

Skills for Life: Employability and Future Pathways Portfolio



Estelle Etheridge-Lawrence

Contents Page

- A-Portfolio Cover
- B-Portfolio Content Page
- C- Activity CV- Component Leadership
- D- Activity CV- Component Leadership-Track
- E-B STAR Track -Component Teamwork
- F- STAR Component Teamwork
- G- Activity PDP-Component PDP
- Ga- Activity PDP-Component PDP-Track
- H- Reflective Account
- I-Reference List

ESTELLE ETHERIDGE-LAWRENCE

12 Clos Y Deri, Llanelli, Carmarthenshire, 07775992280

Email EEtheridge-Lawrence

PROFESSIONAL SUMMARY

An experienced, focused and diligent Manager and Leader, motivated by the challenge of making a difference to people's life. Adaptable with proven skills and experience at creating and managing change in response to the evolving needs of national strategies and legislation through a shared vision and clear objectives. Strong Leadership skills that ensure person centered approach empowering people to achieve through the use of systemic practice and reflective practice, which creates a culture where people have a voice. Highly experienced in creating and managing partnerships, fundamental to the delivery of an integrated person centered family support model of delivery. Diverse experience in planning implementing and reviewing multi projects as part of the service delivery for children families and young people. Proven ability to work alone or within a team to achieve agreed outcomes and objective. Highly knowledgeable and experienced in safeguarding, preventative and early years delivery. I have consistently demonstrated the ability to bring about positive and sustained change for some of the most vulnerable children and families in our communities and although I possess 20 years' experience as Manager working with the most vulnerable, I continue to relish the opportunity to progress my career through a commitment to CPD.

EXPERIENCE

STRATEGIC CHILDREN CENTRE MANAGER

JUNE 2012- PRESENT ([CARMARTHENSHIRE LOCAL AUTHORITY](#)):

- Management and Leadership of the Strategic vision and operational delivery for three Children's Centres in the Local Authority
- Management Leadership Recruitment and Supervision of Staff.
- Management of Quality and Compliance in line with CIW Inspectorates National Minimum Standards
- Management of Preventative Family Case Work through the TAF process using JAFF to achieve positive outcomes for children and families
- Management and Leadership of Change
- Effective Management and Leadership of existing and new partnerships
- Management of Budget in line with Local Authority Financial procedures along with adherence to grant funding requirements
- Safeguarding Officer ensuring the protection and prevention of harm to children in line with the All Wales Child Protection Guidelines and CYSUR

EUROPEAN FUNDING PROJECT MANAGER

March 2009-October 2012 ([CARMARTHENSHIRE LOCAL AUTHORITY](#)):

- Management Leadership Recruitment and Supervision of Staff
- Project Management –Initiation, planning, implementing, evaluating/monitoring and closure
- Management and Leadership of Mobile Crèche Provision
- Management of Budget in line with Local Authorities financial procedures along with adherence to grant funding requirements.
- Management and Leadership of Change
- Effective Management and Leadership of existing and new partnerships
- WG Audit Management

- Management and Leadership of Operations process in line with legislation and policy

SOUTH WEST WALES AREA MANAGER

January 2000- March 2009: (RATHBONE TRAINING VOLUNTARY SECTOR)

- Management Leadership Recruitment and Supervision of Staff
- Management and Leadership for Quality and Estyn Inspections across five subject areas
- Project Management –Initiation, planning, implementing, evaluating/monitoring and closure
- Management of Budget in line with internal financial procedures along with adherence to WG grant funding requirements.
- Effective Management and Leadership of existing and new partnerships
- WG Audit Management
- Management and Leadership of Operations and process in line with legislation and policy

EDUCATION; QUALIFICATIONS

- **2020**-BA-Early Years-(Working Towards)
- **2016**-QCF Level 5-Childreps Care Learning and Development
- **2009**-Level 5-PCET
- **2008**-Level 3-ILM
- **2008**- Level 3 Communication Key Skill
- **2000**-Level 3 –Further and Adult Education Teaching Cert- Assessor Awards D33 D33-
- **1999**-Diploma NNEB

TRAINING COURSES

- Equalities and Human Rights Awareness
- BA-Early Years Care and Education
- Data Protection.
- Introduction to Systemic Practice
- Crucial Conversation
- Introduction to Counselling Skills
- Child Neglect
- Autism Awareness
- Transactional Analysis
- Challenging Behaviour
- Resiliency
- Negotiation Skills
- Management of Conflict
- Fire Safety
- Risk Assessment
- Gro Brain-Baby Dev
- LGBT Awareness
- Violence Against Women

. TRASFERABLE SKILLS AND PERSONAL ATTRIBUTES

- Proactive Team Work Skills
- Excellent Communication Written and, Numerical skills
- Innovative Creative Visionary Skills
- Adept in Negotiation Skills
- Excellent problem solving skills with proven ability to critically analyse and evaluate
- Excellent ability to manage capacity effectively
- Proven ability to demonstrate behaviours that portray integrity commitment and professionalism

ESTELLE ETHERIDGE-LAWRENCE

12 Clos Y Deri, Llanelli, Carmarthenshire, 07775992280

Email EEtheridge-Lawrence

PROFESSIONAL SUMMARY

An experienced, focused and diligent Manager and Leader, motivated by the challenge of making a difference to people's life. Adaptable with proven skills and experience at creating and managing change in response to the evolving needs of national strategies and legislation through a shared vision and clear objectives. Strong Leadership skills that ensure person centered approach 'services should seek to empower people', as cited in the Welsh Governments Social Well-Being Act empowering As cited in Brilliant Employability Skills , F Trought (2011) CIPD defines leadership 'the capacity to influence people by means of personal attributes and or behaviour to achieve a common goal. people to achieve through the use of systemic practice and reflective practice, which creates a culture where people have a voice. Highly experienced in creating and managing partnerships, fundamental to the delivery of an integrated person centered family support model of delivery. Diverse experience in planning implementing and reviewing multi projects as part of the service delivery for children families and young people. Proven ability to work alone or within a team to achieve agreed outcomes and objective. Highly knowledgeable and experienced in safeguarding, preventative and early years delivery. I have consistently demonstrated the ability to bring about positive and sustained change for some of the most vulnerable children and families in our communities and although I possess 20 years' experience as Manager working with the most vulnerable, I continue to relish the opportunity to progress my career through a commitment to CPD.

EXPERIENCE

STRATEGIC CHILDREN CENTRE MANAGER

JUNE 2012- PRESENT ([CARMARTHENSHIRE LOCAL AUTHORITY](#)):

- Management and Leadership of the Strategic vision and operational delivery for three Children's Centres in the Local Authority Behaviourist /Style Theories-Likert (1967) typology suggested a fixed style. *Lewin (1930) 'Autocratically Led'- 'Right behind you physical presence'- 'Democratically led'-trust and autonomy. *Tannenbaum and Schmidt (1973)Auto-Demo continuum-decision making- *Neugbauer (1985)-compares leaders to the early years context of motivator or task master-Theory suggests one style.
- Contingency /Situational Theories-Style that is appropriate to the task. Dependent on the situation-Fiedler (1978)
- Transactional and Transformational-Burns -(1978)-Oppositional Bass(1985) complementary Owen (2000)-wish to lead and need structure around them.
- Management Leadership Recruitment and Supervision of Staff.
- Management of Quality and Compliance in line with CIW Inspectorates National Minimum Standards
- Management of Preventative Family Case Work through the TAF process using JAFF to achieve positive outcomes for children and families
- Management and Leadership of Change Gates also recognises the role of emotion in conflict management in his inclusion of mood and emotion as part of the influencing factors to achieving negotiation in conflict, Gates (2005). Management of change is either as the result of conflict or leads to conflict if not managed correctly. Change requires teamwork to ensure it evolves effectively with each member contributing leadership skills
- Effective Management and Leadership of existing and new partnerships

- Management of Budget in line with Local Authority Financial procedures along with adherence to grant funding requirements
- Safeguarding Officer ensuring the protection and prevention of harm to children in line with the All Wales Child Protection Guidelines and CYSUR *'Lord Lammings report into the death of Victoria Climbié, (Department of Health 2003) was the one of the first inquiries to recognise into a death of a child to criticise the calibre and expertise of the leaders'*
- (Willan, Parker-Rees, Savage, 2005, pp120)

-

EUROPEAN FUNDING PROJECT MANAGER

March 2009-October 2012 (CARMARTHENSHIRE LOCAL AUTHORITY):

- Management Leadership Recruitment and Supervision of Staff
- Project Management –Initiation, planning, implementing, evaluating/monitoring and closure
- Management and Leadership of Mobile Crèche Provision
- Management of Budget in line with Local Authorities financial procedures along with adherence to grant funding requirements.
- Management and Leadership of Change
- Effective Management and Leadership of existing and new partnerships
- WG Audit Management
- Management and Leadership of Operations process in line with legislation and policy

SOUTH WEST WALES AREA MANAGER

January 2000- March 2009: (RATHBONE TRAINING VOLUNTARY SECTOR)

- Management Leadership Recruitment and Supervision of Staff
- Management and Leadership for Quality and Estyn Inspections across five subject areas
- Project Management –Initiation, planning, implementing, evaluating/monitoring and closure
- Management of Budget in line with internal financial procedures along with adherence to WG grant funding requirements.
- Effective Management and Leadership of existing and new partnerships
- WG Audit Management
- Management and Leadership of Operations and process in line with legislation and policy

EDUCATION; QUALIFICATIONS

- | | |
|--|---|
| • 2020 -BA-Early Years-(Working Towards) | • 2008 - Level 3 Communication Key Skill |
| • 2016 -QCF Level 5-Childreps Care Learning and Development | • 2000 -Level 3 –Further and Adult Education Teaching Cert- Assessor Awards D33 D33- |
| • 2009 -Level 5-PCET | • 1999 -Diploma NNEB |
| • 2008 -Level 3-ILM | |

TRAINING COURSES

- | | |
|---|-------------------------|
| • Equalities and Human Rights Awareness | • Challenging Behaviour |
| • BA-Early Years Care and Education | • Resiliency |

- Data Protection.
- Introduction to Systemic Practice
- Crucial Conversation
- Introduction to Counselling Skills
- Child Neglect
- Autism Awareness
- Transactional Analysis

- Negotiation Skills
- Management of Conflict
- Fire Safety
- Risk Assessment
- Gro Brain-Baby Dev
- LGBT Awareness
- Violence Against Women

. TRASFERABLE SKILLS AND PERSONAL ATTRIBUTES

- Proactive Team Work Skills
- Excellent Communication Written and, Numerical skills
- Innovative Creative Visionary Skills
- Adept in Negotiation Skills

- Excellent problem solving skills with proven ability to critically analyse and evaluate As cited in Briallint Employability Skills by F Troght (2011) Bransford and Stein (1984) seek to offer us a Problem solving model based of five aspects as the acronym for IDEAL Identify. Define Explore Act Look Back. Similar characteristics to that of Kolbs Reflective Models as it negates to include feeling
- Excellent ability to manage capacity effectively
- Proven ability to demonstrate behaviours that portray integrity commitment and professionalism

Name: Estelle Etheridge-Lawrence Student Number: 1905063

Using the stages of the STAR technique draft a response to the following question;

Could you give us an example of how you have contributed to a team or group activity?

Situation

Consistently over a period of a year of working towards creating an integrated model The changing landscape of early years and family support directed by policy and national strategies requires those delivering to align and work together. This a fundamental aspect of the Welsh Governments Social Well-being Act. Austerity further requires us to collaborate and work together to maximise resource for increasing number of children in need. The complexity of the needs of the children requires partners to come together towards a common goal of early intervention through an integrated approach. The approach requires teams of professionals to work together an is an inevitable requirement in achieving positive change.

Working in teams enables an organisation to harness the expertise which exists both internally and externally

F Trought (2017)

of delivery at the Children Centres I faced a number of challenges. I needed to Reflect on the year that had passed to understand what could be the basis for these challenges and how they could be resolved. I noted through communicating and listening to my colleagues in Managers meetings that one of the challenges faced was that of the knowledge understanding and vision of other Managers in my department to support and lead staff to embrace and integrated delivery model. There was evidently a reluctance to change based on a number of factors. Also during discussions with staff from the other teams along with Centre staff feedback, I found that the staff who I needed to collaborate with also naturally had little knowledge or vision to move towards an integrated model. I raised this with my Service Manager and we agreed I would undertake an Action Plan outlining the challenges with possible resolve. The plan was created as a result of working with Centre Staff and also encompassed feedback from those Managers and staff I needed to work with towards the objective of integrated delivery. I used reflective practice both in terms of my role and the experiences of staff, critical analysis, visionary skills, problem solving skills and evaluation.

Also key to the reflection was the use of Monroe sequencing for the presentation as I would need to present the action plan to Managers to achieve their 'buy in' to the potential resolve.

Moving people to an integrated model was and is very complex but I needed to look at what I could do to change things as I would otherwise continue in a cycle of conflict. The draft plan was presented to our Quarterly Management meeting where colleagues were familiar with the issues from previous communications over the past year. I presented the plan and after negotiation actions were reviewed and agreed by all.

Task

One of the tasks agreed in the action plan recognised the importance of role of Induction in ensuring staff received appropriate and necessary knowledge and skills from the start as a foundation, especially given the identified inconsistency of staffs presenting knowledge and skills across the teams. Although Managers were compliant in following the Local Authority Induction, its standardisation resulted in an identified need to be more bespoke and inclusive of our departments objectives and vision as whole in order to set a consistent start to the staff journey with clear vision. Managers of teams had provided the Local Authority Inductions and added the vision and objectives of their own projects rather than those of Family Support and Prevention as a whole. This of course resulted in an unclear overarching vision going forward. I was tasked with working with two other Managers to review and evaluate the induction with a view to implementing a process that ensured the facilitation of a consistent bespoke Family Support and Prevention induction that would complement the Authorities mandatory induction process.

Activity

1. To start we needed to agree and agenda clear timescales and what action we would take and over what timescale. Together with the other Managers we agreed a vision and plan for how we would reach our goal together. One of the Managers was new and came with clear vision of what this should look like. During the conflict I remained focus ensuring my responses were respectful As cited in Brilliant Employability Skills

by F Trought (2017) The CBI (2011) stated that at the heart of team working is respecting others, cooperating, negotiating, contributing to discussions, an awareness of interdependence with others and controlled. Gates also recognises the role of emotion in conflict management in his inclusion of mood and emotion as part of the influencing factors to achieving negotiation in conflict, Gates (2005).

'Respect is always essential as you will not always be working with people you like'
Brilliant Employability Skills F Trought (2017)

Together it was agreed through negotiation that the initial phase of work included consultation with staff and parents. The voice of parents particularly was part of the bigger action plan to move towards an integrated delivery and it was necessary to understand their experience with staff and the support received. The outcome of the parent conversation led us to understand that the positive experience of parents very much depended on the calibre of staff delivering the support which gave further foundation to our work.

We proceeded together as team using reflective practice and critical analysis Gibbs Reflective model and the stages of reflection applied which includes feelings where as Kolbs earlier reflective model looked at analysis and action to evaluate what worked well and what needed to improve. During the meetings there was often conflicting views and a need to negotiate and understand the views of the others. I used systemic practice approach so that I was valuing the views of others and also as a method to avoid judgement based on single story. Making decisions avoiding the single story enabled me to apply a more empathetic approach to visions that were quite direct or silo and it also enabled me to make more informed decisions about my response with a view to achieving solution. I also recognise that conflict is necessary and inevitable as opinions are based on peoples beliefs and experiences

We had all agreed at the start that the task was necessary and had all agreed that the move towards a more inclusive induction was necessary given legislative changes at the time, good practice and the need to provide an holistic package of support to families.

During meetings we had agreed tasks we would complete as individuals and bring back to meetings for further action. I was proactive and ensured commitment through self management of the agreed to the task. As cited in Brilliant Employability Skills by F Trought (2017) The CBI (2011) define self-

management as the readiness to accept responsibility, flexibility and resilience.

During all discussions I actively listened and ensured my body language showed a commitment to valuing the views of others.

I was responsible for feedback of the progress of the task to the wider Managers group and Service Manager so that they could contribute and agree to the change.

As a team member I was able to show knowledge of the impact of the issue and apply creativity and innovation to supporting the creation of a new programme

Result

A new and improved inclusive induction process with agreed timescales for delivery and supporting documentation agreed through a shared vision with shared accountability for the design and implementation.

Twice yearly any new staff will also be required to attend a presentation day where Managers of all projects in the department will provide an overview of each of the projects. This is a follow on to the necessity for all new staff to meet and greet Managers of those projects within the first 12 weeks in post. Appraisal action achieved towards the overall vision of creating an Integrated model for delivery which started with recognising the need for change amongst internal staff a part of the wider plan.

As a result of the work we needed to amend the original action plan to include the ideas and changes agreed as necessary to the wider aim. Conflict Reflection and Negotiation had led us to further identify and agree the creation of further change. In particular the need to review the consistency of CPD and the skills set across Support Workers given the parent feedback

Name: Estelle Etheridge-Lawrence Student Number: 1905063

Using the stages of the STAR technique draft a response to the following question;

Could you give us an example of how you have contributed to a team or group activity?

Situation

Consistently over a period of a year of working towards creating an integrated model of delivery at the Children Centres I faced a number of challenges. I needed to Reflect on the year that had passed to understand what could be the basis for these challenges and how they could be resolved. I noted through communicating and listening to my colleagues in Managers meetings that one of the challenges faced was that of the knowledge understanding and vision of other Managers in my department to support and lead staff to embrace and integrated delivery model. There was evidently a reluctance to change based on a number of factors. Also during discussions with staff from the other teams along with Centre staff feedback, I found that the staff who I needed to collaborate with also naturally had little knowledge or vision to move towards an integrated model. I raised this with my Service Manager and we agreed I would undertake an Action Plan outlining the challenges with possible resolve. The plan was created as a result of working with Centre Staff and also encompassed feedback from those Managers and staff I needed to work with towards the objective of integrated delivery. I used reflective practice both in terms of my role and the experiences of staff, critical analysis, visionary skills, problem solving skills and evaluation.

Also key to the reflection was the use of Monroe motivated sequencing for the presentation as I would need to present the action plan to Managers to achieve their 'buy in' to the potential resolve.

Moving people to an integrated model was and is very complex but I needed to look at what I could do to change things as I would otherwise continue in a cycle of conflict. The draft plan was presented to our Quarterly Management meeting where colleagues were familiar with the issues from previous communications over the past year. I presented the plan and after negotiation actions were reviewed and agreed by all.

Task

One of the tasks agreed in the action plan recognised the importance of role of Induction in ensuring staff received appropriate and necessary knowledge and skills from the start as a foundation, especially given the identified inconsistency of staffs presenting knowledge and skills across the teams. Although Managers were compliant in following the Local Authority Induction, its standardisation resulted in an identified need to be more bespoke and inclusive of our departments objectives and vision as whole in order to set a consistent start to the staff journey with clear vision. Managers of teams had provided the Local Authority Inductions and added the vision and objectives of their own projects rather than those of Family Support and Prevention as a whole. This of course resulted in an unclear overarching vision going forward. I was tasked with working with two other Managers to review and evaluate the induction with a view to implementing a process that ensured the facilitation of a consistent bespoke Family Support and Prevention induction that would complement the Authorities mandatory induction process.

Activity

To start we needed to agree what action we would take and over what timescale. Together with the other Managers we agreed a vision and plan for how we would reach our goal together. One of the Managers was new and came with clear vision of what this should look like however it was agreed through negotiation that the initial phase of work included consultation with staff and parents. The voice of parents particularly was part of the bigger action plan to move towards an integrated delivery and it was necessary to understand their experience with staff and the support received. The outcome of the parent conversation led us to understand that the positive experience of parents very much depended on the calibre of staff delivering the support which gave further foundation to our work.

We proceeded together as team using reflective practice and critical analysis to evaluate what worked well and what needed to improve. During the meetings there was often conflicting views and a need to negotiate and understand the views of the others. I used systemic practice approach so that I was valuing the views of others and also as a method to avoid judgement based on single story. Making decisions avoiding the single story enabled me to apply a more empathetic approach to visions that were quite direct or silo and it also enabled me to make more informed decisions about my response with a view to achieving solution. I also recognise that conflict is necessary and inevitable as opinions are based on peoples beliefs and experiences

We had all agreed at the start that the task was necessary and had all agreed that the move towards a more inclusive induction was necessary given legislative changes at the time, good practice and the need to provide an holistic package of support to families.

During meetings we had agreed tasks we would complete as individuals and bring back to meetings for further action. I was proactive and ensured commitment to the tasks as a reliable team member.

During all discussions I actively listened and ensured my body language showed a commitment to valuing the views of others.

I was responsible for feedback of the progress of the task to the wider Managers group and Service Manager so that they could contribute and agree to the change.

As a team member I was able to show knowledge of the impact of the issue and apply creativity and innovation to supporting the creation of a new programme

Result

A new and improved inclusive induction process with agreed timescales for delivery and supporting documentation agreed through a shared vision with shared accountability for the design and implementation.

Twice yearly any new staff will also be required to attend a presentation day where Managers of all projects in the department will provide an overview of each of the projects. This is a follow on to the necessity for all new staff to meet and greet Managers of those projects within the first 12 weeks in post. Appraisal action achieved towards the overall vision of creating an Integrated model for delivery which started with recognising the need for change amongst internal staff a part of the wider plan.

As a result of the work we needed to amend the original action plan to include the ideas and changes agreed as necessary to the wider aim. Conflict Reflection and Negotiation had led us to further identify and agree the creation of further change. In particular the need to review the consistency of CPD and the skills set across Support Workers given the parent feedback

Name: _Estelle Etheridge-Lawrence_____ Student Number:-_1905063

Read through the potential benefits of PDP listed below. Cross any of these that you consider would be of relevance to you.

Benefits to Academic Performance

The advantages for me of taking a developmental approach to my studies are:

- | | | |
|---|---|---|
| 1 | A clearer focus for my academic work | x |
| 2 | More control over personal motivation – and the ability to direct this to achieve my goals | x |
| 3 | Skills in self-management | x |
| 4 | Greater independence and confidence through gaining a better understanding of how to improve my performance | x |
| 5 | More enjoyment and less stress from my academic studies as I become consciously skilled | x |
| 6 | Greater awareness of how to apply what I have learnt to new problems and contexts | x |
| 7 | Reflective, strategic, analytical and creative thinking skills that strengthen academic performance | x |

Benefits to Professional life

The advantages for me of taking a developmental approach to my professional life are:

- | | | |
|---|--|---|
| 1 | Strategies for improving personal performance | x |
| 2 | A better sense of the life and work I want | |
| 3 | More confidence in the choices I make | x |
| 4 | Confidence in the skills, qualities and attributes I bring to the career of my choice | x |
| 5 | Being in a better position to compete for jobs and to discuss my skills and competences with employers | x |
| 6 | The positive attitudes, creative thinking, and problem solving approaches associated with successful professional life | x |

Benefits to Personal life

The advantages for me of taking a developmental approach to my personal life are:

- | | | |
|---|--|---|
| 1 | Gaining a better understanding of myself and “how I tick” | x |
| 2 | Being in a better position to make appropriate choices to meet my aspirations | x |
| 3 | Gaining a better sense of myself as an individual | x |
| 4 | Greater awareness of my needs and how to meet these | x |
| 5 | Greater awareness of the unique contribution I can make | x |
| 6 | Developing a positive, forward looking approach | x |
| 7 | Developing skills such as reflection, strategic thinking, self-direction and self-evaluation, useful in most life contexts | x |

P.T.O.

Reflecting on My Personal Development

Now take some time to reflect on the benefits that you have selected in the three lists. Choose between three and six of the benefits (at least one from each list) that you feel are most important to you.

1. Greater awareness of how to apply what I have learnt to new problems and contexts
2. Skills in self-management
3. Strategies for improving personal performance
4. Confidence in the skills, qualities and attributes I bring to the career of my choice
5. Gaining a better understanding of myself and “how I tick”
- 6.

Now that you have chosen your most important benefits write down why these are important to you.

1. PDP requires the use of reflective practice. Reflective practice can be approached through the six stages of Gibbs Reflection Cycle. Reflection is necessary in producing vision and being ready for change. It also enables analysis and action through the reflection so it is possible to look at what worked well and what needed to improve before reaching resolve as to how to go forward. The PDP reflection requires you to look in more detail at your own personal vision and the detail behind the mechanics of the situation so that you can take positive steps to improve. Learning undertaken before the reflection and during the action provides the individual with improved necessary and transferable skills to apply to future situations

The reflective cycle requires individuals to look at what they would do next time. This learning is then implemented into future situations

2. Self Management skills can be achieved through the PDP as the reflection requires the individual to take ownership for the distance travelled and the next steps. Particularly in the review of feeling in a situation where the individual would look at their own personal effectiveness both as an individual and as part of a team. Self-Management and leadership is necessary in all employees. The PDP reflection

and planning enables the individual to manage what happens next which enables a sense of control which can then inevitably decrease stress.

The PDP is the responsibility of the individual and it provides an opportunity for the individual to manage the outcomes and take accountability for progress.

3. The PDP process and planning requires the individual to take ownership for the plan and seeks out ways to improve or sustain areas of performance through the identification of learning strategies and or training necessary to support the personal development through learning and planning. This process should include the thoughts and feelings of others where you reflect with management and colleagues as to what is available to support the continuous improvement identified.

Strategies for improvements are the action in the reflection stage of the Gibbs Reflective model and are the result of gap analysis using identification and problem solving techniques

Strategies for self-improvement can take the form of formal or informal training\support such as online courses, accredited training, peer mentoring, coaching and or shadowing to name a few.

4.

Sometimes there is a sense that individuals are not always great at seeing what they do well and the PDP provides opportunities for individuals to reflect and as part of the process identify what went well. Very often we look for what we could do better and are not always forthcoming in praising ourselves especially if we are used to a culture that constantly needs to change, where there can be a sense nothing seems to work, when in actual fact the need for change is necessary for us to remain successful. PDP ensures deeper thought to personal development and encourages thoughts around what is working. Identifying what we do well can give a greater sense of confidence along with the confidence brought about by learning new skills. Naturally increased and up to date skills and knowledge along with improved attributes move us into a direction of preferred employment giving the individual a sense of positivity that they are not standing still. PDP is also a means by which we

are ready to adapt and change and can provide employees with feeling of worth through the investment placed on them through the employers support to progress 5.

Understanding how we tick is essential given the process is bespoke to the individual.

Opportunities through PDP can challenge the individual's thoughts and beliefs. Individuals base their opinions on what they know. It is therefore fundamental that the process of PDP seeks to increase what employees know and support the evolving journey of beliefs. For example some discrimination in the work place is placed on beliefs intrinsic from childhood passed onto parents from an era where those behaviours were accepted. Therefore discrimination is not always facilitated by malice and the individuals require training so that they can evolve and understand new expectations.

Use of reflection, strategic thinking and evaluation will lead individuals to understand their own impact in the work place along with a clearer understanding how the impact of their own skills and abilities contribute to the their own personal effectiveness and shared objectives of the workplace

6.

Name: _Estelle Etheridge-Lawrence_____ Student Number:~__1905063

Read through the potential benefits of PDP listed below. Cross any of these that you consider would be of relevance to you.

Benefits to Academic Performance

The advantages for me of taking a developmental approach to my studies are:

- | | | |
|---|---|---|
| 1 | A clearer focus for my academic work | x |
| 2 | More control over personal motivation – and the ability to direct this to achieve my goals | x |
| 3 | Skills in self-management | x |
| 4 | Greater independence and confidence through gaining a better understanding of how to improve my performance | x |
| 5 | More enjoyment and less stress from my academic studies as I become consciously skilled | x |
| 6 | Greater awareness of how to apply what I have learnt to new problems and contexts | x |
| 7 | Reflective, strategic, analytical and creative thinking skills that strengthen academic performance | x |

Benefits to Professional life

The advantages for me of taking a developmental approach to my professional life are:

- | | | |
|---|--|---|
| 1 | Strategies for improving personal performance | x |
| 2 | A better sense of the life and work I want | |
| 3 | More confidence in the choices I make | x |
| 4 | Confidence in the skills, qualities and attributes I bring to the career of my choice | x |
| 5 | Being in a better position to compete for jobs and to discuss my skills and competences with employers | x |
| 6 | The positive attitudes, creative thinking, and problem solving approaches associated with successful professional life | x |

Benefits to Personal life

The advantages for me of taking a developmental approach to my personal life are:

- | | | |
|---|--|---|
| 1 | Gaining a better understanding of myself and “how I tick” | x |
| 2 | Being in a better position to make appropriate choices to meet my aspirations | x |
| 3 | Gaining a better sense of myself as an individual | x |
| 4 | Greater awareness of my needs and how to meet these | x |
| 5 | Greater awareness of the unique contribution I can make | x |
| 6 | Developing a positive, forward looking approach | x |
| 7 | Developing skills such as reflection, strategic thinking, self-direction and self-evaluation, useful in most life contexts | x |

P.T.O.

Reflecting on My Personal Development

Now take some time to reflect on the benefits that you have selected in the three lists. Choose between three and six of the benefits (at least one from each list) that you feel are most important to you.

1. Greater awareness of how to apply what I have learnt to new problems and contexts
2. Skills in self-management
3. Strategies for improving personal performance
4. Confidence in the skills, qualities and attributes I bring to the career of my choice
5. Gaining a better understanding of myself and “how I tick”
- 6.

Now that you have chosen your most important benefits write down why these are important to you.

1. PDP requires the use of reflective practice. Reflective practice can be approached through the six stages of Gibbs Reflection Cycle. Reflection is necessary in producing vision and being ready for change. It also enables analysis and action through the reflection so it is possible to look at what worked well and what needed to improve before reaching resolve as to how to go forward. The PDP reflection requires you to look in more detail at your own personal vision and the detail behind the mechanics of the situation so that you can take positive steps to improve. Learning undertaken before the reflection and during the action provides the individual with improved necessary and transferable skills to apply to future situations

The reflective cycle requires individuals to look at what they would do next time. This learning is then implemented into future situations

2. Self Management skills can be achieved through the PDP as the reflection requires the individual to take ownership for the distance travelled and the next steps. “You develop abilities in evaluating [your performance] for yourself”.

(Cottrell, 2010, p./t.3)

Particularly in the review of feeling in a situation where the individual would look at their own personal effectiveness both as an individual and as part of a team. Self-Management and leadership is necessary in all employees. The PDP reflection and planning enables the individual to manage what happens next which enables a sense of control which can then inevitably decrease stress.

The PDP is the responsibility of the individual and it provides an opportunity for the individual to manage the outcomes and take accountability for progress.

CIPD recognised the role of self-management,

'Continuing Professional Development (CPD) is a combination of approaches, ideas and techniques that will help you manage your own learning and growth'.

(CIPD, No Date)

3. The PDP process and planning requires the individual to take ownership for the plan and seeks out ways to improve or sustain areas of performance through the identification of learning strategies and or training necessary to support the personal development through learning and planning. Cottrell suggested that PDP includes three elements, Improving learning, Improving Performance, Forward Planning

(Cottrell, 2010, t.vii)

This process should include the thoughts and feelings of others where you reflect with management and colleagues as to what is available to support the continuous improvement identified. CIPD recognised the role of self-management,

'Continuing Professional Development (CPD) is a combination of approaches, ideas and techniques that will help you manage your own learning and growth'.

(CIPD, No Date)

Strategies for improvements are the action in the reflection stage of the Gibbs Reflective model and are the result of gap analysis using identification and problem solving techniques

Strategies for self-improvement can take the form of formal or informal training\support such as online courses, accredited training, peer mentoring, coaching and or shadowing to name a few.

4.

Sometimes there is a sense that individuals are not always great at seeing what they do well and the PDP provides opportunities for individuals to reflect and as part of the process identify what went well. Very often we look for what we could do better and are not always forth coming in praising ourselves especially if we are use to a culture that constantly needs to change, where there can be a sense nothing seems to work, when in actual fact the need for change is necessary for us to remain successful. PDP ensures deeper thought to personal development and encourages thoughts around what is working. Identifying what we do well can give a greater sense of confidence along with the confidence brought about by learning new skills. Thompson and Thompson state that the practitioner is given a sense of confidence through the reflective practice. Reflective practice underpins the PDP .

(Thompson & Thompson, 2018, p./t.143) Naturally increased and up to date skills and knowledge along with improved attributes move us into a direction of preferred employment giving the individual a sense of positivity that they are not standing still. "Instead of being locked into a routine learning cycle, you enter an upwards learning spiral".

"PDP puts you in charge".

(Cottrell, 2010, p./t.3)

PDP is also a means by which we are ready to adapt and change and can provide employees with feeling of worth through the investment placed on them through the employers support to progress

5.

Understanding how we tick is essential given the process is bespoke to the individual. *'Perhaps the most important message is that one size doesn't fit all. Wherever you are in your career now and whatever you want to achieve, your CPD should be exactly that: yours'.*

(CIPD, No Date)

Opportunities through PDP can challenge the individual's thoughts and beliefs. Individuals base their opinions on what they know. It is therefore fundamental that the process of PDP seeks to increase what employees know and support the evolving journey of beliefs. For example some discrimination in the work place is placed on beliefs intrinsic from childhood passed onto parents from an era where those behaviours were accepted. Therefore discrimination is not always facilitated by malice and the individuals require training so that they can evolve and understand new expectations.

Use of reflection, strategic thinking and evaluation will lead individuals to understand their own impact in the work place along with a clearer understanding how the impact of their own skills and abilities contribute to the their own personal effectiveness and shared objectives of the workplace

6.

Reflective Account

Introduction

The intention of the module Skills for Life: Employability and Future Pathways aims to provide students with the opportunity to adopt key behaviours competencies and attitudes that create a mind set for employability skills and enterprise thinking which enables us to use reflective practice to critically analyse necessary behaviours, skills, competencies and attributes. The outcome of the reflection would then lead to us an understanding which evolves to creating our own pathway to development.

I started studying for the BA in December 2019 and this was my first module of the programme. Although I had read the timetable I think I may have over complicated what the module would involve. Facilitation of the first session provided us with the aims of the module and a presentation by Careers. I really struggled to see the benefit of the Module to my personal development given my employment status as a Senior Manager. I also struggled with the content of information provided and the importance placed upon the CV. This struggle was based upon my Recruitment and Selection Training in the Authority. As one of the largest employees in the authority of Carmarthenshire we do not accept CV. My training together with my role as a partner supporting recruitment in Hwyl Dda who also do not accept CV, left me unable to embrace the Module feeling that the content should have looked more widely than the role of a CV. The inner conflict had derived from conflict of values and conflict of perception outlined as causes of conflict by Bell and Hart 2002. I was able to critically analyse the inner conflict experienced and understand beyond my own single story that the bigger vision for the module aimed to support the majority of students undertaking the degree to become employable and or to progress to better employment. Through reflection adopting the Gibbs Model of Reflection using six stages of reflection, I was able to analyse my thoughts and feelings and negotiate a conclusion with myself as I would with others. Gates also recognises the role of emotion in conflict management in his inclusion of mood and emotion as part of the influencing factors to achieving negotiation in conflict, Gates (2005). Again It is suggested that successful conflict resolution is a person's response to six f' words one of which is feelings (Liddle 2017) I came to the conclusion that I was part of a bigger picture and needed to be more open minded. If I had used Kolbs reflective cycle I may

not have reached the same conclusion without considering feelings. My struggle continued through to my understanding and delivery of my presentation. Again my training restricted my thoughts as to how a presentation could seek to show evidence of all the skills and attributes required for a job role in ten minutes with links to theory. When recruiting I would normally request a presentation from a candidate which shows understanding related to one aspect not all. I progressed to create a presentation for my own role, reflecting particularly on the competency of Leadership vs Management and the overlapping necessary skills. During assessment I observed other students present as if it was role play, demonstrating job requirements with a clear link to their skills and abilities. IT connections went onto fail and I felt like I needed to go home. I then knew before I started that my presentation didn't directly link all the skills and abilities for the job. The fact I recognised them as essential in my mind had equated to the fact I possessed them. Reflection as part of an ongoing cycle followed starting with feelings of upset before analysing what had gone wrong and what I would change. I found I had underestimated the pressure of returning to study later on in life.

Despite my initial negative thoughts about the Module the sessions offered me an opportunity to learn about the links to theory. Thompson & Thompson suggest that the link to theory is necessary in allowing us to look at our practice by 'drawing on knowledge', (Thompson & Thompson, 2018, p./t.17).

Day to day there is not always the opportunity to directly reflect on PDP although my attendance on this programme is as the result of just that. The module required me to look more in depth at my employability skills and reflect and analyse the effectiveness of those skills day to day.

I compiled a CV and although this isn't a necessary requirement of applying for posts in the Authority it helped me to focus on skills and attributes I possessed and how I had achieved them. Having not written a CV for over 20years the challenge lay in recognising my strengths as I found it easier to undertake a PDP based on the need to improve. The practical activities added context to the skills and attributes discussed in the sessions I was eventually identified strengths, enabling me to feel confident about my ability in certain components. The STAR required further reflection of my role in a task achieved as part of a team, recognising the diverse skills it takes to reach a

goal through teamwork. The last activity embraced an opportunity to undertake a PDP activity, this enabled me to reflect upon the skills applied to creating a PDP and the many outcomes derived from the process of PDP as a self-management tool. Cottrell recognises the role of PDP as providing a deeper understanding.

‘When undertaken in supported and structured ways, PDP gives you a much deeper understanding of your performance’.

(Cottrell, 2010, p./t.3)

Challenges have been linked to the pressure of returning to Higher Education along with engrained beliefs and training. Reflection has underpinned every area of learning in this Module the outcomes of which will go onto give me greater sense of control to mitigate future stress.

‘Reflection gives us greater sense of control making us less prone to stress,’

(Thompson & Thompson, 2018, p./t.xi)

Reference List

- Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* 2nd Ed./2il Arg. Basingstoke: Palgrave Macmillan
- Gates, S. (2015) *The Negotiation book: your definitive guide to successful negotiation*. New Jersey: John Wiley and Sons
- Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Models* Oxford/Rhydychen: Oxford Further Education Unit
- Liddle, D. (2017) *Managing Conflict: A practical guide to resolution in the workplace*. London: Kogan Page LTD
- Thompson, S. & Thompson, N. (2018) *The Critically Reflective Practitioner* 2nd Ed./2il Arg. Basingstoke: Palgrave Macmillan
- Trought, F. (2017) *Brilliant Employability Skills: How to Stand Out in a Crowd in a Graduate Job Market* 2nd Ed. (Unknown place of Publication): Pearson Ed Limited
- Ward, U. (2010) *Working with Parents in Early Years Settings* 2nd Ed. Exeter: Learning Matters
- Willan, J and Parker-Rees, R and Savage, J. P. (2005) *Early Childhood Studies* 2nd Ed. Exeter: Learning Matters