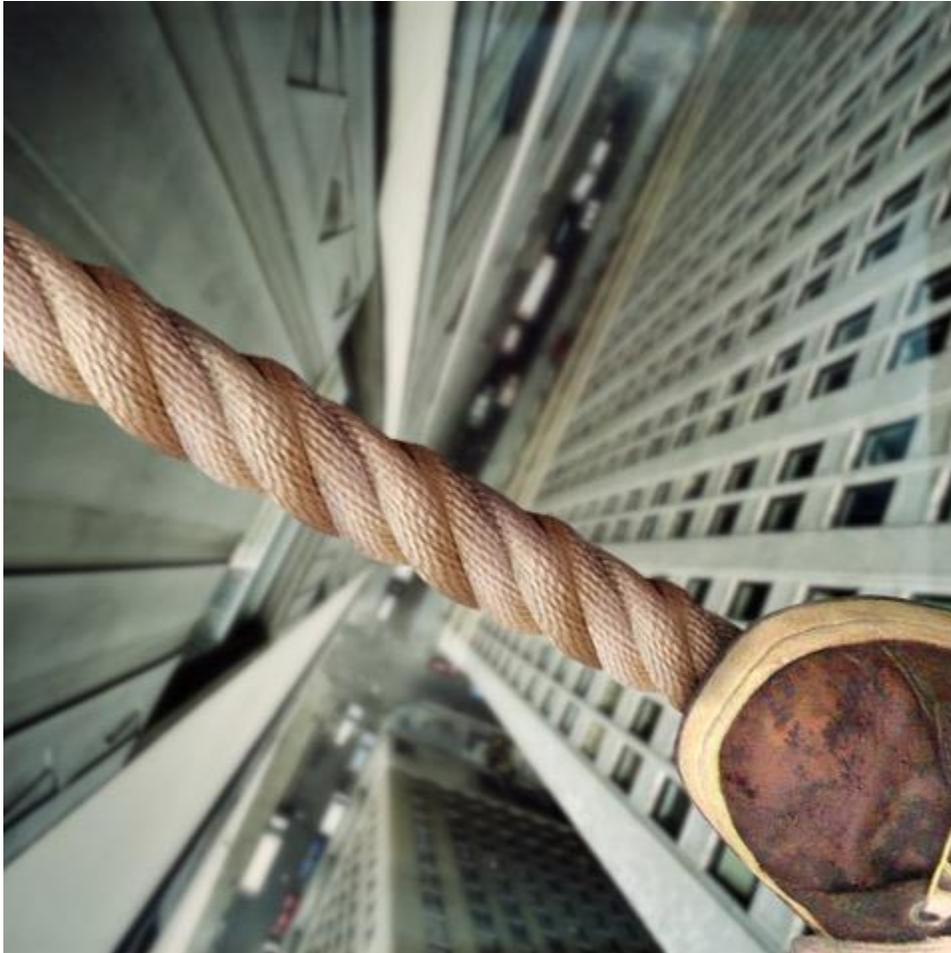


The Balancing Act

Walking the Personal Development Tightrope

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What is Personal Development?

“Until you make the unconscious conscious, it will direct your life and you will call it fate.” ~ Carl Gustav Jung

A Definition of Personal Development

Personal Development is the conscious quest of personal growth by expanding self-awareness and knowledge and improving personal skills and behaviors.

Those skills include your mind, body, and spirit as well as your level of success in all areas of life. The definitive goal of Personal Development is to be a self-realized human being. That means living consciously at your full potential.

Personal development is a process of growth. And within that process there are specific milestones to be reached, and without achieving these, personal growth and success are slowed or halted.

How to Start Personal Development

Personal development begins with the basic motivation to improve yourself. It's either coming from inspiration (to become better than you already are), or it comes out of some form of anxiety: something unpleasant challenges you to grow.

Start your personal development through “recognition”.

- You recognize your situation, come to its reality, and accept that fact.
- You stop rationalizing the negative things around you and begin telling yourself the truth.
- Connecting to the truth lays a solid foundation on which to build personal growth.
- Knowing where you stand, you can begin to move forward.

IMPORTANT: How you look at the world in which you strive, how you see yourself in that world, will determine how you act and succeed in that world.

DEVELOPING A PROFESSIONAL IDENTITY

QUESTION: Do you see yourself as:

1. a winner or casualty?
2. leading the pack or being trampled by it?
3. self-confident or insecure?
4. in control or being controlled?
5. successful or fruitless?
6. happy or hopeless?
7. a conqueror or conquered?

WHAT MOTIVATES YOU ON THE JOB?

1.
2.
3.
4.
5.

MY PERSONAL MISSION/VALUE STATEMENT

My mission is to be happy and to be part of making other people happy as well. I will do this by working continuously with my personal development from my basic values and virtues.

Leadership/Managerial Behaviors Top 20 Checklist

The following is a descriptive list of 20 leadership/managerial behaviors and achievements that can be accomplished through them. They represent the critical elements of all leadership/managerial behaviors.

1. Conduct analysis

- a. Recognize symptoms
- b. Clarify concerns, issues, and problems
- c. Identify real or true problems
- d. Gather relevant data and information
- e. Gather sufficient quantity and quality of data and information
- f. Develop courses of action
- g. Analyze courses of action
- h. Select the optimum course of action
- i. Recommend or implement the best course of action
- j. Evaluate the course of action implemented

2. Clearly define external customer & supplier expectations, needs, & wants.

- a. Listen to and understand external and suppliers' customers
- b. Consistently check with external customers and suppliers to ensure that their expectations, needs, and wants are being met or exceeded

3. Clearly define internal customer & supplier expectations, needs, & wants.

- a. Listen to and understand internal customers and suppliers
- b. Consistently check with internal customers and suppliers to ensure that their expectations, needs, and wants are being met or exceeded

4. Delegate tasks or projects

- a. Delegate according to the individuals' skill, knowledge, abilities, and attitude
- b. Delegate with clarity explaining what should be done and the reasons for the delegation, along with the appropriate level of authority and responsibility being transferred

5. Develop organizational talents, skills and competencies

- a. Match the developmental goals and objectives with individual and team developmental activities
- b. Create or take advantage of on-the-job opportunities to apply newly acquired skills
- c. Manage individual development by providing coaching, feedback, and reinforcement

6. Empower individuals and teams

- a. Develop a sense of ownership in jobs or projects by providing clear expectations, control of sufficient resources, responsibility, and coaching, while not removing responsibility for the action or project
- b. Expand individual responsibilities by giving assignments to the employees that increase their discretionary range and responsibility within clearly defined limits using situational controls
- c. Openly communicate data and information with employees through authentic two-way communication

7. Follow-up by monitoring progress & results & taking appropriate actions

- a. Establish and maintain self-evaluation and feedback systems that encourage employees to evaluate and adjust their own performance
- b. Seek and build upon the ideas of individuals
- c. Establish and maintain procedures and systems for monitoring processes and results achieved
- d. Use controls and measures that are: consistent with the organization's goals, simple to understand, timely, relevant, feasible, and limited in time and scope

8. Use appropriate influence

- a. Inspire and guide individuals toward goal achievement; modify behavior to accommodate tasks, situations, and individuals involved
- b. Establish and build rapport by communicating in a non-threatening manner
- c. Establish and build trust
- d. Seek and solicit suggestions and ideas from individuals, groups, and teams
- e. Develop and build upon the suggestions and build upon the suggestions and ideas offered
- f. Give slightly more than due credit to the originator of the suggestion or idea
- g. Develop understanding of new ideas
- h. Gain and build commitment to new ideas and courses of action
- i. Check for understanding of expected actions by periodically summarizing the intended actions
- j. Check for agreement to expected actions to be conducted
- k. Acknowledge individual concerns and respond with empathy, listen and respond with empathy

9. Demonstrate initiative

- a. Foster the attitudes, conditions, and environments that yield improved quality and quantity of individual and team performance
- b. Generate and develop new ideas to improve existing and future conditions and results

10. Demonstrate effective long term & short-term judgment

- a. Recognize possible and probable courses of action or alternative
- b. Consider the pros and cons of each course of action or alternative
- c. Make effective and efficient decisions that improve situations and close the gap between what now is and what should be in the future

11. Manage the work being done or to be done

- a. Personally or collaboratively establishing specific goals and objectives
- b. Plan the appropriate assignments of personnel
- c. Plan the appropriate allocation of resources
- d. Differentiate between the urgent, important, unimportant, and trivial actions in establishing priorities
- e. Make effective and efficient use of time in carrying out responsibilities and day-to-day actions, accurately estimate the total time and effort required to complete a task or project (make the goal plus or minus 5 percent of the actual numbers)
- f. Develop and use effective and efficient organization and work procedures within assigned areas of assigned and responsibilities

12. Maximize performance

- a. Establish and communicate fully successful, marginally successful and unsuccessful performance criteria
- b. Establish and reinforce specific performance goals
- c. Establish and reinforce measurable performance objectives
- d. Support, coach, and facilitate the development of each individuals' knowledge, abilities, and skills; provide timely and specific feedback, guidance, and training to help them reach their goals and objectives
- e. Formally review and evaluate the performance goals and objectives on a regular basis (no longer than quarterly between performance reviews)

13. Provide meeting leadership, management, & facilitation

- a. Prepare for the meeting well prior: ensure dates times, and locations (with directions) are clarified, ensure participants are notified and agenda is published and distributed well in advance, coordinate the room arrangements and the recommended materials
- b. Open all meetings by clearly explaining their purpose and importance of the meeting (optional, if they were included in the agenda all participants received well prior to the meeting)
- c. Review any time periods specified for the meeting: start time, summary time, and target end time (as a goal)
- d. Review the roles associated with the meeting: convener, facilitator, recorder, timekeeper, and the role, of all participants
- e. Review the ground rules to be adhered to: sticking to the agenda, being as open and honest as possible, one person speaks at a time, listening before speaking, asking for clarification when the communications are unclear, etc.
- f. Repeat, paraphrase, or restate to clarify or confirm what is said and ensure understanding
- g. Recognize individual contributions by ensuring that each individual has an equal opportunity to speak
- h. Ask for ideas, alternatives, and suggestions and acknowledge each individual's idea, alternative, or suggestion
- i. Provide procedural suggestions to keep the meeting focused on its purpose or the agenda items being discussed
- j. Solicit procedural suggestions from others
- k. Use internal summaries of key points thus far mentioned
- l. Close with a summary of the decisions reached; clearly specify the next steps to be completed, when they will be completed, and by whom (ensure those participants have all the support they

need to be fully successful; and ensure that follow-up dates, times, locations, and participants are set

- m. Follow-up with a complete meeting record prepared, reviewed, and distributed in a timely manner

14. Conduct Negotiation

- a. Clearly identify the concerns, interests, and issues of all parties as much as possible
- b. Explore the underlying needs and positions of others
- c. Clarify the specific points of agreement first
- d. Make statements that demonstrate the clear understanding of the needs and positions of others
- e. Adequately present opposing positions in an organized manner
- f. Disclose from yourself personally or from your position first to establish openness and trust
- g. Reinforce the reciprocity of others, or very subtly question the lack of reciprocity of others
- h. Work to achieve true collaboration whenever possible
- i. If collaboration is not possible work toward the acceptable compromise of all parties
- j. Keep arguments issue-oriented and not person-oriented by intervening to settle communications, interpersonal, or argumentative situations among participants

15. Communicate orally

- a. Communicate with clarity and brevity by presenting single ideas in a clear, concise, organized, and persuasive manner
- b. Speak at an appropriate speed, volume, tone, and pitch to the target audience or key individual listener
- c. Communicate nonverbally, with congruence using the nonverbal keys stand like a tree, maintain eye contact, use appropriate facial expressions, use appropriate gestures, use appropriate posture
- d. Express confidence without being intimidating, superior, nonchalant, or cavalier

16. Communicate in writing

- a. Communicate well so that the reader clearly understands the communication
- b. Present the ideas in a logical manner: introduce the topic, provide supporting information close with a clear conclusion
- c. Ensure that the draft or final correspondence: memorandum, letter, report, etc., has a little more than enough clarity, conciseness, and that the spelling, punctuation, and grammar are a little more than the norm of the organization
- d. Ensure that written communications are appropriately drafted, written, reviewed, edited, proofed, finalized, signed, distributed, and filed for effective and efficient retrieval

17. Demonstrate organizational systems awareness

- a. Understand and maintain an organizational systems perspective by using one or two accepted systems models with these sub-systems: input, transformation, output, and feedback
- b. Use this organizational systems perspective to monitor these factors: structure, numbers and information flow, decision making, planning; budget, control, and measurement; threats and opportunities, and problem identification with positives and negatives for each factor
- c. Use the organizational systems to direct organizational data and information
- d. Recognize the needs and requirements of internal clients and external customers and suppliers
- e. Evaluate the results of the organization as a system

18. Manage continuous improvement & quality processes

- a. Proactively collect data and information on customer requirements, the effectiveness of process or procedures
- b. Involve others in the planned process improvement efforts and measures
- c. Encourage and coach individuals to follow a systematic improvement process
- d. Emphasize and take steps to build in quality earlier and earlier into the production and services processes
- e. Provide education, training, reinforcement in the support of continuous improvement and total quality efforts

19. Demonstrate teamwork & collaboration

- a. Contribute to discussions, actions, and projects, respond positively to requests for information, suggestions, and assistance
- b. Actively listen to the content and process of communications so that collaboration can occur
- c. Disagree tactfully by focusing on facts, first those facts with which there is agreement, and then those facts with which there is conflict; avoid personal preference or self-interest
- d. Share the credit for good ideas, acknowledge the contributions, creativity, experience, knowledge, skills, and abilities of others
- e. Help resolve indifference, disagreements, open conflicts, or covert conflicts by identifying common ground and then exploring differences

20. Demonstrate visionary leadership

- a. Establish and completely communicate a clear vision of the desired future state
- b. Establish and completely communicate a clear set of organizational values that will influence day-to-day decisions
- c. Gain and build upon organizational emotional commitment through frequent and enthusiastic communications about the vision, the desired future state, and the values
- d. Gain and build upon organizational rational commitment by making the world of those individuals who support the vision, desired future state, and organizational values a little brighter, and the world of those individuals who refuse or withhold their support of the vision, desired future state, and organizational values

Snapshot of Your Leadership/Managerial Behavior Profile?

Now that you have had the opportunity to review the descriptive list of 20 leadership/managerial behaviors and achievements that can be accomplished through them, take time to complete the LMB Profile sheet. This will allow you to gain a better perspective regarding your leadership/management strengths and areas that need improvement.

Step # 1 Study the profile sheet. Notice the 20 LMB Inventory categories in the left-hand column, the point scale of 1 to 10 across the top and overall rating column on the right.

Step #2 Rate your leadership/managerial behaviors using the following scale: If performance **POOR** (rate yourself either a 1 or 2), performance **FAIR** (3 or 4), performance **AVERAGE** (5 or 6), performance **GOOD** (7 or 8), performance **EXCELLENT** (9 or 10). Fill in square that corresponds with rating. Place overall rating in space provided in right hand column.

Step #3 Connect the squares and you have completed your profile. Turn your profile sheet sideways and view your graph. All categories with a score of 8 or better would be considered an area of strength; categories scoring below 8 should be attended to immediately. The lower the score the sooner the leadership/managerial behavior should be addressed.

Leadership/Managerial Behavior Profile

Leadership/Managerial Behavior Inventory	01	02	03	04	05	06	07	08	09	10	Rating
Conduct analysis	<input type="checkbox"/>										
Clearly define external customer & supplier expectations, needs, & wants.	<input type="checkbox"/>										
Clearly define internal customer & supplier expectations, needs, & wants.	<input type="checkbox"/>										
Delegate tasks or projects	<input type="checkbox"/>										
Develop organizational talents, skills and competencies	<input type="checkbox"/>										
Empower individuals and teams	<input type="checkbox"/>										
Follow-up by monitoring progress & results & taking appropriate actions	<input type="checkbox"/>										
Use appropriate influence	<input type="checkbox"/>										
Demonstrate initiative	<input type="checkbox"/>										
Demonstrate effective long term & short-term judgment	<input type="checkbox"/>										
Manage the work being done or to be done	<input type="checkbox"/>										
Maximize performance	<input type="checkbox"/>										
Provide meeting leadership, management, & facilitation	<input type="checkbox"/>										
Conduct Negotiation	<input type="checkbox"/>										
Communicate orally	<input type="checkbox"/>										
Communicate in writing	<input type="checkbox"/>										
Demonstrate organizational systems awareness	<input type="checkbox"/>										
Manage continuous improvement & quality processes	<input type="checkbox"/>										
Demonstrate teamwork & collaboration	<input type="checkbox"/>										
Demonstrate visionary leadership	<input type="checkbox"/>										



Leadership Behavior Action Plan

Objective	Activity/Actions	Target Date	Status
1)	A) B) C) D)		
2)	A) B) C) D)		
3)	A) B) C) D)		

Evidence of Success *(How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

**Dr. Marc Clark, Award Winning Author,
National/International Speaker, Photographer, Entrepreneur**



“Learning should be informative, relevant and enjoyable. The best learning occurs when one can personally relate to the subject matter and is actively involved in the experience.

Learning should be challenging which forces one to actively think: to question the status quo, to gauge what is normally “just accepted.”

Dr. Clark is founder and Chief Executive Officer of SmartBizz, a forward-thinking educational organization dedicated to the professional development of others.

*He has presented at more than **4,500+** lectures, panels, symposiums, forums, meetings & conferences. His intuitions & insights has taken him to **44** U.S. states and **30** countries on **4** continents.*

He has traveled and lectured in such locations as the Italy, Trinidad, Lithuania, Germany, Chile, England, Netherlands, Republic of China, Dubai, Japan, Jamaica, Mexico, Canada, Panama, Finland, Taiwan, Peru, Switzerland, Africa, Puerto Rico, France, India, Barbados, Spain, Korea, Gibraltar and Thailand.

Dr. Clark holds the hospitality industry designations of CHA-3Diamond, CHRE, CHO, CHE, CHT, CHS and CHDT. He was awarded the AH&LA’s prestigious Lamp of Knowledge as top industry educator.

Dr. Clark is an award-winning author and accomplished photographer.

Franklin, KY is where Dr. Clark resides with his wife, Penny. The family consist of six adult children, thirteen grandchildren, and three great-granddaughters, Tillie Marie, Harper Grace, and Collette Belle (Lettie). Family pets include Lord Twix of Creekwood Manor (Collie) and Ms. Belle (Bloodhound).

Dr. Clark attributes all his optimisms, enjoyments, achievements, and accomplishments to his untiring faith in Jesus Christs his Lord, extraordinary loving family & deep-rooted friendships.

