Unit-3

Professional Identity and Practice

Lecturer-Soshanya Pike
Week 8

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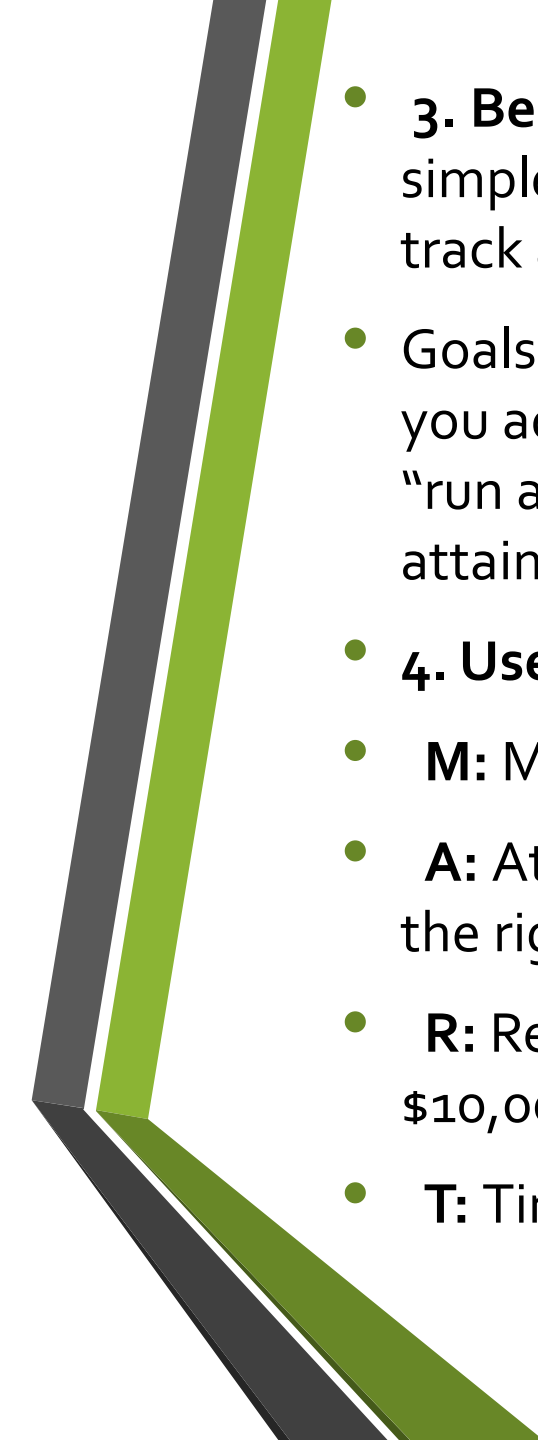**LO3. Design a professional development plan, within a specific work context**

P5. Construct a development plan to enhance chosen skills and competencies within a specific work context

Proactive learning and evaluation

- According to Mogill (2014), being proactive in your own becoming is a mix of hustle and problem-solving. He list eight key points that he believes will create a clear path to success.

- **1. It's all about you-** Take ownership of your problems, nobody else is going to solve, it is up to you. Family and friends are a support system, They cannot succeed *for* you. Only you can do that.

- **2. Be solution-focused-**Good problem-solving skills is one of the greatest traits of effective people. Everyone will run into problems, how you handle them that makes you effective. The most effective way to handle a problem is to focus on finding a solution. Focus on what you can control with the final outcome. If you lead by example, your team will learn to approach problems and solutions effectively.

- **3. Be accountable for getting stuff done-** Students should set goals that are simple yet achievable. Work backwards from that goal to establish metrics to track and evaluate it.

- Goals should be clearly defined so that its quantifiable and you can determine if you actually reached it or not. For example , When are you "in shape"? A goal to "run a mile in under 10 minutes" is something you can physically measure and attain.

- **4. Use "SMART" goals-**Specific (something particular instead of broad category)

- **M:** Measurable (Choose something you can quantify)

- **A:** Attainable (You should actually be able to reach this, and it may just require the right steps)

- **R:** Realistic (Be honest – it is probably unrealistic to say you will go from making $10,000 to being a billionaire in one year)

- **T:** Timely (Give each goal a timeframe to create a sense of urgency)
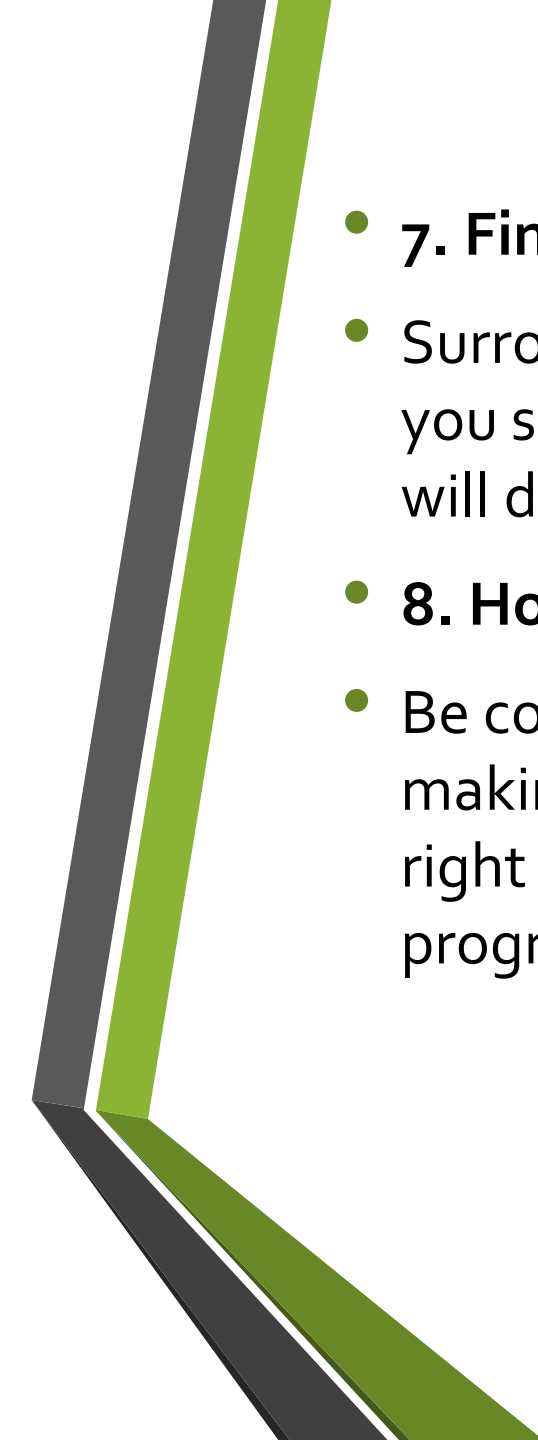
- **5. Make your own luck.**

- Being successful is not having the right kind of luck but the mere expectation that you will succeed. It is about taking steps every day to be better than you were the day before. Make a blueprint and set out milestones for yourself in specific timeframes, you have to make them happen .Things do not come to fruition just because you really, really want them to happen.

- **6. Be consistent.**

- Ultimately, success is not about getting everything right. It is about being consistent. Be consistent in what you do, and even though the steps may seem small at the time, doing the right things day in and day out will move you further down the path to success. Moving consistently and persistently will take steps every day to steadily move toward your goal.

- **7. Find the right people.**

- Surrounding yourself with driven, effective people is a proven way to help you succeed. You have to choose between driven people and people who will drag you down. You cannot have both and except to succeed.

- **8. Honesty is the best policy.**

- Be completely honest with yourself about what is not working instead of making excuses. It is easy to stay busy and tell yourself you are taking the right steps, but it is harder to be honest that you are not actually making progress.

Requesting advice/guidance

Gross (2016) shared that people who use their strengths every day are six times more likely to be engaged on the job. She added that this leads to a positive impact on performance, productivity, and profitability.

She went further to explains that knowledge of your strengths and weaknesses can serve as a guide for when to ask for help. "By being self-aware and knowing your own strengths, you can more easily turn to people to get things done that aren't your natural strengths". (Gross, 2016)

In the workplace it can feel particularly uncomfortable to make such requests especially where we're typically keen to demonstrate as much expertise, competence, and confidence. However, as Grant (2018) states it's virtually impossible to advance in modern organizations without assistance from others.

Showing Initiative in Developmental Processes

- MindTools (2019) in one of their articles define initiative as "work behavior characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal."

- It is said that when you show initiative, you do things without being told; you find out what you need to know; you keep going when things get tough; and you spot and take advantage of opportunities that others pass by (MindTools, 2019).

Recorded Learning

- One way of capturing this information is through a development record.

- What is a development record?

- According to Sra.org.uk (2019) this contains information that enables you to demonstrate that you have taken appropriate steps to maintain your competence and provide a proper standard of service. In order to identify your leaning and development needs you may need to record:

- what you did;

- how it was related to ensuring your competence;

- what you learnt;

- when the activity was completed.

In summarizing;

- Record the activity you have undertaken to address your learning and development needs (Sra.org.uk,2019)

- Evaluating your learning and development activity will help you identify any key points you can introduce into your practice or where further learning and development is required (Sra.org.uk,2019)

- It is important to record your activity and evaluation in order to demonstrate that you are addressing your learning and development needs (Sra.org.uk,2019)

M3 Provide a detailed development plan that applies underpinning learning and development theory, in a specific work context

Learning and Development Theories

Table 1. The three primary learning theories

	Behaviorism	Cognitivism	Constructivism
Definition of learning	Learning is the acquisition of new behavior	Learning involves the acquisition and reorganization of cognitive structures	Learning is search for meaning
Learner's role	Passive participants in the learning process	Active participants in the learning process	Active participants in the learning process
Main strategy	Facilitates knowing what	Facilitates knowing how	Reflection in action
Implication	•Objective-based instruction •Competency-based education •Skill development and training	•Concept maps •Reflective thinking	•Authentic case-based learning environment •Reflective practice •Collaborative construction of knowledge
Example of teaching method	•Lecture •Simulation •Demonstration •Programmed instruction	•Problem solving •Concept mapping •Advanced organizer	•Diaries/reflection •Role modeling •Problem-based learning •Collaborative learning
Assessment strategies	Criterion-referenced assessment: multiple-choice questions and recall items	Essays, written reports, and projects	Elimination of grades and standardized testing; peer grading/review

Table:1 The three primary learning theories

Applying learning theories and instructional design models for effective instruction (Khalil and Elkhider, 2016, p. 2)
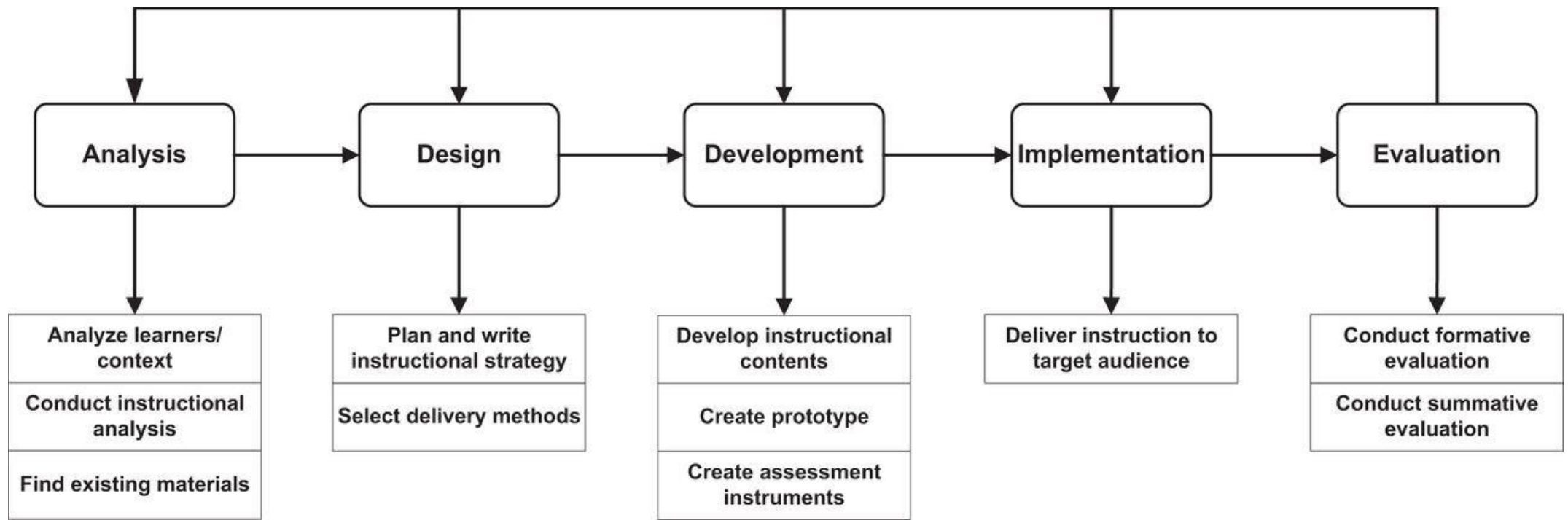
Figure 1. Analysis, design, development, implementation, and evaluation (ADDIE) model phases and the steps during each phase

Applying learning theories and instructional design models for effective instruction (Khalil and Elkhider, 2016, p. 4)

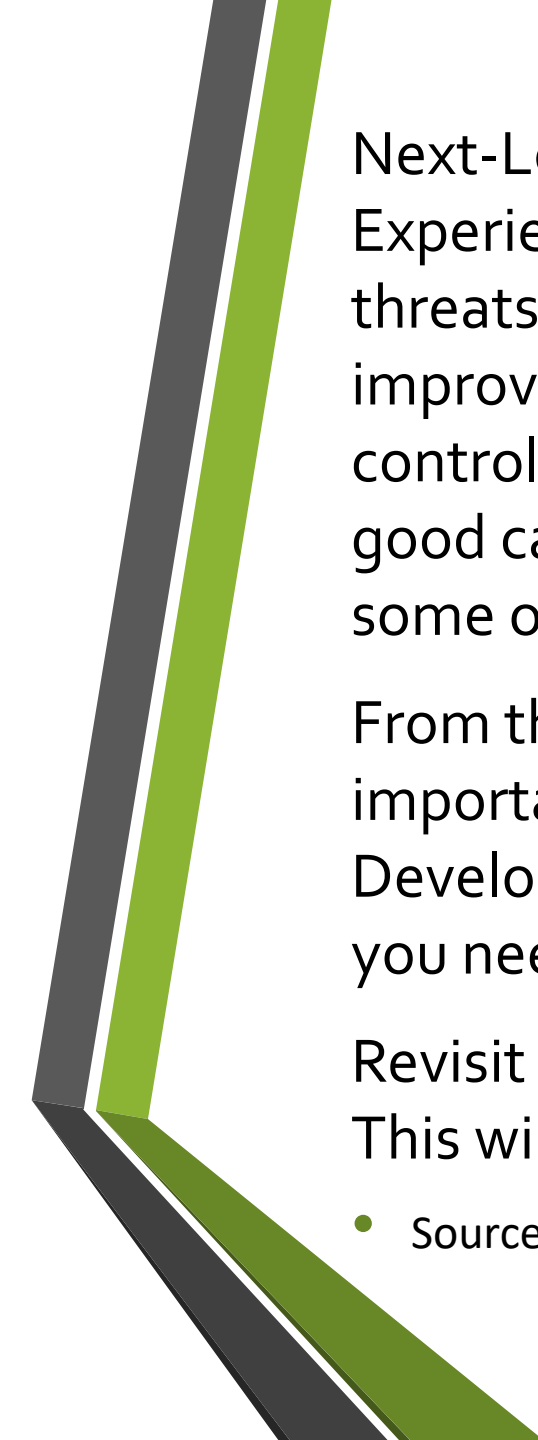**BLANK TEMPLATE OF A PERSONAL DEVELOPMENT PLAN (PDP) AND ACTION PLAN**

https://www.mindtools.com/courses/lnV924x0/PersonalDevelopmentPlanning.pdf

- Source: *Personal Development Plan* (Manktelow, 2014, pp 21-22)

GETTING STARTED;

Please open the Personal Development Plan worksheet on slides 14 and type directly in the PDF. Write down your name, current position and today's date (the last two items will help you remember how far you've come as you progress). Next, add the Career Mission Statement and the Major Career Goals that you defined earlier. (Remember to include target dates for your goals.)

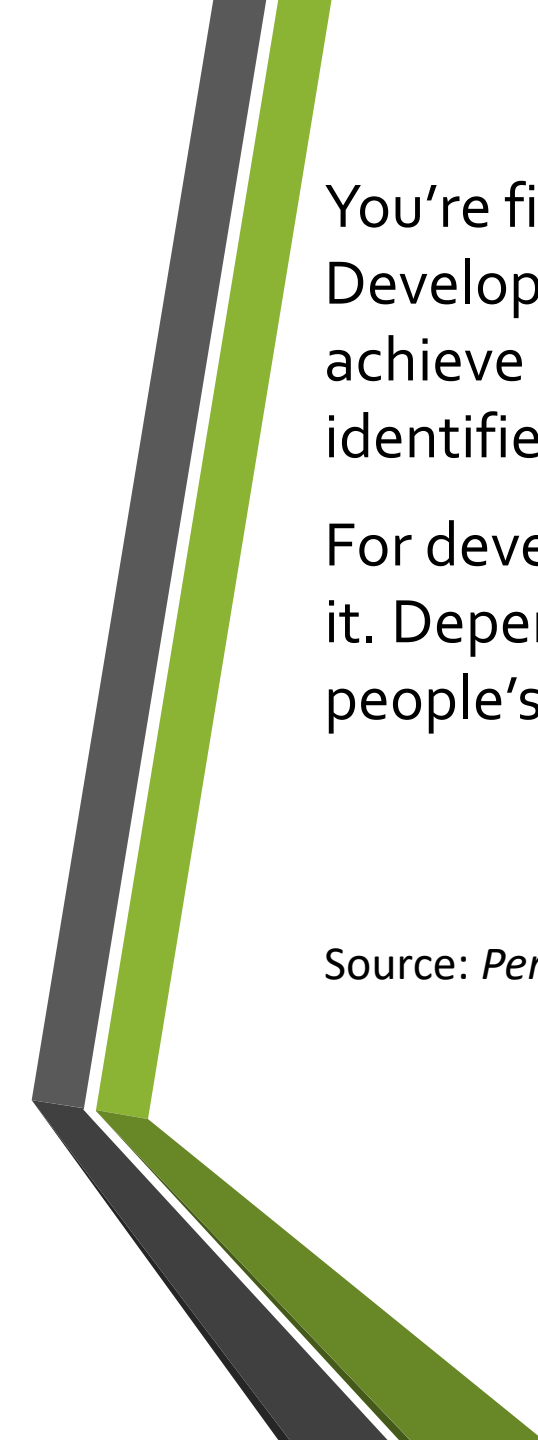- Source: *Personal Development Plan* (Manktelow, 2014, pp 21-22)

Next-Look at your Major Career Goals and complete the Skills, Qualifications and Experience Needed sections. To do this, start by reviewing the weaknesses and threats that you identified in your SWOT analyses. Do you need to develop or improve any skills to counter or manage these? Next, think about the people who control access to the achievement of your goals. What will they be looking for in a good candidate? (You might hope that people will "take a chance" on you without some of these skills

From the Skills, Qualifications and Experience Needed sections identify the most important skills. Write these down in the Skills Audit section of the Personal Development Plan (You'll find space for 16 skills – try to list fewer than this!) Next, you need to identify gaps between the skills you have and those that you need.

Revisit these skill rankings every six months (make a diary entry to do this now). This will help you maintain focus and stay on target.

- Source: *Personal Development Plan* (Manktelow, 2014, pp 21-22)

You're finally ready to put together your Action Plan. This contains short-term Development Goals and Action Steps that you can start working on right away to achieve your Major Career Goals; and it focuses on any skills gaps that you identified in your Skills Audit.

For development goal, think about the specific actions you will take to accomplish it. Depending on the nature of the goal, there may be actions that depend on other people's involvement, such as your manager or teammates.

Source: *Personal Development Plan* (Manktelow, 2014, pp 21-22)

Factors to consider include:

- What training or education do you need?

- What experience do you need?

- How will you get that training and/or experience? (For example, job share, on-the-job training, courses, e-learning, or experience through voluntary work.)

- What kind of support do you need?

 - What will others do to help you? (Mentor, coach, evaluate.)

Write down your Action Steps and include the date by which you intend to accomplish them.

Source: *Personal Development Plan* (Manktelow, 2014, pp 21-22)

The Obstacles and Solutions column is used to list any difficulties that you foresee.

 Think about how you'll overcome these, and, if necessary, add more goals. As you start working on your Development Goals, add the challenges that you've had to overcome, and write down your planned and actual solutions.

 You can use this information as you plan and prepare future Development Goals. Action: Make a plan for evaluating your progress, and add it to your Action Plan. What criteria will you use to determine whether you have succeeded, and when and how will you measure this? Finally, commit yourself to your plan, and sign it off. By doing this, you have already taken the first critical step toward making your vision a reality.

Source: *Personal Development Plan* (Manktelow, 2014, pp 21-22)

DISCUSSION

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