

RELATE MODEL & STUDY SKILLS

STUDENT HANDBOOK

Please rate the **usefulness** of each RELATE session on a scale of 1-5, where 1 is the lowest (not useful) and 5 is the highest (most useful)

Date	Theme of the session	1	2	3	4	5

Learning log

Date	What I have learned today

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INTRODUCING YOUR STUDENT HANDBOOK

Welcome to your Student Handbook! This little manual will help you to easily find guidance and suggestions on how to improve your study habits and consequently enhance your learning experience. You are the master of your own experience, so you can work towards your aspirations in a proactive and realistic manner, allowing you to be ambitious and courageous to dream high.

Learn about yourself, your abilities, things that make you tick, things that keep you going, as well as those that may stand on your way. That way you can make smarter

choices and avoid barriers that can drag you down or away from your dreams.

Dare to dream

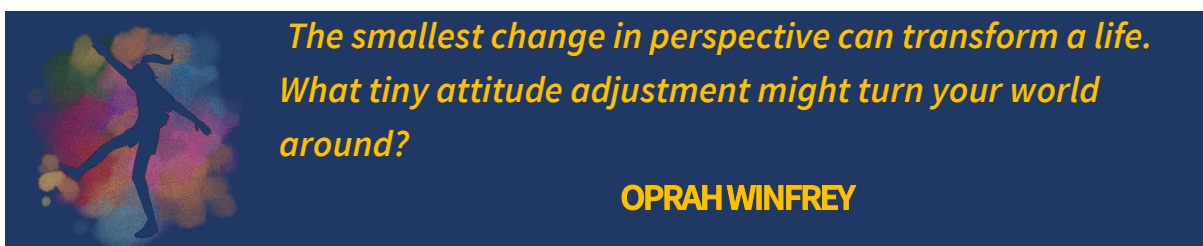
If you have not worked out your dreams just yet, maybe this is the time to start finding out what is there waiting for you to dream about and to pursue to give your life a strong sense of purpose and joy. Good study skills is not all about learning how to revise or to manage your time wisely. It is also about learning about yourself and your potential.

Now that you are on board, we wish you a meaningful journey!

AIMS OF YOUR HANDBOOK

The main aim of this handbook is to help you to find your own ways to learn and progress, to know your strengths and the areas that you need to work on. To help you achieve this, your Student Handbook has guidance and tips to help you to:

- ✓ Identify your study habits and learning needs
- ✓ Identify which new skills you may need to develop
- ✓ Understand your learning style and what helps you learn more efficiently
- ✓ Make the most of classroom learning
- ✓ Improve your chances of progressing
- ✓ Be prepared for your college assignments, coursework and exams
- ✓ Understand how your memory, attention and personality relate to your learning processes
- ✓ Organise and manage your time efficiently
- ✓ Develop effective revision techniques
- ✓ Plan your personal and career development to follow your dreams!



MAKING THE MOST OF YOUR STUDENT HANDBOOK

You can use your handbook as a smart collection of tools that you can use when you need something specific. You do not need to read it as book from cover to cover. You can choose the parts that interest you the most or the ones you feel will help you learn better.

Knowing what is covered

You may find the table of contents useful to have an overview of what your handbook covers, so you can find what you may need.

Each section has a title that should help you to identify the topics. You can highlight the ones you are interested in having a look and the ones you believe will be helpful to you.

The personality test

You will find information on websites that offer free online personality tests, which can be useful to help you finding out about your personality traits and how this relates to the ways you learn and the things that make your learning more difficult. Understanding your personality type can be helpful when you are planning your studies and deciding courses you want to do, subjects to study and careers that better suit you. Your

personality type description might give some ideas on how you could use your time at college the best you can.

Your Learning Needs

Everyone have learning needs. We all have our own particular ways to learn. We all find that some things are more helpful than others. Some of us have additional needs like Dyslexia, attention difficulties, memory issues and so on. If that is your case, this should not stop you from learning and progressing. However, you may want to learn more about your additional needs, how it can affect the ways you learn, so you can adapt your plans to it. Knowing about your additional learning needs may be helpful to your teachers. You may be the best person to explain to teachers what support you may need in their lessons and the things that make too hard for you to learn. Do not assume they already know.

Enjoying A fresh start

Starting college can be a scary experience. You may find yourself unsure about what to do and how you will cope in the new situation. However, you soon realise that the best part of starting college is that it is a fresh start, a new beginning and that you now have far more control over what happens to your learning. You can make more decisions and choices by yourself. You can also take ownership of your learning. Your handbook can be a great companion in this new stage of your life, offering you tips and useful information. Get ready to enjoy learning!

KNOWING WHAT IS EXPECTED FROM YOU



Be punctual all the time, arrive in your lessons on time. Remember, in college there is no bell to tell you it is the end of break. So, learn your timings.

Be organised with your studies, make sure you have all equipment necessary, have folders for your handouts and coursework in order.

Be respectful to everyone, stay polite even if you feel frustrated or angry.

Do attend your lessons and always inform Student Services if you are unable to attend college. If you miss a lesson, ask your teachers what you missed and how you can catch-up.

Do homework and coursework diligently. Keep track of all deadlines and do work ahead of time, to make sure you do not miss the submission date.

Use all resources wisely, including online resources that your teachers make available for revision or further learning.

Use your college email to communicate with teachers and college staff. Everything you do in college, connects to your college email. Get used to it as soon as you start.

Try the things you find hard and challenge yourself. Be aware of your difficulties and ask for help when you need it. But also, push yourself outside your comfort zone.

Try to participate in lessons giving your opinion, asking questions when you need more clarification or further explanation.

Be an independent learner, think for yourself, even when you have additional needs and may need help sometimes. Try to work things out for yourself before asking for help.



Motivation is what gets you started. Habit is what keeps you going.

JIM ROHN

KNOWING YOURSELF

There is no one who knows you better than yourself and you do not know anyone else as much as you know yourself. This is true to all of us, but still, knowing oneself must not be taken for granted because much of what we think about ourselves may be based on other people's expectations or what we believe they think of us, which may be wrong. For this reason, it is helpful to pause from time to time to reflect on who we are, what is important to us and what we aspire to be.

SELF-IMAGE

Self-image is the ideas that we hold about ourselves. The way you see yourself is your self-image. Sometimes, we like what we see, sometimes, we do not. To help you reflect about that, answer the following questions.

- What is the main thing that people know you for?
- If someone wanted to praise you for something positive, what do you think that could be?
- What are the main negatives that you see in yourself?

Activity 1: Self-image assessment

	Yes	No
I am generally a happy person		
I like to help others		
My family and friends can count on me		
I am good at school/college		
I find learning new things easy		
I like change and new challenges		
I am talented		
I have a good sense of humour		
I am funny		
I make other smile quite often		
My moods are quite stable		
I am honest		
I am reliable		
I work hard		
I always try my best		
I am intelligent		
I am a good learner		
I am a good listener		
I am a non-judgmental person		
I treat everyone with respect		

You may have found hard to choose 'yes' or 'no' to some of those questions, which is completely fine. The important exercise here is to reflect on who you are.

The RELATE model in tutorial

Your tutor will be working together with you to better understand the ways you learn and how you can have a positive experience at college. They will use the RELATE coaching model to deliver their tutorial sessions and will allow you to use this handbook to complete activities and keep record of your reflections on this journey throughout the year.

You will not need to be an expert in RELATE to benefit from it, but it is probably helpful for you to understand why this coaching model was developed and chosen for your tutorial sessions.

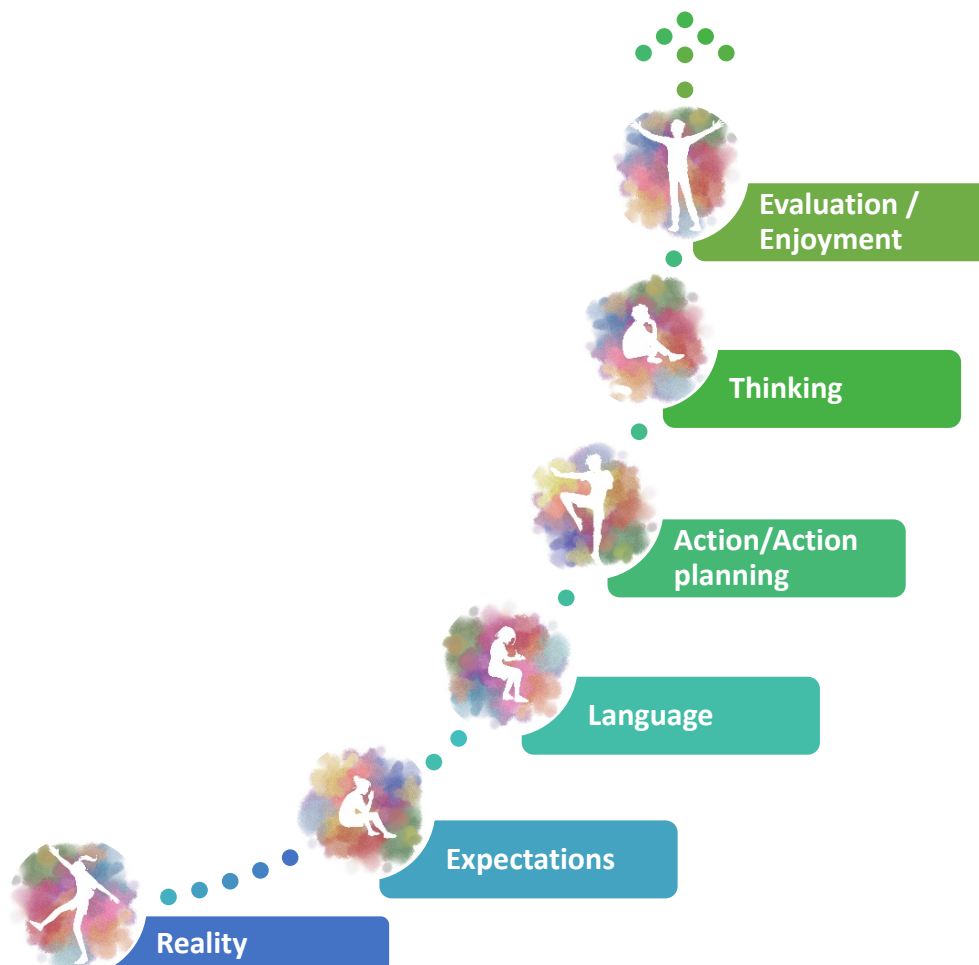
Coaching is a process that helps people to improve their skills and focus on their goals, with the help of someone who will ask the right questions and set challenges when appropriate. Usually, coaching is a one to one activity, but some of it can be delivered to small groups, which is what your tutor will do.

Coaching can be beneficial for young people in a variety of ways, such as:

- Supporting individuals to develop new skills, gain knowledge and promote wellbeing;
- Improving decision making and supporting effective targeted planning;
- Coaching is aspirational in nature; therefore, it promotes motivation and fosters ambition.

The RELATE framework

The sessions will help you understand your learning style and study habits; and how these affect your learning. RELATE is an acronym for a coaching cycle that consists of six steps.



The RELATE model in today's session

TUTORIAL SESSION	
Reality	Conversation about knowing yourself, your experiences, who you are, what you bring to your own learning journey.
Expectations	Answering questions about your hopes and fears as well as what other people think of you. It is a moment to think about the future but also how thinking about the future affects you, and to better deal with fears and anxieties.
Language	Writing down your answers or making drawings or mind maps to communicate your thoughts is a way to improve your learning and helps you remember.
Action/Action planning	Completing activities and planning actions are ways to move forward and grow.
Thinking	Pausing your activities briefly to think about the topics and about your own reactions to ideas are part of the way you learn to learn!
Evaluate	Rating each session on your handbook will help your critical thinking skills and might also help you to think about giving feedback to your tutor.




FIND OUT WHAT IS YOUR PERSONALITY TYPE

When we think about study habits and strategies to improve your learning, it is easy to think about how you need **to do** things, but it is important that you understand who you are first **to be** the best yourself you possibly can. A good start can be finding out your **personality type**.

Several websites offer online personality tests. Below is a brief list of websites you can use to complete a test and find out your type.

1. <http://www.humanmetrics.com/personality>
2. <https://www.123test.com/jung-personality-test/>
3. <https://www.16personalities.com/free-personality-test>

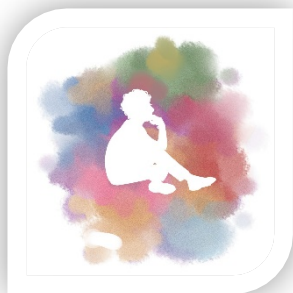
Once you complete your test, each website will tell you what your personality type is and what that means in terms of the ways you think, relate to others and the ways you learn new things, as well as possible careers that are suitable for your type.



I never could bear the idea of anyone's expecting something from me. It always made me want to do just the opposite.

JEAN PAUL SARTRE



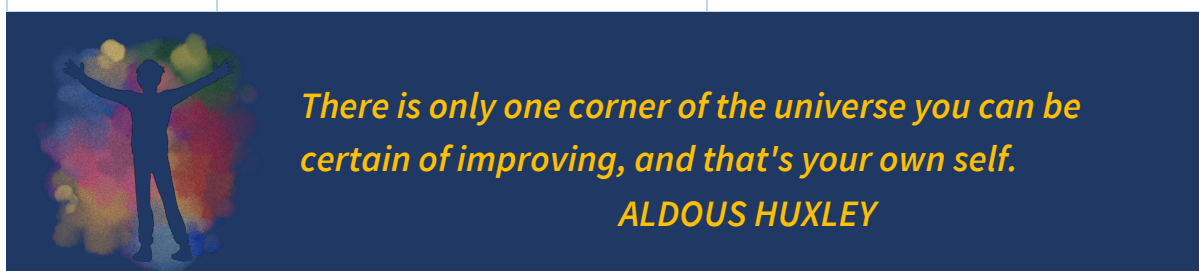


KNOWING YOUR LEARNING STYLE

For the purpose of this handbook, we use the description of learning styles by Briggs Myers based on the 16 Personalities Typology developed by Carl Jung. Below is a table with the types of personality and a summary of the learning style of each type.

PERSONALITY TYPE	DESCRIPTION	LEARNING STYLE
ISTJ	A person who is reserved, responsible and dependable.	Your interest in studying something is driven by the desire to gain experience in executing ideas or hands-on activities
ISTP	A practical hands-on person	Your interest in learning a subject relates to knowing how things work. The more practical the topic, the best you learn.
ISFJ	Warm, generous and super dependable.	Your interest in learning a subject is related to how helpful and useful the subject is.
ISFP	One of the most down-to-earth types	Your interest in learning a subject is related to how much you enjoy the subject. The more you enjoy a topic, the greater your interest in it and the greater is your learning.
INTJ	A natural leader, usually confident and original thinker	Your interest in learning a subject revolves around finding the reasons behind facts or events. You are interested in the 'why'.
INTP	A thoughtful person, keen to try creative ideas.	Your desire to study something is driven both by the search for solutions to fundamental issues, as well as by your desire to know how complex systems work.
INFJ	Usually needs to have a mission or purpose in life.	Your interest in a subject is related to how it is important to people. The more beneficial to others, the greater your interest in a topic.

INFP	True idealists, always looking for the best in people and constantly searching for ways to make things better.	Your interest in a subject is driven by your desire to do the right thing to find solutions to issues faced by humanity.
ESTP	Energetic and action-oriented, loves taking opportunities	Your interest in studying something is driven by your desire to find practical and efficient solutions to actual problems.
ESTJ	An organised, down-to-earth, straightforward and direct person.	Your interest in studying something is driven by the desire to gain practical experience in making things happen.
ESFP	Makes the most of each moment.	The more you enjoy what you are learning, the greater your motivation and better your learning.
ESFJ	Outgoing, friendly and warmly interested in others.	Your interest in learning a subject is related to how the topic will help you in working with others.
ENTJ	A natural leader. May find it difficult not to take the lead.	Your interest in studying something is driven both by the desire to learn about popular ideas and by the desire to find practical solutions to existing problems.
ENTP	A very dynamic and pragmatic individual	You are stimulated by learning a range of solution focused concepts and ideas.
ENFJ	Loves to pursue their dreams and to encourage others to do the same.	Your interest in studying something is motivated by a desire to find solutions to people-related problems
ENFP	A charming and social individual.	Your interest in studying something is driven by the search for solutions to people-related issues, as well as the relevance and usefulness of what you learn to other people.





UNDERSTANDING WHAT IMPROVES AND WHAT HINDERS YOUR LEARNING

Your personality traits will affect the ways you do many things. It affects your preferences of hobbies, lifestyle, career plans and so on. This is also true in respect to how you learn. Knowing your personality type can help you to find out the habits you need to develop and the ones you better get rid of. With that in mind, you are better equipped to set your individual targets, make plans and choose the best

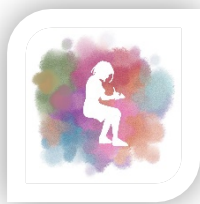
strategies to meet those targets.

Based on your personality type, you can identify the things that improve and the ones that hinder your learning.

Activity 2: My learning style

Based on your personality test results, you have learned about your learning style and what can help you learn more efficiently and what can get in the way. Write down in your own words what your test told you.

MY LEARNING IS IMPROVED WHEN	MY LEARNING IS HINDERED WHEN



Activity 3: Self-evaluation

Identifying your skills and strengths

Identify your strengths and the areas you are still working on, by selecting the column that best describes you.

Study Strategies	1	2	3	4
	I need more practice to improve this	I can do this with some help	I can do it without help	I can do it well and also help others
I study where it is quiet and has few distractions.				
I take breaks when I am studying for long periods of time				
I set realistic goals to myself				
I stay focused on my tasks when I am studying				

Reading strategies	1	2	3	4
	I need more practice to improve this	I can do this with some help	I can do it without help	I can do it well and also help others
I summarize the reading in my own words and take brief notes				
I break longer passages into two to three manageable sessions				
I highlight keywords and important information				
I use a dictionary or the internet to look up the words I don't understand				
I re-read sentences if I don't understand the first time				
Sometimes, I read aloud to make better sense of difficult texts				

Focus/Motivation	1	2	3	4
	I need more practice to improve this	I can do this with some help	I can do it without help	I can do it well and also help others
I know how to study in a way that I stay focused				
I know how to get started on a task/homework				
I can to break away from distractions to start or finish homework				
I know how to stay on task when completing homework				

UNDERSTANDING WHAT CAREERS COULD BEST SUIT YOU



Knowing your personality type can help you to understand your learning style and preferences, which can in turn make it easier for you to work in some types or jobs than in others. It is believed that people with certain personality types tend to choose certain types of career paths if they follow their own preferences. It is also common knowledge that certain industries/jobs look for people with certain characteristics, which in most cases also matches personality traits.

With that in mind, it is helpful to know your personality type early on and to understand what type of industries would be a good match for you, because you will have more chances of enjoying your job when it allows you to use your strong personality traits.

CAREERS BY PERSONALITY TYPE		
PERSONALITY TYPE	PROFESSIONAL PREFERENCES	POSSIBLE CAREER PATHS
ESTJ The Supervisor	ESTJs usually prefer occupations that require detailed analysis, practical and organizational skills, also process control and a good degree of responsibility.	Manager Judge Coach Financial officer Hotel manager Real estate agent Military Police
ISTJ The Inspector	ISTJs often prefer jobs that involve clear-cut planning, and require responsibility and having attention to detail. They can be good project managers and department heads.	Dentist Certified public accountant Supply chain manager Business analyst Engineer Military Police Manager
ENTJ The Commander	ENTJs usually choose careers that require strong analytical skills, and considerable organizational skills that demand intellectual effort. They prefer jobs that are challenging and make use of creativity.	Business administrator Public relations specialist Mechanical engineer Judge Construction manager Astronomer Developer Project Manager Consultant

<p>INTJ The Mastermind</p>	<p>INTJs are usually seen as self-confident. They tend to have/develop a specialised knowledge of systems and processes. They can develop multiple areas of expertise.</p> <p>INTJs know what they know, and perhaps still more importantly, they know what they don't know.</p>	<p>Musical performer Managing editor Photographer Financial advisor Marketing manager Teacher Physical therapist</p>
<p>ESTP The Doer</p>	<p>ESTPs are spontaneous and active, so they activities that involve speed, thrill and risk. They have a natural inclination to competition and can be successful salespersons and influencers.</p>	<p>Firefighter Paramedic Creative director Project coordinator Construction manager Influencers Personal trainer Sports people</p>
<p>ISTP The Craftsman</p>	<p>ISTPs like to perform practical tasks, but are not always active. They may wait for a project or an adventure that is worthy of their time. They usually seem to know what they are doing in terms of physical or practical challenges.</p>	<p>Technician Construction worker Engineer Forensic scientist Inspector</p>
<p>ENTP The Visionary</p>	<p>ENTPs may juggle multiple ideas at once while also developing work they have previously planned for.</p> <p>ENTPs are mental and verbal abilities are usually quick, for this reason they tend to enjoy a debate. They have a peculiar sense of humour and enjoy playing devil's advocate.</p>	<p>Attorney Copywriter Financial planner Psychologist Systems analyst Creative director Operations specialist Stand-up comedian</p>
<p>INTP The Thinker</p>	<p>INTPs are highly analytical folks and may engage so deeply into thought that others may think they are distant/detached, when they often are just oblivious to what is happening around them. They tend to like precision and may correct others if they lack accuracy.</p>	<p>Composer Professor Writer Producer Biomedical engineer Marketing consultant Web developer Linguist Copydesk reviewer</p>
<p>ESFJ The Provider</p>	<p>ESFJs enjoy birthday parties, and other celebrations as they are natural entertainers. They enjoy observing traditions and are</p>	<p>Office manager Technical support specialist Museum curator Psychologist</p>

	generous and enjoy giving, especially where there is a tradition for it. ESFJs enjoy being in charge and wear their hearts on their sleeves.	Medical researcher Charity fundraiser
ISFJ The nurturer	Nurturers are true altruists, extremely kind and show people their belief in them with enthusiasm and generosity.	Research analyst Lawyer Administrative manager Photographer Primary teacher
ENFJ The Giver	Givers are genuinely caring people who actually help others. They motivating other people to do the right thing.	Psychologist Manager HR director Art director Public relations manager Nurse or midwife
INFJ The Wise	INFJs value their relationships with others and care deeply about the state of humanity.	Social worker Nursery worker Writer Scientist Librarian Psychologist
ESFP The Entertainer	Entertainers live in the moment. They are generous with spending their time and energy to make others happy.	Event planner Professional entertainer Sales representative Flight attendant Tour guide Stand up comedian
ISFP The Adventurer	Adventurers tend to have an open mind to new experiences in life. They have great ability to stay in the moment, without thinking much about the future.	Tour guide Interior design Veterinarian Social worker Occupational therapist Artist
ENFP The Champion	Champions are outgoing and open-minded people. They stand out in any crowd for their enthusiasm for what they believe in.	Reporter or news anchor Editor Musician Personal trainer Social worker
INFP The Idealist	Idealists are vibrant and passionate people. They are creative and imaginative, able of creating all sorts of ideas in their minds.	Copywriter HR manager Physical therapist Mental health professional Artist Photographer



When people see your personality come out, they feel so good, like they actually know who you are.

Activity 4: Job hunting summary

List below at least three jobs you would apply for:

JOB TITLE	SALARY	HOURS	TYPE OF CONTRACT	SUMMARY OF JOB DESCRIPTION

Activity 5: Planning your CV writing

Select one of the jobs from your list above and bullet point what you would write in your CV to show the employer that you could do that job or that you have the willingness and skills to learn to do it.

PERSONAL STATEMENT	EDUCATION	WORK EXPERIENCE	PERSONAL INTERESTS

--	--	--	--

How to write your CV

You can find a wide range of job sites online that will offer you relevant advice on finding a job, how to write your CV, what to expect of interviews and so on. Below is an example adapted from reed.co.uk. In the next page after the example you have a blank template to have a go at drafting your own CV.

Your name

Address

Mobile

name@mail.com

Personal statement

A highly motivated and hardworking individual, who has recently completed their A-Levels, and received excellent grades in both Maths and Science. Seeking an apprenticeship in the engineering industry to build upon a keen scientific interest and start a career as a maintenance engineer.

Mechanically minded, with a methodical approach to working and an eagerness to learn and develop personal skills in a practical setting. Eventual career goal is to become a fully-qualified and experienced maintenance or electrical engineer, with the longer-term aspiration of moving into project management.

Key Skills

- Advanced problem solving and numeracy skills
- Accomplished communication skills, both written and verbal, developed through numerous essays and presentations given during my time at college
- Ability to take the initiative and work well under pressure, ensuring strict deadlines are met, as successfully demonstrated during work experience placement project
- Flexibility, whilst maintaining enthusiasm and commitment to each project
- Proficiency in all areas of Microsoft Office, including Access, Excel, Word and PowerPoint

Education

College/School Name

(2010 – 2012)

A-levels:

- Physics – A
- Maths – B
- Business Studies – B

School Name

(2004 - 2010)

10 GCSEs, grade A-C, including Maths (A) and Double Science (AA)

Work Experience

Part-time Sales Assistant, Shop Name, Location

(April 2011 – Present)

Key results:

- Achieved four out of five revenue targets
- Personally billed over £10,000 since starting position.
- Demonstrated resilience and ability to upsell products, consistently meeting KPIs set for adding more value to sales.
- Significantly improved negotiation skills, regularly converting customers from point of enquiry to sale.

Pharmaceutical Company (*unpaid work experience*)

(Summer 2009)

Duties included:

- Shadowed a key member of laboratory staff, observing their day-to-day work
- Spent a morning working within customer service centre, listening to client complaints and understanding company best practice when responding
- Assisted in project on risk management and contingency planning in case of failure at distribution centre
- Learned about company project management lifecycle methodology
- Gained knowledge of key health and safety standards used within the industry

Hobbies & Interests

Over the last two summers I have helped a family friend restore a classic sports car. This has triggered a passionate interest in mechanics and automotive restoration and, now that the project is finished, I have continued to build my knowledge by attending various classic car events.

During this time, I also decided to set up a blog around the project. Initially starting as a way to ask other collectors for advice whilst tracking progress, I began to enjoy writing about the subject and have now started writing occasional freelance articles for an online automotive magazine.

References

References are available on request.

Activity 6: Drafting your CV

Personal statement

Key Skills

Education

Work Experience

Hobbies & Interests

References

THE VALUE OF ROLE MODELS



Children are frequently asked what they want to be when they grow up. It is common to hear children answer something they know someone for, for example their parents are doctors, so they want to be doctors, or they love a certain singer so they want to be singers. You may not think much about this these days, but it is very important to have someone to look up to. People who we admire and who make us want to be like them. We call these people 'role models'. The following are some good reasons why it is good for you to have good **role models**.

YOU GET TO LEARN WHAT IS REQUIRED TO DO WELL (LIKE THEM)

When we talk about doing well it may mean different things to different people. For some people, being famous or being rich means doing well. For some people, being happy and loved means doing well. For some people doing well means having everything going well for you. You will admire people who have the things you think are important, the things that mean 'doing well' for you. For this reason, you can learn with their story and their experiences how to become that type of person you admire.

YOU CAN LEARN HOW THEY OVERCAME OBSTACLES

We all have to overcome difficulties in life, even the strong people we admire and respect. Every famous artist, every successful business person, every winner in life has had to overcome some obstacle to be where they are now. For this reason, it is useful to you to understand how your role model may have overcome challenges and hurdles as this may help you prepare to manage your own difficult times.

THEY CAN INSPIRE YOU TO DO WELL

Having role models is helpful because they can be a constant source of inspiration to you. Role models can motivate you to get work done. Your role models can be a demonstration of how hard work can pay out. Looking up to someone who does a good work and who also makes other people's lives better can inspire you to lead your life in a positive way.

YOU CAN LEARN FROM THEIR MISTAKES

Always remember that nobody is perfect, even the people you look up to. When people you admire and respect do their mistakes, they teach you to accept your own mistakes and to work on them without guilt. Any successful person will tell you how they have learned from their mistakes. You can learn from their mistakes too as well as learning from the ones you make yourself!

Activity 7: My role models



Who are the people that you look up to? What do they have that inspire you? Create a list of your role models below.

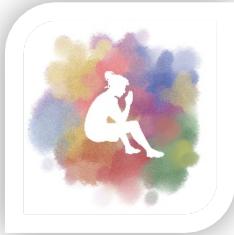
YOUR FAVOURITE...	WHO?	WHAT DO YOU LIKE ABOUT THEM?	WHAT WOULD YOU LIKE TO LEARN FROM THEM?
Sports person			
YouTuber			
Influencer			
Comedian			
Author			
Gamer			
Singer / Musician			
Rapper			
Actor			
Politician			
Celebrity			
Religious person			

What are the things you are most proud about yourself?

Activity 8: Choosing your future

Producing a Personal development plan

A personal development plan can give you an outline of your strengths and weaknesses and help you to create a guide that will make the most of your skills and of your potential do develop further. The plan is a snapshot of where you stand and helps you decide on your next steps. To start your personal development plan, chose 3 areas you would like to improve (goals) and answer the following questions using the table provided:

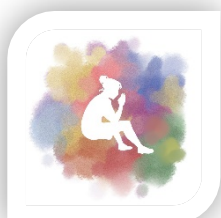


1. What are my main goals?
2. Number these based on which goals need to come first, second and last
3. When do I want to achieve each?
4. What obstacles might get in my way?
5. How can I improve my chances of meeting my goals?
6. Where can I go for support?
7. Review: When should I check how I am doing?

Main goals	Priority order	When	Obstacles	In my favour	Support	Review date

FOCUSING ON IMPROVING YOUR SKILLS

As a student, thinking of career plans can be daunting. You have so many unanswered questions yet, and you are expected to draw a plan that needs to be the beginning of the rest of your life. What you can do right now is focus on improving your skills, being the best version of yourself you can be and making the most of your time while you are in education.



MANAGING ASSESSMENTS, TESTS AND EXAMS

Being a college student means that you are getting ready to become a fully grown adult soon. As part of this process, you need to become an independent learner, and this handbook is here to help you to achieve that.

Most students find assessment, tests and exams difficult, even stressful. For that reason, it is important to understand what makes them so difficult to handle to be able to take control of the situation and get better at managing them. This may help you to get better results.

Activity 9: Thinking about exams

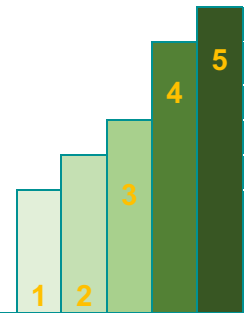
Write down what is the hardest part of exams for you:

In the list below, tick the things you think could help you to feel better about exams and possibly get better results:

- Knowing the date of the exam well ahead of the time
- Having enough time to revise
- Having some help to learn the topics that I am unsure about
- Having longer to complete the paper (extra time)
- Being allowed to take a break in the middle of the test to rest my mind
- Being able to use a computer
- Reading questions aloud
- Being in a room on my own or with a smaller group of people instead of the hall full of people
- Sitting at the back of the classroom
- Sitting at the front
- Getting help from my teachers outside lessons
- Something else: _____

Explain why you picked those points and how they could help you

Activity 10: Academic Skills Self-assessment



Select the answer that best represents your academic skills & attitude towards learning (Count your ticks and write down the totals below each column)

		1	2	3	4	5
1	I interact regularly with my teachers in positive, beneficial ways, both in and out of the classroom					
2	I regularly engage in group study and collaborative learning					
3	I manage my time well					
4	I would give myself an A + on the amount of time and energy I devote to my studies					
5	I prepare for each class by reviewing my notes, reading ahead in the text, and writing down questions I may want to ask the teacher					
6	I keep up in my lessons by reviewing the material presented in the previous lesson before the next lesson					
7	I am aware of the importance of being immersed in my college work and spend as much time on site as possible					
8	I practice good study skills in areas such as revising for exams					
9	I am aware of different revising methods and practice those methods during my learning process					
10	I recognize the importance of goal setting, and I have clear academic goals					
11	I am effectively managing the various aspects of my personal life, such as family and friends, finances, and outside work					
12	I am highly motivated to complete my courses because I recognize the benefits of having college qualifications for my future					
13	At college, I know other students in my classes and feel part of an academic learning community					
14	I am aware of and make the best use of college resources such as the ILC, Upgrade, Library, and Study areas around the college					
15	I feel good about myself and about my situation, and I am confident about my ability to succeed academically					
16	I feel good about RTSFC and about the educational experience I am receiving					
17	I feel good about my contribution as a student at RTSFC					
18	My teachers know how I feel about my learning well enough to be able to support me to succeed					
19	I use the times when my timetable does not have a lesson to get on with work more than to socialise					
20	I believe that my overall behaviour at college shows well how strongly committed to my learning I am					

WRITING AN EFFECTIVE ACTION PLAN

We all have to take action in order to get a project or work done. So, here are some tips to build an action plan.

- Create a simple template to save time. Your template should show each step and when is it due. If your plan involves other people, you will want to also add who does what and when.
- Choose the application that works best for you: Word, Excel, Google forms, online, off line, hand written.
- If you can link your action plan to your mobile phone reminders, that can be highly effective.

Once you choose your template and linked to reminders, start writing up your plan, which must include:

- Targets (preferably SMART ones)
- Break down actions into steps based on logic of actions and priorities
- Establish small deadlines
- Some measure that will let you know if/when you achieved your goals or completed your plan

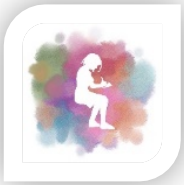
Write up your action plan and make sure to keep track of your progress. Add regular notes with updates, achievements, completed steps, reviewed actions and new deadlines. Keep your focus on the priorities and what is due now. Make sure to mark completed tasks as completed, so you don't have to keep going back to the same tasks.

Your handbook has provided you with a template you can use for drafting your first action plan. In future, you may wish to craft your own template with the parts that work better for you. But the next activity will give you a good starting point.



Destiny is no matter of chance. It is a matter of choice. It is not a thing to be waited for, it is a thing to be achieved.

WILLIAM JENNINGS BRYAN



Activity 11: Action plan: Managing coursework and other assignments

ACTION PLAN

Plan owner: _____ Main goal: _____
 Date: _____ Motivation / rationale: _____

	Action	Who / What can help me	Predicted date
Step 1			
Step 2			
Step 3			

What's going for me	What's against me
What I can change	What I can't change

Results

	What happened	Did that / them help? How / Why not?	When
Step 1			
Step 2			
Step 3			

Self-reflection

(What lessons have you learned from this action plan?)

Activity 12: Task organiser



Task Organiser

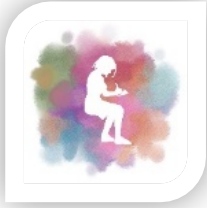
Subject and Task	Deadline	Priority	Date & time to do	Done

PERSONAL DEVELOPMENT PLAN

You have completed some self-assessments this year, which must have allowed you to reflect on your personality, learning style, social and academic skills. Now it is time to put it all together and reflect on what you have learned about yourself so far. Complete the table below in your own words.

Activity 13: It is all about you!

	DESCRIBE YOUR PERSONALITY TYPE	HOW YOU LEARN BEST	BEST THING ABOUT YOU
PRESENT			
FUTURE	TYPE OF ROLE MODEL YOU WOULD LIKE TO BECOME	ACADEMIC SKILLS YOU NEED TO IMPROVE THE MOST	SOCIAL SKILLS YOU NEED TO IMPROVE THE MOST
WHAT ACTIONS COULD YOU TAKE TO IMPROVE THE AREAS THAT YOU FEEL YOU NEED TO IMPROVE?			



DEVELOPING EFFECTIVE HABITS

Stephen Covey is an author who published a book many years ago, which still inspires people around the world to improve the way they do things. Covey presented the seven habits of highly effective people. Below is an overview of his seven habits.

Habit 1: Be Proactive

Change starts from within, and highly effective people make the decision to improve their lives through the things that they can influence rather than by simply reacting to external forces.

Habit 2: Begin with the End in Mind

Develop a principle-centred personal mission statement. Extend the mission statement into long-term goals based on personal principles.

Habit 3: Put First Things First

Spend time doing what fits into your personal mission, observing the proper balance between productions and building production capacity. Identify the key roles that you take on in life, and make time for each of them.

Habit 4: Think Win/Win

Seek agreements and relationships that are mutually beneficial. In cases where a "win/win" deal cannot be achieved, accept the fact that agreeing to make "no deal" may be the best alternative. In developing an organizational culture, be sure to reward win/win behaviour among employees and avoid inadvertently rewarding win/lose behaviour.

Habit 5: Seek First to Understand, Then to Be Understood

First seek to understand the other person, and only then try to be understood. Stephen Covey presents this habit as the most important principle of interpersonal relations. Effective listening is not simply echoing what the other person has said through the lens of one's own experience. Rather, it is putting oneself in the perspective of the other person, listening empathically for both feeling and meaning.

Habit 6: Synergize

Through trustful communication, find ways to leverage individual differences to create a whole that is greater than the sum of the parts. Through mutual trust and understanding, one often can solve conflicts and find a better solution than would have been obtained through either person's own solution.

Habit 7: Sharpen the Saw

Take time out from production to build production capacity through personal renewal of the physical, mental, social/emotional, and spiritual dimensions. Maintain a balance among these dimensions.

Activity 14: Seven Habits Profile Self-Scoring

Seven Habits® Profile Self-Scoring Instructions: Read each statement and, using your best judgment, circle the number that indicates how well you perform in the following categories.

	Very Poor	Poor	Fair	Good	Very Good	Outstanding
Emotional bank account						
1. I show kindness and consideration towards others.	1	2	3	4	5	6
2. I keep promises and honour commitments.	1	2	3	4	5	6
3. I do not speak negatively of others when they are not present.	1	2	3	4	5	6
Balance						
4. I am able to maintain an appropriate balance among the various aspects of my life- work, family, friends, and so forth.	1	2	3	4	5	6
5. When working on task, I also keep in mind the concerns and needs of those I am working for.	1	2	3	4	5	6
6. I work hard at the things I do, but not in a manner that causes burnout.	1	2	3	4	5	6
Habit 1: Be Proactive						
7. I am in control of my life.	1	2	3	4	5	6
8. I focus my efforts on things I can do something about rather than on things beyond my control.	1	2	3	4	5	6
9. I take responsibility for my moods and actions rather than blame others and circumstances.	1	2	3	4	5	6
Habit 2: Begin with the end in mind						
10. I know what I want to accomplish in life.	1	2	3	4	5	6
11. I organize and prepare in a way that reduces having to work in a crisis mode.	1	2	3	4	5	6
12. I begin each week with a clear plan of what I desire to accomplish.	1	2	3	4	5	6
Habit 3: Put first things first						

13. I am disciplined in carrying out plans (avoiding procrastination, time wasters, and so forth).	1	2	3	4	5	6
14. I do not allow the truly important activities of my life to get lost in the busy activities of my days.	1	2	3	4	5	6
15. The things I do every day are meaningful and contribute to my overall goals in life.	1	2	3	4	5	6
Habit 4: Think win-win						
16. I care about the success of others as well as my own.	1	2	3	4	5	6
17. I cooperate with others.	1	2	3	4	5	6
18. When solving conflicts, I strive to find solutions that benefit all.	1	2	3	4	5	6
Habit 5: Seek first to understand, then to be understood						
19. I am sensitive to the feelings of others.	1	2	3	4	5	6
20. I seek to understand the viewpoints of others.	1	2	3	4	5	6
21. When listening, I try to see things from the other person's point of view, not just my own.	1	2	3	4	5	6
Habit 6: Synergise						
22. I value, and seek out, the insights of others.	1	2	3	4	5	6
23. I am creative in searching for new and better ideas and solutions.	1	2	3	4	5	6
24. I encourage others to express their opinions.	1	2	3	4	5	6
Habit 7: Sharpen the Saw						
25. I care for my physical health and wellbeing.	1	2	3	4	5	6
26. I strive to build and improve relationships with others.	1	2	3	4	5	6
27. I take time to find meaning and enjoyment in life.	1	2	3	4	5	6

Activity 15: Charting Your Seven Habits Effectiveness

In the chart below, mark with an **X** your total points in each category (add up the three answers for each), then link them together using a ruler.

18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
	Emotional bank account	Balance	Habit 1: Be Proactive	Habit 2: Begin with the end in mind	Habit 3: Put first things first	Habit 4: Think win-win	Habit 5: Seek first to understand, then to be understood	Habit 6: Synergise	Habit 7: Sharpen the Saw

TIME MANAGEMENT

Habit 3 (put first things first) is the key secret of good time management. Although procrastination is probably the biggest enemy of good time management, the best friend of it would be **knowing your priorities**. Sometimes, you may find difficult to decide what is more important and what needs to come first. For this particular reason, you may find the following tips helpful:

- Make a weekly to-do list
- Use a calendar, planner or an app that does the same job
- Get up early to get things done
- Give yourself little rewards each time you get a task complete
- Schedule your “me” time and keep it out of your study time
- Know all your deadlines and what tasks need doing
- Create a priority list with mini-deadlines for yourself
- Set aside study time each day
- Have a space where your studying takes place

At the end of this handbook you have a calendar that can be used to make notes of all your deadlines. You can also use it to create those mini-deadlines and to record when is your free time, your study time and so on each month. You also have the term calendar at the beginning of the book, which you can consult to know when you have bank holidays, college breaks and other major dates.

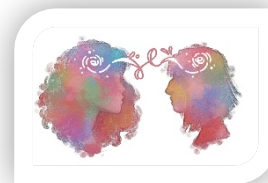
Activity 16: Planning next week

In the timetable below, write down your lessons and times. Make sure to include your breaks too. After that, write down when you plan to have some study time for each subject.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

IMPROVING YOUR SOCIAL SKILLS

Social skills are the skills needed to get along with others and to create and maintain satisfying relationships. Good social skills lead to positive social reinforcement, which will enhance your self-esteem. Social skills are important not just in school, but, outside of school, and later on in the workplace. Like any skills, social skills can be learned and improved upon. The table below shows a few things that are considered as good social skills and some alternative ways to achieve the same outcomes. Watch out for what you should avoid too.



CONVENTIONAL SOCIAL SKILLS	ALTERNATIVE WAYS	WHAT TO AVOID
Make frequent eye contact when interacting with others.	If you struggle to make eye contact, try looking at the person's forehead or mouth, while they speak to you.	Looking the other way while they speak to you
Smile when you greet and talk with others.	You can simply give a brief positive nod, while looking at the person	Not acknowledging them at all
Show basic politeness by frequently saying such things as please, thank you, hello, and goodbye.	You better practice using please and thank you. But, hello and goodbye can be done by waving your hand or giving a positive nod.	Asking things without a 'please', as it sounds you are demanding. Forgetting to say 'thank you' makes you sound ungrateful and entitled.
Show interest in others by asking what they have been doing, how their day is going, and other similar things.	If you struggle with small talk, it is enough to ask a simple "how's your day" and listening to the answer.	Avoid just being silent, if you can. If you give them a positive nod, they may ask you how you are doing.
Be willing to abandon your position on an issue for that of others.	If you cannot give up on a disagreement with someone, you can say 'we may agree to disagree', which means, you accept that their views are as valid as yours, even if opposing.	Do not engage in an endless argument, when you can see you will not change your views, nor will the other person. It is ok to have different opinions and views.
Be patient and wait for your turn.	If you have to interrupt someone, be polite and excuse yourself for doing so, then explain why you could not wait your turn.	Do not speak over someone or interrupt while they are mid-sentence.
Be willing to apologize when you are wrong.	If you cannot apologise immediately, learn to come back to the person and apologise once you managed to collect your thoughts.	Do not leave things unsolved when you know you upset or offended someone
Be able to respond appropriately to criticism.	If you feel you will respond in an impolite way, take a deep breath and do not answer. Just stay calm and collected.	Avoid becoming defensive or aggressive when criticised.

Activity 17: Social Skills Self-Assessment

Thinking of the social skills shown in the previous table, write down the ones you feel you are good at and the ones you need improving.

I AM GOOD AT	I NEED TO IMPROVE

OTHER NOTES	

Listening skills

Are you a good listener? This is a highly valued social skill that can improve your ability to connect with other people. Good listeners are more likely to understand other people, build strong relationships, and also be able to solve problems and resolve conflicts. Employers expect you to demonstrate listening skills in job interviews.

Listening to someone speak to you needs to be an active and purposeful effort. Listening is the process by which you gain an understanding of the needs, and preferences of your peers, friends, parents, and teachers and so on. There are two components to active listening: attention and reflection.

What Makes a Good Listener

Good listeners always make an effort to fully understand what others want to say. Attentive listening usually involves making eye contact (or an equivalent strategy, like looking at the person's mouth), nodding, having good active posture as opposed to too relaxed. It is important to make sure the other person can see in your body language that you are listening and paying attention. Asking questions can be helpful to show you have a genuine interest in what has been said and want to know more. But do not interrupt while the person is mid-sentence, you must allow the speaker to finish their thought in its entirety.

Another way to become a good listener is by using reflection, which consists basically of repeating and paraphrasing of what the other person just said, to check out that you truly understood what they are telling you. If you misunderstood something, this is the chance for them to correct you and for you to truly understand what they meant to say. Good listening skills involve decoding and interpreting verbal messages and nonverbal cues (e.g., the tone of voice, facial expressions, body language).

Activity 18: Listening Skills Self-Assessment

WHEN LISTENING TO SOMEONE I	NEVER	SOMETIMES	OFTEN	ALWAYS
show interest with my body posture				
concentrate on what they are saying, not my own thoughts				
keep eye contact (or something equivalent to that)				
ask questions to show to know more about the topic				
know if the person finished the story or not				
know when it is acceptable to change the subject				
wait until they finish to then ask a question				

RELATE MINDSET

MANAGING FEARS AND ANXIETIES

Feel the Fear and Do It Anyway is a famous book by Susan Jeffers, which encourage readers to overcome their anxieties and face their fears. It is clearly easier said than done, but it is a strong statement to keep in mind and to remind ourselves any time that fear paralyses us. Most people will have experienced the feeling of being stuck in a situation, unable to act or speak, due to fear. However, some of us are more inclined to face the fear and do it anyway than others. For those of us who get overwhelmed with fear and anxiety, there are many lessons to be learned if we want to live an enjoyable life, because fear is uncomfortable and almost painful.

The first step to overcome fear is to identify what we are scared of. So, go ahead and complete this activity with honesty and an open heart!

Activity 19: Looking the beast in the eye

Some of the things you are not afraid or nervous about
Some of the things that you find easy but know other people are scared of or uncomfortable about
Some of the things you are most afraid or nervous about
Select one of the things you are scared of/nervous about and write down what is the worst thing you imagine would happen if you faced it.
Think of the same thing above but now write down the best thing you imagine could happen if you faced it or if you were not scared of it any longer.

RELATE MINDSET



Activity 20: Action Plan: Controlling my anxieties and fears

ACTION PLAN									
Plan owner: _____	Main fear / anxiety: _____								
Date: _____	_____								

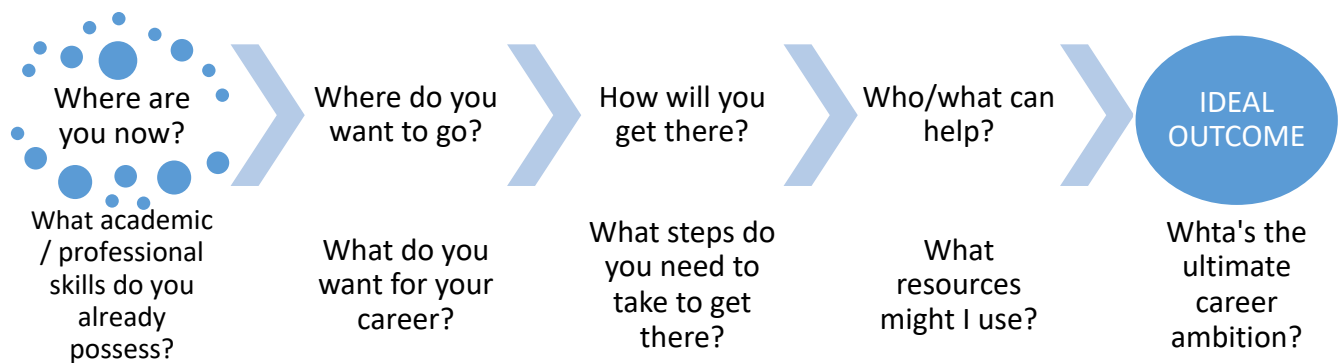
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">What makes me nervous / anxious</th> <th style="width: 50%;">What could help me</th> </tr> <tr> <td>Fear 1 _____</td> <td>_____</td> </tr> <tr> <td>Fear 2 _____</td> <td>_____</td> </tr> <tr> <td>Fear 3 _____</td> <td>_____</td> </tr> </table>	What makes me nervous / anxious	What could help me	Fear 1 _____	_____	Fear 2 _____	_____	Fear 3 _____	_____	
What makes me nervous / anxious	What could help me								
Fear 1 _____	_____								
Fear 2 _____	_____								
Fear 3 _____	_____								
The best things if I faced this fear/anxiety	The worst thing about this fear/anxiety								
What I can change	What I can't change								
Hopes and wishes									
Fear 1 _____	_____								
Fear 2 _____	_____								
Fear 3 _____	_____								
<h3>SELF-REFLECTION</h3> <p>Write down what you found the hardest thing about today's lesson</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Write down one good thing you thought about today</p> <p>_____</p> <p>_____</p> <p>_____</p>									

CAREER DEVELOPMENT PLAN

Name: _____ Tutor: _____ Date: _____

This career development plan can be used as a tool to guide your thought process and map your progress over a chosen period. It is intended to be used in conjunction with any other action plans you may have drafted during your coaching sessions that may be helpful in planning your career.

The drafting of this plan comprises a four-step process. Each step will address specific career related questions:



Where are you now?

This process started when you engaged in your tutorial sessions, which involved the use of the RELATE coaching model. You have reflected carefully about your skills, talents and interests, as well as your values and personality traits. You have learned that your personality type is _____, based on Carl G. Jung's theory of psychological types. This gave you a clearer understanding of your learning style, as well as indications of compatible careers for you, such as _____.

The following is a summary to assist you to identify and stablish your starting point.

RELATE MINDSET

KEY POINTS		FINDINGS
Skills you have identified as needing improvement during your tutorial sessions were		
What improves your learning		
What hinders learning		
IN TUTORIAL SESSIONS, YOU COMPLETED AT LEAST ONE ACTION PLAN. WRITE DOWN THE MAIN ACTIONS YOU DECIDED TO TAKE AND ANY RESULTS IF APPLICABLE.		
Action 1		
Action 2		
Action 3		

Where do you want to go?

Now that you established your starting point, it is crucial to revisit your ultimate goal. Your dreams and aspirations, because they tell you a lot about your next steps, because knowing where you want to go determines the next steps towards that desired future.

- Explore your career goals and your options.
- Write down concise statements relating to your aspirations. Be bold!

QUESTION	NOTES
What does my ideal job look like?	
Where do I want to be in 5 years?	
Who do I want to be in 5 years?	
Do I feel I have a calling in life? What's my life's main purpose?	

How will I get there?

After you answered questions 1 & 2, you probably have a clearer idea of **what** you want and **where** you want to go. The next step is finding out **how** you might get there.

RELATE MINDSET

In the table below, answer as many questions as you can:

QUESTION	NOTES
How can I get prepared to achieve my goals?	
What skills and knowledge do I need to possess?	
What barriers do I need to overcome to achieve my goals?	
How will I know if/when I have been successful?	

Who/what can help (resources) me?

Knowing who can help you and what resources you need to achieve your goals can be crucial to helping you in staying focused.

In the table below, answer as many questions as you can:

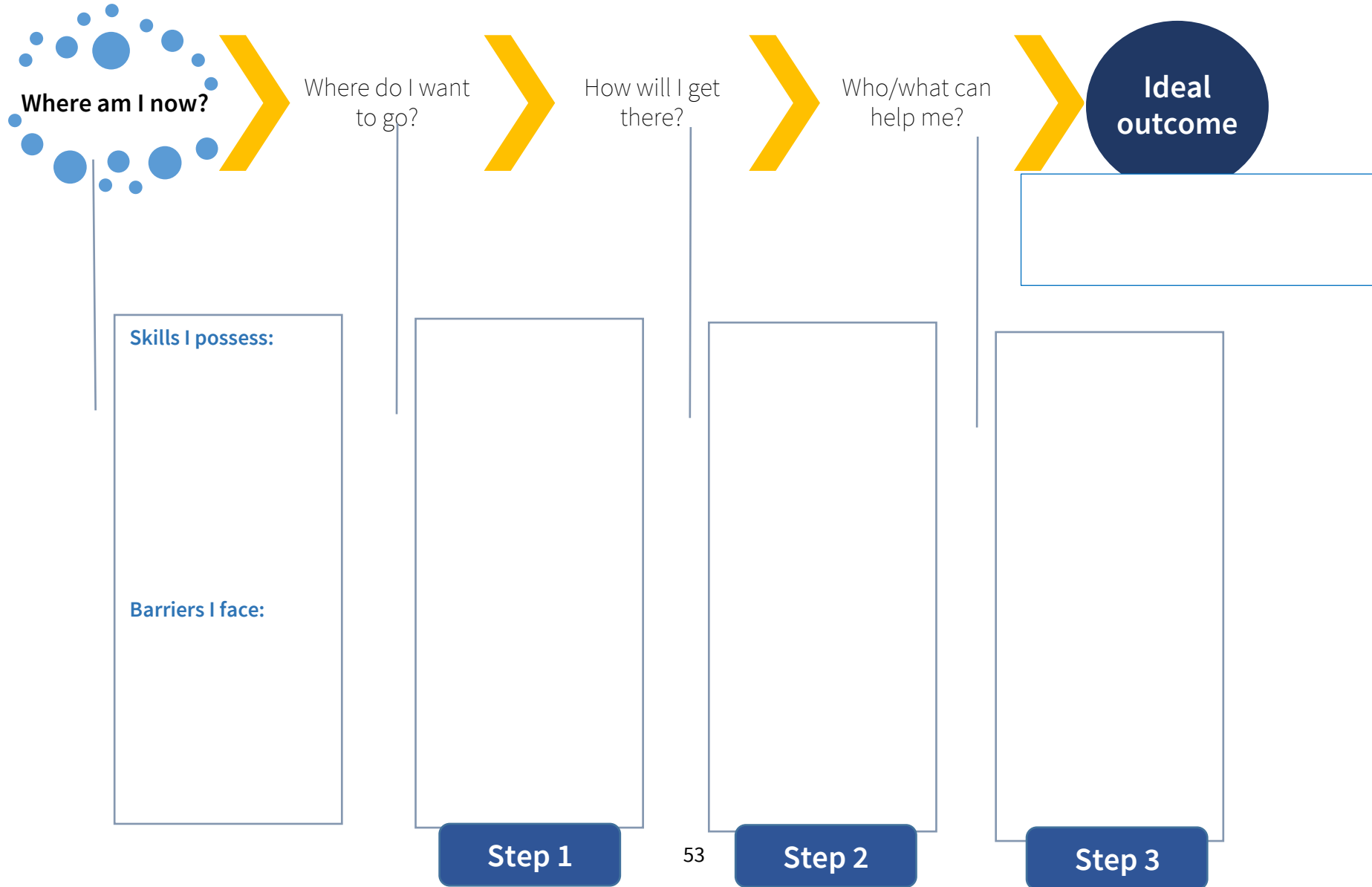
QUESTION	NOTES
What new relationships might help me achieve my goals?	
Who do I know who can support me achieve my career goals?	
How can my friends and family encourage me to stay focused?	
How / where can I find support after I leave college?	

Signature: _____

Date: _____

RELATE MINDSET

So, what is the plan?



RELATE MINDSET

PERSONAL CAREER PLAN - GOAL SUMMARY

Keep your goals in a SMART format – add them to the Personal Career Plan:

GOAL	SPECIFIC KNOWLEDGE, SKILLS TO BE ACHIEVED	HOW WILL I ACHIEVE THE GOAL?	WHAT RESOURCES DO I NEED (PEOPLE, MATERIAL ETC.)	BY WHEN (TIMELINE)	SUCCESS CRITERIA – HOW WILL I KNOW I HAVE BEEN SUCCESSFUL?

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