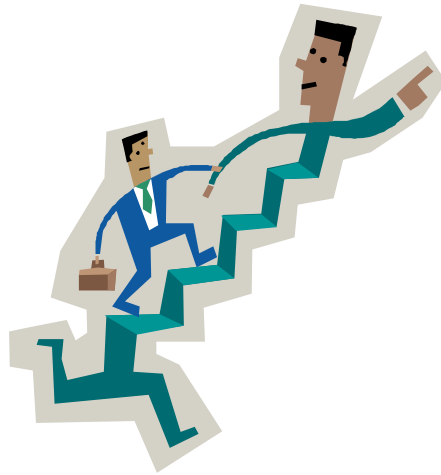


Chartered Management Institute
Diploma in First Line Management



Developing Individuals and Teams

Unit 3005

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Organisation: Openreach

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Date: 15th June 2009

CMI Registration Number: 4158695

HISTORY OF OPENREACH



“Openreach” work on behalf of Communications Providers. Our job is to look after the wires that connect homes and workplaces to the local telephone exchange, where Communications Providers’ national networks take over.

The key purpose of my role as a Field Service Engineer is to Provide or repair communication services / network to end users on behalf of Communication Providers meeting contractual obligations in a professional and cost effective manner and working to Openreach Network Quality Standards.

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PART A – LEADING A TEAM TO ACHIEVE AGREED OBJECTIVES

Introduction

What is the difference between management and leadership? It is a question that has been asked more than once and also answered in different ways. To me.....

“**Management**” is about getting things done with the resources available to you in the most efficient way.

“**Leadership**” is about creating vision which enables leaders to take someone or a group of people from one place or situation to a desirable goal.

Warren G Bennis has an interesting view on management versus leadership at www.1000ventures.com:



Leadership Quiz

[Appendix 1](#)

I have completed the leadership quiz which can be found on appendix 1. I have scored mostly C's & partly B's. I believe the statement given for scoring mostly C's matches the type of leader I think I will grow to be. This is because I feel I am conscientious, inspiring & I also believe I can get the best out of people.

Team



According to www.businessdictionary.com a “Team” is a Group of people with a full set of complementary skills required to complete a task, job, or project. Team members:

- Operate with a high degree of interdependence.
- Share authority and responsibility for self-management.
- Are accountable for the collective performance.
- Work towards a common goal and shared rewards.

A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Do I work in a team or a group?

Issue	Group	Team
Understanding	People in a group believe they are together for administrations reasons only	A team of people recognise the need to support each other & work together without any single individual trying to get the upper hand
We work as a team		
Ownership	People in a group see them selves as only working for a wage and tend to build their own “empire”	Team members “own” their job & are totally committed to its success because they believe in the goals
We work as a team but unfortunately there are some people that just see them selves working for a wage		
Creativity and Innovation	In a group, people are told what to do & they do it without putting forward any suggestions of any kind	Team members offer suggestions & are openly encouraged to do so by management
We work as a team but people are also told what to do		

Trust	Group members do not trust each other, probably based on lack of information about each other's job role	All team members trust each other & have open & honest communication between them
We work as a team		
Personal Development	Training if often given but not allowed to be transferred & used in the job role	Members of a team are encouraged to continually develop their knowledge, skills & abilities & are allowed to apply their learning to their job
We work as a team		
Decision Making	Group members are not often asked to contribute to decision making	Team members are often encouraged to join in the decision making process, understanding that sometimes management has to make decisions for them i.e. emergencies or crises
I personally think we work as a team but unfortunately some people feel their opinions are not listened to		
Conflict Handling	Conflict often arises in a group situation & is not normally resolved by individuals but by management when it "gets out of hand"	Team members appreciate that some conflict is both inevitable & useful & it is resolved quickly
We work as a team		

As illustrated above I feel that I work as a team rather than a group.

What are Objectives?

According to www.businessdictionary.com an "Objective" is a mission, purpose, or standard that can be reasonably achieved within the expected timeframe and with the available resources. There are, though, generally considered to be two types of objectives:

Work Objectives

Work objectives are agreed between a team member & their line manager. This is conducted via one to ones & counselling sessions. The objectives agreed are SMART for example:

Specific "X" is averaging 1.2 jobs per day therefore underperforming a team target of 3.2 jobs per day.

Measurable Performance results are inputted automatically by a robotic tool into an electronic database. This can be viewed by the manager & the individual team member only. "X's" performance will be measured & monitored weekly.

Achievable It would not be achievable for “X” to achieve 3.2 jobs per day straight away so I would agree between “X” & my self an achievable target (for example 2.2 jobs per day).

Realistic Yes, Support & training is available from my self & my Coach.

Time Bound The objective to achieve 2.2 jobs per day was agreed with “X” on the 01/05/2009. This will be reviewed weekly & new objectives will be agreed accordingly.

Personal Objectives

- To complete the Diploma in First Line Management by July 2009
- Cover long & short term Coach & Management
- Visit WMC (Work Manager Control) in Exeter
- Visit Magma Park
- To shadow a manager from each management level
- To become a first line manager by December 2010

I have a PDP (Personal Development Plan) that is reviewed regularly.

Team Objectives

<u>PERFORMANCE</u>	<u>TARGET</u>
Productivity	3.2 unique jobs per day
Task efficiency	125% (1hr 45mins per job) <i>Lunch & travel time is excluded</i>
Task time	80% per task
Furthering / in completing tasks	80% per day
Completing jobs as you go	0% tolerance
Engineer’s actual onsite time	0 failures per day
Repeat Reports	0
ELF Early Life Failures	0
Quality	Zero Defects
Line test OK	Zero tolerance

The Objectives shown above are communicated to the team via team meetings, one to ones & informal counselling sessions.

PART B – UNDERSTANDING CURRENT COMPETENCIES

Introduction

According to www.dummies.com constructive feedback is the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one:

- **Positive feedback** is news or input to an employee about an effort well done.
- **Negative feedback** is news to an employee about an effort that needs improvement. Negative feedback doesn't mean a terrible performance, but rather a performance in which the outcomes delivered should be better. So negative is not a negative word in this case. Maybe it should be termed as "improvement feedback".

It is **important** to provide both positive & negative feedback together in order that people know what they have done right & what needs improving.

In my team constructive feedback is received in many ways:

- Via contact logs
- One to ones
- Informal counselling sessions
- Coaching
- Appraisals etc

Performance Reviews

Performance reviews are conducted via one to ones on a quarterly basis & are submitted annually to HR & next level of management. I will now demonstrate how good the review process is for an individual team member:



Performance review
Report dated: 02 June 2009

Jamie Reeves EIN: 703004756 OUC: BCRA22

The following shows the meaning of the rating scale 1-6 when assessing individuals:

1. Outstanding	2. Very Good	3. Good	4. Generally Satisfactory
Consistently exceeds requirements	Exceeds requirements in key areas	Consistently meets requirements	Meets most requirements but development needed in some areas
5. Needs Improvement	6. Unsatisfactory	Overall Performance Rating: 2	
Improvement needed in key areas			

<p align="center">Review of Achievements and Outputs the comments & evidence of achievements and outputs against performance standards. Rate both quality and quantity of output:</p>	
Quantity of Output: 2	Quality of Output: 2
<p>Full details of the comments & evidence of achievement for example figures from:</p> <ul style="list-style-type: none"> Productivity Task Efficiency Task Time Completion Rate Furthers Com As You Go E A O S Overtime Repeat Reports Early Life Failures Comms Spend 	
<p>Other Views Considered and Additional Information:</p>	
<p>Personal Capability Assessment Jamie Reeves's level of performance on the 1-6 scale against each competence:</p> <ul style="list-style-type: none"> Inspiring (3) Manager's comments: Straightforward (4) Manager's comments: Trustworthy (3) Manager's comments: Helpful (3) Manager's comments: Heart (2) Manager's comments: Coaching For Performance (3) Manager's comments: Bottom Line (4) Manager's comments: Drive for Results (3) Manager's comments: Customer Connected (3) Manager's comments: 	
<p>Countersigning Manager's Comments Specific, constructive comments should be included:</p>	

<p>Summary of Review Meeting Discussion</p> <p>The key points of the discussion and views exchanged:</p> <p>DUTY OF CARE E LOG SHEETS PRODUCTIVITY EFFICIENTCY TASK TIME COMPLETION RATE FURTHERS COM AS YOU GO E A O S OVER TIME F.T.O.C ELF REPEAT REPORTS COMMS SPENDING QUALITY</p> <p>Individual's comments:</p>
Development and Action Plan (Current Job):
Development and Action Plan (Widen Experience):
Individual's Comments:
<p>Acknowledgement of Performance Review and Development Action Plan</p> <p>Countersigning Manager's Comments:</p> <p>Level 1 Manager's Comments:</p> <p>Individual's Comments:</p>

As you can see the review process for an individual is very good.

Competencies for team members

Capabilities	We Will...	We Won't...
Trustworthy	<p>Listen to others with respect. Share our views. Keep our promises. Have personal integrity and ensure compliance with all health and safety, legal and regulatory requirements.</p>	<p>Resist feedback. Avoid difficult conversations. Let unacceptable behaviour go unchallenged.</p>
Helpful	<p>Work as one for the customer. Be flexible in what we do. Help others to be successful. Share what we know. Know when and where to seek help.</p>	<p>Blame other parts of Openreach for problems. Forget we are all part of one company. Achieve our goals at the expense of others.</p>

Inspiring	Understand how our role fits within our group. Suggest new ideas to improve things. Always try to find a better way.	Resist Change. Assume things cannot be improved.
Straight - forward	Make complicated issues simple for everyone to understand. Communicate clearly and concisely. Use common sense and good judgement.	Let unnecessary processes get in the way of meeting the customers' needs. Complicate messages and issues. Fail to question rules which get in the way of common sense.
Heart	Go the extra mile to deliver results. Use our individual strengths. Be confident and enthusiastic about what we do. Recognise and celebrate success. Take personal responsibility for our own development.	Take credit for others' work. Focus on the negatives. Be complacent about what we can achieve. Make unrealistic demands on self and others.
Coaching for Performance	Give accurate and constructive feedback. Seek advice and feedback to help our own performance. Value diversity. Encourage others to use their individual strengths. Accept and learn from mistakes.	Blame others when things go wrong. Just focus on mistakes. Ignore others who need support.
Bottom Line	Understand how our actions can contribute to profit, growth and company value. Consider the cost and benefit to BT as a whole of any actions we might take. Use quality methods to improve results and standards.	Suggest actions without understanding the commercial impact. Lack courage to question things that don't appear to make commercial sense.
Drive for Results	Act promptly with a sense of direction. Use initiative and be flexible in the way we deliver. Meet our commitments Take responsibility for getting things done.	Deliver late or below standard or accept this from others. Be busy without being productive. Lack confidence in others and try to do everything ourselves. Hide behind bureaucracy to avoid taking responsibility.
Customer Connected	Put customers first. Meet customers' needs. Deliver excellent customer service.	Be insensitive to customers' needs. Give poor customer service. Allow bureaucracy to hinder delivery.

The above is measured by assessing the individual's achievements & outputs (performance) & is scaled 1-6 as demonstrated in the performance review.

In my organisation concentration is on the development of the individual's competencies within the team & on the team's overall performance & meeting of objectives. Feedback on the effectiveness of the team's performance is given in group appraisal sessions e.g. a group event etc.

Current competencies are supported & developed via coaching & giving feedback as illustrated in the following performance map:

Performance Map



PART C – DEVELOPING THE COMPETENCIES OF INDIVIDUALS & TEAMS

Introduction

According to www.northumbria.police.uk “Continuous development” is an ongoing process of developing existing skills and knowledge, acquiring new skills, competencies and knowledge, with the aim of improving personal effectiveness, and, where appropriate, increasing opportunities for individual career development.

‘Continuous development’ enables individuals to exercise their potential to its fullest extent, leading to improved and increased personal and organisational performance.



In Openreach information on development opportunities is provided in many ways:

- Mainly via emails
- Team meetings
- One to ones or appraisals
- Personal approach
- Notice boards
- Route2learn which provides on-line access to all Openreach’s learning environments

Development Process

I will now assess myself to demonstrate how to successfully develop individuals within a team by using the following 5 steps from my Self Study Guide. Although I am assessing myself, the same principles apply to all team members.

Step One - Where am I now?

Strengths

I am adaptable, open-minded and committed to Self development.
I have the technical ability to carry out my work duties efficiently & to a high standard.
I am conscientious. This is a good Strength to have as it gives me the determination to succeed in everything I do.

Weaknesses

I do not “yet” hold enough management skills or experience.

Opportunities

Swindon talent pool.
Shadow other qualified & successful managers from all levels.
Diploma in First Line Management (currently studying)
Cover long term management & Coach Position.
Visit Work Manager Control in Exeter & Magna Park

Threats

Other competitors.
Limited chance of promotion due to the economic situation.

Step Two - Where do I want to be?

Specific

To become a manager I need to learn management skills & gain experience. I am currently studying a Diploma in First Line Management & planning to fulfil all my opportunities.

Measurable

It would be measurable if I pass the Diploma in first line management. And also by passing this course on time by July 2009, this would enable me to have the opportunity of promotion.

Achievable

I am young, keen and have the appropriate entry qualifications for all appropriate opportunities

Realistic

Do I have people to support me? *Yes*. Can I afford to pay for the course? *Yes*. Am I able to manage the time to study the course around work & social living? *Yes*. Am I able to attend the monthly work shops? *Yes*. As the answer to all is yes, then it is realistic

Time Bound

Set my self time targets. Arrange regular meetings with my Grandfather (Mentor) 2hrs per week. Attend monthly workshops (4hr sessions). Study, revise & write up my assignments 3 evenings per week.

Step Three - How do I get there?

To enable me to achieve my targets my Self Study Guide suggests looking at my preferred learning styles. I believe I learn best by practically doing things & reflecting back on them, but I also feel it is important to study the theory or concept beforehand to enable me to achieve my targets as efficiently as possible.

When training an individual it is important to assess their learning style before you teach them anything. For example there is no point just teaching an individual the theory of something when they learn best from actually doing it.

Step Four - What might be a barrier to my development?

Departmental. There was not enough money in the budget to pay for this course so I came to an agreement with my General Manager that I would pay 50% towards the course & Openreach would pay the other 50%.

Step Five - How do I know I am where I want to be?

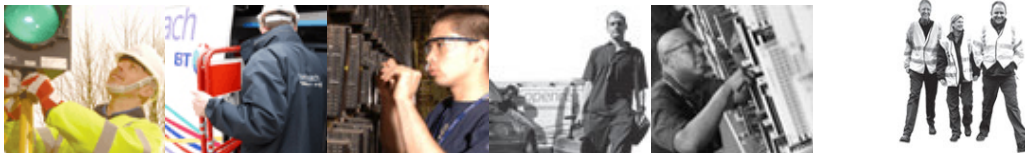
[Appendix 2](#)

I have a Personal Development Plan found at [appendix 2](#). Records of my PDP are kept via my laptop & also stored via my memory stick. I regularly review my PDP & there are regular reviews with the people who are supporting me:

- My Grandfather reviews my progress most Wednesdays
- My Regional Director has agreed to review my course work in July 2009
- My tutor reviews my progress monthly & when required
- My manager reviews my Performance Review quarterly
- My Senior manager has reviewed my progress & future development plans on 03/06/09

My development plan is also included into my performance review which is retained by HR & accessed by management.

Support



Support is of course essential both to encourage development & to provide feedback on progress. In my organisation this is provided via coaching. Coaches spend a day with each individual to assess their performance and skills. They look at each aspect of the individual's work & make suggestions as to what could be improved. A report is then submitted to management with a proposed action plan for continuous improvement.

Evaluation

When evaluating any development my Self Study Guide suggests asking myself the following questions:

- 1. Did I gather sufficient evidence & identify the relevant knowledge, skills & abilities?** Yes
- 2. Was the development goal(s) SMART?** Yes
- 3. Did I agree on a development opportunity that took my learning style into account?** Yes
- 4. Were there any barriers to the development & how did I overcome them?**
Yes, a barrier was identified that there was not enough money within the budget to pay for this course in full. This was overcome by coming to an agreement with my General Manager that I would pay 50% of the course & Openreach would pay the other 50%.
- 5. What type of review process did I agree & did it work?** Review is continuous & measured quarterly. Time will tell whether this works.

As stated above I have used the development of myself as an example of how an individual within Openreach is developed. I believe this method is effective in an organisation of its size & can also encourage motivation towards development.

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