

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 2: Professional Development for Strategic Managers
Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units
- assignment briefs to support the assessments of all the units in the qualification.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for your learners
- suggestions for how you might make contact with appropriate employers
- information on other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 2: Professional Development for Strategic Managers

Delivery guidance

In this unit, learners are encouraged to apply to their own work roles and responsibilities, their knowledge and understanding of strategic management and leadership theories and principles gained over the duration of the qualification. In the classroom they will discuss the challenges they have faced, which will allow them to identify the management skills that they still need to develop in order to improve their management performance.

Developing a personal development plan is central to this process, since it allows learners to:

- assess the level of their own skills
- identify skills gaps
- establish their own personal targets
- identify the support they require to address any skills gaps
- receive feedback from others on their progress
- undertake a self-assessment of their performance at the completion of their qualification.

Your role in this process will be to act as a mentor, guide and coach, and as the final assessor of learners' personal development plans.

The evidence for this unit will be generated continuously by learners throughout the course. You are, therefore, advised to plan lessons so that they are scheduled at the most appropriate intervals during the course for you to be able to:

- monitor the progress of individual learners
- identify any issues that may arise
- suggest strategies to deal with the issues that learners face
- give learners feedback
- agree changes to the personal development plan
- suggest any additional support that learners may be able to access.

You may also find it useful to ask learners to submit witness statements from their line managers or other appropriate personnel in the organisations in which they are employed. These witness statements will be a reliable source of evidence on which to base your final assessment.

Figure 3 gives an overview of how you could approach the delivery of this unit and how the unit relates to the preparation of a personal development plan.

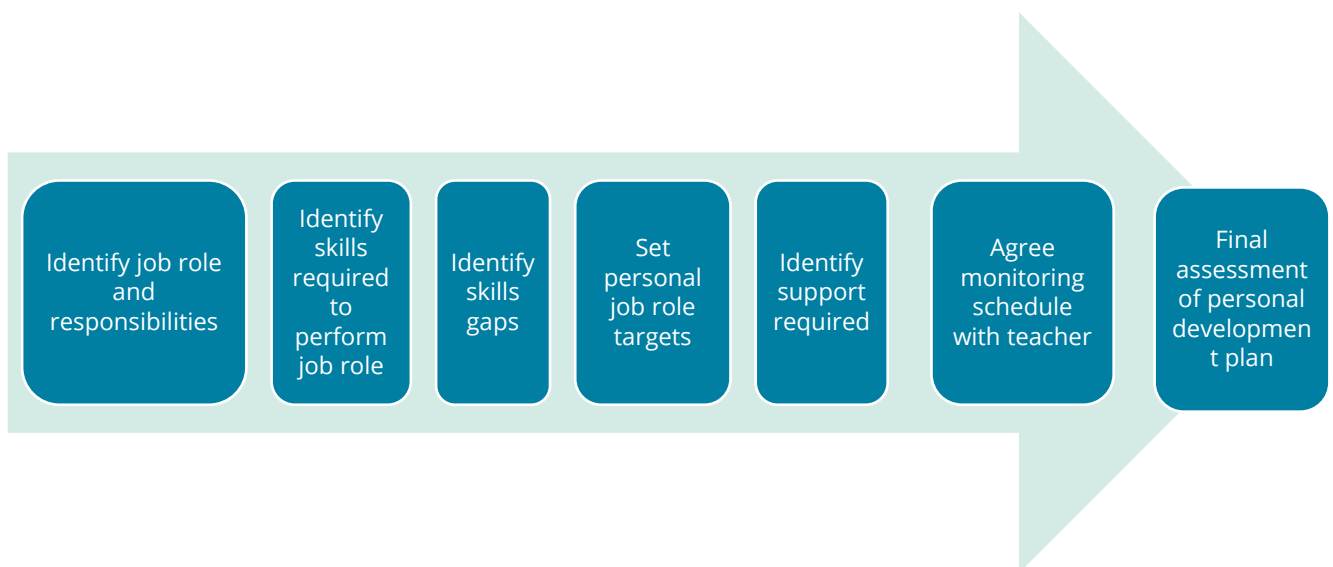


Figure 3: The process of creating a personal development plan

Approaching the unit

This approach will set the context for delivering the unit over the duration of the course and will make the three learning aims that make up the unit support the preparation and implementation of the personal development plan. **Figure 4** shows how this approach works in practice.

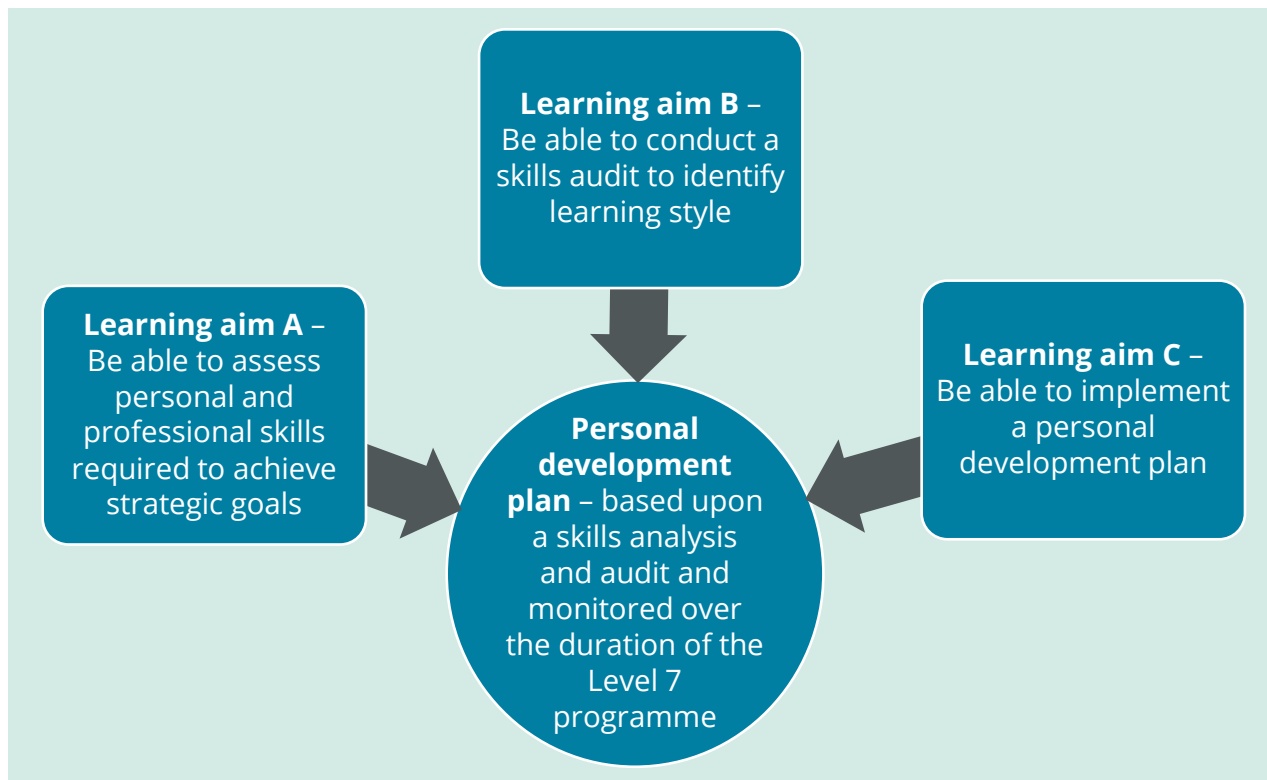


Figure 4: Collecting evidence for the preparation and monitoring of a personal development plan

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Be able to assess personal and professional skills required to achieve strategic goals	<ul style="list-style-type: none"> • Personal skills. • Professional skills. • Achieving strategic goals. 	Learners conduct a skills audit to evaluate the strategic skills they need to meet current and future leadership requirements. Learners use this skills audit to identify their preferred learning style, which will help them create, monitor and evaluate a personal development plan.
B Be able to conduct a skills audit to identify learning style	<ul style="list-style-type: none"> • Skills audit. • Identifying preferred learning style 	
C Be able to implement a personal development plan	<ul style="list-style-type: none"> • Personal development plan. • Monitoring and evaluation. 	

Assessment guidance

Learning aim A: Assignment: Task 1 – Skills Audit

Encourage learners to share with you any written material that describes their current management roles and functions. This could include job descriptions, structure charts and any management processes, including communication channels, in which learners are involved. This will help to identify the scope and scale of the professional skills required for their current job roles.

Encourage learners to think of personal skills from a work perspective and for any roles and responsibilities they have outside their formal work environment. For example, they could belong to sports clubs or to community groups in which they have a coordinating role as secretary or chair.

It is important that learners have a clear understanding of the strategic objectives of the organisation in which they work. You must be able to work with them in determining how their current work role contributes towards the achievement of these strategic objectives.

Learning aims B and C: Assignment Task 2 – Professional Development

Give learners your preferred learning style questionnaire or ask them to research their own questionnaires on the internet. Similarly, provide a skills questionnaire or ask learners to research a suitable skills questionnaire that they can complete as the basis for preparing their personal development plan.

There is no preferred format for the personal development plan, although a tabular format is generally accepted to be appropriate. The personal development plan should be designed by learners and is expected to include most of the following areas:

- the strategic aims of the organisation
- the skills to be developed over the course of the personal development plan
- SMART targets
- timescales
- the actions required in order to meet targets
- the resources required to support the personal development plan
- the evidence requirements
- the monitoring schedule.

Getting started

This gives you a starting place for one way of delivering the unit.

<p>Unit 2: Professional Development for Strategic Managers</p>
<p>Introduction</p> <p>You may wish to assess this unit in one of two ways:</p> <ul style="list-style-type: none"> • by requiring learners to present two pieces of work for assessment: <ul style="list-style-type: none"> ○ Assignment 1: covering learning aim A ○ Assignment 2: covering learning aims B and C • by assessing all three learning aims in one assignment. (This is the approach taken in the Assignment Brief and in the associated Scheme of Work and Lesson Plans.) <p>Plan the assessment schedule so that it allows for learners to collect evidence throughout the duration of the qualification.</p>
<p>Learning aim A – Be able to assess the personal and professional skills required to achieve strategic goals</p>
<p>For learning aim A, learners assess a range of interpersonal skills that are important for strategic managers/leaders to have in order to achieve strategic objectives and develop good working relationships. Show video clips of ineffective communications, followed by learners using role-play scenarios to practise skills such as body language, active listening, negotiation and assertiveness in a non-threatening environment. Learners analyse how well they currently manage their time by keeping a time log and reviewing it after a period of, for example, one week, to identify where improvements could be made.</p>
<p>Learning aim B – Be able to conduct a skills audit to identify learning style</p>
<p>For learning aim B, learners carry out a personal SWOT (strengths, weaknesses, opportunities, threats) analysis on the current and future leadership requirements of their job role. Explain that when training and developing staff, it is important to find out how they learn best and that this can be achieved through understanding learning style preferences. Demonstrate that Kolb’s learning cycle is a useful tool to understand how people learn. Learners complete an inventory or questionnaire to identify their own preferred learning style. There are many free examples that can be downloaded from the internet. Emphasise that learning styles are used to suit the learning being undertaken and improve learning in different contexts. There are many learning style theoretical models that learners could research and compare.</p>

Learning aim C – Be able to implement a personal development plan

In order for learners to prepare personal development plans, you need to explain the importance of having a plan, such as by setting SMART (specific, measurable, achievable, realistic, and time-based) objectives to meet personal and professional goals and to monitor and assess progress against these targets. Give learners a template for a personal development plan to complete. Reinforce the importance of keeping the personal development plan and reflective record up to date so that learners can monitor and review it throughout the course. Learners prepare their plan using the results of the skills audit conducted as part of learning aim B.

Ongoing review and monitoring of learning against the achievement of strategic goals is essential. Learners need to understand the importance of this ongoing element of the process in improving performance in order to achieve strategic goals.

Details of links to other BTEC units and qualifications

This unit links to learning aims C and D of Unit 1: Developing Strategic Management and Leadership Skills.

Resources

Textbooks

Adair, J. and Allen, M. – *The Concise Time Management and Personal Development*, Thorogood (2003) ISBN-13 9781854182234

Gold, J., Thorpe, R. and Mumford, A. – *Leadership and Management Development*, fifth edition, CIPD (2010) ISBN-13 9781843982449

Meggison, D. and Whitaker, V. – *Continuing Professional Development*, CIPD (2007) ISBN-13 9781843981664

Owen, J. – *How to Lead: What You Actually Need to do to Manage, Lead and Succeed*, second edition, Prentice Hall (2009) ISBN-13 9780273721505

Pedler, M., Burgoyne, J. and Boydell, T. – *A Manager's Guide to Self Development*, McGraw-Hill Professional (2006) ISBN-13 9780077114701

Journals

Management Today (Haymarket Business Media)

People Management Magazine (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Training Journal (Dods Group)

Websites

www.cipd.co.uk

The website of the Chartered Institute of Personnel and Development.

www.managementhelp.org

This website publishes articles on leadership development planning and self-assessments for personal and professional development.

www.managers.org.uk

The website of the Chartered Management Institute.

www.mindtools.com

This website provides free templates for time management tools and activity logs.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Unit 2: Professional Development for Strategic Managers
Guided learning hours	10
Number of lessons	4
Duration of lessons	2 × 3 hours plus 2 × 2 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	A1 Personal skills A2 Professional skills A3 Achieving strategic goals	IS	<ul style="list-style-type: none"> • Teacher presentation: teacher provides an overview of the unit and personal development plans. • Paired activity: learners compare and contrast job roles and required skill sets, then complete personal skills development template. • Teacher-led discussion: identify and prioritise common personal skills required in management positions. • Teacher presentation: teacher presents on professional skills in the workplace. 	Unit specification. Whiteboard and pens. Computers with internet access. Flipcharts and pens. Presentations.

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: learners discuss individual work roles and the professional skills in their respective job roles. • Teacher-led discussion: discuss professional skills required in specific organisational contexts. • Individual learner activity: learners consider application of professional skills in the workplace. • Teacher presentation: teacher presents on the principles of SMART target setting. • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learning activity: learners set themselves SMART targets. 	<p>Personal skills development template form.</p> <p>Activity sheets.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
2	B1 Skills audit B2 Identify preferred learning style C1 Personal development plan	IS	<ul style="list-style-type: none"> • Lead in: learners present SMART targets from Lesson 1 for peer review. • Teacher presentation: teacher presents how to conduct a skills audit and identify skills gaps. • Individual learner activity: learners complete a skills audit, followed by a SWOT analysis. • Teacher presentation: teacher presents learning styles. • Individual learner activity: learners research learning styles models to determine own preferred learning style. • Teacher presentation: teacher presents video clip of poor communications plus an analysis of this. • Paired activity: learners role play interviewer/interviewee (for example in an interview, an appraisal, or a performance review), then peer review performances against set criteria. • Teacher presentation: teacher presents personal development plans and assessment monitoring schedule. • Individual learner activity: learners prepare draft personal development plans. • Plenary session: teacher confirms the main learning points identified in the lesson. 	Unit specification. Whiteboard and pens. Computers with internet access. Flipcharts and pens. Video clip. Presentations. Template forms. Activity sheets.

#	Topic	Lesson type	Suggested activities	Classroom resources
3	C1 Personal development plan C2 Monitoring and evaluation	IS	<ul style="list-style-type: none"> • Lead in: teacher explains lesson format (individual tutorials). • Individual learner (1:1) or small-group support: teacher critically reviews personal development plans prepared by individual learners. • Individual learner activity: learners update personal development plans on basis of teacher feedback. • Individual learner activity: learners prepare schedules for implementation and monitoring of their personal development plans. • Plenary session: teacher presents schedule for submission of assessments. 	Unit specification. Whiteboard and pens. Computers with internet access. Presentation. Learner progress monitoring charts. Activity sheet.

#	Topic	Lesson type	Suggested activities	Classroom resources
4	C1 Personal development plan C2 Monitoring and evaluation (Note: this lesson will be scheduled to fall near the end of the delivery of the programme.)	IS	<ul style="list-style-type: none"> • Lead in: teacher recaps previous lesson. • Individual learner presentations: learners present personal development plans • Individual learner reviews: learners present their completed personal development plans for assessment. • Teacher presentation: teacher presents best practice in personal development plans and common challenges. • Teacher-led discussion: discuss prioritising actions and identifying key success factors. 	Unit specification. Whiteboard and pens. Computers with internet access. Presentation. Learner progress monitoring charts. Activity sheets.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 2: Professional Development for Strategic Managers
Lesson number	1 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the importance of identifying, monitoring and improving personal and professional skills • explain the relationship between personal skills, professional skills and organisational strategic objectives • identify and prioritise personal and professional skills • understand the skill set required in a strategic management role • set SMART targets to develop professional skills.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • Flipcharts and pens. • AS1: compare and contrast activity. • AS2: identify own professional skills. • AS3: scenarios for application of professional skills. • AS4: scenarios for setting SMART targets. • TF1: personal skills development template. • PS1: presentation slides and notes on unit and plans. • PS2: presentation slides and notes on professional skills. • PS3: presentation slides and notes on SMART targets.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher provides an overview of the unit, the learning aims and how the unit will be assessed, then gives an overview of the purpose and functions of a personal development plan (PS1). • Paired activity: learners discuss own work roles with each other to compare and contrast job roles and required skill sets (AS1), then complete personal skills development template (TF1).
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: learners share the outcomes of the starter activity with the rest of the class. Teacher guides learners to identify and prioritise the common personal skills required for management positions. • Teacher presentation: teacher presents professional skills in the workplace (PS2), including counselling and mentoring to support staff with their own learning and development requirements, coaching skills, leadership skills, multi-tasking, leading and chairing meetings, delivering effective presentations. • Paired activity: learners discuss own work roles and the professional skills they exhibit in their respective job roles (AS2). • Teacher-led discussion: learners use the outcome of the paired activity to prioritise the professional skills required in specific organisational contexts. • Individual learner activity: learners consider a series of organisational scenarios that require professional skills to be applied (AS3). • Teacher presentation: teacher presents the principles of SMART target setting (PS3) in relation to personal and professional development: Specific, Measurable, Achievable, Realistic, Timebound.

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learning activity: learners set SMART targets for strategic managers working in different organisational scenarios (AS4).
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners start work on their professional development portfolio for this unit.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 2: Professional Development for Strategic Managers
Lesson number	2 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the purpose of a skills audit • complete a skills audit and personal SWOT analysis • identify preferred learning style using Kolb's model • identify and address poor communications skills • prepare a personal development plan.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • Flipcharts and pens. • Video clip of poor communication, such as Keele University's <i>Interviewer techniques – How not to conduct an interview</i>: www.youtube.com/watch?v=tXiuTME9WW8 • PS4: presentation slides and notes on skills audits. • PS5: presentation slides and notes on learning styles. • PS6: presentation slides and notes on poor communication. • PS7: presentation slides and notes on personal development plans. • TF2: skills audit and SWOT analysis template. • TF3: performance criteria for peer review. • TF4: personal development plan. • AS5: peer review SMART targets. • AS6: prioritise skill gaps. • AS7: identify own learning style. • AS8: peer review interviewer/interviewee role play. • AS9: draft personal development plan.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> Lead in: learners present the SMART targets they developed at the end of Lesson 1. Learners peer review others' targets, identifying best practice and addressing identified weaknesses in the targets in relation to SMART features (AS5).
Main activities (150 minutes)	<ul style="list-style-type: none"> Teacher presentation: teacher presents the purpose of an individual skills audit and gives examples of skills audit templates. Teacher demonstrates how to identify skills gaps and explains the relationship between a skills audit and a personal skills SWOT analysis (PS4). Individual learner activity: learners complete a skills audit template, followed by a SWOT analysis (AS6). Learners then prioritise skills gaps in relation to current work role and career aspirations (TF2). Teacher presentation: teacher presents learning styles and their implications for developing professional skills, including Kolb, Honey and Mumford, Fleming's VAK/VARK model and Myers-Briggs Type Indicator (MBTI) (PS5). Individual learner activity: learners research and assess different models of learning styles to determine own preferred learning style (AS7). Teacher presentation: teacher presents video clip of poor communication skills, then discusses with learners the characteristics and features of poor communication skills exhibited in the clip and the implications for the transmitter and the receiver (PS6). Paired activity: learners role play interviewer/interviewee in a scenario such as an interview, an appraisal or a performance review; other learners then peer review their performance against set criteria (AS8) (TF3). Teacher presentation: teacher presents personal development plans (including their role, purpose, function, layout and the details required) and the assessment monitoring schedule that will cover the duration of the qualification (PS7).

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners start work on their draft personal development plans (AS9) (TF3). • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners complete preparation of their draft personal development plans (AS9) (TF3).

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 2: Professional Development for Strategic Managers
Lesson number	3 (120 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • present a set of SMART targets within a well-structured personal development plan based on the outcome of a skills audit and personal SWOT analysis • take account of feedback on a draft personal development plan • prepare individual schedules for the implementation and monitoring of their personal development plans.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • PS8: presentation slides and notes on final assessment of the unit. • TF4: learner progress monitoring charts. • AS10: implementation and monitoring schedules.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	Lead in: teacher explains that the lesson will consist of individual tutorials.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner (1:1) or small-group support (maximum of four learners in a group): teacher critically reviews the draft personal development plans prepared by learners in the previous lesson and monitors progress (TF4). The review should take account of the following factors: <ul style="list-style-type: none"> ○ analysis of current work role and career aspirations ○ learners' individual skills audits and SWOT analysis ○ applicability of SMART targets that are Specific, Measurable, Achievable, Realistic, Time bound ○ any issues which may have to be addressed in achieving the targets ('What if?' scenarios) ○ performance outcomes in relation to current job role and career aspirations ○ resources required to support the personal development plan opportunities, including additional training ○ evidence requirements, including the format of witness statements from the workplace ○ monitoring and evaluation ○ review of progress. <p>(Note: if these tutorials are conducted in small groups, seek the permission of learners to share their personal development plans with other learners in the group to identify best practice and to compare and contrast the strategies adapted in each plan. Link these strategies to relevant management theorists.)</p> <ul style="list-style-type: none"> • Individual learner activity: learners address any issues highlighted in the review and update their personal development plans on the basis of teacher feedback.

Activities	Teaching notes
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> • Individual learner activity: learners prepare individual schedules for the implementation and monitoring of their personal development plans (AS10). • Plenary session: teacher presents the schedule for submission of the final review stage of the unit. This schedule takes into account the qualification timetable and the work commitments of individual learners (PS8).
<p>Private study</p>	<ul style="list-style-type: none"> • Individual learner activity: learners continue to collect evidence in relation to their personal development plans.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 2: Professional Development for Strategic Managers
Lesson number	4 (120 minutes) (Note: Lesson 4 will be scheduled near the end of the completion of the programme.)
Lesson objectives	Learners will: <ul style="list-style-type: none"> • use suitable methods to assess the outcomes of a personal development plan against personal work objectives • evaluate the impact of own learning against the achievement of strategic goals.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • PS9: presentation slides and notes on best practice and common challenges. • TF4: learner progress monitoring charts. • AS11: learner review of personal development plan. • AS12: mapping feedback against assessment criteria.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: teacher recaps the outcomes of the previous lesson and the purpose of personal development plans.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Learner presentations (as individuals or in small groups): learners present a review of their completed personal development plans (AS11) covering the following themes: <ul style="list-style-type: none"> ○ review of what has been achieved ○ evidence submitted ○ critical success factors (what worked and what did not work) ○ impact analysis (what personal and professional skills have been developed) ○ challenges faced in completing the review (what did not work and why) ○ how these challenges were addressed ○ what learners would have done differently ○ how learners will take forward their personal development plans. <p>Individual learner reviews: learners present their completed personal development plans for assessment and receive feedback from the teacher, which learners map against the assignment criteria for each of the three learning aims (AS12).</p>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher identifies best practice and common challenges faced when implementing personal development plans (PS9). • Teacher-led discussion: discuss how these challenges can be addressed and discuss prioritising actions and identifying key success factors when implementing a personal development plan.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners update management portfolios.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 2: Principles of Financial Management
Learning aim(s)	<p>A. Be able to assess the personal and professional skills required to achieve strategic goals</p> <p>B. Be able to conduct a skills audit to identify learning style</p> <p>C. Be able to implement a personal development plan</p>
Assignment title	<p>Personal Development Plan</p> <p>Complete <i>either</i> Option 1 <i>or</i> Option 2.</p>
Assessor	
Issue date	
Hand-in deadline	

Task 1: Option 1	<p>Compile a portfolio of evidence drawn from your current job role, which shows the stages you have undertaken to prepare your personnel professional development plan.</p> <p>or</p> <p>The submission is in the form of a personal development plan, supported by a portfolio of evidence prepared over the duration of the course.</p>
Checklist of evidence required	<p>You are required to submit a portfolio of evidence, which includes:</p> <ol style="list-style-type: none"> 1. an assessment of own personal and professional skills 2. a personal skills audit 3. a personal development plan.

<p>Task 1: Option 2</p>	<p>You are responsible for monitoring the implementation of national and regional projects in a specific sector of the economy (choose from agriculture, education, health, technology or industry). The projects support the government’s current development plan and your specific responsibilities are:</p> <ul style="list-style-type: none"> • undertaking a risk assessment of the project • agreeing quantitative and qualitative project targets with the project manager • establishing project milestones • monitoring project targets against project milestones • preparing the project budget • addressing budget variances on a monthly basis • preparing quarterly reports for the relevant minister • leading a ministry team of staff • writing a project evaluation report at the completion of the project. <p>Your line manager requires you to prepare a professional development plan, which will be used as the basis of your ongoing performance reviews conducted by your line manager.</p>
<p>Checklist of evidence required</p>	<p>Compile a scenario-based portfolio of evidence that supports a personal development plan. You are required to submit a portfolio of evidence, which includes:</p> <ol style="list-style-type: none"> 1. an assessment of own personal and professional skills 2. a personal skills audit 3. a personal development plan.

Criteria covered by this task	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Use appropriate methods to evaluate personal skills required to achieve strategic goals.
A.P2	Apply techniques to assess the professional skills required to support the strategic direction of the organisation.
B.P1	Carry out a skills audit to evaluate the strategic skills needed to meet current and future leadership requirements.
B.P2	Apply appropriate techniques to identify preferred learning style.
C.P1	Create a personal development plan that meets leadership development requirements identified in the skills audit.
C.P2	Use suitable methods to assess the outcomes of a personal development plan against personal work objectives.
C.P3	Evaluate the impact of own learning against the achievement of strategic goals.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

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