



KD TRAINING SOLUTIONS

in partnership with the
Chartered Management Institute



Diploma in First Line Management

Personal Development as a First Line Manager
Unit 3001

Candidate Self-Study Guide

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INTRODUCTION TO THE DIPLOMA IN FIRST LINE MANAGEMENT

Welcome to The Chartered Management Institute Diploma in First Line Management (Level 3) that has been specifically designed to meet your needs as a junior manager whether you are currently in such a role or simply thinking of working in such a role. It provides you with an excellent opportunity to develop the effectiveness and efficiency of operations for which you are responsible by means of motivating and developing the people who work in your team or department, fostering effective communication and developing a sense of team/corporate identity.

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

Core Units:

- 3001 - Personal development as a first line manager
- 3002 - Resource planning
- 3003 - Meeting stakeholder needs
- 3004 - Managing and communicating information
- 3005 - Developing individuals and teams

Optional Units:

- 3006 - Recruitment and selection
- 3007 - Maintaining quality standards
- 3008 - Improving team performance
- 3009 - Management communication

Please note that for your programme, you will need to complete the 5 core units plus Units 3007 and 3008.

Throughout this self-study guide there will be some basic information, followed by some questions. It should take you between 10-15 hours to work your way through each of the guides, depending on the topic and whether or not you attend the relevant workshop. You will then have to spend some time researching information, reading and completing 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. If you do have problems, however, please do not hesitate to contact us.

Having completed all core units and 2 optional units to the appropriate National Occupational Standard you will receive 43 credit points which means you will be awarded the Diploma in First Line Management (Level 3).

PERSONAL DEVELOPMENT AS A FIRST LINE MANAGER

UNIT 3001

Unit Overview

This unit is about personal development and planning, work planning, relationship building and health and safety.

Aim

The overall aims of this Unit are to help you:

- Develop your knowledge, skills and abilities
- Plan and manage work
- Develop and maintain positive working relationships
- Maintain a healthy, safe and productive working environment

Level

3

QCA Unit Number

J/501/5005

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. Understand how to develop and use a personal development plan
2. Know how to plan and manage work
3. Understand how to develop and maintain effective working relationships to achieve objectives
4. Be able to maintain a healthy, safe and productive working environment

Unit Contents

This Unit contains 5 parts:

- Part A – Self Development
- Part B – Planning and Managing Work
- Part C – Building and Maintaining Positive Working Relationships
- Part D – Health and Safety
- Part E – Unit Summary

PART A - SELF-DEVELOPMENT

Objectives:

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

- Identify the links between organisational objectives and your personal development objectives
- Prepare a personal development plan which meets your agreed objectives
- Identify a range of learning and development opportunities to support the achievement of your personal development plan
- Review the progress of your plan

Introduction

The world is changing every day and the knowledge and skills that are required today will be out of date tomorrow. It is for this reason that you should continually update your knowledge, skills and abilities to enable you to cope with the pressures of modern day work.

Self-development then is about updating your knowledge, skills and abilities and as a first line manager you must be prepared to:

- Take responsibility for your own learning
- Establish your own needs for development and use a range of learning opportunities to help you develop

Linking development objectives with those of your organisation

A dangerous trap that people often fall into is attempting to develop in areas that have little or nothing to do with what their organisation is actually trying to achieve. For example, there would be no use in you going on a course to learn project management if your company had no plans to take on projects. Common sense I hear you say! Not as common as you may think.

As you will see in the next bit, there is a process you can follow to develop your knowledge, skills and abilities but it is vital that you do it aligned against the needs of:

- Your organisation
- Your department
- Your job role

Have a think about some previous development you have undertaken. How well was it linked to the 3 bullet points above?

The self development process

OK, we know that your chosen development matches the needs of the 3 areas above, so how do you practically go about doing it? Have a look at the 7 steps below:

- **Step 1 - Finding out where you are now** – always a good starting point!!
- **Step 2 - Deciding where you would like to be** – here you can choose what you would like to do and set yourself some sensible development objectives
- **Step 3 – Finding the right learning opportunity** – this is the opportunity that suits the way you like to learn
- **Step 4 – Getting some support** – development can be a lonely process and there is always someone who can offer you support
- **Step 5 – Putting it all on paper** – this help you monitor what you are doing and acts as a permanent record of your development
- **Step 6 – Reviewing and monitoring your progress** – regular reviews will keep you on track
- **Step 7 – Evaluating your level of success** – always worth looking back to learning both positive and negative lessons

Let's have a look at each step in a little more detail.

Finding out where you are now

A good starting place is to identify 'where you are now' and this can be achieved by looking at:

- Your strengths and weaknesses
- What opportunities and threats you are faced with both now and in the future
- Information you gathered at your induction on this programme about your individual learning style
- A list of the courses you have attended in the last year or so
- An up-to-date CV
- Your job description and personal specification
- Recent appraisals
- Speaking to colleagues and team members

After gathering relevant information regarding your current knowledge, skills and abilities from the areas noted above, you can put it all down on one sheet of paper. The model we use for this is called a SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities and Threats and it's a good idea to do one of these on yourself every 6 months or so. Below is an example of the sort of questions you can ask yourself:

Strengths: What are your personal strengths? What do you do well? What do other people see as your strengths?	Weaknesses: What can be developed? What could you improve? What is working less optimally than you wish? What is being done badly?
Opportunities: If there were no constraints what would you like to do? What might be possible? What will happen in the next few years? Where do you / your organisation want to be in five years time? Who might you want to work with? What could be a win – win situation? How may new technologies change your practices?	Threats: What are the barriers to your development? What sort of obstacles do you face? Who else might move in a take over your tasks / job / business? What are rival organisations doing? Can you fund the short and long term? Will new technologies / developments change you roles? What change is coming?

Have you ever carried out a SWOT analysis on yourself? If you have not, how have you identified your development needs? Try doing one now as it will help with your assessment for this unit:

Deciding where you want to be

This is Step 2 and involves you deciding what you want to do and where you want to end up. An example might be that you want to improve the way you manage your time. Once you know this, you can set yourself what we call a development objective and the best practice way of doing this is by using the SMART model. By SMART we mean that they should be:

Specific	i.e. in sufficient detail. "Improving the way I manage my time" is not specific enough. You might want to say "Improving the way I manage my time by prioritising my work each morning and using a diary to help plan my work".
Measurable	There is a thought that if you cannot measure it, then there is little point in doing it. This is because if you cannot measure it, then how would you know if you have done it?
Achievable	Achievable literally means that and answers the question, can it be done? Only you will know based on your starting point
Realistic	Realistic must not be confused with achievable. Realistic means "do I have the resources to do it". These resources could be time, money, materials, equipment etc. What you intend to do could be achievable but not realistic if you cannot afford it
Time-bound	You must set a time limit otherwise it may drag on and on

Make a note here of any development objectives you have agreed recently, then compare them to the SMART model above and see how they match up:

When you have established your development objectives, you may have more than one so you need to prioritise them because it may not be possible to do them all at the same time. Try thinking about what you do the most, what is more important or what costs the least in time and money.

Finding the right learning opportunity

For Step 3, you will recall at your programme induction that you completed a learning style questionnaire. This will have identified what style(s) you prefer and it is important that whatever development opportunity you choose matches this in order for you to get the best out of it. It would seem pointless going on an outdoor activity weekend, if you prefer to listen to expert views on a topic.

There are many learning opportunities available to you that will help you with your personal development. Basically, a learning opportunity is any activity where learning can take place but to expand on this, listed below are some typical 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 term 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

There are many other learning opportunities available to you such as:

- Carrying out research
- Working alongside a more experience person
- Being delegated to carry out tasks
- Working on a special project
- Trial and error

Think about learning opportunities you have had in the past. Did they match your individual learning style? If they did, what were they? If they did not, describe your experience:

Getting the right support

Step 4 concerns the main reason why people do not succeed with development and they are a lack of support and absence of a monitoring process. Consider this question: Who is supporting you on your Diploma in First Line Management and how is your progress being monitored?

If the answers to these questions are “no-one” and “it’s not” then maybe you ought to think about finding someone to help you before it is too late?

Development can be a lonely process and you are strongly advised to enlist the support of one or several of the following people who may be experienced in the development you have planned:

- Members of your team
- Managers from other departments
- Your line manager
- Senior managers
- Internal training staff
- External training staff

From a Diploma in First Line Management point of view, you might also enlist the help of:

- People who have completed qualifications in management
- Colleagues who might be on the same programme

Support can come in many forms such as:

- Helping you find information that you need
- Pointing you in the right direction
- Offering advice

From a Diploma in First Line Management point of view, you might need support in the form of:

- Finding information for your assignments
- Speaking to someone who has done a similar course
- Helping you when if you feel it is all getting a little too much

What sort of support have you had in past development? Was it appropriate? Did it help you succeed?
What support have you got for your Diploma in First Line Management?

Putting it all on paper

Step 5 helps you move forward having produced your development objective(s), decided which development opportunity suits you best and enrolled the support of relevant people, by putting all of this on paper. This is often referred to as a Personal Development Plan (PDP). Please remember, though, that a plan is only a guide and should be revised if circumstances dictate.

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 development planning is already done and it is different from what you are about to read, don't worry, use that one or this as an alternative.

What is in a PDP?

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

- A SMART development goal
- Details of how the goal will be achieved
- When and where the activities will take place
- What resources and facilities are required
- 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

An example of a completed PDP is at Appendix 1. As with most things, though, PDP's do have problems such as:

- Trying to complete your first assignment - "getting started" in a constructive way is difficult
- Paying attention to development activities that may not have been important to you in the past but are now
- Being too demanding or unrealistic and not weighing up the balance between work, rest and play

Do you have a personal development plan in your current job role? It is up to date? Does it include your Diploma in First Line Management?

Barriers to completing a personal development plan

It is very easy to be drawn into thinking that completing a personal development plan is tedious and use excuses like:

- I don't have the time
- I've managed so far in life without one, why now?
- I'm too old for all of this nonsense

If you are one of these people, please re-think your position on self-development otherwise you are likely to get left behind and you may miss out on new and exciting things in life.

List the barriers to completing a personal development plan that you have experienced. What barriers might affect your Diploma in First Line Management?

Recording and monitoring your progress

Step 6 is about recording and monitoring your progress to keep you on track.

You may decide to use one of the people who is supporting you to help monitor your progress and this might be achieved through regular meetings. Some people like to keep a log of what happened so that this can be used as the basis for discussion. This is often referred to as a Learning Log and log contains the following information:

- Date of the learning
- Description of the event
- What you learnt from the event
- How you can use your new learning in the future

If you have an Activist or Pragmatist learning style, you will probably find the learning log a bit boring and stop using it after a while.

How can you monitor your Diploma in First Line Management programme?

If you wish to enlist the help of someone to monitor your Diploma in Management programme you might want to consider these times as appropriate:

- After your induction – to make sure you know exactly what you have to do to be successful
- Before each workshop – to make sure you have looked at the topic and understand to some extent the way the topic relates to your work area
- After each workshop – to make sure you understand the topic and are aware of exactly how you will be assessed

- Prior to work submission – so that someone else can check your work and give you guidance. This also makes sure that you submit your work on time!
- After your work has been marked – this will help you realise your success and discuss any issues relating from your work that you can put right for the next piece

Evaluation

It is vital that you learn lessons and this can be achieved by careful evaluation of what you did and did not do. Some questions you need to ask yourself at Step 7 are:

- Did you correctly evaluate your strengths, weaknesses, opportunities and threats?
- Did you decide where you would like to be and is that where you ended up?
- Did you find the right learning opportunity that you got the best from?
- Did you enlist the right support and did they help you?
- Did you have to change your PDP and if so, why?
- Did you record your progress and was it monitored sufficiently?
- Did you achieve your objectives?
- Would you take the same approach again?
- What lessons did you learn, positive and negative?

Have you evaluated any recent development activity? What positive and negative lessons did you learn? How did you apply your lessons to other development activities?

Self Development – Summary Quiz

Here are a few questions that should remind you of what you have learnt in this section:

- What should your development be linked with?
- What tool can you use to establish your starting point in the development process?
- What does SMART mean?
- Why should you link your individual learning style with the right learning opportunity?
- Why do you need support in your development?
- What can a personal development plan be used for?
- Why it is important to monitor your development?
- How might you learn lessons from a development process?

Go back over this section and check your answers!!!!

PART B – PLANNING AND MANAGING WORK

Objectives:

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

- Describe the methods or processes available determine work plan priorities
- Explain how to manage time to achieve work plan objectives
- Describe the reasons for incorporating flexibility into a work plan

Introduction

It is probably not unreasonable to say that most people who are promoted into the ranks of management are not really prepared for what came along and found themselves stuck in the middle of senior management and staff. Although such managers usually find their own way of surviving it can be a long and painful experience and it makes sense that if you have a toolbox of techniques to help you, the move into management might be easier.

One of those tools is the ability to plan and manage work in such a way that you achieve the objectives that you will have agreed with your line manager. In this section we will look at aspects of planning and ensuring that you are capable of managing the time you have to achieve those objectives.

What is planning?

Planning, according to <http://www.investorwords.com/3710/planning.html> is the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals.

From your point of view, it is simple. Your senior managers decide the direction of your company and what they feel they need to do, this is translated into departmental objectives and then line managers agree with you on how best to achieve these objectives. Once you have agreed the objectives and how you intend to meet them, you can get down, with your team, to detailed planning.

By planning you can avoid:

- **Wasting effort** - It is easy to spend large amounts of time on activities that in retrospect prove to be irrelevant to any kind of success. Alternatively you can miss deadlines by not assessing the order in which dependent jobs should be carried out and planning helps you to achieve the maximum effect from a given effort
- **Take into account all factors, and focus on the critical ones** - This ensures that you are aware of the implications of what you want to do and that you are prepared for all reasonable eventualities
- **Be aware of all changes that will need to be made** - If you know these, then you can assess in advance the likelihood of being able to make those changes and take action to ensure that they will be successful
- **Gather the resources needed** - This ensures that your plan will not fail or suffer for lack of a critical resource
- **Carry out the task in the most efficient way possible** - So that you conserve your own resources, avoid wasting ecological resources, make a fair profit and are seen as an effective, useful person

Describe the results of any occasion when you have not planned properly:

One important thing to remember is that a plan is only a plan and as Robert Burns said in his play To a Mouse:

**“The best laid schemes o’ mice and men
Gang aft agley (often go wrong)
And leave us nought but grief and pain
For promised joy”**

He meant that even the best laid plans can go wrong and you must remember this. The important fact here is that to have a plan to follow, you can always change it. If you do not know where you are going then “any road will take you there” (Alice in Wonderland).

The Planning Process

Let’s first have a look at the process of planning and how it is vital for you to be aware of the links between what the organisation, your department and your team should be trying to achieve.

As stated above, these links are made when:

- Organisational objectives are set by senior managers and then,
- Departmental objectives are set by line managers and then,
- Team objectives are agreed between you, your line manager and your team members

This cascade of objectives is very important if success is to be achieved and enables everyone to pull in the same direction.

How do the objectives of your organisation work their way down to you and your team?

The planning process, like any other process, consists of a series of steps and a simple version is shown and described below:

- **Step 1 – Agree where you want to be** – Here you need to agree SMART objectives (the same as in Part A of this guide)
- **Step 2 – Identify where you are now** – this step need to show you the current situation. One way of doing this is to produce a SWOT analysis just as you did when identifying your personal strengths and weaknesses. This will give you a base to work from
- **Step 3 – Identify any gaps between Step 1 and Step 2** – A somewhat obvious step, but essential because you only want to work on the gaps and not other things
- **Step 4 – Identify ways of bridging the gaps** – This is where you come with ideas on what can be done. One method of coming up with ideas is brainstorming where you sit down with your team and encourage ideas from them. When you have a set of ideas, you can look at the pro's and con's of each and choose one that you think will fit your objective
- **Step 5 – Specify the actions required to bridge the gaps** – This is the detailed part of your plan that should include:
 - What is to be done
 - Who is going to do it - Allocating work to team members in a fair way but there are many factors that need to be considered first such as:
 - Resources – Most jobs require some kind of resource and in certain cases specialist resources are needed if the work is to be complete effectively and efficiently

- Workload – Individuals and teams nearly always have work in progress so allocating them new work has to be considered carefully. Sometimes it may even be necessary to allocate a higher priority to new work than work is already in progress
 - Skills, Knowledge and Abilities – People need skills, knowledge and abilities to carry out their role properly and allocating work to those who have shortfalls may cause unnecessary problems. This is a particular problem if work is allocated to trainees or unskilled people and should only be done with strict supervision
 - Experience – Some tasks are only suitable for people with certain experience. The problem is that inexperienced people have to gain experience from somewhere!
 - Access to Support – Support should be made available where necessary as some tasks cannot be achieved without such support (e.g. technical experts)
- Motivation – It is a fact that people who are motivated tend to complete work more successfully than those who are not motivated
 - When it is going to be done
 - What resources you require
 - What standards you expect people to meet. This is a step that is often missed or not properly defined and causes major problems when “expected” standards are not reached. Standards are often classed as quantitative (numbers) or qualitative (quality) (e.g. to answer the phone within 3 rings or to be polite to customers). You should be able to see that measuring whether a member of staff is polite to customers is difficult to measure compared to establishing whether or not a phone has been answered within 3 rings. Standards could of course be both quantitative and qualitative. Just because a phone was answered within 3 rings does not mean that the customer was dealt with effectively or efficiently
- **Step 6 – Identify any problems that might occur and ensuring flexibility in your plan** – This might be done in conjunction with Step 5 but involves the “what if” question and is about assessing any risk that may occur so you can plan to overcome problems that you might foresee. There is little point in waiting for problems to occur before you address them. Whilst it is important to ensure that you allow for things that might go wrong, it is also imperative that you do not put too tight deadlines on various tasks. This allows some kind of flexibility and involves allocating a sensible amount of time to each task
 - **Step 7 – Get on with it and keep any eye on it** – Another step that sounds obvious, you if you are not careful you can spend far too much time planning and not enough time doing. This step also involves you and your team members reviewing how things are going and making any changes that might be necessary. Monitoring your plan can be done in many ways, some of which are:
 - Manage by walking about (MBWA) – By making sure you see your plan in action and compare it to what you agreed in the first place
 - Have regular update meetings with those involved in your plan
 - Self-Monitoring is a fairly new concept and if your team members are fully trained and experienced in the activity they can monitor themselves. The advantages are that it:
 - Fosters a sense of a joint approach and joint ownership of identified problems rather than attaching blame to one individual
 - Lessens the defensive action by allowing individuals to take the lead in assessing progress towards the achievement of objectives
 - Allows identification of development needs by the individual and thus encourage “ownership” of such development
 - Provides a balanced view of an individuals performance rather than just yours

Assess the way you normally plan and compare it to the suggested steps above:

Changing plans

If things do go wrong you may have to make some changes. You should have already considered the issues below but it is worth mentioning that you could:

- **Use your contingency allowance** – You should always allocate reserve or contingency resources and you could allow these to be used if necessary
- **Use your resources in a different way** – Just because you planned to use your resources in a certain does not mean that you cannot change your mind and use them differently. Unfortunately this might involve some kind of creative thinking and one way of doing this is to get your team together and have a quick brainstorming session to come up with better ways of using your resources
- **Bring in more resources** – If you have the luxury of bringing in more people, equipment or money then do so. There are obvious drawbacks in asking for more resources because they simply may not be available or not accounted for in any budget
- **Changing your objectives** – Although this should only be done as a last resort, it is an option. You may have to seek permission from your manager or even your potential customer first but it may be possible to negotiate, for example, a delivery date

Give examples of which of the above have you had to choose when your plans have not gone as expected?

- **Step 8 – Evaluate how you did** – A key issue here is make sure you reward those people involved in your plan whether it is totally successful or not – far too often do managers assume people are appreciated. This is also the point where you ask yourself several questions, such as:
 - Was your objective SMART?
 - Were you fully aware of your situation before you started?
 - Did you correctly identify the gaps and properly decide what needed doing, who was going to do it, when it was going to be done, what resources you required and whether the agreed standards were met?
 - Did you identify problems before they occurred and deal with them?
 - Did you come across unexpected problems and deal with them appropriately?
 - Did your team members help recognize problems and suggest viable solutions?
 - Was your chosen method of reviewing what was happening ok?

To what degree do you and your team evaluate your plans?

Providing Constructive Feedback

One important step that has been deliberately separated from the main process is that of constructive feedback. This is because all too often, constructive feedback is not given to team members after they have finished a particular task but at the end of a year when an appraisal or review is due.

It is also common for only negative feedback to be given concerning the things that went wrong, with little mention of the positive aspects. Positive and negative feedback together, add up to constructive feedback. In other words, people need to know what they have done right and what needs improvement.

Throughout the whole planning process, it is likely that you would provide feedback on performance and provide support when needed. You should provide feedback to all of your team members, especially if they request it and make sure you give it:

- When team members “out perform” their objectives. It is important to celebrate success especially if performance exceeds what was agreed and expected
- When team members are struggling to achieve objectives. It may mean providing extra feedback and support or even adjusting the objectives if they are clearly not going to be achieved. Feedback should be “constructive” which means identifying the positives and negatives of the work and producing plans that address the negative issues
- When (and if) there are peaks and troughs in workloads. This is especially important to maintain commitment as some people get bored and “turn off” when there is not much to do or when they are running around chasing their own tails

Providing your team members with constructive feedback is vital in that it gives them a better chance of achieving their objectives and thus improves their overall performance. It can also help with:

- Helping them to learn more about themselves
- Building better relationships
- Improving communication

How are your team members given feedback on their performance?

There are some simple rules for you to follow and these are shown below:

- **Do's:**
 - People who work for you are probably adults and it important that they are treated as such
 - Feedback should be looked at from their point of view not yours
 - Your feedback should be honest and fair
 - You and the other person should be very clear about areas for improvement, but it is very important to acknowledge strengths as well
 - Concentrate on what people do not what their attitudes or beliefs are
 - You may be viewed as a role model so make sure you practice what you preach!
- **Don'ts:**
 - Don't be too quick to disagree, think first
 - Don't interrupt when people are talking
 - Don't hurry the session, otherwise you may regret it later because you have said the wrong thing or missed something out completely

In addition to some useful do's and don'ts, here is a useful model to follow:

- Always start with the positive aspects (there are always some!)
- Let the person explain how they think it went
- When they get to a bit that they think went wrong, acknowledge it but move on otherwise they will "linger" on it (you can come back to it later)
- After they have analysed their performance, give praise for the bits they did well and then move onto the areas they briefly mentioned that did not go too well. Get them to identify what went wrong and why they thought it did not go as they had planned
- Summarise those items that did not so well and ask what they would do if they had an opportunity to do them again
- Finish by complementing them again on the positive aspects

Notice that most of the talking and analysing is being done by the person receiving the feedback, not you.

- **Some Barriers to Effective Feedback** - Like most things feedback can also go wrong and the effects on the individual could be devastating, so let's try at some typical barriers:
 - If a person does not have an up-to-date job description or worst still, doesn't have one at all there is a tendency for those giving the feedback to judge the person against what they think that person should be doing. With no formal guidance people often do the job the way they think it should be done and this often clashes with what their line manager thinks
 - Some feedback is based on the unsubstantiated judgement of the manager rather than specific behaviours
 - The credibility of the person giving the feedback is crucial as quite often people are asked to give feedback on people they do not really know, have known for only a short time or with whose job that are unfamiliar
 - People who have received negative feedback in the past are generally not conducive to new feedback regardless of whom it comes from
 - Some managers are actually afraid of giving proper feedback for fear of damaging relationships

Describe some of the barriers to effective and constructive feedback that you have experienced:

Managing your time

Introduction

So you now know what planning is all about. The thing is you need time to carry out your plans so let's have a look at the key aspects of good time management. Time management has been around for a very long time and the term 'time management' like 'people management' indicates that time can actually be managed. Well, sadly there are only 24 hours in any day and the clock runs all day no matter what you might try to do. The simple answer is to try and manage yourself within the time you have.

There are, additionally, many benefits to managing yourself in the time you have. You will be able to manage your priorities better, increase the amount of work you do, enjoy a balanced life rather than working all of the time, feel more in control and, at the end of the day, reduce the amount of stress you have to endure. That has to be worth it!

Let's start by looking at what research say that what time management is:

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

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

“You taking control over your available time and making sensible decisions on how to use it properly”

You have a choice - hope there will be enough time or as the definition above suggests, take control of it. Without doubt, taking control of your time will help you manage your workload better, progress from one job to another without panicking and achieve the results you seek.

Top Time Wasters

Everyone wastes time. Have a look though the top time wasters and then we will see how you can find out which ones you are guilty of:

- **Unexpected visitors** – This could be unexpected sales people, staff with problems or friends who pop in uninvited. Some people pop along to see you when it suits them and not when it suits you and a lot of managers are afraid of putting these people 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
 - Book a date in your diary if it is going to take more time that you can currently spare

Some people have even been known to use wooden chairs. Take a couple of inches off the front legs and keep the seat shiny and slippery, this often puts people off hanging around because they keep sliding off the chair!!

- **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** – Most meetings run over time, normally because of a lack of focus or poor abilities of the person chairing them
- **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. The problem is that the more you leave it the more important it becomes. The simple answer is don't put things off, get on with it
- **Inability to say no** – in that you feel as though you are letting people down
- **Poor Communication** – Using the wrong methods or having to chase someone because they do not respond to requests
- **Bad Delegation** – Asking the wrong people to do the wrong jobs resulting in having to re-do things or at worst, having to do it yourself
- **Incompetent Staff** – Your team members may lack appropriate training and time could be wasted helping them
- **Too much work** – Sometimes you may simply have more work than can be done in a day

How to find out what wastes your time

As with your personal development and planning, a good starting point for any evaluation has to be "where are you now" and the same applies to time management. You need to find out where you are using up all of your time at the moment and then you can look at it and see where some can be saved.

There are many ways in which this can be done but the simplest way is to keep a log of what you have been doing and how much time your activities have actually taken up. This method is often referred to as a time log and you see a copy of a simple log on the next page:

- [Keeping A Time Log](#) - One way of logging what you do with your time and subsequently identifying your top time wasters is to keep a time log. A typical log might look like the one on the next page:

Time Log		
Time	Task	Interruptions
0830		
0845		
0900		
0915		
0930		
0945		
1000		
1015		
1030		
1045		
1100		
1115		
1130		
1145		
1200		

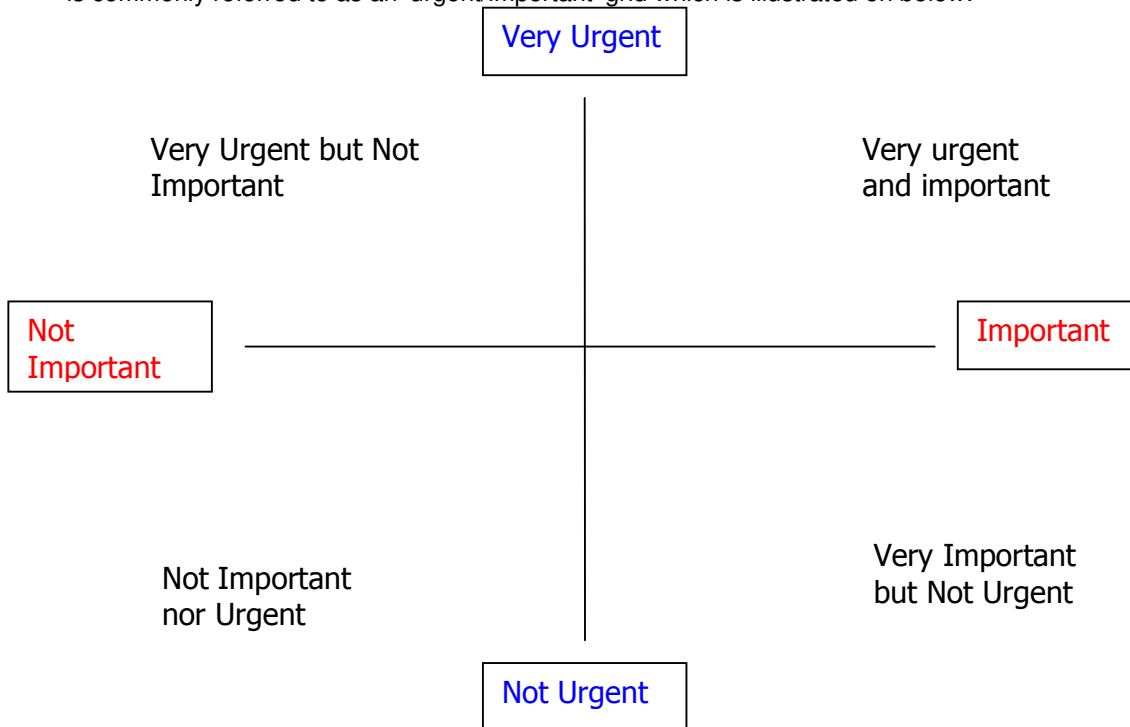
You should keep a time log for a week and then you can use the information from it to help with your unit assessment.

[Improving the way you manage your time](#)

You have now looked at the top time wasters and completed your time log to identify those you are guilty of. The next step is to have a look at what you can do to manage your time properly and you will also need this information for your assessment:

- [Planning Your Time](#) - At work you normally operate in different kinds of “time slots”. You either have:
 - [Fixed time slots](#) - where you know that the time is definitely not available for anything else. This could be a Monday morning meeting between 9 and 10am and there is nothing you can do about it
 - [Flexible time slots](#) – these are the slots you reserve to 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 to do them at work
 - [Unexpected time slots](#) – Meetings may be cancelled or postponed or jobs that require completion may have timescales changed so prepare a list of jobs that need doing if some unexpected time occurs
- [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 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 meeting – block out your diary from 2-30 to 3.30
- [Prioritising Objectives](#) -There are several ways to plan on a daily basis but most people start with a Master list that contains all of the jobs that need doing with details against them. You can then enter them in your diary, apart from the immediate tasks that can be put on a “to do list”. Obviously throughout the day you will add to your Master list and may not complete your entire to-do list so some

items may have to be transferred to the next day. Another way of prioritising your tasks is to use what is commonly referred to as an 'urgent/important' grid which is illustrated on below:



- **Paperwork** - Paperwork is often referred to as the devil in disguise and as managers we 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” and answers the question “would it really matter if I dumped it?”
- **Delegate** – The more you can delegate the more time you will have

Planning and Managing Work – Summary Quiz

Here are a few questions that should remind you of what you have learnt in this section:

- What should your planning be linked with?
- What tool can you use to establish your starting point in the planning process?
- What does SMART mean?
- What are the key steps in effective planning?
- Why should you ensure your plan is flexible?
- How can you monitor your plan to make sure it succeeds?
- What are your options if you have to change your plans?
- What is constructive feedback?
- How might you learn lessons from a planning process?

Go back over this section and check your answers!!!!

PART C - BUILDING AND MAINTAINING POSITIVE WORKING RELATIONSHIPS

Objectives

After you have worked your way through this topic, you will be able to:

- Explain the styles and approaches to leadership which would be used in different situations to encourage productive working relationships
- Explain how to develop and maintain good working relationships with managers, colleagues and team members
- Describe how to work with team members to maintain standards of work and behaviour that achieves objectives

Introduction

As a first line manager a critical part of your role is to create and maintain effective working relationships with your team members. Let's be honest, we all want to go to work and enjoy what we do and enjoy working with other people. There is nothing worse than spending at least 8 hours every day in an uncomfortable atmosphere with people you do not get on with.

Your organisation tries to produce what its customer's want whilst making some money and this could be severely affected if:

- People are arguing about new policies, equipment, systems and procedures
- A tense atmosphere exists which is easily spotted by customers
- There are cases of discrimination, sexual harassment or bullying

As a first line manager you should want to create good interpersonal relationships and you can do this by:

- Encouraging people to be happy in their work and to want to come in each day
- Convincing external customers that the company is worth doing business with and keeping internal customers happy because they know that others in the organisation want to work with them
- Keeping valuable staff who like working in the organisation

In order to create and maintain effective interpersonal working relationships, it is important that you adopt the right leadership style, develop good relationships and ensure your team members are aware of the standard that their work must reach.

Why are leadership styles important?

Whether you are talking about Mahatma Gandhi, Martin Luther King, Tony Blair or Richard Branson, there are as many leadership styles as there are leaders. Fortunately for us, both business people and psychologists have developed useful ways of describing the main leadership styles.

Whether you are managing a team at work or running your local football team your leadership style is crucial to your success. Consciously, or subconsciously, you will no doubt use some of the leadership styles featured, at least some of the time. By understanding these leadership styles and their impact, you can become a more flexible, better leader.

Here are just some leadership styles:

- **Autocratic Leadership** - Autocratic leadership is where a leader exerts high levels of power over his or her employees or team members. People within the team are given few opportunities for making suggestions, even if these would be in the team's or organization's interest. Most people tend to resent being treated like this. Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost. For some routine and unskilled jobs, however, this style can remain effective where the advantages of control outweigh the disadvantages
- **Bureaucratic Leadership** - Bureaucratic leaders work "by the book", ensuring that their staff follow procedures exactly. This is a very appropriate style for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling). In other situations, the inflexibility and high levels of control exerted can demoralize staff and can diminish the organizations ability to react to changing external circumstances
- **Charismatic Leadership** - A charismatic leadership injects huge doses of enthusiasm into his or her team and is very energetic in driving others forward. However, a charismatic leader can tend to believe more in him or herself than in their team. This can create a risk that a project, or even an entire organization, might collapse if the leader were to leave. In the eyes of their followers, success is tied up with the presence of the charismatic leader. As such, charismatic leadership carries great responsibility and needs long-term commitment from the leader
- **Democratic Leadership** - Although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward. As participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. It can be most suitable where team working is essential, and quality is more important than speed to market or productivity
- **Laissez-Faire Leadership** - This French phrase means "leave it be" and is used to describe a leader who leaves his or her colleagues to get on with their work. It can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very experienced and skilled self-starters. Unfortunately, it can also refer to situations where managers are not exerting sufficient control
- **People-Oriented Leadership or Relations-Oriented Leadership** - This style of leadership is the opposite of task-oriented leadership where the leader is totally focused on organizing, supporting and developing the people in the leader's team. A participative style, it tends to lead to good teamwork and creative collaboration. However, taken to extremes, it can lead to failure to achieve the team's goals. In practice, most leaders use both task-oriented and people-oriented styles of leadership
- **Task-Oriented Leadership** - A highly task-oriented leader focuses only on getting the job done and can be quite autocratic. He or she will actively define the work and the roles required, put structures in place, plan, organise and monitor. However, as task-oriented leaders spare little thought for the well-being of their teams, this approach can suffer many of the flaws of autocratic leadership, with difficulties in motivating and retaining staff

Using the Right Style – Situational Leadership

There is, of course, no one “right” way to lead or manage that suits all situations. To choose the most effective approach for you, you must consider:

- The skill levels and experience of the members of your team
- The work involved (routine or new and creative)
- The organizational environment (stable or radically changing, conservative or adventurous)
- Your own preferred or natural style

A good leader will find him or herself switching instinctively between styles according to the people and work they are dealing with. This is often referred to as “situational leadership”.

For example, the manager of a small factory trains new machine operatives using a bureaucratic style to ensure operatives know the procedures that achieve the right standards of product quality and workplace safety. The same manager may adopt a more democratic style of leadership when working on production line improvement with his or her team of supervisors.

Developing and maintaining good working relationships

In order to develop and maintain good working relationships, it is important to look at what is involved and who is involved. There are 4 key building blocks which are:

- Respect
- Trust
- Cooperation
- Openness

These 4 building blocks should be applied to:

- Customers
- Team members
- Line managers
- Colleagues

Let's have a look at each one in turn.

Respect

Respect is about how your line manager, team members and you regard each other and in order to build respect into your working relationships with these people you need to make sure that you:

- Keep issues about them confidential and not gossip
- Do what you are asked by the deadline requested
- Treat all of your team members the same and not have favourites
- Value each individual and the contribution they make to your team

To what extent do people respect each other in your work area?

Trust

Trust is about relying on someone and your line manager needs to rely on you and you on them. You also need to rely on your team members and they need to be able to rely on you. To build trust you need to:

- Stick to any promises you make
- Say what you mean and do what you say you are going to do
- Not change your mind unless it is absolutely necessary and make people aware of why you are choosing another route
- Tell the truth, not what people are hoping to hear
- Keep issues about other people confidential

To what extent do people trust each other in your work area?

Co-operation

Co-operation is about people wanting to work together and this can be built into your working relationships by:

- Being flexible and putting people before procedures
- Taking your fair share of the responsibility and being prepared to help others when they need it

To what extent do people co-operate with each other in your work area?

Openness

The final part of building good interpersonal relationships is about being open, which involves:

- Sharing information and not missing some people out
- Not pretending you have secrets that only you need to know
- Trying to have some fun at work without being sarcastic
- Letting people know as much information as possible about what you are doing at work, what your plans are and what your views are (making sure that you do not reveal anything that is confidential)

- Encouraging team members to contribute and be open about their thoughts without criticising them
- Giving and accepting feedback about performance

To what extent are people open with each other in your work area?

You probably make personal contacts and connections every day at work and each one of them has an influence on your career. Making the right kind of relationships is, therefore, imperative and includes:

- **Your Boss** – because how well you succeed and grow within your career depends a great deal on them. Your boss can decide whether to let you handle major or important tasks, give you a great performance review or recommend a salary increase or promotion. One way to make the relationship with your boss better is to make them look good and this can be achieved by performing well in your job, taking on high profile assignments and helping out in other departments. Another way to interest your boss is to become familiar with personal issues such as family and hobbies etc
- **Co-Workers** – Your colleagues are also valuable to you and to make the most of your relationship with them you should be valuable to them as well. Try things like lending an extra hand when they experience difficulties, praise them when they do a good job, get to know them and be genuinely interested. Take them away from the office every now and again, say for lunch because as you both move on they could become some of your best connections

What are working relationships like in your work area? What is your relationship like with your boss and co-workers? What efforts do you make to improve relationships?

Let's have a look at some suggested ways in which we can maintain a healthy relationship with someone at work:

- **A willingness to talk things through** – so when your team members have a problem, discuss it with them
- **Show an interest** – in how your team members are feeling, whether they are happy or unhappy
- **Have some fun** – at work because people respond when they are having fun

Keeping Promises

One sceptic said “I used to make promises, but then I was accused of not keeping them even though I was dependent upon someone else to fulfil that promise” He makes an interesting point, because how can you keep promises if you are subject to some outside force that might change what you have said?

A recent study also suggested that it makes sense to get managers to live by their word and not over promise. It was claimed that the more the employees see their managers as having integrity, the more committed they become.

If you can earn the trust of people by keeping promises you also gain their commitment and pride in being part of a business which, in turn, leads them to going that one step further.

Overall it seems that you must:

- Never promise things that you cannot deliver
- Remember that other things might influence what you have promised
- Be aware that if you keep a promise, you will get more trust
- Explain to a team member why you could not keep a promise

What are you like when it comes to making promises? Do you make them and stick to them? What happens if you make a promise but cannot keep it?

Informing people of expected standards of work and behaviour

Another way of ensuring good working relationships is to ensure that everyone knows what is expected of them from a work and behaviour point of view. Some first line managers have a set of team objectives that they agree with the team and some of these are listed below:

- The working atmosphere should be informal, comfortable and relaxed
- There is a lot of discussion in which everyone participates
- Objectives are understood by all because they have contributed to them
- Every member of the team should listen to everyone else
- There is disagreement from time to time but everyone works to resolve the issues
- More decisions are reached by consensus and formal voting is at a minimum
- People can express their ideas without fear
- The leader should not dominate the team
- Standards of work are agreed

- Levels of behaviour are agreed (including things like dress code, general approach towards customers, technical standards, etc)

Building and Maintaining Positive Relationships at Work – Summary Quiz

Here are a few questions that should remind you of what you have learnt in this section:

- What are the different types of leadership styles and when should you use them?
- What are the 4 building blocks to building and maintaining good relationships?
- What should you be careful of when making promises?
- Why should team members be aware of standards of work and behaviour?
- What is personal conflict?
- What are the sources of personal conflict?
- How can you resolve conflict?
- What records should you keep of personal conflict situations?

Go back over this section and check your answers!!!!

PART D – HEALTH AND SAFETY

Objectives:

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

- Identify the responsibilities of a first line manager to ensure a healthy and safe working environment
- Explain how health and safety risks are identified and how these are monitored to ensure Health and Safety in the workplace
- Identify the actions to be undertaken after identifying a Health and Safety risk

Introduction

During the latter part of the 19th Century, health and safety laws were introduced but only dealt with the worst abuses even though children under the age of 10 years went to work in factories. Fortunately, since that time many health and safety laws have been passed and in 1974 a turning point took place when the Health and Safety at Work Act (1974) was introduced because it covered **all** work premises. The Act outlined the responsibilities of both employer and employee.

Health and safety and the law

In the UK there are 2 main Government bodies that are responsible for health and safety, they are:

- **The Health and Safety Commission (HSC)** – is responsible for developing policy on health and safety at work and it is directly accountable to Government. The Committee has many advisory committees dealing with specific issues such as toxic substances, genetic manipulation and safety of nuclear installations
- **The Health and Safety Executive (HSE)** – which is the body responsible for carrying out the policies of the HSC. The only exception is that in offices, shops, warehouses, restaurants and hotels, local authority inspectors take on that responsibility. You can find lots of useful information on the HSE's website www.hse.gov.uk

The Health and Safety at Work Act 1974

The Health and Safety at Work Act 1974 often referred to HSAWA provides the basis of health and safety law and places general duties on all people at work which includes employers, employees, the self-employed and people in control of premises.

Responsibility for Health and Safety

- **Employers** - Employers have a duty to their employees, any outside contractors and members of the public and a few of their main responsibilities are listed below:
 - To provide and maintain plant and systems of work that are safe and without risks to health
 - To make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances
 - To provide information, instruction, training and supervision as is necessary to ensure the health and safety at work of employees
 - To maintain a place of work in a condition that is safe and without risks to health
 - To provide and maintain safe access to and egress from the workplace that is safe and without risks

- To provide adequate facilities and arrangement for welfare
- To prepare a safety policy
- **Employees** - Unless employees act upon health and safety regulations they are useless so this group of people also have obligations and they are:
 - Taking reasonable care for their own health and safety and that of others who may be affected by what they do or do not do
 - Co-operating with the employer on health and safety
 - Not interfering with or misusing anything provided for their health, safety or welfare
 - Using equipment provided by the employer in accordance with training and instruction provided by the employer
 - Employees also have a responsibility to reporting any work situation that would represent a serious or immediate danger to health and safety

Does your organisation display the responsibilities of itself and its employees regarding health and safety?

Industry-specific laws

There are also many laws that are specific to certain industries. For example health workers are subject to the Substances Hazardous to Health Regulations (recently updated) and those working in the manufacturing industry are subject to the Noise at Work Regulations. There are also many other regulations some of which concern:

- Manual Handling
- Display Screens
- Personal Protective Equipment

Your role as a first line manager

You obviously share the same responsibilities as any other employee but you must also take reasonable care in your own actions, co-operate with your employers and use any equipment provided for your health and safety in a proper manner.

In addition, you have the responsibility for anyone in your team for what you do or do not do and must ensure that your team members follow health and safety guidelines and never “turn a blind eye”. You must also look out for risks that have not been identified and report them to the appropriate person in your organisation.

How do you currently ensure that your team members work in a healthy and safe environment? What example do you set them? How do you ensure they are kept up to date with new regulations?

What does “so far as is reasonably practicable” mean?

One term that often referred to is “so far as is reasonably practicable” but what does this really mean? Some of the duties imposed by the Act are absolute and must be complied with, whilst others balance the degree of risk against the time, trouble, cost and physical difficulty of taking measures to avoid or reduce the risk.

Offences under the Act may be committed by individual people or by corporate bodies and if an offence is committed by a corporate body with the consent or negligence of a director, manager, secretary or other officer then they will also be guilty of an offence and may be prosecuted as a individual as well as the company.

Are there any dangers in your work area that are not being attended to because of lack of money or time or any that are just too much trouble?

Making sure people are safe

Carrying out safety checks should only be one part of several elements that make up your organisations health and safety policy. Carrying out safety checks obviously costs time and money, though, so it is best to concentrate on a few topics and do them thoroughly.

An accident at work may cause personal harm, damage to machinery, lost production, insurance claims, hiring temporary staff and hours spent investigating why things have gone wrong so it is important that people work in a safety and healthy environment.

Add all of these together and it is obvious why an organisation needs to carry out safety checks.

What is a risk assessment?

The Health and Safety Executive (HSE) says that a risk assessment is “nothing more than a careful examination of what, in your work, could cause harm to people”.

Employers have a duty under the Management of Health and Safety at Work Regulations to carry out risk assessments to identify what hazards exist in a workplace and how likely these hazards are to cause harm. They must then decide what prevention or control measures are needed.

Employers must follow the HSE's advice set out in Five Steps to Risk Assessment, a document that is readily available from the HSE, free of charge. People should not only walk around the workplace and inspect for any hazards, but consult you about the hazards you face, and liaise with recognised safety reps when carrying out a risk assessment.

Your employer is responsible for carry out a risk assessment but the person nominated to take charge of health and safety where you work must be a 'competent person'. The Management of Health and Safety at Work Regulations define a competent person as someone with 'sufficient knowledge and experience' to do the job properly.

Where a union is recognised, employers must consult with safety reps as part of risk assessment.

Employers retain ultimate responsibility for the assessment and for any steps that they need to take to eliminate, or control, risk

A 5-step process

The simple process offered by the HSE is outlined below:

- **Step 1 – Carry out a safety audit.** This involves considering what is happening now and what could happen in the future to minimise risks. Some of the questions that should be answered are:
 - Who is the named health and safety officer?
 - What specific rules and regulations apply?
 - Is management aware of the latest laws?
 - Are written health and safety regulations available to every employee or anyone who visits?
 - Are there written instructions for the use of potentially dangerous equipment and is this readily available to those who need it?
 - When are health and safety inspections carried out and who does it? Are records kept?
 - Are there systems in place for reporting accidents?
 - Is there qualified first aid staff readily available when needed?
 - How and when are new staff trained in health and safety aspects?
 - Do people know the rules and regulations regarding the safeguard and storage of any tools, chemicals and personal protection equipment?
 - Are people trained in manual handling procedures?
 - Are buildings appropriately heated and ventilated and does everyone know where the fire escapes are?
- **Step 2 – Determine Likely Causes of Accidents.** This means looking at all aspects of an organisation and determining whether or not an accident might occur. The most obvious places are:
 - Personal protection equipment
 - Design and layout of the work space
 - The work environment
 - Tools, machinery and equipment
 - Hazardous substances
 - Fires
 - Training
 - Safety culture
- **Step 3 – Carrying Out A Staff Training Analysis.** This involves you finding out which members of your team are at risk, finding out how much they know about the risks involved and identifying the gaps. Once the gaps are known, you can arrange training

- **Step 4 – Carrying Out Risk Assessments.** It is now your responsibility to walk around your area and carry out risk assessments. You need to look for potential hazards and evaluate the risk of those hazards. Once you have done that you can put measures in place to minimise those risks
- **Step 5 – Record Your Findings.** Always keep a full record of issues relating to health and safety and what you have done about them. You should at least keep a record of the date and time of your risk assessment, what hazards you identified and what you have done to minimise the risk

Step 4 involved carrying out a risk assessment so let's have a look at this in more detail as it involves:

- Looking for the hazards
- Deciding who might be harmed and how
- Evaluating the risks and deciding whether the existing precautions are adequate or whether more should be done
- Recording any findings
- Regularly reviewing assessments and revising them where necessary

If you work in a small firm and you are confident that you understand what is involved, you can do the assessment yourself. If you work in a large organisation, you could ask a responsible employee, safety representative or safety officer to help you. If you are not confident, you can call on the services of a health and safety consultant.

Who is responsible for risk assessment in your organisation? How often are they carried out?

Health and Safety – Summary Quiz

Here are a few questions that should remind you of what you have learnt in this section:

- What the 2 senior Government bodies connected with health and safety at work?
- What is the main law that provides the base for health and safety at work?
- What are the responsibilities of both employers and employees relating to health and safety?
- What are the industry-specific laws that apply to your organisation?
- What is your role as first line manager towards your team from a HSAW point of view?
- What does “as far as reasonably practicable” mean?
- What are the 5 steps to successful risk assessment?

Go back over this section and check your answers!!!!

PART E – UNIT SUMMARY

Looking back on this Unit, you should be able to:

- Understand how to develop and use a personal development plan
- Know how to plan and manage work
- Understand how to develop and maintain effective working relationships to achieve objectives
- Be able to maintain a healthy, safe and productive working environment

After attendance at the relevant workshop and some research, you will be in a position to attempt the work for this unit.

Good luck!

EXAMPLE PERSONAL DEVELOPMENT PLAN (PDP)

Development goal:

By the end of October 2006, I will be in a position where I can say “no” to requests to carry out work when I am sufficiently busy with my own jobs

How will this be achieved:

As an activist, I will discuss this issue with my line manager and then simply say “no” to a couple of requests and see what happens. He has also agreed to role-play situations with me to test my response.

Where will the development take place?

At work

What are the dates of the programmes?

Between 1 October 2006 and 31 October 2006

Who will support me?

My line manager and a colleague

Reviews:

Reviews will take place with my line manager:

- After I have said “no” a few times to discuss the reaction

Signed:

Date:

Signed: (Line Manager)

Date: