

Muhammad Jamal HAMZA II
20074646
(BMHP5015_BIRM) – Changemakers: Building your PB for SE
Kennedy Obohwenmu
Four Units - The E-Learning Material

Table of Contents

1. Introduction.....	4
2. Topic 3 - The Boundaryless Career from Unit 1 - Brand You.....	5
3. Topic 3 - Network Society from Unit 2.....	6
4. Topic 1 - Identifying Career Opportunities from Unit 3 - Opportunity knocks.....	7
5. Topic 2 - Passion and Perseverance from Unit 4 - The pursuit of happiness.....	8
6. Conclusion and Recommendations.....	9
7. Personal Development Plan.....	9
7. 1 Leadership and Time Management Proficiency.....	10
7. 2 Managing Various Tasks and New Skills.....	11
7. 3 Effective Communication Skills.....	11
8. Conclusion.....	11
9. References.....	12

1. | Introduction

This reflective report is attributed to the four e-learning modules' four units that are broken down into one topic area each. They are as follows:

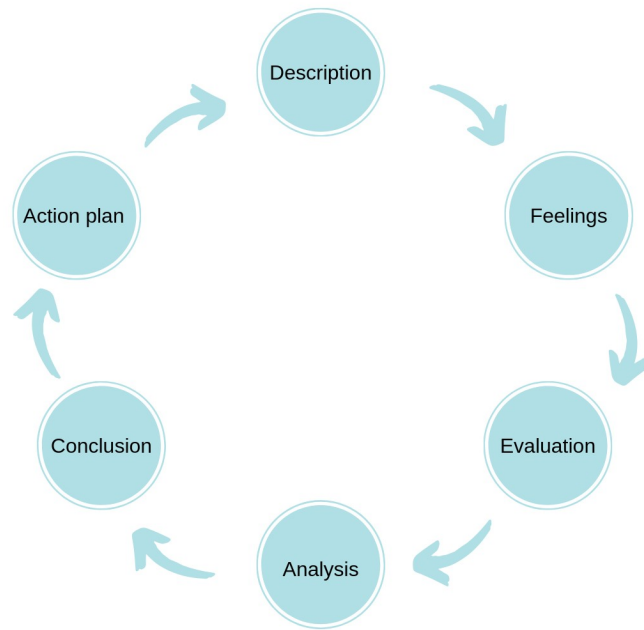
Topic 3 - The boundaryless career from Unit 1 - Brand You,

Topic 3 – Network society from Unit 2 - It's a small world,

Topic 1 - Identifying career opportunities from Unit 3 - Opportunity knocks and

Topic 2 - Passion and perseverance from Unit 4 – The pursuit of happiness.

The writing employed Gibb's Reflective Cycle model (Gibbs, G., 1988) to analyse the reasons in favour of the four topics mentioned above being given attention. Since the reflective cycle includes significant elements that can be examined from the literary works I learned in the module, I found Gibbs' reflective cycle (Gibbs, G., 1988) to be an excellent framework to employ while writing reflections regarding literary works of the module - Changemakers: Employment building your personal brand for sustainable.



University of Cambridge , (2022).

2. | Topic 3 - The Boundaryless Career from Unit 1 - Brand You

This module proposed two fresh concepts - the boundaryless and protean career, that have developed in popularity in the organizational literature with addition to the old traditional career.

The idea of the "boundaryless" career is posited by Arthur and Rousseau (1996). The boundaryless career perspective is disturbed with how individuals move within their careers, both physically (namely, how they actually transverse boundaries in their careers) and psychologically (that is, how they recognize their ability to progress within and outside of their roles) (Kost, Fieseler, and Wong, 2019). A boundaryless varies from a traditional career in that it has long-term staff (invests in training), relative job stability, and a progression within one or only a few organisations, inside one profession and field of competence and training is under the authority of the company; development prospects could be few (Truyens, M., 2009). A protean career types possess further of an emphasis on the individual than the company, it is focused on developing self-directed vocational behaviour to succeed in one's job and people

with flexible professional views utilise their own values to direct their careers rather than "borrowing" ones that were created externally (Briscoe, Hall and Frautschy DeMathc, 2006).

Van Buren (2003) affirmed, persons with unique and merit skills may benefit from boundaryless jobs, while numerous others may suffer negative effects. For instance, a person in the NHS with a professional boundaryless career path may readily develop her special talents. Boundaryless careers, which are defined as careers that progress across a range of employment contexts Arthur and Rousseau, (1996), are outlined as delivering opportunities for both personal fulfillment and economic prosperity while relieving individuals of the obligations of stale organizational structures. There are a number of benefits to this career strategy. It first provides fresh perspectives on how work develops over time. Second, it broadens what may be appertained to as the career space.

3. | Topic 3 – Network Society from Unit 2

The network society unit gives me an in-depth understanding of how our society functions in terms of connectedness as a healthcare assistant. This unit provided me with more information on how National Health Service (NHS), one of the top five largest workforces in the world with over 1.5 million employees, the largest employer in the UK healthcare sector (Swain, R., 2022) operate in terms of connectivity of the society. Andrew, (2016) suggested networks as an effective method of bringing together individuals from various organizations, experiences, and specialties, gives members access to professional resources, provides one another with support, requires an organized and cogent communication plan for both current and potential new members.

Communities are built through networks, which also energise and connect people (NHS, England 2022). Networks are particularly excellent at facilitating member sharing and discussion of concepts, facts, best practices, and knowledge. Depending on our personalities, roles, and

favoured methods, our networks can be large or limited (NHS, England, 2022). I can imagined the network society of a huge firm like NHS operate. The Network society of NHS provides for connections and links between people, enhancing engagement, communication, and collaboration as well as the flow of information and learning and the emergence of communities (NHS, England, 2022).

Hierarchies and network structures exist in the NHS networking topology. Society runs on bureaucratic hierarchies and likewise in NHS and this hierarchies is understood as machine paradigm (quote). Hierarchies and network structures exist in the NHS networking topology. Hierarchies and network structures should coexist, according to Kotter (2014). With hierarchy bureaucracy, this enables organisations to aerate network resilience. Network leaders must be genuine, flexible, and able to handle ambiguity. In contrast to traditional bosses, today's leaders are "collaborative, approachable, and involved," serving as "facilitators" (The Health Foundation: Effective networks for improvement Learning Report 2014).

4. | Topic 1 - Identifying Career Opportunities from Unit 3 - Opportunity knocks

Another fascinating subject in the changemaker module is this topic - Identifying Career Opportunities. Students gained a thorough understanding of the career they ultimately pick in this subject. I clearly recall that when I intended to choose a career in healthcare, I did not imitate any of my friends or colleagues. And the reason for this is simple— I know what I desired for myself. In order to understand a career opportunity an individual requires the understanding of what the career is all about.

Career devising is essential for a number of logic, along with lowering hazard of making rash decisions and aiding in regulating when a person is ready to explore for new chances and learn new skills. Higginbotham, (2021) suggested a career plan is a method that a person consistently develops to control his learning and advancement over the course of his working life, its four

stages - identify passions and talents, look over career options, make a choice and set attainable objectives are designed to assist individuals see the steps it needs to be taking to accomplish their career goals and how to put these steps into reality. A person must make sensible professional decisions in order to enjoy their work, stay motivated, and reach their full potential. Choosing a career is important because people spend a lot of time at work. When deciding on a career, a person must take into account a variety of criteria. It's crucial to consider carefully what working in that industry will actually be like before he/she decides it's the proper type of employment for you. It's necessary to consider the tasks involved in carrying out a specific work, without a doubt. The only thing to consider, though, is not just the tasks you'll perform every day. In sum, in order to accomplish job objectives, a person must take into account where he is now, where he want to be, and how he want to get there.

5. | Topic 2 - Passion and Perseverance from Unit 4 – The pursuit of happiness

Passion and perseverance is the cause behind the reason why I decided to take health and social care degree course. Passion and perseverance is what Duckworth (2016) suggested as grit - a long term objectives disregarding of failure or hardship. I have learned about limiting beliefs in this course and how they affect a person's life. Passion and perseverance is attributed to the growth mindset. To express the basic assumptions people hold about learning and intelligence, Dweck, (2015). created the phrases "fixed mentality" and "growth mindset." Students understand that work makes them stronger when they believe they can get smarter and As a result, individuals invest more time and effort, which raises their level of achievement (Dweck, 2015).

According to Bhardwa (2017), there are a variety of other reasons why students choose to pursue higher education, but employment prospects and achieving career goals are the main

drivers. This applies to me personally and to the friends I spend out with as well. Since the majority of my acquaintances have degrees, I find this to be a significant challenge.

The lectures I have obtained so far taught me several methods for getting rid of limiting beliefs as well as the art of possibility and how it helps people have a more optimistic outlook on life. People who are passionate and persistent enough to work hard and study through difficulties in order to accomplish a set of goals are more likely to succeed than those who lack these qualities (Huéscar Hernández et al., 2020). Because of the demands of level 5, I realized that the notion that individuals should follow their passions might be deceptive if one does not take into account that though liking something does not secure success, particularly if one does not put enough work into it.

6. | Conclusion and Recommendations

In conclusion, students need to identify their areas of interest and make a decision. Students should base their careers on their ability rather than what they prefer. Some students might do well choosing a boundaryless career, while others would perform better sticking with a traditional career. This is not an all-encompassing model. Making a career decision requires the students to take their time figuring things out on their own. Every student should have access to and use the university forum as a tool to engage in peer interaction.

7. | Personal Development Plan

According to London dermatology resident Fiona Tasker, "Any path to success commences with a plan, creating a personal development plan (PDP) can enable a person to identify his educational demands in addition to his personal goals and provide a roadmap for how to get there (Rimmer, 2018). In this semester, I found that I still lacked several abilities necessary for a

student of health and social care therefore, I utilized SWOT (strengths, weaknesses, opportunities, and threats) analysis to conduct my personal assessment in order to create a future plan. The SWOT analysis suggests a framework for assisting researchers or planners in identifying and prioritizing the corporate goals as well as further identifying the tactics for accomplishing them, in addition SWOT analysis is a method for evaluating a organization's strengths, flaw, opportunities, and hazards (Ommani, 2011). It becomes clear what prerequisites to be accomplished and how it should be applied by identifying goals and objectives.

Among the list of skills that I need to improve on when SWOT was conducted are leadership and time management proficiency, managing various tasks and new skills, including developing and evaluating new curriculum, case-based conversations, and problem-based guidance, communication and the use of internet to solve assessment problems.

7. 1 | Leadership and Time Management Proficiency

Although there are several definitions of leadership, at its most basic level, it has to do with the capacity to persuade people to pursue objectives (Hogan and Kaiser, 2005). One of the abilities and qualities needed for a leader to accomplish a goal or target is credibility. Perceived integrity—keeping one's word, following through on commitments, not favouritism, and not taking advantage of one's circumstances—is crucial for a leader's credibility (Hogan and Kaiser, 2005). As a leader, I did not perform up to expectations because I performed a poor job of managing my team. I failed to lead my team with the authority that comes from a skilled leader. I did not do well as well in term of time management. I have a responsibility to develop these talents as a professional healthcare assistant so that I can compete with my colleagues. There was proof that my time management skills had improved over the first year.

7. 2 | Managing Various Tasks and New Skills

It is evident that several of the recently added modules, particularly the Changemaker module, call for handling diverse jobs and learning new abilities. I was not expected to work both online and offline on the module which make the multitasking a bit cumbersome. Task management skills refer to the behaviours and perspectives required to efficiently use time to complete a list of important (and less urgent) tasks. Managing workloads, prioritising tasks, and scheduling tasks are some characteristics of multitasking abilities. To reach my potential, I must put more effort into developing these abilities and characteristics.

7. 3 | Effective Communication Skills

One can understand others and be understood by them by having effective communication abilities. These can include, but are not limited to, expressing ideas to others in a clear and concise manner, exhibiting friendliness and self-assurance, respecting others' opinions, and speaking in front of an audience. I've made enormous progress in my ability to communicate. In the lecture halls, I have no trouble making my point, and I have less trouble connecting with my classmates.

8. | Conclusion

Knowing pretty well the importance and priority areas that are truly crucial for building my career, I created a personal development plan this semester that suited my professional life requirements. In addition to defining the goals, it also outlines the steps that must be taken to achieve those goals, as well as the various tasks and duties that must be performed. These tasks and duties are all related to the competencies of particular professional activities and responsibilities. In order to advance professionally and forge a professional career, this is crucial and something I eagerly anticipate.

9. | References

- Andrew, M., (2016). Networking for Improvement. *International Journal of Integrated Care (IJIC)*, 16(6). pp.1-3
- Arthur, M., B., and Rousseau, D., M., (1996). The boundaryless career as a new employment principle. In M. G. Arthur & D. M. Rousseau (Eds.), *The Boundaryless Career. A New Employment Principle for a New Organizational Era*. New York, NY: Oxford University Press.
- Briscoe, J., P., Hall, D., T., and Frautschy DeMuth, R., L., (2006). Protean and boundaryless careers: An empirical exploration. *Journal of Vocational Behavior*, 69(1), pp.30–47. doi:10.1016/j.jvb.2005.09.003.
- Duckworth, A., (2016). ‘Grit’, *The power of passion and perseverance*. New York, NY: Scribner.
- Dweck, C. (2015). *Carol Dweck Revisits the ‘Growth Mindset’*. [online] Available at: <https://www.studentachievement.org/wp-content/uploads/Carol-Dweck-Revisits-the-Growth-Mindset.pdf> (Accessed 10 Nov. 2022).
- Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford: Oxford Further Education Unit.
- Higginbotham, D., (2021). How to choose a career Available at: <https://www.prospects.ac.uk/careers-advice/getting-a-job/how-to-choose-a-career>(Accessed: 10 November 2022).
- Hogan, R. and Kaiser, R.B. (2005). What we know about leadership. *Review of General Psychology*, [online] 9(2), pp.169–180. doi:10.1037/1089-2680.9.2.169.
- Huéscar Hernández, E., Moreno-Murcia, J., A., Cid, L., Monteiro, D., et al. (2020). Passion or Perseverance? The Effect of Perceived Autonomy Support and Grit on Academic Performance in College Students. *International Journal of Environmental Research and Public Health*, 17(6), p.2143. doi:10.3390/ijerph17062143.
- Ommani, A. (2011). Strengths, weaknesses, opportunities and threats (SWOT) analysis for farming system businesses management: Case of wheat farmers of Shadervan District, Shoushtar Township, Iran. *African Journal of Business Management*, [online] 5(22), pp.9448–9454. Available at: <https://academicjournals.org/journal/AJBM/article-full-text-pdf/21F95E420498> (Accessed 14 Nov. 2022).
- Rimmer, A. (2018). How do I prepare a personal development plan? *BMJ*, [online] 363, p.k4725. doi:10.1136/bmj.k4725.
- Swain, R., (2022). Overview of the healthcare sector in the UK Available at: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/healthcare/overview-of-the-healthcare-sector-in-the-uk> (Accessed 10 November 2022).

Truyens, M., (2009). Boundaryless Career. [online] Available at: <https://marcr.net/marcr-for-career-professionals/career-theory/career-theories-and-theorists/boundaryless-career/#Definition> (Accessed: 06 November 2022).

University of Cambridge , (2022). Study Skills, *Reflective Practice Toolkit* Available at <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models> (accessed: 05 November 2022).