

Personal assessment assignment



unit 1: Personal Development Description of Unit This unit focuses on the importance of continuous personal and professional development through self-learning and reflection. The unit will enable learners to enhance the skills required for effective management, to meet work objectives and improve performance for future career development. Learners will be provided with the opportunity to identify their own development needs through conducting a skills audit and a personal development planning process.

Evidence to achieve this unit will be continuously provided throughout the learning programme, thereby enabling learners to take ownership of their future development needs. Learners will be able to demonstrate they have a regularly updated and realistic personal development plan that fits with their own preferred learning style. This unit will also enable learners to evaluate the effectiveness and impact of their learning on their career path. Summary of learning outcomes To achieve this unit a learner must: Explore the skills and techniques needed for effective time management 2 Examine the personal and professional skills needed to manage effectively 3 Carry out a personal skills audit and produce a personal development plan to review and maintain planned life and career goals. Assessment Activities Assignment 1: Personal Development Plan Personal development is an ongoing process through the course. Task 1 1. Personal Profile Analyse the operational activity in which you are involved, including regular daily, weekly and monthly activity, occasional initiatives and projects.

Prepare a full description of this activity, focusing on: the nature of the team that you are working in and/or managing; your personal role and

responsibilities; your reporting relationships; the operational links with other individuals and departments; links with other businesses and external agencies. Submission: Please see introductory email. Task 2 2. Personal Development Journal Start your Personal Development Journal with an opening which includes:

- A brief “ personal” profile; Your personal work goals for the next one to three years;
- A copy of your workplace Personal Profile; then Keep a continuous (at least weekly) record of your:
- Progress on the programme;
- team leader / manager / operational ~ performance in the workplace; and Write up an 8 weekly reflection on your:
- General progress;
- Progress on achieving your goals;
- Improvement in your personal understanding / awareness / performance.

Submission: at the end of every 8 weeks for the duration of the course. Assignment 2: Personal and Professional Skills Activity Sheet 1

What is your time type? How do you perceive time, and how is this reflected in your behaviour? Please answer the following questions by circling Yes or No for each item.

- 1 | When you enter a new situation, do you immediately pick out familiar elements and link them to your own past experiences? | Yes | No |
- 2 | Are you concerned with the background history of events and their potential effect on the future? | Yes | No |
- 3 | Do you usually handle emergencies well? | Yes | No |
- 4 | Do you frequently have ‘ hunches’ about the future? Yes | No |
- 5 | Do you pride yourself on your rationality, your objectivity? | Yes | No |
- 6 | Do you get upset when you have to change a schedule? | Yes | No |
- 7 | Have you ever kept, or felt the urge to keep, a diary? | Yes | No |
- 8 | Do you hate to wait? | Yes | No |
- 9 | Do you often foresee things that others don’t? | Yes | No |
- 10 | Are you particularly

successful at inspiring others with your ideas? | Yes | No | | 11 | Can you ‘ think on your feet’ – ie respond quickly to stimuli? Yes | No | | 12 | Do you enjoy planning things, step by orderly step? | Yes | No | | 13 | Do you avoid changes in your life that would sever ties with the past? | Yes | No | | 14 | Do you have trouble being punctual? | Yes | No | | 15 | Are you curious, thriving on new experiences? | Yes | No | | 16 | Do you look forward to tomorrow more than you enjoy living for today? | Yes | No | | 17 | Do you have a definite view of how things ought to be done that you apply fairly and consistently? Yes | No | | 18 | Are you skilful at handling tools and materials? | Yes | No | | 19 | When you have to make a decision, are you very conscious of how your decision will tie in with previous ones that you have made? | Yes | No | | 20 | Do you find it frustrating to have to stick to a schedule? | Yes | No | | 21 | Do you often have deep emotional reactions to situations in which you find yourself? | Yes | No | | 22 | Do you tend to keep constantly busy even when there’s no external pressure forcing you to do so? Yes | No | | 23 | When you have a negative first impression of someone, do you usually retain it even after you’ve got to know them better? | Yes | No | | 24 | Are you slow to make decisions, thinking things through thoroughly before you act? | Yes | No | | 25 | Do you usually know, without looking at a calendar or watch, what day of the week and time of the day it is? | Yes | No | | 26 | When confronted with a problem, do you immediately envision the outcome you’d like to see – and then find the actual process of | Yes | No | | | getting there a bother? | | | 27 | Do you generally take events as they are, rather than looking for causes or between-the-lines meanings? | Yes | No | | 28 | Do you develop deep but short-lived enthusiasm? | Yes | No | To determine your ‘ Time type’ please total your YES answers in the spaces that follow. There are no right or wrong

answers, as such, and you will probably find that like most people you are a mix of the four types – Sensing, Intuitive, Thinking and Feeling – with perhaps a greater response to one or two of the types than to the others. |

Total number of YES answers | | SENSING | X x x x x | | 3, 8, 11, 15, 18, 22, 27 | | | INTUITIVE | X x x x | | 4, 9, 10, 16, 20, 26, 28 | | | THINKING | X x x x x x | | 2, 5, 6, 12, 17, 24, 25 | | | FEELING | X x x x x | | 1, 7, 13, 14, 19, 21, 23 | |

| The maximum score for a preference is 7. Your scores which come closest to 7 probably represent your strongest preferences. These are descriptions of the four preferences: SENSING | • Time is now | | • Short memories | | • Poor forecasters | | • Good decision-makers | | • High energy | | INTUITIVE | • Time begins in the future | | • Envisage the future | | • Push actions towards it | | • Dreams of what might be | | THINKING | • Time follows a straight line | | • Abstract thinkers | | • Time is an objective | | • ‘ What’ happened rather than ‘ Why’ | | • Time is a circle | | FEELING | • Take time personally | | • The future seems unreal | | • Similarities in past/present | | • ‘ That reminds me of the time when | Activity Sheet Two Daily Log Analysis Keep a time diary for one week – by analysing it. This will help you see how you actually spend your time. You may be very surprised! You can then identify what changes you want to make, with the reason why. Using the daily time log produce a log of all activities carried out in the workplace (eg Monday to Friday). Select a typical one week period, which avoids public holidays, sickness periods or leave periods and record your daily activities.

You will need to be fairly disciplined about this and include every time you change activities, even opening mail, making a cup of coffee, chatting with colleagues. Prioritise each activity using the following grading system: A, B,

C, D: A = very important tasks — must-do tasks which you should either finish or make progress on during the day. These contribute significantly to your work goals. B = important but non-urgent — should do tasks but the time element is less important. You may need to make progress but not necessarily complete them. C = routine, non-essential tasks — would like to do tasks which have a minor effect on the company’s performance and your job, and can be delegated, put off or handled at a low priority time.

D = non-scheduled tasks (firefighting, emergencies, interruptions, demands from more senior personnel, etc). Note the difference between urgency and importance. You may wish to use codes to save time, eg M = meetings, P = phone calls, I = interruptions, etc. Analyse your week of recordings and comment on your analysis (eg do you spend time on planning and scheduling? Are you doing work which could be delegated?). Daily Time Log

Complete one of these records for each day. Jot down the activity and decide on the priority. Add any comments which will help you when it comes to analysing this record. Include any work you do away from the office, such as

Day of the week	Mo	Tu	We	Th	Fr	Sa	Su	Date	Start	End	Duration	Activity	Priority	Comments
								We	7am	7: 15	15mins	Daily brief	A	Necessary for client
									7: 15	10: 00	2hrs 45mins	Cleaning of rooms	A	Necessary works
									10: 00	10: 15	15mins	Tea break	C	
									10: 15	10: 45	30mins	Meeting with engineer	A	
												Discussing vital removal of furnishings		to enable cleaning tasks
									10: 45	12: 45	2hrs	Cleaning of rooms	A	Necessary works
									12: 45	13: 00	15mins	Filling out daily log book	A	Necessary for client
								Th	7am	7: 15	15mins	Daily brief	A	Necessary for client
									7: 15	10: 15	3hrs			

Cleaning of rooms | A | Late finishing as priority rooms to be | | | | | | |
completed | | 10: 15 | 10: 30 | 15mins | Tea break | C | | | 10: 30 | 12: 45 |
2hrs 15mins | Cleaning of public area | A | Deadline to meet as furnishings
have to be | | | | | | refitted for the opening of public area | | 12: 45 | 13: 00 |
15mins | Filling out daily log book | A | Necessary for client | | Fr 7am | 7: 15 |
15mins | Daily brief | A | Necessary for client | | 7: 15 | 10: 00 | 2hrs 45mins |
Cleaning of rooms | A | Necessary works | | 10: 00 | 10: 15 | 15mins | Tea
break | C | | | 10: 15 | 12: 00 | 1hr 45mins | Cleaning of rooms | A | Necessary
works | | 12: 00 | 12: 45 | 45mins | Walk round and assess areas | C | Check
cleanliness and advise cleaners | | 12: 45 | 13: 00 | 15mins | Filling out daily
log book | A | Necessary for client | | Mo 7am | 7: 15 | 15mins | Daily brief | A
| Necessary for client | | 7: 15 | 9: 45 | 2hrs 30mins | Cleaning of rooms and
public areas | A | Necessary works | | 9: 45 | 10: 00 | 15mins | Meeting with
manager | A | Discuss goings in hotel | | 10: 00 | 10: 15 | 15mins | Tea break |
C | | 10: 15 | 10: 30 | 15mins | Make note of materials needed | B | Essential
to allow correct cleaning methods | | 10: 30 | 12: 45 | 2hrs 15mins | Cleaning
of rooms | A | Necessary works | | 12: 45 | 13: 00 | 15mins | Filling out daily
log book | A | Necessary for client | | Tu 7am | 7: 15 | 15mins | Daily brief | A |
Necessary for client | | 7: 15 | 10: 00 | 2hrs 45mins | Cleaning of rooms and
public areas | A | Necessary works | | 10: 00 | 10: 15 | 15mins | Tea break | C
| | | 10: 15 | 10: 45 | 30mins | Meeting with housekeeping | A | Guidelines for
targets, safety and goings | | | | department | | on throughout the week | |
10: 45 | 11: 00 | 15mins | Ordering vital materials needed | B | Phoned
supplier to organize delivery | | 11: 00 | 12: 45 | 2hrs 15mins | Cleaning of
rooms | A | Necessary works | | 12: 45 | 13: 00 | 15mins | Filling out daily log

make practical decisions | | | • using simulations and case studies | | | • learning from proven good practice, using the | 10 | | | examples and the expertise of others. | | | | 10 | | | | | | | 10 | | | Pragmatist Total = | 94 | | Theorist | • you seek a logical explanation for everything | 6 | | | • you like to think through all the possible | | | | implications | 4 | | | • you are only comfortable once you can account | | | for what is happening | 10 | | | • some might regard you as a little detached | | | • you prefer not to deal with very emotional | 1 | | | situations | | | • you prefer structured situations | 10 | | | • you prefer dealing with facts rather than | 5 | | | feelings. 10 | | | You learn well when: | | | • you have to analyse the activity | | | • carrying out a lengthy and detailed task that | 10 | | | requires much thought | 3 | | | • discussing the views and experience of others. | | | | 10 | | | | | | | | | | | | | Theorist Total = | 69 | | Activist: | • you are an enthusiast who will try anything | 5 | | • you enjoy a challenge | | | • you enjoy working with others | 10 | | | • you prefer to be the centre of attention | 10 | | | • long-term implementation is a weakness | 1 | | | • you are easily bored | | | • you don't always put in enough thought before | 5 | | | starting | | | • you thrive on responsibility. | 2 | | | You learn well when: | 7 | | | • thrown in at the deep end (ie under pressure) | | | • faced with role-plays and outward-bound | 8 | | | activities. | | | | 1 | | | | | | | | 2 | | | Activist Total = | 52 | | Reflector: | • you are a thoughtful person who thinks hard | 10 | | before acting | | | • you prefer to observe how things are done first | 10 | | | • you make notes and ponder on them before acting | | | • most of your discussions are about work, not | 10 | | | | | | | chit chat | | | • you find it difficult to make quick decisions | 4 | | | • you would prefer not to take a leading role | | | • you dislike having no time for reflection. 8 | | | You learn well when: | | | • listening to (and discussing) the

views and | 1 | | | experience of others | | | • carrying out a lengthy and detailed task that | 10 | | | requires much thought. | | | | | | | 10 | | | | | | | 3 | | Reflector Total = | 66 | | Definitions | Descriptors | | Activist: | An Activist is an enthusiast who will try anything. They enjoy a challenge and working with others, preferring to be the | | | centre of attention. Their weaknesses are longer-term implementation (because they are easily bored) and perhaps not putting | | | in enough thought before they get started. | | Activists learn well when: | | | • presented with challenging activities | | | • working with others | | | • given responsibility | | | • thrown in at the deep end (ie under pressure) | | | • they are the centre of attention. | | | Activists will particularly benefit from training which involves role-plays and outward-bound activities. | | Activists learn less when: | | | • in a passive situation | | | • listening to others (eg a lecture) | | | • they feel they are not being listened to | | | • undertaking repetitive tasks | | | • carrying out a lengthy and detailed task, following the lead of others. | | | Watching an Activist open a present is like a piece of theatre. They tear into the wrapping with such verve that they may | | | even risk damaging the fragile contents.

They will only read the gift tag after they have opened the present (if they can | | | find it amongst the torn wrapping). | | Reflector | Reflector: A Reflector is a thoughtful person. They prefer to observe how things are done and to ponder on the notes they | | | make. Most of their discussions with others will relate to their current project rather than social pleasantries. Their main | | | weakness is in making quick decisions. They are unlikely to do well if they are forced into a leading role where quick | | | decisions are essential and there is no time for reflection. | | Reflectors learn well when: | | | •

listening to others (eg a lecture) | | • attention is not focused on them | | • undertaking repetitive tasks with time for reflection | | • following the lead of others | | • carrying out a lengthy and detailed task that requires much thought. | | Reflectors will particularly benefit from training which involves plenty of opportunities for contemplation and discussion of | | the views and experience of others. | | Reflectors learn less well when: | | • presented with challenging activities | | • working with others | | • given responsibility | | • thrown in at the deep end. (ie under pressure) | | • they are the centre of attention. | | A Reflector will be happy for others to open their presents first. They will note what is happening and consider the | | implications before opening their own presents. They are likely to keep a list of their presents, noting who sent the gift | | before opening it. Once they have (slowly) opened the present, they note what it is next to the name.

They savour all aspects | | of | | the experience. | | Pragmatist | Pragmatist: A Pragmatist is a practical person who likes to solve problems. They enjoy | | | experimenting to improve techniques. They frequently come up with the answer to a problem. Their only interest in theories is | | to see if they work in practice. They dislike situations where there is no clear, practical outcome. | | Pragmatists learn well when: | | • they are expected to make practical decisions | | • timescales are tight | | • they must (quickly) find better ways to do things | | • learning from proven good practice | | • learning from examples and the expertise of others | | • they are expected to plan the next step. | | Pragmatists will particularly benefit from training which involves simulations and case studies. | | Pragmatists learn less well when: | | • they are expected to come up with new ideas themselves | | • the

practical relevance of what they are doing is unclear | | | • they are expected to work out why a technique works (ie reflect on it). | | | A Pragmatist is constantly searching for the most efficient way to open a package. Whilst opening their presents they will | | | enjoy experimenting with different methods of unwrapping. | Theorist: | A Theorist seeks a logical explanation for everything. When presented with a new way of working they prefer to take time to | | | think through all the possible implications. They are only comfortable once they have developed a theory that accounts for | | | what is happening. Their main weakness is that others regard them as rather detached and they may not be good in dealing with | | | very emotional situations. They dislike unstructured situations and also | | | dealing with subjective (rather than objective) information. | | Theorists learn well when: | | | • analysis of the activity is required | | | • there is chance to ask questions | | | • the activity is methodical | | | • in lectures | | | • there is a systematic course of study linking many areas | | | • exploring complex issues and interrelationships | | | • attention is not focused on them | | | • undertaking repetitive tasks with time for reflection | | | • following the lead of others | | | • carrying out a lengthy and detailed task that requires much thought. | | | Theorists will particularly benefit from training that involves plenty of opportunities for contemplation and discussion of | | | the views and experience of others. | | Theorists learn less well when: | | | • they are not stretched | | | • they are expected to show their emotions | | | • there is no structure | | | • there is no context | | | • there is no time for analysis | | | • the purpose of the activity is not clear. | | | A Theorist is aware of many different ways of unwrapping presents and has a clear view of the best way of doing it. They will | | | think through any method they don't fully understand and

work out the implications of using it. From this they will develop a clear idea of how to start the unwrapping process. | Activity Sheet 6 How much stress do we need? Stress is not necessarily a bad thing, and often it helps us to get organised and accomplish tasks.

However, sometimes when we are overloaded with work, the stress becomes too great and this is a very unpleasant experience. Equally we can have too little stress and become bored and listless. • What do you like doing that causes you stress? Trying to win and/or succeed • What do you not like doing that is stressful? Rushing • What things make you bored, fed up and listless? Boring tasks and meaningless things • What do you like doing that is not stressful? Relaxing and spending quality time with people and things Identify your stress signals Below are listed some examples of stress signals.

Please continue the list with those signals you experience more strongly.

Immediate stress signals | Long-term stress signals | • Touchy/sulky | • Headaches/migraines | • Heartburn/hiccups | • Restless nights | • Tense, aching neck/shoulder muscles | • Depression | • Smoking more | • Complete lack of interest in food | • Eating less/more | -loss of hair | -biting nails x | -heart problems | -biting inside of mouth x | -personal problems | -feeling anxious x | -breakdowns | -feeling worried | | -wanting to be left alone | | | | |

| | | | | | | | When you have added all you can to these lists, choose three signals which you experience most often, and underline them to remind you that they are your personal warning signs. Support materials Books Bailey K et al — Pursuing Professional Development (Heinle & Heinle, 2000) ISBN: 0838411304

Earley P and Bubb S — Leading and Managing Continuing Professional Development (Paul Chapman Publications, 2004) ISBN: 0761943226 Harrison R — Learning and Development (Chartered Institute of Personnel and Development, 2002) ISBN: 0852929277 Megginson D — Continuing Professional Development (Chartered Institute of Personnel and Development, 2003) ISBN: 0852929900 Moon J — Reflection in Learning and Professional Development: Theory and Practice (RoutledgeFalmer, 2000) ISBN: 074943452X Mumford A and Gold J — Management Development (Chartered Institute of Personnel and Development, 2004) ISBN: 0852929846 Treacy D — Successful Time Management in a Week (Hodder Stoughton, 1998) ISBN: 0340705477