

Module 2

Employability skills development

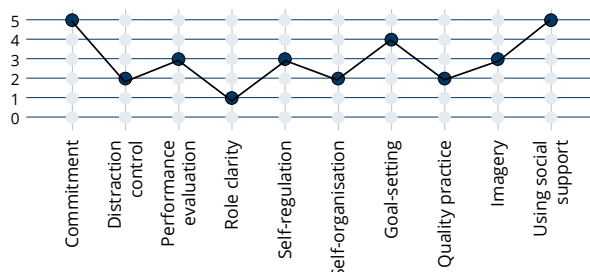
This document includes interactive fields, which means you can type notes with your keyboard in each activity.

Introduction - Your PCDE profile 2

If you have completed Module 1, you have already tried this quiz. If not, have a go at it now!

Even if you have completed this graph in module 1, you might like a second go to see if you have changed your perspective about your own profile.

This is Samantha's first PCDE profile. She is a former WS competitor, and completed this graph at the beginning of her training in 2018.



The graph shows how confident she felt with each PCDE. For example, she was really committed, and gave herself a 5/5 on that PCDE. However, she was aware she needed to improve her focus and distraction control skills, as she admitted getting easily distracted; so she gave herself a 2/5.

Can you do the same? Select the dots in the table below to give yourself a score on each PCDE.



Reflective task

What are your strengths and weaknesses?

Look at your graph:

- what did you score 4s or 5s on? These are your PCDE strengths.
- what did you scored 1s or 2s on? These are the PCDEs that you need to work on and improve.

Can you identify some behaviours you do for each strength and weakness PCDE? Use the box below and give examples.

PCDE Strengths	Example behaviours
PCDE weaknesses	Example behaviours

Reflect on your results, share them with your tutor and classmates and discuss why you feel you scored this way. This is the first step to understand how to best use your strengths and how to improve your weaknesses.

Being committed

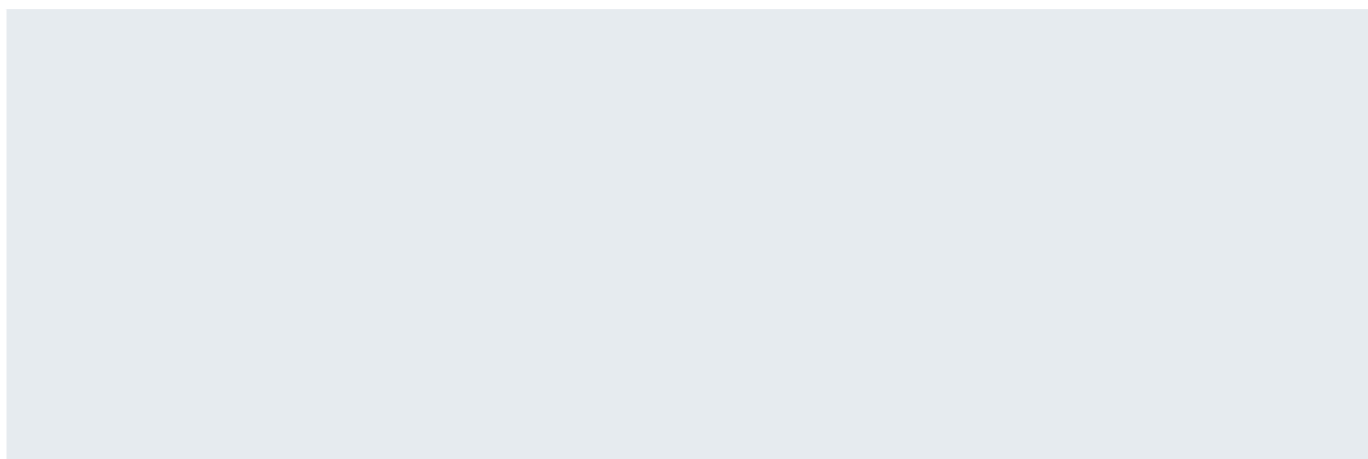
Reflective task

What does commitment look like to you?

Commitment can look differently depending on your situation, context or even just on the individual.

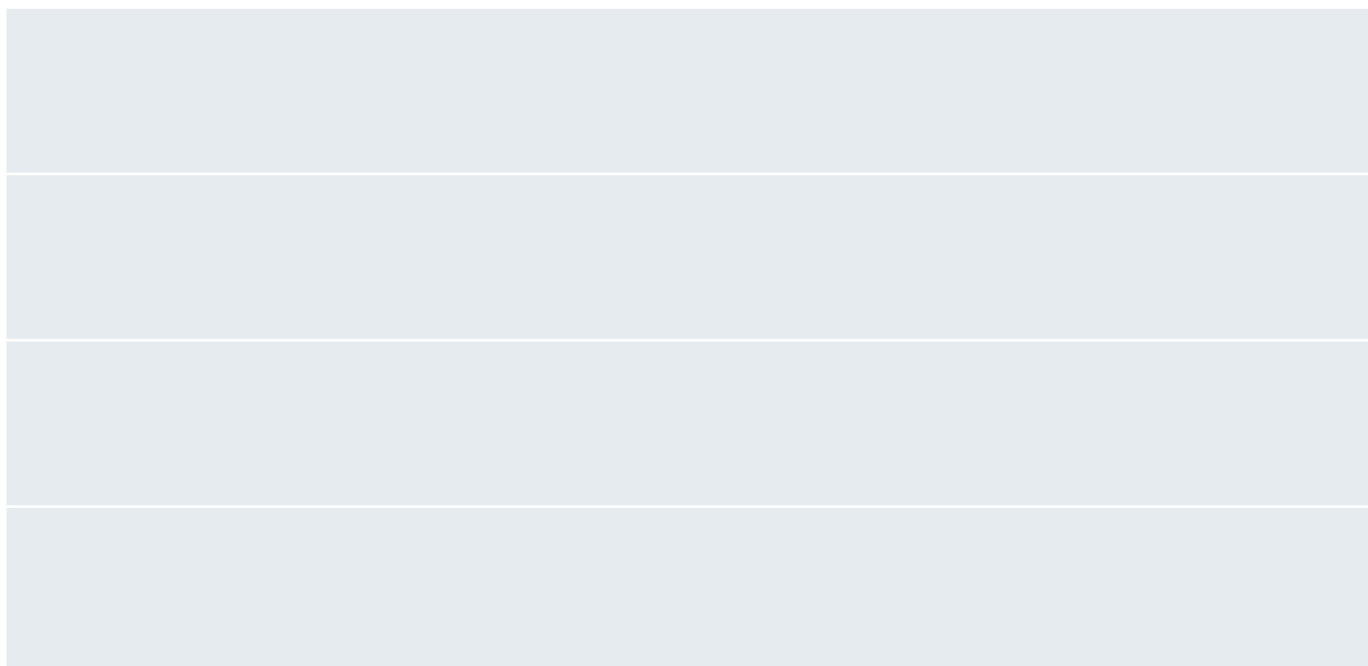
It is really important to think about this in a way that is important for you.

Add a few notes on this section:



Your turn

What commitment behaviours would an employer look for in your job?



Think back to the last task you completed (this could be a piece of coursework, a competition, or a project you completed); can you identify 3 positive aspects and 3 areas for improvement?

Being committed

How well are you doing?

Think back over the last week and rate yourself out of 10 for each commitment behaviours you have identified.

10 = you did this REALLY WELL

1 = you did this REALLY BADLY

Commitment	Your score out of 10

Ask someone else

It is always important to ask for feedback – if you like, you can share your answers with your tutor and ask them what they think you should work on.

	My perspective	Feedback from someone else
What is my strength?		
What should I work on?		

Making a plan, goal setting

Reflective task

What is your long-term goal?

You might want to think about something that you want to achieve by the end of this year. For example: "In four months time, I will have found, got the details and applied for at least four jobs".

Think of your long-term goal/s and how these are:

Specific - Measurable - Achievable - Relevant - Time-bound

My long-term goal:

Process goals reflective task

You are about to undertake a work placement and you want to set some goals to help you make the most of the opportunity to gain skills, knowledge and experience for your career.

This is a great chance to develop some employability skills that will set you apart from other candidates.

What goals could you set to help you achieve this objective? Look at this table and reflect on your answers.

Goals	Reality	Obstacles & options	Support & resources
What goals do you want to achieve on this work placement?	Where are you now in relation to the achievement of this goal?	Are there any obstacles stopping you achieving your goals?	What support and resources do you need to achieve your goals?
Prioritise the goals that will be of most benefit for your future job.	What skills/experience knowledge do you already have and what do you need to gain?	How will you overcome these obstacles?	What would it take for the work placement to be successful.

Social support means having people – friends, family, tutors - to turn to provide feedback, support and encouragement.

It is important to think about where you can get the support you need to reach your goals.

Seeking social support

Reflective task

- what does your support team look like?
- what can each individual offer?
- how do you use each individual?

Use this table to organise your thoughts:

Team members	What can they offer?	How will you use their help?
Parents		
Family		
Relationships		
Friends		
School		
Specific tutors		
Classmates		
Other		

Making practice count

Reflective task

Use this guide to evaluate the quality of your practice.

	Very unlike me			Very like me	
	1	2	3	4	5
Are you motivated to put in the hours of practice in order to improve?					
Are you organized in terms of structuring your practice session to ensure relevant skills are being developed?					
Are you able to access feedback?					
Are you disciplined in regard to the fact that repetition is required and the rewards are not immediately experienced?					
Are you mentally focused to be able to work through periods that may be monotonous?					

PCDE Professional Action Plan

Personal Objectives


In this table, outline your long-term, medium-term and short-term goals.

Remember you should review these regularly to make sure they are still appropriate.

Long term goals	Medium term goals (this year)	Short-term goals (this term)

PCDE Action Plan

For each PCDE, think about what you want to improve and make a plan to put this into action.

<p>Commitment</p>  <p>How well the performer can commit to the focus and levels of effort needed for success.</p>	<p>Focus and distraction control</p>  <p>Knowing what is important, knowing how to stay focused on it and knowing what to do to both avoid and counter distractions.</p>	<p>Realistic performance evaluation</p>  <p>The ability to accurately know what was good and not so good in a performance, plus the willingness to do something about it.</p>	<p>Role clarity</p>  <p>The confidence to know what is needed/expected of you to be optimally effective at the role or job in hand.</p>	<p>Self-regulation</p>  <p>In the simplest terms, being able to control the effects of pressure so that you can perform well.</p>
<p>Planning and self-organisation</p>  <p>The ability to organise yourself to perform in any given situation, allowing for all the factors that need to be addressed for optimum performance.</p>	<p>Goal setting and self-reward</p>  <p>Planning the steps needed to achieve a given target, organising yourself to recognise and reward the steps needed to achieve the longer term goal.</p>	<p>Quality practice</p>  <p>Knowing what to do, and having the motivation to achieve, sufficiently high-quality practice to drive the desired outcome.</p>	<p>Effective and controllable imagery</p>  <p>The ability to develop effective images which can be used to structure mental practice of a particular skill or goal.</p>	<p>Seeking and using social support</p>  <p>The ability to build, then make use of, a network of friends, family and stakeholders to support progress. Knowing who to ask, when (and when not!) and being able to make use of this advice.</p>

Activity Pack Competition Model

PCDE	What do I want to improve?	What support and resources will I need?	What might get in my way?	How well am I doing?