

LEVEL 3



# Personal Effectiveness

START



E-PORTFOLIO

[www.educoot.org](http://www.educoot.org)

## DETAILS

Name:

PPSN:

Tutor name:

Date:

## A NOTE TO STUDENTS

This programme helps you to demonstrate your ability to use personal skills, talents and resources to meet the personal and a social demand of your lives.

The learning taking place can be integrated with:

- An academic area like Communications or Mathematics where you use the learning opportunity to develop personal effectiveness skills
- A practical or vocational area like Woodwork, Culinary Skills, Desktop Publishing where you use this practical learning opportunity to develop your personal effectiveness skills
- An area external to the programme, for example, where you use a personal learning experience, work-related activity or community activity to develop your personal effectiveness skills, for example, learning to drive, making a presentation at work, participating in a parents' association meeting or joining a committee.

*Good Luck with Your Course!*

### THE CONCEPT OF PERSONAL EFFECTIVENESS

#### WHAT IS PERSONAL EFFECTIVENESS?



I am hard-working, determined and creative.

I am good at dealing with people.

I have good computer and social media skills.

I value honesty, friendship, kindness and justice.

1. Brainstorm what personal effectiveness means. Write some words below: (See link here:

[https://en.wikipedia.org/wiki/Personal\\_effectiveness](https://en.wikipedia.org/wiki/Personal_effectiveness) )

### DISCUSSION

2. Give examples of personal effectiveness in each of these environments:

a) Learning environment

b) Workplace environment

c) Community environment

## A. STRENGTHS AND WEAKNESSES

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!



1. What are Damien's strengths?

2. What are his weaknesses?

3. Name some strengths you would need to be a chef.



The real man smiles in trouble,  
gathers strength from distress,  
and grows brave by reflection.

Thomas Paine

## B. PERSONAL VALUES

What are personal values?

- Your values are the things that you believe are important in the way you live and work.
- They are probably the measures you use to tell if your life is turning out the way you want it to.
- When the things that you do and the way you behave match your values, life is usually good - you're satisfied and content. But when these don't align with your personal values, that's when things feel wrong. This can be a real source of unhappiness.

1. Look online at a list of personal values.

Example: [https://www.mindtools.com/pages/article/newTED\\_85.htm](https://www.mindtools.com/pages/article/newTED_85.htm)

2. Read about James.



James has his own small business, landscaping and maintaining gardens. He has green fingers and everything that he plants seems to thrive. James seeks for happiness in life. He loves nature and working outdoors is a treat, even in the Irish rain! James has a quiet, calm and positive attitude when working and customers trust him.

What are James's values?

3. Write your Top 10 Personal Values.



## IMPROVING YOUR SKILLS

1. We need to continually work on our skills.

What can you do to improve your skills? Fill in the table below:

Skill that needs improving	How you can work on it	Resources you may need



Example: If I wanted to improve my computer skills, I could: Take a computer course, set time aside to practise on the computer, ask family and friends for computer advice, buy an instruction manual, etc.

## Assessment Brief 2

Course:	Personal Effectiveness
Course Code:	3N0565
Assessment:	Collection of Work
Title:	<b>Personal Learning Plan</b>
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.
- Include a separate Learning Plan.

Submission date:

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

Signed:

Date:

### A. TYPES OF GOALS

Here are some more types of goal categories:

- Personal development
- Health and fitness
- Romance
- Family
- Business / Career
- Learning
- Finances
- Fun and recreation
- Social



Identify the goal categories. Choose one for each:

1. We are saving to go to China for a holiday.

2. She wants to complete Level 3 Maths.

3. His goal is to take part in the swimming competition.

4. She is working hard to get a promotion.

5. He is doing a self-assertiveness course.

6. I am eating healthy so I can feel better.



## B. RESOURCES

Identify the resources you need to help you achieve all your goals.

Example: I want to start a home business to sell my paintings.

What might I need?



**Finances**, e.g. for equipment, website, telephone, business cards, advertising, business name registration, art supplies, professional services, e.g. business advice, course on business accounts

**Other people** that could help my business, e.g. website designer, accountant, gallery contacts, marketing specialists

**Information** about the business - research what other similar businesses are doing, know your competitors

**Physical space**, e.g. studio for painting, office area

**Support**, from family and friends and relevant agencies

**The 4 D's** - desire, drive, determination and discipline

Think about the equipment, materials or special conditions required in order to be able to achieve your goals.

The way to get started is to quit talking and begin doing.

Walt Disney

## REVIEWING AND EVALUATING

\*Do Numbers B and C towards the end of achieving your listed goals.

### A. REVIEWING YOUR PLAN

Review your plan by answering the questions.



**UNDER  
REVIEW**

a) Identify any areas of success.

b) Identify any problems areas.

c) Suggest solutions to any problems encountered.

d) Suggest alternative ways of achieving learning goals.

The aim of the review is to:

- recognise any strengths or difficulties you have had, which can then be addressed when setting your next goals.
- give you direction, focusing on your future training needs and your goals on completion of the course.

1. Consider your role in the group project and fill in the meeting notes 1 and 2 overleaf.

You can read more online here: <http://www.wikihow.com/Be-an-Effective-Team-Member>

### Ways to be an effective team member

1. **Be honest.** A good team member is outspoken about what he/she thinks. He/She will be straightforward with their opinions and ideas.
2. **Share the load.** A good team member does his/his share of the work, and does the job as best as they can. He/She takes their task seriously and works for the good of the team.
3. **Be reliable.** You can rely on a good team member. She/He meets deadlines and is on time.
4. **Be fair.** A good team member is always fair.
5. **Complement others' skills.** Every member has areas of strength and weakness. A good team member provides some unique skills that will help the team.
6. **Use good communication skills.** Teamwork is social, so good team members need to be skilled, clear and tactful, communicators.
7. **Have a positive attitude.** Positive and motivated team members is critical for successful teamwork.



## Meeting 2

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.

2. Take part in discussions relating to your team work task.

Did you do this?

**DISCUSSION**



## Appendix 2 – General Strengths in the Workplace

- Activating
- Adapting
- Administering
- Analysing information
- Arranging
- Advising
- Budgeting
- Building teams
- Briefing
- Balancing
- Communicating
- Controlling
- Coordinating
- Creating
- Checking
- Counselling
- Compiling
- Coaching
- Deciding
- Detailing
- Developing people
- Directing
- Devising
- Discovering
- Data input
- Empathizing
- Evaluating
- Examining
- Explaining
- Editing
- Empowering
- Finding
- Fixing
- Formulating
- Finalising
- Guiding a group or individual
- Gathering information
- Generating ideas
- Giving feedback
- Helping
- Handling
- Hosting
- Imagining
- Implementing
- Influencing
- Initiating
- Innovating
- Interviewing
- Instructing
- Judging
- Learning
- Listening
- Locating
- Launching
- Leading
- Managing
- Mentoring
- Monitoring
- Motivating
- Meeting people
- Marketing
- Negotiating
- Navigating
- Observing
- Organising
- Overhauling
- Overseeing
- Persuading
- Planning
- Preparing
- Presenting
- Problem-solving
- Proof reading
- Prioritising
- Questioning
- Qualifying
- Researching
- Resolving
- Reporting
- Recording
- Repairing
- Reviewing
- Scheduling
- Selling
- Setting-up
- Supervising
- Simplifying
- Speaking
- Strategising
- Teaching
- Team-work
- Trouble-shooting
- Training
- Tracking details
- Thinking creatively
- Understanding
- Uniting
- Upgrading
- Updating
- Verbalising
- Volunteering
- Verifying
- Writing

## Mapping of Learning Outcomes

- 1 Describe the concept of personal effectiveness and the resources employed for effective engagement in the learning and workplace or community environments [Page 5](#)
- 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 [Page 6 \(profiles\)](#), [Pages 7 to 10 \(strengths and weaknesses\)](#), [Page 11 \(talent\)](#), [Page 12 \(values\)](#), [Pages 13 to 15 \(goals\)](#), [Page 16 \(qualities\)](#), [Pages 17 and 18 \(skills\)](#), [Page 19 \(improving skills\)](#), [Page 20 \(abilities\)](#)
- 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 22 to 24 \(setting goals\)](#), [Page 25 \(types of goals\)](#), [Pages 26 to 30 \(identifying goals\)](#), [Page 31 \(resources\)](#), [Pages 32 to 34 \(learning plan and checkpoint\)](#), [Page 35 \(reviewing the plan\)](#), [Page 36 \(evaluating the plan\)](#), [Page 37 \(discussion - steps\)](#), [Page 50 \(learning plan template\)](#)
- 4 Apply communications, team working, hygienic and safe work practices in a workplace or community environment [Pages 40 to 47 \(group project\)](#)
- 5 Practice a limited range of the skills required for successful team or group work [Pages 43 to 47 \(own role in group project\)](#)
- 6 Work as a member of a team making an identifiable contribution to a group activity and seeking help as required [Pages 40 to 42 \(group work - discussion, task, roles, etc.\)](#), [Pages 43 to 47 \(own role in group project\)](#)