

**CHARTERED MANAGEMENT INSTITUTE**

**Diploma in First Line Management**



**Personal Development as a First Line Manager**  
**Unit 3001**

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## **TERMS OF REFERENCE**

### **Aim**

The aim of this assignment is to demonstrate my knowledge, skills and abilities in planning and monitoring my own personal development needs.

### **Objectives**

This will be achieved by:

- Assessing my knowledge, skills and abilities and selecting areas for improvement
- Explaining how well I plan and manage work
- Describing how I build and maintain positive working relationships
- Describe how I would assess and respond to health and safety issues

## **MY ORGANISATION AND MY ROLE**

### **My Organisation**

I work for Swindon Borough Council in social services and housing department. Part of the Council's remit is to provide care for people with mental illnesses. Swindon Borough Council has a duty of care and legislation to meet the requirements of the Commission for Social Care.

### **Me and My Department**

My department provides residential care, respite care and day services. These services are all for older people with a diagnosis of mental health illness. I have worked for SBC for twenty two years and my experience involves mainstream residential care, rehabilitation units, day centres and mental health units. I started my career as a part-time support worker and have held the posts of team leader of rehab, unit manager of a residential home and my current post is deputy of the EMI unit of Whitbourne House. All homes and services are inspected by the Commission for Social Care.

## **PART A - PERSONAL DEVELOPMENT PLANNING**

### **Introduction**

According to my self study guide, self development is a continual process of working and learning to ensure all skills, knowledge and abilities keep up with current trends and legislation.

The residential home I work in is required to pass inspections on a regular basis and therefore my skills must reflect current best practice.

Within my self study guide examples are given as how to compile a personal development plan and I have done this by following the steps below:

- where am I now?
- where am I going ?
- what is my best learning opportunity
- finding people to support me
- preparing a personal development plan and monitoring it

### **Finding out where I am now**

In order to establish my starting point I have evaluated my strengths and weakness using a SWOT analysis. The results are shown below:

<b>Strengths:</b>  I have a personality which people can respond and relate to.  I am approachable  I learn quickly	<b>Weaknesses:</b>  I assume I am understood so have poor delegation skills  Sometimes I am slow to react  My IT skills are not as good as they could be
<b>Opportunities:</b>	<b>Threats:</b>

### **Deciding where I want to be**

Having assessed my SWOT analysis I feel I need to develop in the field of both people management and information technology. This will help me contribute more to obtaining a high rating in inspection reports from the Commission for Social Care. I have chosen to develop my delegation skills first and then look at IT skills later and my SMART objective is “to improve my delegation skills by the end of March 2009”

### **Finding the right learning opportunity**

It is important that I get the best from any learning opportunity, of which there are many. I have completed a Honey and Mumford learning styles questionnaire and discovered that my preferred learning style is that of a reflector. This means that I would be better linking my learning opportunity to this style. I will, therefore, read more about delegation and speak to my line manager and get her views on the best way to go about it.

### **Getting the right support/monitoring progress**

I have obtained support from a colleague of mine who is also in the Diploma in First Line Management and my line manager. I will review my progress every week by completing a learning log (which suits my learning style) and using it for discussions with my line manager.

### **Putting it all on paper**

In order for me to have something to refer back to and use as a monitoring aid, I have completed a Personal Development Plan which is at Appendix 1. I do not foresee any problems completing this plan at the moment.

### **Evaluation**

In order to learn lessons, I will evaluate my PDP after it has been completed in March 2009 and ask myself the following questions:

- Was I weak at delegation?
- Was my development objectives sufficiently SMART?
- Was the learning opportunity I selected the right one?
- Did I get sufficient support from my colleague and line manager?
- Did the weekly monitoring work?
- Can I delegate better than before I started the development?
- What did I learn from all of the above that I can use next time?

## **PART B - PLANNING AND MANAGING WORK**

### **Introduction**

In the study guide planning is “the process of setting goals developing strategies and outlining tasks and schedules to accomplish the goals”. The objective of my establishment is to meet the standards set by the commission for social care (C.S.C.I.) to achieve an “excellent” rating.

Achieving this objective is linked to the main objectives of Swindon Borough Council. I will demonstrate my knowledge and skills in the area of planning and managing work by looking at a fun day that was recently planned for residents.

It is vital that the care for older people with mental health illnesses is planned properly, not only to meet CSCI regulations but to meet the needs of the residents. This planning helps me:

- **Avoid wasting effort** – By putting on activities that do not meet the needs of individual residents because they have been organised ad hoc
- **Be aware of changes** – that might occur depending on how residents are feeling on any particular day
- **Gather necessary resources** – as they are quite scarce anyway so it is important they are correctly used and not wasted

### **The Planning Process**

I am going to use a planning model from my self study guide to assess the effectiveness of a recently activity day:

- **Agree where I want to be** – this involves agreeing SMART objectives although they cannot be too SMART as they must meet the requirements of each resident and they need to be flexible. On this occasion the objective was to organise and plan an activity day that would be assessed by CSCI inspectors
- **Identify where I started** – In order to do this I looked at activity days that had been planned before. If I had known, I would have used a SWOT analysis as below:

<p>Stengths</p> <p>Activity days had been organised before and were reasonably successful</p> <p>Some staff were experienced</p>	<p>Weaknesses</p> <p>Activity days had never been inspected by CSCI before</p> <p>Some staff had not been involved in a CSCI inspection before</p>
<p>Opportunities</p> <p>To prove to CSCI that we met their standards</p>	<p>Threats</p> <p>To fail the CSCI inspection</p>

- **Identify any gaps** – The obvious gap was that some staff had not been involved in inspections for
- **Bridging gaps** – In order to bridge the obvious gap, it was decided to plan an activity day and have a “mock” inspector present
- **Specific actions** – Were as follows:
  - What – mock inspection of an activity day
  - Who – those staff who were inexperienced
  - Resources – standard for such a day plus a “mock” inspector
  - Workload – this would part of the staffs normal day
  - Skills, knowledge and experience – not a problem for such a day
  - Support – I would be present during the day
- **Motivation** - all members of staff were well motivated to do well
- **Standards** – as dictated by the CSCI assessment schedule
- **Identification of possible problems** – the only problem that might occur was due to inexperience, staff being nervous of the inspectors. Although this was identified, no back up was planned. People with mental illnesses often change their minds on what they want to do so I had to be prepared to change my plans and be flexible to their needs
- **Get on with it** – when the day started, I saw my role as that of monitor and ensured that the day went according to the plan

### **Changing Plans**

Some of the residents did not want to participate in what was planned for them. This meant that the plan needed changing. It was decided to:

- **Change objectives** – this was achieved by changing the individual activities that the residents wanted to do. With people who have a mental illness, this is quite typical

### **Evaluating Success**

After the day was complete, a meeting was held and questions were asked and answered about the planning of the day and how the inexperienced staff felt about the “mock” inspection. I have used the questions from my self study guide:

Was my objective SMART?	Yes but not too SMART
Was I aware of the standards required?	Yes – CSCI standards
Did I identify the gaps and put things in place to remedy them?	Yes
Did I identify problems?	Yes
Were there any unexpected problems and how were they dealt with?	No
Did my team members help identify problems and suggest solutions?	Yes
Did I review what was happening and was it successful	Yes
Did I achieve my objective?	Yes

### **Providing Constructive Feedback**

According to [www.jobcentralasia.com](http://www.jobcentralasia.com) constructive feedback is “feedback that helps someone to improve. The feedback is given with the intention of helping someone to solve a problem or improve the way things are done”.

After the day was complete, we have a team meeting and discussed what went well and what could be improved before the actual inspection. All of the staff joined in and at the end, 1 member asked for individual feedback, which she was given.

## **TIME MANAGEMENT**

### **Introduction**

Information from the self study guide on this topic is, “you taking control over your available time and making sensible decisions on how to use it properly”. Time management is also an essential skill that helps me keep my work under control at the same time that it helps me keep stress to a minimum.

We operate a 24-hour rota with the view of providing care to residents with mental health illnesses. This means that time has to be planned, yet flexible to meet their needs.

### **My time**

In this environment there are set daily tasks which consume most of the time on shift and they are **fixed time slots** in my diary. It is very rare that I have **unexpected time slots**. I have developed ways of managing the time I have left:

- Never sit down if you are standing you can lead and direct staff and delegate standing promotes authority and direction
- Diary items non urgent can be transferred to next day allowing planning for the next day and mental preparation
- Manage time for refreshments keep the brain hydrated allowing clarity

### **Prioritising tasks**

It is important to learn how to prioritise quickly and to be aware of the differences between urgent and important and to plan my actions to achieving my goals. I normally use a “to-do” list but often find that it just becomes a long list and things are not always done in the right order.

One tool I have found which I will try to use is a time management grid with four quadrants:

1. Urgent and important (Fire fighting)
- 2 Important but not urgent (Quality time)
- 3 Urgent but not important (Distraction)
- 4 Neither urgent or important (Time wasting)

(Taken from Teal Trust Time Management)

### **Dealing with paperwork**

Paperwork needs to be dealt with as quickly as possible most incoming mail or email will have a date stamp on or computer dated. I prioritise these into urgent appointments for the diary information to be filed i.e. health and safety reports any leaflets or advertising if not needed or take down telephone numbers can be shredded to stop them reappearing again.

Delegating tasks to help time management needs to be planned before consulting staff. Knowing staff's skills and abilities prior to delegation will ensure staff are confident and competent in what is requested. If I am unsure on what staff to use some teams use a buddy-up system where for a short period of time one person will shadow another staff member to learn new skills although at the time this may stretch resources it will prove more time efficient when the staff team become fully trained in a short time.

### **Summary**

In summary I feel my planning and time management is quite good although there are always improvements that can be made. Since starting to write this assignment, I have used the time management prioritisation grid and it works very well.

## **PART C - BUILDING AND MAINTAINING POSITIVE WORKING RELATIONSHIPS**

### **Introduction**

As a first line manager I have quoted many times “We all have to come to work for varying reasons but while we are here lets make it as enjoyable as possible” Usually relationships can be built from that statement. The objective of my establishment is to promote good relationships with outside agencies and internal staff at all times.

### **Leadership styles**

Within my self study guide it explains the leadership styles for use in management. My job description states I should be able to lead, direct and support. People always want a leader whether to respect or challenge. Different management styles need to be used in a changing environment. For example, if a member of staff is abusing or not carrying out CSCI regulations, then an autocratic style is required. In the unfortunate situation where a resident dies, then a more supportive style is required.

### **Building and maintaining positive working relationships**

My self study guide gives information about four key issues to promote good relationships. I will explain what they mean to me.

- **Respect** - Swindon Borough Council promotes equalities at all times. All staff are treated equally and the general guide is to treat somebody as you would wish to be treated yourself which equals respect
- **Trust** - In our organisation we are working with vulnerable people therefore trust is of the utmost importance any incident that raises an issue over a position of trust causes problems .All staff have a criminal record check before commencing employment and this is repeated after two years
- **Co-operation** - The tasks within the establishment would not be completed if staff did not cooperate with each other. Staff have empathy with each other over the workload during their shift and teamwork is promoted. In times of emergency an “all hands on deck” leadership style is used which all staff appreciate
- **Openness** - This is promoted from the manager down. Staff would not be able to work not being able to discuss matters as a team respecting confidentiality staff are as open as possible with families and outside agencies

### **Informing people of expected standards of work and behaviour**

To achieve good team relationships and results everybody needs to know what they are doing and how to do it. In my work area this is achieved by:

- Induction process
- Business plans
- Behaviours are discussed in appraisals
- Senior staff should be role models
- Supervisions and appraisals completed

The working atmosphere has to be and is relaxed and informal most of the time. Team meetings are regular and everyone gets a chance to contribute to the needs of residents and staff. CSCI standards are regularly discussed and informal meetings are held where everyone again gets a chance to contribute on how the standards might be met.

## **PART D – HEALTH AND SAFETY**

### **Introduction**

A large organisation such as Swindon Borough Council health and safety is of paramount importance. Staff have health and safety awareness induction before they can start in any premises. They are introduced to laws affecting the workplace. The health and safety at work act of 1974 is explained and also confirmed this is criminal law. If Directors of S.B.C were found to be failing it could result in a corporate negligence prosecution.

It is made clear to all staff that the responsibility of health and safety is firstly with the employee who is responsible for themselves, colleagues, residents and outside agencies they are also responsible for following any safety precautions put in place by the employer. Generic risk assessments are in place. If an activity requires its own risk assessment then the safety officer is consulted risk assessment completed and staff made aware of the safe systems of working.

### **Industry-specific laws**

In my own work environment training is provided for specific laws:

- Display screen equipment for all staff who use computers
- Manual handling/People handling - Assistance is given to transfer residents
- Substance hazardous to health (COSHH) - staff aware of chemicals and hazardous products and safety information on them
- Personal protective equipment (PPE) - Gloves and aprons are supplied as we deal with bodily fluids
- Hazard analysis critical control point (HACCP) - Kitchen use to stop contamination of food and paper trail all deliveries

### **My role as a first line manager**

As a manager I attend a course which explains all the annual checks needed this is discussed with senior team to ensure systems are in place to document these. Links to a computer diary would ensure alerts are given at the appropriate time. Fire alarms are tested and drills take place, all paperwork has to be correct to give to fire brigade in the event of a fire. Systems are in place to run taps which are not frequently used to lessen the risk of Legionnaires Disease.

During supervision staffs own health is discussed as we work with mental health the risk of stress is high. As with any problem alerted with health and safety the appropriate action is taken if stress is indicated a referral will be made to occupational health department. Other problems will be dealt with using the correct pathway alerting the health and safety officer.

## **What I would do if I found a problem**

I will use the HSE five-step model to explain what I normally do:

- Step 1 – Carry out a safety audit – This involves a variety of activities but mainly involves me looking out for problems and ensuring I know who to report them to. It also involves making sure I have a first-aider on duty and people are trained in such activities as manual handling
- Step 2 – Determine likely causes of accidents – Recently I determined that our fire exists might cause a possible accident. Our fire doors have a notice on them saying “push to open”. Whilst this seems innocent to staff, it may be that a resident reads it and acts upon it and opens the door. This means that they end up outside and anything can happen to them
- Step 3 – Staff training – In this case it is not necessary. The people who need to be trained are the residents but they are not mentally aware enough
- Step 4 – Carrying out risk assessment – I looked at:
  - What the hazard was – opening into the main road
  - Who might be harmed – residents
  - Deciding whether current precautions were sufficient – no
  - Recording my findings – in our risk assessment register
  - Reviewing assessment – every week

Having carried out the risk assessment and discussed it with team members it was decided that it was important that fire doors were indicated as such but that we must find some way of residents opening the doors. We decided that the doors would be colour-coded red and that all staff were to be informed of this change. Red meant fire door to staff but nothing to residents

## **BIBLIOGRAPHY**

KD Training Solutions, Learner Self Study Guide for Chartered Management Institute Diploma in First Line Management, Unit 3001 dated 1 October 2008

Time Management, Teal Trust - <http://www.teal.org.uk>

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**Personal Development Plan (PDP)**

**Development Goal**

To develop my delegation skills by the end of March 2009.

**How will this be achieved?**

Learning more about delegation and discussing the issue with my line manager. I will then try it out and make some notes in a learning log and use the log for my weekly review sessions with my line manager.

**Where will it take place?**

At the home

**When will it take place?**

January 2009 and end March 2009

**Who will support me?**

Colleague and line manager

**Reviews**

I will complete my learning log and use it for weekly reviews with my line manager. I will also seek feedback from my team members to see what they think about my development progress.