

Personal Development Planning Portfolio

Glasgow Kelvin College Student

Your Name



Contents Page

Task 1 – Study plan

Task 2 – Learning Styles

Task 3 – SWOT Analysis

Task 4 – Vision board

Task 5 – Action plan

Task 6 – Monthly self-reviews

Task 7 – Work Experience roles and responsibilities

Task 8 – 10 key positive words

Task 9 – Key skills and achievements

Task 10 – Core and personal skills self-appraisal

Task 11 – Analysis of the local job market

Task 12 – Key Skills

Task 13 – C.V & review

Task 14 – Self Assessment & reflective report

Task 15 – Initial personal interview with assessor

Task 16 - Intermediate personal interview with assessor

Task 17 – Final personal interview with assessor

**Task 1 - Study Plan (Block 1)**

**Please complete the following plan by inserting all classes and all intended study periods that you will utilise in block 1.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 09:00 |  |  |  |  |  |  |  |
| 10:00 |  |  |  |  |  |  |  |
| 11:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |
| 13:00 |  |  |  |  |  |  |  |
| 14:00 |  |  |  |  |  |  |  |
| 15:00 |  |  |  |  |  |  |  |
| 16:00 |  |  |  |  |  |  |  |
| 17:00 |  |  |  |  |  |  |  |
| 18:00 |  |  |  |  |  |  |  |
| Evening |  |  |  |  |  |  |  |

**Task 2 - Learning Style Questionnaire**

Complete the questionnaire in link below, about your learning style.

[The VARK Questionnaire | VARK (vark-learn.com)](https://vark-learn.com/the-vark-questionnaire/)

The above web page introduces you to learning styles followed by a questionnaire.

Once completed you should be able to write up a short report stating what you’re learning preference was.

|  |  |
| --- | --- |
| Answer the questions below. | |
| What is your learning style? |  |
| Do you agree with this analysis?  If so, why?  If not, why not? |  |

**Task 3 - SWOT Analysis**

Complete each of the four boxes below (Strengths, Weaknesses, Opportunities & Threats). Once you have answered a question delete it from the box. You need to answer a minimum of four questions within each box.

|  |  |
| --- | --- |
| Strengths   * What do you do well? * What are your motivating factors and influences? * Do these factors still represent some of your inherent strengths? * What have been your most notable achievements? * To what do you attribute your success? * What is your greatest strength? | Weaknesses     * What are your weakness? * What could you improve upon? * What should you avoid? * What are your professional weaknesses? * How do they affect your job performance? (These might include weakness in technical skill areas or in leadership or interpersonal skills.) |
| Opportunities   * Where are the promising prospects facing you? * Are you doing everything you can to enhance your networking in your chosen field? * What formal training and education can you add to your credentials that might position you appropriately for more opportunities? * Would a degree add to your advantage? * How quickly are you likely to advance in your chosen career?  Useful opportunities can come from such things as: changes in technology and markets on both a broad and industry-specific scale, changes in government policy related to your field, changes in social patterns, population profiles, lifestyle changes, etc. | Threats     * What obstacles do you face? * Are the requirements for your desired job field changing? * Does changing technology threaten your prospective position? * What is the current trend line for your personal area of expertise? * Could your area of interest be fading in comparison with more emergent fields? * Is your chosen field subject to internal politics that will lead to conflict? * How might the economy negatively affect your future company and your work group? |

**Task 4 - Vision Board**

|  |  |  |  |
| --- | --- | --- | --- |
| Picture | How am I going to achieve this? | Resources Required | Expected Completion Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

**Task 5 - Action plan**

**Setting personal objectives**

Use this form to record your goals/objectives for the year, you should identify at least;

* 2 short-term goals – Related to your coaching practice.
* 2 medium-term goals - Related to qualifications.
* 2 long-term goals – Life choices.

When you have completed the form, you will discuss your objectives with your assessor prior to finalising a detailed plan for the year.

|  |  |
| --- | --- |
| **Short Term** | |
| Goal 1 | Goal 2 |
|  |  |
| **Medium Term** | |
| Goal 1 | Goal 2 |
|  |  |
| **Long Term** | |
| Goal 1 | Goal 2 |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Short term development (up to 12 weeks)** | | |
| **Target 1** | | |
| **Objective** | **S –**  **M –**  **A –**  **R –**  **T –** | Type here |
| Type here |
| **Resources and actions required** | | |
| Type Here | | |
| **Reflection on Achievement/Non achievement** | | |
| Type here | | |
| **Target 2** | | |
| **Objective** | **S –**  **M –**  **A –**  **R –**  **T –** | Type here |
| Type here |
| **Resources and actions required** | | |
| Type here | | |
| **Reflection on Achievement/Non achievement** | | |
| Type here | | |

|  |  |  |
| --- | --- | --- |
| **Medium term development (3 – 6 months)** | | |
| **Target 1** | | |
| **Objective** | **S –**  **M –**  **A –**  **R –**  **T –** | Type here |
| Type here |
| **Resources and actions required** | | |
| Type Here | | |
| **Reflection on Achievement/Non achievement** | | |
| Type here | | |
| **Target 2** | | |
| **Objective** | **S –**  **M –**  **A –**  **R –**  **T –** | Type here |
| Type here |
| **Resources and actions required** | | |
| Type here | | |
| **Reflection on Achievement/Non achievement** | | |
| Type here | | |

|  |  |  |
| --- | --- | --- |
| **Long term development (6 months +)** | | |
| **Target 1** | | |
| **Objective** | **S –**  **M –**  **A –**  **R –**  **T –** | Type here |
| Type here |
| **Resources and actions required** | | |
| Type Here | | |
| **Reflection on Achievement/Non achievement** | | |
| Type here | | |
| **Target 2** | | |
| **Objective** | **S –**  **M –**  **A –**  **R –**  **T –** | Type here |
| Type here |
| **Resources and actions required** | | |
| Type here | | |
| **Reflection on Achievement/Non achievement** | | |
| Type here | | |

**Task 6 - Monthly self-reviews**

You should revisit your Vision board and Action plan and comment on what you have, or have not, achieved to date; together with your reflection and evaluation of your progress.

This should be repeated monthly and submitted to your assessor on an agreed date.

|  |  |
| --- | --- |
| September |  |
| October |  |
| November |  |
| December |  |
| January |  |
| February |  |
| March |  |
| April |  |
| May |  |
| June |  |

**Task 7 - Work Experience / role and key responsibilities**

|  |  |  |  |
| --- | --- | --- | --- |
| Employer | Work Experience Role | Key Responsibilities | Date |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Task 8 - List 10 Key words that describe you positively**

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |

**Task 9 - Key Skills and Achievements**

|  |  |
| --- | --- |
|  | **Key Skills and Achievements** |
| **Education** |  |
| **Employment** |  |
| **Personal Achievements** |  |

**Task 10 - Core and personal skills self-appraisal**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Description** | **Checklist** | **Evaluation**  (✓, X) | **Evidence to support evaluation** |
| Written communication | * Ability to write well-structured written documentation * Ability to keep ideas focused * Ability to write clearly and concisely * Ability to write in a variety of formats * Ability to write with a clearly defined purpose and audience | * I use correct grammar * I can clearly express my thoughts, ideas and opinions in writing * I can change my writing style for different audiences, using appropriate sentence structure, paragraphing and word choice * I can proofread and edit my own documents for spelling, sentence structure and punctuation * I can summarise in my own words information I have heard or read * I am confident in creating a variety of different formal documents, such as reports, letters, memos, minutes of meetings and emails * I can document my ideas using appropriate illustrations, such as charts, tables and graphs |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Description** | **Checklist** | **Evaluation** | **Evidence to support evaluation** |
| Oral communication | * Convey essential information, opinions and ideas accurately and coherently * Skill in linking information, opinions and ideas together in a coherent structure * Using vocabulary and spoken language conventions in a range of situations and for different audiences * Taking account of and responding appropriately to the contributions of others * Using appropriate body language and non-verbal communication skills | * I can speak in public or make a presentation with confidence * I can express my opinions, ideas and research to others so they can understand * I can give instructions or explain things clearly to others * I can change the way I speak for different audiences * I can speak clearly and loudly enough for listeners to hear me when making a presentation * I can have conversations with others and respond to questions * I am confident to contribute to discussions in meetings and respond to points made by others * I am confident to ask the right questions to get information I need * I speak clearly and courteously when using communication technology * I can speak and behave tactfully according to the situation |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Description** | **Checklist** | **Evaluation** | **Evidence to support evaluation** |
| Using number | * Apply a wide range of number skills in everyday and generalised contexts * Work confidently with numerical concepts * Decide on numerical operation to be carried out carry out complex calculations | * I am able to add, subtract, multiply and divide whole numbers and decimals * I am able to work with fractions, percentages and ratios * I can work with basic statistical concepts |  |  |
| Using Information Technology | * Using an IT system effectively and responsibly to process information | * I can make effective and responsible use of the range of IT equipment in everyday use * I can carry our straightforward processing in two types of software application * I can carry out complex processes to use at least one software application in depth * I can integrate different types of data in one piece of work * I can carry out effective searches and extract and present information from electronic data sources, including the internet |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Description** | **Checklist** | **Evaluation** | **Evidence to support evaluation** |
| * Problem Solving | * Critical thinking * Planning and organising a task or strategy * Reviewing and evaluating a task or strategy | * can analyse a situation or issue * I have the ability to exercise judgement and develop an approach to a situation or issue * I can develop a plan in relation to a task * I can identify and obtain resources to implement the plan * I can carry out planned tasks * I can prioritise my work as required * I can meet targets and manage my time effectively to achieve these targets * I can evaluate the effectiveness of a strategy * I can draw conclusions from a situation or problem solved and suggest alternative approaches for further work |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Description** | **Checklist** | **Evaluation** | **Evidence to support evaluation** |
| Working with others | * Understand and work within the dynamics of a team * Clarify team and individual goals clarify ground rules * Recognise my own and others’ contributions * Acknowledge people’s diversity, individual differences and perspectives * Accept and provide feedback constructively * Participate in team activities (both formal and informal) | * I can identify roles in a group, including my own * I can plan and make decision with others * I can negotiate with others to achieve a group’s goals * I can contribute information and ideas to the discussion, activity or project * I can show empathy, understanding the needs, opinions and points of view of others * I can go along with a group’s decision * I can deal sensitively with the differences within a group * I can actively participate within the activities of a group * I can contribute to an enjoyable work environment * I can provide leadership by motivating others, taking initiative, keeping everyone involved and encouraging the group to adapt to change |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Description** | **Checklist** | **Evaluation** | **Evidence to support evaluation** |
| Personal skills | * Be accountable, motivated and confident * Deal with people, problems and situations with honesty, integrity and ethically * Recognise own and other people’s good efforts * Show interest, initiative, effort * Set goals and priorities balancing work and life * Learn from mistakes and be willing to assess personal strengths and areas for development * Be innovative, resourceful and open to change * Manage time effectively * Multi-task effectively | * I can establish realistic goals and make plans for meeting them * I can manage my time effectively * I can show initiative by looking for what needs to be done * I can produce quality work without constant supervision * I can take responsibility for tasks given to me * I respect confidentiality * I can see the opportunity in change and diversity, being willing to try new things * I am willing to face problems and challenges * I can maintain a sense of humour even when under pressure * I can respect and interact with others from diverse backgrounds and experiences * I can manage and balance work and life * I can form positive personal and professional relationships * I can recognise my strengths and limitations |  |  |

**Task 11 - Key Skills and Achievements**

|  |
| --- |
| List your current qualifications, awards, or certificates below. |
|  |

**Task 12 - Analysis of local job market**

You are required to carry out research into the local job market. Local can be defined as the area within which you feel it is practical and cost effective to commute to and from.

You should begin by identifying opportunities of general interest, then filter them by appropriate criteria, eg: area of interest (Sports Development Officer, Outdoor Instructor, Football Coach, etc).

You should record the details of suitable opportunities and prepare a report on why they are a good match for your knowledge, skills and experience, and what specifically about them interests you.

It would be beneficial if one or more of these opportunities can be linked to your Vision board and Action plan.

This should then be included in your portfolio.

|  |  |
| --- | --- |
| Opportunity 1 |  |
| Opportunity 2 |  |
| Opportunity 3 |  |
| Opportunity 4 |  |
| Opportunity 5 |  |

**Task 13 - Curriculum Vitae (C.V)**

**& Review**

1. Produce an up-to-date C.V – think about using the templates provided within Microsoft word.
2. Once you have produced an up-to-date CV, ask a colleague, peer, or your assessor to review it and provide feedback by using the form below.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of reviewer: |  | Date: |  |
|  |  |  |  |
| Name of CV writer: |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fair** | **Satisfactory** | **Very good** | **Excellent** |
| **Presentation** |  |  |  |  |
| Layout (use of white space)  Uncluttered, fresh and crisp |  |  |  |  |
| Choice of font (no more than 2 type faces) |  |  |  |  |
| Sequencing in terms of importance |  |  |  |  |
| Use of chronological order |  |  |  |  |
| Consistent in style |  |  |  |  |
| Careful use of headings |  |  |  |  |
| Appropriate margins |  |  |  |  |
| Length appropriate to advertisement requirements |  |  |  |  |
| **Language** |  |  |  |  |
| Use of key action words |  |  |  |  |
| Spelling and grammar |  |  |  |  |
| **Content** |  |  |  |  |
| All sections covered |  |  |  |  |
| Strengths clearly identified |  |  |  |  |
| Avoiding over-exaggeration |  |  |  |  |
| **Suitability for selected post** |  |  |  |  |
| Does it meet the criteria in the advertisement? |  |  |  |  |
| **Referees** |  |  |  |  |
| Appropriate referee details |  |  |  |  |
| **Comments** | | | | |
| Type Here | | | | |

**Task 14 -** **Self-assessment and reflective report**

**How have you developed**

1. Find someone that you trust to give you an honest answer and ask them to fill in the following questionnaire which considers your skills.
2. You have been given two copies — you must also complete one. Be honest when completing the form. When you have the completed questionnaires, compare them.
3. You must then write a short report for your portfolio (around 400 words) which comments on your findings and highlights areas for further development.

**Peer assessment form**

|  |  |
| --- | --- |
| Name of person you are assessing: |  |
|  |  |
| Your Name: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **OK** | **Requires Development** |
| **Communication** |  |  |  |
| Ability to listen to others |  |  |  |
| Verbal communication |  |  |  |
| Communicating in writing |  |  |  |
| Giving clear instructions |  |  |  |
| Explaining difficult concepts or ideas |  |  |  |
| Starting a conversation |  |  |  |
| Chairing a meeting |  |  |  |
| Interviewing others |  |  |  |
| Being interviewed |  |  |  |
| Giving a team briefing/group discussion |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Interpersonal** | **Good** | **OK** | **Requires Development** |
| Being helpful to friends |  |  |  |
| Being helpful to strangers |  |  |  |
| Solving arguments |  |  |  |
| Understanding how others feel |  |  |  |
| Offering support |  |  |  |
| Anticipating needs of self and others |  |  |  |
| Talking to all kinds of people |  |  |  |
| Working well in a team |  |  |  |
| Encouraging and motivating others |  |  |  |
| Sharing credit with others |  |  |  |
| Dealing patiently with difficult people |  |  |  |
| Representing others |  |  |  |
| Controlling your temper |  |  |  |
| Being approachable |  |  |  |
| Working well with people of different status, race or beliefs |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **OK** | **Requires Development** |
| **Leadership Skills** |  |  |  |
| Seeing a clear outcome |  |  |  |
| Beginning a new task and /or project |  |  |  |
| Getting people to work together |  |  |  |
| Negotiating with others |  |  |  |
| Persuading others |  |  |  |
| Inspiring confidence |  |  |  |
| Taking difficult decisions |  |  |  |
| Using and seeing skills of others |  |  |  |
| Dealing well with a crisis |  |  |  |
| Giving feedback to others |  |  |  |
| Motivating self |  |  |  |
| Motivating others |  |  |  |
| Planning and controlling tasks |  |  |  |
| Coping with change |  |  |  |
|  |  |  |  |
| **Planning and organising** | **Good** | **OK** | **Requires Development** |
| Meeting deadlines |  |  |  |
| Delegating tasks |  |  |  |
| Deciding on priorities |  |  |  |
| Juggling tasks |  |  |  |
| Making arrangements |  |  |  |
| Setting clear goals  and objectives |  |  |  |
| Reviewing success or failure |  |  |  |
| Working unsupervised |  |  |  |
| Creating efficient systems |  |  |  |
| Improving/adapting ideas |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **OK** | **Requires Development** |
| **Assertiveness** |  |  |  |
| Saying ‘no’ without feeling guilty |  |  |  |
| Disagreeing with someone |  |  |  |
| Giving criticism |  |  |  |
| Responding to criticism |  |  |  |
| Asking for help |  |  |  |
| Expressing compliments or appreciation |  |  |  |
| Speaking up in front of a group |  |  |  |
| Telling people how you feel |  |  |  |
| Stating your views clearly |  |  |  |
| Accepting the opinions of others |  |  |  |

**Self-assessment form**

|  |  |
| --- | --- |
| Name: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **OK** | **Requires Development** |
| **Communication** |  |  |  |
| Ability to listen to others |  |  |  |
| Verbal communication |  |  |  |
| Communicating in writing |  |  |  |
| Giving clear instructions |  |  |  |
| Explaining difficult concepts or ideas |  |  |  |
| Starting a conversation |  |  |  |
| Chairing a meeting |  |  |  |
| Interviewing others |  |  |  |
| Being interviewed |  |  |  |
| Giving a team briefing/group discussion |  |  |  |
|  |  |  |  |
| **Interpersonal** |  |  |  |
| Being helpful to friends |  |  |  |
| Being helpful to strangers |  |  |  |
| Solving arguments |  |  |  |
| Understanding how others feel |  |  |  |
| Offering support |  |  |  |
| Anticipating needs of self and others |  |  |  |
| Talking to all kinds of people |  |  |  |
| Working well in a team |  |  |  |
| Encouraging and motivating others |  |  |  |
| Sharing credit with others |  |  |  |
| Dealing patiently with difficult people |  |  |  |
| Representing others |  |  |  |
| Controlling your temper |  |  |  |
| Being approachable |  |  |  |
| Working well with people of different status, race or beliefs |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **OK** | **Requires Development** |
| **Leadership Skills** |  |  |  |
| Seeing a clear outcome |  |  |  |
| Beginning a new task and /or project |  |  |  |
| Getting people to work together |  |  |  |
| Negotiating with others |  |  |  |
| Persuading others |  |  |  |
| Inspiring confidence |  |  |  |
| Taking difficult decisions |  |  |  |
| Using and seeing skills of others |  |  |  |
| Dealing well with a crisis |  |  |  |
| Giving feedback to others |  |  |  |
| Motivating self |  |  |  |
| Motivating others |  |  |  |
| Planning and controlling tasks |  |  |  |
| Coping with change |  |  |  |
|  |  |  |  |
| **Planning and organising** |  |  |  |
| Meeting deadlines |  |  |  |
| Delegating tasks |  |  |  |
| Deciding on priorities |  |  |  |
| Juggling tasks |  |  |  |
| Making arrangements |  |  |  |
| Setting clear goals  and objectives |  |  |  |
| Reviewing success or failure |  |  |  |
| Working unsupervised |  |  |  |
| Creating efficient systems |  |  |  |
| Improving/adapting ideas |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **OK** | **Requires Development** |
| **Assertiveness** |  |  |  |
| Saying ‘no’ without feeling guilty |  |  |  |
| Disagreeing with someone |  |  |  |
| Giving criticism |  |  |  |
| Responding to criticism |  |  |  |
| Asking for help |  |  |  |
| Expressing compliments or appreciation |  |  |  |
| Speaking up in front of a group |  |  |  |
| Telling people how you feel |  |  |  |
| Stating your views clearly |  |  |  |
| Accepting the opinions of others |  |  |  |

|  |
| --- |
| You must now write a short report for your portfolio (around 400 words) which comments on your findings above – please highlight areas for further development. |
|  |

**Task 15 - Initial personal interview with assessor**

|  |  |
| --- | --- |
| Name: |  |

|  |
| --- |
| Discussion on Vision Board/Action Plan |
|  |
| Discussion on suggested changes |
|  |
| Any other comments |
| |  |  |  |  | | --- | --- | --- | --- | | Assessor signature: | | |  | | Learner signature: | |  | | | Date: |  | | | |

**Task 16 - Intermediate personal interview with assessor**

|  |  |
| --- | --- |
| Learner Name: |  |

|  |
| --- |
| Review of achievements to date: |
|  |
| Amendments to action plan |
|  |
| Any other comments |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor signature: | | |  |
| Learner signature: | |  | |
| Date: |  | | |  |

**Task 17 - Final personal interview with assessor**

|  |  |
| --- | --- |
| Learner Name: |  |

|  |
| --- |
| Final review of Vision board/Action Plan: |
|  |
| Next steps. |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessor signature: | | |  | |
| Learner signature: | |  | | |
| Date: |  | | |  |