

Pathways to Management and Leadership

Level 3: First Line Management

Unit 3001V1

Personal Development as a
First Line Manager

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Unit 3001V1: Personal Development as First Line Manager

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Personal Development as a First Line Manager

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About this workbook

The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 3 – First Line Management, so it specifically focuses on the content of the syllabus for Unit 3001V1, *Personal Development as a First Line Manager*. This is about the way in which you lead and motivate your team to achieve organisational goals.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare for future assessment. If you are studying towards the Level 3, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. Be able to develop and use a personal development plan
2. Understand how to plan and manage work
3. Understand how to develop and maintain effective working relationships to achieve objectives
4. Be able to safeguard the welfare of the team in the working environment.

The aims of this workbook

This workbook aims to help you learn how to:

- manage your own development and time
- set and meet personal and work-related objectives
- build effective work relationships based on mutual support and respect.
- maintain a safe and healthy working environment for yourself and your team.

This workbook then is about how you can continually develop your skills to improve performance through planning and managing your time effectively, and the skills that you need to develop effective and safe working practices and relationships to meet objectives.

Syllabus coverage

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

Unit 3001V1: Personal Development as a First Line Manager Syllabus coverage	Addressed within section
1.1 Identify the links between organisational objectives and personal development objectives	1
1.2 Construct a personal development plan which meets agreed objectives	2
1.3 Identify a range of learning and development opportunities which support the achievement of the personal development plan	2
1.4 Review the progress of the plan	2
2.1 Describe the methods or processes available to determine work plan priorities	1
2.2 Explain how to manage time to achieve work plan objectives	1, 3
2.3 Explain the reasons for incorporating flexibility into a work plan	3
3.1 Explain how leadership styles and approaches are used in different situations to encourage productive working relationships	4
3.2 Explain how to develop and maintain good working relationships	3, 4
3.3 Describe how to work with team members to maintain standards of work and behaviour that achieve objectives	2, 4
4.1 Describe the responsibilities of a first line manager for safeguarding team welfare	5
4.2 Explain how risks that can affect team welfare are identified and monitored	5
4.3 Describe the actions to be taken after identifying a risk to team welfare	5

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Getting started

A large part of a manager's job is to get things done through other people. That means managing them, their performance and their work. It means developing their skills and talents, delegating effectively and making sure they stay motivated. It means enabling them to enhance the quality of their work, and to safely achieve their goals and targets that equal success. And there are lots more, as you know.

Getting it all done needs a cool head and enough time – and time is a major concern for most managers. There is never enough, so it's essential to use what there is wisely. It means avoiding unplanned disruption wherever possible and standing back from the day-to-day rush, so you get a clear picture of where your time ought to be going, and can plan accordingly.

This means careful planning, and scheduling activities to make effective use of what time you have available. Obviously, you will be looking out for tips and techniques – there are lots in here for you to use and try out.

A potential source of pressure can arise from differences between managers and non-managers in the way that they might take decisions and solve problems. There is always the chance that a decision could have been better, but all you can really do is to take a structured approach to get the best possible outcome at the time. Underlying all this is the need to set yourself goals and targets, so you know where you are heading and how to get there. So, there is a lot to do in managing yourself. By the end of this workbook, you should feel more in control of your work and your own performance.

How to use the workbook

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 3 in First Line Management. 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 workbooks 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.

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Section 1 Goals and priorities

Learning outcomes

(about 2 hours)

By the end of this and the next section you will understand how to develop and use a personal development plan and know how to plan and manage work. In this section you will be able to:

- 1.1 Identify the links between organisational objectives and personal development objectives
- 2.1 Describe the methods or processes available to determine work plan priorities
- 2.2 Explain how to manage time to achieve work plan objectives.

A sense of perspective

The starting point is that without goals and priorities there is no framework for you to hang on to, nothing to let you know whether the way you are managing in work, and in life generally, is appropriate.

It is important that you as a person and as a manager have some 'life goals'. They provide an essential sense of purpose that helps structure what you do, and helps you focus your time and energy appropriately. This does not mean that effective performance at work is not essential. It simply means that being 'busy' is not the same as being 'effective'.

Take a look at the two scenarios that follow.

Scenario

Your call

Two sales representatives had similar areas to cover. One was always dashing about seeing people, and looking under pressure. The results were excellent.

The other one was achieving very similar results, but seemed to be far more laid-back. This rep even took the odd day off to play golf and spent time on the phone, while the first seemed to spend time hurtling from A to B ... and then back to B via C before one last trip to call on D. The appointment with E would have to wait until tomorrow.

The one who got promoted was the rep with the laid-back approach.

As the senior manager said: 'If you make it look that easy then you can help other people do the same. If you make it look hard it's going to rub off and be catching — they'll all begin to think that it can't be done.'

In five years' time I intend to have achieved the following...

1. at work...

2. outside work...

In ten years' time I intend to have achieved the following...

3. at work...

4. outside work...

Feedback

You may have some clear personal goals. For example:

- *tour the world*
- *write a book*
- *achieve at a sport*
- *become a volunteer*
- *learn to fly a helicopter.*

Personal goals matter – they help drive what keeps us going. They can also have an enormous influence on our success at work.

You may have found it easier to answer the questions about the work goals, as at work there are more structured elements like job titles and qualifications that can help you set clear targets. For example, in 'x' amount of time, I want to:

- *have worked my way up to senior manager level*
- *have acquired specific qualifications in management*
- *be in charge of my own department*
- *be a director*
- *run my own business.*

In their book *Time Management in a Week*, Declan Treacy and Polly Bird (2002) suggest we should address these sorts of questions:

- What would I like to have achieved by the time I retire?

- What salary would I like to earn?
- Would I like to run my own business or become a senior manager in a large organisation?
- Should I remain in this country or work abroad?
- Would I benefit from further education?
- What business skills do I need to develop?
- What industry would I really like to work in?
- What is my ideal job?
- What professional organisations should I join?

In the same way that you have personal goals, so does the organisation you work in. It probably plans to achieve certain milestones by some clearly defined times. The organisation's goals and objectives will usually have clear and direct links with those at departmental, section and individual level. This means that your own work goals need to be in tune with those of the organisation.

Activity

Activity 1.2 (about 5 minutes)

Think again about your work goals. What are the really key ones? List them here:

Feedback

Now you are drawing out what is really important for you to achieve at work.

Activity

Activity 1.3 (about 10 minutes)

Now take it all a stage further. In the table below, list some specific, realistic and achievable work objectives. Set a deadline for yourself. Then in the last column, indicate how you will be able to tell when you have achieved them – your success criteria.

Action	To be completed by	Success criteria

Feedback

Whatever your objectives are, they should be SMART:

Specific and Strategic

Measurable and Meaningful

Achievable and Acceptable

Realistic and Resourced

Time bound and Timely

A SMART objective needs to be along these lines:

'I intend to (have achieved something specific, that is realistic and achievable given the circumstances) by (a time limit) and will know I've made it when (I can measure the results and can prove I've done it).'

So, you might say:

'I intend to complete the first draft of my assignment by Tuesday lunchtime, and take it to my colleague at 3pm for her to comment upon. Then I'll update it from her comments, and get my final draft ready for submission by 5pm on Friday, to catch the post at 6.30pm that day.'

Goals and objectives like these can be a real boost to achieving success in your role, and as a means of positive encouragement. If what you are aiming for is within your grasp then the buzz you get from achieving it is enormous. As they say: 'Nothing succeeds like success.'

One point that emerges from this is that you can't do everything at once. Day-to-day pressures mean you may have to put some things on hold while you concentrate on the top priorities – and this raises an important issue: how to set those priorities.

Setting priorities

Prioritising your goals – and your day-to-day work – is important if you are to stay in control and get where you want to be.

How you prioritise doesn't matter, as long as you do it. Here are some ways:

- You pick the easiest first, to ensure you get a good and positive start.
- You need to put them in sequence, because achieving success in one is only possible if another one is achieved first. For example, you don't normally become a director until you've made it as a senior manager.
- You sort them out into their importance or their urgency – an issue you will look at in depth when you explore time management issues later on, in Section 3.

As a leader and manager, one of the most difficult things to say is: 'I'm sorry – I haven't got time to do that at the moment.' Here is a three-stage model to help you prioritise work:

1. Acknowledge the importance of each person's problem.
2. Prioritise the demands on your time so that you devote the most time to the most important issues.
3. Schedule your time by separating out those things you must attend to now, from those that you can tackle later.

Avoiding the issue

One of the effects of poor priority setting is that it puts pressure on you, and potentially on others. This can cause high stress levels and perhaps even conflict. Here are some common strategies that people use to avoid the issue.

'Distancing'

It's someone else's fault – they did it, or they are the reason.

'I could get it all done if it weren't for the boss.'

'They don't understand – this new system that they want us to implement will never work.'

This approach can set up the conditions for poor relationships and outright conflict.

'Displacing'

This just shifts the balance so the stressful areas get more and more attention, at the expense of the rest of one's life.

'Sorry, I can't come to the cinema with the kids – I've got to work on this report.'

'I had to miss the meeting – I need to get in early and do some planning.'

Displacement is very common. The stressful activity displaces other activity (often the very activity that could help you relax).

'Withdrawing'

This is where we put our heads in the sand, say it will go away and then start to believe it.

'Yes, I know we haven't got enough in the budget ... but it'll be all right ... it'll have to be.'

'It's just not possible that we'll lose the order, so let's not even talk about it.'

Unfortunately, it doesn't go away – it keeps on coming and then you really do have to deal with it.