

**PERSONAL REFLECTION ON ROLE PLAY AND
CAREER DEVELOPMENT PLANNING
APPLYING REFLECTIVE CYCLE**

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1.INTRODUCTION:

Professional development is a method of personality, investigation, and decision-making that shapes one's professional life. You must successfully investigate your professional options in order to find and train for vocations that match your attitude, capabilities, and passions.

When one is anxious about their professional development, they look at their own advantages and limitations before putting in the effort to better their skills. It also entailed learning about various professions and industries in order to find one that matched their skills, seeking for prospects for advancement, and possibly changing occupations altogether if they discovered one that was better suited.

When you want to change your behaviour, self-reflection is beneficial.

In this report, I will discuss understanding Setting employment goals and building a personal strategic plan, as well as identifying personal strengths and opportunities for improvement.

2. PERSONAL ROLE-PLAYING REFLECTION:

The Merriam-Webster vocabulary (2019) defines 'role-playing' as "to act out the role off," "to portray in action," and "to play a major role. Students actively participate in their learning process as they actively involve thinking—by quality and variety and making decisions on how to advance.

Additionally, the task of preparing, performing, and observing fellow students' role-plays becomes a learning experience. (Richmondshare.com)

Reflective practise has helped me improve my knowledge of others, as well as my personality, which is a fundamental component of emotional intelligence. Reflective practise can also help build creative thinking skills while also encouraging active engagement in working practices. Using the Gibbs Reflective Cycle, the role play has taught me how to balance my professional and personal lives.

To arrange learning from events, Graham Gibbs developed the Gibbs Reflective Cycle. It gives a framework for analysing experiences, allowing you to learn and prepare from both successful and unsuccessful outcomes. It is divided into six steps:

- The general description of the experience
- Feelings and wants in relation to the experience
- Review of both positive and negative experiences
- Assess the issue to understand the meaning of it
- What you learned and what you could have done better are the outcomes of your studies.
- Decide for how you'll handle such situations in the future, as well as any other changes you think would be good. (Gibbs 1988).

My lecturer assigned me to a partner with whom I would role play. On the tenth week, I had a role play in which I had to prepare five questions for my interviewer. The questions were designed to be related to my intended career. I used to have difficulty speaking in front of others, but I've been practising a lot, so this role play is my third time in class, and I've improved a lot, though I still haven't overcome my nerves.

From the date we were assigned, communication between me and my partner was satisfactory. We talked about who should go first and what we should do next. My only concern was that I would make mistakes in my answers from my Lecturer but thinking about it again made me realise that knowing the content and understanding of what I was going to say was the most important thing. I do have a background in childcare qualifications, including statutory framework of safeguarding and child protection, so answering the interviewer's questions was not a problem.

APPENDIX A: FIVE QUESTIONS FOR MY ROLE PLAY

For my roleplay, I planned five questions. I prepared questions about my intended career for the interviewer and she asked me about them. These questions were intended to evaluate my interest for the position for which I had applied. The interviewer was interested in gaining a better understanding of the role and what it entails from me, irrespective of my skills, experience, or motivation. A room was created in the role play to ask questions about the role. This provided me with additional information about the job and, once again, allowed me to assess my own job fit.

APPENDIX B: FEEDBACK FROM MY LECTURER

Following the role play with my partner, my lecturer asked a series of questions to back up my role play, which included the role I had applied for. Below are the questions he asked me to see how well I knew and understood what he said.

- How I organise myself at workplace
- The most challenging decision I have made in my life (work related)
- My own understanding as a social worker

My lecturer remarked that our collaboration was excellent, indicating that we had opportunity to practise prior to the day of the role play. He went on to say that our role play was one of the best and most effective processes because we had previous experience with critical responses. When my lecturer asked how I organised myself at work, he used my response as an example. His feedback to me was that I answered the question with a technical example.

In the end, my goal is to get over my nervousness, even though I'm still working on it. However, the role play has helped me improve my communication skills and learn more about what I've been learning in class. Furthermore, role play has become more and more like a picture of real life.

3. PERSONAL DEVELOPMENT PLAN:

People who plan their personal development do this by writing down what they want to do and where they want to go in their careers. This can be done in the short, medium, or long term. Personal development helps you look at the world around you and figure out what skills, knowledge, or abilities you need to learn or improve.

PDP is usually thought of as a continuous cycle, where progress is made by progressing around the cycle.

The graph below shows how things work: (rave pubs.com)



Grant and Stanton's (1999) study research the effectiveness of continuing professional development for people who want to focus on the process and meet their own needs. This led to changes to appraisal and the PDP, which are now contractual requirements for most health PR in the UK. Most of them will have already learned about them through their training schemes. PDP shifts attention from how things work to what they are. In some ways, it could be argued that by only studying the things on the plan, it encourages "prescriptive" learning over "real-world" learning. After that, tutors have tried to make health professionals more in charge of their own learning by making it a subject for them to think about. According to Cottrell (2017). Planning for your own personal development, tracking your progress, and evaluating your own performance are all steps in the process of personal development.

Based on this, I should look at my performance and desires to figure out what my personal development goals are. This will help me plan to achieve my vision, track it, and plan from time to time to make sure I'm on the right path.

3.1 Personal Swot Analysis:

Every organisation wants to set goals for its success and advancement, and by doing so, it needs to think about the things that can make it succeed or fail. SWOT analysis is the most common way to plan. It looks at strengths (S), weaknesses (W), opportunities (O) and threats (T) in order to choose and use the best strategy for the organisation to reach its goals. This is called SWOT. Weaknesses and threats should be considered when choosing a strategy. According to (Basset et al,2018)

In the same way, a personal SWOT analysis can help individual who wants to be a successful person. If you think about your personality, strengths and weaknesses, and what challenges and opportunities you see in the future, this tool can help you figure out what you need to do to get where you want to be.

Understanding what I can do and where I can improve, I need to work on where I can enhance. My personal strengths are usually based on my ability to solve problems quickly and effectively. Looking forward to becoming a children's social worker, I need to handle situations and decisions. I have the ability to listen to and understand the needs of other people. As a social worker, I need to be able to listen and understand people no matter what the circumstances is.

My biggest weakness is asking for help. I want to be able to do things on my own without the help of anyone else. Asking for assistance depending on my career will help me complete project on time. Even though I'm still working on it, I've been able to finish some tasks in time with the help of my colleagues. After university, I have the option of finding a graduate employment, and there are other paths I can choose. My threat is learning out how to balance my personal and professional lives as a mother of young children. Setting priorities for myself will assist me in overcoming the threat.

Since I want to be a healthcare professional, I need to be ready to comprehend more and use my skills in the field.

3.2 Personal Smart Objectives:

According to Bjerke and Renger (2017) Building and being able to track progress toward process and outcome goals on your own. The setting in which the evaluation is carried out is a major determinant of how and when the SMART criteria should be employed.

The goal of social workers is to do what is best for their clients. Because the role is demanding, however I still need my personal life. Time management generally comes second in social work because of the unexpected schedules and overtime required to be there for people who are experiencing severe challenges in their daily lives.

Learning to develop SMART objectives with my clients is the other side of adopting SMART goals for social workers. Then I may build on positive habits and create meaningful plans to follow using the same techniques. Furthermore, creating SMART goals to focus on would reduce my burden because I will be able to track my progress more easily.

3.3 SELF IMPROVEMENT TABLE

Specific	Measurable	Attainable	Realistic	Time Bond
Baic Child Protection	Keeping records of courses	Books, legal framework	Leran policies to cover all aspects of child protection	Six –12 months

Safeguarding	Provide a safe and secure environment for all children	Local safeguarding children partnership	Working in partnership with local authority children's social care team	Six - 12months
Training	Taking action to enable all children to have the best outcomes	Books, Legal framework	Childcare Act 2018	Six -12months

3.4 Career Development Plan:

My goal for my professional development is to acquire my ideal job as a social worker. The primary duty of my short and long-term aims is the welfare and well-being of children. As a result, I think I owe it to the children, their families, and society to act decisively and responsibly in any situation that comes to my knowledge. This involves exchanging information with any relevant agencies, such as family support, health experts, such as health visitors, or law enforcement.

4. CONCLUSION:

When you wish to improve your behaviour, self-observation is helpful. Using Gibbs Reflective Cycle to reflect on the role play has taught me how to be more confident and excited about my future job. Identifying my strengths, weaknesses, opportunities, and threats has also helped me see where I need to grow and learn new skills.

To build additional skills and information for my future job, I created career and SMART goals.

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APPENDIX A

Five questions for my role play as a social worker

1. What inspired me to be a social worker
2. Why I decided to work with children
3. About my strengths and weaknesses
4. How I would balance about my professional and personal life
5. Identifying any obvious signs of abuse as a social worker

APPENDIX B

Feedback from my lecturer

My lecturer complimented us on how well we worked together, implying that we had practised before the role play. Because we had prior experience with critical reactions, he went on to suggest that our role play was one of the best and most productive methods. My lecturer used my response as an example when he questioned about how I organise myself at work. I responded to his question with a technical example, according to his input.