

Chapter 4: Personal and Professional development 2



In this chapter, you will learn about:

- Evaluate own current skills and competencies against professional standards and organizational objectives
- Identify own development needs and the activities required to meet them
- Identify development opportunities to meet current and future defined needs
- Devise a personal and professional development plan based on identified needs

LEARNING OUTCOMES (Cont..)

- Be able to implement and continually review own personal and professional development plan
- Discuss the processes and activities required to implement the development plan
- Undertake and document development activities as planned
- Reflect critically on own learning against original aims and objectives set in the development plan
- Update the development plan based on feedback and evaluation

1. Skills and competencies

Explanation

Skill definition

- A skill can be defined as the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both
- A skill can also be described in terms of whether it is a domain general or domain specific skills, a hard or soft skill, or a marketable skills. Other examples include the following:
 - + Technical/work-specific skills
 - + Functional/transferable skills
 - + Self-management skills

1. Skills and competencies

Explanation

Competence

- Competence can be defined as the ability to perform activities to the standards required in employment, using an appropriate mix of knowledge, skill and attitude
- Competencies are the critical skills, knowledge and attitude that a jobholder must have to perform effectively.
- Before starting to work with competences, you need to define 4 things:
 1. What your role encompasses
 2. The knowledge, skills and attitude that make up that competence
 3. At what level you need to be competent
 4. What you could do to prove that competence

1. Skills and competencies

Skills matrix

- The skills matrix is a simple visual tool to aid in the management, control and monitoring of skill levels.
- The first step is to establish standards.
- Skill matrices can be as simple as two levels (empty square or circle, full square or circle) and as complex as having seven sections to the pie of a circle.

Gap analysis

- A gap analysis is basically the process of matching and comparing the knowledge and skills that you currently have against those that you need for your future role and career and identifying where there are gaps.
- This matching process can help you to focus better on the skill areas which you need to develop



What are “management skills”?

Whetten and Cameron (2002) suggest that management skills can be differentiated from other kinds of managerial characteristics (such as ambition or integrity) and management practices (such as hiring and firing) because they are:

- Behavioral
- Controllable
- Developable
- Inter-related and overlapping



People skills

- Management skills may also be differentiated from purely technical/operational skills because they are inherently bound up with people and influenced by personal factors.
 - Interpersonal skills involve processes within people themselves
 - Interpersonal skills involve interactions between two or more people
- Interpersonal skills underpin managerial competence in the key process of getting things done through other people

Leadership competencies

- Competency is being described here as something, either natural or learned, which is practiced and used effectively to achieve a desired goals.
- The following is the top 7 groups of key working competencies
 - Influence others
 - Foster accountability
 - Build positive working relationships
 - Coach for improvement/results
 - Communicate effectively
 - Work effectively
 - Build a high performing team

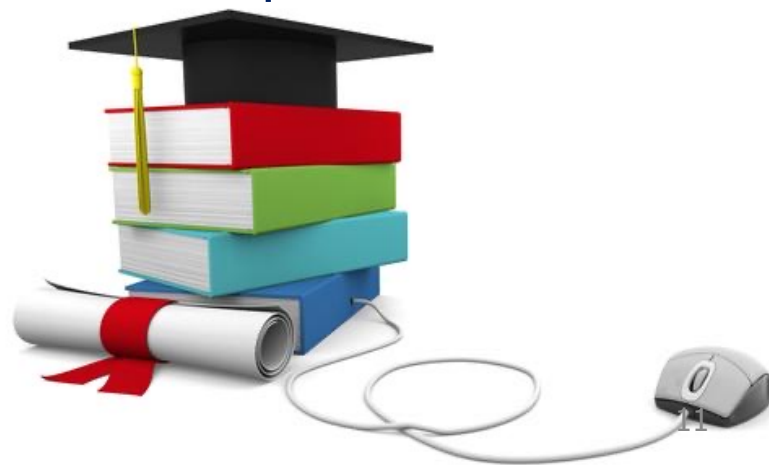
Developing skills for life

Learning itself is a life skill

- Learning to learn enables you to keep on learning far beyond and particular study text, training event. It is a framework for on-going self-development

Learning is a constant, cyclical process

Effective learning is a cyclical process of experimentation and adjustment.



A focus on behavior

While the learning objective of content-oriented learning is knowledge or understanding, the learning objective of skill development is application: intentional behavior and behavioral change

Making notes

- Get into habit of making notes – verbal or visual, paper or electronic – during or shortly after any meeting or discussion you are involved
- The notes will provide the raw material for reflection and self-evaluation. If you rely solely on your memory, you will probably have insufficiently detailed data to go on

Collecting and filing data

- Building the habit of putting notes somewhere you'll find or on your laptop

Reasons **Self-knowledge and self-appraisal**

Every managers needs clear images of his or her personal skills and characteristics for following reasons:

- Interacting with other people and developing interpersonal skills
- Goal-planning and self-development
- Motivation and performance
- The organization assess its employees' skills and characteristics for selection, training, promotion planning, pay awards, formal performance appraisal
- Various technique:
 - Group assessment
 - Assessment centers

Self-knowledge and self-appraisal

Building an accurate self-image

- Self-image is something we mainly learn from interacting with other people – a reflection of their behavior and attitudes toward us
- Self-image is formed by experience and can be adjusted
- Every individual has a self-image, but very few people attempt to confirm, refute or change their self-image in any systematic or objective fashion.



Self-knowledge and self-appraisal

Developing self-awareness

In order to become more self-aware, you might:

- Acquire knowledge about human beings and their behavior in general
- Gather the opinions of trusted individuals who know you well
- Compare yourself to role models in your life
- Take tests
- Analyze incidents at work and outside work.

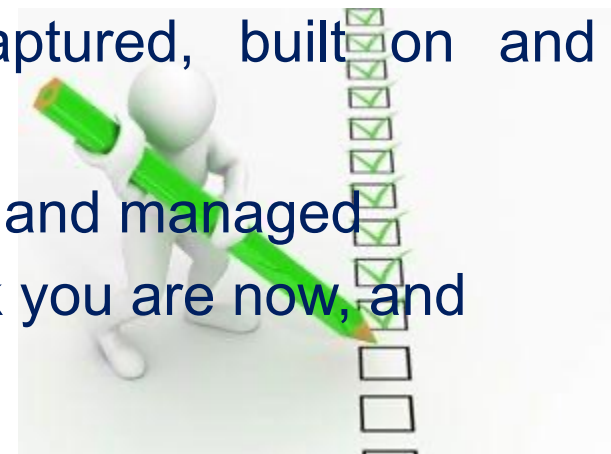


Self-knowledge and self-appraisal

Self-appraisal: strengths and weaknesses analysis

- In order to construct your own SWOT analysis, you need to examine your current situation.
- Strengths need to be maintained or built upon
- Weaknesses need to be remedied, changed or stopped
- Opportunities need to be prioritized, captured, built on and optimized
- Threats need to be countered or minimised and managed

Consider the overall picture of where you think you are now, and where you want to be.



The important of transferable skills

- Employers look for the kinds of skills that can be acquired through all sorts of activities and adapted in different contexts.
- Transferable skills are non-job specific skills that you have acquired during any activity or life experiences.
- Transferable skills fall into 3 groups: working with people, working with things, and working with data/information
 - Working with people: sell, train, advise, and negotiate
 - Working with things: repair, open machinery, sketch, survey or troubleshoot
 - Working with data/information: budgeting, researching and analysing

Why do I need to identify my skills

- Clarifying your career focus
- Develop your motivation and self-confidence
- Help you refine and focus your job search techniques
- Improve your employability

When planning your career, it may be useful to undertake a skills audit – identifying your skills, strengths and qualities which may affect your employability



Skill-appraisal

- It's vital that you are honest in assessing your skills
- Once you have thought through each of the skill headings and made rough notes, make a more formal record of your deliberations. This will be useful for 2 reasons:
 - It can form a key part of journal or skills log and provide important evidence which can be assessed as part of the Unit
 - It may form the basis of the personal development plan which you will need to draw up with your line manager as part of this Unit



Skills audit

- A skills audit is a review of your existing skills against the skills you need now and in the future.
- A skills audit is a five stage process
 - Stage 1: Existing skills and knowledge identification
 - Stage 2: Future skills and knowledge identification
 - Stage 3: Rating your ability
 - Stage 4: Review your ability ratings
 - Stage 5: Your future development



Skills
Audit

Preparation of a development plan

Career and personal development

- PDP is not an end itself, it is a cyclical process. This mean that you can start your development at any point in the cycle.
- PDP is about lifelong or continuous learning in the workplace
- The objectives of PDP should be SMARTER, means: Specific – Measurable – Agreed – Realistic – Time-bounded – Evaluated – Reviewed



4. Preparation of a development plan

4.2. Current performance

The ultimate goal of your plan is to analyze and develop the following:

- Where you are now
- Where you want to be
- How you are going to get there

Analyzing your current strengths

Outline your current success under the following headings:

- My personal achievements
- My work achievements
- My qualifications
- Training courses attended
- My financial status

4. Preparation of a development plan

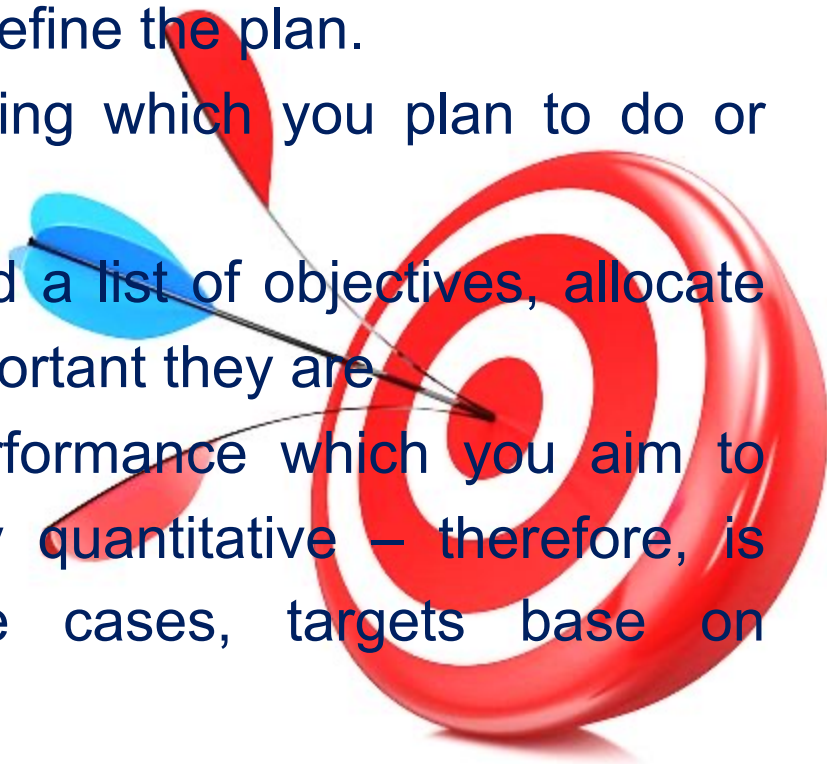
4.3. Future needs

- In 21st century, professionals are responsible for their own careers and have to make decisions about where they want to go next. They must be able to adapt to sudden career changes, whether these result from new opportunities or redundancy.
- In term of future needs, you should also give some thought to the type of support which might help you to achieve your plan

4. Preparation of a development plan

4.4. Aims, objectives, and targets

- **Aims:** having a clear aim begins to define the plan.
- **Objectives:** an objective is something which you plan to do or achieve
- **Prioritise:** once you have established a list of objectives, allocate numbers to them to indicate how important they are
- **Targets:** a target is a level of performance which you aim to achieve or maintain and is usually quantitative – therefore, is numerically measurable. In some cases, targets base on something qualitative



4. Preparation of a development plan

4.5. Review dates

- On average, the PDP should be reviewed quarterly, though more frequent reviews might be needed in the early stages to ensure it gets off the ground.
- Key points:

Record plans	Monitor progress
Seek support, feedback and encouragement	Make your development a priority
Be prepared to redraw plans	Anticipate and be prepared for problems
Make it enjoyable	Keep your development plan stretching and achievable – not too big

4. Preparation of a development plan

4.6. Achievement dates

- Achievement may be measured in two ways: the first is by completing the task in the time allowed and the second is completing the task to your stated satisfaction.
- Objectives need clear indications of success if they are to retain their motivating power
- Unforeseen obstacles can bring a plan to a complete stop. However, with some forethought, many obstacles can be anticipated and contingency plans can be put into place to reach the objective by a different route

4. Preparation of a development plan

4.7. Development activities

- Once you have decided in which area you want to develop you can use certain criteria to help you decide the best development activity for you
- Some criteria you would wish to use: prior knowledge, career relevance, how appropriate, support required, pace, transfer, group, feedback, costs, payoff, timescale
- Selecting the development activities that work for you
- Formal training/development
- Recreational

4. Preparation of a development plan

4.8. How do I successfully manage my PDP?

- Sharing your plan with a colleague can give them an opportunity to help you
- If you do get other people involved it's a good idea to keep them regularly updated on your progress
- Different people can help you in different ways
- Watch out for significant differences between your planned and actual progress.
- Need to be methodical when monitoring your progress
- Take time to look at the development plans you have made
- Ask for feedback
- Learning from the things that go wrong

5. Action planning

5.1. An action plan

Simple and systematic format:

Objectives	Methods	Timescale	Mentoring and review
Statement of SMARTER behavioral objective	List of specific methods/activities selected	Target completion date for each listed method/activity	How, with whom and how often you will check your progress ?

5. Action planning

5.2. Defining realistic time scales

It is unrealistic:

- To attempt massive behavioral changes in a short time frame
- To attempt to work on too many areas of change at a time

There is nothing wrong with planning for gradual, incremental changes or improvements over time



5. Action planning

5.3. Identifying ways to monitor and review progress

The control process may involve regular monitoring of your activity and/or periodic review of your results

- What progress markers are built into your objectives, which you can check for in your performance ?
- What types of information will you use for monitoring?
- What other people might you involve in the monitoring and review process?
- How often will you review/sample your activity and its results?

6. A personal development journal (PDJ)

6.1. What is a “PDJ”?

A PDJ is a structured approach to recording your experience, providing you with data which will enable you:

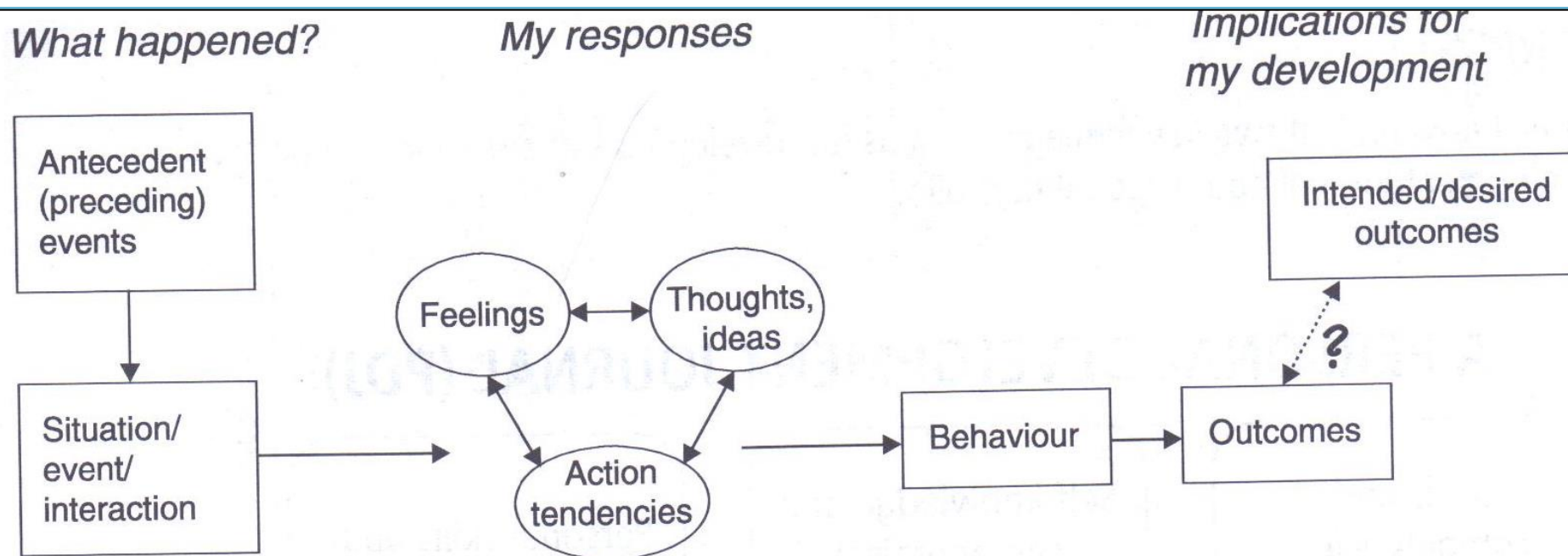
- To bring your experience into your conscious awareness, opening up the possibility of different and more intentional behaviors
- To reflect on and analyze your behaviors and their outcomes, enabling you to learn consciously and intentionally from your experience, maximising your learning opportunities
- To monitor and track your development

Recording your external and internal observations of events and interactions on a regular basis captures your experience while it is fresh in your mind.

6. A personal development journal (PDJ)

6.2. Structuring your PDJ

Pedler et al (2001) propose a model which focuses on the following aspects of experience



7. A personal portfolio

7.1. What is a personal portfolio

- A portfolio is simply a folder for keeping documents, which is organized in its presentation. Whilst traditionally portfolios have been large document cases, for these purposes they can equally be electronic
- A portfolio for management education and development works the same way: it present a filing system and a potential résumé
- Consider a piece of evidence adding to your portfolio:
 - + Is it relevant ?
 - + Is it current ?
 - + Is it authentic ?
 - + Is it sufficient?

7. A personal portfolio

7.2. What should go in a portfolio?

- Curriculum Vitae (CV)
- Testimonials
- Emails or letters from the public
- Witness statements



7. A personal portfolio

7.3. Organizing your portfolio

Your material need to be organized, so that you can:

- Find and access items of information when you want them
- Understand the information readily

Your portfolio is your personal record which should portray your achievements, qualities, competencies and abilities



8. Learning styles and strategies

8.1. Understanding your learning style

There are many ways to categorize learning styles, but the simplest of them places learner into one or more of three categories:

- Visual
- Auditory
- Tactile

Once you have acquired the information, you then process it mentally, as you think about it and memorise it. You will have a natural preference for how you:

- Grasp information
- Order information
- Engage with information

9. Learning from others

9.1. Development methods

Electronic recordings	Case studies
Coaching	Mentoring
Sitting with Nellie	Training courses
Tutorials	Peer-based methods
Networked learning	Formal learning
Non-formal learning	Informal learning
E-Learning	

10. Evaluation of progress

10.1 Evaluation and review

It's important to evaluate and review your outcomes so that you can assess whether the development activity was successful and to measure the impact it has had on your work

As part of your appraisal, you should be able to:

- Introduce and explain the methods you used to collect information on your PDP and its effectiveness
- Explain the practical ways you collected feedback
- Explain how you analyses the information you collected
- Explain how you used the results of your analysis to inform the further development of your PDP
- Use your learning log for evidence

10. Evaluation of progress

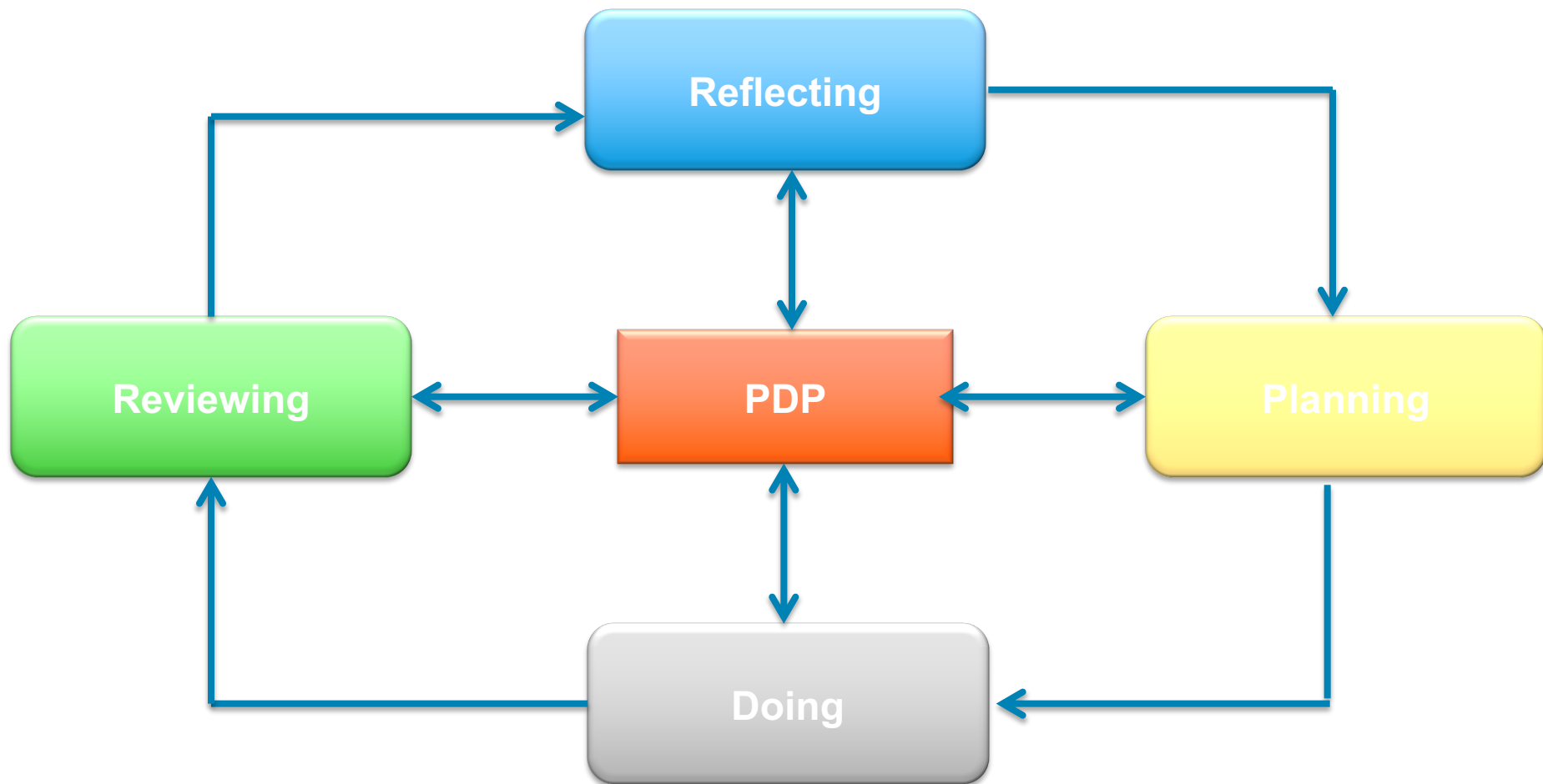
10.2. Personal development plan

PDP is a continuous cycle of:

- Self-assessment and evaluation
- Identification of needs and goals
- Planning a course of action to meet these needs and goals
- Carrying out your action plan and recording your achievements
- Reflecting on the outcomes and evaluating your progress, which should then reveal new needs and goals

10. Evaluation of progress

10.2. Personal development plan



10. Evaluation of progress

10.3. Reflective log

- It is recommended that you carry out this reflective evaluation both during and at the end of any task or learning you might undertake
- A reflective log is like a personal diary or record in which we note not just what we have done or accomplished, and what we have learned, but also reflect on our feelings.
- By looking back on our experiences, we can reassess our goals.

10. Evaluation of progress

10.4. Reflective practice

- Reflection involves:
 - Looking back at events and asking questions (Retrospective reflection)
 - Looking forward and asking questions (Prospective reflection)
- The outcomes of reflection can help inform learning and development needs
- Reflective practice is the process of thinking about and critically analyzing your actions with the objective of changing and improving occupational practice.

10. Evaluation of progress

10.5. Significant event analysis

- Significant event analysis is a method of retrospective reflection which involves learning from mistakes
- Feasible areas for improvement are identified and an action plan drawn up.
- Reflecting on your day-to-day practice enables you to analyze why and how you do things and to consider whether other approaches might benefit you more
- 3 stages to the reflection process:
 - Think about your experience, understanding and ideas
 - Reflect on what you have learnt from this experience
 - Identify how this reflection will deliver outcomes and better practice, and how these will be applied

