

## WA16: Self-Management, Supervision, Management and Leadership

### 5.3 Manage own performance in the business environment

- LO152 Improve own performance, plan and be accountable for own work
- LO153 Demonstrate the ability to assess and plan for personal professional development



# Module Details



<b>Work Area Code:</b>	16
<b>Work area title:</b>	Self-Management, Supervision, Management and Leadership
<b>Unit Code:</b>	5.3
<b>Unit Title:</b>	Manage own performance in the business environment
<b>Learning Outcomes Ids:</b>	LO152, LO153
<b>Learning Outcomes titles:</b>	LO152 Improve own performance, plan and be accountable for own work LO153 Demonstrate the ability to assess and plan for personal professional development
<b>Recommended Duration:</b>	2 hours
<b>Trainer:</b>	



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**“I have not failed. I've  
just found 10,000 ways  
that won't work.”**

**Thomas A. Edison**



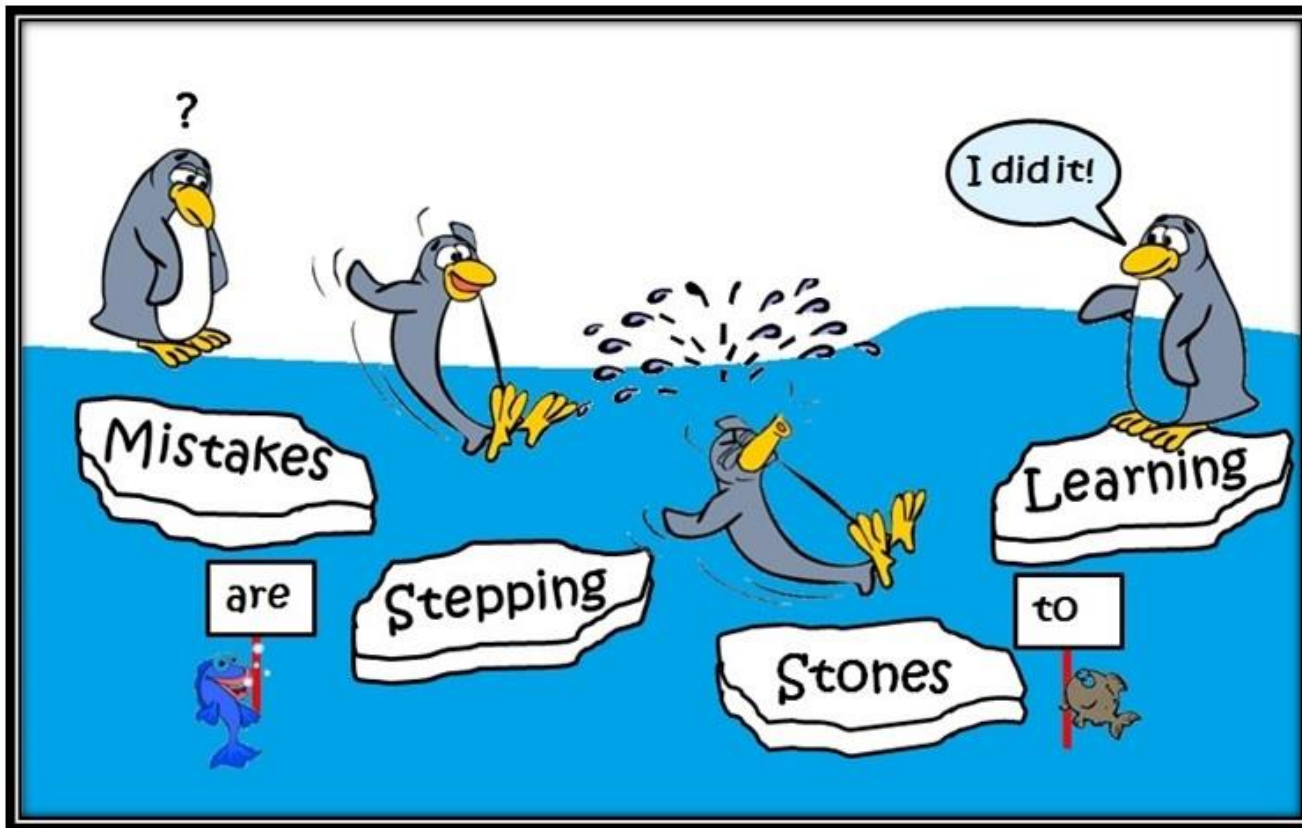
**Don't waste  
a good mistake...  
Learn from it.**

Robert Kiyosaki  
InspirationBoost.com



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Discuss the quotes from the previous slides....

- Can you identify?
- Can you provide examples of mistakes that you made, which taught you something?

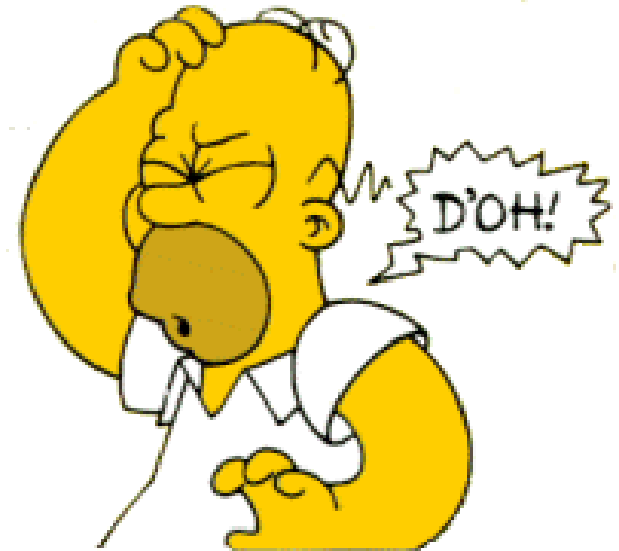
## Group discussion





# Acknowledging mistakes

- “If you make a mistake and do not correct it, this is called a mistake.” Confucius
- “Anyone who has never made a mistake has never tried anything new.” Albert Einstein



# Acknowledging mistakes – Why?



## Personal level:

- When you admit your mistake, you don't have to defend a difficult or incorrect position anymore.
- Increases credibility.
- Avoids additional mistakes trying to cover up the original mistake.

miStAkEs  
are proof  
that you are  
**TRYING**



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Acknowledging mistakes – Why?



## Personal level:

- Reduces personal stress and tension.
- Provides a “reset” from others in both personal and professional relationships.
- If you take responsibility for a mistake on-behalf of others who participated, it builds loyalty.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Acknowledging mistakes – Why?



## Organizational level:

- A learning situation.
- Builds trust.
- Facilitates quick correction.
- Helps establish an innovative culture by trying new things.
- Makes you more approachable.
- Demonstrates decisiveness, truthfulness, openness, integrity.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Is it easy or hard for you to acknowledge a mistake?**

**- WHY?**

## Group discussion



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Improving requires acknowledging your weak points (and your strong ones) and mistakes
- A continuous improvement strategy helps in:
  - Formalizing documents, procedures and work instructions makes it easier to get everyone on the same page.
  - The creation of a mindset.
  - It makes people accountable.
  - It reinforces the importance.



# Continuous improvement strategy



- The Shewart Cycle (PDCA) is a circle with no beginning or end, as continuous improvement is a process that never stops.
- A simple description of the PDCA cycle is:
  - **Plan:** Identify an opportunity and create a plan for improvement.
  - **Do:** Test the change on a small scale where results can easily be observed and measured.
  - **Check:** Evaluate the results of the test and summarize the lessons learned.
  - **Act:** If the test worked, implement the change on a slightly larger scale and monitor results.

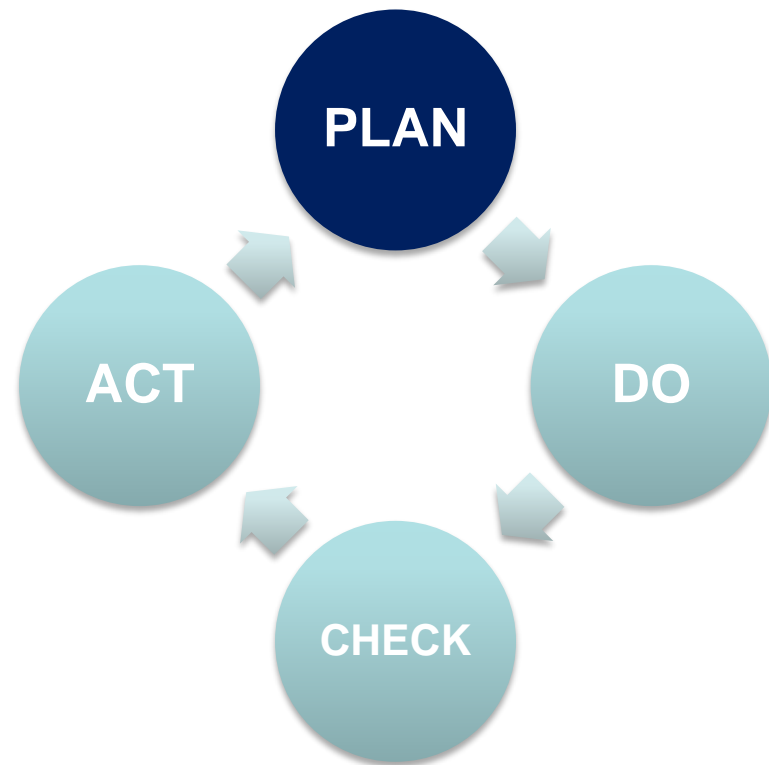


Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **Plan:** Identify an opportunity and create a plan for improvement.

- establish the objectives and processes necessary to deliver results in accordance with the expected output (the target or goals)
- Set goals
- Keep them realistic!





# PLAN: TARGET SETTING



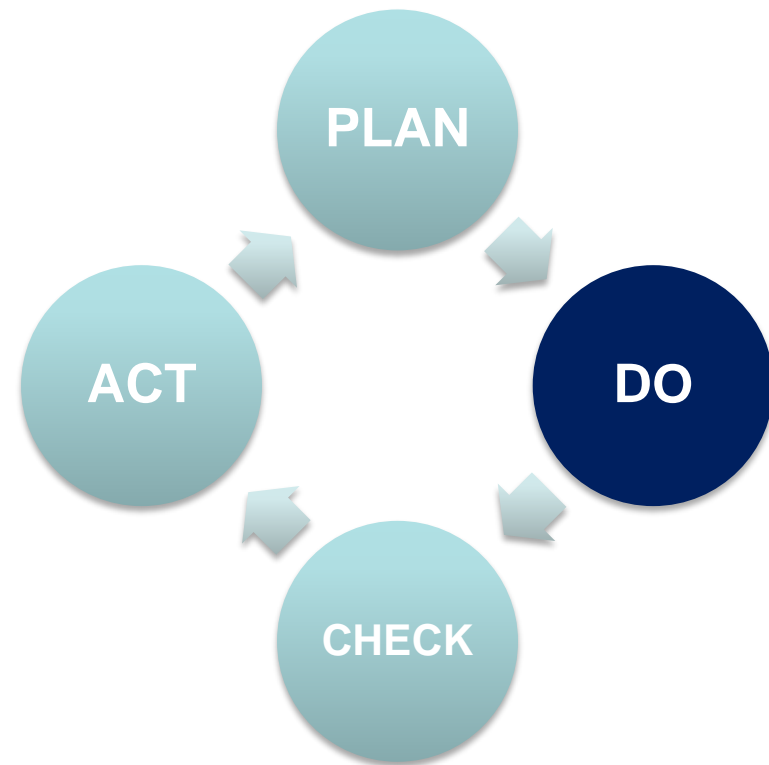
- SMART - specific, measurable, achievable, realistic and time-bound:
  - Using KPIs ensures your targets will meet the first two criteria, as all KPIs should, by definition, be specific and measurable.
  - Achievable - you need to set ambitious targets, but if you set the bar too high you risk failing.
  - Look back at your performance data from the recent past
  - Realistic - setting realistic targets means being fair on the people who will have to reach them.
  - Timely - people's progress towards a goal will be more rapid if they have a clear sense of the deadlines against which their progress will be assessed.



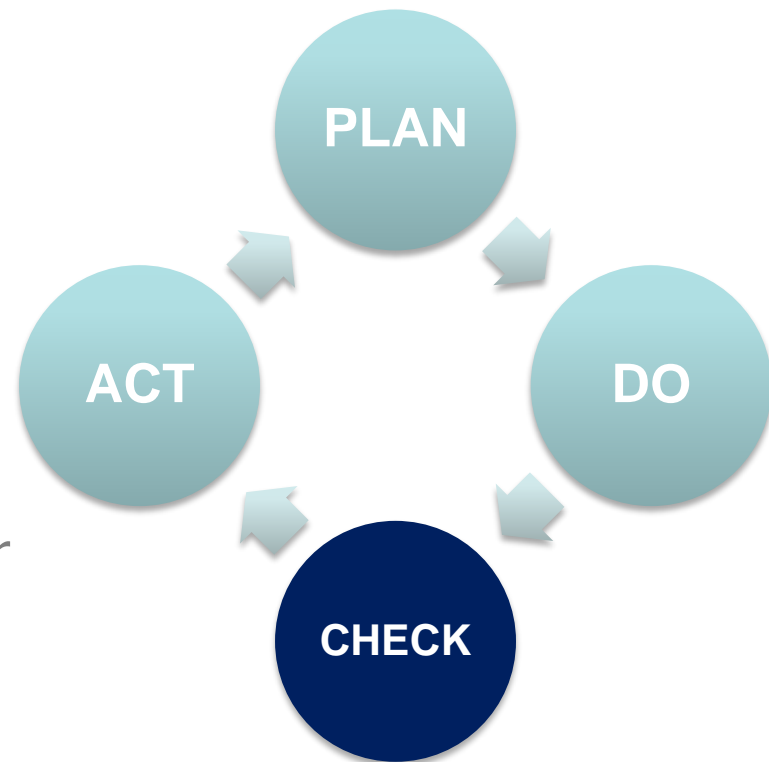
Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

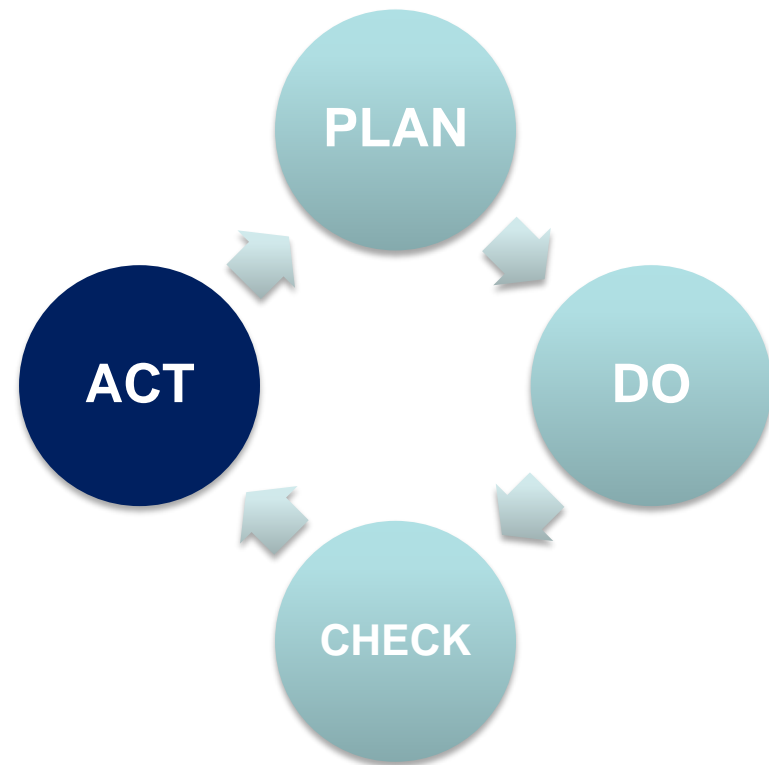
- Do: Test the change on a small scale where results can easily be observed and measured.
  - Implement the plan
  - Execute the process
  - Make the product or provide the service
  - Collect data for analysis in the following **check** and **act** steps.



- Check: Evaluate the results of the test and summarize the lessons learned.
  - study the actual results and compare against the expected results.
  - Look for deviation in implementation from the plan.
  - Information is what you need for the next step: **act**.



- Act: If the test worked, implement the change on a slightly larger scale and monitor results.
  - If the **check phase** shows that the **plan phase** which was implemented in **do phase** is an improvement to the prior standard (baseline), then that becomes the new standard (baseline) for how the organisation should **act** going forward



# Evaluating own work, 1



## 1. collect feedback from:

- supervisor
- clients
- Co-workers



## 2. Break down job description into specific tasks and determine the standard to which each of tasks should be performed.

## 3. Assess your performance in terms of:

- Feedback
- Own judgment of capabilities.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



4. Identify gaps between expected and required performance and actual performance.
5. Take action to address them if needed.
6. seek help from supervisor for training to improve your skills and knowledge.
7. Identify own limitations, weaknesses.





# Feedback as a mean for improvement



- We need to accept feedback as a means to improvement.
- Feedback should be relevant, appropriate and consistent
- Feedback is most effective, if given as soon as possible after the event to which relates.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Methodological tool

## Evaluation criteria!

### EUPA\_LO\_152\_M\_01



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Planning for personal development



- **Personal development planning** is the process of:

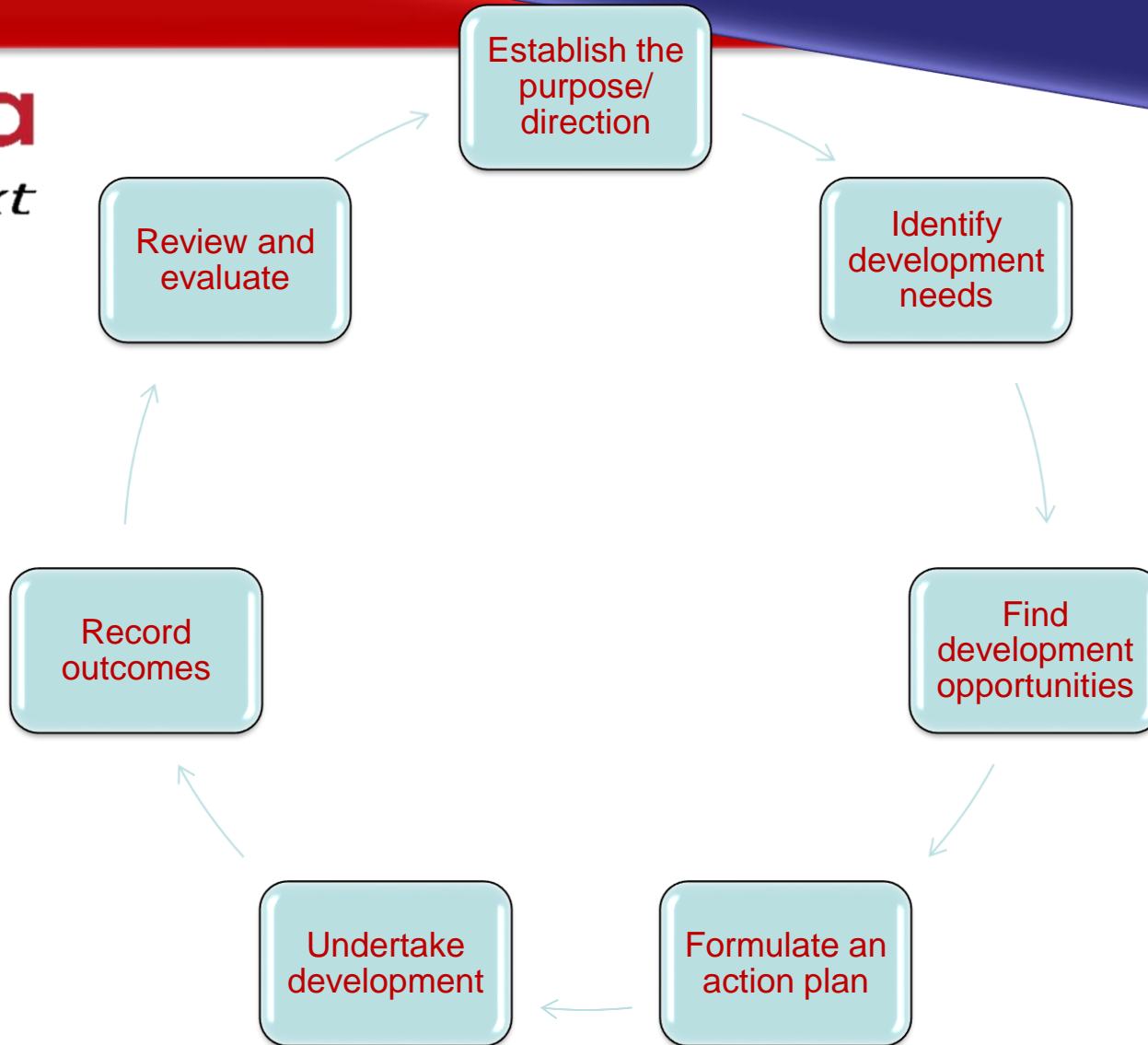
- establishing aims and objectives - what you want to achieve or where you want to go, in the:
  - short,
  - medium
  - or long-term in your career
- assessing current state
- identifying needs for skills, knowledge or competence
- selecting appropriate development activities to meet those needs.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Planning for personal development



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Planning for personal development



1. Establish your purpose or direction
2. Identify development needs
3. Identify learning opportunities
4. Formulate an action plan
5. Undertake the development
6. Record the outcomes
7. Evaluate and review



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Define your goals
2. Prioritize
3. Set a deadline
4. Understand your strengths
5. Recognize opportunities and threats
6. Develop new skills
7. Take action
8. Get support
9. Measure progress





- The first step is to define your goals
  - Keep them ambitious, but feasible
  - They always have to be measurable





- Out of all goals, which one is the most important?
- This is your key goal which will be your **focus**.
- Select one goal which is the most important to you and that you will work on first.





- If you have a goal but don't know when you want to achieve it, chances are it will never happen.
- When planning, you need to be realistic, specific and make good assumptions time-wise.
  - How long will it take you to achieve your goal?
- Set a deadline.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Understand Your Strengths
  - What are your key strengths?
  - If you are not sure about the answer, then ask others.
- It's very important to be aware of your strengths.
- Once you understand what your strengths are, write down which of these strengths can help you to achieve your goal.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Recognize Opportunities and Threats
  - Which of yours habits or actions are threats to your goal achievement?
- These are the things you need to stop doing.
- Write down at least 5 things that you commit you will stop doing.
- What actions can you choose to start doing that will help you to achieve your goal?
- Write down 5 things you commit to start doing.





- Develop New Skills
- To achieve something you have never achieved before, you need to develop skills you have never had before and start working on those skills as soon as possible.
  - Which skills or knowledge will help you to achieve your goal?
- Write down the list of the skills you need to develop, which will help you achieve your goal.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

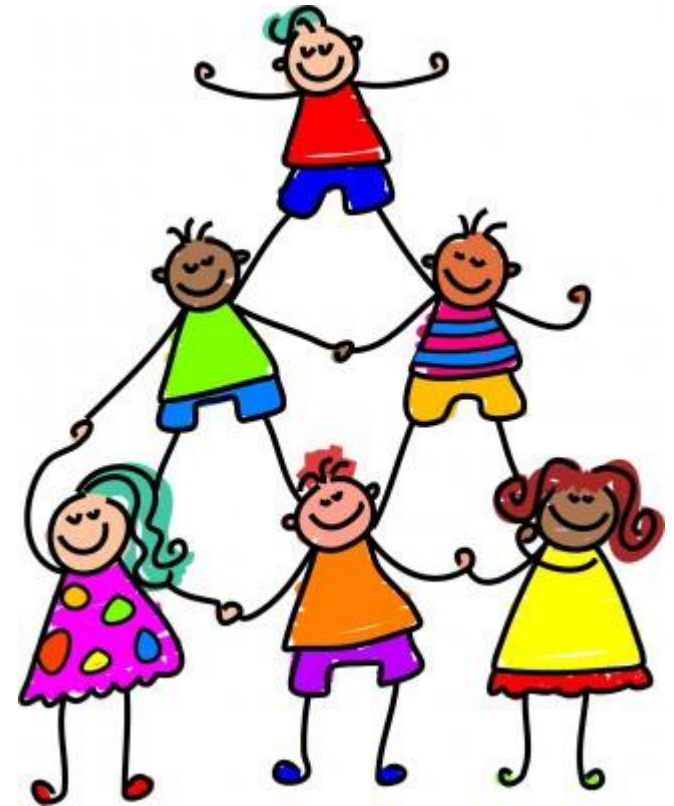


- Take Action
- Write down the most important actions you will need to take within your defined timeframe.





- **Get Support**
  - Who can help you to achieve your goals faster?
- **List anyone who you can think of who would be able to help you to achieve your goal.**

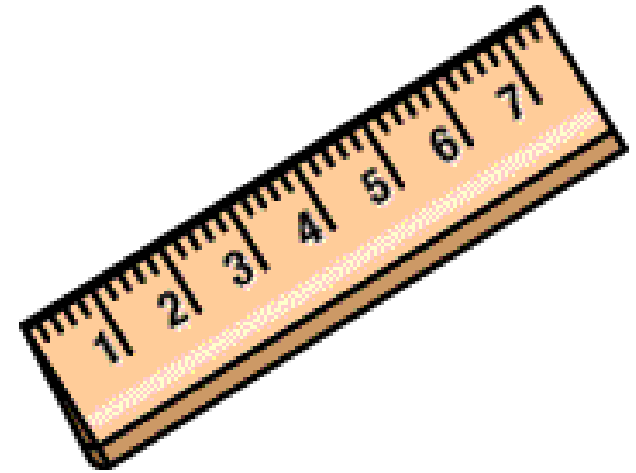


Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



- Measure Progress
- It is important to recognize that you are moving forward and to write down things that you are doing well.
  - If something is not going so well, what can you do?
- Write down things that you need to improve and define new strategies which you will try.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# Methodological tool

## Personal development plan EUPA\_LO\_153\_M\_01



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Review Question 1
  - Can you name the main steps when providing negative feedback?
- Review Question 2
  - Can you list the main differences between coaching and mentoring?
- Review Question 3
  - What do we have to consider when designing KPIs?
- Review Question 4
  - Name 3 criteria categories for evaluating work of others



- **Management skills**
  - problem-solving,
  - decision-making,
  - planning,
  - delegation,
  - communication,
  - time management
- **Importance of:**
  - Motivation
  - Delegation
  - Feedback
- **Differences of Mentoring vs. coaching**







# Well Done!

## You have completed this unit



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Union. This [project] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.