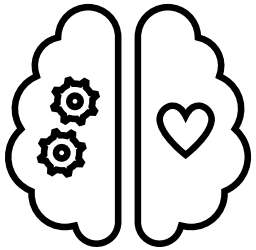
MODULE

PROFESSIONAL IDENTITY BUILDING



MY PROFESSIONAL ID

Adult education restyling towards a more oriented professional identity building (2022-1-IT02-KA210-ADU-000084814)

Co-funded by the European Union

PROFESSIONAL COMPETENCIES ASSESSMENT

Activity 1 – Introduction

Time

45 min

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other.

Description

Ask all the educators to:

- Present and explain their professional profile;
- Make a list of the competencies related to it.

Give each educator 3 minutes to make the presentation.

Activity 2 – Understanding Professional Competencies

Time

60 min

Materials needed

Projector, internet connection, A4 paper, pens.

Preparation

Prepare the presentation.

Description

Step 1

Share with the educators the definition of professional competencies by the Standford University: “Professional competencies are knowledge, skills, and abilities that will equip you for success in the workplace and lifelong career management”.

Ask the educators if they agree with this definition, if yes ask them why and if no, ask them to provide their own definition (max 15 min discussion).

Step 2

Present the Six Professional Competencies enlisted by the Standford University (10 min).

After the presentation split the educator in small groups of 3 people. Then ask each group to discuss and list the six competencies from the most important to the least important (10 min).

Ask each group to present their list and explain their choices (10 min).

Step 3

Go back to the Six Professional Competencies and ask educators if they think that other competencies should be added, if yes explain which one and why (15 min).

Insights

Here is the list of the Six Professional Competencies to be included in the presentation:

Communication

Writing

- using planning techniques to write effectively;
- using effective strategies and terminology to frame and communicate one's work for impact with academic, interdisciplinary, and non-academic audiences (e.g., policy-makers, the public);
- using informative visual and narrative representations to communicate about themes and findings in data.

Speaking & Presenting

- expressing yourself persuasively in situations such as courses, job interviews, conferences, and dissertation defences;
- using storytelling, narrative, visuals, and multi-media to build and deliver engaging and compelling presentations.

Interpersonal Communication

- communicating effectively and authentically with others in a variety of educational and professional settings, with awareness of how communication norms may differ;
- developing awareness of one's own and others' feelings, perceptions, and behaviours, and how these influence communications;
- listening, and giving and receiving productive feedback for change.

Teaching & Mentoring

Course & Training Design

- developing syllabi, agendas, lesson plans, and learning outcomes for formal courses, informal teaching settings, and online learning environments;
- developing content and instructional approach aligned with learning goals;
- using strategies to meet the needs of a diversity of learners.

Pedagogy & Assessment

- setting norms and using inclusive practices to foster equitable access and participation by all members of the learning community;
- implementing teaching techniques appropriate for learning goals, such as lecturing, hands-on activities or labs, facilitating, demonstrating, leading discussions, and coaching;
- assessing learners' understanding and attainment of learning goals; using feedback for continuous improvement;
- applying educational and collaborative technologies that foster learning and prepare learners for professional environments;

- ❖ reflecting continually on one's own pedagogical practices through feedback from students, peers, and mentors.

Mentoring

- ❖ developing empowering relationships through active listening and fostering a growth mindset;
- ❖ supporting mentees in finding resources, connecting with supportive communities, solving problems, getting the most out of mentoring;
- ❖ mentoring across differences in experiences, skills, social identities, values, goals, and motivations;
- ❖ focusing on mentoring the next generation of professionals in your field, and sponsoring and supporting their career development.

Professionalism

Academic & Research Integrity

- ❖ understanding principles, policies, and practices concerning academic integrity, such as honesty, authorship, collaboration, and attribution of credit;
- ❖ understanding principles, policies, and practices concerning research ethics, such as promoting truth, minimizing error, human subjects protections, animal care and use, compliance with public health and safety regulations, fairness in intellectual ownership, protection of intellectual property;
- ❖ understanding the ethical dimensions, implicit or explicit, of one's chosen research questions and methodological approaches.

Professional Ethics

- ❖ understanding the specific ethical concepts, norms, practices, and codes of your organization, discipline, or profession;

- ❖ understanding the ethical issues that professionals typically encounter in the contemporary workplace, such as confidentiality and privacy, conflict of interest, honesty, bias, resource allocation, intellectual property, risk management;
- ❖ understanding the ethical foundations and consequences and impacts of one's work.

Critical & Analytical Thinking

- ❖ applying systems thinking to identify and determine the relationships between variables, test hypotheses, and control for confounds;
- ❖ drawing logical conclusions based on data, avoiding confirmation bias and other cognitive biases;
- ❖ building and presenting arguments based on syntheses of ideas from multiple perspectives;
- ❖ using frameworks or sets of standards to evaluate the quality of procedures or solutions.

Stress Management & Work/Life Balance

- ❖ understanding the dimensions of personal well-being and developing practices to support them;
- ❖ managing stress, time, energy, life goals, and implementing healthy strategies for dealing with challenging experiences;
- ❖ making professional plans and acting on them, and seeking coaches, mentors, sponsors, and other experts to assist in planning and execution;
- ❖ communicating about one's needs in professional settings.

Diversity, Equity & Inclusion

Inclusive Mindset

- ❖

- engaging in lifelong learning about other perspectives and issues in diversity, equity, and inclusion across a variety of contexts;
- inspiring new angles of inquiry, new modes of analysis, new discoveries and new solutions through appreciating and engaging with diverse perspectives;
- applying awareness of differences in culture, identity, discipline, personality, and other factors to enhance productivity and build positive connections;
- considering how issues of diversity and inclusion intersect with one's work, for example, through methods of inquiry and interactions with vulnerable populations.

Equitable & Inclusive Environments

- creating more equitable and inclusive spaces by understanding historical and present obstacles to equity and inclusion and working to remove those obstacles;
- learning and conscientiously engaging effective strategies to foster inclusion and advance equity in teams, organizations and institutions;
- engaging tools and strategies to have challenging conversations and work effectively with individuals with a diversity of backgrounds and perspectives;
- encouraging individuals from all backgrounds and identities, and especially from marginalized communities, to join your academic discipline or profession, and to succeed.

Teamwork & Collaboration

- contributing positively to teams, formally or informally;
- building positive connections and breaking down barriers to productivity by applying awareness of differences in culture, identity, discipline, personality, and other factors to personal and team interactions;
-

- facilitating meetings to serve a range of distinct purposes, such as brainstorming, converging on ideas, consensus-building and informing stakeholders.

Leadership & Management

Leadership & Entrepreneurial Skills

- influencing and inspiring others through developing and communicating a vision for the future;
- cultivating leadership qualities including humility, empathy, courage, curiosity, self-awareness, emotional intelligence, authenticity, and an ethos of service;
- engaging facilitative practices to understand stakeholder perspectives and explore and advance ideas in broad service of community needs;
- knowing how to use one's own strengths, and when to lead and when to follow.

Management of People & Projects

- using tools and practices to complete complex projects within constraints in availability of people, resources, and time;
- delegating effectively to empower others to work independently and make unique contributions;
- communicating productively with the wide range of individuals involved in a project, including supervisees, peers, and supervisors.

Negotiation & Conflict Resolution

- advocating for yourself and on behalf of others;
- engaging in difficult conversations with confidence;
- moving a group from discord to shared goals;

- working with bosses and employers effectively under pressure and through conflict.

Innovation & Problem-Solving

- cultivating a growth mindset and a focus on curiosity, taking on challenges, being open to many perspectives, and learning from mistakes;
- applying creativity and innovation practices, such as design thinking, to finding solutions to complex problems;
- facilitating collaborative problem solving in groups and teams.

Career Development

Career Exploration & Preparation

- taking personal ownership of educational and career goals by exploring and understanding own skills, interests, values, preferences, and goals;
- understanding the career pathways and employment sectors that most align with your interests, skills, and values;
- understanding and developing the skills and competencies needed for career pathways of interest;
- articulating your transferable skills and competencies for various careers.

Networking & Relationship Building

- developing and maintaining professional relationships with a wide range of people and organizations, including professional societies;
- building and cultivating a network of mentors to support your professional growth at all stages of your career;
- conducting informational interviews to learn about professions and organizations;
- utilizing online tools to connect with Stanford students and affiliates.

Job Search Skills

- articulating your diverse skills, disciplinary knowledge, professional competencies, and professional identity via resumes, curriculum vitae, cover letters, and digital platforms;
- interviewing to convey effectively your technical knowledge and professional competencies;
- implementing a multi-pronged job search that incorporates both responding to job postings and networking to tap into the “hidden job market”;
- negotiating offers and preparing for onboarding;
- utilizing online tools to effectively build professional connections and gather data about opportunities;
- using appropriate etiquette, such as sending thank you emails after an interview.

Activity 3 – Self-assessment Tools

Time

120 minutes

Materials needed

Projector, handout, pens

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other, but also to see the screen with the presentation.

Description

Before delivering the session, go through the presentation and make any changes you think might be necessary, knowing the profile and needs of your participants. Get some additional information on professional competencies.

Step 1

Start by discussing the difference between hard and soft skills. After the discussion, give some additional information and details about soft skills. You can then ask the educators if they think it is important and why? Afterwards show them the slide which gives some more details on its importance.

Step 2

Start by discussing about what are self-assessment tools and why are they useful. You can then ask the educators if they think self-assessment is important and why? Afterwards show them the slides which give some more details on its importance.

Step 3

Deliver the handout self-assessment to each educator and ask them to fill it.

Step 4

Group discussion about the results of the self-assessment:

- Ask the educators to share their assessment.
- Ask them to comment on their strengths and weaknesses.
- Ask what they would like to change in their professional profile.

Insights

Topics to be covered in the PPT:

- Hard skills definition and examples;
- Soft skills definition and examples;
- Professional skills;
- Definition of self-assessment.

Self-assessment handout:

Hard Skills and Soft Skills: Self-Assessment

	Hard skills	Soft skills
Definition	Hard skills are specific, teachable abilities that can be defined and measured, such as typing, writing, math, reading and the ability to use software programs.	Soft skills are less tangible and harder to quantify, such as etiquette, getting along with others, listening, and engaging in small talk.
Skills	Hard skills usually require a strong level of intelligence and are developed over time.	Soft skills require emotional intelligence and can be found in the category of Self-Management or People Skills.

Rules	When using hard skills, the rules stay the same.	The rules can change.
Method of learning	The hard skills are usually obtained through formal education and training programs.	Soft skills are not taught in school and have to be learned by trial and error.

Hard skills

1.) My level of education is…
2.) I have the following degrees/certificates...
3.) I have received recognition/awards for...
4.) I know how to operate the following machines…
5.) I am familiar with the following computer programs…
6.) I have taken and passed the following aptitude tests…

Soft skills

Is this true for you?	Never	Sometimes	Most of the time	Always
1.) I can work with other people as part of a team.				
2.) I can resolve interpersonal conflict.				

3.) I have a strong work ethic.				
4.) I can adapt to new situations.				
5.) I can problem-solve effectively.				
6.) I pay attention to details.				
7.) I am good at looking at the big picture.				
8.) I know how to create a plan of action.				
9.) I follow through on my commitments.				
10.) I can self-discipline myself to be patient.				

Both

Is this true for you?	True		False	
I know how to use the phone to make an appointment.				
Is this true for you?	Never	Sometimes	Most of the time	Always
I have good phone etiquette, and am polite to customer service representatives				

SOFT SKILLS ASSESSMENT

Activity 4 – Soft Skills and their significance

Time

45 minutes

Materials needed

Projector.

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other, but also to see the screen with the presentation.

Description

Before delivering the session, go through the presentation and make any changes you think might be necessary, knowing the profile and needs of your participants.

Step 1

Start by discussing the importance of soft skills. Afterwards go to the slides with the different types of soft skills and, slide by slide, ask the group to comment which skills they most value. Educators can speak freely, give tips, ask questions, share personal experience. You can go through the different types of soft skills and ask the educators to add others and/or comment.

Insights

Topics to be covered in the PPT: types of soft skills. Macro areas to be covered: communication skills, leadership, influencing, interpersonal skills, personal skills, creativity.

Activity 5 – Self-assessment of Soft Skills

Time

60 minutes

Materials needed

Projector, Internet, Personal Cell Phone

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other, but also to see the screen with the presentation.

Description

Step 1

Start by discussing about what are self-assessment tools and why are they useful. You can then ask the educators if they think self-assessment is important and why? Afterwards show them the slides which give some more details on its importance. The presentation will lead you through the steps of the process. On the final slides, you will find QR codes of different assessment tools online and the educators should have a chance to do at least one or two tests.

Step 2

Discuss with the educators the results of the self-assessment tools. Ask them if they agree or not with them and if they think the tools used are efficient.

Insights

List of self-assessment tools:

https://www.16personalities.com/free-personality-test
https://www.123test.com/competency-test/
https://www.123test.com/personality-test/

Activity 6 – Practical Group Activity

Time

90 minutes

Materials needed

Two sheets of paper per participant

A pencil or pen per participant

Two drawings – simple abstract drawings are best

Handouts

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other. There should be a chair turned opposite to the group and that provides privacy to the person that sits there so the others cannot see the drawing they have in their hands (for the first step).

Description

Step 1 Introduction

Explain to the educators that this sessions in structured in three sub-activities that will allow them to practice some of their soft skills. They will be provided with scenarios and for each scenario there will be a task to be done. First they will do it

individually and then they will split into groups based on their results and in the end there will be a common discussion in which each group will try to convince the others that their solution/conclusion is the best/correct one.

Step 2 Back Turned Drawing

Ask for a volunteer and out of sight of the rest of the group, give him/her the drawing.

Explain to the whole group that their colleague is going to describe a drawing they must do and that they are not allowed to ask any questions or make any sounds.

After the volunteer finishes, the educators can compare their results with the original drawing.

After, the same volunteer will describe another drawing, back turned to the colleagues. This time, the participants are allowed to ask questions and make noise.

At the end they compare their results with the original drawing – Usually they get better results, but the results can be compromised because communicational barriers/skills.

Step 3 Who is guilty?

Ask the group to read the text and do the activity.

Ask and register who each of them think is guilty.

Make groups with participants that have the same opinion on the guiltiness and give them time to create arguments to convince the other groups that they are right. After, one person of each group will present their arguments trying to convince the others. Participants are allowed to change groups any time they want and the change should be registered by the animator.

Give some time to debate (5-10 minutes).

At the end, tell them that they were all given the exact same text and ask them why they were unable to conclude which of the characters was guilty.

Discuss the reasons.

Step 4 A horse Different from the Others

Ask the group to read the text and do the activity.

Ask for their answers and register them in groups of:

He won 200€

He won 100€

He broke even

He lost 100€

He lost 300€

If there are different answers than the shown above, you should create those groups too.

Make groups with participants that have the same answer and give them time to create arguments to convince the other groups that they are right. After, one person of each group will present their arguments trying to convince the others. Participants are allowed to change groups any time they want and the change should be registered by the animator.

Give some time to debate (5-10 minutes).

At the end, tell them the correct answer (he won 200€) and ask why the group with the correct answer (if there was one) wasn't able to convince the others that they were right and/or why they didn't realize that they were wrong.

Discuss the reasons.

Step 5 Debriefing

What changed from one drawing to the other? What influenced the results?

How was this session for you? What are the main learning points, anything that you take away with you from this activity?

Insights

Handout Who is guilty?

A YOUNG MARRIED WOMAN with a HUSBAND who leaves her alone at home for a lot of time because he is always very busy with his work, allows herself to be seduced and goes to spend the night with her LOVER, in a house located on the other side of the river. The next morning, to get home before her husband returns, she has to cross the bridge. But a threatening MADMAN blocks her way. She runs to ask the boatman to take her to the other bank, but he asks for money.

The young woman tells the BOATMAN the she has no money and explains the situation that has arisen, begging him to take her to the other shore. He refuses to work without being paid. She then goes looking for her lover again and asks him for money.

He refuses without any explanation. The woman goes to the house of a single FRIEND, who lives next door and who was once in love with her without being reciprocated.

She tells her friend everything and asks him for money. The friend refuses, claiming that she has disappointed him with her behaviour. She then decides to cross the bridge, after another failed attempt with the boatman, the madman kills her.

Which of the six characters, which are in order of entry into the story, the WOMAN, the HUSBAND, the LOVER, the MADMAN, the BOATMAN and the FRIEND, is responsible for this crime?

Place the six characters in descending order of responsibility.

Handout A horse Different from the Others

A peasant, MANUEL, goes to the market to buy a good horse for breeding. After some hesitation, he purchases a superb specimen for 1200€. When he is about to leave the market, another peasant, ESTEVES, offers him 1300€ for the same horse. MANUEL hesitates a lot, but ends up accepting.

Since he is without a horse, he returns to the fair to make a new purchase and it is with great surprise that he sees the horse he had purchased being sold by ESTEVES at the price of 1400€. MANUEL is irritated by this situation, but decides to buy the horse again.

On the road back home, a white Cadillac stops next to him and a wealthy-looking man offers him 1500€ for the horse.

MANUEL thinks and after 2 minutes of hesitation, he sells the horse.

Questions:

- Did Manual make money, lose money or stay the same?
- If you consider that he won or lost, indicate the amounts.

Activity 7 – Building Your Professional Identity

Time

45 min

Materials needed

Projector.

Description

Step 1

Brainstorming session: ask educator to define what is for them the professional identity. (Max 15 min).

Step 2

Present what is considered professional identity and how to build it and develop it in an efficient way. You can have short Q&A sessions step-by-step during the presentation or directly at the end, based on the needs of the educators.

Insights

Content of the PPT to be used

What is a professional identity, and why is it important?

Your professional identity encompasses all the goals and ideas that you have for yourself regarding your career path. According to Career Trend, you can develop your professional identity by “assessing who you are and what you have to offer” as you progress through your education and career journeys. As a student who is constantly gaining new experiences from classes, internships, extracurricular activities, volunteer work, and other opportunities, you can build and refine your professional identity by reflecting on those experiences and determining how well they align with your career goals, interests, and values.

Building your professional identity—and refining it as you gain more experience—will help you develop your career goals and identify the personal values that are most important to you in the workplace. Building your professional identity will also help you discover careers and workplaces in which you can achieve your goals and incorporate your values at work. Whether this is your first time considering your professional identity or you are refining it to incorporate more recent experiences, take some time to:

- Identify your goals;
- Evaluate your skills;
- Seek out opportunities;
- Tell your story;
- Identify your goals.

By reflecting on past experiences and researching future opportunities, you can identify and clarify your career goals. Career goals are a foundational component of your professional identity and are important to consider as you seek out internships and post-graduate employment. To help you identify and clarify your career goals, try:

- Thinking about a past or current experience, such as a class or internship
- What did you like about the type of work you completed, and what didn't you like?
- Would you like to work in a field or job that requires that type of work?
- Researching future opportunities, including fields of employment and specific employers
- Does this field or employer's work align with my interests and values?
- What skills does this field or employer require me to have?

Identifying and clarifying your career goals is closely connected to evaluating the skills you develop in your educational and work experiences.

Evaluate your skills

By evaluating the skills you have and identifying the skills you want to gain, you will have a better understanding of the contributions you can make to specific professional environments, which is another important component of your professional identity. To evaluate your skills, try:

- Identifying your most developed skills
- How do these skills align with my career goals?
- How would I talk about these skills in an interview?
- Identifying skills you want to develop
- What opportunities can I seek out to develop these skills?

Seeking out new opportunities can help you develop new skills to help you reach your career goals.

Seek out opportunities

The more opportunities you take part in, the more experiences you will have to reflect on as you work on building and refining your professional identity. New opportunities give you the chance to identify and clarify additional career goals, apply your skills and develop new ones, and broaden your network of professional contacts. Internships, extracurriculars, and volunteering are excellent examples of opportunities that can help you build and refine your professional identity. You can also seek out new opportunities by joining a professional organization that aligns with your area of study.

Tell your story

Building and refining your professional identity helps you decide where you want to go next in your career. It also helps you get there by making you stand out to employers at the application and interview stages. Your career goals, skills, interests, and values are all part of your “personal brand,” the unique way in which you present yourself in professional settings. When seeking employment, you have many opportunities to express your professional identity by telling parts of your story, including:

- In your cover letter
- In a brief “elevator pitch”
- In your interview

Activity 8 – Personal Branding

Time

60 min

Materials needed

Projector, A4 papers, pens.

Description

Step 1

Present to the educators the meaning of personal branding, and provide a set of strategies for personal branding that can be applied to different sectors (15 min).

Step 2

Split the educators in couples. One person will play the HR interviewer and the other one the potential employee. The interviewer should create 10 questions that will allow him/her to evaluate properly the candidate. The potential employee should brand himself/herself to convince the interviewer to hire them (25 min).

Step 3

Get back in the big group and ask educators to share their feedback regarding the activity:

- How the interviewers decided on the questions;
- What they think about the answers they received;
- Would they hire the candidate;
- How the potential employees felt;
- Would they work for the company after the interview experience.

Activity 9 – Action Planning

Time

60 minutes

Materials needed

Projector

Handouts

Pencil or pen per participant

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other, but also to see the screen with the presentation.

Description

Before delivering the session, go through the presentation and make any changes you think might be necessary, knowing the profile and needs of your participants. Get some additional information on professional development plans and check some additional resources. The presentation will lead you through the steps of the process: You should start by discussing what is a personal development plan and the seven steps to writing a PDP. Speak about the importance of goals and how they should be expressed (SMART). Discuss the importance of deadlines for achieving goals. Then explain how recognize strengths and weaknesses; the importance of developing skills and knowledge; the importance of using our support network and measuring progress. During the presentation, educators should be free to complement the information with facts and personal experience input.

Distribute the handouts that are on the last two slides and discuss the examples.

Ask the educators to develop a goal for their personal development plan.

Once they are done, ask them to share so everyone can learn more about how to develop a goal.

Group Discussion

• How was this session for you? What are the main learning points, anything that you take away with you from this activity?

Insights

Contents of the presentation:

Personal Development Plan definition: Personal development is an ongoing process that drives you to improve your knowledge, skills and experience, so that you can achieve your goals.

A personal development plan(or PDP) is a method of focusing your goals into achievable steps, which helps you keep track of your personal development.
There are seven steps to writing a PDP:
1. Set yourself goals.
2. Prioritize those goals.
3. Set yourself deadlines for when you want to achieve them.
4. Recognize threats and opportunities.
5. Develop your skills or increase your knowledge.
6. Use your support network.
7. Measure your progress.

Set yourself goals

Think about what you want to achieve, whether that's within a few weeks, within a year, or over your lifetime.

Prioritizing your goals

Specific – make sure that your goals are specific and clearly highlight the skills, knowledge or experience you want to develop.
Measurable – you need to be able to monitor and reflect on your progress.
Attainable – your goals need to be achievable and realistic.
Relevant – you don't want to be spending time doing things that don't get you where you want to go.
Time bound – set yourself key targets to achieve and deadlines in which to achieve them.

Set yourself deadlines

Knowing when you want to achieve a goal is crucial, and picturing your future is an important source of motivation and inspiration.

Having goals and set deadline will drive your motivation to achieve them.

Recognize threats and opportunities

Identify your own strengths, consider areas of weakness you can develop, look at the opportunities available to support you in achieving your goals, and any threats that may hinder you in your progress - SWOT Analysis.

Develop your skills or increase your knowledge

Once you have an idea of what could help or hinder you, this is when you can capitalise on those opportunities you recognised.

Make an Action Plan about how you'll make that progress.

Use your support network

You don't have to do everything by yourself. And you shouldn't. The support network around you is a valuable asset, so use it and don't underestimate it.

Measure your progress

After you've achieved some progress, whether it's big or small, take time to reflect on how far you've come.

Examples of Personal Development Plans

Personal development plan

Overall goal	Development opportunity to meet my overall goal	What I will do to achieve this	Resources and support needed	What success looks like	Target date for completion
What is your overall goal?	What do you want to achieve?	What specific actions will you take?	What resources might you need and who will help you?	How will you know when you've achieved success?	What is the date you want to complete this by?
Develop my people management skills.	Develop my ability to lead effective meetings with my team.	- Read a book on effective coaching conversations that managers can have with their team. - Dedicate time in my calendar to prepare for my meetings in advance. - Action the understanding from my training into the meetings I have with my team. - Request one piece of feedback per month from my team, as well as from my manager, to gain an insight into my performance. - Develop my active listening skills.	- Access to resources on how to have effective coaching conversations with managers. - Feedback from my team and manager.	- Going to all my meetings feeling prepared and positive for the meeting ahead. - An increase in team satisfaction score for metrics surrounding ' Manager relationship.' - 100% of tasks completed on-time and supported with notes for my records.	June 2024

Personal development plan

Overall goal	Development opportunity to meet my overall goal	What I will do to achieve this	Resources and support needed	What success looks like	Target date for completion
What is your overall goal?	What do you want to achieve?	What specific actions will you take?	What resources might you need and who will help you?	How will you know when you've achieved success?	What is the date you want to complete this by?
Develop my people management skills.	Develop my ability to effectively manage uncertainty and change in the workplace.	- Complete an online training course on effective communication in the workplace. - Apply my skills by setting up and running weekly departmental meetings to communicate changes out to the workforce from a centralised area. - Buddy up with a manager within my organisation that has recently also been supporting change management to engage in social learning, support each other and share ideas. - Start sharing successes and challenges from projects - and what we have learnt from them - widely across the team, to support a growth mindset in the team.	Access to a training course.	- Improved employee retention. - An increase in team satisfaction score for 'Work environment'. - A shift in mindset across the team to a growth mindset that focuses on how we can innovate and improve our performance across the team.	December 2024

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