

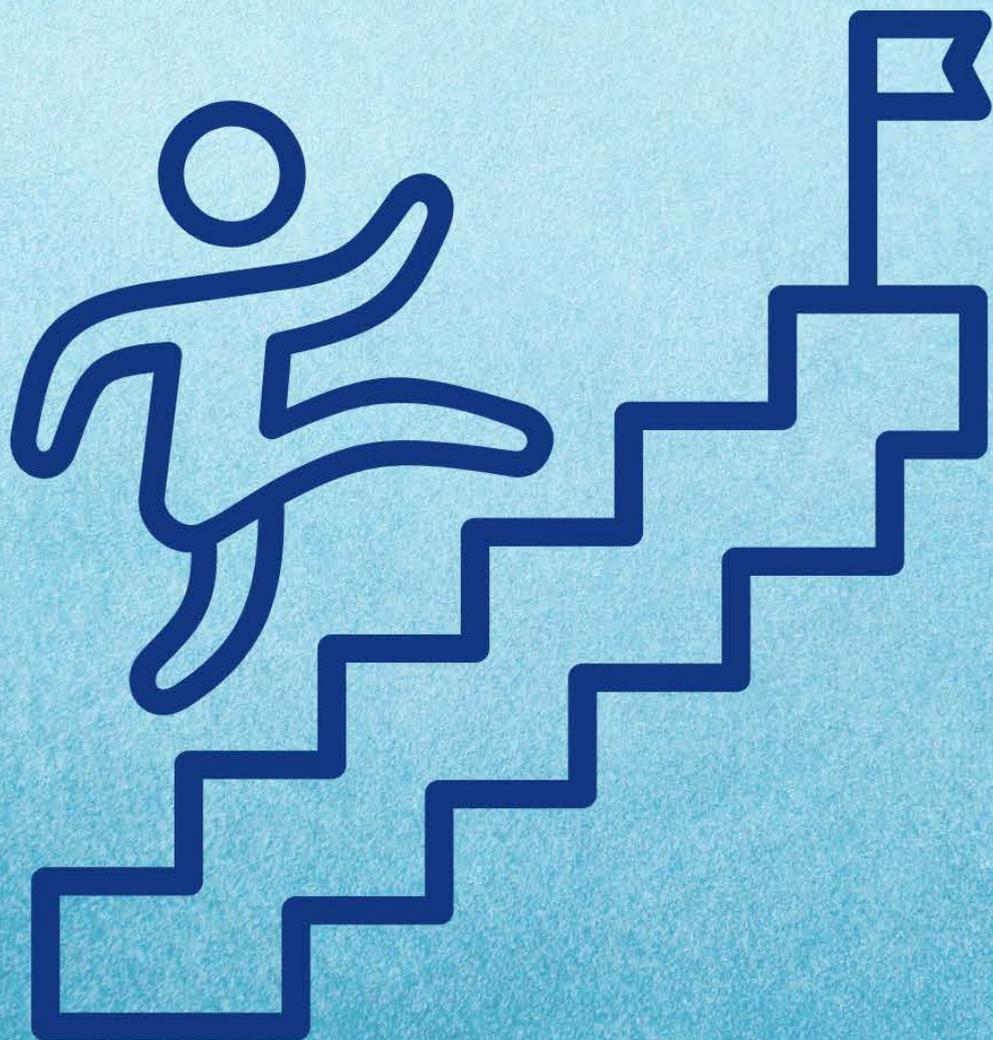


Level 4

Sample!

Personal Effectiveness

STUDENT WORKSHEETS



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INTERPERSONAL SKILLS

Assessment Brief 3

A. Conflict

B. Negotiation

C. Interpersonal Skills

D. Case Study

E. Solving an Issue

F. Team Project

Assessment Brief 4

GROUP WORK

A. Teamwork

B. The Qualities of an Effective Team

C. Being an Effective Team Member

D. Team Roles

E. Selecting a Team Project

F. Your Team Meetings

G. Your Role in the Team Project

H. Setting Ground Rules

I. Team Qualities

J. Effectiveness of the Team

K. Team Meeting Notes

L. Taking the Lead

Marking Sheets

Appendix 1: Personal Development

Appendix 2: Team Statements

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A. Who are you Really?

You might be thinking, 'Why do I need to be self-aware? I already know who I am!'

If someone asks you to introduce yourself, you might say 'I am a student in the centre or school. I live in and I have three brothers.' It is unlikely that we even ask ourselves: 'Who am I really?'

But! Self-awareness is important. Here are some reasons:

- Self-awareness is about learning to better understand why you feel what you feel.
- It is about knowing why you behave in a particular way.
- Knowing why you feel the way you do gives you the freedom to change things about yourself.
- None of us is completely happy with who we are, so knowing yourself enables you to create a life that you want.
- It's almost impossible to change and become self-accepting if you are unsure as to who you are.
- Having clarity about who you are and what you want can be empowering, giving you the confidence to make changes.

Answer the questions:

a) What question/s would you ask yourself to be self-aware?

b) Name something about yourself that you are not happy with.

c) How can you change this?

d) What does it mean to be self-accepting about who you are?

e) Does being 'self-accepting' mean you should not make changes?

f) If you were able to change this thing you are not happy with, how do you think you would feel?



1 mark - Collection of Work



Principle Two: Adjusting to Change

Change is part of life. Nothing is static. Even right now, your life is evolving. You must feel physically, mentally, and emotionally safe in order to be at your best. To get this sense of safety, we often make routines for ourselves and try to keep things predictable. Changes can then cause stress, as our carefully made plans and routines are shaken up.

Effective people accept the inevitability of change and they decide how they will embrace and manage it when it arrives. They accept that changes will occur. The key to accepting and embracing change means you need to know what's important to you and how to include these things into the changing conditions you're dealing with.

When change happens, it is normal for you to react to it with fear of the unknown. When this happens, take time-out and give careful thought to the circumstance in your life that's changing. Acknowledge and accept the change and decide how you will move forward.

Change is not always easy, but by making the decision to embrace change you are taking the first step.



- 1. Think about a possible change in circumstances that could happen in your life. Write the change and what you will do to adjust to the change.

2 marks - Collection of Work



B. Strategies for Achieving your Goals

#1 – Plan, plan, and plan some more

- You will not achieve your goals without planning.
- Planning is needed so that you know what direction you're travelling in.
- You don't need to know every single step you'll take.
- Think about getting on an aeroplane to go on holiday. The pilot of the aeroplane has a goal of taking off and landing in a specific city, on a specific date, and at a specific time. In order to achieve that goal, there needs to be a plan — also known as its flight plan. But the flight plan can change. At the start, it only accounts for some averages, such as average speed, average altitude, and general course of travel. But things can and do change along the way due to different circumstances, e.g. air traffic congestion, turbulence, bad weather, etc. So, the pilot and relevant others need to adjust the flight plan accordingly.
- In a similar way, you need to create a plan that you can stick to, but then adjust along the way towards achieving your goals. Don't change the goal, but you can and should change the plan as often as needed to get closer to achieving your goals.

a) Choose one of your goals and write it below.

b) Write the planning that is needed to achieve this goal.



IDEA
PLAN
ACTION

½ mark - Collection of Work



#6 – Effectively Manage Your Time

Time management is a strategy that anyone can use to achieve their goals. This is a very important strategy. Find a good system for managing your time well and implement it.

Time management helps you to avoid distractions. It ensures that you are using a good amount of time towards achieving your goals.



Use tools to help you manage your time, e.g. planner, diary, calendar, lists, schedules, etc.

Write a list of things you are doing to manage your time effectively.

½ mark - Collection of Work



Maybe if she didn't look at the paperwork, it would just go away.



C. Strategies for Achieving Smart Goals

I. Complete the sentences:

resources, calendar, day, goals, date, measurable, evaluate, treat, dreams, achieve

- a) Setting goals can be quite simple, but achieving goals isn't. That's why we set SMART _____ - specific, measurable, achievable, realistic and timely.
- b) Goals need to be specific, for example, knowing exactly what you want to _____.
- c) They need to be _____ so that you know once you have accomplished it!
- d) You need the _____ necessary to achieve your goal; get together all you need before you start.
- e) Realistic goals are achievable goals; unrealistic goals are just _____; evaluate your goals and progress in an honest way.
- f) State a due _____ for your goal and the action steps involved in achieving it.
- g) Incorporate all your actions into your schedule, for example, by adding them to your _____ and diary.
- h) Regularly _____ your progress, making changes or adjustments as necessary.
- i) Complete at least one action per _____.
- j) Don't wait until you achieve your goal before you reward yourself; _____ yourself as you reach certain milestones.

A similar model:





D. What is an Action Plan for your Goals?

Goal setting helps you to achieve the things you want in life. The difficulty most people face is committing themselves to those goals. People may quit when they encounter problems. This will get them nowhere.

Here are some simple tips and tricks to make sure you reach your goals. Use these as part of your action plan.

1. Determine what you want to achieve.
2. Break down how you will get there.
3. Write it down.
4. Make it stick.
5. Do at least one thing every day that brings you closer to your goals.

I. Determine what you want to achieve

This is the easiest part of goal setting. Just ask yourself, "What is it that I would like to achieve within one year?" One year is enough time to make big goals a reality. Don't choose many long-term goals; you could be biting off more than you can chew. Think about the following areas of life: health, wealth, relationships, happiness, education, etc.



Write a good example of a long-term goal.

½ mark – Skills Demonstration



E. Reviewing your Progress

You can print this page for every review you carry out. Use this rating system.

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

How are you doing?		
Question	Rating	Follow-up
Have you achieved any mini goals?	1 2 3 4 5	
Have you achieved any short-term goals?	1 2 3 4 5	
Are you keeping up with your schedule?	1 2 3 4 5	
Are you using your action plan?	1 2 3 4 5	
Are you sticking to deadlines?	1 2 3 4 5	
Do you have all the resources you need?	1 2 3 4 5	
Has your support been adequate?	1 2 3 4 5	
How are you finding the process?	1 2 3 4 5	
How has your progress been?	1 2 3 4 5	
How is your motivation level?	1 2 3 4 5	
How are you doing with problem-solving?	1 2 3 4 5	
What has your feedback been like?	1 2 3 4 5	

2 marks – Skills Demonstration



Assessment Brief 2

Component title:	Personal Effectiveness
Component code:	4NII32
Assessment technique:	Collection of Work / Skills Demonstrations
Assessment title:	Your Personal Responsibility
Assessment number:	2
Weighting:	Collection of Work 60% / Skills Demonstration 40%

Guidelines:

1. Describe areas of personal responsibility in health, hygiene and safety in a range of civic and vocational contexts
2. Use appropriate safe and hygienic practices in a variety of civic or vocational contexts

Assessment criteria:

- Give examples of personal responsibility in health, hygiene and safety in civic and vocational contexts, including at your centre or school.
- Read and interpret common signs in the environment and at work.
- Review your responsibilities, for example, walking your dog, disposal of garbage, domestic noise, handwashing, using PPE, fire safety, etc.
- Demonstrate health, hygiene and safety practices, for example using the computer safely, taking part in a fire drill, safe lifting, etc.

Date brief was issued:

Submission date:

I confirm that this is my original work.

Signed: Date:

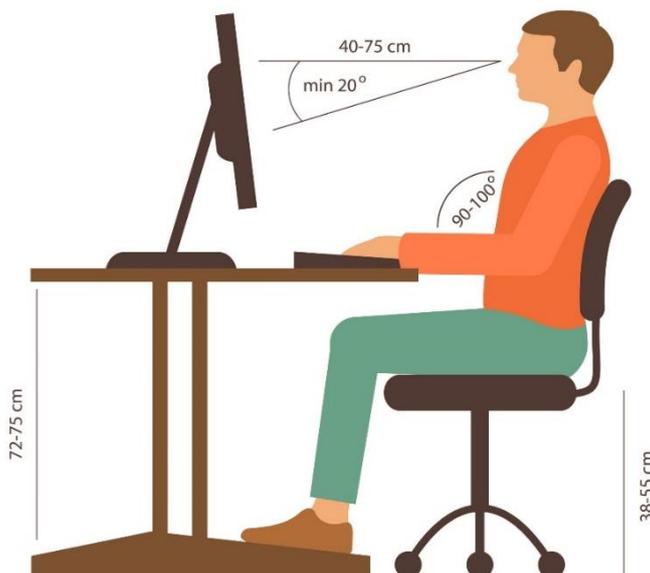


What about your responsibilities at the centre or school?

1. Answer the questions:

- a) Do you have a Class Contract? If not, create one as a group. _____
- b) On the contract, highlight the points related to health, hygiene and safety.
- c) Include the contract with your Portfolio.
- d) Do you use a computer at your centre or school? _____
- e) Read the associated policy.
- f) Write 2 points from the policy.

g) Look at the diagram below and comment on the safe practices that are being employed.





A. Reviewing Your Responsibilities

1. Review these responsibilities required for using healthy, safe and hygienic practices in a variety of civic and vocational contexts.

Walking your dog in the community

- When I walk my dog, I am mindful of other people.
- I have my dog under control at all times.
- I do not let my dog off its lead in areas where this is not permitted.
- I do not let my dog run up to other strange dogs.
- I always pick up my dog's mess.
- I always abide by the specific rules of the location where I am walking my dog.
- I never allow my dog to chase livestock or wild animals.



2. Comment on the above procedures; can you think of any others?

3. Equipment you need:

½ mark - Collection of Work

Being part of Neighbourhood Watch

4. If you were part of a Neighbourhood Watch Scheme, what would your responsibilities be?

5. How would your community benefit from this scheme?



½ mark - Collection of Work



B. The Application of Responsibility

Record the application of personal responsibility in the context of health, hygiene and safety within a range of civic and vocational contexts. Use these scenarios below and name one responsibility you have in each case:

a) Travelling on public transport

b) Visiting the local park

c) Boating on the local lake

d) Working at the garden centre

e) Recycling

f) Being a safe pedestrian

g) Using the correct PPE when working

h) Keeping work areas and community litter-free

i) Taking part in community events

j) Being a law-abiding citizen at work and in the community



a) List the stages of negotiation.



"To be honest, I don't remember why I called this meeting."

b) How can preparation avoid further conflict?

c) What key skills are necessary during the discussion stage?

d) What does it mean to 'clarify your goals'?

e) When might 'common ground' be found?

f) Describe a win-win outcome.

g) What is an important attitude in the agreement stage?

h) What does it mean to 'implement' an action plan?

i) Will all negotiations in your life require this formal process? Explain.

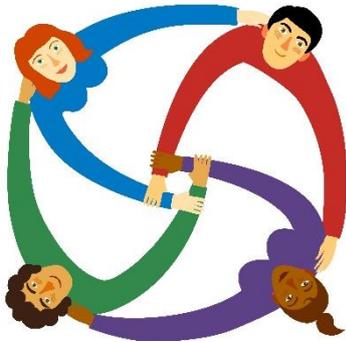
j) What three elements affect negotiation at all stages?

1 mark each = 10 marks Collection of Work



F. Selecting a Team Project

1. Look at the Team Project List on your own. (Appendix 2)
2. Which is your favourite project? Say why it's your favourite.



3. Discuss in your team.
 - Are there any common favourites?
 - Can you agree on a project?
 - Are there some projects for which you would not have the resources?
 - Are there some projects that would be too time-consuming?
 - Can members of the team negotiate to choose a project?

4. Define your project.

What team project will you take part in?

How do you feel about this project?



1 mark – Skills Demonstration



G. Your Team Meetings

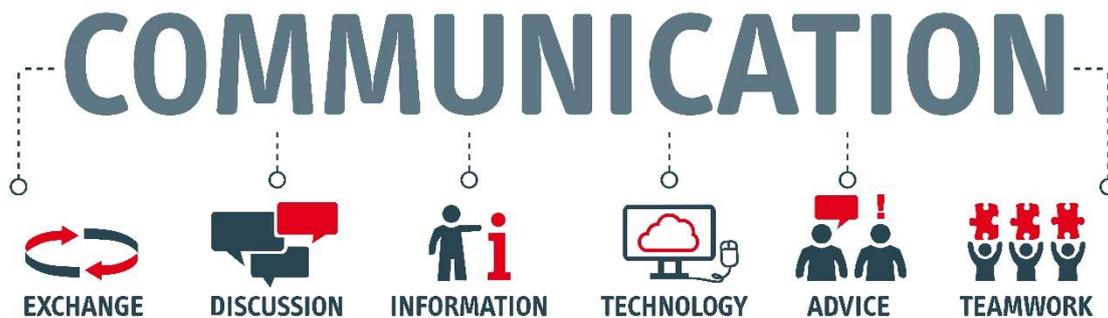
In your meetings as a team, there are some actions you should follow. Make notes using these headings.

1. Set clear goals.

At the start of any team project, you should spend your first meeting agreeing on specific goals. This is so that everyone is clear about what is expected of them.

2. Decide on how team members will communicate.

Examples: via email, text message, how often you will meet, online sharing, social media, etc.





- I. Evaluate the qualities of your team. (Do this towards the end of your Team Project)

Quality	How the team demonstrated this quality
Clear sense of purpose	
Measurable objectives	
Knowledge of evaluation	
Work shared equally and fairly	
Access to resources	
Effective decision-making	
Open, honest communication	
Conflict resolution	
Agreement of action plan	
Problem-solving when necessary	
Clear expectations of all	
Supportive team members	
Performance monitored	
Performance improved	
Achieves goals and objectives	
Communicates with outside team	
Team members – pride in team	



1 mark – Collection of Work

H. Team Meeting Notes

On completion of the meeting and team discussion, complete the following questions. *You can print these for each meeting that you hold. Check with your tutor / teacher.

MEETING NUMBER: _____ DATE: _____

1. Do you feel this exercise worked better because you were required to do it as part of a team? Explain your answer.

2. Identify the factors (not people) which contributed to the effectiveness of the team.

3. What role do you feel you played in the meeting? Explain your answer.

4. What role did the person to your left and right play?





Mapping of Learning Outcomes

1. Outline the principles of personal effectiveness Pages 11 to 14 (introduction to personal effectiveness and its relevance), Page 15 (self-awareness), Pages 16 to 20 (principles of personal effectiveness), Page 21 (self-confidence)
2. Compile a range of methods and strategies to achieve personal learning goals to include external and self-evaluation Page 22 (self-managed learning), Pages 23 and 24 (learning opportunities), Pages 25 and 26 (improving your learning), Page 27 (other study tips), Pages 28 to 34 (strategies for achieving goals), Page 35 (benefits of self-evaluation), Pages 36 and 37 (visualisation techniques), Pages 38 and 39 (strategies for achieving SMART goals), Pages 40 and 41 ('chunking' big goals), Page 42 (applying the strategies)
3. Compare personal strengths and weaknesses in the learning process to include establishing own learning style Pages 43 to 45 (learning styles), Page 46 (learning strengths and weaknesses)
4. Describe areas of personal responsibility in health, hygiene and safety in a range of civic and vocational contexts Pages 63 to 68 (areas of personal responsibility), Pages 69 to 73 (reviewing personal responsibilities), Page 74 (application of responsibility)
5. Define the characteristics of good group or team work, to include differentiation of roles within a team and adherence to established rules and guidelines Page 97 (group work), Pages 98 and 99 (teamwork), Pages 100 and 101 (qualities of an effective team), Pages 102 to 104 (being an effective team member, Pages 105 to 108 (team roles), Page 109 (selecting a team project), Pages 110 to 112 (team meetings), Page 113 (own role in the project), Pages 114 to 116 (setting ground rules), Pages 117 and 118 (team qualities, evaluation), Page 119 (effectiveness of the team), Pages 120 to 123 (team meeting notes)



6. Implement a practical action plan designed to accomplish short and long-term learning goals, to include ongoing feedback and monitoring of achievement [Pages 47 and 48 \(long and short-term goals\)](#), [Pages 49 to 53 \(tips for action plan for your goals\)](#), [Pages 54 to 59 \(action plan\)](#), [Page 60 \(reviewing your progress\)](#)
7. Respond to personal and or interpersonal issues or challenges that arise in a civic or vocational context, to include identifying the features and cause of the issue, finding and implementing a solution, and evaluating the outcome of the action(s) taken [Pages 78 to 80 \(conflict\)](#), [Pages 81 to 84 \(negotiation\)](#), [Pages 85 to 86 \(interpersonal skills\)](#), [Pages 87 to 89 \(case study\)](#), [Pages 90 to 94 \(solving an issue\)](#)
8. Demonstrate negotiation skills and an ability to deal with conflict, to include giving and receiving constructive criticism, compliments and feedback [Page 93 \(presenting issue to group and using negotiation skills\)](#), [Page 94 \(receiving and giving feedback\)](#)
9. Use appropriate safe and hygienic practices in a variety of civic or vocational contexts [Page 75 \(safety demonstrations\)](#), [throughout the course](#)
10. Work as a member of a team or group, to include taking the lead in an activity or task [Pages 108 to 123 \(working as a member of a group\)](#), [Page 124 \(taking the lead\)](#)