

Cambridge Personal Styles Questionnaire Support Materials





Goal Review

Goal I

How I'm feeling

Achieve by: / / .

Top three achievements

1.

2.

3.

Obstacles so far

Strategies tried so far

Next steps

Goal Review

Goal 2

How I'm feeling

Achieve by: / / .

Top three achievements

1.

2.

3.

Obstacles so far

Strategies tried so far

Next steps



Goal Review

Goal 3

How I'm feeling

Achieve by: / / .

Top three achievements

1.

2.

3.

Obstacles so far

Strategies tried so far

Next steps

Goal 1

What is your goal? Why is this your goal?

Achieve by: / / .

What steps or strategies will you use...

In the next week?

In the month?

In the next.....

Goal 2

What is your goal? Why is this your goal?

Achieve by: / / .

What steps or strategies will you use...

In the next week?

In the month?

In the next.....



Goal 3

What is your goal? Why is this your goal?

Achieve by: / / .

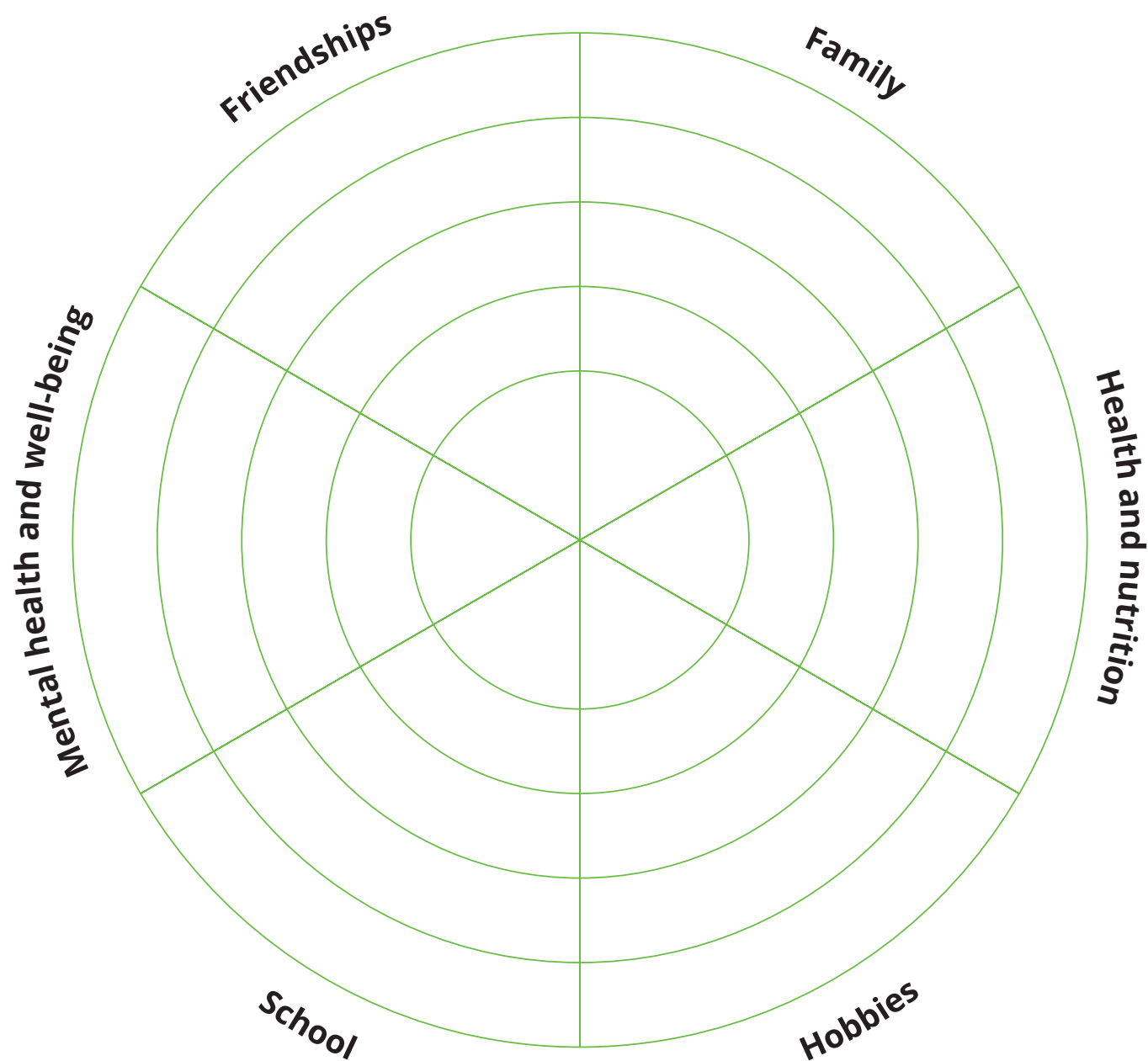
What steps or strategies will you use...

In the next week?

In the month?

In the next.....

Life Wheel



Spark Questions and Reflection Tools



How to use these resources

Once your students have seen their CPSQ reports and have had time to absorb the information, you can use these questions to help them begin to reflect on the scores and the information they have received.

The Life Wheel should be used to encourage your students to reflect on their own personal circumstances and to promote an understanding of how some of these factors may underpin the CPSQ scores received.

The Vocabulary Wheel can be used to help with articulation and refinement in reaching answers to the Spark Questions.

How to structure this exercise

1. Give everyone a copy of the Life Wheel and the Vocabulary Wheel or display them on a whiteboard or on screen if working remotely.
2. Ask everyone to complete their own version of the Life Wheel. Students should shade the sections of the circle in towards the middle to indicate how content they are currently with that aspect of their life. This should be private, and no one should be asked to share their finished wheels. Do leave time to ask everyone to reflect privately on how they think their answers to this task might have driven the CPSQ results.
3. Introduce the Vocabulary Wheel and demonstrate how this can be used to formulate responses to the Spark Questions.
4. Ask students to work in pairs and then display the Spark Questions. Students should use these to help one another reflect verbally on their reaction to the CPSQ scores.

Spark Questions:

- Which competency areas are the most important for your studies?
- How accurate is your feedback for these competencies?
- Where are your personal style strengths (Positive points)?
- Where are your areas for improvement?
- Where are you doing okay (Neutral points), but perhaps could do better?
- Do you want to build on your report and set personal goals?
- How might you use this information to think about the development of your study skills?
- Are there any barriers to getting this development?

5. After the discussion, ask the students to record their reflections on their CPSQ scores in their journals including the decision as to which area they are going to focus on in the next session.