

PERSONAL DEVELOPMENT AS A FIRST LINE MANAGER

Unit Level

3

Good Practice

Unit Number

3001V1

Ofqual Reference

K/504/9003

Credit Value

6

Total Unit Time

60

Guided Learning Hours

20

LEARNING OUTCOMES

1

Be able to develop and use a personal development plan

ASSESSMENT CRITERIA

1.1

Identify the links between organisational objectives and personal development objectives

1.2

Construct a personal development plan which meets agreed objectives

GOOD PRACTICE

You could provide examples of some of your personal development objectives and show how these link to organisational objectives. (Updated Feb 2015)

It might be helpful to summarise how you analysed your personal development needs to determine areas for improvement in order to help you achieve your objectives, and what were the main findings. Suggestions include:

- Appraisal discussions with your line

- manager
- 360 feedback exercise
- Review against a competence framework
- Review of leadership style
- Review of learning style
- Personality profiling
- Personal SWOT

(Updated Feb 2015)

Construct a Personal Development Plan (PDP) which addresses your identified development needs. A chart or table format may be a useful means of presenting the PDP. Your plan should ensure that the development objectives meet SMART criteria and show how you will know from the outcomes whether or not the development activities have been successful. You should also add a column at the end for you to review progress of the plan (see 1.4). Learners can refer to a number of the CMI Checklists for further guidance:

- 092 – Personal Development Planning
- 164 – Testing for Personal Effectiveness
- 231 – Setting SMART Objectives

(Updated Feb 2015)

1.3 Identify a range of learning and development opportunities which support the achievement of the personal development plan

This is designed to allow you to demonstrate that you understand that there are a number of different forms that development activities can take. You could therefore provide a list showing different types of learning and development activities which could be undertaken, suggesting examples of how these activities could help you to achieve particular learning needs.

1.4 Review the progress of the plan

This requires you to revisit the plan you prepared at AC 1.2, and to identify how the development.

activities have progressed. Ideally, this review should take place at least 3 months on from the date of your original plan, and could take the form of a brief narrative which:

- Reflects on what has been achieved so far
- Identifies any barriers or delays due to circumstances outside your control
- Identifies any new development needs which have emerged during this period

As suggested at 1.2 (above), you could also add a final column to the original plan in order to input the update on progress, and add any new development objectives by adding rows to the bottom of the table, making sure these are easily identified, perhaps using a different colour font or highlighting. (Updated Feb 2015)

2	Understand how to plan and manage work	2.1	Describe the methods or processes available to determine work plan priorities	It would be useful to write up the process that you follow in a work situation to agree priorities. This could be supplemented with a reference to a time management model such as Stephen Covey's time management matrix. It could also be useful to have conducted an activity log of how you have used your time over a period of days, and to include in the assignment an analysis of how effectively you think you have actually been working.
		2.2	Explain how to manage time to achieve work plan objectives	Here you could explain what tools are available to help you plan your work to maximise your efficiency. The use of To Do Lists and other tools like email calendars, action plans and work break down plans may be discussed.
		2.3	Explain the reasons for incorporating flexibility into a work plan	This section requires you to show an understanding of some of the factors that can derail your best laid work plans, and so require you to build in some room for manoeuvre into your plan. Work place examples can help you to illustrate this and might include things like breakdowns of vehicles or machinery, urgent customer or management needs, accidents or staff illness.

3

Understand how to develop and maintain effective working relationships to achieve objectives

3.1

Explain how leadership styles and approaches are used in different situations to encourage productive working relationships

You could open this section with a brief discussion on why productive working relationships are important. You then need to outline and compare how the use of different leadership styles will affect the outcome of the situation and the ongoing relationship, using well known leadership styles theories of, for example, Kurt Lewin, Hersey and Blanchard, Tannenbaum and Schmidt, John Adair, Blake and Mouton. One or two theorists is adequate and you should give examples of how you have used two different styles and what the outcome was in terms of the relationship. If you do not work as a supervisor or manager, then you need to describe what you think might happen if you used different styles in different situations.

3.2

Explain how to develop and maintain good working relationships

Here you could show the actions you could take to develop and maintain good working relationships with those that you work with: managers, peers and team members. For instance, how do you provide support and assistance in different ways to these people, and ensure agreed targets are delivered on time, and personal commitments are honoured. Real life examples will help to illustrate this.

3.3

Describe how to work with team members to maintain standards of work and behaviour that achieve objectives

In this section you could include a description of how you set standards with your team in terms of yours and the organisation's expectations of their outputs and behaviours, and then explain how you monitor these and give feedback in order to ensure that team objectives are delivered on time

			and in the right manner.
4	Be able to safeguard the welfare of the team in the working environment	4.1	Describe the responsibilities of a first line manager for safeguarding team welfare
		4.2	Explain how risks that can affect team welfare are identified and monitored
		4.3	Describe the actions to be taken after identifying a risk to team welfare
			<p>You could include a description of your understanding of what the term ‘team welfare’ actually means, then go on to explain a first line manager’s responsibilities – including any legal responsibilities. Your answer should not be limited to health and safety, although this is clearly an important and integral part of team welfare.</p> <p>You could identify a couple of different risks, including one related to health and safety and another related to a different aspect of welfare – for example, stress and explain how you monitor for risks of these natures – real life examples would assist. You could alternatively show how you would conduct a risk assessment for your work area and determine the level and likelihood of the risks.</p> <p>This follows on from the previous answer and requires you to explain the process you would follow having identified a risk. It would make sense to develop one of the examples you have already given and to describe the action plan you would follow to reduce the identified risk.</p>

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about personal development and planning, work planning, relationship building and team welfare.

