### SESSION PLAN

**COURSE:** ABE Level 5 Managing Agile Organisations and People

**ELEMENT:** Element 4 – Personal development as a manager

## **LEARNING OUTCOME 4**

**4. Assess personal capability to manage agile organisations and people and develop a justified personal development plan as a result (25%)**

Assessment criteria

4.1 Assess the role of continual professional development (CPD) in achieving personal and organisational objectives

4.2 Recommend a plan for personal development based on an analysis of needs

4.3. Justify approaches to meet personal development needs

4.4 Evaluate the impact of CPD at both an individual, professional and organisational level

**NUMBER OF SESSIONS:** Four- approximately sixteen hours in total (plus self-study)

**SESSION TOPICS:** Session 1: The role of CPD

Session 2: Developing a personal development plan

Session 3: Justifying approaches to personal development

Session 4: Evaluating the impact of CPD

**Note to tutors: this is the recommended session plan for learning outcome 4, element 4 of ABE Level 5 Managing Agile Organisations and People. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

**Where an Activity includes reference to “your organisation”, this can be answered by reference to any organisation the learner is familiar with. Learners not in employment may wish to research an organisation for use throughout the unit.**

### SESSION 1: The role of CPD

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction | Use filename: **5UMAO Presentation E4**  Using slides, outline the focus and scope of the element, detail the learning outcome and assessment criteria.    Short Icebreaker exercise to enable learners to reflect on their own experiences. Using “post its” ask group to add to flipcharts examples of CPD experiences/ practices (good and bad). Encourage learners to identify what worked for them, barriers, ineffective practices etc.  This Activity can be parked and used to provide a reference point throughout the remainder of the session. | 1 - 5 | Suggest ideas and reflect on aspects of CPD. |  |
|  | Defining CPD | Drawing on the contributions via the Icebreaker exercise ask learners to define in their own words CPD. Lead into Activity 1 by first debriefing Activity 1 in Study guide using following notes:  Lead discussion using group contributions – suggested input on each definition shown below:  Definition 1. “*Continuing professional development means maintaining, improving and broadening relevant knowledge and skills in your subject specialism so that it has a positive impact on others and your organisation. It is the critical reflection on learning experiences and activities that improve practice and demonstrate continuing development."*  Adapted from Guidelines for continuing professional development August 2009; Institute for Learning (IfL)  This definition covers three important principles of CPD :   * Professional updating * Reflective practice. * Impact on others and organisation   The IfL uses the term 'dual professionalism' to further explain their interpretation of CPD. In their view in CPD you must:   1. keep up to date with developments in the specialist subject area; and 2. develop own practice.   CPD is also about how you can contribute to the success of your team and ultimately, your organisation.  Reflection is a key element in this definition as it is viewed as a way of moving beyond surface learning and achieving deeper understanding. (note – reflection is explored in more detail in following session).  Definition 2: *“any professional development activities engaged in which enhance knowledge and skills and enable the participant to consider their attitudes and approaches with a view to improve the quality of their work.”* Bolam (1993)  Key aspects to note:  **Any professional activities**: – lead into a discussion of the range and type of activities and how our own learning style preferences can influence our choice. Introduce a simple typology of CPD showing four key aspects (PPT) – formal learning e.g. courses, professional studies, work based activities and experiences, personal learning. Stress that we would expect to see a balance of activities being undertaken during this module and not all drawn from one aspect.  **Consider attitude and approaches**: note link with reflection  **Improve quality of work**: emphasis on applying learning  Definition 3: “*CPD is a combination of approaches, ideas and techniques that will help you manage your own learning and growth. The focus of CPD is firmly on results – the benefits that professional development can bring you in the real world. Perhaps the most important message is that one size doesn’t fit all. Wherever you are in your career now, and whatever you want to achieve, your CPD should be exactly that: yours. CPD isn't a fixed process …. Fundamentally, it's a question of setting yourself objectives for development and then charting your progress towards achieving them. It's about where you want to be, and how you plan to get there. Our approach is based on reflection that focuses on outcomes and results, rather than 'time spent' or 'things done'.*  *(source CIPD)*  Key points to note from this definition/explanation:   * continuous - professionals should always be looking for ways to improve performance * the responsibility of the individual learner to own and manage * driven by the learning needs and development of the individual * evaluative rather than descriptive of what has taken place(this aspect needs to be stressed at an early stage in view of module assessment requirements) * an essential component of professional and personal life, never an optional extra   Brief on Activity 1 in which groups develop their own definition of CPD. | 6-7 | Learners discuss Activity defining CPD in small groups to identify key features. | **5UMAO E4 LO4 Activity 1** Defining CPD |
|  | Purpose and rationale for CPD | Debrief Activity 1 by referring back to icebreaker exercise and using slides input on purpose and benefits of CPD.  Highlight:   * How the external environment is driving a need to adapt and change skills. CPD can be used proactively to help prepare for this and enables individuals to become more resilient to changes (contributes to the development and continual improvement aspects) * CPD can tie in with performance review and be used as a way to meet development needs and focus on the future * For an individual CPD enables career aspirations to be considered and is motivational (fits with career management)   Refer learners back to the ideas contributed during the ice breaker and in discussing definitions to help summarise the discussion. | 8-11 | Learners contribute examples of benefits both personally and for the organisation of CPD.  Ask for both tangible and intangible examples e.g. tangible – a specific result (reduced customer complaints by..., successfully briefed my team on.../intangible – feeling more comfortable or confident when faced with a task, less worried etc. |  |
|  | Responsibility for personal development/scope | Ask learners whose responsibility is CPD? The class could be split to make arguments for this being the individuals or the organisations. Use the ‘human continuum for a debate between two groups. Activity 2 provides for this as a debate. Introduce notion that CPD is a joint responsibility. As above the group could above split into two groups or this could be run as a group discussion. As arguments are presented refer back to the benefits and meaning of CPD. | 12 | Learners will develop arguments for and against 2 specific questions. Learners should draw on previous input and knowledge to help justify and support arguments. Encourage use of examples to evidence claims made. | **5UMAO E4 LO4 Activity 2** Just for Managers  These 2 discussion points provide a means of testing understanding of concepts covered. |
|  | Introduction to the learning and CPD cycle | Ask each person to identify a skill they have mastered in the last 6 months (you might find it useful to give a personal example).  Activity 3 In groups discuss how the skill was mastered. What were the stages which led from feeling unsure and hesitant to feeling confident?  Circulate around groups in order to identify good examples to use in plenary discussion. If groups complete this quickly, consider asking groups to discuss the implications of their discussions for them as managers responsible for the development of their team.  Tutor input using on Kolb’s learning cycle (highlight each of the stages and link from this to CPD cycle). Note at this stage an overview should be given on both as this will be explored in more detail in session 2. | 13-14 | Learners to reflect and identify a personal skill recently mastered.  Learners share experiences in groups to identify the stages inherent in the learning process | **5UMAO E4 LO4 Activity 3** How we learn |
|  | Review of session and learning outcomes/look ahead | Refer back to Icebreaker exercise and ask group to summarise how their understanding of CPD has developed.  In light of this what else would they add to the flipchart developed in the Icebreaker exercise?  **Preparation for session 2 (homework):**  Refer learners to the Activity 4 Gaining support for your CPD (referencing Activity 10 in the study guide) which will allow the opportunity to consolidate learning.  Learners should also familiarise themselves with the stages of the CPD cycle in advance of the next session. They may wish to look ahead to the Activities. Complete a diagnostic to identify personal learning styles. |  | Learners reflect on learning and consider if previous contribution is still valid. | **5UMAO E4 LO4 Activity 4** Gaining support for your CPD |

### SESSION 2: Developing a personal development plan

Duration: 3 hours

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction | Use filename: **5UMAO Presentation E4**  Outline focus of session – around assessment criterion 4.2 (Justify approaches to meet personal development needs). Session will explore the CPD cycle which was briefly introduced in previous session.  Debrief on homework: Getting support for your CPD – ask learners to contribute their ideas to the first question shown on slide. Create list to refer back to.  As a group discuss the ideas and evaluate these from a line manager’s viewpoint. Use discussion to link back to the benefits of CPD. | 15 | Learners share their thoughts from homework activity contributing suggestions as to how they would obtain buy in for their CPD.  Learners evaluate pooled ideas. Which are they likely to be persuaded by and why?  How does this link back to benefits of CPD? |  |
|  | The CPD cycle | Using slide outline the CPD cycle, highlighting links with Kolb’s learning cycle (you could also refer back to the discussion on ‘how we learn’ held in last session).  Activity 5: The CPD cycle. This Activity builds from the brief in the study guide in which learners develop a checklist of questions to be asked for each stage of the CPD cycle.  Divide into four groups and ask each group to take one of the stages of the CPD cycle. Each group to develop a poster outlining:   * Key purposes and activities within this stage * Barriers/pitfalls and how they can be overcome * Suggested effective practices   Each group to present their posters with tutor input and questioning as required. (e.g. which of the activities you have included is key? What makes the differences here? What advice would you give to someone new? What problems may be encountered how would you deal with these?) | 16 | Working in groups, contribute ideas to develop a poster on one stage of the CPD cycle. Learners to share experiences from workplace and thoughts from study guide Activity.  Learners present their output and respond to questioning on this. | **5UMAO E4 LO4 Activity 5** The CPD cycle |
|  | The CPD cycle: Assessing needs | The first stage of the CPD cycle is to identify and assess needs.  Use slide to outline different means of assessing personal development needs.  Activity 6: Assessing needs at The Town Bank. Using the case study outlined in the study guide and working in small groups learners will consider how each resource can aide the identification of development needs. Learners should consider this both as an individual and also from a management viewpoint assisting their team. When would each method be best used?  Circulate during discussion, probing group responses and encouraging learners to share experiences and explore potential solutions to any barriers being expressed.  Reconvene group and discuss how both SWOT and force field analysis can be used to help assess own needs. Outline these and signpost that learners will be asked to use both approaches to identify their own personal development needs before the next session. | 17  18 | Small group activity on The Town Bank. Learners to build on each other’s contributions to ensure that each idea is supported with a reason. | **5UMAO E4 LO4 Activity 6** Assessing needs at The Town Bank. |
|  | The CPD cycle: Planning and actioning the plan | Using slide outline the 5 broad categories of development action. Refer back to the ideas contributed in session 1 (or ask group to contribute) examples of when each has been used. Capture key thoughts and ideas on a flipchart.  Probe learners encouraging a view on:   * Resource implications of the method - time, costs, other resources * How effective this was * Barriers faced? * What would they do differently another time?   Activity 7 The shape of CPD – working in pairs learners share the different approaches taken by their organisations looking for similarities and differences. Tutor to circulate and encourage learners to consider the impact of context as a possible explanation as to why certain activities are favoured or work and whether these are transferable to other settings.  Allow 10 minutes and then ask for feedback continuing to add to ideas on flipchart for each of the 5 categories. | 19 | Learners respond to questions and suggest activities.  Learners respond to questions giving detail on how and why the examples can be considered to be effective.  Working in pairs share ideas and ask open questions to understand why the practices work and are applicable in the specific context.  Contribute to discussion. | **5UMAO E4 LO4 Activity 7** The shape of CPD |
|  | Developing a SMART PDP/effective development goals | Outline SMART using slide, stressing the advantages this gives. Outline disadvantages.  Use example on slide, discuss and consider the sample objective.  Ask someone from the group to suggest a personal goal and working as a class discuss how this could be transferred into a planned objective.  Activity 8 Reviewing goals and outcomes – working in trios, review the sample objectives. Monitor group to encourage application of SMART and to assist in developing clear goals. Allow 15 minutes before plenary session discussing how these would be changed. | 20 | Contribute to discussion  Working in trios review objectives using SMART, suggesting possible wording.  Learners make suggestions for all categories and give reasons to support their choice. | **5UMAO E4 LO4 Activity 8** Reviewing goals and outcomes  Provides assessment of understanding of SMART  Provides assessment of understanding and using 5 categories of CPD activity. |
|  | Review of session and learning outcomes/look ahead | Preparation for session 3/consolidation (homework):  Learners to undertake an analysis of their own development needs and to draft an outline PDP for peer review at the next session. Activity 9 - reviewing draft PDPs. |  |  | **5UMAO E4 LO4 Activity 9** Reviewing draft PDPs |

### SESSION 3: Justifying approaches to personal development

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction and recap on homework | Use filename: **5UMAO Presentation E4**  Outline focus of session – around assessment criterion 4.3 (Recommend a plan for personal development based on an analysis of needs). Session will explore the impact of personal preferences on choices made and consider further how a persuasive case for development can be made.  Debrief on homework Activity 9:  Learners were asked to undertake a self-assessment and to develop an outline PDP in response. In pairs review PDPs ensuring that objectives are SMART, activities suggested are balanced, there is clear reasoning for each item being included and these relate to personal development not work objectives.  Tutor to circulate ensuring that SMART is being applied and looking for examples of:   * goals which are too ambitious * goals which relate to work objectives rather than being personally oriented.   Following Activity learners summarise key learning from this. Encourage everyone to contribute to this. Discussion could be structured using SMART. | 21-22 | Learners question and probe each other on plans, offering advice as required.  Learners contribute key learning and suggestions to make plans more effective. |  |
|  | The impact of “me” | For this section, you should place the four learning styles (Honey and Mumford) on a flipchart or large sheet of paper in the four corners of the room.  Input on how our own preferences and needs impact on the choices we make from a development view point. Link back to discussions in previous sessions using examples suggested during these.  Explain we all learn in different ways. Use analogy of purchasing a new gadget. Some of us tear open the box, plug it in and experiment. Others will carefully unpack and check every piece if present, read the manual from cover to cover. Some might prefer to get someone else to set this up and watch what they do for next time. Each of these approaches represents a learning style.  Introduce the two different models of learning styles. Highlight links between Honey and Mumford and Kolb’s learning styles/CPD cycle. (note: Learners have previously been asked to undertake a learning style diagnostic(s) – encourage sharing of findings and expression of what that means for each person to help illustrate each stage).  Ask the group to stand up and consider the four styles and then to go to the appropriate corner of the room that they feel best represents their style.  Ask 4 members of the group (who are at 4 different corners of the room) to give you detail regarding why that is their preferred style. You are looking for examples here as you are checking understanding.  Now ask one learner who is standing in each of the 4 corners to give you an example of one of their SMART objectives. Ask them to tell you what methods they might use to meet this objective if they were using their preferred style.  Now ask one or two who have just given you an example to challenge themselves and go to their least preferred learning style (i.e. Activist moves to Theorist). Now ask them if there is anything they could do under this style to support them with their objectives. Ask the other theorists to help them if they are challenged.  The purpose of the Activity is to get the group to challenge their own style and perspectives and whilst there is no right or wrong way to develop, explain it is good to look at development from a range of perspectives.  Now ask all of learners to take one of their SMART objectives and make a note of how they will progress this objective in their preferred style and then walk around to the other 3 learning styles (with another person) and decide if other options are available.  Summarise the key learning from this Activity.  Activity 10 Pause, reflect, adapt.  Tutor input to explain how a force field analysis can be used to help assess the helping and hindering factors.  Working in pairs learners develop a force field analysis to summarise the drivers and restrainers for a career goal. Allow time to draft out force field analysis before sharing and discussing. Tutor to be vigilant for undefined objectives and to probe learners whilst circulating about their learning from the Activity.  Prompt questions include:   * How can the helping factors be used to help minimise the hinders? * Which hinders need to be acknowledged and accepted i.e. you can’t change them and need to accept them? | 23-25 | Learners offer suggestions  Learners move to different corners and share reasons for being in each location. Discuss impact of their responses.  Learners reflect on draft plans  Learners draft force field analysis, share and challenge each other developing insight into restrainers and drivers. | **5UMAO E4 LO4 Activity 10** Pause, reflect, adapt |
|  | Making a persuasive business case | Using slide, introduce PASS as a framework for making a persuasive business case.  Refer back to paired discussion of draft PDPs. Were these aspects touched on during discussion?  Activity 11: Working in trios and returning to The Town Bank case study, draft an outline business case for the Banking Supervisor. Ask groups to draft this using PASS. After 20 minutes rotate the drafts and ask groups to review these and offer suggestions to make these more powerful. | 26 | Learners suggest how these have previously been considered  Learners draft an outline business case and peer review. | **5UMAO E4 LO4 Activity 11** Making a business case |
|  | Recap and look ahead | Using output from the last Activity revisit how self-awareness and understanding of context can help sell development activities.  Look ahead and homework: ask learners to familiarise themselves with the various reflective models and to draft a reflection based upon learning in session 3 (Activity reflecting on learning in the study guide refers). Learners should also review the article by Lofthouse 2016 and consider if they agree with her views. |  |  |  |

### SESSION 4: Evaluate the impact of CPD

| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| --- | --- | --- | --- | --- | --- |
| 4 hours total | Introduction and recap on homework | Use filename: **5UMAO Presentation E4**  Outline focus of session – around assessment criterion 4.4 (evaluate the impact of CPD at an individual, professional and organisational level). Session will explore reflection, evaluation of development, barriers to CPD.  Debrief on homework:  Refer back to the tasks set to highlight how these will included within the session. Using a simple model of reflection (Boud’s triangular model) probe group on their learning since the last session and their thought on the reading they have undertaken/how they have applied the learning from sessions 1, 2 and 3.  Prompt questions to be asked generally of the group:  **What?** Have you applied/done? What has happened as a result? Any successes to celebrate?  **So What?** Why is this important to note? How else can you use the insights? How does this help improve your capability? How do you feel about the experience?  **Now what?** What is the next logical step for you? What will you do differently next time? What are your actual goals for that aspect? | 27  28 | Learner response to questions encouraging a reflection on how studying has gone/application at work of any of the concepts etc. |  |
|  | Reflective thinking and learning | Using slides introduce the concept of reflective thinking and why this is so important in CPD. Key points to cover include:   * To maximise the personal learning obtained through CPD we need to think about what we are doing and why. * The reflective process turns experiences into meaningful learning. * Reflection involves looking back on a situation, pondering over it, learning from it and then using the new knowledge to help in future similar situations. * It encourages us to become aware of our thoughts (intellectual) and feelings (affective) which relate to a particular learning experience or area of our practice. * Through reflection 'in' and 'on' practice, we can: * Focus thoughts on experiences. * Gain greater understanding of professional practice. * Become more aware of the knowledge and skills that we have developed. * Identify strengths and areas for development. * A number of frameworks and models have been developed which encourage a structured process and guide the act of reflection. These include models and frameworks developed by Boud and Gibbs amongst others. Use of these helps generate insights into our own learning.   Using slides outline Gibbs model.  Activity 12 Reflecting on Learning Divide into small groups and ask group to reflect on the last session using Gibbs. Appoint one person to be facilitator and to ensure that the cycle is followed which group members sharing their responses about the last session. (During this Activity circulate to note findings for inclusion in debrief – ensure a structured approach is being taken).  Reconvene whole groups and discuss feelings and views based on experience in class of both Boud and Gibbs as models of reflection. Ask each learner to give a reasoned personal preference. In feedback test out understanding of the features of critical reflection and the benefits of this in helping improve CPD. | 29  30 | Learners work in groups applying Gibbs to the last session to develop insights into the effectiveness of learning.  Learners share thoughts and give a reasoned view | **5UMAO E4 LO4 Activity 12** Reflecting on learning |
|  | Evaluation of CPD | Slide introduces Kirkpatrick’s impact evaluation model. This is widely used to evaluate the impact of learning.  Outline each stage and ask how using this can be of benefit when evaluating CPD. In response tease out assists in ensure transfer of learning, considers results for the organisation.  Highlight the difference between tangible and intangible results (e.g. actual results, benefits to the business and personal feelings and perceptions such as increased feelings of confidence) – link back to benefits of CPD covered in session 1.  Refer back to the Town Bank case study and ask group working in pairs to develop a set of questions which could be used to help evaluate the impact of CPD at the bank using Kirkpatrick’s model. | 31 | Learners respond to questions and provide suggestions on possible activities and benefits  Learners work in pairs to apply Kirkpatrick to a case study |  |
|  | Barriers to CPD | Use slide to introduce barriers briefly and then Activity 13 Overcoming barriers: trio exercise developing a response to a number of barriers. | 32 | Trios work on scenarios and provide an approach | **5UMAO E4 LO4 Activity 13** Overcoming barriers |
|  | CPD - a view | Refer back to the article by Lofthouse (2016) in which she expressed a “*PB philosophy – all we can ask is that everyone strives to be the very best they can be in every way”*.    Ask group for their views and reasons. Prompt questions could include:  Is it unreasonable to ask everyone to wish to develop themselves? | 33 | All contribute their views to an open discussion. | This Activity provides a means of assessing ability to express a view on CPD |
|  | Recap | Divide into small groups and ask each group to develop 5 quiz questions on content covered in element 4.  Use the questions as a quiz to recap and check understanding. |  | Learners develop questions and respond to those of their colleagues | Provide a means of assessing knowledge of related concepts. |