



# **MIND GROWING**

**PERSONAL LOGBOOK**

**BUILD THRIVING  
COMPANIES THROUGH  
PERSONAL GROWTH**

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**MIND GROWING**  
**LEADERSHIP**

# PERSONAL DEVELOPMENT LOGBOOK

In this logbook you can find all exercises present in the book “Mind Growing, build thriving companies through personal growth”. It is an interactive document with fillable fields allowing you to write your reflections and answers in the pdf itself!

Please note that not all PDF readers support interactive fields. In case you don't have a PDF reader, or in case the fields in this book can't be filled out in your current PDF reader, you can [download Acrobat Reader here](#).

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**EXERCISE** *From page 40 in the Mind Growing Leadership book*

## **Are You Respecting SCARF When Leading?**

If you are leading according to SCARF then people should be moving towards you and voluntarily following you. If not, perhaps your employees are not as motivated and engaged as they could be. Perhaps you have identified one or more of the causes for this. You might ask for feedback from someone you trust, who dares to give you constructive criticism.

You should also take into account that these five elements can be respected without being absolutes. By this, I mean that people often expect and accept (depending on personality and national culture) a certain amount of difference in status, certainty, autonomy, relatedness, and fairness at work.

Use the guiding questions on the following pages to assess your leadership and your respect of the five SCARF elements in relation to your employees.

## Status

### GUIDING QUESTION

Do you treat them like adults? Do you avoid being too regulating or repressive?

### GOING WELL

### TO RECONSIDER OR TO IMPROVE

### GUIDING QUESTION

Are you too caring, solving all problems for them? Do you allow them to show their results and to be proud of them?

### GOING WELL

### TO RECONSIDER OR TO IMPROVE

**GUIDING QUESTION**

Do you treat them as equally worthy to you?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Do you follow exactly the same rules as them?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Do you have exactly the same privileges as them?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Do you earn more than seven times the lowest wage in your company?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**



# Certainty

## GUIDING QUESTION

Are you informing them enough on what is going on?

## GOING WELL

## TO RECONSIDER OR TO IMPROVE

## GUIDING QUESTION

What is happening inside and outside the company, and how is it dealt with?

## GOING WELL

## TO RECONSIDER OR TO IMPROVE

**GUIDING QUESTION**

What are the challenges and expectations that they have to deal with?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Are the ambitions and the playing field clear and explicit?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

# Autonomy

**GUIDING QUESTION**

Do you give them the space and freedom to decide what they can and need to do to realise the team's, the company's and their own ambitions?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Are the ambitions and the playing field clear, so that they know their degrees of autonomy?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Do you develop and inspire them to embrace their own autonomy and related accountability?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

## Relatedness

**GUIDING QUESTION**

Does everyone in your team know that they are, without any doubt, part of the team?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

When someone is not fitting in with the team (for whatever reason), do you swiftly take action to give clarity?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Do you invest in creating constructive working relationships between team members and in shaping a good atmosphere?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

# Fairness

## GUIDING QUESTION

Do you treat everyone in the same way (i.e. no favourites)?

## GOING WELL

## TO RECONSIDER OR TO IMPROVE

## GUIDING QUESTION

Is there a fair balance between giving and taking between you and employees, and amongst employees?

## GOING WELL

## TO RECONSIDER OR TO IMPROVE

**GUIDING QUESTION**

Is everyone contributing according to their own capabilities?

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

**GUIDING QUESTION**

Are you rewarding, stimulating and developing everyone in a fair way? (E.g. a co-worker with high potential might receive different training, but that does not mean that no investment is needed for others.)

**GOING WELL**

**TO RECONSIDER OR TO IMPROVE**

# Walking Through Yourself: A Way to Explore Your Personality and Drivers

There are two different approaches you can use to explore the different layers of your personality, including drivers. The first is a self-reflection exercise in which I will guide you, with questions and examples, through the different layers. The second is what I call mirroring: you interview someone else about yourself, using them as a mirror. The first is recommended when you first want to experiment on your own with these concepts, or when you don't have anyone to interview about yourself. Working alone requires strong and critical self-reflection, and honesty towards oneself. The second approach is interesting because you will get someone else's opinion. After all, the ego is a kind of defence mechanism, so it is not always capable of analysing itself. When you use the mirroring approach you should find someone who knows you well, who can be critical, and who you trust.

**EXERCISE** *From page 67 in the Mind Growing Leadership book*

## Approach One, Auto-Reflection

When you do this, I recommend you write the different layers on pieces of paper and put them on the floor. This will give you the opportunity to really physically walk through them. What you see below are the layers. Next to them are some instructions and questions to ask yourself, then an example answer, and finally some space to write your own insights and conclusions. It is always advisable to do the exercise focusing on one typical behaviour within one specific situation. While you might think that this will give you limited insight into the layers of your personality, doing the exercise will trigger broader insights beyond the one example used. And, of course, it is also good to do the same analysis for a few key behaviours in key situations. If you really want to dive in deeper, it is good to get the advice of a trainer or coach.



Answer the following questions, one by one. Don't read all of the questions first, as this will influence the answers you give:

Think of a situation, combined with a behaviour, that demonstrates your character. First, describe what you see as crucial characteristics of the situation: where are you, with whom, what are the circumstances, and what are the characteristics of the people and the situation? This might be a situation where you show a behaviour with which you are not very pleased.

## CONTEXT

### INSTRUCTION

Describe the situation and the people present.

### EXAMPLE

Me, years ago: the evening before my first session of executive coaching.

### YOUR SITUATION

*Note the answers to the different questions.*

## BEHAVIOUR

### INSTRUCTION

What did you feel, think, and do in this situation?

### EXAMPLE

I was nervous, insecure, and worried about how I would be perceived i.e. if it would 'click' and the people being coached would accept me. I went through several scenarios of what could happen and how I should react. I talked about these worries with my partner.

### YOUR SITUATION

*Note the answers to the different questions.*

## SKILLS

### INSTRUCTION

To show this behaviour, what are the skills and knowledge you demonstrate?

### EXAMPLE

Imagination: making up all kind of scenarios.  
Able to communicate my worries to my partner.  
I take things seriously and I want to do things well.  
I prepare well.  
Self-reflection and self-criticism.

### YOUR SITUATION

*Note the answers to the different questions.*

## BELIEVES

### INSTRUCTION

What makes you show this behaviour? In the case of the example, what makes you nervous and worried, and go through all kinds of scenarios? In other words, why not just be relaxed? Also, consider that some norms are emotional. Try to describe what you feel when thinking of the situation.

### EXAMPLE

I believe coaching a CEO is quite a challenge because I believe that they are dominant people and I also believe that I am not.

I believe that dominant people often show no respect for less dominant ones.

I believe that dominant people don't accept mistakes and that they will blame and disregard you for them. I believe that the best way to avoid mistakes is to mentally prepare for all possible scenarios.

I believe I have little experience. I believe it would be a huge failure if he didn't want to start the coaching after this first meeting.

I believe I have an issue with dominance and this will block me during the interview.

Note: The strength of this exercise is that, by writing "I believe" so often, in my mind I start labelling a lot of those beliefs as disputable, with the potential to change.

## BELIEVES

### YOUR SITUATION

*Note the answers to the different questions.  
Use "I believe..." as often as you can.*

## EGO

### INSTRUCTION

This will probably be the hardest question to answer. You might want to ask someone else to read the answers you have just given to the previous question and then ask them to answer the following: which role are you playing here?

### EXAMPLE

I feel I am playing the role of a submissive, well-behaved boy, creating a self-image of not being dominant and not being accepted by dominant people. This is a kind of protection I use in case I fail. I am already rationalising why the talk will go wrong, and I am spending a lot of energy thinking about and fixing things that may never happen.

### YOUR SITUATION

*Note the answers to the different questions.*

## DRIVERS

### INSTRUCTION

Again, perhaps ask for the help of someone that knows you well and whom you trust.

Your drivers fuel your ego (your coat): what purpose is your ego serving, or, in other words, what vulnerability is it protecting?

### EXAMPLE

The need to be accepted by alpha males and to be valued by them. I know that this is an emotional need coming from my childhood, when I perceived my father as being very dominant and not valuing me. So, the purpose of my ego here is to prepare me for another disappointment of not being valued.

### YOUR SITUATION

*Note the answers to the different questions.*

**EXERCISE** *From page 70 in the Mind Growing Leadership book*

## Exercise: Approach Two, Mirroring

Mirroring is seeing yourself reflected in the minds of others. The information you will get is highly valuable in shaping your personal development as a leader. Mirroring means that, by use of a structured interview, you gather information about the different layers in your personality by interviewing other people about how they perceive you.

Choose one or two people who are close to you and with whom you have a strong relationship. Choose two very different types of people (different personalities; different relationships with you; some being very critical, some very loving; some professional, some private). Choose people you find most relevant at this point in your life or career.

- Tell them that you want to work on your personal development as a leader and that you would appreciate it if they could take some time to help you, for approximately one to one and a half hours.
- Tell them that this help will be in the form of a one-on-one interview, with you interviewing them about yourself.
- Stress the fact that this is an interview and not a discussion or exchange. The only thing you will do is ask questions, listen, and ask some more questions to make sure that you understand what is being said. Stick to this approach! Don't start a discussion. You are asking for their perception, so accept it as it is.
- Record the interview and listen to it a few days later. Write down responses and mark what is most touching or striking to you.

### INTERVIEW QUESTIONS

Ask all of the questions in the order presented. Listen, and ask for examples to make things specific. Once again: Don't argue. Perception is perception. If a question is difficult to answer, ask them to compare you with other people and to tell you how you seem to act, think, or operate compared to others. They don't have to mention who the other people are.



This is only a technique to help, and to provide a contrast, to allow them to describe your behaviours.

**QUESTION**

Can you describe things I do and say which you find typically me? Please be as specific as possible, and give some examples of typical situations where I show this behaviour.

**WRITE DOWN THE ANSWER THAT STANDS OUT TO YOU**

**QUESTION**

Related to the behaviour you described, what do you see as my typical strengths? What kind of knowledge and skills do I have, to be able to show this behaviour?

**WRITE DOWN THE ANSWER THAT STANDS OUT TO YOU**

**QUESTION**

What rules and principles do you consider to be very important to me? Those that, when violated, would make me angry, sad, frustrated, etc. What are my pet subjects, beliefs, and rules that always seem to be stressing me out and that I often talk about?

**WRITE DOWN THE ANSWER THAT STANDS OUT TO YOU**

**QUESTION**

Think of my behaviour and the beliefs, rules, and values which you consider to be important to me:

1. Could you please try to capture all of this by describing it as a role that I am playing?
2. Take time to reflect. If it is too difficult to answer, you can give some examples of what could be roles that demonstrate these i.e.

The nice person, helping everyone;  
The tough person, beating everyone in a competition;  
The special person, different from all others.

WRITE DOWN THE ANSWER THAT STANDS OUT TO YOU

QUESTION

What do you think are my vulnerabilities or insecurities that I have deep down? I do have them, I am just wondering if you can see or feel them?

Take time to think and reflect. If it is too hard, answer these questions instead:

1. Do you see or feel any of my uncertainties? Which ones?
2. Do you feel that there are important things of which I am afraid?
3. In your eyes, do you feel I need to be in control of certain things?
4. Do you see me acting? What kind of need do you think I am fulfilling for myself in this (e.g. winning, being special, helping people, being on top of things?)

WRITE DOWN THE ANSWER THAT STANDS OUT TO YOU

## REFLECTIONS AND CONCLUSIONS

The following questions are very important. They will help you to consolidate and apply your learning in this chapter.

- 1 What are the core emotional drivers, beliefs, and egos you can identify in yourself?

EMOTIONAL NEEDS/DRIVERS

BELIEFS, RULES, VALUES

EGOS I.E. ROLES YOU ARE PLAYING

- 2 Are your beliefs and egos the most optimal way to deal with your emotional drivers? And, more importantly, are they fulfilling your needs and drives? Read the example I gave about myself in the auto-reflection approach, and see if you think the ego and beliefs I developed are effective in becoming highly valued by alpha people? To be honest, no, rather the opposite. Once in my life this worked, not anymore.

I call this the vicious belief trap. As an example, I want to be heard and I believe that this will happen if I use good arguments. So, every time I talk to someone, I am well prepared and I use a lot of arguments. However, they don't seem to listen! Acting on my belief, I look for more and stronger arguments to make my point. Perhaps, at a certain moment, you become aware (or not) that people are avoiding you. Without realising it, you get the opposite of what you need; people are avoiding you and you are not being heard. Look at yourself: do you recognize these kinds of vicious circles? Do you see other ways to act upon your core emotional drivers? It might also be wise to share this with someone and ask for advice.

- 3 To what extent are your ego and beliefs blocking others? Suppose I am a leader. I am most likely converting all my own beliefs into rules, which have to be followed by people with completely different beliefs. This could weigh heavily on the engagement and motivation they have. Where do you see your own emotional needs, beliefs, and ego having an effect on others?

Reflecting on emotional drivers, beliefs, and ego, and having thought about them in the sense of whether or not they are helping, try to keep the energy of each driver, but reformulate it into a new ambition that relates to the core of your being.

**EXERCISE** *From page 97 in the Mind Growing Leadership book*

## Work on Your Own Boundaries

- 1 Based on the material above, reflect on and write down what you consider to be your core values and principles, that form the boundaries and playing field for the people you lead.

**My core values and guiding principles, to which all actions, solutions, and behaviours of the people I lead have to correspond.**

- 2 Now, double-check your boundaries. Revise them one-by-one, and ask yourself the following question: If we have a problem and someone can offer the perfect solution, but it does not meet this particular boundary, do I still want to hear and consider it? If yes, eliminate or revise this boundary.

For example: You have a serious problem in department X and someone offers you a good solution, but this would have a negative effect on department Y. Would you consider it, or not? If yes, then you have to rephrase this boundary or eliminate it.

- 3 As for the remaining boundaries, try to make them as clear and specific as possible.

For example, "I expect you to work together," is perhaps too general because working together can mean several things. You can make this more specific by saying, "When you need help, ask for it. I will not accept a bad result when you did not ask for help." And, "When you learn something, share it with the rest of us. I want to regularly hear and see you sharing with others."

If needed, rewrite them.

**Revised: My core values and guiding principles, to which all actions, solutions, and behaviours of the people I lead have to correspond.**





EXERCISE *From page 107 in the Mind Growing Leadership book*

# Defining Your Desired Culture

## Part one

Use the table below to think about the different elements of the Cultural Web and how they show themselves within your team, department and/or organisation. Then think about how you would like to change them. Write down possible ideas you have to make this move 'from'...'to.'

*Make sure you do part one before you even look at part two of this exercise.*

### CULTURAL WEB ELEMENT: **STRUCTURE**

#### HOW IT IS NOW - FROM

#### HOW I WANT IT - TO

#### IDEAS TO CHANGE IT

**CULTURAL WEB ELEMENT: POWER**

HOW IT IS NOW - FROM

HOW I WANT IT - TO

IDEAS TO CHANGE IT

**CULTURAL WEB ELEMENT: CONTROL SYSTEMS**

HOW IT IS NOW - FROM

HOW I WANT IT - TO

IDEAS TO CHANGE IT

**CULTURAL WEB ELEMENT: SYMBOLS**

HOW IT IS NOW - FROM

HOW I WANT IT - TO

IDEAS TO CHANGE IT

**CULTURAL WEB ELEMENT: ROUTINES AND RITUALS**

HOW IT IS NOW - FROM

HOW I WANT IT - TO

IDEAS TO CHANGE IT

**CULTURAL WEB ELEMENT: STORIES**

**HOW IT IS NOW - FROM**

**HOW I WANT IT - TO**

**IDEAS TO CHANGE IT**

**Part two**

Now review how you would like to change the different elements of the Cultural Web. Look at all the suggestions together, and discover the core of the change you want. What is the paradigm shift you are targeting?

**EXERCISE** From page 110 in the *Mind Growing Leadership* book

# What do Your People Need to Grow?

List your direct reports and make a short assessment on how they are doing, at this moment, in the areas of awareness, willingness, ability and courage. No need to write something for each aspect of each direct report. Just assess what is most important for that person and use some key words. Then look in the table below (*Figure 8.2*) for possible actions.

DIRECT REPORT	AWARENESS	WILLINGNESS	ABILITY	COURAGE	POSSIBLE ACTIONS OR IDEAS

DIRECT REPORT	AWARENESS	WILLINGNESS	ABILITY	COURAGE	POSSIBLE ACTIONS OR IDEAS



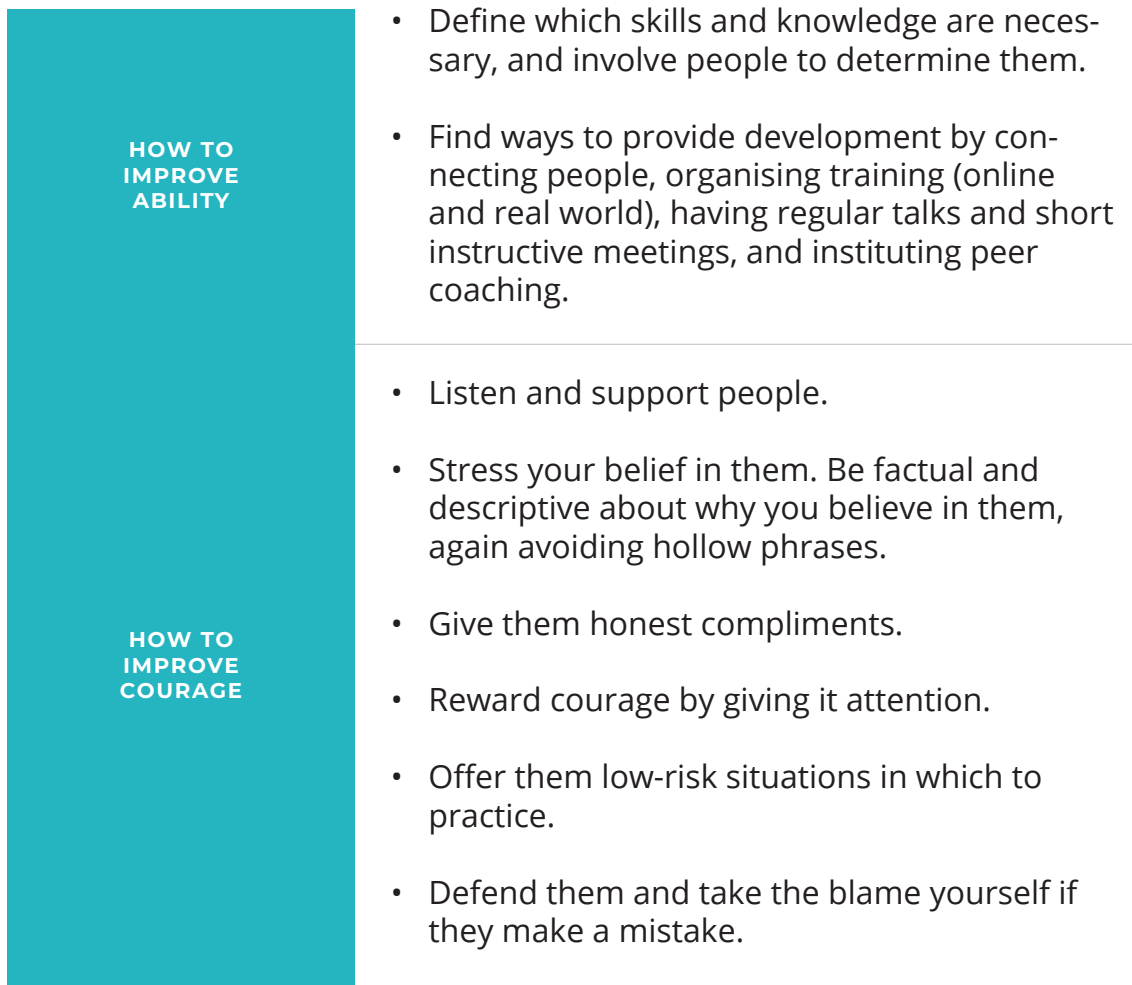
HOW TO  
IMPROVE  
AWARENESS

- Give facts, numbers, and examples to show the need for a change or a certain (different) behaviour.
- Don't be vague.
- Tell it as it is, but with respect for people.
- Don't blame, but be factual and descriptive.
- Make sure that you awake the crocodile brain, but you don't put it into fight, freeze or flight modes (see later chapters on communication and interaction).
- Ask a lot of questions! Do they see the need for change? Why? Why not?
- Disconnect 'being aware' from 'being able to solve a challenge.' People's emotional brain often refuses to become aware because it does not see a way to solve the problem, so it goes into denial. You can say, "You don't have to see a solution, I just want to make sure you see the problem."

HOW TO  
IMPROVE  
WILLINGNESS

- Listen, ask questions, ask more questions, observe non-verbal behaviour, explore and put yourself in the other person's shoes. All of this is to discover the beliefs and feelings that are blocking people, and to give support wherever possible to overcome concerns.
- Don't be tempted to reassure people without knowing what exactly is bothering them, e.g., "Don't be worried," "Everything will be OK," "Look at it in a more optimistic way," "See it as an opportunity," etc. Often these are perceived as hollow phrases that don't fully explore the other person's concerns.





*Figure 8.2 Improving the four key elements that will engage and develop your employees*

**EXERCISE** *From page 150 in the Mind Growing Leadership book*

## Reflect on the Core Skills to Influence Dynamics Within a Talk or Meeting

Think about the conversations you have with people you manage and rate to what extent you use the different skills described below.

### SKILLS

Indicating behaviour: You give descriptive factual feedback about the behaviour you see.  
For example, "What is happening?"

**OFTEN**   **SOMETIMES**   **SELDOM**

Asking questions to understand the viewpoint of the other person, and what they are thinking and feeling.  
For example, "How do you see it?"

**OFTEN**   **SOMETIMES**   **SELDOM**

Lowering the threshold, and actively encouraging people to speak their minds.  
For example, "Please tell me what you think, it is important to me."

**OFTEN**   **SOMETIMES**   **SELDOM**

Stopping to check in, to see if people are still sharing the same ambition as you.  
For example, "Do you still agree with our goal?"

**OFTEN**   **SOMETIMES**   **SELDOM**

## SKILLS

Acknowledging that the other person has a good point, or that they are right.  
For example, "Yes, you are right."

**OFTEN**    **SOMETIMES**    **SELDOM**

Acknowledging the intent, values and core interests of others.  
For example, "I hear that you find quality important; me too."

**OFTEN**    **SOMETIMES**    **SELDOM**

Framing or stating your playing field as a leader.  
For example, "We must stay within budget and we need to align with other departments."

**OFTEN**    **SOMETIMES**    **SELDOM**

Asking questions to hear concerns.  
For example, "What is on your mind? Please tell me your concerns."

**OFTEN**    **SOMETIMES**    **SELDOM**

Explicitly stating that you want a win-win situation.  
For example, "With the ambition in mind, and within the playing field, I really want to find a way to serve all of our interests."

**OFTEN**    **SOMETIMES**    **SELDOM**

**SKILLS**

Asking reflective questions. **OFTEN** **SOMETIMES** **SELDOM**  
 For example, "How do you want to approach this task?"

Giving specific and detailed instructions. **OFTEN** **SOMETIMES** **SELDOM**  
 For example, "When doing this task, please follow the manual, step by step."

Which skills do you want to develop? Describe how and when.

Skills I want to develop	Why do I want to develop this skill?	Choose a specific situation and person for which you think applying this skill could make a difference? For example: "In my weekly talk with Robert..."	Skills I want to develop

Skills I want to develop	Why do I want to develop this skill?	Choose a specific situation and person for which you think applying this skill could make a difference? For example: "In my weekly talk with Robert..."	Skills I want to develop

**EXERCISE** From page 158 in the *Mind Growing Leadership* book

## Have a Look at Your Own Team

A fun and effective way to develop your team is to visualise how the team dynamics are at this moment.

Get a white sheet of paper. Write down the names of all team members, including yourself. See below for an example. Put them at a certain distance from each other: the closer they are on paper, the closer they are in reality. Represent them either as a circle (when they are easy to lead and coach), or with sharp edges (when they are difficult). The size of the shape should represent their impact within the team. The bigger the impact, the bigger the shape. Connect people with a straight line if they have a good relationship. Use a jagged line when the relationship is troubled, or full of conflict. Use a dotted line when you think that they need to work together more.

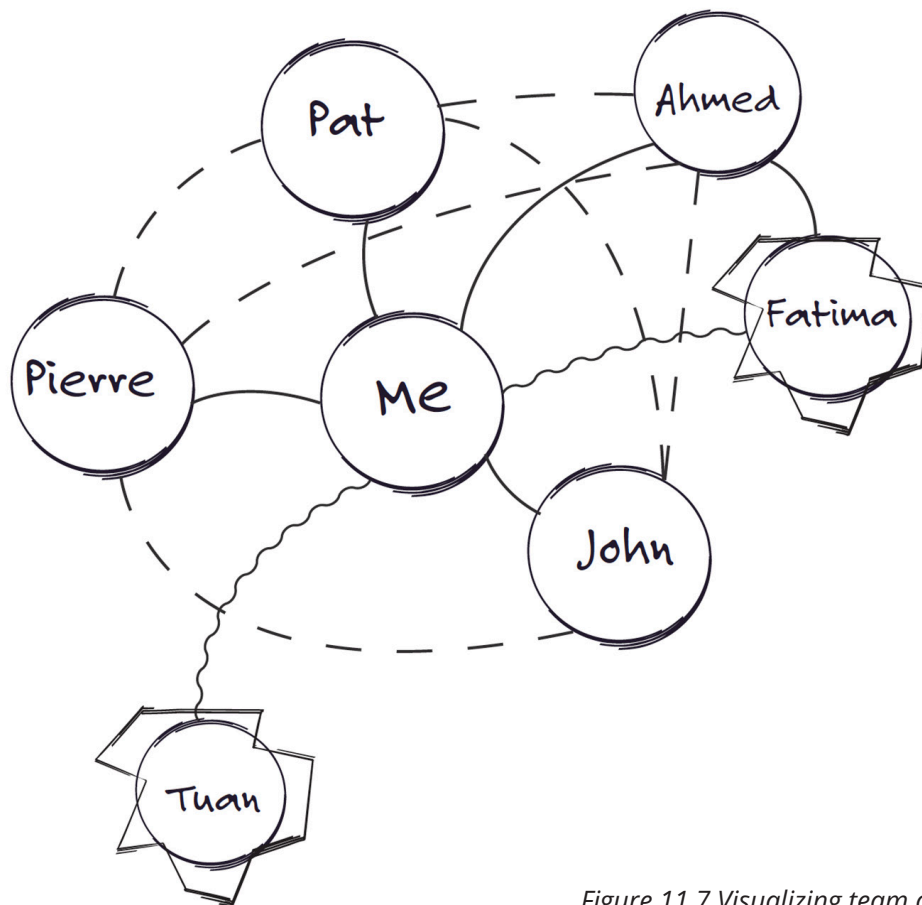


Figure 11.7 Visualizing team dynamics

Here are some examples of what this visualization above could tell us:

1. The leader (me) is in the middle of a group of people. There is a good relationship between me and the other people on the team, but it seems that they are hardly working together (see the dotted lines). So, I can see that I need to stimulate collaboration between these people.
2. At this moment, it looks like everything is passing through me, the leader. This will limit the possibilities of the team.
3. Probably the biggest insight here, is that I need to have a good look at how I am leading this team. It is also important that I involve Ahmed in this group, but not Fatima. I have a troubled relationship with her, and she has a big impact, and is difficult to coach. She is close to Ahmed, so the questions are: What is happening with Fatima? What is her influence on Ahmed, and vice versa? How can this help or block Ahmed's integration into the group? Is it still the aim to integrate Fatima, or is that not desirable anymore?
4. And then, of course, there is Juan? What is happening there?

Now, take some time to make the same analysis for your team. Don't think too much. Just follow your intuition and make the visualization. When it is finished, try to draw conclusions, and look at the tools above for possible interventions you could use with your team. When this is finished, I highly recommend asking a HR business partner, or another senior person with extensive experience leading teams, to consult on your analysis and to discuss the actions you might want to take. Also, reflect on your work in other exercises in this book as all of them are connected!

Ask yourself the following questions:

- How is your ambition reflected in this picture, and are the team dynamics helping to realize it?
- Are boundaries clear, supported and respected?
- What is the culture you want to build?
- What do different people need to develop (i.e. awareness, willingness, ability, courage)?



- How are your leadership skills (refer to the Leadership Compass), and how do they interplay with this picture?





## Conclusions and/or actions

Overlooking all notes and reflections, write down your conclusions and possible actions. Do this as you see fit. Some people only want to note ideas and reflections, others prefer very smart actions in terms of what, how, when, with whom.





[www.mindgrowing.net](http://www.mindgrowing.net)