

## **U28203: Manage your own resources and professional development**

### Unit Descriptor:

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

### **PERFORMANCE CRITERIA**

### **BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE**

*To be competent you must achieve the following:*

1. Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation.
2. Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development.
3. Discuss and agree on personal work objectives with those you report to and how you will measure progress.
4. Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.
5. Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills.

*This element requires that you:*

- a Address multiple demands with the required amount of energy focus or energy.
- b Recognise changes in circumstances promptly and adjust plans and activities accordingly.
- c Prioritise objectives and plan work to make best use of time and resources.
- d Take personal responsibility for making things happen.
- e Take pride in delivering high quality work.
- f Show an awareness of your own values, motivations and emotions.
- g Agree achievable objectives for yourself and give a consistent and reliable performance.

6. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.
  7. Undertake the activities identified in your development plan and evaluate their contribution to your performance.
  8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.
  9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.
  10. Ensure that your performance consistently meets or goes beyond agreed requirements.
- h. Recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.
  - i. Make best use of available resources and proactively seek new sources of support when necessary.
  - j. Reflect regularly on your own experiences and use these to inform future action.

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**UNDERPINNING KNOWLEDGE**

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**General knowledge and understanding**

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*You need to understand:*

1. The principles which underpin professional development.
2. The importance of considering your values and career and personal goals and how to relate them to your job role and professional development.
3. How to evaluate the current requirements of a work role and how the requirements may evolve in the future.
4. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
5. How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills.
6. What an effective development plan should contain and the length of time that it should cover.
7. The range of different learning style(s) and how to identify the style (s) which work (s) best for you.
8. The type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills.
9. How to identify whether/how development activities have contributed to your performance.
10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.
11. Monitoring the quality of your work and your progress against requirements and plans.
12. How to evaluate your performance against the requirements of your work-role.
13. How to identify and use appropriate and reliable sources of feedback on your performance.

**Industry/sector specific knowledge and understanding**

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14. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development.

**Context specific knowledge and understanding**

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15. The requirements of your work–role including the limits of your responsibilities.
16. The vision and objectives of your organisation.
17. Your own values and career and personal goals.
18. Your personal work objectives.
19. Your preferred learning style (s).

**UNDERPINNING KNOWLEDGE (continued)****Context specific knowledge and understanding (continued)**

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20. Your current knowledge, understanding and skills.
21. Identified gaps in your current knowledge, understanding and skills.
22. Your personal development plan.
23. Available development opportunities and resources in your organisation.
24. Your organisation's policy and procedures in terms of personal development.
25. Reporting lines in your organisation.
26. Possible sources of feedback in your organisation.

## EVIDENCE REQUIREMENTS

### 1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2 O3	<b>Your evaluation of the current and future requirements of your work role, and your career and personal work objectives and your reflections on your values:</b>				
	• job descriptions, records of appraisal or performance review meetings, work plans and objectives	b, c, d, f, g, h	1, 2, 3, 5	-	15, 25
	• notes of conversations with managers and colleagues about their expectations	a, b, c, e, g, h, i	1, 3, 5, 13	-	23, 26
	• personal statement (reflections on your role and responsibilities, work objectives and values)	a, b, c, e, g, h, i	2, 5, 7	-	15, 17, 18
O4	<b>Assessment of your personal learning style and its implications:</b>				
	• reports from providers of assessment instrument	f, h, j	1, 7, 13	-	19
	• personal statement (reflection on implications of learning style for development activities)	f, h, i, j	1, 7, 8	-	19, 23, 24
O5 O6	<b>Assessment of your current knowledge, understanding and skills, and an analysis of how well these reflect the current and future requirements of your work role:</b>				
	• qualification certificates and transcripts	-	1	1	20
	• personality and skill inventory reports	h	1, 5	1	20, 21
	• records of appraisal or performance review meetings, and personal development plans and objectives	h	1, 5, 9, 10, 11, 12, 13	1	20, 21, 23, 24, 25, 26
	• personal statement (reflections on the relationship between knowledge, understanding and skills and the requirements of your work role)	h, j	1, 5, 8, 12	1	20, 21, 23
	• witness statements from managers and other work colleagues	h, i	-	-	-

## EVIDENCE REQUIREMENTS

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O7	<b>Evidence of having undertaken training and development activity to meet identified development needs and reflect preferred learning style:</b>				
	• attendance certificates	i	1, 7, 8	1	23
	• post-course evaluation reports that you have written	j	1, 9	1	-
	• personal statement (reflections on your learning and application of your learning to your work role)	i, j	1, 7, 8, 9	1	23
O8 O9 O10	<b>Records of feedback (both formal and informal) you have received on your performance and achievement of your objectives:</b>				
	• records of appraisal or performance review meetings	d, e, g	1, 10, 12, 13	-	15, 17, 18, 22, 25, 26
	• emails, memos, notes or other records of informal feedback from others on your performance	d, e, g	1, 13	-	15, 18, 25, 26
	• work schedules or plans, outputs of proprietary or self-designed time planner systems (paper or electronic)	a, b, c, d, g	3, 4, 10, 11	-	15, 18
	• witness statements (comments on your work performance and achievement of objectives)	a, b, c, d, g, j	-	-	-

### 2. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

### 3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

### 4. Links to other units

This unit is linked to the unit **Manage Self** in the overall suite of National Occupational Standards for management.