**SESSION OUTLINE**

**COURSE:** ABE Level 4 BM Employability and Self-development

**ELEMENT:** Element 5 – Creating a personal development plan

**LEARNING OUTCOME 5**

**Using a process of self-awareness and self-reflection, summarise opportunities for personal development planning in order to ensure you maintain your value as an employee and advance your career potential (Weighting 10%)**

5.1 Utilise feedback on performance to maximise your value as an employee

5.2 Appraise the value of feedback on performance with your own career goals and aspirations

**NUMBER OF SESSIONS:** Two - approximately 4-5 hours in total. LO5 RESOURCE PPT; Activities 1-3

**SESSION TOPICS:** Session 14: Utilising feedback to maximise potential as an employee

Session 15: Utilising feedback for own career goals and aspirations

**Note to tutors: These are the recommended session outlines for learning outcome 5 of the ABE Level 4 BM Employability and Self-development. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 14: Utilising feedback to maximise potential as an employee (2-2.5 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO5 RESOURCE**  Assessment Criterion 5.1 | 1-4 | Listen |  | |
| **Debrief on Homework Activity 8 from Element 4** – examples of going the extra mile | 5 | Contribute to the class discussion. Listen to others and make notes as necessary. |  | |
| **Class Discussion**: How does ‘going the extra mile’ ‘add value’:   * To individuals * To the department * To the organisation?   Your contribution can make a difference | 6 | Contribute, listen and make notes |  | |
| Developing self-awareness | People tend to either over-estimate or under-estimate themselves.   * Sometimes a lack of awareness of shortcomings may undermine their performance * On the other hand, some people are acutely aware of their weaknesses and inabilities and this stops them from performing effectively   Listening to other people’s feedback helps us to be more objective about ourselves and our capabilities.  By using self-reflection you can:   * Appreciate better the contribution you are currently making * Identify opportunities for self-development and personal growth to become more effective | 7-8 |  |  | |
| **Activity 1** – What went well; Even better if… |  | **INDIVIDUAL ACTIVITY 1** – Being objective about what you do and what you could do better | **E5 LO5 Activity 1**: Being objective | |
| Increasing your value as an employee | Think of yourself as a product! (Refer to quote by Lisa Quast in section 5.1 of the Study Guide.  Embracing opportunities to improve:   * through feedback * reflecting on performance * train in order to develop knowledge and skill base * probationary review * formal performance reviews/appraisals * day to day comments   Receive praise gracefully; if you deflect it, people tend to stop giving it and then it is hard to know if you are doing a good job or not. | 9 |  |  |
| Striving for excellence | * No one is perfect, but it’s good to strive for excellence: to do the best you can in all things is to close the gap between what you *have* to do and what you *can* do * Ask why things are done the way they are; there might be a better or more efficient way of doing them * Be observant and innovative in considering alternative ways to do things * Seek out opportunities to learn and develop professionally, both informal and formal | 10 |  |  |
| Be accountable | If something doesn’t go to plan:   * Don’t blame someone else * Take responsibility for your mistakes and errors * Learn from the experience and endeavour to do better | 11 |  |  |
| Brief on **Homework Activity 2** – writing an Excellence Journal |  | Listen and ask questions as necessary  Individual activity as homework | **E5 LO5 Activity 2**: Excellence journal |
| Review of session and learning outcomes |  |  | Listen |  |

### SESSION 15: Utilising feedback for own career goals and aspirations (2-2.5 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| Introduction to session and learning outcomes | Use file: **LO5 RESOURCE**  Assessment Criterion 5.2 | 12 | Listen |  | |
| Debrief on Homework Activity 2 – share examples of excellence | 13 | Contribute to class discussion. Listen and make notes from others’ experiences. |  | |
| Career goals and aspirations | **Class Discussion**: How can feedback help you progress in your career? | 14 | Contribute to discussion. Listen and make notes as appropriate. |  | |
| Highlight key points:   * Helps you to realise your strengths, weaknesses and potential * Line managers and others may recognise your potential and encourage you to take on additional responsibilities * They may recommend training and development opportunities to help you progress towards some of your career aspirations * Lifelong learning and keeping up to date | 15 |  |  | |
|  | **Brief ACTIVITY 3** – What would you like to do?  Circulate and answer questions as required | 19 | **Individual Activity** 3– if you could have any job role, what would you really like to do:   * In the near future * In the mid-term * One day, perhaps   Although you may not be able to do those things now, what would you need to know and be able to do to realise your ambitions? | **E5 LO5 Activity 3**: Career aspirations |
| Career Development Plans | * PDPs tend to focus on the short-term, career development plans look further ahead and help you to work with a view to the longer-term * Sometimes you need additional experience and/or training to realise your longer-term ambitions, but that doesn’t mean they can’t happen, if you plan for them * Research what you need to do to realise your aspirations * There may be opportunities to shadow someone who does the role you’d like to do, which would give you more insight into it * A lot of people change direction along their career journey and take their transferable skills with them   Refer to the ‘Aarav’ Case Study in Chapter 5 of the Study Guide. | 16 |  |  |
| Acquiring skills to change direction | If you want your career to change direction, you may need to retrain. There are lots of ways to do this:   * Shadowing * Face to face training * Online training * Training on the job   Activity 4, Chapter 5 of the Study Guide here | 17 |  |  |
| Check understanding of assignment for this unitand answer any queries | 18 | Listen and ask questions as necessary  Individual activity as homework | Continue work on assignment for this unit so that it is ready to submit by the deadline. |
| Review of unit as a whole | Check understanding of session  Obtain feedback on unit as a whole |  | Listen and complete feedback forms on unit. |  |