**TASK1- Personal and professional development plan**

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| **Training needs analysis** | | | |
| **Learner’s name:** | **Date:** | | |
| Below is a selection of skills that are needed to work in most environments and specific skills related to a group trainer. Against each one, rate how confident you feel about your current skills. | | | |
| **Skills** | **How would you rate your confidence in this area? (Please tick ✓)** | | |
| **Very confident** | **Quite confident** | **Not confident** |
| Communication – verbal and listening skills (dealing with customers/colleagues by telephone, electronically or face-to-face). |  |  |  |
| Problem-solving (handling and resolving customer complaints and work-based issues). |  |  |  |
| Managing administration (paperwork and filing skills). |  |  |  |
| Time management (managing time, planning, being effective, efficient, productive and reliable). |  |  |  |
| Developing positive working relationships (social skills, the ability to interact with others). |  |  |  |
| Having compassion and care for others. |  |  |  |
| Attitude (having the right attitude towards work and the organisation you work for). |  |  |  |
| Aptitude for learning and development. |  |  |  |
| Literacy skills (reading, writing, vocabulary, spelling and comprehension). |  |  |  |
| Numeracy skills (understanding numerical data, statistics and graphs, making decisions and reasoning). |  |  |  |
| IT skills. |  |  |  |
| Personal exercise technique – the ability to perform a range of exercises with good posture, alignment and technique. |  |  |  |
| Observation and correcting skills – the ability to recognise good and bad technique and provide coaching to correct technique, where required. |  |  |  |
| Programming skills – the ability to design fun and challenging group exercise classes that are appropriate to the participants in attendance. |  |  |  |
| Group-management skills – the ability to work with a group of people to ensure they are performing exercise safely, effectively and are motivated throughout. |  |  |  |
| Motivational skills – the ability to motivate a group of people to adhere to classes, monitoring attendance, effort and improvements. |  |  |  |

**TASK 2- SWOT analysis**

Considering the findings from the training needs analysis, complete your SWOT analysis below.

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| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

As a result of the SWOT analysis, create some realistic goals for your personal and professional development and complete the plan below. Goals may be formal or informal, for example, training, research, guidance or support. Attempt to make goals SMART (Specific, Measurable, Achievable, Realistic, Timebound).

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|  | **Personal and professional development plan** | | | | |
| **Goals – Areas where I need to develop** | | **Actions I need to take to achieve this** | **Who do I need to help me with this?** | **Sources of information required and how they can be accessed** | **Review date** |
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| What are the benefits of CPD for self, clients and organisations? | | | | | |
| What contribution would a workplace performance appraisal make to CPD? | | | | | |