



Introducing the Modern Workplace

Assignment 2 (TASK 1)

Organizational Behavior in Ryanair

Moodle: LCBB4003

Lecturer: MD Sadeque Iman Shaikh

Team Members: Luminita Julieta Lupu and Cristian Lupu

Luminita Julieta Lupu (Team Leader) Student

ID: 2112676

Student Name: Cristian Lupu

Student ID: 2112677

Introduction

Ryanair carries around 66 million passengers every year in the UK and worldwide. Ryanair began as a regular passenger airline in 1985 and relaunched as a reduced operator in 1990, modelling its approach after Southwest Airlines. The corporation serves approximately 66 million people annually in 27 countries. It visits 150 sites and conducts many tasks. Human resources issues have hampered the company's technological leadership and competitiveness (Ryanair.com.uk, 2020). Despite managerial changes, the company's profitability hasn't improved. Some outsiders say these steps are unnecessary and inappropriate. Leadership changes at the airline worsened employee-management conflicts in 2009. These choices hurt the company's profitability and productivity. Because of employee-management issues, the company's profit hasn't risen (Mullins, 2007). This research examines Ryanair's culture and practises. This investigation will also examine worker discontent.

Description of the Organization

Ryanair's headquarters are in Dublin, Ireland. As Europe's biggest budget airline, they are popular. Ryanair operated 44 sites in 27 countries in 2009. Ryanair has expanded significantly since "open skies" deregulation in 1997. Ryanair has grown fast since 1985 to become a prominent European airline. The firm first flew from Waterford, Ireland, to London. The Ryan brothers (hence the name), Irish tour operator Liam Lonergan, and Irish businessman Tony Ryan launched Ryanair in 1985. (founder of Guinness Peat Aviation and head of the Ryan family). In 1985, the firm commenced service between Waterford, Ireland, and London Gatwick Airport using a single plane (Ryanair.com). The long-term ambition was to eliminate BA and Aer Lingus' monopoly on London-Ireland transatlantic services.

Despite competition from Aer Lingus and British Airways, the company added a DublinLondon Luton service the following year. His new airline's passenger traffic rose from 40,000 to 82,000 with two routes and two planes. Ryanair typically serves smaller and rural airports to save money on landing and handling costs. Ryanair now serves over 2 million consumers throughout Europe. The increase should accelerate as Boeing builds more aircraft. Ryanair will have around 300 planes by 2012 (Ryanair.com, 2022).

Organizational Structure and Organisational Success

Organizational diversity

As a company, Ryanair is dedicated to providing its workers and customers with a welcoming and diverse workplace. Additionally, they want to provide a service that is adaptable to the varying requirements of their clientele (Schwandt, 2010). Their plan to promote diversity is based on the belief that a more inclusive and productive workplace can only be achieved when individuals feel safe talking about their own identities and experiences, like religion, disabilities, and sexual preference (Efthymiou, et. al., 2021).

Cultural expansion at Ryanair

Age: Ryanair has been affected by the ADA (Age Discrimination in Employment Act). Before the legislation was approved, the airline surveyed employees. Ryanair has developed a strategy to ensure its recruiting and training practises align with corporate culture and goals. Flexibility before retirement helps everybody and makes succession management age blind (Burrell, 2011 pag.1025).

Disability: We provide disabled persons with individualised assistance. Sometimes service quality was impaired (Davenport, 2005, pag.12).

Employees: Ryanair cares about its employees and wants them to succeed. They work with the Disability Rights Commission and the Employers Forum on Disability to achieve this (Barrett, 2017, pag.375).

Ryanair uses **workplace flexibility** to promote employee quality of life and productivity. Employers will certainly continue to support this trend due to its many benefits (Mendonça, 2020, pag.434). Ryanair offers flexible work schedules to meet employees' needs. Using these solutions at home and at work may save money and help the company.

Gender Equality: When the Air Training School opened in 1991, there were no opportunities for women due to its "ladies together" mentality. Pilot requirements have evolved over time. The selected folks must fly and have social and teamwork skills. Several women in the aviation sector have intrinsic skills that are respected, but few realise it. Most young women don't regard industrial flying as a future profession (Efthymiou, et.al., 2021).

The diversity team engages with other departments to spread the business policy against **bullying and harassment**. They promote workplace respect and dignity. Dignity at Work's

company-wide initiatives to eliminate bullying via policy formulation Road shows and posters are also common. They make films and do other training (Turkoglu, 2020, pag.50).

Religion and belief: Ryanair are a faith-inclusive workplace. The corporation offers prayer rooms and a weekly magazine for its varied personnel. Monthly newsletters educate staff on the numerous cultural viewpoints at work. Certain religions have dietary limitations. Ryanair Brits offers services to meet these needs (Niinimaa, 2011). The firm's uniform panel has updated the layout while keeping the name and brand.

Sexual orientation: Ryanair's long-standing partnership with the LGBTI community organisation demonstrates the company's commitment to establishing an inclusive workplace. Ryanair joined the Champion programme in 2005 to promote diversity.

Positions of authority and responsibility held by managers within the organisation

The leadership role of Ryanair

Ryanair aims to regain its market leadership by providing exceptional customer service. Ryanair has initiated a big marketing campaign to recruit new cabin crew supervisors. If they could re-engage these people, they might raise production and improve customer service. Therefore:

1. Cabin crew supervisors undergo the Leadership Matters program's two-day session after agreeing to its goals. NKD's pre-work kit includes a 360-degree feedback instrument, a crisis hotline, and two crucial pieces on interpersonal skills and leadership. This technology helps delegates function more efficiently and become more self-aware (Caputo, et. al., 2018). In these programs, aircrew supervisors might focus on their management practises. These tasks will assist students in becoming 21stcentury leaders.
2. The Leadership Matters programme was intended to provide high-quality service. Layout, activities, and resources offer all participants a fair chance. NKD's innovative approach improved participants' engagement and emotional commitment. Leadership Matters appears to benefit its participants.
3. Ryanair has been pleased by the success of its Leadership Matters programme. The organisation has given NKD the task of revamping the three-day format. Over sixtyfive percent of respondents said they were happy with the programme. They are gaining self-assurance and 21st-century leadership abilities via the curriculum.

Management Role of Ryanair

1. Numerous high-profile lawsuits and investigations have involved Ryanair. It is not only the airlines' tactics that have been debated.
2. Workers have gone on strike in several situations. They altered their management structure to increase productivity. They had a managerial shakeup throughout the year. There were nine managers under the CEO's direction.
3. The Management Board is one of the two bodies that make up the company's leadership. This team keeps an eye on how the business runs (Caputo, et. al., 2018).
4. The other team is the Customer and Operations Executives, who are in charge of the day-to-day running of the business. It keeps the company's commitment to safety intact. Usually, this team meets once a week (Morlotti, et. al., 2020).
5. The head of safety and the legal department round out the management team.

Leadership within the Corporation

Leadership at Ryanair

Having great executives may be crucial to running a business or an entire sector. In doing so, they will be able to contribute to the organization's success while also enhancing the quality of life for consumers (Day, 2011, pag.40). Experts agree that leadership is the process of shaping the behaviour of an organisation to achieve its objectives.

This year marks the beginning of Ryanair's High-Performance Leadership programme. It brings together the aspects of a successful company strategy with the evaluation of its top executives' work. Through its many assessment mechanisms, the system gives users the backing they need to advance their talents. New ways of tracking the development of the company's best employees are also being introduced.

Ryanair "Leadership Matters" is a methodology for identifying and developing management team most closely associated with the airline's Customers. The program's primary goal is to provide a friendly and accepting atmosphere where each participant may flourish (Leskiw and Singh, 2007). Established leaders at all levels of the organisation will also be involved in the program.

Motivation: The study of what drives people is a growing topic, and researchers have come up with a variety of strategies to get people fired up. Many hypotheses have been developed to characterise and investigate the motivation landscape (Schaffer, 2008, pag.6). An all-encompassing philosophy of employee motivation is still a work in progress. What works best in a given work setting is the most intriguing question.

Workplace: Ryanair diversity and inclusion team has devised a strategy to help all workers cultivate a more open mindset and identify their unique strengths. The overarching goal of this technique is to create an environment where individuals are treated with compassion and kindness. Since the workers are the airline's most valuable asset, the company's culture encourages them to continually apply themselves to their work.

Improved training: Worker performance may be enhanced via training and development programmes that focus on skill building and information expansion. Ryanair has set up a network of vocational study centres to raise the level of education and training among its staff. (Jungmann, et. al., 2020. Pag.179). New cabin crew employees may take advantage of these resources to get the NVQ Level 2 qualification, which is the academic equivalent of four GCSEs.

Aspects that influence the effectiveness of groups and teams, as well as the expansion of the firm

Leadership progress

Every company leader needs a day plan to help them strategize and carry out their daily responsibilities. Ryanair has made a training website for its managers to help them grow as people. The site has resources for all aspects of leadership. Over the next year, Ryanair will focus on improving its internal leadership and skills by improving its talent and supervision.

Use of Maslow Theory at Ryanair

Motivation is based on the idea that workers should be given the tools they need to advance their careers. With this in mind, we can see how differences in people's wants might cause friction in the workplace. This theory's pyramidal structure aids workers in determining where they are in terms of their own requirements and opportunities for growth (Pettinger, 2013).

The notion of potential may be understood via the lens of the notion of self-actualization. It exemplifies the wide range of career options available to individuals. People work hard and develop groups where they can get along in the job (Efthymiou, et. al., 2021). As an added bonus, they maintain a warm and welcoming atmosphere.

Self-Actualisation needs: Employees at Ryanair are motivated to grow in large part by their desire to fulfil their own potential. The company's programmes might provide what they need, such as interesting work and educational opportunities (Narangajavana, et. al., 2014, pag.30).

Self-esteem needs: The company's ongoing efforts to meet the self-esteem needs of its employees by giving them the right tools and resources have made them more productive.

Social needs: When it comes to workers' social requirements, Ryanair goes above and beyond to ensure they have all they need to succeed as a team. Additionally, the corporation invests in its workers by providing them with cultural workshops designed to enhance their interpersonal and communication abilities (Hommelhoff, 2017).

Safety needs: Ryanair has set up a number of pension plans so that when employees leave the company, they can safely get their retirement and bonus money.

Physical needs: The company has made a lot of progress toward giving its employees better working conditions.

Team success at Ryanair

Diversity and inclusion

Dignity at Work is designed to ease any apprehensions workers may have about working with people who have disabilities. The business plans to build a staff of trained Provocation consultants to assist workers in dealing with issues that may arise (Diaconu, 2012, pag.345).

The goal is to provide a thorough training programme for impaired athletes to participate in the Paralympic Games.

Colleague participation

The managers of Ryanair will have the opportunity to attend seminars and participate in online discussion boards in an effort to improve their interpersonal and communication abilities. In addition, it provides a number of options to help employees network with one another. The objective is to promote open communication and the free flow of original ideas.

Team Efficacy Theory used by Ryanair

McGregor's Theory X and Theory Y

The supervisor should boost employee morale. The Human Side of Management, based on McGregor's study, proposed two unique personality types in the workplace, each with its own expectations.

In Theory X, employees are unmotivated, unenthusiastic, and uninspired (Robbins, 2018, page 102).

Y Theory says individuals derive more satisfaction from their occupations than their incomes. It sets criteria for workers' focus, self-control, and effort.

British Airways implements Theory Y cooperation.

According to the research, employees may respond differently to new productivity-boosting management measures. The Y Theory suggests that employees respond to monetary incentives. Ryanair rewards Theory Y employees with incentives, training, and job rotation, rather than Theory X types. (Harvey and Turnbull, 2020, pag.556).

Communication at Ryanair

Survival requires the capacity to communicate. Learning one's identity is the first step towards spreading it to the world.

Internal Ryanair Communication

Ryanair uses a variety of technologies and programmes to ease internal and external communication. The company's information system handles day-to-day operations and determines its direction. Ryanair's Corporate Communications has created a global reputation by keeping stakeholders and workers informed through an internal website. This network gives mobile airline staff access to all resources. Ryanair has established an intranet featuring a number of tools and programmes to keep staff in contact. Employee Self-Service lets employees accomplish everyday chores online (Mack, 2013, pag.49).

IP Technology

In over 80 countries, for instance, Ryanair relies on a network of professional agencies to get its word out to consumers and the media. The marketing department for Ryanair media outlets is known as Ryanair Media. At the moment, the firm provides its customers with a wide variety of individualised services and goods, such as television, publications, and radio.

Recommendations

Ryanair main issue is the implementation of new management strategies. The company's inexperience with strategic planning and organisational change was exposed. Ryanair may enhance its performance in many keyways by instituting a policy that requires employees to work in teams. It also has to introduce additional reward schemes and customer service initiatives. Executives can pinpoint the causes of poor performance and identify elements that may be changed to boost productivity. This can help their employees grow professionally and boost the efficiency of their business. Actions may be done to increase the efficiency by lowering the number of unproductive parts of the market and by taking steps to support and enhance its efficacy. The recruiting process at Ryanair may be lengthy because of the volume of applicants it must evaluate.

Conclusion

Ryanair's long-term goals remain unchanged notwithstanding its hopeful outlook. It knows there's plenty to accomplish before the company can be called successful. Ryanair's success is largely due to its employees' passion and determination. When correctly executed, happy staff lead to happy customers, and the organisation accomplishes its objectives. The Division's staff

ensures that everyone at Ryanair gets the necessary resources. The organisation has specialised teams headed by managers. The structure helps maintain a nice working climate and stimulates workers. Ryanair placed customers and workers first to solve its relationship difficulties. This new method aims to enhance staff productivity and happiness.

References

Burrell, K., 2011. Going steerage on Ryanair: cultures of migrant air travel between Poland and the UK. *Journal of Transport Geography*, 19(5), pp.1023-1030.

Barrett, S.D., 2017. The sustainability of the Ryanair model. In *Strategic Management in Aviation* (pp. 371-380). Routledge.

Caputo, A., Borbély, A. and Dabic, M., 2018. Building theory on the negotiation capability of the firm: evidence from Ryanair. *Journal of Knowledge Management*.

Davenport, A., 2005. The Disability Discrimination Act 1995 and the Travel Industry: Ross v. Ryanair in the Court of Appeal. *Int'l Travel LJ*, p.12.

Diaconu, L., 2012. The evolution of the European low-cost airlines 'business models. Ryanair case study. *Procedia-Social and Behavioral Sciences*, 62, pp.342-346.

Day, D.V., 2011. Leadership development. *The SAGE handbook of leadership*, 22, pp.37-50.

Efthymiou, M., Usher, D., O'Connell, J.F., Warnock-Smith, D. and Conyngham, G., 2021. The factors influencing entry level airline pilot retention: An empirical study of Ryanair. *Journal of Air Transport Management*, 91, p.101997.

Hommelhoff, S., 2017. Implicit managerial theories about followers and customers. *Journal of Service Theory and Practice*.

Harvey, G. and Turnbull, P., 2020. Ricardo flies Ryanair: Strategic human resource management and competitive advantage in a Single European Aviation Market. *Human Resource Management Journal*, 30(4), pp.553-565.

Jungmann, F., Wegge, J., Liebermann, S.C., Ries, B.C. and Schmidt, K.H., 2020. Improving team functioning and performance in age-diverse teams: Evaluation of a leadership training. *Work, Aging and Retirement*, 6(3), pp.175-194.

Leskiw, S.L. and Singh, P., 2007. Leadership development: Learning from best practices. *Leadership & Organization Development Journal*.

Mack, R., 2013. A Study on Airline Strategy: Comparing Ryanair and Lufthansa to determine the best strategy in the industry. *How They Could Impact the Largest Swiss Watch Company, Swatch Group*, p.49.

Mullins, L.J., 2007. *Management and organisational behaviour*. Pearson education.

Morlotti, C., Birolini, S., Cattaneo, M. and Redondi, R., 2020. Introducing connecting flights in LCCs' business model: Ryanair's network strategy. *Journal of Air Transport Management*, 87, p.101849.

Mendonça, P., 2020. Trade union responses to precarious employment: the role of power resources in defending precarious flight attendants at Ryanair. *Transfer: European Review of Labour and Research*, 26(4), pp.431-445.

Niinimaa, E., 2011. Customer Satisfaction Survey on Ryanair Webpages.

Narangajavana, Y., Garrigos-Simon, F.J., García, J.S. and Forgas-Coll, S., 2014. Prices, prices and prices: A study in the airline sector. *Tourism Management*, 41, pp.28-42.

Pettinger, R., 2013. *Organizational behaviour: Performance management in practice*. Routledge.

Schwandt, A., 2010. Part IV: Comparison of the different industries. *Logistics: The Backbone for Managing Complex Organizations*, 17, p.241.

Schaffer, B., 2008. Leadership and motivation. *Supervision*, 69(2), p.6.

Turkoglu, H.A.N.D.E., 2020. The silenced phenomenon: Sexual harassment in the hospitality and tourism workplace. *Tourism and Gender-Based Violence Challenging Inequalities*, CABI, Boston, MI, pp.48-64.

Online: <https://www.ryanair.com/uk/en> (Accessed 03/01/2023).

Cristian Lupu Task 2 Individual report

Introduction

According to Roberts and Westville (2008) reflection allows people to gain insight into their mental processes, emotional states, and emotional responses. It is feasible that people, via introspection, may recognise their developed competencies and pursue such opportunities further. Self-reflection is essential for every person and student to recognise their own personal strengths and shortcomings while carrying out assignments (Wain, 2017). As a result of engaging in self-reflection, students may hone their abilities and pinpoint areas for improvement, learner perspective on their time spent in collaborative settings.

Gibbs' reflective model

According to Yaacob, et. al., (2021) with the support of Gibbs' reflective approach, students are capable of recognising and investigating their perspective. In 1988, Graham Gibbs developed the reflective cycle to help people reflect on and record their own personal learning opportunities. When working on a large group project, the Gibbs reflective model can help you pinpoint the experience or scenario that each team member is in. Students may better understand the obstacles they face when completing assignments with the use of this reflection approach (Husebø, et. al., 2015). Understanding one's own strengths and weaknesses is critical for students who want to improve their grades. The following is an explanation of the six steps that make up Gibbs' reflective cycle:

1. Description: My group of four and I have been tasked with creating a presentation about a UK-based nonprofit. To complete this task successfully, we will need to conduct extensive research on a variety of issues pertinent to the company. At first, we all agreed to break up the job into smaller chunks that would be more manageable. Consequently, so that we may assemble our research, we need to finish the assignment one day before the deadline. It becomes clear following processing that our jobs are unrelated and poorly written. Since no two jobs are the same, we had to redo ours (Davies, 2012). We are struggling to get back on track with the work at hand since there is just not enough time. As a result, one of us has decided not to complete the task.
2. Feelings: We have collectively assessed our progress so far as a group and have conclude that there is still a great deal of work to be done before we can turn in this project. Initially, I was relieved to see that we had successfully broken up the project into manageable

chunks, but when we finally put everything together, nothing fit together as smoothly as I had hoped. The task of reassembling the team and inspiring them to finish the work again proved challenging (Pitts, 2021). I felt responsible for the group's failure to complete the work since I did not fully grasp it and many other members of the group were not prepared to contribute. My motivation to do well on the task increased once anything went awry.

3. Evaluation: According to my assessment, all members of the team worked diligently and effectively. We also realised that our effort did not match the requirements until we sat down and rewrote the task (Campbell, et. al., 2014). One of the members of the group was not prepared to perform their share of the job, so now everyone else has pitched in even more. This project has helped me become more efficient with my time and more analytical in my thinking. The most troublesome aspect is that we haven't had a formal meeting to go through the information that has to be produced, so we will have to rewrite it.

4. Analysis: Everyone in the team is enthusiastic and working at peak efficiency. Because we encourage everyone to have a voice and participate in group choices, we have found that assigning tasks to our team members has become rather simple. I have concluded that we failed to take stock of our collective abilities and shortcomings, making it difficult for us to divide up tasks efficiently. By reading up on various subjects, I have broadened my horizons and improved my understanding of the world (Pullman, 2018). Due to the fact that everyone in the group had to contribute to the final draught, everyone's research and problem-solving abilities were honed throughout the process.

5. Conclusions: This project has taught me the value of taking stock of a team's individual skill sets before diving into collaborative work. I have determined that it is crucial that I plan each component of the assignment in advance, so that when they are all compiled, I won't have to start from scratch. In order to prevent everyone in the group from falling prey to conformism, I believe it is crucial that I constantly question my own judgement (Campbell, et. al., 2014).

6. Action plan: When we collaborate in the future, I will try to find out more about each team member's skills and weaknesses through active participation. Organizing tasks such that they cater to the individual passions and expertise of everyone involved is essential (Oviawe, 2020). The experiences I have learned so far will guide me as I attempt to keep my staff members inspired and committed to seeing the project through to realisation.

Conclusion

As can be seen from the above analysis, it is crucial for each student to do an introspective analysis of their own performance in order to determine their areas of excellence and improvement. Learners may improve their abilities and acquire new information via introspection and the examination of their previous experiences. Reflective thinking can improve people develop themselves and figure out where they can make changes.

Luminita Julieta Lupu Task 2 Individual report

INTRODUCTION

Reflection is a technique with the help of which individuals are able to evaluate their thought process, feelings, and emotions (Astrove and Kraimer, 2022). With the help of reflection, it is possible that the individuals will identify their new skills and interests. Every individual and learner must engage in self-reflection in order to identify the strengths and weaknesses they encounter in their daily lives while performing tasks (Balsari-Palsule and Little, 2020). With the help of self-reflection, the learners are able to enhance their skills and identify areas where they can grow. This report is a self-reflection on the experience of the learner while working in a group.

MAIN BODY

Gibbs' reflective model is the most commonly used model of reflection, with the help of which the learners are able to identify and explore their experience. The Gibbs reflective cycle was introduced by Graham Gibbs in 1988 to identify the learning experiences of individuals (Carter Jr., et al., 2020). The Gibbs reflective model will identify the experience or situation that individuals face while working on an assignment with several team members. With the help of this reflection model, individuals can identify the challenges they are facing while performing their task within the assignment (Pfeiffer, 2021). It is critical for students to identify their areas

of strength and weakness in order to develop better and more efficient work. There are six stages of Gibbs' reflective cycle, which are described below:

- Description- I have to develop a group presentation along with 5 other members on an organization working in UK. The assignment is highly based on performing research on several topics which are related to the organization. At first all of us have decided to divide our work in several sections, so that it will become easy for us to perform the tasks. We have to complete the task day before the submission date, so that we can compile our work. After the compilation it is seen that our tasks are not related and are not written properly (Gibbs, 2003). So, we had to perform our task again as all the tasks are different from each other. It is difficult for us to complete task again as we are not having sufficient time. Therefore, one of our members have dropped his/her plan to finish the assignment.
- Feelings- We have sat down together to analyse our work and still we have realized that we have to do a lot of work in order to complete the assignment. At first I was happy that we have efficiently divided the assignment into several sections but after compilation of our work the assignment didn't go as planned. It was difficult for me to get back all the members and motivate them to perform the assignment again. There are several members in the group who are not ready to perform, so I was guilty that I was not able to understand the assignment and whole assignment went wrong. But after the assignment went wrong, I became more motivated to complete the assignment effectively.
- Evaluation- I have evaluated that each and every member within the group have worked with motivation and have produced good work. Besides, our work is not according to the content at first, but it was sorted after we sat down and rewrite the assignment. A member within the group was not ready to do the work, so all the other members have to do extra work along with their part (Bud, et. al., 2013). In this assignment, I have enhanced my time management skills and also critical thinking skills. The most difficult part is that we have not sat down and discussed the content which have to be written, so we have to write the content again.
- Analysis- Each member in the group is motivated and is performing their work with higher productivity. Every member in the group has the right to say and take part in the decisions, so it had become easy for us to divide the work among the team members. I have analysed that we have not identified the strengths and weaknesses of every member, so it

became hard for us to divide the work in effective manner according to the skills pertained by each member. I have researched on many topics and have gained a lot of knowledge. Each member within the group was given the writing part, so every member has enhanced their researching as well as problem solving skills while performing this task (Adeani, et. al., 2020).

- **Conclusions-** From this assignment, I have learned that before starting to work with a group, it is important that we are evaluating the strengths and weaknesses of each and every member. I have examined that it is important for me to plan all the sections within the assignment so that after every section is pulled, there will be no need to rewrite them. For me, it is important that I am challenging my decisions so as to make sure that each member in the group will make sure that they are not agreeing on the decisions because of the group think.

Action plan- Next time I work with the group, I will make sure that I get engaged with all my team members in order to identify their strong as well as weak points. It is critical that the work be divided and divided according to the interests and skills of the participants (Oviawe, 2020).

From my current experience, I will make sure that all the team members are working with motivation and do not drop their plan in the end.

CONCLUSION

From the above report, it is concluded that it is important for every learner to perform a selfreflection on their work so that they will be able to identify their strengths and weaknesses. Reflection can help the learners enhance their skills and gain new knowledge from their past experiences. With the help of reflection, individuals can improve themselves as well as try to evaluate the skills that they can enhance.

References

- Campbell, J., Gibbs, A., Najafi, H. and Severinski, C., 2014. A comparison of learner intent and behaviour in live and archived MOOCs. *International Review of Research in Open and Distributed Learning*, 15(5), pp.235-262.
- Davies, S., 2012. Embracing reflective practice. *Education for Primary Care*, 23(1), pp.9-12.

- Husebø, S.E., O'Regan, S. and Nestel, D., 2015. Reflective practice and its role in simulation. *Clinical Simulation in Nursing*, 11(8), pp.368-375.
- Pitts, R.T., 2021. Pinpointing Where to Start: A Reflective Analysis on the Introductory Evaluation Course. *Canadian Journal of Program Evaluation*, 35(3).
- Pullman, E., 2018. Applying the Framework as a reflective tool: a teacher learner perspective. *College & Research Libraries News*, 79(8), p.416.
- Roberts, C. and Westville, I.N., 2008. Developing future leaders: The role of reflection in the classroom. *Journal of Leadership Education*, 7(1), pp.116-130.
- Yaacob, A., Mohd Asraf, R., Hussain, R.M.R. and Ismail, S.N., 2021. Empowering Learners' Reflective Thinking through Collaborative Reflective Learning. *International Journal of Instruction*, 14(1), pp.709-726.
- Wain, A., 2017. Learning through reflection. *British Journal of Midwifery*, 25(10), pp.662-666.