and 100AEE (Professional Skills), it is imperative that I work in groups. Likewise, my future job role will also necessitate that I work in teams to accomplish tasks.

Furthermore, bench debugging is a skill hardware engineers would need. The debugging process would be carried out using instruments like Virtual Bench which combine bipolar wave signals, direct current power supply, waveform generators, and digital input/output into one device (Ni.com, n.d.).

Software design proficiency is a vital skill I would need. This skill is needed for creating mechanical computer-aided designs; the designs might be 2-dimensional or 3-dimensional in geometry. The job description in appendix 1 states that the applicant should have experience in creating simple mechanical designs using MCAD tools. Design skill would enable draft simple mechanical designs to show potential clients.

Moreover, both theoretical and, practical knowledge are pivotal. Being able to comprehend the theoretical aspects of the field is indispensable. Having hands-on experience is also significant as most industries are looking for experienced individuals who are able to work without supervision. The internet of things concept allows devices in one's home like printers, television sets, and air conditioners to be connected through a local area network to share data autonomously. This implies that the devices can 'talk' to each other. Engineers with hands-on experience will benefit due to increase in demand.

The self-assessment activities that were carried out included swot analysis, personality test, study skill questionnaire, team building test, emotional IQ, time-log, time management self-assessment tasks and, man on the moon task. The SWOT analysis scrutinised my strengths, weaknesses, opportunities, and threats. It enabled me evaluate where my life is presently and where it could go. For example, through it, I was able to recognize the need to work on my self-esteem level. Personality test was also done which further confirmed the strengths and weaknesses I had considered in my SWOT analysis. I learnt I have good analytical skills. The personality test also indicates that I have well-developed people skills; which I did not agree with because I felt I still had to work on that trait. On the other hand, the study questionnaire estimated my study skills and gave ideas for improvement. The emotional IQ test helped define my emotions and those of other individuals in order to have a better

working environment. The time management task indicated better ways of managing time and, work. The man on the moon task was tricky; but it helped promote co-operation, communication and, interaction between group members. It also helped increase my self-esteem by making me defend my rankings.

Lastly, I learnt to use a scale of preference when prioritizing needs; it enables me to rank needs in order of preference, in order to free up time and, reduce stress.

Figure 1: Personal Development Plan

SMART PERSONAL DEVELOPMENT PLAN - will be reviewed and updated on 30TH of each month

Area needing Development	How will I do it?	Resources	By when?	Relationship to organisational & role objectives
Programming Skills Using High Level Software – C, C++, Java, Python, Assembly, Matlab	Course works, Lectures, Reading Programming journals and books, watching online videos	Seminars YouTube Personal Reading.	30/9/2020	It would help in designing tasks and solving computational problems.
Engineering Mathematics Skills – Calculus, Trigonometry	Lectures, Seminars, Maths sigma centre.	Seminars Lectures Books Sigma Centres YouTube.	30/7/2019	Being able to adopt a mathematical and systematically approach to solving problems.
Teamwork Skills – Working in teams of people of different backgrounds and getting the task done.	group presentations, Solving problems in teams. Undertaking system projects in teams	Seminars, Classes Group Projects.	30/7/2019	Implementing teamwork skills to solve company problems.
Bench Debugging- Being able to debug a device using a logic analyser. (i.e. Virtual Bench)	Attending lectures for 101CDE and 201CDE which I would be doing in the 2 nd semester of the 1 st year. And also the 1 st semester of the 2 nd year.	YouTube Videos Seminars, Lectures, Engineering Journals,	01/01/2020	Every program built by professional software engineers need to be debugged regularly to ensure that the program is moving both effectively and efficiently.

Proficiency in using mechanical computer aided design software packages.	Attending lectures (102SE (Systems Project), 201AEE (Embedded Micro Processors	Lectures, Seminars, IET Presentations, YouTube Videos.	30/09/2020	Prototyping designs and testing simulations is essential because it would show how the product would be.
Theoretical and Practical Knowledge of Field- for my field, having in-depth knowledge is essential.	lectures, Having Personal Reading Time, Visiting lecturers during theta Hours,	Lectures, Books, Lecture Slides, Past Examination Papers, Assessments.	01/07/2021	Solving company problems, theoretical knowledge is needed to solve most hardware related problems.

Figure 1: Personal Development Plan
(297 Words)

Task 2

Every leader must be able to plan and manage time in order to meet objectives; these plans should be SMART (Simple, measurable, achievable in nature, realistic and time-constrained). There are various methods of managing time, a few of which are To-do lists, Gantt charts and, electronic reminders. To-do lists prioritize tasks to be done at certain time. Tasks would need to be specific in nature, entailing the exact details of what needs to be done. Leaders could choose to use Gantt charts, as shown in figure 2; Gantt Charts show a visual representation of what should be done. It also shows specific tasks according to specified days of the week.

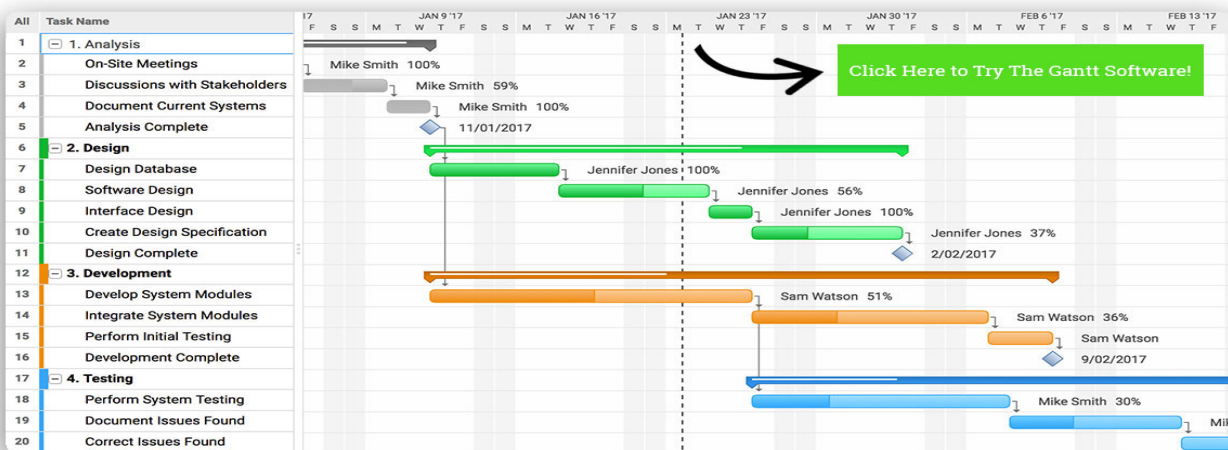


Figure 2: Gantt chart (Project Manager, n.d.)

Furthermore, it is important for leaders to control work output to ensure it is at an acceptable level; the level of motivation of team-members must also be considered. Motivation is the direction and persistence of action. It considers what motivates a man to do what he or she does. The Chartered Management Institute (2012: Checklist 068) gives a full definition of motivation as *'the creation of incentives and working environments that enable people to perform to the best of their ability. The aim of motivation is to engage people with the work they are doing, in order to achieve the best possible outcomes for individuals and the organisation as a whole'*. Through this definition, two ways of controlling work standards are the creation of incentives and better working conditions. Creation of incentives deals with monetary compensations for above-par performances. Two such incentives are cash bonuses and commissions. Also, good working conditions are vital for good working standards. Having recreational areas like hubs

and, bars where co-workers could meet and interact could positively affect work output for individual members of a team.

Moreover, good relationship management is important in any working environment. Relationship management is one of four core pillars of Emotional intelligence. Relationship management refers to the ways in which people express sentiments and emotions effectually. It also refers to how managers communicate and interact with team members without alienating them. Figure 3 shows two important aspects of emotional intelligence: building relationships and communication. Managers have a 360- degree relationship; they have complete control over their team members but not over their bosses. Building effective relationships is vital as team workers will respond positively to good working environments. Managers could periodically ask about the welfare of team members. A simple ‘Hello, How is the family?’ could go a long way. In addition, leaders should be able to communicate and create bonds with team members. If team members do not communicate effectively, problems are bound to come. In communicating, listening is pivotal; team members should be able to pass their views and opinions to the manager.

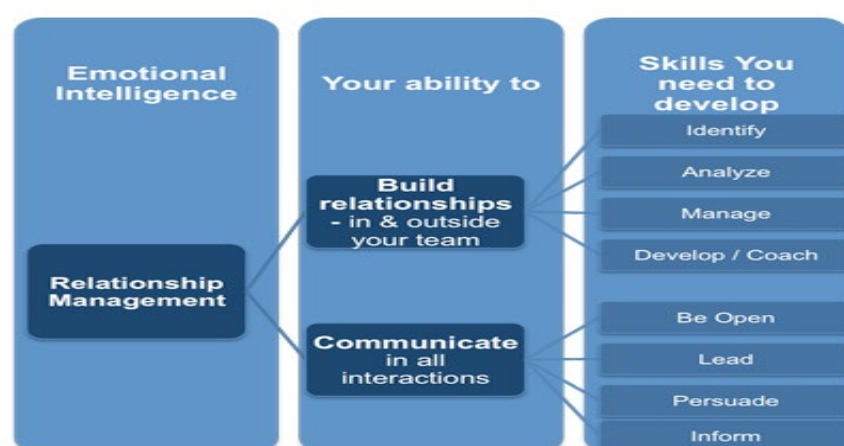


Figure 3. Emotional Intelligence and Relationship Management Chart

Task 3

Having well-defined leadership styles is vital in the workplace. Betts (2000: 263) defines a leader as *'an outstanding member of a group who has the capability to create conditions within which all members feel a strong commitment towards achieving accepted objectives in a given environment'*. Correspondingly, leadership styles refers to the ways leaders carry out functions; in order to suit team needs various leadership styles may be used. For instance, in a team of experts, an autocratic style of leadership would work; whereby the leader is in charge of operations thus requiring negligible input from team members. An autocratic leadership style would stifle growth and innovation due to a lack of communication between the manager and, team members. When this occurs, a democratic form of leadership having *'two heads are better than one philosophy'* can be employed. Democratic leadership give space for feedback; team members also engage in decision-making through consensus. Thus improving inter-personal relationships.

Furthermore, team welfare is currently controlled by managers according to six guidelines on health and safety. The guidelines were set up to comply with the 1974 Health and Safety at Work Act. The requirements are mandatory for managers to ensure the safety of its team members. The first requirement was: 'Management of Health and Safety at Work Regulations' which requires managers to assess any potential hazard posed to its team members. The second was 'Manual Handling Operations Regulations' which means employers should avoid delegating jobs that might lead to physical harm., 'Display Screen Equipment Regulations', entitled users of display screens to eye tests if they wished to have one. The fourth, 'Workplace (Health, Safety, and Welfare) Regulations', ensures that drinking water would be readily available at workstations. The penultimate, 'Provision and Use of Work Equipment Regulations', ensures equipment are properly maintained. Lastly, 'Personal Protective Equipment Regulations' ensures manager keep these protective equipment in good working conditions (Award Health and Safety, 2018).

Moreover, in terms of risk management, managers would have to first assess the risk, the Chartered Management Institute (2012: Checklist 056) defines risk assessment as '*a planned procedure in which all hazards in the workplace are identified and their risk potential evaluated*'. It is imperative that all companies undertake risk assessments because it creates cognizance to potential hazards and risks; risk assessments also shows team members who are likely to be at risk. There are five steps in identifying, controlling and monitoring risks. The first step involves the identification of possible hazards and their location, then deciding who might be harmed if a hazard occurred and taking necessary precautions. For example, the emergency services might have to be called if one is severely injured. The next step is recording outcomes in a log book for future references and implementing any needed action. Lastly, review present assessments and bring them up to date, if needed. These safety measures ensure staff are protected and also put them in a better place if a hazard did occur. These methods help a leader maintain a safe and productive working environment.

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Appendix 1

Job Description

18/10/2018

computer hardware and software engineering jobs

computer hardware and software engineering jobs

1

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JOBS

SAVED 1

ALERTS

Microsoft

Graduate Hardware Engineer

Microsoft

Babraham, Cambridge

via LinkedIn

21 days ago

Graduate Hardware Engineer

Microsoft

Babraham, Cambridge

Apply on LinkedIn

21 days ago

The role is initially offered on a 1,5 year fixed term. Due to this we will be required to apply for a visa for this role and will only accept candidates who are eligible to work in UK without the need for working visa.

Salary: £40000-£45000 per year

This is a unique opportunity for a recent graduate to work in a leading research environment. They will work with world class engineers and researchers with the opportunity to invent solutions that revolutionize the future's cloud infrastructure. This stimulating environment is the ideal place to grow your practical skills and challenge your ingenuity. Example group activities involve high speed electronics (>25Gbps), FPGAs, optical transceivers, photonic IC design and fabrication, precision analogue control systems and complex board integration.

Responsibilities

The applicant will have experience of some of the skills below, and have a passion to learn and practice others as required:

- Analogue, digital, high frequency and optoelectronic design, from paper to simulation and ECAD
- Bench debugging (e.g. electronic debugging with oscilloscopes or logic analyser)
- Simple mechanical design and use of MCAD tools
- Experience with manual and automated workshop tools and equipment: laser cutting, 3D printing and light machining
- PCB assembly and hand soldering of surface mount components
- Microcontroller firmware for embedded applications
- Higher level software for automation, integration, or demonstration (e.g. Python, C#, Matlab)

Qualifications

Skill Set

- You will have, or be predicted at least a 2.1 in Electronics, Physics, Computer Science, or related degree.

As well as a strong theoretical grasp of their field, the candidate will have demonstrable ability for hands-on engineering, and an appetite to learn new skills. They will be keen to explore multiple designs, take an open-minded approach to solutions, and use a combination of skills to follow an idea through to the realization of a research prototype.

<https://www.google.co.uk/search?q=computer+hardware+and+software+engineering+jobs&ibp=htl:jobs&rciv=jb&clksrc=alertsemail&hl=en&gl=GB#fpstate=tl...> 1/1

Computer hardware and software engineering jobs

Coventry

1

JOBS

SAVED 1

ALERTS

**Graduate Hardware Engineer**

Microsoft

Babraham, Cambridge

via LinkedIn

🕒 21 days ago

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Experience

Applicants will be able to discuss a project or projects to illustrate point the skill set mentioned, where practical experience will preferably have been obtained beyond their degree in the form of hobbies or work placement; will also be able to demonstrate attention to detail, self-teaching, and pride in their work, which could be from related or diverse fields: anything from an electronic automation project, audio project, jewellery, model making or

Typical Pay for this Type of Work

Glassdoor

£25.4k–25.4k per year
Graduate Hardware Design
Engineer
Based on local employers

Dice

30k–55k per year
Hardware Engineer
Based on local employers

Microsoft

Glassdoor

4.3 - 384 reviews

Appendix 2

SWOT Analysis

SWOT ANALYSIS of YOURSELF!

Consider your current skills and abilities

What are you good at? (Strengths)

What do you need to improve? (Weakness)

STRENGTHS 1. Emphatic. 2. Kind. 3. Focused. 4. Integrity. 5. Assertive. 6. Good Listener. 7. Friendly. 8. Realistic. 9. Confidence. 10. Religious. 11. High Self Esteem.	WEAKNESS 1. Poor Communication Skills. 2. Courage. 3. Impatience. 4. Pride. 5. Low self-esteem. 6. Short Tempered. 7. Easily loses Focus. 8. Selfishness. Ability to solve problems using an open minded approach
OPPORTUNITIES 1. By having a constant self-esteem; this could be done by group seminars and presentations. 2. I can have a better temperament and strive to understand people much better. I think having a better attitude would help me immensely in this aspect. 3. By having a more disciplined attitude; I can relate to more people and	THREATS 1. Having a negative mind set at times and expecting people to talk first and not taking the initiative. 2. Impatience can impede me from getting the best out of human beings and it might also make me lose important relationships and contacts.

<p>understand that no human being is the same and also have a better tolerant level</p> <p>4. Putting myself in other people's shoes and seeing things from their perspective would help me not to be proud and generally respect people more.</p> <p>5. Curbing my low self-esteem would rely on my social skills and hopefully by the time I am done with this module, I would have amassed enough skills to help.</p> <p>6. Short temperament is one of the weaknesses I have had as a kid; I personally believe if I had a better temperament, I would have handled situations better.</p> <p>7. Focusing more on the job at hand would be very helpful in my future job role.</p> <p>8. Having personal development plans would really help me work on my planning skills. This is due to the fact that it would show what I have to do at a particular time. It would also help me to</p>	<p>3. The threat to this would be a loss of patience and this could arise from stress or anxiety.</p> <p>4. The threat to me being humble would also include my peer group. For instance, if they make fun of someone or something, I would feel inclined to do same. So it is my place to understand that it's not right and do better.</p> <p>5. The only threat to this would be me not having enough self-worth.</p> <p>6. In a working environment, temperament is a vital aspect because I would be relating with people of different backgrounds and having a short temperament might even put my job at risk.</p> <p>7. Total concentration in any working environment is vital. Stress and emotional instability can lead to this not being achieved. Personally, I am a very emotional individual and before I get a job I'll be sure to strike a reasonable balance.</p>
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gauge my progress and see how far I have come and also what needs to be improved. Having a personal calendar or diary would be a great help to me.	8. Laziness is definitely an issue I have to work on. I realise that following a set planner is totally different from creating a planner. Not having a scale of preference would also contribute to having poor planning skills.
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How might you improve and who could help? (Opportunities)

What might stop or impede your progress to improvement? (Threats)

This is where you are now in terms of skills and abilities - you need to link this to the Job Description and look at the skills and abilities required for the job.

How will you meet the demands for the job and improve your skills and abilities?

The role of a Hardware Engineer is diverse, on a day to day basis, I would be solving problems for different entities. Prioritisation is vital, knowing what is most important is essential. If everything is said to be important then nothing would be most important. Having a checklist makes the job easier, this is because it scales everything in an order of preference with the most important being at the top.

Also, it is imperative that I develop a good problem solution technique. I should be able to systematically apply knowledge to solve a problem. The method of solving the problem must be time based in order to not lose time. For example, if a job is to be done the next week, it is important that I read-up on that job at least two days before in order to be prepared for any situation that may occur.

Lastly, I would have to create a better time management plan. This is crucial because with better time management I can achieve more with less effort, I would be able to concentrate more on the task and know what should be done at a particular time. It would also help me make better decisions, this is because with proper time management, an individual would not be under pressure to do a job.

Appendix 3

Skills Evaluation

skill	Your Estimate of Current Skill					Priority for Improvement			
	1 High	2	3	4 Low		1 High	2	3	4 Low
Action Planning		2					2		
Coping with Pressure		2				1			
Analytical Skills		2				1			
Essay Writing			3				2		
Gathering and Using Information		2					2		
Group Work	1							3	
Learning New Skills			3			1			
Negotiating and Assertiveness		2				1			
Note Taking	1							3	
Oral Presentation			3			1			
Organising Yourself and Your Time			3			1			
Reflecting on Your Experience		2					2		
Report Writing		2				1			
Meetings	1						2		
Reading Skills			3			1			
Listening Skills		2					2		
Solving Problems	1					1			
Questioning Skills			3				2		
Referencing									
Visual Communication		2						3	

Adapted from: Drew, S. and Bingham, R. (2001) *The Student Skills Guide*, Gower

Appendix 4

Emotional Intelligence Results



Your result: 'Average EQ'



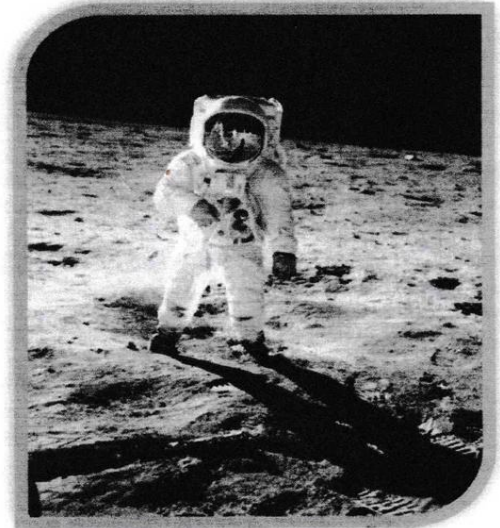
You have slightly above average EQ – with room to grow! You are likely sensitive to the emotional climate of the people around you when you and they – peers, friends, family and key clients – are under pressure. You are aware of the effect your behavior has on others. While you may be adept at tuning into others and their needs – you must remember your own. Don't be afraid to honestly communicate these difficult needs and feelings. This is one of the most important aspects of Emotional Intelligence: being able to skillfully air your grievances.

Things to consider: What situations generally create pressure and stress for you? How are you handling these situations? What negative thoughts play over and over in your mind on a regular basis? Are these a true picture of reality? When you are triggered emotionally, what are some of your less effective default behaviors? If you can learn to be more aware of when emotions are driving your behavior and stay calm in your high pressure moments, you will see a big increase in your Emotional Intelligence, which will lead to increased performance and more effective relationships – at work and at home!

Appendix 5

Man on The moon Task

Moon Landing



Grahame Knox

Moon Landing

You are a member of a space crew scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your own ship was forced to land at a spot 200 miles from the rendezvous point.

During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip.

15 items are listed as being intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew, to allow them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through to number 15 for the least important.

Instructions

1. Provide a 'moon landing ranking chart' for every member of your group.
2. Ask each young person to take 10 minutes to decide their own rankings, and record the choices in the left-hand column (my ranking).
3. Invite everyone to get into groups of 3-4. Discuss their individual choices and refine their rankings based on the collective thoughts of the team. Record the group rankings in the second column (team rankings).
4. The correct answers were compiled by a team of scientists and engineers at NASA. Display the NASA 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Compare your individual and group answers with the correct answers and determine a score.
5. For each item, mark the number of points that your score differs from the NASA ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.
6. As the young people work together in a team, sharing thoughts and ideas, this should produce an improved score over the individual results. But will this be enough to survive?

Moon Landing Ranking Chart



My ranking	Salvaged items	Team ranking	
15	Box of matches	15	✓
5	Food concentrate	5	x
10	50 feet of nylon rope	12 11	x 5
12	Parachute silk	11	x
14	Two .45 caliber pistols	13	x
9	One case of dehydrated milk	14	x
1 ✓	Two 100-pound tanks of oxygen	1	✓
3 ✓	Stellar map	3	✓
13	Self-inflating life raft	12	x
14	Magnetic compass	4	x
2 ✓	Five gallons of water	2	✓
13 ✓	Signal flares	8	x
11	First aid kit containing injection needles	7	✓
6	Solar powered FM receiver	6	x
7	Portable heating unit	9	x
Score		Score	

11/15 4/15

5/15

Appendix 6

Personality Test Results



New Here?

[TAKE THE TEST](#) ▶

Already have your results? [Log in](#).

Explore This Type

1. Introduction

2. Strengths & Weaknesses

3. Romantic Relationships

4. Friendships

5. Parenthood

6. Career Paths

7. Workplace Habits

8. Conclusion

9. Academy

ISFJ PERSONALITY (“THE DEFENDER”)

Love only grows by sharing. You can only have more for yourself by giving it away to others.

— Brian Tracy

The ISFJ personality type is quite unique, as many of their qualities defy the definition of their individual traits. Though possessing the Feeling (F) trait, ISFJs have excellent analytical abilities; though Introverted (I), they have well-developed people skills and robust social relationships; and though they are a Judging (J) type, ISFJs are often receptive to change and new ideas. As with so many things, people with the ISFJ personality type are more than the sum of their parts, and it is the way they use these strengths that defines who they are.

ISFJs are true altruists, meeting kindness with kindness-in-excess and engaging the work and people they believe in with enthusiasm and generosity.

There’s hardly a better type to make up such a large proportion of the population, nearly 13%. Combining the best of tradition and the desire to do good, ISFJs are found in lines of work with a sense of history behind them, such as medicine, academics and charitable social work.

Appendix 7

Time Management Self-Assessment Task

Question	Yes	No
I tend not to tackle paperwork the first time I see it	yes	
I face more crises than I need to because of poor planning	yes	
I sometimes have to be chased by others to get things done		no
I have a vague idea of what my priorities are	yes	
I spend more than 30 minutes a day looking for things		no
My meetings tend to last longer than necessary	yes	
I allow others to negatively influence how I spend my time	yes	
I start a lot more projects than I finish	yes	
I am always busy but not always productive	yes	
I hang on to tasks that should really be delegated	yes	

Declan Tracey Successful time Management in a week,, 2nd Edition, Hodder & Stoughton 1998

Appendix 8

Time Log

Time Log – Every hour of every day for a week!

Friday 2nd November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
12:00am-8:30am	Asleep	9 hours, 30 min	yes
8:30am-10am	Fifa	2 hours, 30 minutes	no
10am-1pm	coursework	4 hours	yes
1pm- 1:30pm	Had a meal	30 minutes	yes
1:30pm-3:30	Went to see a friend	2 hours	no
3:30pm – 4pm	Commuted to lecture	30 minutes	yes
4pm- 6pm	lecture	2 hours	yes
6pm-8:30pm	Library	2 hours 30 minutes	Yes
8:30pm-9:00pm	Went back home	30 minutes	yes
9:00pm-9:30pm	dinner	30 minutes	yes
9:30pm-10:00pm	Online reading	30 minutes	yes
10:00-7:00am	Asleep	9 hours	yes

Saturday 3rd November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
7:30am-9:30am	Driving lessons	2 Hours	yes
9:30am-10am	Morning shower	30 minutes	yes

10am- 12pm	coursework	2 hours	yes
12pm- 8pm	Part Time Job	9 Hours	yes
8:00pm-9pm	Dinner	1 hour	no
9pm-11pm	watched a football game I missed	2 hours	no
11pm-8:00am	sleep	9 hours	yes

Sunday 4th November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
8:00am-8:30am	Breakfast	30 minutes	yes
8:30am- 2pm	Church Service	6 Hours, 30 minutes	yes
2pm-2:45pm	Lunch	45 Minutes	yes
2:45pm-4pm	Outdoor Football	1 Hour, 15 minutes	yes
4:00pm-6:00pm	Rest	2 hours	no
6:00pm-9:30pm	library Reading Time	3 hours 30 Minutes	yes
9:30pm-10:00pm	Netflix series (Legacies)	1 hour, 30 minutes	no
10:00pm-7:30am	sleep	9 hours 30 minutes	yes

Monday 5th November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
7:30am-7:40am	Created a schedule for the day	10 minutes	yes
7:40am-8:00am	Morning shower	20 minutes	yes

8am- 8:30am	Breakfast	30 minutes	yes
8:30am-9:00am	Commuted to university	30 minutes	yes
9:00am-2pm	Lectures at Uni	5 hours	yes
2pm- 4pm	Went to library	2 hours	no
4pm-6pm	Church programme	2 hours	yes
6pm- 7pm	Dinner	1 hour	yes
7pm- 9pm	fifa	2 hours	no
9pm-8:00am	sleep	12 hours	no

Tuesday 6th November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
8:00am-8:30am	breakfast	30 minutes	yes
8:30am-9:00am	Commuted to the sport centre.	30 minutes	yes
9:00am-11am	Indoor football	2 hours	yes
11:00am-12:00pm	Netflix	1 hour	no
12pm-2pm	Library	2 hours	yes
2pm- 4pm	Lunch and chill	2 hours	no
4pm-6pm	Church programme	2 hours	yes
6pm- 7pm	Dinner	1 hour	yes
7pm- 9pm	Played Xbox	2 hours	no
9pm-8:00am	sleep	12 hours	yes

Wednesday 7th November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
8:00am-8:30am	breakfast	30 minutes	yes
8:30am-9:00am	Commuted to the university	30 minutes	yes
9:00am-12pm	Lectures at university	4 hours	yes
12:00pm-1:00pm	Library	1 hour	no
1pm-4pm	All reps conference	4 hours	yes
4pm- 5pm	Helped a friend apply for a job	1 hour	no
5pm-6pm	Church programme	2 hours	yes
6pm- 7pm	Dinner	1 hour	yes
7pm- 9pm	Watched champions league game	3 hours	yes
9pm -10:00pm	coursework	1 hour	yes
10:00pm-7:30am	Asleep	10 hours 30 minutes	no

Thursday 8th November, 2018

<u>Time</u>	<u>Activity</u>	<u>Duration</u>	<u>Was it Planned Y/N</u>
7:30am-8:00am	Created a schedule for the day	30 minutes	yes
8:00am-8:30am	Breakfast	30 minutes	yes
8:30am-9am	Commuted to university	30 minutes	yes
9:00am – 10:00am	Lectures	1 hour	yes
10am-11am	Library	1 hour	yes
11am- 1pm	lectures	2 hours	yes

Appendix 9

Honey and Mumford Questionnaire Results

5

Honey & Mumford Learning Styles Questionnaire – Scoring your Answers

You score one point for each item that you ticked in the questionnaire.

Simply indicate on the lists below which items were ticked and add them up in each column.

(You can score up to a maximum of 20 in each column)

<u>Activist</u>	<u>Reflector</u>	<u>Theorist</u>	<u>Pragmatist</u>
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals 5	14	10	14

Appendix 10

Risk Assessment (Health and Welfare)

Name: David Basil Akang		Task for Risk Assessment: Work Station		Date of Risk Assessment: 21/12/2018	
Step 1- What are the Hazards?	Step 2- Who might be harmed and how?	Step 3- What are you already doing?	What further actions are necessary?	Step 4- How will you put the assessment into action?	
Fire Hazards	Staff and Clients Fire from faulty electrical equipment's (heaters, microwaves) which is as a result of a short circuit.	Regular inspection and testing of the smoke detectors is vital. Batteries are changed as soon as they run out. We check the battery level by pressing the test button, if no sound comes then the battery is dead.	The fire extinguishers need to be restocked as soon as possible. There are some present, but more should be bought. Also, fire test drills should be observed by all members of staff.	By who/ Actions when/ done Sanitary Staff/ 01/10/19/ no	
Slips/trips	Staffs and Clients This is the highest cause of injuries. When the cleaner is cleaning an area and leaves that area without ensuring that it is dried up, if another person comes along its likely that person would slip.	The cleaners are using the correct amount of cleaning agents while cleaning. There isn't excessive usage. Also, precautionary signs are placed where these activities are carried out.	The cleaning staff need to be trained and supervised to ensure that the cleaning standard is up to par.	Sanitary Staff/ 01/11/19/ No	
Fork Lifts	Staff When the engineers are using fork lift to move heavy items, the machine breaks	Fork Lift riders are made to watch compulsory videos on how to use the fork lifts. The video also includes points on preventive and	There should be pre-operational checks on the fork lift all the aspects and functions should be tested to ensure that all components are	Fork Lift Rider/ 01/11/19/ Yes	

	down sometimes due to pressure.	corrective maintenance.	working well. This would ensure that the fork lifts are in good working conditions before operation	
Step 5 Review Date: 21/12/18				