

Title: Academic and Employability Skills

Student Name: Tsonyo Nikolov

Student id: 1915155

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Introduction:

The report aims to develop the reflective scrutinization of five topics through Gibbs' reflective cycle. The five topics mentioned are activities that occurred in the context of the classroom. The Gibbs' cycle has helped in analyzing these features by making awareness regarding the outcome of the learning perspectives about the activities conducted. The base of these activities was written or self-analyzing or public speaking and therefore covered most of the skills that need to be developed during the student life cycle.

Gibbs' Reflective Cycle with regards to the topics mentioned

Developed by Graham Gill in the year 1988, this reflective cycle is a looping framework that helps in self-monitoring and self-analyzation. Through the various subparts, one can deduce the entire output of an event and the underlying issues related to it. Along with detailed evaluation and analysis, it becomes uncomplicated while handling repeated experiences with pre-gained knowledge and skills (The University of Edinburg, 2020).

Description:

This part elucidates the events that occurred in the concerning time. Everything related to the circumstances is explained along with the roles played by other members involved in the process. The descriptive nature shows the necessity of event recalling to make things more precise while analyzing those (Crowe-associates, 2020).

For CV writing, we were made to communicate before jotting down the points. The clarity could be incorporated through vivid interaction. The formatting of the first CV I wrote had to be changed due to a lack of sufficient data and thus did it twice. The mentor was helpful enough to guide us through the activity.

The cover letter had to be written after the CV was completed. Concerning the CV, the cover letter was more descriptive and had to be attached to the CV itself. As the cover letter incorporated more information regarding the person in concern, it thereby required knowing the right characteristics to make the cover letter even more alluring. Both the CV writing and cover letter writing was an individual task, and thereby, group discussion wasn't required. Opinions from my peers weren't incorporated and had to indulge self-thoughts in the task.

The reflective essay writing was more of a self-analysis. This activity required the concentration of each factor that I faced or felt while taking part in the activities. This task was solely conducted without group discussion, and I tried to be of utmost honest regarding reflection writing.

Analytical and critical writing was a group task. We were given the topics and had to work accordingly. Being teamwork, we divided the job into small parts among us. Each worked on the part assigned, and finally, during merging, the thoughts were exchanged.

The presentation was also teamwork, where a group of ten students was given a topic. We could discuss among themselves, but public speaking had to be done individually.

Feelings:

This part focuses on the feelings and thoughts faced before or while conduction the events and even after that. The feelings of the teammates involved for the same are also incorporated (Cetl.uconn, 2020).

For CV writing, communication was the primary factor for writing a fluent CV. While communicating, I felt a reluctance within me to interact freely and without hesitation.

In the case of a cover letter, I was more hesitant to interact at first, but because the letter needed in-depth knowledge, I had to give up my coyness and be more inclusive. Overall, both were fun to do despite being disinclined initially.

Writing the reflective part was easy, as I had to analyze my self-thoughts. Therefore, the feelings were not very varied. I was mentally more incited and personally driven to commit to words I have felt solely.

On the group works like analytical and critical writing, there were innumerable opinions and felt myself suppressing, among others. These non-dominating feelings were often mutual with other members as well. But in the end, I successfully placed my statement and felt more encompassing.

The feelings regarding presentation and public speaking were baffled. I faced a mixture of both confidence and anxiousness. After encountering some other performances from my peers, I was feeling extraordinarily apprehensive and fearful, but soon after the performance was over, it became quite relaxing.

Analysis:

This is the prime part of the entire cycle, as it helps in examining the outputs very vividly. Through a detailed analysis, the flaws that resulted in undesirable results could be studied as incorporated from the next. Without proper analyzing the activities conducted, it becomes impossible to state the lacking and also the positive feedbacks of the outcome. The analysis helps in the development of the sense of reason that is extremely important in determining the correctness of the work conducted. The collaborative team works could be attributed to Vygotsky's collaborative approach and cognitive development that enables interactive learning through thorough communication among the members. It has also stated the roles of mentors in making the student's become more

inclusive towards collaboration leading to skill development and efficient learning outcomes (Plutino, 2017).

In the case of CV writing, the flaws in the first one were due to my reluctance in interaction and also nastiness in jotting down the points without detailed research.

Similarly, the cover writing incorporated the same flaws of not considering the actual points that needed to be focused instead of writing non-essential attributes.

For reflective writing, the skills that I would indulge needs to be constructive, along with critical perception for analyzing both the affirmative and dissenting representation of views. Being rational is another part that needs to be put in the action plan.

The analytical and critical writing has to be logically handled, and therefore clear perception and reasoning ability are to be focused on. In the case of group activities as such communicative and collaborative lacking like lesser interaction, diversifying thoughts and clash of opinions could be handled effectively.

Presentation and public speaking activity would possess skills like the development of confidence to handle the pressure of speaking in the public platform. This also involves a detailed study of the topics to make relevant information in front of others. Building up of courage to face the public would enhance future representation in similar kinds of activities.

Evaluation:

Evaluating the output is an integral part of the whole cycle, which helps in understanding the lacking present within a particular activity. The conscience regarding right and wrong is developed through evaluating the outcomes (Cambridge-community, 2020).

For CV writing, I had gained optimized clarity in the second attempt. The first was a bit vague and therefore pointed out each aspect of CV distinctly in the second attempt. This had much more lucidity in it.

For the cover letter, to make it extra alluring and attractive, too many aspects were pointed and that too in enlarged view. This made the overall result more manipulative.

In the case of reflection writing, even though I pointed out most of my feelings honestly, some parts seemed to be more irrational due to being inclined towards the emotional front and lacked the practicality. Overall the gist was compact and dense.

Analytical and critical writing did not show remarkable performance. Too many opinions from the team members were incorporated without the proper presentation. The output seemed to be very indistinct due to the indulgence of different views with a unanimous decision. Even though each one tried to put in their best efforts, the outcomes lacked correct integration.

The presentation activity, along with the public speaking, was good despite my being anxious due to the constant support and motivation received from the teacher. It could have been better had I not freaked before and during the time of event conduction.

Conclusion

The learning outputs could be summarized in this part, along with the lessons learned and overall understanding of the activities. The lacking indicates those skills that need to be incorporated within the boundaries to make things more precise. The evaluative aspects and further analyzing them point out the fallacy of the work conducted.

In the case of CV writing, the skills to be indulged are clear thinking and compact presentation with an increase in the communicative part. The communication is the base of a good CV writing due to the clarity in knowing the person efficiently.

Similarly, the cover letter writing is related to CV writing and needs to be interactive as well. My cover letter became too exaggerated, which could be corrected through direct incorporation of facts and relevant achievements.

The reflective writing was overall considerable and could be analyzed due to the fluency in the writing pattern. The only rectification needed is the incorporation of rationality instead of being to feelings oriented.

Group works could be handled tactically due to several opinionated ideas regarding the task. The task being analytical and critical has to be devised strategically due to the underlying intricacies, and therefore communicative skills here include listening ability as well.

On the presentation activity, I would like to state on more clarity and inclusion of relevant ideas while speaking. This would also stir an idea among the public present. The presentation would be more fluent without hindrance if I were more confident.

Action Plan:

The action plan helps in determining the outputs that could occur when the experiences are similar. It helps in developing those skills that may help determine the results in the upcoming future (Cetl.uconn, 2020). The teamworks need to be interactive overall. This could be attributed to Belbin's team role models. As stated by Oskarsson, (2017), according to the model, the task would be distributed among the member, with each one allocated a different work. Each could likewise perform their best of capabilities through detailed research in the particular portion instead of

making the whole thing complicated. This would not only save time but also improve the quality by making the thing more organized, and the efforts would count optimistically. On the contrary, individual works needs skills. According to Matthews, (2018) this could be attributed to the trait theory that requires individual characteristics and skills development for performing in the public front. To gain enough courage to speak up freely, the trait theory encourages the development of skills that requires leadership and transitional behavioral aspects to be incorporated.

When assessing the CV writing from the very next time, I would deliberately add up more compactness to make it very precise.

On the cover writing pattern, the elaborative method is accepted if the matter is not very manipulative. To make it alluring, authenticity should not be altered but preserved altogether.

Again, the reflection would be more towards the self-realization that would focus on the importance of mistakes and lacking. The improvement could be being robust and incorporating a holistic approach for overall precision.

Analytical and critical writing would be more based on team roles. I would focus on the listening ability to indulge the opinions of each members.

Similarly, public speaking includes proficiency in public pressure handling, and this could be done through self-management and easing out in public platforms.

Conclusion:

From the above assessment, it could thereby be concluded that reflection helps in understanding the needs and requirements of oneself during an activity. It can be understood that Gibbs' reflection helped to break the activities into sex different parts and made the gaps more distinct through evaluation and monitoring vividly. The tracking down of each phase of events leads to the

benefaction of the overall performance level by hindering commitment of the same flaws from the next cycle. The repetitive experiences need to seclude the unwanted mistakes that were once performed, and scrutinizing them through reflection enhances the quality of the output.

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