

Skills for the Workplace Module Assignment Submission

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Section 1: Know how to identify development needs

1.1 Identify learning styles for self and another

<https://blog.mindvalley.com/types-of-learning-styles/>

Based on Howard Gardner's theory of multiple intelligences, there are 8 different learning styles that people utilizes differently from one person to another to help them to understand information according to their own ways to grasp information. These 8 learning styles are which are **Visual, Aural, Verbal, Physical, Logical, Social, Solitary, and Naturalistic**.

To start with, visual is anything that a person learns and understands information through visual things for instance pictures, diagrams, charts and videos. These visual aids are significant for visual learners because it guides them to the learning process and to map out their thoughts and get to certain understanding the expected and necessary information that they need to grasp and outline out of the aids of visual information. Aural is when a person retain information throughout sound and speech. They tend to focus more on using hearing sense. Verbal is anything that has to do with what we call linguistic. A verbal

learning learns information by four ways which are reading, writing, listening and speaking. These typical learners tend to prefer reading information loudly to hear them or they usually prefer someone else explain to them or hear information through someone else. Physical, are learners that they like to experience the learning process by their physic and going through it by learning while doing whereas they are using their emotions too within that learning process.

In addition, Logical are people that they use to learn only when they fully understand and look for the reason and the logic behind a specific subject or concept and they always tend to divide the information into groups or categories to aid them understand way better the content. Social, is in another word interpersonal learning which includes people that are extrovert; people that they learn through group work by interacting directly with others that helps them to share their ideas and get other people opinions as well as they are people that they are open to get feedbacks which all these will help them find out the best way to learn something throughout the group. Solitary, is the opposite of interpersonal which is interpersonal. An interpersonal, tend to be people that are introvert; people that they prefer to work or learn by their own way rather in groups.

Finally, naturalistic learning is a unique way that people utilises when they focus on the necessity of being outside in nature to guide the learning process. They are usually like to do learn outdoors by perceiving and watching out how things work out in nature.

1.2 Use a simple technique for identifying development needs for self & another

<https://warwick.ac.uk/services/od/development-opportunities/planning-your-development/identify>

Identifying self development needs or other people development needs can be challenging. However, by doing so it will help the person to find out ways what a person is good at and what he or she should improve to meet that need. For that reason A DPR which is called Development and Performance

Review is a great method to discover personal development needs and to figure out how to implement this method is through using for instance SWOT analysis. The first SWOT is about personal development and the second one is about what others need to ask to find out the answers so as to deal with their DPR and try to enhance their Personal development needs.

SWOT Person 1	
STRENGTHS ☐☐Great communication skill ☐☐Self-confidence ☐☐Responsible ☐☐Team work	WEAKNESSES ☐☐Lack of time management ☐☐Lack of great planning process
OPPORTUNITIES ☐☐Being more managed when it comes to time ☐☐Dealing with planning problems and become more effective	THREATS ☐☐Lack of ability to attain and manage a reasonable work life balance

SWOT Person 2

STRENGTHS □□ Setting personal goals □□ Identify personal skills, knowledge, behaviour and experience that a person is good at	WEAKNESSES □□ Things that a person should learn and improve personally
OPPORTUNITIES □□ Identifying new skills that can be learned	THREATS □□ Knowing the skills that are needed to be working on necessarily the ones and that are able to fix out □□ Finding out about Skills that are new in the field that a person in working into and they are hard to obtain and learn.

1.3 Identify potential barriers to learning for self and another.

<https://www.unionlearn.org.uk/common-barriers-learning>

<https://www.talentlms.com/ebook/learner-engagement/learning-barriers>

Most of learners deal with potential barriers and these barriers prevent a person to fully engage in learning. Some of these self or other people potential barrier can be from social and cultural barriers, practical and personal barriers, emotional barriers and workplace barriers.

Here are some of the most common cases of barriers to learning:

Lack of focus, Bad past experience, Personal mindsets , Lack of a sense of community, lack of Purpose, Distracting office environment, Isolation and Boredom.

1.4 Explain how these barriers to learning can be overcome.

To begin with, lack of focus can make a person distracted and not focused. In order to overcome this barrier a person should learn to use a technique of focus hour. This technique is when she or he has to ignore

any kind of distraction such as using phones log out into their emails and other type of distractions but to only focus on their work during that time. For the bad past experience, is when a person had a previous bad experience that had impacted in a negative way on their way of learning in which it leads adults to doubting themselves about their ability to learn new skills and to overcome this is to find out the source of the problem that makes them not move forward to learn new skills such as finding out their concerns of the way of learning, the value in learning and what they would prefer to avoid in their learning experiences.

Hence, A personal mindset also deals with the bad past experience or low esteem. In which it makes people think that they are too old to learn new ways of learning or to learn new skills. To address this barriers a person should address it the same way as the solutions that were mentioned above for bad past experience barrier. For Lack of a sense of community, the person should learn how to be more engaged and participate to learn the skill of social engagement in which it leads a person interact with others and gain more connections with people. In addition, lack of purpose can be hard to deal with. However, a learner should address this kind of barriers by putting upfront the goals and the reason why they are learning something before being in the process of learning it. A Distracting office environment, for instance any sort of distraction that could be a barrier to learning such as Open plan offices, loud colleagues, construction on a nearby building. This can be addressed by utilising the focus hour method and by trying to remove any potential distracting factors.

Isolation can be a crucial barrier to learn because a person for example can be isolated when they are using the computer screen in which it leads to a lack of sense of community and interaction with others. In order to deal with this barrier, a person should make social features like discussion team competitions and group work. Finally, boredom; which it makes a person disengaged and to prevent this kind of barriers for learning a person should first understand the needs of learning a particular subject and find out ways and kinds of content and scenarios that they are relatable and inspiring to them to learn from it. However, they should ensure that the learning process doesn't include complexity or difficulty because that could lead and cause the boredom and it will be challenging for a learner.

Section 2: Know how to develop self & others to achieve organisational objectives

<https://www.ukessays.com/essays/personal-development/identifying-personal-development-and-learning-styles-personal-development-essay.php>

2.1 Analyse learning/development options to meet needs of self & another.

In this section, two development options will be covered; in terms of development opportunity when it comes to organisational objectives and in terms of own personal development opportunity

Firstly, for self development opportunity that aligns with organisation objective I will have to enhance my personal soft skills like assertiveness, communication, effectiveness of my decision making, time management and planning process. Improving these skills would help me personally to meet the needs of the organisation aside with the team workers. To master these skills I would use e-learning tools to learn more and having a deep insight about these skills as well as trying to ask my manager to track my progress by handing me tasks in which it will help me to enhance my soft skills. Aside from the help of my manager to check my progress, I would monitor my personal development progress by monitoring it at least once in a month within a six month performance plan with my manager. Thus, through listening and learning from what my manager has worked well for him in the past would help me for my personal development based on his past experience.

Secondly, for my own personal development opportunity, I will apply for a course for personal development to learning how to improve oneself by learning new skills (hard or soft skills). In this way it would help me to follow up with others that they already obtain these skills and from that I will be able to adjust with the team workers when it comes to self development in terms of organisational objective.

2.2 Identify support mechanisms for the development of self & another

The support mechanisms that I will be utilising is that I will ask for my manager support as well as my team members by utilising the formal (1-2-1) method as a necessary way to check my progress through face to face meetings so as to be able to talk about our progress including my team members this will result in a more effective team overall along with greater productivity, cross communication and organisational wellbeing. This method will show that it is very helpful for a learning perspective and it will help everyone to get advices about what is needed to be fixed and how to do so.

In addition, other support mechanism that would be helpful and get well with my learning style are testing and feedback. Testing will make me constantly check my progress of testing my new skill by applying what I learnt in the workplace so as to get feedback from other team member about if I need to improve the skill more and how to do so by giving me advices and techniques that I can apply so as to see if this support mechanism method is beneficial or not and if it resulted to a desired result or not.

2.3 Prepare development plans for yourself and another person

Part 1: Personal Analysis

See SWOT Analysis in 1.2

Part 2: Setting Goals

What do I want to learn?	What do I have to do?	What support and resources will I need?	How will I measure success?	Target Date for Review
Time management	☐ Set Goals ☐ Schedule Tasks ☐ Focus on One Task at a Time ☐ Reduce distraction ☐ Overcome Procrastination	☐ boundary setting planning Delegating getting things done Pomodoro timer Eisenhower matrix	☐ Calendar note-taking software time tracker	.

Planning	☐ ☐ Set objectives Evaluate alternatives. Find resources Plan and implement tasks. Using tracking evaluation methods.	☐ ☐ Milestones Scheduling	☐ ☐ Maintain up-to-date data Use dashboards
Assertiveness	☐ ☐ Being Confident ☐ ☐ Take a problem-solving approach to conflict ☐ ☐ Being clear with the message and controlled by delivering information in a calm and controlled manner.		

Part 3: Personal Objectives

Short Term Goals (next 12 months)

Medium Term Goals (2-3 years)

Long Term Goals (3-5 years)

2.4 Method used to monitor the development of self & another.

To monitor my development I will be using a learning log in which I will plan my learning activities as a milestones to be able to check my progress of the achieved skills in required time this will be done by 1-1 with my manager. Hence, the log will allow me to concentrate on the specific learning areas that are necessary for me to learn and adopt such as areas like as assertiveness, communication skills and the effectiveness of my decision making. On the other hand the log will not just allow me to check my progress in fact it will allow my team members as well and the manger to understand what I am trying to learn as a skill and how I am trying to achieve it in which it will make them to provide advices, notes and feedbacks in where it is required.

Section 3: Know how to prepare for the recruitment process

Reflection on the recruitment process

3.1 Description

I applied for the job and today was the day of the job interview.

3.2 Feelings

I entered the interview nerves over taking my body, I didn't even know if I was good enough for the job I was so prepared but on entering the room felt like everything I prepared left my brain however once I introduced myself & the convocation started too flow I felt myself calm down. The interview took place & throughout although still have slight nerves everything I mentally prepared

came back naturally I left the interview happy with the way it took place and how comfortable I felt by the end although I was still worried I never done enough for them

3.3 Evaluation

On the plus side they did seemed to be pleased with me & I answers everything they asked me to the best of my ability. I also took in every thing the said added more knowledge to the job.

3.4 Analysis

On reflection I could have been less nervous I should have had more confidence in myself on balance though, although I was rattled with nerves I don't think they noticed & the interview went fair. Being approached by the interviewer after I received positive feedback & that made me realise I am good enough for the job I'm more confident than I know.

3.5 Conclusion

My confidence grow from this interview experience and I realised I need to have more confidence in myself but it is ok to be a little nervous sometimes.

3.6 Action Plan

Next time I won't have so much self doubt in myself & will try too not be so nervous I could take an extra half hour before a interview to try control my nerves & mentally prepare myself before entering this could help me be more organised and confident on from the start throughout.

References

Self experience.

Appendix A

PRAGMATIST

Pragmatists are keen to apply whatever they learn and will always work out how they can apply it in a real situation and plan how to put it into practice. They will value the information/ideas that they are given only if they can see how this relates to practical tasks that they need to do. It is the 'PLAN' stage that is most suited to pragmatists.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: "There is always a better way" and "if it works it's good".

In descending order of likelihood, the most common combinations are:

- 1st Reflector/Theorist
- 2nd Theorist/Pragmatist
- 3rd Reflector/Pragmatist
- 4th Activist/Pragmatist

PRAGMATIST:

Pragmatists learn best from activities where:→

- There is an obvious link between the subject matter and a problem or opportunity on the job.
- They are shown techniques for doing things with obvious practical advantages, i.e. how to save time, how to make a good first impression, how to deal with awkward people.
- They have the chance to try out and practice techniques with coaching/feedback from a credible expert, i.e. someone who is successful and can do the techniques themselves.
- They are exposed to a model they can emulate, i.e. a respected boss, a demonstration from someone with a proven track record, lots of examples/anecdotes, and a film showing how it's done.
- They are given techniques currently applicable to their own job.

- They are given immediate opportunities to implement what they have learned.
- There is a high face validity in the learning activity, i.e. a good simulation, 'real' problems.
- They can concentrate on practical issues, i.e. drawing up action plans with an obvious end product, suggesting short cuts, giving tips.

Pragmatists learn least from, and may react against, activities where: ¬

- The learning is not related to an immediate need they recognise/they cannot see, an immediate relevance/practical benefit.
- Organisers of the learning, or the event itself, seems distant from reality, i.e. "ivory towered", all theory and general principles, pure "chalk and talk".
- There is no practice or clear guidelines on how to do it.
- They feel that people are going round in circles and not getting anywhere fast enough.
- There are political, managerial or personal obstacles to implementation.
- There is no apparent reward from the learning activity, i.e. more sales, shorter meetings, higher bonus, promotion.

Summary of strengths:

- Keen to test things out in practice.
- Practical, down to earth, realistic.
- Business-like - gets straight to the point.
- Technique oriented.

Summary of weaknesses:

- Tendency to reject anything without an obvious application.
- Not very interested in theory or basic principles.
- Tendency to seize on the first expedient solution to a problem.
- Impatient with waffle.
- On balance, task oriented not people oriented.

Key questions for pragmatists:

- Will there be ample opportunities to practice and experiment?
- Will there be lots of practical tips and techniques?
- Shall we be addressing real problems and will it result in action plans to tackle some of my current problems?
- Shall we be exposed to experts who know how to/can do it themselves?

Appendix B

BASIC EMPLOYMENT APPLICATION

PERSONAL INFORMATION				
NAME (Lastname, Firstname Middle Initial)		DATE OF BIRTH (mm/dd/yyyy)		POSITION APPLYING
Sell Stacey		24/03/1988		Retail Manager
ADDRESS (Number, Street, City, State Zip Code)				
19 Roden Court Southey Street Cardiff CF24 3FS				
TELEPHONE (Home)		TELEPHONE (Mobile)		EMAIL ADDRESS
<Telephone Number>		07588455744		Stacey.sell@hotmail.com
PLACE OF BIRTH (City, Country)				CITIZENSHIP
Cardiff, Wales				British
In case of accident, notify:				
	Name	Relationship		Contact Number
Primary	Angela	Mum		07427790903
Secondary	Millie	Nan		07979767432
EDUCATION (most recent)				
Level	School Name	Period (Year)		Degree
		From	To	
Sixth Form	Willows High School	2004	2005	GNVQ
Secondary	Willows High School	1999	2004	GCSE's
WORK EXPERIENCE (last 3 latest only)				
Company / Location	Date (Year)		Position	Reason for Leaving
	From	To		
Escal Amusments South Conelly	2016	2019	Cashier	End of season - COVID-19
Tesco Cardiff	2014	2016	Customer Service	Company call centre closes
Wilkinson Cardiff	2013	2014	Cashier	Temp
MAJOR SKILLS				
- Customer Service		- Leadership		- Team Builder
- Computer Skills		- Active Listener		

S. Sell

SIGNATURE

11/11/2020

DATE



Appendix C

Stacey Sell	Email stacey.sdl@hotmail.com
	Address 19 Roden Court Southey Street Roath Cardiff CF24 3PS
	Phone 07588452744

Objective

I would like to gain the necessary experience to secure a responsible career opportunity and fully utilize my training and skills, while making a significant contribution to the success of a company

Work Experience

Cashier Esca! amusement Barry May 2016 / Sep 2019	• Handling cash • Opening and closing float • Greeting customers • Listening and seeing through complaints • Replenishing stock • Keeping premises clean • Doing rota system
Customer Service Advisor Tesco House Cardiff Mar 2014 / Apr 2016	• Answering calls • Taking complaints • Trashing orders • Setting up & sending good gesture
Cashier Wilsons's Cardiff Jan 2013 / Jan 2021	• Serving customers • Handling cash • Bag packing • Price checking • Getting customer feedback
Customer service advisor Vodafone Cardiff Sep 2009 / Jan 2012	• Taking over the phone payments • Dealing with bill enquires • Handling customer complaints • Team building
Sales Assistant Dorothy Perkins Cardiff Feb 2006 / Oct 2008	• Working on tills handling money • Fitting room assistant • Cleaning shop floor & Warehouse • Replenishing stock
Product Manager Next Cardiff Aug 2004 / Jul 2006	• Cashier • Front of house • Keeping on top of stock control • Cleaning Shop floor

Education

GCSE's Willows High School Cardiff 2004	• English • Maths • Art • Drama • Child development
GNVQ Willows High Sixth Form Cardiff 2005	• Art & Design • Photography

Skills	Languages
• Customer service : Advanced level • Transferable skills : Advanced level • Communication : Advanced level • Problem solving : Advanced level • Active listener : Advanced level • Computer skills : Advanced level • Leadership : Advanced level • Team builder : Advanced level	English Native

Appendix D

19 Roden Court Roath Cardiff CF24 3FS | 07588455744 | Stacey.sell@hotmail.com

11/11/2020

Dear

I am writing to apply for the role being offered in response to an advert I saw on your website Please find my CV attached.

As you can see from my attached CV, I have over 10 years experience in customer service face to face contact as well as over the phone with many other transferable skills therefore i believe the knowledge and skills built up during this time make me the perfect candidate for the role.

I am confident that I can bring a level of success with me to your company with my previous experience and expertise, I believe I can start actively contributing to the business as soon as possible.

Thank you for your time and consideration. I look forward to meeting with you to discuss my application further.

Yours sincerely,