**Objective:**

We are qualified careers advisors/or coach and mentors who will support you identify your existing skills, develop new skills, and help you to realise your full potential through job searching enabling you to seek a career within Health and Social Care.

**Outcome:**

By the end of the session you would have:

* understood your preferred learning styles
* identified your strengths and development gaps
* identified any opportunities and threats
* undertook a personal SWOT analysis and skills gaps analysis
* signed-post you to our current [Job vacancies | East London NHS Foundation Trust (elft.nhs.uk)](https://www.elft.nhs.uk/working-for-us/job-vacancies)
* Seen an overview of how to get into roles in the NHS (<https://www.elft.nhs.uk/working-for-us/job-vacancies#:~:text=Getting%20into%20roles%20in%20the%20NHS>)

**What you will receive:**

* An overview of the types of roles and career pathways within the NHS (see above)
* An overview and sign-post to the national careers service via [Identifying skills and upskilling | National Careers Service](https://nationalcareers.service.gov.uk/careers-advice/identifying-skills-and-upskilling/)
* We will sign-post you to undertake a skills health check via [Skills assessment | National Careers Service](https://nationalcareers.service.gov.uk/skills-assessment)
* Access to a report on [COVID-19 and the youth labour market | CO{D (cipd.co.uk)](https://www.cipd.co.uk/knowledge/work/trends/covid-youth-labour-market)
* Access to a report on [Labour Market Outlook | Surveys | CIPD](https://www.cipd.co.uk/knowledge/work/trends/labour-market-outlook)
* Access to a template personal development plan which will identify your existing skills, new skills and areas for development.

**How we can help you:**

* 1:1 career coaching from one of our qualified careers advisors
* 1:1 career coaching from one of our qualified coach and mentor

**Toolkit:**

* Personal SWOT analysis
* Learning Styles Questionnaire
* Personal Development Plan (PDP)

# The Learning Styles Questionnaire

This should take you about 10 minutes to complete. Try not to dwell on your answer for too long. Trust your instincts!

Click on the drop down menu (located to the right of each statement) to select your preferred option.

The questionnaires contains a row of statements with a set of ratings beside each one. You need to select a rating for each statement (you can only assign one number once to each statement).

4 – indicates that you are most likely to do this

3 – indicates that you do this sometimes

2 – indicates that you do this occasionally

1 – indicates that you are least likely to do this

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A | | B | | C | | D | |
| **1** | I like being useful |  | I take my time before acting |  | I am particular about what I like |  | I get involved |  |
| **2** | I am open to new experiences |  | I look at all sides of issues |  | I like to analyse concepts and break them down |  | I like to try new things out |  |
| **3** | I like to deal with my feelings |  | I think about ideas |  | I like to watch |  | I like to be doing things |  |
| **4** | I accept people and situations as they are |  | I am aware of what’s going on around me |  | I have tasks |  | I evaluate |  |
| **5** | I am logical |  | I consider many questions |  | I have gut feelings and hunches |  | I am hard working and like to get things done |  |
| **6** | I like to be able to see and touch objects |  | I like to be active |  | I like ideas and theories |  | I like to observe |  |
| **7** | I prefer to learn in the here and now |  | I like to consider and reflect on my observations |  | I like to see results from my work |  | I tend to think about the future |  |
| **8** | I rely on my feelings |  | I rely on my ideas |  | I rely on my observations |  | I like to try things out myself |  |
| **9** | I tend to reason things out |  | I am quiet and reserved |  | I am energetic and enthusiastic |  | I am responsible about things |  |

Recording your results

Now you have completed the questionnaire, transfer your scores onto the grid below.

When you have filled in your scores, add the totals up and record them in the box at the bottom of each column.

For example, if you scored 3 in the questionnaire for B1 – I take time before acting (2nd column, 2nd line of the questionnaire), then you need to add 3 in the B1 line under Reflector.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reflector** |  | **Theorist** |  | **Pragmatist** |  | **Activist** |
| B1 |  | C2 |  | A1 |  | A2 |
| C3 |  | B3 |  | D3 |  | A3 |
| D6 |  | D4 |  | B6 |  | A4 |
| B7 |  | A5 |  | C7 |  | C5 |
| C8 |  | B8 |  | D8 |  | A7 |
| B9 |  | A9 |  | D9 |  | A8 |
| **SCORE \_\_\_\_\_\_\_** |  | **SCORE \_\_\_\_\_\_\_** |  | **SCORE \_\_\_\_\_\_\_** |  | **SCORE \_\_\_\_\_\_\_** |

The highest score will indicate your preferred learning style.

### **Explanation of learning styles (Honey and Mumford)**

**Activist My score \_\_\_\_\_\_\_\_\_**

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and happy to be dominated by immediate experiences. They are open-minded, not skeptical and this tends to make them enthusiastic about anything new. Their philosophy is “I’ll try anything once!” They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming.   
  
As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.  
  
Prefers the challenges of new experiences, involvement with others, assimilation and role-playing. Likes anything new, problem solving, and small group discussions

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| * Likes to take risks and try different approaches * Involves others in tasks/decisions * Enjoys working with others on new ideas * Is happy to rely on gut reaction to help them take action/make decisions | * Finds it difficult to set goals * Is typically disorganised * Acts first and then considers consequences later * Takes too much on and then finds it difficult to complete tasks * Can be over powering and enthusiastic |

Theorist My score \_\_\_\_\_\_\_\_\_

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking.   
  
Their philosophy prizes rationality and logic. "If its logical its good." Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and reading. Talking with experts is normally not helpful.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| * Tries to gather all the facts and reviews alternatives before taking action * Is well organised * Enjoys working independently * Applies past experiences | * Can lose their way because they tend to gather too much evidence * Devalues feelings of others/themselves * Gets lost in theory and doesn’t take action * Can be affected by past experiences |

**Pragmatist My score \_\_\_\_\_\_\_\_\_**

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 sort of people who return from 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".  
  
Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| * Is keen to try out new ideas, theories and techniques and likes to experiment * Uses a logical, detective like approach to gathering details * Evaluates options * Set goals and act to meet them * Work well independently | * Acts without caution * Overrides tasks assigned to others * Undervalues personal feelings * Is impatient and wants things done now * Needs full control * Prefers to work independently * Finds it difficult to delegate or take input from others on board |

Reflector My score \_\_\_\_\_\_\_\_\_

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.  
  
Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| * Seeks alternatives to create options * See things in perspective * Is happy to wait for the right time before making a decision or taking action * Watches to see how others cope * Involves themselves fully * Recognises symptoms of stress | * Can wait too long before taking action * Has lots of ideas but gets lost in the detail * Can frustrate colleagues as they can be perceived as being slow to take action * Finds it difficult to be critical about people/situations |

**Personal SWOT analysis**

As you think about your future career ambitions, it is important to examine your current strengths, weaknesses (development) opportunities and threats. This exercise encourages you to spend no more than 10 minutes to think about and write down the things you are really good at. For example, analytical skills, communication skills, project management etc. The things you need to improve (development), opportunities to consider and threats (what’s getting in the way of you achieving your goals).

|  |  |
| --- | --- |
| **Strengths**   * Add here | **Weaknesses**   * Add here |
| **Opportunities**   * Add here | **Threats**   * Add here |

Once you have written these down, ask a colleague to tell you more and then bring your personal SWOT with you at your career coaching session.

**Personal Development Plan**



|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Position:** |  |
| **Date:** |  | **Line Manager:** |  |

**Personal Development Plan:** Overview of agreed action

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MY Development Areas** | | **Action to be taken** | | **Timescales for achievement** | **Success Measures** |
| **Area I need to develop further** | **Priority of development**  **(H = High;**  **M = Med;**  **L = Low)** | **Things I will do to further my development** | **Support/ things my line manager can do to help me further my development** | **Stretching but realistic timescale for measuring achievement** | **I will know I have been successful when…** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Personal Development LOG**

|  |  |  |
| --- | --- | --- |
| **Factors Helping/Hindering progress/change** | | |
| **Things I am doing that are helping my development** | **Things that are hindering/blocking development** | **Things I can do to address these** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |