

Charles H Study Skills Assessment

by Charles H

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Reflection on Study Skills

By Charles H, 2420823

For **L4 - Study Skills for Electronics**
(ACDA4021)

Embedded Electronics Apprenticeship

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Section 1: Presentation skills

Presentations was a large part of the authors previous job, having conducted regular safety briefings to unfamiliar audiences and custom presentations, so there is a lot of practice that can be brought forwards into this. These would include lots of information, to many people new, in a short amount of time.

Some of the tactics those audiences found useful were talking at a slower than normal speed which allowed time to absorb information. Speaking slightly louder and making a joke about others forgetting important sections was also successful [1].

The presentation was about the author, so it was designed in a way that mirrored how the author believed their brain worked normally. The slides of the presentation were light on words; most of the information was conveyed through listening to the speaker and their perception. Some images were included that would aid with visualisations of the presentation. To keep the audience entertained each slide had a faint picture of the presenter's cat as it is often in their thoughts.

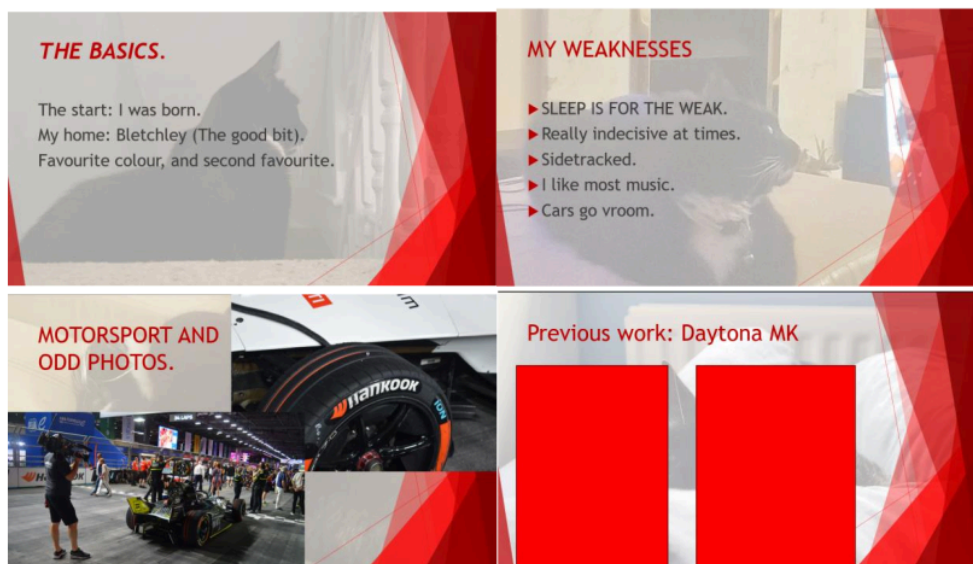


Figure 1 (top left) – First page of basic information on the presenter.

Figure 2 (top right) – Slide about the authors weaknesses

Figure 3 (bottom left) and Figure 4 (bottom right) – Slides with images to aid the description.

The rest of the slides can be seen in appendix A.

The first slide was basic things you tell people about yourself. As it is personal information, the slide had few words so that the audience could not just read the

information but had to listen to the humour involved within the stories. One of the main weaknesses of the presenter is getting sidetracked in thought. To reinforce the idea, the slide on weakness becomes sidetracked back to an earlier slide in a circle after a short pause.

At the start of the presentation, the presenter suddenly felt nervous which was not anticipated as they and the audience were familiar with each other, and it wasn't a new environment. It may have been useful to run through the presentation closer to the time to mitigate this, as it had been a while since the last run through. Since the presenter can be forgetful about import aims, they included a joke where the presentation would seem to end. When the audience began to act that it was the end, they then went "But not for long" and continued to the next slide. The audiences' feedback mentioned they enjoyed the joke however the pace was too fast which was expected. It was considered professional with a good variety of content that was engaging.

Section 2: Personal research on skill sets.

Part 1: Skills for university learning

A major part of university is writing essays for assignments [2]. These require a large amount of time to research, write and edit for each topic and reference to any sources. Researching involves looking through a large volume of information, and so being able to analyse whether it is useful or not for the task will help save time. Skim reading is one tactic considered extremely useful for this [3].

Before submitting the document, it will need to be edited down and proofread. UCAS say a few steps to make sure it works is that its logical, any points made are backed up and that the reader gets brought along with the document. This can be made easier by paragraphs being split correctly and sentences which are precise. [3]

Indeed, mentions that their top 3 skills for studies are critical thinking, problem solving and motivation [4]. These can all be used in many sections of study involving efficient planning, researching, and completing tasks.

2.2: General and transferrable skills for jobs in later life.

Indeed, says that the most valuable skills are those that contribute to working as a team which include communication, problem solving and dependability [5]. Communication is important as it helps avoid confusion on the direction of a project. Being able to solve problems means being less dependent on other people allowing them to work, as well as being more valuable to others when they need help.

Skills that are used in writing assignments will be extremely useful because part of designing is the documentation required alongside creations and processes performed throughout. Analytical thinking will also be useful for improving on standard processes which are outdated within an organisation, and presentation to show a different method which could be better.

Section 3: Self-evaluation and action planning.

3.1: Self-evaluation.

Before conducting any tests, the author believed that they were a louder, outgoing and active person when alone or in a small group than in larger groups. For group projects, it is preferred to be split into lots of small tasks and working on them separately while sharing ideas rather than all working on the whole task together.

They consider themselves to be very logical and in thought process and good at avoiding any bias in considerations when it is not necessary within a design and find making decisions much easier when they follow guidelines.

The online tests were taken to provide another perspective of the author and provide an angle for comparison and reflection. The first test taken was a big 5 personality test [6] using ideas from the International Personality Item Pool which was developed by L.R Goldberg and published in 1992.

Results summary

Your results from the IPIP Big Five Factor Markers are in the table below. The table contains a raw score and also a percentile, what percent of other people who have taken this test that you score higher than.

Factor	Factor label	Raw score	Score percentile
I	Extroversion	2	2
II	Emotional stability	30	30
III	Agreeableness	30	30
IV	Conscientiousness	76	76
V	Intellect/Imagination	34	34

Big five personality trait scores calculated by openpsychometrics.org

Fig 5 – Results from the Big 5 Personality Test.

The extroversion score is much lower than what was expected but its reasonable as the questions asked are mostly about large groups, and not small groups. The agreeableness, conscientiousness and intellect score all support challenging ideas and finding evidence for an idea which is also quite relevant to a mathematical mind.

Another test taken was a Myers-Briggs personality test [7] which uses 4 scales to divide people in 16 categories, commonly abbreviated to 4 letters.

Jungian/Myers-Briggs Personality Type is based on four preferences, that when combined produce personality type. This page will first cover your scores for each of the preferences then finally give a description for the type that they produce.

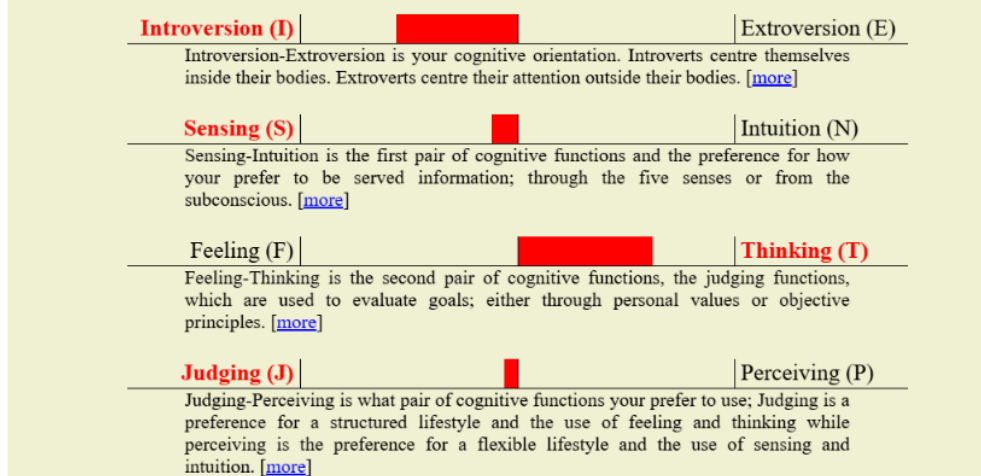


Fig 6 – Results from the Jungian Myers-Briggs personality test

This tests results had a long explanation, which can be shortened down to those that have “an ISTJ personality are known for their practicality, reliability, and integrity.” They are “highly organized and value structure in their lives” while preferring a “small circle of close friends to a wide network”. “They show their care through actions rather than words” and prefer “concrete tasks where they can apply their practical skills” [7].

Practicality is one aspect that is always considered when planning, although structure is not too important. A regular sleep schedule and time to leave and return from work is about all that is preferred, with the rest of the day loose. Being dependable and having integrity is considered extremely important as they mean others do not have issues too often.

A similar test was conducted [8] and this also returned ISTJ. Some recommendations for careers involving following paths which stick tightly to guidelines or managerial roles [10] as well as engineering roles [11].

An area which needs improvement is the ability to interpret academic level work, as when researching how the assessments are created and where the ideas come from, some higher-level reports were much harder to understand easily.

3.2: SMART Goals

SMART goals are Sensible or Specific, Measurable, Accurate or Achievable, have Relevant information and be Time bound. A SMART goal is more likely to be successful than a target, as it requires previous thought where problems should be noticed and plan how to achieve it [12]. As a result, they are much more likely to be successful.

A Personal Develop Plan is a strategy to work towards a target which gives a clear path on improving yourself as a person. It often involves a SWOT analysis, which has your Strengths and Weaknesses alongside any external Opportunities and Threats that may occur throughout the period to achieve the target goal [9].

A common goal in an apprentice's workplace PDP is to get a first-class degree and transition into a full-time position at their current place of work at the end of the apprenticeship. It can be assessed throughout the course by using feedback from assessments each term and the result can be measured by the final grade in the course, and whether a new contract is signed at the end.

A major strength in this area is the motivation to study, understand and practice the skills as part of the course, making it easy to improve. A major weakness however is the possible lack of previous knowledge. This could become a problem when sections of the course rely on others that are assumed to be understood and can be mitigated by viewing the next areas of study and conducting some quick research on the topic.

An opportunity that can be utilised is the library available at the university. It provides access to resources that can be great for research and deeper knowledge. A threat is the potential workload increasing at work and not having the time for study one day a week. A mitigation for this is ensuring that those providing work are aware that the apprenticeship requires dedicated time and help monitor the workload while ensuring there's the ability to reduce it if needed.

The author also has a few personal goals. These include:

1: To move out of their parents' house into a mortgaged home and to be fully self-sufficient without them. Its achievable by continuing to save between £6000-8000 each year, which should make around £70,000 by the end of the apprenticeship on top of previous savings. In September 2024 the average cost of a first-time buyer was £262,000 [10] in their local area, enough for a 20% deposit on a £320,000 house with a mortgage accounting for a 6% rise across 4 years. And is planned to be completed within a year of finishing the apprenticeship, by the summer of 2029.

2: To achieve a Motorsport UK grade 2 at both on track flag and incident marshalling, along with a grade 1 in off track and rally. Progress can be monitored through the PRC (personal record card) which contains comments from post chiefs after every

day. For both divisions, it requires at least 15 days across a minimum of 12 months for a grade 1 and a further 20 days across 24 months for grade 2. From training days, a few assessors said that it is more common for most people to need another 50% on top, so it is more likely to require at least 90 months (8 years) [11].

3: To learn C++ by making a small-scale replica of motorsport start lights using an Arduino and just 3 buttons. The process will include all the functions that are used in Formula 1 and Formula E, including when the track is not considered live. The target is to have the functions for a race complete by the end of January and all functions by the end of march and progress can be monitored by how close the functions are to working fully.

Section 4: Application. Data and time management.

4.1: Data management.

Data management is the process in which information is stored, processed and distributed. A report goes into detail about how this is important in appendix C and my implementation is detailed below.

All the university documents are saved into one folder. Within this folder there are two subfolder one with work for the course directly and a second for any work self-tasked. All course work is then split into a folder for the year and term, which is then split into folders for any work completed within lectures or notes for each module, and a separate folder for assignment files.

C:\Users\Charless\OneDrive - University of Wales Trinity Saint David\Desktop:

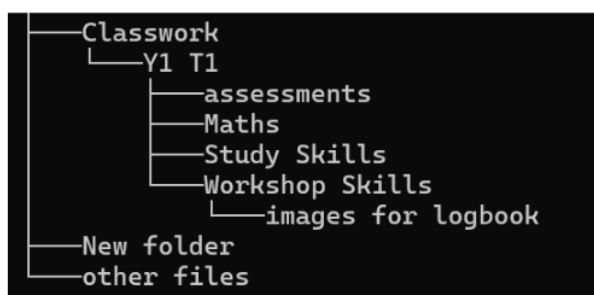


Fig 7 – File structure of documents for university.

To keep the data safe and recoverable if the laptop used for the course was lost, all the files are backed up to OneDrive, automatically when it's connected to the internet. It also allows the files to be accessed either on the laptop or university computers with a recent version. At the end of each week, the files are copied onto a USB drive kept with the laptop, and at the end of each block release then copied

4.2: Time management.

For university, when planning how to divide time for assignments, the plan is for assignments to be completed a week before. The last week is then contingency time for making changes or if it gets delayed. It's also planned that they will not be worked on at the weekends, as this allows a block of free personal time, but also can be used if needed.

Figure 1 displays six charts (A-F) showing the distribution of 1000 simulated values for the number of dependent accounts (Y-axis) and electronic gaming (X-axis). The Y-axis ranges from 0 to 20, and the X-axis ranges from 0 to 20. The distributions are generally centered around 10 on the Y-axis and 10 on the X-axis, with some variation in the shape and spread of the distributions across scenarios.

Section 5: Conclusion and evaluation.

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Throughout this report, presentation, study and career skills were investigated as well as a brief overview of time and data management, a self-evaluation and a few goals.

The presentation showed that although the content was clear, the delivery needed improving, which could be achieved by spreading the preparation over a longer time and closer to the presentation date.

The study skills research showed that there are a few skills which will need improving to succeed well at the course, but also that there's quite a lot which will have already been developed elsewhere which can be used. There are also many skills which can be carried through to careers later in life.

The self-evaluation tests returned mostly expected results. They will be used to help inform some decisions like goals but currently aren't seen as being too useful and may be completely forgotten about. It may be useful to revisit this section in a couple of years to help adjust processes that are adopted to be more useful personally.

The research that was put into time and data management did not reveal any new information and did not provide too much evidence, when compared to the self-evaluation, for changing the ways in which they are implemented currently.

It will remain important to reflect upon any implemented processes throughout and update them if necessary to remain proportionate to the risks of being complacent. It will also be useful to regularly reflect on the progress of the goals and adjust them if necessary to keep them relevant and achievable.

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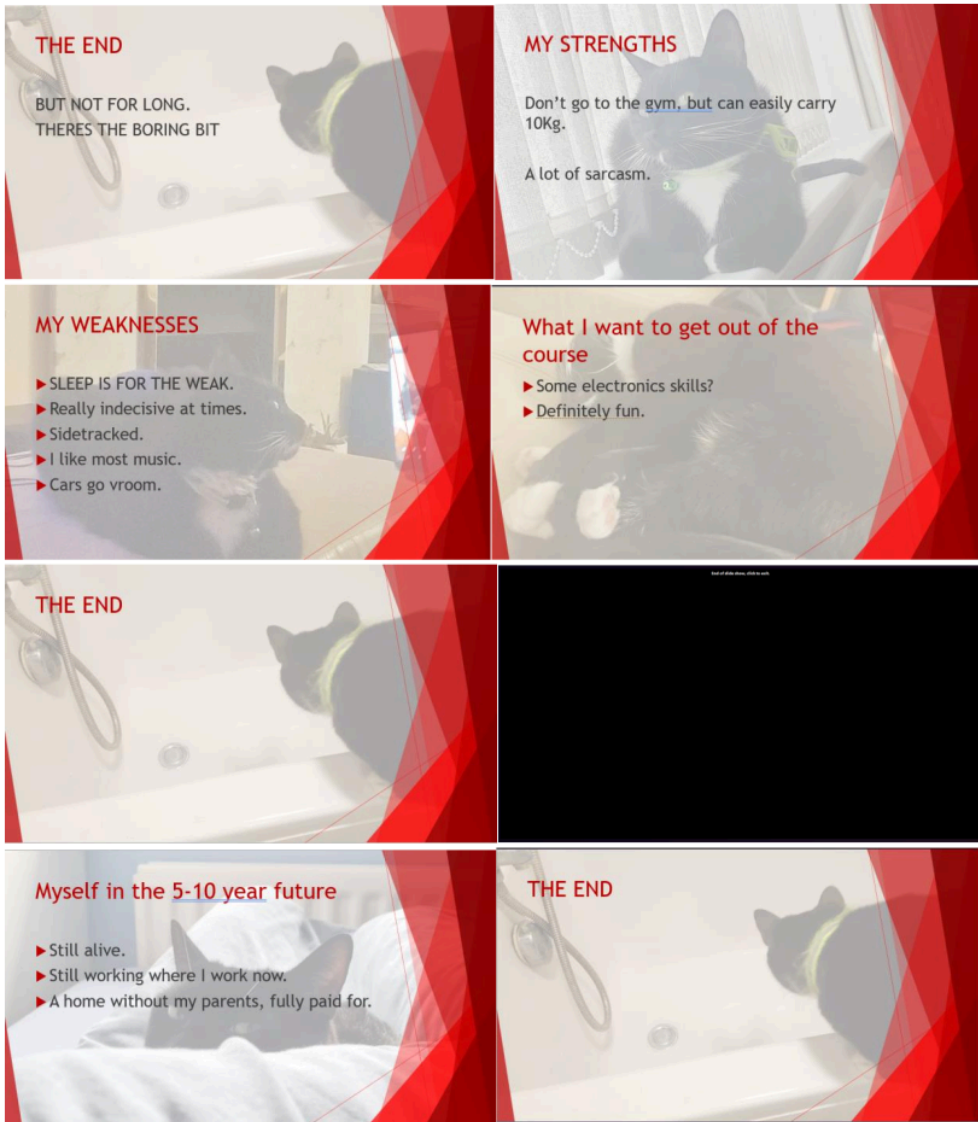
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Section 7: Appendices.

Appendices A: Presentation about myself slides:





Ransomware and the possible effects on the business.

Created for managing director of small
company by Charles H.

1: Introduction to ransomware	P16
2: How ransomware affects computers.	P16
3: Affects and Problems caused by ransomware P17	
4: Recovering from Ransomware	P17
5: Should the ransom be paid.	P18
6: Ways to mitigate against this	P18
7: Who were REvil?	P18
8: Conclusion P19	
References	P19

1: What is ransomware?

Ransomware is a type of malware, like a virus, which blocks access to systems or files. The main aim is to force you to pay the criminals a sum of money, and then they say they will give you a way access what was locked again. During the attack, hackers may also download your files, and could threaten to publicly release it afterwards, if a second sum of money isn't paid [1].

There were 500 million ransomware attacks in 2022, with 93% (465M) being on windows [2]. Ransomware is just one of the many possible virus attacks and it is important to be prepared against them.

2: How ransomware gets into systems:

Ransomware can get into systems in many ways. In the modern day it is normally shared through downloading files from emails or websites, which contain the ransomware however it's still common for them to be transferred through physical media[3]. Virus's can also be shared between computers on the same network. As a result, once one computer in an office is infected, its likely the whole office will be infected in a short period of time as most staff send emails between each other and shares documents from the servers, both onsite and offsite. It is also becoming more common for services that are outsourced to other companies to be targeted, as it can quickly be spread through them [2].

3: Affects and problems caused by ransomware

There's lots of problems that are caused by ransomware. The most critical being that it often locks users out of files, and entire systems. This brings operations to a standstill for most staff and have knock on effects for support to customers as well as sales, and revenue would take a massive hit. On average a ransomware will cause 24 days of disruption [2].

Offix group, a large supplier of office supplies, was hit by a ransomware attack in 2019. They had no system working to be able to handle orders which were still coming through. They ended up rebuilding their system, as they expected it to have a similar cost to the ransom at \$500,000 [4].

4: First steps and recovering.

The first step once identifying an attack is to isolate the virus [5]. Ideally this would be to isolate every computer immediately, although it would have devastating consequences in the short term, including completely turning the company offline and shutting down servers. Therefore, the best recommendation is normally to isolate a group of systems once they're noticed to be infected and any connecting systems [5]. This could be a major step in preventing the spread to operation critical systems like data storage or web hosting.

Once the systems are isolated, they can then be assessed. This is mainly to see how badly they're infected and if any more isolation needs to occur, however it could be to try and identify the source of infection. Hopefully any data stored in the systems is backed up (and not infected). A standard saying for data storage is at minimum 3 2 1. 3 copies (active use and 2 spares) on 2 different mediums with one being offsite. If it's useable, then a data wipe on the infected system and backup should hopefully be easy.

Making a plan of action:

It's important to make sure that implementing a backup into use is possible. Just 6% of businesses that don't have a recovery plan survive after a complete data loss [6].

It would be important to assess when paying the ransom is worth it for the company, including the risk of not seeing the data get returned. That way when the situation comes up, a quick decision can be made, and action start straight away on recovery.

It is always advisable to review any virus attacks and improve the security afterwards, as well as regular reviews to ensure that the defence in line is suitable and proportionate for the organisation.

5: Should the ransom be paid.

Many organisations providing advice on cyber security do not recommend paying for ransomware. A couple of reasons for this include:

You can't trust them to provide your services back. After all, they just infected you. There's also no advantage to them if they do help you after they receive the payment. There's varying reported levels of success with receiving the data back from the attack, from as low as 19% [7] to 43% [2]. However, 46% of that reported 43% was corrupted, resulting in a true success rate of 24%.

6: Ways to mitigate against this.

Some ways that you can mitigate against the risks of a virus include forcing all downloads to go through a virus scan. If the scan detects a possible virus, then it won't let the user access the file. However, starting a download means a virus could get through. Most anti-virus software get multiple updates daily as malware is constantly changing and needs detecting.

The best defence is mitigating the risk from staff, as humans are very commonly the weakest link [8]. Unlike computers, we very rarely follow rules or guidelines as previously laid out and can do something we aren't meant to. Therefore, providing training on how to spot potentially suspicious areas and not clicking on anything that isn't needed. Reporting emails which are suspicious and get through to IT also helps as they can add the sender to a block list which prevents another member of staff from seeing it.

7: Who were REvil?

REvil were most likely a Russian based or speaking group who caused cyberattacks, and then threatened to release the information collected during the attack afterwards [9] [10]. Apple were just one of the many companies affected by them, however the attack was on a different company who held design documents. They eventually got closed by Russia after using information provided by the US [11], although their code is still prevalent in another ransomware by different groups.

8: Conclusion

Every organisation is different, and they constantly change. Making a plan is better than having no plan and having an up-to-date plan is even better. The best advice would be to assess and adjust any plans in the event of a virus attack regularly to ensure they're appropriate and proportionate to the organisations current and expected size before the next review of the process.

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Appendices C: Self Evaluation of Academic Skills

Thinking about yourself, read and mark each statement out of 5, with 5 being 'Totally Agree' and 1 being 'Totally Disagree'. If a statement doesn't apply to you, leave it blank

Skill	5	4	3	2	1
I have the confidence to try new things and express my ideas			X		
I am self-motivated and will persevere with difficult tasks		X			
I am organised and can meet set deadlines		X			
I am able to find information from different resources easily	X				
I can read complicated texts and understand the general meaning				X	
I am able to select what is relevant and what is irrelevant in text		X			
I can compare different opinions and decide what are the best grounds for deciding who is right	X				
I can write things in my own words		X			
I am able to reflect and evaluate my own work		X			
I have good strategies for starting a new task/assignment	X				
I have good time management skills and can organise my workload effectively	X				
I am able to make, store and find my notes	X				
I am able to manage a range of writing skills appropriately				X	
I am able to think critically and analytically, and evaluate arguments	X				
I have good memory strategies	X				
I know how to use IT to help academic study	X				
I am confident at preparing and delivering oral presentations	X				

Big 5 Personality Test: What is each factor? [7]

Factor I was labelled as **Extraversion** by the developers of the IPIP-BFFM. Factor I is sometimes given other names, such as Surgency or Positive Emotionality.

Extraversion is typically characterized by an individual's tendency to seek out social interaction and stimulation, as well as their level of enthusiasm and assertiveness in social situations. Individuals who score high on this dimension tend to be outgoing, sociable, and talkative. They enjoy being around others and seek out social situations. They are often described as having a high level of energy, enthusiasm, and assertiveness. They may also be more likely to engage in risk-taking behaviors, such as partying, drinking, or other forms of excitement-seeking.

In contrast, individuals who score low on extraversion are more introverted and reserved. They may prefer to spend time alone or in small groups, and may feel uncomfortable in large social gatherings. They may also be less assertive and more cautious in their interactions with others.

Research has shown that extraversion is linked to a range of outcomes, including job performance, social support, and well-being. For example, individuals who score high on extraversion tend to be more successful in careers that involve social interaction and communication. They may also have more social support networks and experience higher levels of subjective well-being.

Factor II was labeled as **Emotional Stability** by the developers of the IPIP-BFFM. Factor II is often referred to by its low end, Neuroticism.

Individuals who score high on emotional stability are characterized as being emotionally resilient, calm, and even-tempered. They tend to experience fewer negative emotions and are better able to cope with stress and adversity. They are also more likely to exhibit positive emotions, such as happiness, contentment, and enthusiasm.

In contrast, individuals who score low on emotional stability tend to be more prone to negative emotions, such as anxiety, depression, and anger. They may be more reactive to stress and may find it difficult to cope with challenging situations. They may also exhibit a range of maladaptive behaviors, such as substance abuse or self-harm.

Research has shown that emotional stability is linked to a range of outcomes, including mental health, physical health, and interpersonal relationships. For example, individuals who score high on emotional stability tend to have better mental health outcomes, such as lower rates of depression and anxiety. They may also have better physical health outcomes, such as lower rates of cardiovascular disease. Additionally, they tend to have more stable and supportive relationships with others.

Factor III is labeled as **Agreeableness**.

Individuals who score high on agreeableness are characterized as being warm, kind, and considerate. They tend to be cooperative and are motivated to maintain harmonious social relationships. They may also have a strong sense of empathy and concern for the welfare of others.

In contrast, individuals who score low on agreeableness tend to be more competitive and skeptical. They may be less motivated to maintain social harmony and may be more likely to express their opinions forcefully, even if they may conflict with others.

Research has shown that agreeableness is linked to a range of outcomes, including interpersonal relationships, job performance, and mental health. For example, individuals who score high on agreeableness tend to have more positive and supportive relationships with others. They may also be

more successful in careers that require teamwork and collaboration. Additionally, they tend to have better mental health outcomes, such as lower rates of depression and anxiety. However, it is important to note that excessively high levels of agreeableness can also have negative consequences, such as being overly compliant or lacking assertiveness.

Factor IV is labeled as **Conscientiousness**.

Individuals who score high on conscientiousness are characterized as being reliable, hardworking, and efficient. They tend to be well-organized and responsible, and are motivated to achieve their goals. They may also exhibit a strong sense of self-discipline and perseverance.

In contrast, individuals who score low on conscientiousness tend to be more impulsive and disorganized. They may have difficulty setting and achieving goals, and may be more likely to engage in behaviors that are not in their best interest.

Research has shown that conscientiousness is linked to a range of outcomes, including academic and job performance, health behaviors, and longevity. For example, individuals who score high on conscientiousness tend to have better academic and job performance, as well as lower rates of absenteeism and turnover. They may also be more likely to engage in health-promoting behaviors, such as exercising regularly and maintaining a healthy diet. Additionally, they tend to live longer than individuals who score low on conscientiousness.

However, it is important to note that excessively high levels of conscientiousness can also have negative consequences, such as being overly perfectionistic or rigid.

Factor V was labeled as **Intellect/Imagination** by the developers of the IPIP-BFFM but it is also most commonly known in the literature as **Openness to Experience**.

Individuals who score high on openness to experience are characterized as being imaginative, curious, and open to new ideas and experiences. They tend to be intellectually curious and enjoy exploring new concepts and ideas. They may also exhibit a preference for creativity and aesthetics.

In contrast, individuals who score low on openness to experience tend to be more traditional and conservative. They may have a preference for familiar and predictable experiences, and may be less likely to seek out novel experiences.

Research has shown that openness to experience is linked to a range of outcomes, including creativity, innovation, and cultural competence. For example, individuals who score high on openness to experience tend to be more creative and innovative, and may be more successful in careers that require these skills. Additionally, they tend to be more open-minded and accepting of diverse cultures and perspectives.

However, it is important to note that excessively high levels of openness to experience can also have negative consequences, such as being overly impulsive or having difficulty with routine tasks.

Extended Jungian Type: ISTJ Results description: [7]

“The system of personality types proposed by Carl Jung (1921) and later refined by C. Myers and I. M. Briggs has become an extremely widely used personality theory in self-help, business management, counselling and spiritual development contexts, but it is not commonly used in academic research where, like all type theories, it is treated skeptically. The system produces 16 personality types on the basis of four dichotomies and is the system used in the Myers Briggs Type Indicator and Keirsey Temperament Sorter instruments, among many others. The OEJS is a free and open source measure of the four dichotomies which yields an equivalent result to the usual tests.

People with an ISTJ personality are known for their practicality, reliability, and integrity. They are often seen as the backbone of many organizations, providing a steady and dependable presence. This personality type values tradition and order, placing a strong emphasis on following rules and procedures.

ISTJs are highly organized and value structure in their lives. They prefer to plan their activities well in advance and are not comfortable with improvisation or unpredictability. This makes them excellent in roles that require attention to detail and a methodical approach. They have a strong sense of duty and take their responsibilities very seriously. ISTJs are often driven by a deep sense of loyalty to their families, communities, and organizations.

In terms of interpersonal relationships, ISTJs tend to be reserved and prefer a small circle of close friends to a wide network of acquaintances. They are not naturally attuned to expressing their emotions and may find it challenging to understand the emotional needs of others. However, once they form a bond, they are incredibly loyal and dependable friends and partners. They show their care through actions rather than words, often going to great lengths to fulfil their commitments to loved ones.

ISTJs excel in careers that require precision and organization. They are naturally drawn to roles in administration, management, law enforcement, and accounting. Their ability to focus and work independently, combined with their respect for rules and standards, makes them highly effective in these fields. ISTJs are not typically drawn to careers that require high levels of emotional interaction or abstract thinking. They prefer concrete tasks where they can apply their practical skills and see tangible results for their efforts.

Despite their many strengths, ISTJs can sometimes struggle with change and adaptability. They may be reluctant to deviate from their tried-and-true methods and can be skeptical of new ideas. This can sometimes limit their ability to grow and adapt in rapidly changing environments. However, their dependability, thoroughness, and commitment to their values make ISTJs invaluable in many aspects of life and work. Their grounded approach to life helps bring stability and a sense of realism to their endeavors. " [7]

JUNG Personality Test: [11]

You are a *no nonsense* type of person who is reserved, very responsible and dependable. You say what you mean and mean what you say. With good reason, people rely on you. You are conscientious and have traditional values. You have strong concentration skills and focus on what's necessary to achieve the task at hand. You see a job through to the end - with a great amount of commitment.

You are not threatened by constructive criticism and you stay cool when others are losing control.

Although you care about the feelings of others, you can remain utterly objective and make the tough calls when necessary.

You are not very demonstrative and may find it difficult to be spontaneous. Your reserved nature may prevent you from broadcasting to others just how great you are! You may tend to hide your strengths and dry sense of wit. However, on other occasions, you will surprise and amuse people with your ideas and humorous view of life. Every Jung Personality type has one or two specific nicknames that concisely describe your Jung personality type, e.g. Inventor, Strategist, Protector and others.

- Introverts tend to be reflective, reserved and private. A popular misconception is that Introverts are shy - this is not necessarily so. They draw their energy from their own thoughts and the time they spend alone. Introverts do not need people around them all the time.
- Sensors live in the present. They rely on facts, handle practical matters well and like things to be concrete and measurable.
- Thinkers make decisions using logic and impersonal analysis. They think with their heads rather than their hearts.
- Judgers prefer a lifestyle that is decisive, planned and orderly. They like a life that is organized and controlled.

Here is a list of those most commonly associated with Personality Types like you - ISTJ.

- Is hard working and prefers uninterrupted privacy.

- Is thorough in everything he/she does.
- Values ceremonies, rituals and celebrations.
- Feels that logistics and getting material to the right place at the right time are his/her forte.
- Pays attention to systems, procedures and getting the job done.

you will most likely bring to a team:

- Works best on a team with established rules and procedures.
- Runs meetings like clockwork - is efficient, focused, and impersonal.
- Uses dependable common sense in tackling work and assigning tasks.
- Likes to work with people whose attention is on facts, outcomes and fulfilling their responsibilities.
- Quietly organizes and maintains team structure.

Career Test: [11]

In this test you had to choose between pictures showing specific work activities. Each picture depicted work associated with a specific type of personality. These types are derived from Dr. John Holland's theory of careers and vocational choice, known as Holland Codes.

There are six personality types in Holland's model:

- **Realistic:** practical, physical, concrete, hands-on, machine, and tool-oriented
- **Investigative:** analytical, intellectual, scientific, explorative, thinker
- **Artistic:** creative, original, independent, chaotic, inventive, media, graphics, and text
- **Social:** cooperative, supporting, helping, healing/nurturing, teaching
- **Enterprising:** competitive environments, leadership, persuading, status
- **Conventional:** detail-oriented, organizing, clerical

Your personal Holland Code

Depending on how strongly you favor any specific type you can compose your own personal Holland Code. You do this by taking the first letters of the types you favor most. In your case, this is the letters I, R and C. Your personal Holland Code then becomes either IRC, IR, RI or even RIC.

Your top 10 Core Skills

A selected set of ten core skills that inherently suit you is listed below. They are ranked based on their prevalence in jobs that match your personality.

1. carry out calculations

Solve mathematical problems to achieve work-related goals.

2. demonstrate awareness of health risks

Be able to judge and manage risks to personal health, for example by following safety precautions in work practices, applying fire protection measures, respecting and applying ergonomics and taking account of the effects of drugs and alcohol on individuals, families and communities.

3. report facts

Relay information or recount events orally.

4. manage quality

Pursue excellence in workplace processes, products and activities.

5. work in teams

Work confidently within a group with each doing their part in the service of the whole.

6. organise information, objects and resources

Understand your tasks and the processes that go with them. Organize information, objects and resources using systematic methods and according to given standards and ensure that the task is mastered.

7. solve problems

Find solutions to practical, operational or conceptual problems in a wide range of contexts.

8. attend to detail

Accomplish a task with concern for all the areas involved, no matter how small.

9. make decisions

Make a choice from several alternative possibilities.

10. think critically

Make and defend judgements based on internal evidence and external criteria. Critically evaluate the credibility and reliability of information before using or passing it on to others. Develop independent and critical thinking.

Charles H Study Skills Assessment

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

67 /100

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GRADING FORM: GJ_2019

CHARLES H

337

ENGAGEMENT WITH LITERATURE



A reasonable quantity of relevant research material cited.

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KNOWLEDGE AND UNDERSTANDING



Some areas such as the skills needed section show good K&U that is backed up by referencing, however others such as the data backup section

63

are much weaker, and simply describe what is done, rather than explaining why and the theory behind it.

COGNITIVE AND INTELLECTUAL

-  More could have been done in working out HOW to improve on any perceived weaknesses.
Some thought given to the SMART goals, but a more formalised presentation of them on the provided forms on moodle would have allowed identification of the threats etc.
No real discussion on how the backup system would deal with a ransomware attack?
- 64

PRACTICAL APPLICATION

-  Most areas have some evidence of the work being done, tools used for productivity gains etc.
Could have included more detail in places though such as a to-do list, the e-portfolio structure.
- 68

TRANSFERABLE SKILLS

-  Generally well laid out and presented.
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