Pathways to Management and Leadership

Level 5: Management and Leadership

Unit 5001V1

Personal Development as a Manager and Leader

Pathways to Management and Leadership

Unit 5001V1: Personal Development as a Manager and Leader

Personal Development as a Manager and Leader

Contents

Section 4 Supporting and promoting staff welfare 69

Before you move on 95

Bibliography 99

SAMPLE MATERIAL

About this workbook

The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 5 in Management and Leadership qualifications, so it specifically focuses on the content of the syllabus for Unit 5001V1 *Personal Development as a Manager and Leader*.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare you for future assessment. If you are studying for the Level 5 in Management and Leadership qualifications, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Be able to assess and plan for personal professional development.

2. Be able to plan the resources required for personal professional development.

3. Be able to implement and evaluate the personal development plan.

4. Be able to support and promote staff welfare.

The aims of this workbook

This workbook aims to help you learn how to:

- develop yourself

- identify development resources

- implement, evaluate and review personal development

- promote staff welfare and health and safety working practices.

Syllabus coverage

The table below shows which sections of the workbook address each of the assessment criteria of the qualification syllabus.

Unit 5001V1 syllabus coverage	Addressed within section:
Personal Development as a Manager and Leader	
1.1 Identify the importance of continual self-development in achieving organisational objectives	1
1.2 Assess current skills and competencies against defined role requirements and organisational objectives	1
1.3 Identify development opportunities to meet current and future defined needs	1
1.4 Construct a personal development plan with achievable but challenging goals	1
2.1 Identify the resources required to support the personal development plan	2
2.2 Develop a business case to secure the resources to support the personal development plan	3
3.1 Discuss the processes required to implement the personal development plan	3
3.2 Evaluate the impact of the personal development plan on the achievement of defined role requirements and organisational objectives	3
3.3 Review and update the personal development plan	3
4.1 Discuss the relationship(s) between staff welfare and organisational objectives	4
4.2 Explain the process for assessing staff welfare	4
4.3 Explain the actions to be taken by the manager in dealing with a staff welfare issue	4
4.4 Describe how to communicate responsibilities for staff welfare to the team	4
4.5 Discuss records that may be maintained to demonstrate that staff welfare is supported	4

Getting started

When people talk about 'the role of the manager or leader, the focus is usually external and looks outwards from the person who is doing the managing or leading. So there is much talk of managing resources, people, tasks and processes.

But efficient and effective management and leadership really begins at home. In much the same way as we expect doctors to manage their own health — 'Physician, heal thyself' — most organisations expect their managers and leaders to be good at managing themselves. The thinking goes that if someone is a good self-manager, then they are more likely to be able to manage other people.

Managing yourself is very much about the skills of managing the things in this list:

- **Your development**: Making sure you are continually learning and building on your experiences

- **Resources**: Ensuring that you plan for the resources required for personal or self-development

- **Implementation and evaluation**: Of any development undertaken

- **Staff welfare and health and safety**: Ensuring you promote staff welfare and maintain health and safety conscious working practices.

This workbook will encourage you to focus on these important self-management skills. This will enable you to work more confidently, efficiently and effectively.

This workbook is about recognising and responding effectively to personal development needs and objectives as a manager and leader.

How to use the workbooks

The workbooks provide ideas from writers and thinkers in the management and leadership field. They offer opportunities for you to investigate and apply these ideas within your working environment and job role.

Structure

Each workbook is divided into sections that together cover the knowledge and understanding required for that unit of the Level 5 in Management and Leadership. Each section starts with a clear set of objectives that identify the background knowledge to be covered, and the management skills in the workplace that enable you to demonstrate this knowledge. You do not have to complete the sections in the order they appear in the workbook, but you should try to cover them all to make sure that your work on the unit is complete. There are self-assessment questions at the end of each section that allow you to check your progress. You may

want to discuss your answers to the self-assessment questions with your line manager or a colleague.

Activities

Throughout the workbooks there are activities for you to complete. These activities are designed to help you to develop yourself as a manager. Space is provided within the activities for you to enter your own thoughts or findings. Feedback is then provided to confirm your input or to offer more ideas for you to consider.

To get the best from the workbooks, you should try to complete each activity fully before moving on. However, if the answer is obvious to you because the issue is one you have encountered previously, then you might just note some bullet points that you can then compare quickly against the feedback. You may sometimes find it difficult to write your complete response to an activity in the space provided. Don't worry about this — just keep a separate notebook handy, which you can use and refer to as needed.

Try not to look at the feedback section before completing an activity. You might like to try covering up the feedback with a postcard or piece of paper while you are working through an activity.

Timings

Timings are suggested for each section and activity, although it is important that **you** decide how much time to spend on an activity. Some activities may occupy only a few moments' thought, while others may be of particular interest and so you might decide to spend half an hour or more exploring the issues. This is fine — the purpose of the activities is to help you reflect on what you are doing, and to help you identify ways of enhancing your effectiveness. It is always worth writing something though, even if it's brief — the act of writing will reinforce your learning much more effectively than just referring to the feedback.

Scenarios

There are scenarios and examples throughout each workbook to illustrate key points in real workplace settings. The scenarios cover a wide range of employment sectors. As you work through, you might like to think of similar examples from your own experience.

Planning your work

The reading and reflection, scenarios and activities in each section of the workbook are designed to take around two hours to complete (although some may take longer). This is a useful indicator of the minimum length of time that you should aim to set aside for a study session. Try to find a quiet place where you will not be interrupted and where you can keep your workbooks,

notes and papers reasonably tidy. You may also like to think about the time of day when you work best — are you a 'morning person' who likes to get things done at the start of the day, or do you work better in the evening when there may be fewer disturbances?

Preparing for assessment

Further information on assessment is available in the Student Guide produced as part of the *Pathways to Management and Leadership* series. If you have any further questions about assessment procedures, it is important that you resolve these with your tutor or centre co-ordinator as soon as possible.

Further reading

Suggestions for further reading and links to management information are available via ManagementDirect through the Study Support section of the Institute's website at http://mde.managers.org.uk/members. Alternatively, email ask@managers.org.uk or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

The CMI Management Library holds an extensive range of books and pamphlets for loan to members. A postal loan service is offered to members in the UK only. You will only pay your return postal charges. Go to www.managers.org.uk/library to review the collection and to place your requests.

Section 1 Developing yourself

Time required: about 2 hours

Learning outcome

By the end of this section you will be able to assess and plan for personal professional development and be able to:

1.1 Identify the importance of continual self-development in achieving organisational objectives

1.2 Assess current skills and competencies against defined role requirements and organisational objectives

1.3 Identify development opportunities to meet current and future defined needs

1.4 Construct a personal development plan with achievable but challenging goals

What is personal development?

Personal development is an ongoing process which, for many people, continues throughout life. As Henry Ford said:

> *Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.*

We all develop and change as we grow older. It's an inevitable process and a result of life experiences. You have a choice: you can take charge of that development and influence it, or you can sit back and let life take its own course. But by choosing to take charge, you will be able to achieve your full potential and move towards the future you want for yourself.

Pedler, Burgoyne and Boydell in *A Manager's Guide to Self-development* (2007) draw the links between self-development and personal development. The message in their view is:

> *Self-development is personal development, with the person taking primary responsibility for their own learning and for choosing the means to achieve this. Ultimately, it is about increasing your capacity and willingness to take control over and be responsible for events.*

They go on to say that self-development can mean many things:

- developing specific qualities and skills
- improving your performance in your existing job
- advancing your full potential as a person.

Activity

Activity 1.1   **(about 5 minutes)**

What does personal development mean to you in the context of your life, your goals and your ambitions?

Feedback

There is no right or wrong answer to this question because we all have different combinations of interests, opinions, values and beliefs. Even so, for most people, personal development is about one or more of the following:

- *developing greater self-awareness*

- *acquiring new skills and/or knowledge*

- *setting personal goals.*

The remainder of this section is designed to help you to examine each of these areas within your own life.

Developing greater self-awareness

Developing self-awareness is a key aspect of self-development. Daniel Goleman, in *Working With Emotional Intelligence* (1997), highlights self-awareness as being the foundation for outstanding performance at work. Developing self-awareness and other aspects of emotional competence described by Goleman is directly linked to outstanding performance as a manager. For example, a study of top executives at 15 global companies, including Pepsi, Volvo and IBM, concluded that success at the highest levels could be attributed to emotional intelligence rather than to technical and intellectual competence.

Goleman suggests that self-awareness involves:

- recognising what emotions you are feeling and why

- being able to assess your strengths and limitations accurately

- having self-confidence.

Recognising what emotions you are feeling and why

Our emotions and feelings affect the way we behave, that is, what we say and do. All human relationships are based on our behaviour towards each other. Behaviour can be likened to the visible part of an iceberg — it's just the visible part of what's going on inside your head. Therefore, understanding your emotions and feelings, and the effect they have on behaviour, can help you to:

■ understand why you behave like you do

■ interpret other people's behaviour.

This involves taking time out to think. So much happens each day in the interactions that form human relationships. At the same time, the pace of life means that most people feel far too busy to stop and think about how they relate to people and the effects this has on their relationships. According to Goleman, and an ever-increasing number of organisations, it is time well spent.

Activity

Activity 1.2	(about 10 minutes)

Consider the following ways of recognising your emotions, as identified by Goleman (in the left-hand column). Then try to identify at least one example of when you did each one during the last week.

Ways of recognising emotions:	Example(s):
Consciously identifying what emotions you are feeling and why	
Realising the link between your feelings and your behaviour (i.e. between what you felt and what you did or said)	
Recognising how your feelings are directly affecting your performance at work	
Being aware of how your values and principles affect the way you behave at work	

<table>
<tr><td>

Feedback

</td><td>

Although the activity is very subjective, the ease with which you completed it is likely to be an indication of how attuned you are to your emotions and the effects they have on your behaviour. Becoming more attuned is a lifelong project; recognising the value of becoming more attuned and beginning the project can start at any time.

</td></tr>
</table>

Accurate self-assessment

As you would expect, accurate self-assessment involves being aware of your strengths and limitations.

There is a range of tools against which you can benchmark your current skills and competence as a manager. For example, in May 2004, national standards that describe the level of performance expected in employment for a range of management activities were approved. These standards clearly state what is expected of a competent manager at different levels. You can find them at www.skillscfa.org/.

Alternatively, your organisation may have developed its own competence framework.

But accurate self-assessment is not just about making an inventory at a particular point in time. It's about being open to feedback from your own observations, and from others, and using that feedback to develop.

Scenario | **Using a reflective learning log**

A manager in a consultancy firm recognised that he simply wasn't giving himself the time and space to think. Day-to-day pressures meant that although he was achieving his objectives he wasn't learning from what he was doing and bringing the benefit of experience to new contracts. He decided to follow a development programme and learned the importance of putting time aside to reflect and learn. He got into the habit of writing a reflective learning log when he was facing particular issues and found that the process enabled him to take a broader perspective and build on his experiences. Here is an example.

Reflective learning log: 27 January 2010

What happened?

> When producing draft input for a methodology, kept getting it returned by (internal) customer complaining that it was not what was required, despite being carried out as requested within the parameters given. I was getting frustrated with the customer for not telling me what he actually wanted.

Relevant theories/reading/input from other people

> Discussion with my mentor made me realise that the methodology was an evolutionary process and that the customer did not actually know what was needed until

inspired by the initial drafts. This enabled him to see further down the process and suggest modifications.

Reflective learning points

It's too easy to be critical of other people, especially when they are apparently being unnecessarily critical of your work. I need to take a step back and try to see the wider picture — how the problem is being viewed from the customer's side. I must be able to accept that other people may not see the wider picture either, and be prepared to adjust my stance to become more accommodating and tolerant.

Action points

Always consider a problem from the customer's side before making hasty judgements.

Make time to evaluate the situation and look beyond the smokescreen for the source of the fire.

Accurate self-assessment involves being open to feedback from others. You may be lucky to have a line manager who regularly reviews your performance and gives constructive feedback. However, many managers find they have to be proactive in encouraging others to give feedback. It may be appropriate to other managers, people in your team or customers. You may even have a formal system of 360° feedback, where you give and receive feedback to and from peers, your team members and line manager.

When you ask for feedback, be specific about what it is you want feedback on. Also, be ready to listen to criticism or suggestions for improvement. The people you ask for feedback may not always be skilled at giving constructive feedback and therefore you may need to get over the natural emotional response of immediately dismissing what they have to say if they don't express it very well.

Activity

Activity 1.3 (about 10 minutes)

Below are some of the behaviours people show if they can accurately make self-assessments, as identified by Goleman. Can you recognise yourself? Identify an occasion within the last week when you did each one.

Identify an occasion from the last week when at work, you:	Your example:
consciously identified either a strength or a weakness in yourself	
reflected on your behaviour and learned from it (i.e. you will do something differently next time)	
were open to candid feedback from another person	

Feedback

Being able to identify your strengths and weaknesses accurately is essential if you want to take your self-development along a structured path. Again, it involves making a conscious decision to spend time regularly thinking about your behaviour. It also involves being open to feedback from others. The ability to receive feedback, and when appropriate to use it, is inextricably linked to another aspect of self-awareness — having self-confidence.

Having self-confidence

Self-confidence is an almost indefinable quality, but makes a significant difference to the way we run our lives. You will certainly know the times when you have it and when you don't. You will immediately recognise it in others and, from time to time, if you are like most people, you will find yourself wishing you had more of it. But what exactly is self-confidence?

When you are self-confident you will feel and behave in certain ways that signal to yourself and to the rest of the world that you feel good about yourself. When asked to describe that self-confident feeling, a number of senior managers made the following comments:

> *When I'm feeling confident I'm prepared to tackle more or less anything that comes up. I know that no matter*