



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

STUDENT NAME: FLORIN PETRISOR ZINICA

STUDENT ID: 2028364

MODULE: PROFESSIONAL AND CAREER DEVELOPMENT

ASSIGNMENT: PORTOFOLIO OF WORK; TASK 3

LECTURER: Sujeewa Herath

Table of Contents

INTRODUCTION	3
WHAT IS REFLECTION?	3
IMPORTANCE OF REFLECTION	3
SWOT ANALYSIS	4
PERSONAL DEVELOPMENT PLAN (PDP)	5
JOHARI WINDOW MODEL	5
McClelland THEORY OF MOTIVATION – Learned Needs Theory	6
1. ACCOMPLISHMENT	6
2. AFFILIATION	6
3. POWER	6
JOHN DRISCOLL MODEL OF REFLECTION	7
1. WHAT?	7
2. SO WHAT?	7
3. NOW WHAT?	7
REFERENCE LIST	9

INTRODUCTION

The purpose of this assignment is to develop and expand over the information that have been taught during the “Professional and Career Development” module. In order to present more specific details, this assignment is being created to show essential matters with regards to reflection. This being said, it is worth to continue with the statement that it is a reflective portfolio which will consist of different, but essential points that help the individual to develop and expand knowledge about the reflection and its importance.

Therefore, to better explore this topic, some reflective-specific practices will be presented within the portfolio, namely a SWOT analysis along a personal development plan (PDP) and Johari Window model. In addition, McClelland theory of motivation will be detailed to assess the needs of the employees. Moreover, John Driscoll mode of reflection will be used to assess my own learning in terms of the book assessment, mock interview, as well as the UK employment legislation and other aspects developed throughout the module.

WHAT IS REFLECTION?

The process that is taking place when an individual is critically analysing over an action or a subject that took place in the past may be referred to as *reflection* (Mumford, 1999). This being said, the attributes, interactions and all the essentials that happened within the past, when are being thought of it is known as reflection.

IMPORTANCE OF REFLECTION

Speaking of the reflection, it is important to mention its significance over the individuals or over the situation, it is with regards to improvement and development (HCPC, 2020). Performing reflection over the past experiences will allow the individual critically to analyse all the aspects, aspects that may be processed and improved for better

results than in the past. It helps the individual to gain new skills, as well as to develop the already existing ones; the list of the positive outcomes of reflection may be continued with gaining more knowledge in a larger area of subjects. Shortly put, it is very constructive feedback (Webb, 2018).

SWOT ANALYSIS

This is a strategic planning framework which helps the individual to gain in-depth acknowledgement about the matters within his life; other put, it helps to get information about the strong points, weak points, opportunities, and threats of the situation – *in management* and about the individual – *personally* (Kenton, 2021).

STRENGTHS	WEAKNESSES
- Reflection abilities – I was able to gain and develop this skill during the sessions, lectures and seminars about this topic - Critical thinking - Researching skills – when performing the open book assessment, I had to use this skill to ensure that my information is correct and accurate and it helped me to develop it as well - Verbally communication skills – thanks to the mock interview, I had the opportunity to get an overview about what an interview implies fact which enabled me to develop my communication skills	- Although I gained quite a knowledge about the UK Employment legislation, I do feel that it is not enough - My teamworking skills need improvement - My writing skills - Numeracy skills; and - IT skills
OPPORTUNITIES	THREATS
- The best opportunity would be to develop both communication skills and interviewing skills with the resources provided by university, but not limited to it - To learn more about UK Employment legislation	- Sometimes I tend to lack self-motivation which may push me to procrastinate

PERSONAL DEVELOPMENT PLAN (PDP)

OBJECTIVE	HOW?	METHODS	MEASURE	TIME-FRAME
<u>UK EMPLOYMENT LAW KNOWLEDGE</u>	By reading the legislation and take some tests to asses it	UK Employment books, the legislation, the act on the Legislation.uk or Gov.uk	Due to the tests that I will take, I will see the result and I will be able to see the improvements	By the end of this scholar year I am expecting my knowledge to be developed
<u>IT SKILLS</u>	Computer practice and YouTube tutorials	Internet connection, laptop or PC and little guidance	At this moment, I have little to no confidence when using IT, including Microsoft Office and I expect my confidence to increase	Within the next two following months I expect to see the improvements

JOHARI WINDOW MODEL

This is an easy model which denotes that there are four distinctive sides of the “self.” (Communication Theory, 2020). According to the theory, there are 2 sides known only by the individual and the other two sides known to the others who are interacting with the individual (Selfawareness, 2013).

These sides are changing while the individual receives feedback and takes actions about it (Sinclair, 2021). Before this module, I was aware of my reflection abilities and researching skills, but my colleagues or teachers did not know about it, therefore the panels changed accordingly, “unknown” becoming

Known to Self	Not known to Self
Open	Blind Spot
Hidden	Unknown

bigger and “open” being smaller. After the feedback, they observed it and it changed again and due to the feedback, I was given, it changed the panels again and it became less open for me and more open for the feedback given.

McClelland THEORY OF MOTIVATION – *Learned Needs Theory*

As a manager, the motivation of the employees is crucial for the result of the task and overall benefits. Founded over Maslow’s theory of needs, McClelland theory suggests that there are three distinctive key motivators for people, regardless the specifics of the persons – religion, gender, culture, etc (McClelland, 1988).

1. **ACCOMPLISHMENT** – means that the individual has is focused over the result of the project and takes all the risks and strategies to successfully accomplish the purpose
2. **AFFILIATION** – means that the individual is more teamworking oriented, resulting that the individual needs the feeling that s/he is a part of the group. These people are not risk-oriented.
3. **POWER** – means that the individual wants to impose an etiquette of strong power and influence. The social status is very important, as well as to always be his/her way. The control of the situation belongs with them, as well as winning; plus, strong competitive feeling (Mindtools, 2020).

The manager is required to observe each employee in turns and asses one of the three motivators to each of them; after this, the manager is able to see which category is suitable for the employees and then the manager may proceed to the next action which is the type of leadership that has to pe adopted for the team to be more effective and then the structure of the project – it is unsuitable to assign high-risk projects to employees under the affiliation motivator as they will not be entirely engaged with it (WWP, 2021). Due to the structure of the theory, it is very helpful for the employee engagement and job performance. It gives the opportunity to the manager to get to know better their employees and the learning and development training of the staff and expanding on this, by taking the previously mentioned approaches, the performances are increased, even resulting in monetary profits. Personally, I consider this theory useful as it is very straight to the point and effective at the same time. Thus, by considering the three motivators and examining the personalities of the employees, the correct distribution of the motivators to the employees, such as very competitive and high-risk tasks and projects to be assigned to ‘power group’, will bring only positive

aspects – employee engagement, motivation and self-development, job result performance and more awards including money (Kurt, 2021)

JOHN DRISCOLL MODEL OF REFLECTION

This is a shortened reflection cycle which gives the opportunity to the individual using it to have a critical opinion about an experience and thus to be able to develop those skills and knowledge to result in improvement next time (Toolshero, 2020). This reflective cycle is made up of three easy and very straightforward questions:

1. **WHAT?** – description and the nature of the experience with all the afferent details included the more details introduced, the more critical and beneficial it will be; what exactly happened, the individuals involved, negative/positive experience, etc.
2. **SO WHAT?** – this section is created for the feelings, such as the feelings during the experience, before and after; the reaction within the experience and the reasoning are important and how the things changed between then and now.
3. **NOW WHAT?** – shortly, this is about the conclusion of the experience, including the things learned during it, the steps that could have been taken to avoid the conflict, if any, the differences between now and then such as if the approach taken then would be different now, after the knowledge and skills have been improved (Gladd, 2021).

Using John Driscoll model of reflection, I will produce my own reflection and I will assess my learnings with regards to the open book assessment, mock interview, and UK employment legislation, as well as other skills – teamworking, communication, cooperation, problem-based skills and IT skills.

The assessment was presented, and we were just familiarising with it. It contained several different parts which I thought it is interesting and challenging, however when I saw the part of the open book assessment, I was a little bit nervous because I thought it implies a lot of pressure, and my working under pressure skills are not as developed as they should be. Even though I did not overreact, I felt anxious and nervous, and I thought about the immediate actions I need to do to increase my confidence.

Therefore, I started to practice in order to develop working under pressure skills, and analytical skills to secure a good grade. Thinking back to the situation then, I

understand why I became anxious, and I am very happy that now I would not feel the same if I had to do the same thing again, because my skills and knowledge improved. The mock interview announcement got to me in a very positive manner because I was just happy to be able to practice it as this will secure more chances for me to successfully pass an interview in the. I felt happy and I could not wait to perform it; however, during the experience I realised how many details and how challenging it may be, but I worked hard to explore and accomplish it. I am glad I did it, because I got to know that I am an ambitious person because even though I found it challenging, I did not give up – in fact, I got to know that I possess skills I did not know about, such as creativity and design skills for the benefit of the CV and cover letter that I had to produce. Now, if I had to do the same thing again, thing that I will certainly have, I will feel the same at the beginning, however, due to my self-development, I will no longer feel that it is difficult and challenging because I once demonstrated that I am more than able to do it.

Hearing about the UK employment legislation, I have immediately panicked because I thought I will struggle with this only because it is related to law, and I thought that there will be a lot of words I will not understand and thus I will not be able to achieve a good grade and to improve myself. After I calmed down, I was working on it and while reading some paragraphs, I realised that it is not as complicated as I thought it would be I was calm, and I was regretting that I panicked at the beginning. Now, I learnt that I should not be judging as much at the start, especially when I am not sure about the contents of the subject. By conducting this, I gained a lot of confidence, and I am thankful for this.

REFERENCE LIST

- Communication Theory, (2020), "*The Johari Window Model*", [online] available on: <https://www.communicationtheory.org/the-johari-window-model/> , last accessed on 6th of April 2022.
- Gladd, J., (2021), "*John Driscoll's <<What>> cycle of reflection*", [online] available on: <https://idaho.pressbooks.pub/write/chapter/john-driscolls-what-cycle-of-reflection/> , last accessed on 6th of April 2022.
- HCPC, (2020), "*What is reflection?*", [online] available on: <https://www.hcpc-uk.org/standards/meeting-our-standards/reflective-practice/what-is-reflection/> , last accessed on 6th of April 2022.
- International School, (2022), "*8 most important skills for students*", [online] available on: <https://www.international-school.edu.rs/8-most-important-skills-for-students/> , last accessed on 6th of April 2022.
- Kenton, W., (2021), "*Strengths, weaknesses, opportunity, and threat (SWOT) analysis*", [online] available on: <https://www.investopedia.com/terms/s/swot.asp> , last accessed on 6th of April 2022.
- Kurt, S., (2021), "*McClelland's three needs theory: power, achievement, and affiliation*", [online] available on: <https://educationlibrary.org/mcclellands-three-needs-theory-power-achievement-and-affiliation/> , last accessed on 6th of April 2022.
- Luft, J., (1969), "*Of Human Interaction*", National Press Books.
- McClelland, C.D., (1988), "*Human Motivation*", Cambridge University Press.
- Mindtools, (2020), "*McClelland's Human Motivation Theory*", [online] available on: <https://www.mindtools.com/pages/article/human-motivation-theory.htm> , last accessed on 6th of April 2022.
- Mumford, A., (1999), "*Effective learning*", Institute of Personnel and Development.
- Selfawareness, (2013), "*Understanding the Johari Window model*", [online] available on: <https://www.selfawareness.org.uk/news/understanding-the-johari-window-model> , last accessed on 6th of April 2022.
- Sinclair, T., (2021), "*How to use Johari Window to build self-awareness*", [online] available on: <https://www.tobysinclair.com/post/how-to-use-johari-window-to-build-self-awareness> , last accessed on 6th of April 2022.
- Toolshero, (2020), "*John Driscoll Model of Reflection*", [online] available on: <https://www.toolshero.com/personal-development/john-driscoll-model-of-reflection/> , last accessed on 6th of April 2022.

Webb, L., (2018), *"Why 'Reflection' Encourages a better learning experience"*, [online] available on: <https://learningpool.com/why-reflection-encourages-a-better-learning-experience/> , last accessed on 6th of April 2022.

WWP, (2021), *"McClelland's Acquired Needs Motivation Theory"*, [online] available on: <https://worldofwork.io/2019/02/mcclellands-motivation-theory/> , last accessed on 6th of April 2022.