



Level 3

Sample!

# Personal Effectiveness

## STUDENT WORKSHEETS



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## A. WHAT IS PERSONAL EFFECTIVENESS?

Personal effectiveness means to use all of your skills, talent, and energy to reach a goal or set of goals in your life.



1. Complete the sentences:

**break, developing, weaknesses, good, levels, strength, time, accounting**

- a) Work to your strengths – it's better to put your time into something that works to your strengths than to waste time on things that bring out your greatest .
- b) Choose careers and hobbies that capitalise on your strengths, e.g., if you find calculations very difficult, an  job may not be for you.
- c) If you bring your greatest  to the job or classroom every day, the team or class is likely to be successful.
- d) Know when to give yourself a  and recharge.
- e) To operate at your best, take  at the end of each day to relax.
- f) Get a  night's rest so that you can face the new day with energy.
- g) A sure way to improve your personal effectiveness is to always be learning and  your skills.
- h) As your personal effectiveness increases, so will your productivity and your  of happiness.

## C. STRENGTHS AND WEAKNESSES

1. Read:

A personal strength is something you are good at, e.g., self-discipline. A weakness is something you are not too good at, e.g., nervousness. (See **Appendix 2** for workplace strengths)



Example:

*Damien is a good chef. He is creative in the kitchen and makes delicious meals. However, he can be very impatient with staff in the kitchen. When it's busy, the kitchen is not a happy place as Damien snaps at everyone!*

a) What are Damien's strengths?

b) What are his weaknesses?

c) Name some strengths you would need to be a chef.



7. Here are some strengths that employers are interested in. Write down one task you can do to help you develop this aspect of your employability.

**Positive attitude:** Employers look for people with a willingness to take part, contribute and get things done; people who are optimistic and open to change and new ideas. How can you improve this?

**Problem solving:** Employers look for people who can study the details of a problem, understand the cause and then use creative thinking to develop effective solutions. How can you improve this?

**Self-management:** Employers look for people who are flexible and assertive; people who can manage their time, tasks and workload. How can you improve this?

**Teamworking:** Employers look for co-operative and contributing team members; people who are considerate and respectful, capable of negotiating with and persuading others when necessary. How can you improve this?



## G. SKILLS

'Personal skills' relate to something that a person CAN DO. For example, I can talk to people over the telephone.

1. Brainstorm necessary skills in different situations. Do this as a group discussion. (See **Appendix 3** Examples of Skills)

Examples of situations:



- Planning your budget for the month
- Helping a friend move to a new house
- Booking a holiday
- Raising money for a charity
- Doing a maths assignment
- Writing a CV
- Getting healthy

Example: What skills do you need to fully participate in a meeting?

- Effective communication skills
- Active listening skills
- Respect for the opinion of others
- Note-taking skills
- Problem-solving skills
- Negotiation skills
- Organisation skills
- Team working skills



2. Did you take part in the discussion?

YES

NO

6. Complete.

a) Things I am good at:

b) What I like about my appearance:

c) I've helped others by:

d) What I value the most:



12. Read about these situations.



**I am having financial difficulties. I have a part-time job, but I do not have enough money to pay all my bills and buy food. Every day, I look for a new job, but I can't find anything. I need a plan!**

a) How could she work on this?

b) What resources might she need?



**I want to throw a surprise party for my brother. I have never organised a big event before, so I'm a little nervous. There will be a lot to do! I need a plan!**

c) How could he work on this?

d) What resources might he need?



## ASSESSMENT BRIEF 2

Course:	Personal Effectiveness
Course Code:	3N0565
Assessment:	2
Title:	Personal Learning Plan
Weighting:	Collection of Work 100%

### Guidelines

You will be expected to

1. Create and implement a personal learning plan which demonstrates achievement of specific personal learning goals in a variety of learning situations, to include:
  - Identifying learning goals
  - Identifying the tasks involved in achieving the goals
  - Sequencing the tasks in order
  - Identifying the resources required
  - Estimating the timeframe needed to achieve the goals
  - Implementing the plan
  - Reviewing the plan
  - Evaluating the plan
2. Review and evaluate your personal plan towards the end of the course.

### Assessment criteria

- Exercises and tasks must be complete and correct.
- Include different learning goals, e.g., work-related, personal and social/community.
- Use a strategy to assist you with your learning plan, e.g., SMART goals.
- Include a separate Learning Plan.
- Show awareness of common goal-setting mistakes.



### Personal Effectiveness 3

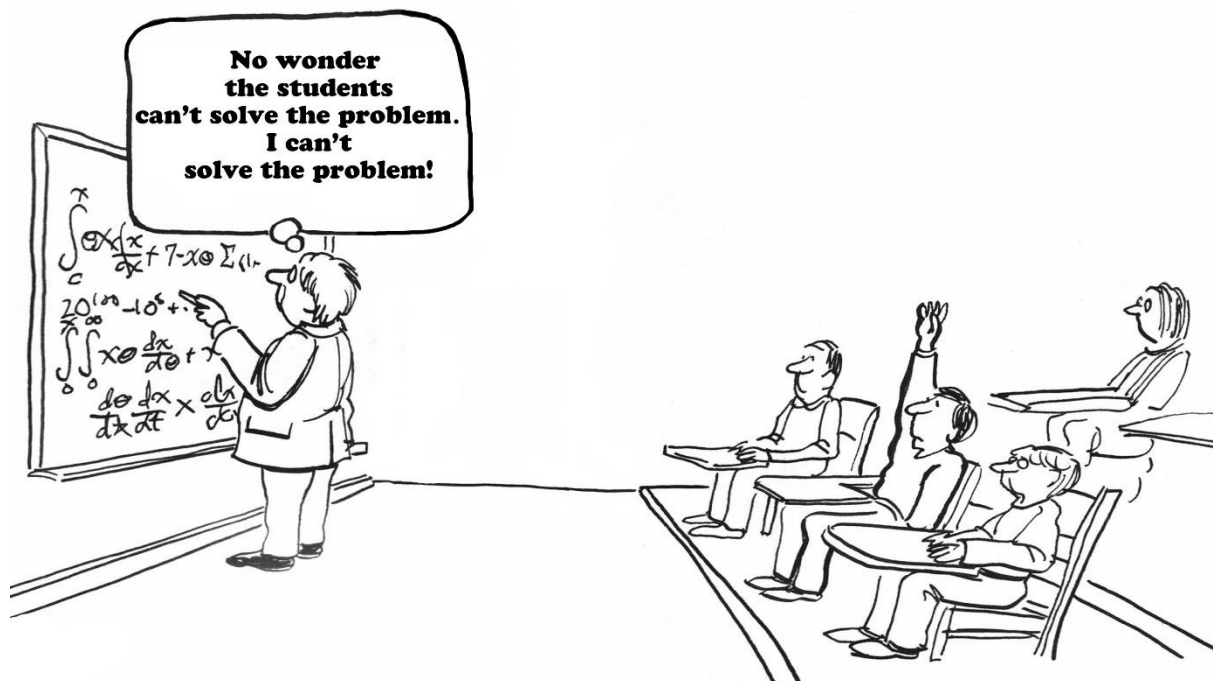
- In your learning plan, include the resources you may need.
- Review and evaluate your learning plan.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date:

**Declaration of Authenticity:** I confirm that this is my own original work.

Signed:

Date:



4. Read the goal.



I work as a secretary in an office, and I earn €350 per week. I am going to work very hard so that in one year, I will be earning €3,000 per week.

5. Is it a SMART goal?

YES

NO



6. Give reasons for your answer.

3. Make this goal smarter!

I am 20 and I have never driven a car. I want my license so that I can drive all my friends around!



3. Fill in the learning plan or write your own.

# LEARNING PLAN



GOAL NUMBER:

GOAL:

STEPS YOU NEED TO TAKE: (IN ORDER)

RESOURCES YOU MIGHT NEED:

TIMEFRAME/S:

REVIEW & EVALUATE:

**\*Use a separate sheet for each goal.**

2. Complete the sentences about the characteristics of effective teams.

**respectful, members, discuss, external, clear, leader, focus**

- a) The team must have a  goal.
- b) The team must have competent, knowledgeable team .
- c) The team members should  and agree on a plan for their team project.
- d) The team must have a common  and commitment.
- e) The team members must work together, with all members being honest, open and  of others.
- f) The team should receive support and encouragement from  sources.
- g) The team must have an effective  who works for the good of the team.



### CROSSING THE LINE

#### What you need:

- Chalk to draw lines outside OR string / wool
- Camera / Mobile phone to take photos

#### Method:

1. Get into teams of 6 to 8 team members.
2. Draw a straight line on the ground, outside. Each team must do this. (If you must do it inside, you can also use a piece of string or wool, but it must be long enough for the activity)
3. One team at a time, all team members stand on one side of the line.
4. Then, when the teacher says "Go!", all team members must cross the line at the same time! This sounds easier than it is!
5. The teacher or members of the other teams must take photos of your team as you 'cross the line' together.
6. It will probably take a few tries and some creative problem solving to know how you can all cross the line at the exact time.
7. Include photos with your portfolio.



**P.S. You do not  
have to jump!**

2. What is your role?

3. What do you think you will need to do in this role?

4. What skills are required to carry out this role?



**“What I like about this team is how we’re always upfront and supportive of each other.”**

*A single leaf  
working alone  
provides no  
shade.*

*~ Chuck Page*

### Meeting 1

1. Comment on your contribution under each heading below:

a) Communications skills, including, effective listening and speaking



b) Team working skills

c) The ability to work in a hygienic and safe manner

d) What activity or task or goal is the team proposing?

e) How did you contribute to this discussion / meeting?

f) List some examples of how you worked in a hygienic and safe manner.



# APPENDIX 4 - EXTRA 'CHECKPOINT' TO PRINT



Check your progress against the original plan to see if you are on track to achieve the goals within the agreed timeframe. Briefly state successes and/or difficulties.

Successes	Difficulties
Solutions	Progress

Are you on track?  YES  NO

Things to do / amend:

## MAPPING OF LEARNING OUTCOMES

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1 Describe the concept of personal effectiveness and the resources employed for effective engagement in the learning and workplace or community environments **Pages 9 to 13 (what is personal effectiveness), Page 14 (Vocabulary)**

2 Demonstrate an awareness of self by exploring strengths, talents, goals, values, challenges, abilities with skills such as communication, assertiveness, time management, and areas for improvement **Pages 15 to 21 (strengths and weaknesses), Pages 22 to 25 (talent), Pages 26 to 28 (personal values), Page 29 (personal qualities), Pages 30 to 39 (skills), Page 40 (personal profile)**

3 Draw up a personal learning plan following a series of steps, which include identifying learning goals, resources required, timeframe, implementation, review and evaluation, which leads to the achievement of specified personal learning goals, incorporating a variety of learning situations **Pages 41 to 44 (goals), Pages 48 to 51 (types of goals), Pages 52 to 53 (short, medium and long-term goals), Pages 54 to 55 (smart goals), Pages 56 to 58 (personal learning plan), Pages 59 to 62 (common mistakes on goal setting), Pages 63 to 64 (resources), Page 65 (goal setting), Pages 66 to 68 (implementing your plan), Page 69 (motivation), Pages 70 to 73 (reviewing an evaluating), Appendix 1 (learning plan template), Appendix 4 (checkpoint)**

4 Apply communications, team working, hygienic and safe work practices in a workplace or community environment **Pages 77 to 78 (working with others), Pages 79 to 81 (benefits of teamworking), Pages 82 to 83 (good team members), Pages 84 to 95 (some team-building activities), Pages 96 to 97 (teamwork scenarios for discussion), Pages 98 to 99 (your project), Pages**

100 to 102 (the team), Pages 103 to 104 (discussions), Pages 105 to 107 (meetings), Pages 108 to 110 (comments on your team project), Appendix 6 (group project ideas)

5 Practice a limited range of the skills required for successful team or group work Pages 84 to 95 (some team-building activities), Pages 96 to 97 (teamwork scenarios for discussion), Pages 98 to 99 (your project), Pages 100 to 102 (the team), Pages 103 to 104 (discussions), Pages 105 to 107 (meetings), Pages 108 to 110 (comments on your team project), Appendix 6 (group project ideas)

6 Work as a member of a team making an identifiable contribution to a group activity and seeking help as required Pages 84 to 95 (some team-building activities), Pages 96 to 97 (teamwork scenarios for discussion), Pages 98 to 99 (your project), Pages 100 to 102 (the team), Pages 103 to 104 (discussions), Pages 105 to 107 (meetings), Pages 108 to 110 (comments on your team project), Appendix 6 (group project ideas)

7 Describe the personal learning gained from participation in a planned learning activity. Pages 108 to 110 (comments on your team project). Appendix 7 (personal learning)