



KD TRAINING SOLUTIONS

in partnership with the
Chartered Management Institute



Diploma in Management and Leadership

Personal Development as a Manager and Leader
Unit 5001



Candidate Self-Study Guide

1 October 2008

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THE DIPLOMA IN MANAGEMENT AND LEADERSHIP

Welcome to The Chartered Management Institute Diploma in Management and Leadership that has been specifically designed to meet your needs whether you are a first line manager, new middle manager, thinking of working in such a role or looking to expand your management potential and business knowledge. It provides you with an excellent opportunity to network with other managers and become more effective in self-development, managing information, people, operations and resources.

Before you start work on the programme, please make sure that you read this introduction thoroughly so that you fully understand what you have to do to be successful.

This qualification was revised on 1 September 2008 and consists of the following core and optional units:

Core Units:

- 5001 – Personal development as a manager and leader
- 5002 – Information based decision making
- 5003 – Performance management
- 5004 – Resource management
- 5005 – Meeting stakeholder and quality needs
- 5006 – Conducting a management project

Optional Units:

- 5008 – Marketing planning
- 5009 – Project development and control
- 5010 – Human resource development

For the purpose of your Diploma in Management and Leadership, you will be studying the 5 mandatory units (plus 5006 – an integrated project) and 5008, 5009 and 5010.

Each Unit is presented to you in a separate candidate self-study guide and should be used in conjunction with the monthly workshops and personal research.

This guide contains some basic information, followed by some questions and it should take you between 10-30 hours to work your way through, depending on the topic and whether or not you attend the relevant workshop. If you make some notes against the questions and add this to your research which you will have the relevant knowledge to complete your work. The total time required will also depend on your experience and should become less as you progress through your programme.

The dates that you are required to hand in your work are clearly marked on your programme so please make sure you become familiar with them and make every effort to stick to them. Essentially, you will be required to bring one completed piece of work to each monthly workshop (unless it is the project workshop) and if you do have problems, however small, please do not hesitate to contact us.

Having completed all core units and 3 optional units to the appropriate National Occupational Standard you will be awarded the Diploma in Management and Leadership.

PERSONAL DEVELOPMENT AS A MANAGER AND LEADER

UNIT 5001

Unit Overview

This unit is about improving individual management and leadership skills and competencies against objectives

Aim

The overall aims of this Unit are to help you:

- Assess and plan for personal professional development
- Be able to plan for the resources required for personal development
- Be able to implement and evaluate your personal development plan
- Be able to promote healthy and safe working practices

Level

5

QCA Unit Number

R/501/5033

Credit Value

6

Learning Outcomes

Each topic has a set of learning outcomes that you will be able to achieve by the time you have worked your way through this self-study guide. Attended the relevant workshop and carried out some research.

At the end of this Unit, you will have the knowledge and understanding of how to:

1. Be able to assess and plan for personal professional development
2. Be able to plan for the resources required for personal professional development
3. Be able to implement and evaluate the personal development
4. Be able to promote healthy and safe working environment

Unit Contents

This Unit contains 4 parts:

Part A – Personal development planning and evaluation
Part B – Managing resources to achieve your personal development
Part C – Health and safety in the workplace
Part D – Unit summary

PART A – PERSONAL DEVELOPMENT PLANNING AND EVALUATION

Objectives:

At the end of Part A you will be able to:

- Explain the purpose and benefits of personal development
- Carry out an analysis of your personal development needs
- Set yourself some SMART development objectives
- Identify learning opportunities that match your preferred learning style
- Gain support for your development
- Monitor and evaluate the effectiveness of your development
- Construct a Personal Development Plan (PDP) containing achievable but challenging goals

Introduction

Here are a couple of quotes that might start us off well:

“the perfection of one’s self is the fundamental base of all progress and all moral development”
Confucius (c551-479 BC)

“any power must be an enemy of mankind which enslaves the individual by terror and force, whether it arises under the Fascist or the communist flag. All that is valuable in human society depends upon the opportunity for development accorded to the individual” Albert Einstein (1987-1955)

The words self and development are an important starting point because “self” indicates an individual and all individuals are different and unique. Development indicates some kind of growth or improvement. In the 21st Century, the only things that are certain are death and change and, in addition, there is no such thing as a “job for life” any more so you should be ensuring that you are employable in the future.

Self-development should be a lifelong process and it can sometimes be a rather complicated and heart rendering process because it is about you. It also involves you taking responsibility for your own development rather than wait for your organisation to do it for you.

Why Develop?

The term self-development is now gradually being replaced by the term “continuous development” which, according to the Institute of Administrative Management, is because of the effect of change. The pace of change steadily increases and you may find you change your job several times during your career. This means that you need to acquire new knowledge, skills and abilities on a regular basis.

It is important that you are also aware that that few organisations can afford the volume of off-the-job training which would be needed to keep all their staff completely up to date on all aspects of their current and potential work activities Gauci P (2005). Having said that keeping knowledge, skills and abilities as up-to-date as possible has to be better than being behind.

Benefits of Continuous Development

There are many benefits of continuous development, some of which are listed below:

- Enhancing your credibility
- Adding value to the service you offer
- Improving your career prospects
- Creating a more satisfying lifestyle

If you continuously develop your knowledge, skills and abilities you should be:

- More positive both at work and in your private life and are prepared to take on tasks, seeing them as challenges rather than just “things that have to be done”
- Confident in your abilities to do things which is particularly important as things change on a regular basis
- Able to cope with the pressures of daily life much better than those whose knowledge, skills and abilities are out of date

The Self-Development Process

There is a simple process that starts from you gathering information on your current knowledge, skills and abilities right through to producing a personal development plan that guides your development. Here is a typical self-development model:

- Gathering current and historical information on your knowledge, skills and abilities
- Identifying any gaps in the competencies you need to carry out your job role or life in general
- Examining your personal competencies to discover areas for development
- Setting yourself development goals or objectives
- Finding the right learning opportunity to help you achieve your goals
- Utilising the relevant people to support and monitor your development
- Evaluating your level of success
- Producing a Personal Development Plan (PDP)

After you have completed Part A, you will be in a position to examine your own development needs and produce a personal development plan that you can follow. Let's begin the process by looking at how you can gather current and historical information, identify gaps in your job competencies and analyse your personal competencies.

Gathering information

If you wish to develop your knowledge, skills and abilities, you have to start somewhere. In order to make informed decisions about what your next step should be, you need to gather both historical and current information about yourself and examine both your job and personal competencies. One way of doing this is through the use of questionnaires such as:

- A personal profile that identifies what you have achieved so far
- A job-related competency list that determines what knowledge, skills and abilities you can develop to do your job better
- A personal competences that you can use in any job
- Your latest appraisal
- Your job description and CV
- Discussions with your line manager

Personal Profiling

Personal profiling is about gathering as much information about what you have achieved to date and is an excellent starting point for your development. Below is a list of the general headings contained in a personal profile:

- Career history
- Education and general qualifications
- Current job responsibilities
- Future career plans
- Skills and abilities
- Working preferences (including learning style, team role, leadership style and personality trait)
- Experience as a learner
- Interests and hobbies

A blank personal profile is at Appendix 1 and a completed example is at Appendix 2.

Job Related Competencies

If you have a job description, the key tasks of your job and the related targets should be contained within it. It is against these tasks that you can assess your own competencies and look for the gaps that need development. This is a relatively simple activity and can be found at Appendix 3.

Personal Competencies

Personal competencies are those that you need to carry out your job and these may vary according to how much your role changes over the years. There are, however, many such as 'assertiveness' that you will require in your role as a manager, regardless of those changes. You could probably list hundreds of personal competencies but generally they tend to fall under the 10 headings listed below:

- Acting Assertively
- Acting Strategically
- Behaving Ethically
- Building Teams
- Communicating
- Focusing on Results
- Influencing Others
- Managing Self
- Searching for Information
- Thinking and Taking Decisions

At Appendix 4 you will find a questionnaire covering the 10 areas above and you should complete it and put this information together with your personal profile and job competencies as all 3 together will form the base of your personal development planning.

Setting development objectives

Now that you have gathered all sorts of information about yourself it is time to identify, in a clear and concise way, exactly what areas you require development in. This is achieved by examining in detail your information and producing development objectives or goals which can be short, medium or long term.

Most people don't set personal goals because they claim not to have the time, feel that they might be tempting fate or perhaps feel like a failure if they don't achieve them, yet Tracy B (2003) defines happiness as "The progressive achievement of a worthy ideal, or goal." When you work progressively, step-by-step toward something that is important, you generate a continuous feeling of success and achievement. You feel more positive and motivated. Is that not what you want out of life?

Back in the 1950's, a study was done with a group of Yale graduates. Each was asked whether or not they had goals for their future -- and specifically if they had written them down. Only 3% of these graduates had specific, written goals.

Years later, when a follow-up study was done, the researchers found that the 3% who had written down their goals not only achieved much of what they originally wanted, but their net worth was as much as the other 97% of their class combined!

SMART Goals

Any type of objective or goal needs to be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bound if it is to succeed and although Lewis Carroll's masterpiece, Alice in Wonderland is frequently (and mistakenly) considered to be for children only, its pages contain many basic lessons in life. Take, for example, this wonderful little excerpt...

"Is this the right way?" said Alice to the Cheshire cat.

"That depends a lot on where you want to go," said the cat.

"I don't know where I'm going," said Alice...

"Then it doesn't much matter which way you go," said the cat.

Have you every found yourself walking, talking, working, and getting by just fine without ever really knowing where you were really going? That's exactly how life is for the 95% of people who don't set SMART goals!

Using the SMART process your goals need to be:

- **Specific** in order to be of any use -- you can't just say you want things to be better. "Better" is not specific and cannot be measured
- **Measurable** in that you can clearly see you have moved from one state to another. There is one old saying that goes "if you cannot measure it, it is not worth doing"
- **Achievable** because setting a goals that are totally unachievable will probably only bring disappointment when you fail to reach them
- **Realistic** with the resources that you have at your disposal i.e. time, support, materials, facilities, knowledge etc
- **Time-bound** otherwise you can "go on and on and on" to quote Abba from the 1980's

There are many versions of SMART and this is just one. When you are researching the topic, use the one which you can relate to best.

How do your current objectives or goals in life stand up to the SMART process?

Development opportunities

You have now identified where you are at the present time and agreed one or more SMART development goals that you can work towards achieving. The next logical step is to decide which would be the best learning opportunity for you as an individual.

You will recall the learning style questionnaire you completed during your induction and how that highlighted your preferred way(s) of learning. You should, therefore, try to find development opportunities that suit your particular style as near as possible in order for you to get the best out of them.

There are a range of opportunities that are available that will help you with your personal development. Basically, a development opportunity is any activity where learning can take place but to expand on this, listed below is a range of such opportunities grouped under different headings:

Development Method	Strengths	Weaknesses	For use with
Full or part-time courses (like this one!)	<ul style="list-style-type: none"> • Systematic because it is structured learning • Share issues with other managers • You get a certificate 	<ul style="list-style-type: none"> • Requires time off work • Could be expensive • May not relate directly to your own organisation 	<ul style="list-style-type: none"> • Meeting individual rather than organisational needs • Meets long term rather than short term needs
Open or Distance Learning Courses	<ul style="list-style-type: none"> • Again systematic • Also allows sharing with other managers • You also get a certificate • Fits in with work 	<ul style="list-style-type: none"> • Could be demanding • May not relate directly to your own organisation 	<ul style="list-style-type: none"> • Meeting individual rather than organisational needs • Meeting long terms rather than short term needs
Secondments	<ul style="list-style-type: none"> • Arranged at short notice • Ensures practical and relevant development 	<ul style="list-style-type: none"> • Content difficult to control • No formal certificate 	<ul style="list-style-type: none"> • When time is of essence
On the job	<ul style="list-style-type: none"> • High relevance to team's work • Helps maintain motivation 	<ul style="list-style-type: none"> • Demanding on the supervisor • May interfere with normal work 	<ul style="list-style-type: none"> • When work is relevant to the team • When a supervisor is available

The above is an extract from Freeman R (1995) – Developing Practice: A Guide for Nursing Development Units, London

Other development opportunities include:

- Coaching
- Mentoring
- Appraisal
- Trial and error
- Delegation
- Job rotation
- Brainstorming
- Team building exercises
- Reading

There are, of course, many more that you will come across when you do your research.

Linking your Development Opportunity to your Individual Learning Style

To get the very best out of a development opportunity, you should link it to the way you prefer to learn.

To remind you, make a note of the results of your learning style questionnaire, the learning methods you prefer and the ones you would prefer to avoid:

Support, monitoring and evaluation

There are some simple reasons why people have trouble when developing their knowledge, skills and abilities and they are centred on assuming that you must do it yourself or that it is some kind of test to see if you can do it. But why put yourself through a pain barrier that could be avoided?

You are not the first to develop yourself and you will certainly not be the last so why not use the experience of someone who has done something similar to this before or knows someone else who has?

The second issue is the lack of monitoring because if you have someone else monitoring what you do, you tend to be more motivated to do it. This person is invaluable, especially as they do not even need to know exactly what you are doing other than “when and where”.

It is also a poor manager who never reflects on what they have done in order to learn lessons for the future, so evaluation gives you an opportunity to make future development easier to carry out.

Let's first differentiate between the words we are using - support, monitoring and evaluation. Support, is defined in the Concise Oxford Dictionary as “prevent from falling or sinking” whilst monitoring seen an on-going process to ensure that you are progressing towards your agreed development goal, in other words, it measures progress. Monitoring also enables problems to be identified and resolved and possibly the revision of goals if necessary. Evaluation is a one-off activity about looking back to see whether your plan worked, what went right and what went wrong. Now, let's look at each one in more detail.

Gaining support

There is a whole load of people who might be able to offer some help whilst you are completing development in general and you might as well start with this unit. Regardless of who they are, they must be in a position to have a positive effect on the outcome of your development. These people could be:

- Members of your team
- Your line manager
- Managers from other departments
- Senior managers
- Internal training staff
- Family and friends
- Staff from KD Training Solutions

Monitoring development

In order to make sure you stay on track, it is important that someone, other than yourself, monitors and measures your progress and effective monitoring can only take place if:

- Your goals are SMART in the first place
- The review procedure is effective whether informal or formal depending on the complexity of the goal and associated activities
- You are given feedback that is constructive not destructive (as you will read later in this unit, destructive feedback is continually raising only negative issues)

Two common methods used to monitor development are:

- **The development review** - A development review could be carried out between you and your line manager or personal coach at any of the following times:
 - During an annual performance appraisal
 - When your organisation, your department or your team changes strategy
 - If you move from one job to another
 - If a problem occurs
 - On an agreed basis

From time to time you will also review your progress on your Diploma with staff from KD Training Solutions. Your review should contain a simple agenda that will help you:

- Focus on the main items
- Keep a record of your progress
- Record any changes you need to make to the PDP (if necessary)
- Highlight any points that you need to action (i.e. speak to someone, read something etc)

Do you have a development review process in your organisation? Does it include the items listed above? Does it contain something else? Who is supporting and monitoring your progress on the Diploma in Management?

- **A learning log** - A learning log helps you to reflect something that has occurred and record what you felt about it at the time. This reflection provides information for making improvements to future activities but you should be aware that not everyone likes this method and may find it very tedious and boring. Your learning style will indicate whether this method suits you but if you choose a learning log, you might want to include the following:
 - Details of the event that occurred
 - A record of your reactions at that time (i.e. your feelings and the way you reacted)
 - The learning points that occurred whether planned or accidental
 - Anything that you conclude and a list of what you need to do about it

Evaluating development

We have already differentiated evaluation from monitoring by stating that it is a one-off activity that measures outcomes and not on-going activities, at the end of a development period. It is important and essential that you discover whether you have achieved your desired objectives, what objective or objectives you should strive for next and if there are any lessons that can be learnt from the whole process that can be incorporated in any future development.

According to the Concise Oxford Dictionary, evaluate means to “appraise” or “assess” and there are several reasons why you should appraise or assess the effectiveness of your development. For example, it is worth evaluating whether:

- Your initial objective(s) was/were SMART and that you achieved or got close to achieving it/them
- The development activity that you chose matched your preferred learning style
- You are better able in the development area you chose than you were before you started
- The activity was cost effective
- You chose the right people to support you
- The system used to monitor your development was effective
- You are now in a position to apply your development to your job
- You would follow this approach again (using any lessons learnt)

Have you recently completed any kind of formal development? If so, what support did you receive? How was your development monitored? What evaluation took place?

Putting it all on paper

Having established the areas you need to develop in, putting together your development objectives, choosing the relevant development opportunity, gaining the right support, setting up a monitoring system and be aware of what you need to evaluate at the end, it is important that you now commit it all to paper. This is particularly important for complex or long periods of development and as it provides you with a permanent record and can be used in the monitoring process.

Such an activity is often referred to as a Personal Development Planning (PDP) and according to the Chartered Management Institute “results from establishing what you want to achieve or where you want to go, in the short or long term and identifying the need for skills, knowledge or competence”. Please remember though that a plan is only a guide and should be revised if circumstances dictate.

What is contained in a Personal Development Plan (PDP)?

There are some very distinct benefits of preparing a PDP, like providing a schedule to work to, motivating you towards success and offering a framework for both monitoring activities and evaluating achievement.

If you work in an organisation where personal developing planning is already done and it is different from what you are about to read, don't worry, use this as an alternative viewpoint.

A PDP is a relatively simple document and should normally contain:

- Your SMART development goal
- Details of how your goal will be achieved
- When and where the activities will take place
- What resources and facilities you require
- Start and completion dates
- Who else is involved in the plan, whether they are needed to agree with it or simply provide support for it

You will need a separate PDP for each development objective, unless they are connected in achieving the same overall aim.

As with most things, PDPs have problems as well:

- Like completing your first assignment, “getting started” in a constructive way is often quite difficult!!
- You may have to pay attention to development activities that did not seem important to you in the past but are now (like management development!!!!)
- You need to be aware of being too demanding or unrealistic and you must carefully weigh up the balance between work, rest and play

Do you already have a personal development plan? If so, what are your development goals? Are they SMART? How do they compare with what is suggested above should be contained in a PDP? Do you have a PDP for your Diploma in Management?

You will find a blank PDP for your use at Appendix 5 and an example of a completed one is shown below:

Development goal:

To complete the Diploma in Management awarded by the Chartered Management Institute by the end of July 2009

How will this be achieved:

By attending a series of monthly workshops at a local company whose syllabus is primarily activity based.

Completing one piece of work each month and an integrated project.

Support:

My line manager has completed his MBA and has agreed to help me complete my objective

Where will the development take place?

KD Training Solutions based in Swindon

What are the dates of the programmes?

Start on 10 October 2008 and finish on 31 July 2009

Reviews:

Reviews will take place after each monthly workshop and 1 week prior to the submission of a piece of work. These reviews will take place with my line manager

Signed:

Signed:

Date:

Date:

Updating your PDP

Remember that your PDP is only current on the day it is produced and may have to be changed depending on the circumstances. It is possible that events might overtake what you have planned and your PDP requires amendment.

It is also possible that other items on your PDP may overtake the schedule you have produced. It may be because of time constraints, a new job that has arrived or the original resources (time and money) are now not available. This means that you have to re-prioritise your PDP to keep it up-to-date.

Making a case for development

Having worked your way through the personal development process, it is now time to present your case to your line manager for approval. This can be done on an ad hoc basis or via your appraisal process. In addition to putting forward your request for development, you also need resources to ensure success and this could be the form of money and time off.

From a time point of view, not many people have the luxury of being able to take time off and someone else does their job for them. This may mean that you will have to manage your work time better in order for you to attend a learning opportunity to achieve your development objective(s). In Part B you will see a section on time management that will provide you with the opportunity to manage yours better to enable you the time for personal development.

PART B – MANAGING RESOURCES TO ACHIEVE YOUR PERSONAL DEVELOPMENT

Objectives:

At the end of Part B you will be able to:

- Understand the importance of taking control of your time
- Calculate how effectively you are using your time at the moment
- Manage your time better to allow you to achieve your objectives
- Delegate work effectively to help you use your time better

Introduction

Throughout your career in management, you will find that there are some key resources you have at your disposal and it is important that you use them effectively.

Think about the times when you appear never to have any time to do anything. We all work in a world where time is very precious and cannot afford to waste it. The problem is we all do!! How good are you?

In addition to the various methods that can be used to manage time, the ability to effectively delegate work to your team members is vital. The problem is that most of you reading this page are probably thinking, "I can do it better myself, so why ask anyone else?" In many cases, it is a good response and quite possibly you might be able to do it better yourself. The problem is; what happens when you are not there? Does the job not get done or is it carried out incorrectly because someone was asked to do something they know little about?

If you can master both of these topics you will go a long way to making your job as a manager much more fulfilling, so let's have a look at each one in more detail.

Time management

Let's start with some quotes on time management:

"People in the West are always getting ready to live" Chinese Proverb

"The golden moments in the stream of life rush past us and we see nothing but sand; the angels come to visit us and we only know when they are gone. It is never too late to be what we might have been"
George Eliot

Here is an excerpt from "The Value of Time":

"Every morning we are credited with 86,400 seconds. Every night those not used are written off as lost. There is no balance, none carried forward. There is no going back and no "drawing" on tomorrow. Make the most of today"

"To realise the value of one year, ask a student who failed an exam
To realise the value of one month, as a mother who had a premature baby
To realise the value of one week, ask the editor of a weekly newspaper
To realise the value of one hour, ask two lovers who are waiting to meet
To realise the value of one minute, ask a person who missed the bus
To realise the value of one second, ask a person who just avoided an accident
To realise the value of one milli-second, ask the person who won the silver medal"

Remember, time waits for nobody. Yesterday is history. Time is today's gift, that is why is it called the present.

According to Cole GA (1998), effective time management is fundamental to job performance and involves utilising time to create maximum personal effectiveness and efficiency. There are several other definitions of what time management is such as:

- Making the best use of time
- Getting more done in the time available
- Spending more time on important aspects of the job
- Avoiding last minute rushes

All of these definitions are right in many ways but if they are put together they add up to:

“Taking control over your time and making sensible decisions on how to use it effectively”

A survey of UK managers carried out by Cole G A in 1995 revealed that most managers worked more than their allotted hours due to downsizing and restructuring and had to carry out many administrative tasks that were previously done by now extinct support staff. The biggest effect was on those people like you at middle management level!!

The survey also revealed that managers do not spend nearly enough time planning for the future, did not use technology efficiently, had difficulty differentiating between the priorities of tasks, did not delegate effectively and experienced problems handling meetings. Interestingly enough, most of these issues are discussed in this Unit and those that are not, are discussed in other Units!!

Most people tend to deal with time management in two ways. Either they hope there will be enough or as the definition above suggests, they take control of it. Without doubt, taking control of your time helps you manage your workload better, progress from one job to another without panicking and achieve the results you seek.

A typical process involved in finding out whether you are making the best use of your time is offered by the Chartered Management Institute:

- **Finding out how you are using your time at the moment** - This can be achieved in many ways but a simple way is to look back through your diary or any type of work log that you use over a period of about 2 weeks and ask yourself some basic questions:
 - How much of the activity was planned and how much was unplanned?
 - How accurate was your planning i.e. did you complete all your tasks?
 - How much time did you spend on activities that could have been delegated?
 - At what time of the day do you appear to be work at your most efficient?
 - How often and what type of interruptions did you have?

Have a look at your diary or worksheets and make some notes related to the discussion above.

- **Determine from your investigation, where your problems occurred** – What was it from the questions above which are causing your problems and making you inefficient? Try to look from an external and an internal point of view. What external factors were beyond your control and caused you problems? What internal factors, such as bad planning, lack of assertiveness, unwanted callers and procrastinating (putting things off) caused you problems?

What problems did you encounter during the two week period? How much time did you feel you lost and what happened as a consequence?

- **Be clear what your objectives are** – If you have a written job description go over it again and determine exactly what you are required to achieve in the form of tasks, targets and standards. See if there are things you are doing that someone else should be doing and speak to your line manager to clarify this issue

Write down your key objectives then look at them. Is this what you have been concentrating on or something else?

- **Dealing with external issues** – If you find that external factors such as those described above are causing you problems, perhaps you might try:
 - Setting up service level agreements with other departments so that everyone knows what is required of each other
 - Making sure that you have a complaints procedure and that it is as efficient as possible
 - Asking colleagues to be more concise when giving written or oral reports
- **Tackling internal issues** – This is where you can make much better use of your time by addressing the following:
 - **Planning** – Look at the way you currently plan and check whether you are:
 - Mapping out your work at least a week in advance
 - Spending a few minutes each morning planning your day
 - Adjusting plans that are not working properly
 - Building some ‘slack’ time into your day so that you are not running from one task to another
 - Plan some relaxation time at work because working solid from 8 to 8 will catch up with you in the long run
- **Prioritising objectives** – There are many ways of prioritising objectives but the important thing for you is that you do rank them in some kind of order so you can approach those you should do first. Some people simply rank their priorities A, B or C or decide which are important compared to those that are urgent. Others compare each objective to each other and award points for which needs doing first and at the end of the comparison, the highest scored objective should be done first. You should also be firm in rejecting those objectives that are not your responsibility as already explained

How do you prioritise and plan the things you have to do?

Delegating routine tasks

Are you still doing some tasks you did before you were promoted? Are there any routine tasks that you “like” doing that could be done by someone else? Are there jobs that other people can do better than you? You need to look closer at your staff and work out who could do what based on their skills and experience. Once you have done this, make your objectives clear to them and decide whether you will plan the task, help them plan or leave it completely to them. Your next task is to monitor what they are doing and evaluate how well the delegation went i.e. was the task achieved on time to the standard required? Although we have discussed delegation briefly, it is worth going into some details because it is a vital management skill that might not come easily to you and, as Cole G A (1996) states “many have all too often done something themselves instead of delegating it”.

Delegation, according to Daft R (2000) is the process managers use to transfer authority and responsibility to positions below them in the hierarchy. Bartol K. M. and Martin D. C (1998) define responsibility as “the obligation to carry out duties and achieve goals related to a position” and authority as “the right to make decisions, carry out actions and direct others in matters related to the duties and goals of a person” They also add ‘accountability’ to Daft’s definition, which they suggest is “the requirement to provide satisfactory reasons for significant deviations from duties or expected results”.

Delegation is, therefore, the process of transferring authority, responsibility and accountability to someone else (bearing in mind, of course, that you are ultimately responsible for the task being completed properly and on time).

Benefits of Delegation

There are many benefits to delegation such as:

- Allowing you to plan and organise work
- Paying attention to your own development and that of your team members
- Trying out people who you consider are in line for advancement
- Using the skills of others, especially if they are better than you

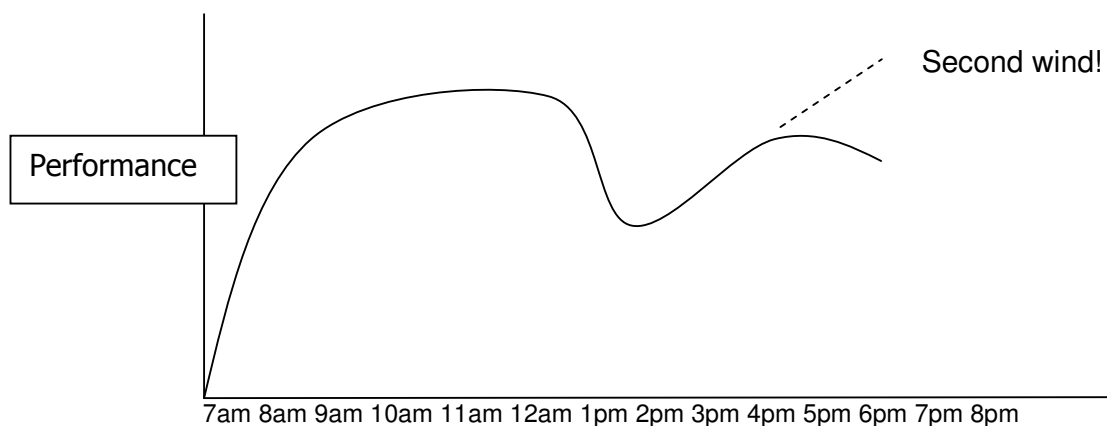
Guidelines to Good Practice

Simple guidelines are offered by many people but they all seem to say that you should:

- Decide what tasks within your areas of responsibility could and should be delegated
- Ensure that you select the people with the right knowledge, skills and abilities
- Brief them carefully, ensuring that they are very aware of what you require (SMART objectives)
- Plan for job for them, let them plan the job or involve them in a joint planning process
- Let them get on with the job!
- Set up a monitoring process where they report progress to you on whatever timing basis you both consider appropriate
- Reflect back on the whole process and ask yourself:
 - Should the job have been delegated?
 - Did I select the right person?
 - Were they sufficiently briefed?
 - Did they really know what they needed to achieve?
 - Was the planning process effective?
 - How did I monitor the task?
 - Was the task achieved to the standard required?
 - Would I do it the same next time?

Make a note of the routine tasks that you could delegate but currently do not:

- **Reviewing how you work** – Are you the sort of person who attempts a large task all at once? Why not break it down in smaller, manageable tasks and concentrate on one job at a time? Try to avoid those interruptions which take up so much time by asking your secretary (if you have that luxury) or other staff to keep unwanted callers away. Try talking to people rather than writing them memos and if you can work at home one day a week. We all work better at different times of the day and it is important for you to know when you work best. This is the time when you should be working on complex tasks or ones that require your best efforts. Have a look at how body clock can be used to manage time more effectively:
 - **Your body clock** - Your body clock is a tiny cluster of nerve cells in the centre of your brain about the size and shape of a letter V. Located just above a major junction for nerves coming from the eyes, the clock relies on sunlight to keep you synchronised with planetary time. Interestingly, your body clock triggers you to get up in the morning, makes you predictably alert in the daytime, sleepy at night and hungry when you habitually eat. When you are well, body rhythms work in synchrony, like a finely-tuned orchestra. The problem is most people cannot tell the time, the body time that is. As a person, it is likely that you are a morning, midday or evening person and your body clock affects your mental as well as physical ability. Finding out how your body works i.e. its rhythms may help you decide when and where you should do certain things. Let's put this in simple terms – if you are a morning person, why not do the most complex tasks in the morning? To illustrate the body clock, look at the diagram on the next page and see how performance is affected:



You may be different from this. For example, you might not get tired at night but have what they call a “second wind”. You can, of course, train your body to work at different times, shift workers do it, but anything unusual like jetlag, throws your body clock out.

At what time(s) of the day do you work at your best? Which of your key roles do you or could you reserve for these times?

- **Make time to relax** – As we have already discussed, nothing but bad will come from overworking. Don't be afraid to take a 10-minute break or pop to the gym at lunchtime

Below are some other ways of dealing with things that cause you time problems:

- **Unexpected visitors** – These could be from unexpected sales people to staff with problems. They pop along when it suits them and not when it suits you might be afraid of putting them off until a better time is available. Some people suggest that you should:
 - Stand up and don't invite your visitor to sit down
 - Greet them politely but let them know how much time you can spare
 - If the topic obviously requires more than a short period of time, book a date in your diary and ask them to return when it suits you better
- **Telephone calls** – particularly those that seem to last forever! Perhaps you should plan your communication before you make it. Try to be assertive and don't be afraid to end the conversation with a polite comment
- **Meetings that start late and finish even later** – Be aware of this but there is no need to go into detail on this topic because it is covered in another Unit
- **Procrastination** – We all know what it is like when you know a job requires a lot of detail and time and you can't drum up the energy to do it so you leave it for another day. This is called procrastination and the problem is that the more you leave things, the more important they tend to become. The simple answer is don't put things off, get on with them!
- **Paperwork** - Is often referred to as the devil in disguise and as managers, you have to deal with a lot of it from memos to letters, project reports, quotes etc. Like procrastination there is little point in saving it for another day, just:
 - **Deal with it** – Look and deal with one piece of paperwork at a time. Maybe you could have standard replies such as “thank you ... it is being dealt with” or “yes I would love to”
 - **Delegate it** – We will be discussing delegation in detail later in this guide but if someone else can handle the paperwork better, then delegate it
 - **Dump it** – is a phrase often used immediately following “can I deal with it” and “can I delegate it”. You should ask yourself “would it really matter if I dumped it?” If the answer is not much, dump it!

Concentration

Concentration has been defined as the “ability to direct one’s thinking in whatever direction one would intend”. Obviously we all have the ability to concentrate for some period of time but we differ as individuals and at times our thoughts are scattered and our minds race from one thing to another. If you are the sort of person whose mind races from one thing to another, you need to practise concentration skills.

One thing that should be said is that we tend to concentrate on things we like and not on those things that we do not like. You must have been given a task to do that you do not like? What was your concentration like?

People sometimes refer to the phrase “concentration span” which is basically the time we can concentrate on a specific task before our minds wander off somewhere else! The art of concentration is to increase the concentration span and most people find that they can concentrate for about 1 hour. Imagine the difficulties of a sportsman, say a tennis player, who may have to concentrate for up to 5 hours at a time. Maybe that is one reason why some matches take so long to complete even though one player is clearly much better than the other.

In order to help with your concentration, you need the 3 basic skills listed below:

- **Stop** – Sounds simple! When you feel your thoughts are wandering off – stop what you are doing and gently bring your thoughts back. This skill takes a long time to master but eventually your ability to concentrate will get longer
- **Attending** – This is about not giving way to distractions and is sometimes referred to as “tunnel vision” or “focus”. If you are attending a workshop, keep your mind on what the tutor is saying, do not be distracted and don’t look directly at someone who keeps coughing or fidgeting. Try to ignore them
- **Worry Time** – Sounds strange but people who can “banish” worry thoughts until a time when they can worry about them, are better off than those who worry at the time the thought arrives. You may have heard the terms “I will worry about that when the times comes” or “I don’t have time to worry about that now” People who use these terms can concentrate better than those who worry all the time

There are many other ways in which you can aid your concentration and some of these can be found at www.kent.ac.uk/uelt/learning/on-line/concentration.pdf

What is your concentration like? How long can you concentrate for at one time? Is your concentration affected by your like or dislike for the topic? How do you handle it when you lose your concentration?

Time Slots

Another way of allocating work to your day is to use 'time slots' such as those detailed below:

- **Fixed time slots** - where you know that the time is definitely not available for anything else. This could be a Monday morning meeting between 9am and 10am and there is nothing you can do about it (production meetings for example)
- **Flexible time slots** – are those you reserve for answering phone calls, dealing with administrative matters, networking with colleagues, reading reports or preparing papers
- **Personal time slots** – are normally used for activities that help you achieve your personal work objectives and can only be done by you. Most managers do not allocate time to these activities but do them at weekends, but it is very important that you try and do them at work
- **Unexpected time slots** – Meetings may be cancelled or postponed or jobs that require completion may have timescales changed, so always prepare a list of jobs that need doing if some unexpected time occurs

How do you allocate and make sure that time is available for 'fixed' activities? When do you answer your phone messages? What time do you allocate at work, for personal work objectives? If a meeting is cancelled or you find yourself with some unexpected time, what do you do with it?

Managing your Diary

This depends on what type of diary you use. Most people today have electronic diaries and other people have access to them and can allocate time without your knowledge! If you put in the blocks as suggested above, though, they can only fill in the empty slots.

If you use an electronic diary:

- What slots do you allocate?
- What do you do when the system does down?
- How do you move around with details you need from your diary?
- Do other people have access to your diary?

If you operate a manual diary:

- Make entries in pencil so they can be easily changed
- Put in the full details not just a name or place that you will forget
- Don't just put 2.30-3.15 meeting – block out your diary from 2-15 to 3.30

If you use a manual diary, look at it. Are the entries in pencil? Have you recorded sufficient details? Have you blocked out time around meetings etc?

An Alternative Approach

We will end this part of the guide with an alternative way of handling time from Ricardo Semler, a Brazilian businessman who owns the world's most unusual workplace. In his book *Maverick*, he claims the following helps him maintain control over his time:

- **Begin at the end** – set a time to leave and stick to it
- **Sift through the pile of papers on your desk and sort them into 3 piles** - priority items can only be handled by you, items you will give to someone else and items you think you might like to look at. He used to look at all magazines religiously but now throws them in the bin and is prepared to be embarrassed if someone asks him if he read something in one of them
- **If you wish to throw things away** - without looking at them remember the comment made by Alfred Sloan the head of General Motors: “What is the worst thing that can happen if I throw this away?” If you don't tremble, sweat, or grow short of breath, go ahead and get rid of it!
- **Think hard before you accept invitations** – be prepared to say “I am sorry I can't make it, perhaps you would be kind enough to let me know how it went?”
- **Simple rules for meetings include** - start on time, don't start without setting a time to finish, go over the agenda in front of everyone and if a topic looks as though it is going to drag on, delegate it to someone and take it out of the meeting, never have meetings that last for more than 2 hours, do not allow interruptions unless it involves a customer problem and transform most meetings into telephone calls or e-mails
- **Do not return calls to people who are not customers** or who you feel you do not really need to talk to; they will either call one of your colleagues or give up (in which case the issue was obviously not important!)
- **Make time to think** – block out half a day a week on a Monday or Friday morning and plan. Don't do it in the office – camp out in a meeting room or better still stay at home. Thinking is difficult and requires concentration and discipline so give it the time it deserves – Aristotle would approve

What do you think about Semler's approach to time management? How could any of it work for you?

PART C – HEALTH AND SAFETY IN THE WORKPLACE

Objectives:

By the end of Part C you will be able to:

- Explain the key areas of Health and Safety at work
- Describe the key issues that should be involved in Health and Safety training
- Carry out a risk assessment in your work area
- Explain to what level health and safety law is applied in your organisation

Introduction

Workplace welfare is an inherent part of your business and should be a constant factor in your management policy, not just something that only happens when there is spare cash around and you have nothing better to do. It should also be a part of every decision that you make, especially as you may be held responsible for any problems that occur.

Generally speaking, workplace welfare revolves around:

- **The workplace** – Buildings should be structurally sound with adequate means for people to come in and get out in case of an emergency. Special attention should be given to the physical environment in which people work and that involves things such as lighting, ventilation, temperature and noise
- **Dangerous substances** – that may cause any kind of hazard should be stored properly and used in the correct manner at all times
- **Machinery** – should be safely guarded and there should be an approved, written procedure for every type. Also, the operators of machinery should be appropriately trained and their training should be updated on a regular basis. Machinery should have a specific maintenance programme and any work carried out must be by appropriately qualified people
- **Storage and handling** – Excessive manual handling of goods should be avoided, however, anyone involved should be properly trained in manual handling procedures and appropriate records kept regarding such training and subsequent re-training. Consideration should also be given to the proper storage of materials and that any relevant licenses are obtained
- **Ergonomics** – is also known as “human engineering” and ergonomists draw on the principles of industrial engineering, psychology, the science of human measure and biomechanics to adapt the design of products and workplaces to people’s sizes and shapes and their physical strengths and limitations. Armed with this complete picture of how humans interact with their environment, ergonomists develop the best possible design for products and systems, ranging from the handling of a toothbrush to the flight deck of the space shuttle. Two examples of ergonomics are noise levels and lighting:
 - **Noise levels** – are normally measured in decibels and there is a recommended level for every type of situation
 - **Lighting levels** – are measured in terms of illuminance and again there are recommended levels for different situations

Look at your own work area or organisation. Are the buildings fit for purpose? Are dangerous substances stored and used properly? Is machinery properly serviced and used correctly? Are people who need it, trained in manual handling? Are noise and lighting levels appropriate?

Health and safety training

According to the law, everyone in your organisation is responsible for health and safety and this means that they should be appropriately trained. Such training should include:

- The identification of hazards and risk assessment which we will be looking at in detail shortly
- Accident, illness, fire and explosion prevention and reporting
- Fire exits and associated fire equipment
- Safe working practices that relate to the types of work being carried out
- Safe working practices of all types of machines and equipment
- The safe handling of any kind of substances that are hazardous to health

- First aid procedures and the location of first aid appliances and materials
- Names and location of safety officers, safety committee members and any other staff formally responsible for health and safety

What Health and Safety training takes place in your organisation?

Carrying out risk assessment

The management of workplace welfare regulations state that all work activities must be risk-assessed and a competent person should carry out such assessment. The key issues are that:

- All hazards must be identified
- The risks involved must be evaluated
- Measures should be put in place to eliminate or control those risks

The Approved Code of Practice (ACOP) concerning this issue classes a hazard as “something with the potential to cause harm (including machines, substances, methods of work etc) and a “risk” is the likelihood that the harm from a potential hazard might be realised”

There are some excellent leaflets on risk assessment but a good place to start is www.hse.gov.uk/pubns/raindex.htm

The important fact to remember is that risk assessment is simply an examination of what in your work area could possibly cause harm to people in order to make sure that you have taken enough precautions to make sure nothing untoward happens. As mentioned earlier, it is law that risk assessments are carried out.

A key issue is to decide whether a hazard is significant and whether you have covered it with sufficient precautions to ensure the risk is small. In most organisations the hazards are few and simple and checking them is often common sense. If you own a small business and you understand what is involved then you can carry out the risk assessment yourself. In larger organisations the task would normally be carried out by trained safety representatives, safety officer or outside specialist consultants.

If you have specialists who carry out your risk assessments, then why not assess the way they do it and include that in your unit assessment?

Let's look at 5 simple steps recommended by the HSE to carry out a risk assessment:

- **Step 1 – Look for the hazards** – this is where you look for hazards (remember, anything that could cause harm). You could also involve the people you work with and/or safety representatives and quite often machines come with information regarding their safe operation and identify possible hazards. Try to ignore small issues and concentrate on significant hazards that could cause major harm to someone
- **Step 2 – Decide who might be harmed and how** – this could involve:
 - Young workers, trainees, new and expectant mothers etc who may be at particular risk
 - Cleaners, visitors, contractors, maintenance workers etc who may not be in the workplace all of the time
 - Members of the public or people you share your workplace with
- **Step 3 – Evaluate the risks and deciding whether existing precautions are adequate or more should be done** – this involves answering the following questions:
 - Is the level of risk high, medium or low?
 - Are you abiding by the relevant legislation already?
 - Are generally accepted industry standards in place?
 - Can you get rid of the hazard - if not how can you control the risks?
 - Can you try a less risky option, prevent access, organise work to reduce exposure, issue personal protective clothing or provide welfare facilities (i.e. washing facilities for removal of contamination and first aid)
- **Step 4 – Record Your Findings** – unless you have fewer than 5 employees then you do not need to record your findings however, it is always useful to keep records. Employees must also be informed of risk assessment findings. In your records you need to demonstrate that:
 - A proper check was made
 - You asked who might be affected
 - You dealt with all the obvious hazards
 - The precautions are reasonable and the remaining risk is low

Written records may come in useful if you are ever faced with any action for civil liability and they also remind you to keep an eye on particular hazards.

Step 5 – Review your assessment and revise it if necessary – because sooner or later new machines will arrive, new employees will be working in areas they are unfamiliar with, new substances may be introduced and new methods of working may be necessary etc. The main aim of review is to ensure that the precautions you put in place are working and that the risk remains low.

How is risk assessment carried out in your organisation? Who is responsible for the assessment? What records are kept? How often are hazards reviewed?

Health and safety laws

As a manager you are expected to have a broad understanding of the legislation relating to workplace welfare issues. Below is a brief description of some the key laws:

- [Health and Safety at Work Act \(1974\)](#) – This is the primary legislation which makes provision for securing the health, safety and welfare of persons at work, for protecting others against risks to health and safety in connection with the work activities of persons at work, for controlling the keeping and use and preventing the unlawful acquisition, possession and use of dangerous substances and for controlling certain emissions into the atmosphere; to make further provision with respect to the employment medical advisory service and to amend the law relating to building regulations to name but a few. This law came into to take the place of other legislation that was not only outdated but not being enforced. The Act applies to all at work, except domestic servants in private households, gives inspectors increased powers, creates a framework for regulations concerning different types of work and encourages employers to co-operate with employees in improving health and safety.

The main issues in the Act are:

- General duties of employers to their employees
- General duties of employers and self-employed persons to persons other than their employees
- General duties of persons concerned with premises to persons other than their employees
- General duties of persons in control of certain premises in relation to harmful emissions into the atmosphere
- General duties of employees at work
- Details of the Health and Safety Commission
- Bodies responsible for the enforcement of the Act
- What happens to people who break the law regarding health and safety at work
- [The Safety Representatives and Safety Committee Regulations 1977](#) – was introduced to give trades union the right to appoint safety representatives and give recognised trades unions the right to represent their members in consultation with employers. Towards the end of this year, the Health and Safety Commission (HSC) will be publishing a consultation paper setting out a framework of new regulations on Safety Representatives' rights and employee consultation. The main aim of the document is to bring together the rights of non-recognised trades union with those that are recognised
- [The European Six Pack](#) – is a set of 6 laws introduced in 1993 which are:
- [Management of Health and Safety at Work Regulations 1992](#) – which helps employers understand and relate the HSAW Act 1974 to their own workplace. It concerns how to carry out risk assessments, keeping records of health and safety planning, introducing procedures to cope with serious danger areas, providing health and safety information to everyone involved, ensuring that people who visit organisation are safe and the provision of safety training
- [Workplace Health, Safety and Welfare Regulations 1992](#) – introduced to cover the physical environment (such as lighting, heating etc) discussed earlier, safe passage around the organisation, suitable facilities such as toilets, storage areas, lockers etc and good housekeeping. You will cover the majority of these topics in your assignment
- [Display Screen Equipment Regulations 1992](#) – which is pretty self-explanatory and covers the safety of display screens, the place where people work (i.e. ergonomics referred to earlier), the length and timings of breaks from work, the information provided to employees regarding equipment use. You may be also be aware that certain jobs require eye sight tests and even the provision of spectacles at the expense of the employer
- [Work Equipment Regulations 1992](#) – covers the risks of buying new equipment, the maintenance of equipment, training of staffing using the equipment and the requirement to use safety guards, warning signs etc

- [Manual Handling Regulations 1992](#) – We have briefly touched on manual handling in our introduction but the important issues for employers is that they reduce manual handling to a minimum, ensure that all manual handling activities have been risked assessed and that adequate training is provided to employees
- [Personal Protective Equipment Regulations 1992](#) - concerns the wearing of clothing relative to the job being carried out. This may include such items as overalls, safety glasses, gloves, safety shoes etc

What elements of the European Six Pack apply to your work area? What improvements could be made? Are any safety regulations being misused or corners being cut in the interests of speed? Are there any other regulations that apply to your work area?

There are many other laws relating to workplace welfare and you can get such information from the Health and Safety Executive. The various booklets relating to the European Six Pack cost between £6 and £9 each and details of how to get hold of them can be found on www.ipaf.co.uk/members/health.htm

There are also some very interesting documents available from the Trades Union Congress available at www.tuc.org.uk

PART D – UNIT SUMMARY

Looking back on this Unit, you'd be able to:

- Assess and plan for personal professional development
- Be able to plan for the resources required for personal professional development
- Implement and evaluate the personal development plan
- Promote healthy and safe working practices

What Next?

You are now ready to have a go at the assessment for this Unit so you need to:

- Carry out some research and gather more information
- Make sure you attend the relevant workshop
- Follow the link from your resources page on www.kdtraining.co.uk to the assessment pack for this Unit. In your assessment pack, you will find a work brief containing all the questions you are required to answer, a marking sheet and an example piece of work

When you arrive at the next workshop you should bring with you:

- Your completed management report for this Unit
- A copy of your marking sheet (loosely attached to your report)
- A copy of your work brief (loosely attached to your report)

All 3 items should be handed to the tutor at the workshop and then they will be marked within 15 working days and you will receive a copy of your feedback by email.

At KD Training Solutions you will not get things wrong, you may just not do them right at the time. If you do not reach the required standard, you will be given an opportunity (after guidance) to resubmit the bit that you did not quite get right.

Good Luck!

PERSONAL PROFILE

PART A – CAREER HISTORY

Make a list of the last few jobs you have held and try to recall why you took that job, what your main achievements were, anything special that occurred and why you left:

Job 1:

Job 2:

Job 3:

PART B – EDUCATION AND OTHER QUALIFICATIONS

Make a note of what schools you attended, the qualifications you gained whilst there and also any certified courses you have attended or any that were quite long or detailed for which you may not have received a certificate. Also make a note of the knowledge and skills you acquired:

Schools Attended:

Qualifications Gained:

Skills and Knowledge Gained:

Courses Attended with no Certification:

Skills and Knowledge Gained:

PART C –YOUR CURRENT JOB

Make some notes about your key responsibilities and duties, any targets or goals you are required to meet and any worthy achievements you have succeeded in:

Main Responsibilities:

Main Targets or Goals:

Key Achievements:

PART D – FUTURE CAREER PLANS

Make some notes about:

Where you plan to be in 2 years time:

Where you plan to be 5 years time:

Where you plan to be 10 years time:

PART E – SKILLS AND ABILITIES

Make a list of all the things you are capable of doing whilst at work. Below are some skills and abilities to give you a start. You might wish to use the Diploma in Management Syllabus to help focus your mind:

Making useful contacts
Delegating work to others
Managing time properly
Dealing with conflict
Prioritising objectives
Working by myself with supervision
Concentrating
Working with others
Giving people feedback, advice or counselling
Helping people to solve problems
Chairing meetings
Giving Presentations
Not getting upset when things don't go my way
Being assertive
Listening to what others have to say
Passing appropriate information to my team members
Being punctual
Being able to think quickly in crisis situations
Producing minutes of meetings, reports, memo's etc
Getting on well with customers both internal and external
Interviewing people for jobs
Changing to suit any new circumstances
Encouraging others to change

To name but a few!!!

PART F – WORKING PREFERENCES

It may not be possible for you to complete this part at this particular time but if you are aware of things such as your:

- Preferred Learning Style(s)
- Team Role(s) (from Belbins self-perception inventory or any other test or questionnaire you have undertaken)
- Leadership Style (if you have undertaken any test)
- Personality Traits (again if you have undertaken any test)

PART G – EXPERIENCE AS A LEARNER

Think about the last time few times you undertook some kind of learning. Maybe you underwent some kind of development at work or maybe you have recently finished a Certificate in Management before you came onto the Diploma in Management.

What did you find useful and why?

What was least useful to you and why?

PART H – INTERESTS AND HOBBIES

Make a list below of all your hobbies, past and present and any other interests you may have:

**APPENDIX 2 TO
UNIT C41**

Profile	Job Description	Development
Part A – Career	Military Leadership Instructor	Previous work has helped me get over the teaching qualification issue
Part B – Education	Degree Teaching Qualification	I came into this job because of my experience. I now need formal qualifications.
Part C – Current Role Management Trainer Team Leader responsible for 6 academic teaching staff		Maybe my military attitude is why people don't particularly like me! Maybe I need some civilian team leader training?
Part D – Future Plans I want to move into senior management within the next 5 years		I already lack basic team leader training but would eventually like to do a degree in management.
Part E – Skills/Abilities Speak Danish Qualified outdoor instructor Like taking risks		My team don't like taking risks. Maybe it is the way I approach the risks? Perhaps I could learn more about risks and risk-taking
Part F – Working Preferences	Team Role : Shaper Learner: Activist	I might be a bit too forward for my team members. Also, unlike me they are frightened to try anything new. Maybe I should think about improving my learning abilities as I would not like to change my character.
Part G – Experience as a Learner Prefer 'doing things' rather than reading or researching or listening to anyone else		Causes a problem because of my team members. Might look at developing my learning styles
Part H – Interests/Hobbies Like all sports		No-one in my team plays sport!! Maybe I should join the local sports club?

**APPENDIX 3 TO
UNIT C41**

JOB-RELATED COMPETENCIES

Here you simply have to list from your job description the key competencies that you need to carry out to do your job effectively. Secondly, you need to identify any of those areas that you feel would benefit from development:

Key Competencies	Development?

**APPENDIX 4 TO
UNIT C41**

AN ASSESSMENT OF YOUR PERSONAL COMPETENCIES

During the discussion on personal competencies, we gave you a list of 10 that are recommended for an effective manager. Here we ask you to look at those 10 areas and assess your own capabilities. The format has been taken from Managing for Success from NEC and you are required to tick the answer you believe to be correct and also indicate whether any development is required. Even though you may tick YES, you may consider further development is needed:

TOPIC	YES	NO	DEVELOPMENT REQUIRED?
ACTING ASSERTIVELY Do You:			
Take a leading role in initiating action and making decisions?			
Take personal responsibility for making things happen?			
Take control of situations and events?			
Act in an assured and unhesitating manner when faced with a challenge?			
Say 'no' to unreasonable request?			
State your own position and views clearly in conflict situations?			
Maintain your beliefs, commitment and effort in spite of setbacks?			
ACTING STRATEGICALLY Do You:			
Understand how the different parts of your organisation and its environment fit together?			
Work towards a clearly defined vision of the future?			
Clearly relate goals and actions to the strategic aims of the organisation?			
Take opportunities when they arise to achieve the longer-term aims or needs of the organisation?			
TOPIC	YES	NO	DEVELOPMENT REQUIRED?
BEHAVING ETHICALLY Do You:			
Comply with legislation, industry regulations, professional and organisations codes?			
Show integrity and fairness in decision making?			
Set objectives and create cultures that are ethical?			
Clearly identify and raise ethical concerns relevant to the organisation?			
Work towards resolution of ethical dilemmas based on reasoned approaches?			
BUILDING TEAMS (MANAGING OTHERS) Do You:			
Actively build relationships with others?			
Make time available to support others?			
Encourage and stimulate others to make the best use of their abilities?			
Evaluate and enhance people's capability to do their jobs?			
Provide feedback designed to improve people's future performance?			
Show sensitivity to the needs and feelings of others?			
Show respect for the views and actions of others?			
Use power and authority in a fair and equitable manner?			

BUILDING TEAMS (RELATING TO OTHERS)			
Do you:			
Keep others informed about plans and progress?			
Clearly identify what is required of others?			
Invite others to contribute to planning and organising work?			
Set objectives that are both achievable and challenging?			
Check individuals' commitment to a specific course of action?			
Use a variety of techniques to promote morale and productivity?			
COMMUNICATING			
Do You:			
Identify the information needs of listeners?			
Listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding?			
Adopt communication styles appropriate to listeners and situations, including selection and appropriate time and place?			
Use a variety of media and communication aids to reinforce points and maintain interest?			
Present difficult ideas and problems in ways that promote understanding?			
Confirm listeners' understanding through questioning and interpretation of non-verbal signals?			
Encourage listeners to ask questions of re-phrase statement to clarify their understanding?			
FOCUSING ON RESULTS (Planning and Prioritising)			
Do You:			
Maintain a focus on objectives?			
Tackle problems and take advantage of opportunities as they arise?			
Prioritise objectives and schedules to make best use of time and resources?			
Focus personal attention on specific details that are crucial to the success of a key event?			
FOCUSING ON RESULTS (Striving for Excellence)			
Do You:			
Actively seek to do things better?			
Use change as an opportunity for improvement?			
Establish and communicate high expectations of performance, including setting an example to others?			
Set goals that are demanding of yourself and others?			
Monitor the quality of work/progress against plans?			
Continually strive to identify and minimise barriers to excellence?			
TOPIC	YES	NO	DEVELOPMENT REQUIRED?
INFLUENCING OTHERS			
Do You:			
Develop and use contacts to trade information and obtain support and resources?			
Present yourself positively to others?			
Create and prepare strategies for influencing others?			
Use a variety of means to influence others?			
Understand the culture of the organisation and act to work within it or influence it?			

MANAGING SELF (Controlling Emotions and Stress) Do You:			
Accept personal comments or criticism without becoming defensive?			
Remain calm in difficult or uncertain situations?			
Handle others' emotions without becoming personally involved with them?			
MANAGING SELF (Managing Personal Learning and Development) Do You:			
Take responsibility for meeting your own learning and developments needs?			
Seek feedback on performance to identify strengths and weaknesses?			
Learn from your mistakes and those of others?			
Change your behaviour where needed as a result of feedback?			
Reflect systematically on your performance and modify your behaviour accordingly?			
Develop yourself to meet the demands of changing situations?			
Transfer learning from one situation to another?			
TOPIC	YES	NO	DEVELOPMENT REQUIRED?
SEARCHING FOR INFORMATION Do You:			
Establish information networks to search for and gather relevant information?			
Actively encourage the free exchange of information?			
Make the best use of existing sources of information?			
Seek information from multiple sources?			
Challenge the validity and reliability of sources of information?			
Push for concrete information in an ambiguous situation?			
THINKING AND TAKING DECISIONS (Analysing) Do You:			
Break processes down into tasks and activities?			
Identify a range of elements in and perspectives on a situation?			
Identify implications, consequences or causal relationships in a situation?			
Use a range of ideas to explain the actions, needs and motives of others?			
THINKING AND TAKING DECISIONS (Conceptualising) Do You:			
Use your own experience and evidence from others to identify problems and understand situations?			
Identify patterns or meaning from events and data that are not obviously related?			
Build a total and valid picture from restricted or incomplete data?			
THINKING AND TAKING DECISIONS (Taking Decisions) Do You:			
Produce a variety of solutions before taking a decision?			
Reconcile and make use of a variety of perspectives when making sense of a situation?			
Produce your own ideas from experience and practice?			

BLANK EXAMPLE PERSONAL DEVELOPMENT PLAN

Development goal:

How will this be achieved:

Where will the development take place?

What are the dates of the programmes?

Who will support me?

Reviews:

Signed:

Date:

Signed: (Line Manager)

Date: