

Strategic management

Business, Management



Strategic Management Introduction With reference to the writings by Bensoussan and Fleisher, it is noted that in the business environment, various political, technological, socio-cultural, and environmental factors are at play and from time-to-time, they create the necessity for change or advancement within individual organizations. This change or advancement that is required in organizations equally calls for improvement or advancement in the skills and competency of workers within an organization (Reiss, 2012). Therefore, it is highly crucial for workers within organizations to partake periodically in personal development plans in order to ensure that they remain relevant to the organization and hence support its changing/ advanced goals and mission.

This study will primarily focus on three different areas of study underlying in the concept of personal development plan.

How to construct a personal development plan that meets leadership development requirements identified in the skills audit

To begin with, the personal development plan will focus on bridging the gap between the current skills of a leader and the leadership development requirements identified in the skills audit (Mackey and Livsey, 2006).

Therefore, constructing the personal development plan entails devising a methodology for empowering the leader with skills, knowledge or competencies that he/ she does not presently possess but they have been identified as necessary in the skills audit. This can be achieved by undertaking various modes of learning but since it is a personal development plan, the most appropriate method of learning is self-learning whereby the leader will undertake self-training by either relying on written materials,

watching tutorial videos, or working under a mentor who will train him or her on certain set of skills (Tobin, 2000). Besides self-learning method, the leader can as well undertake traditional training by attending classes at reputable learning institutions.

According to Irby and Brown (2000), the personal development plan has to be specific in regards to the skills it intends to improve or instill on the leader. Secondly, the plan has to be measurable in the sense that one is able to gauge whether the objectives of the plan have been achieved or not. Thirdly, the plan has to receive consent from relevant stakeholders i. e. it should not create any controversy. Fourthly, it should be realistic as well as time-bound.

Method of assessing the outcomes of a personal development plan against personal work objectives

As stated in the previous section, the personal development plan should be measurable and one practical method of assessing the outcome against personal work objectives is by assessing the speed and accuracy at which the leader achieves personal work objectives. For example, if the personal development plan was aimed at improving the negotiating skills of a leader then the outcome can be assessed by the level of success at each negotiation undertaken by the leader.

Summarily, the main method of assessing the outcomes of a personal development plan against personal work objectives is by assessing whether the leader is able to effectively deliver the work objectives, if he is not then it means the personal development plan was ineffective.

Evaluating the impact of my own learning against achievement of strategic

goals

To begin with, strategic goals are achieved as part of collective or collaborative working relationship within an organisation and each person's role has direct contribution towards the achievement of strategic goals (Tracy, 2011). Therefore, I can evaluate the impact of my own learning against the achievement of strategic goals by evaluating my own role, which is directly influenced by my own learning. If my own learning was highly effective then it means that I will deliver excellent results that will contribute towards the achievement of strategic goals. However, if my own learning was ineffective I will definitely fail to deliver on my role and set targets, which means that the organization will equally fail to achieve its strategic goals.

References

- Bensoussan, B. E., & Fleisher, C. S. (2013). Analysis without paralysis: 12 tools to make better strategic decisions. Upper Saddle River, N. J: FT Press.
- Irby, B. J., & Brown, G. (2000). The career advancement portfolio. Thousand Oaks, Calif: Corwin Press.
- Mackey, D., & Livsey, S. (2006). Transforming Training: A Guide to Creating a Flexible Learning Environment - The Rise of the Learning Architects. London: Kogan Page
- Reiss, M. (2012). Change management: A balanced and blended approach. Norderstedt: Books on Demand.
- Tracy, B. (2011). Maximum Achievement: Strategies and Skills that Will Unlock Your Hidden Powers to Succeed. New York, U. S: Simon and Schuster

Tobin, D. R. (2000). All learning is self-directed: How organizations can support and encourage independent learning. Alexandria, Va: ASTD.