



Prifysgol Cymru
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Module name: Changemakers

Module code: BMHP5015

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Introduction

This assignment is a reflection on the major learning experiences gained from the four units that make up the Personal and Professional Development module. These units have helped to better understand the process behind building and sustaining individuals' personal brand, identify opportunities to pursue new professional and personal development, and incorporate the concepts of well-being and resilience in both fields.

The lectures looked at crucial topics such as personal branding, limitless careers opportunities, networking skills, and emotional intelligence principles (Gorbatov, Khapova and Lysova, 2018). My engagement in these units have provided me with the necessary knowledge on personal branding, awareness of the career building, the need to identify opportunities, and how to live a balanced life. The experience I have acquired in every unit has enlightened me on the development of a professional. At the same time, it provided me with an organised structure to enhance my performance in the health and social care sector.

I am now in a better position to pursue future career opportunities with greater confidence and resilience having been able to combine theory and practice. It has developed a stronger sense of self and a better ability to negotiate the complex demands of the global and local health settings.

Reflection on Unit 1-Personal Branding

Figure 1: Forum activity on Personal Branding

The screenshot shows a Moodle forum interface for the University of Wales. The main content is a forum post titled "Career Goals" by Ntombizodwa Ndlovu, dated Thursday, 12 February 2026, 12:13 PM. The post discusses career goals for a BSc degree, mentioning a career change from dental nursing to the Health and Social Care field. The post includes a "Permalink", "Reply", and "Export to portfolio" link. The forum is titled "Career Goals" and has a sub-header "What does autonomy mean?". The interface includes a sidebar with navigation links like "Dashboard", "My modules", and "Moodle archives". On the right, there are sections for "Module Search", "Holiadur Adborth Modiwl / Module Feedback Questionnaire", "Online Resource Lists", and "Microsoft".

In unit 1, I learned about building a strong personal brand, one of the most important topics in career development. This unit made me aware of the importance of self-awareness in professional self-presentation. The tasks and lessons enabled me to understand the process of identifying strengths, values, and my career goals that makes me stand out. The concept of personal branding has also been explored in detail (Scheidt, Gelhard and Henseler, 2020). It shows that it does not just centre on how people are perceived externally but also on the coexist with behaviours and the beliefs and career goals.

One important construct experienced was the Johari Window model, which was used to reflect on known and unknown characteristics. My interaction with this model credits the idea of the external feedback as a mechanism of expanding self-knowledge. I also learned the personal-branding concepts that focuses on the creation of an authentic story aligned with professional goals. The creation of a clear and consistent plan makes it possible to build trust among colleagues and potential employees.

I realised that building a personal brand is a dynamic process that requires constant self-assessment and self-change. It needs the integration of personal values and professional objectives. It has helped me adapt to changes in personal development and the external environment. The units also looked at ways to improve communication skills and networking methods, which are essential for developing a strong brand.

I connected my education to the study of Wheeler and Meyerson (2024), who emphasise the importance of self-awareness and authenticity as conditions for successful personal branding. I developed the understanding that personal branding is not a one-time project but a process of self-presentation and self-reflection. Also, I have read Rampersad (2009), who expressed the concept of authentic personal branding and its reliance on the appropriateness of personal values and professional practices as predictors of success.

The forum participation in an online activities or assignments within the framework of this unit, provided me with the necessary resources to start working on the creation of a meaningful and personal brand, which will be beneficial in the context of the health and social care industry. The training has emphasised the importance of being consistent and visible in my profession's development. I will use the lessons in my career.

Reflection on Unit 2- Global Relations

Figure 2: Hofstede's Cultural Dimensions Theory

The screenshot shows a Moodle forum interface. The browser address bar indicates the URL: moodle.uwtsd.ac.uk/mod/forum/discuss.php?id=135980. The forum post is titled 'Hofstede's Cultural Dimensions' and was posted by Ntombizodwa Ndlovu on Wednesday, 8 April 2026, at 1:03 PM. The post content features a diagram of Hofstede's Cultural Dimensions, which maps various cultural values on a spectrum from LOW to HIGH. The dimensions are: POWER DISTANCE (EGALITARIAN to EMBRACES HEIRARCHY), COLLECTIVISM VS. INDIVIDUALISM (COLLECTIVIST to INDIVIDUALIST), UNCERTAINTY AVOIDANCE INDEX (COMFORTABLE WITH UNCERTAINTY to UNCOMFORTABLE WITH UNCERTAINTY), FEMININITY VS. MASCULINITY (NURTURE IMPORTANT to POWER IMPORTANT), and SHORT-TERM VS LONG-TERM ORIENTATION (TRADITIONAL AND SHORT-TERM to FUTURISTIC AND LONG-TERM). The right sidebar contains a 'Module Search' bar, a 'Holiadur Adborth Modiwl / Module Feedback Questionnaire' with a star rating, 'Online Resource Lists' for 'Changemakers: Building your Personal Brand for Sustainable Employment (BMHP5015_LON)', and a 'Microsoft' section.

Hofstede's Cultural Dimensions

← Meaning of Serendipity mindset

Display replies in nested form

Hofstede's Cultural Dimensions
by Ntombizodwa Ndlovu - Wednesday, 8 April 2026, 1:03 PM

LOW		HIGH
EGALITARIAN	POWER DISTANCE	EMBRACES HEIRARCHY
COLLECTIVIST	COLLECTIVISM VS. INDIVIDUALISM	INDIVIDUALIST
COMFORTABLE WITH UNCERTAINTY	UNCERTAINTY AVOIDANCE INDEX	UNCOMFORTABLE WITH UNCERTAINTY
NURTURE IMPORTANT	FEMININITY VS. MASCULINITY	POWER IMPORTANT
TRADITIONAL AND SHORT-TERM	SHORT-TERM VS LONG-TERM ORIENTATION	FUTURISTIC AND LONG-TERM

Unit 2 revolved around global relations, cultural competence, and diversity, which are vital concepts in the modern globalised world in health and social care. I gained an understanding of the critical importance of cultural awareness in understanding and communicating with people from diverse backgrounds. The unit emphasised the growing importance of global outlooks in providing efficient care and assistance, particularly in diversely represented settings like those encountered in the fields of health and social care.

One of the most useful frameworks was Hofstede's Cultural Dimensions, which made it easier to appreciate cultural differences in communication styles, value systems, and professional behaviour. I understood that successful operation in diverse setting requires greater sensitivity to these cultural diversities and an adjustment of approach towards them. The unit helped me understand how it is important to understand cultural norms and their impacts on individual and collective behaviours in a globalised society.

Moreover, I learned the significance of diversity at the workplace and positive effects that it can create, including increased creativity and heightened problem-solving abilities. The reflection is especially relevant to the health and social care sector where the awareness of mixed needs of patients and cultural sensitivities can significantly enhance the quality of offered care.

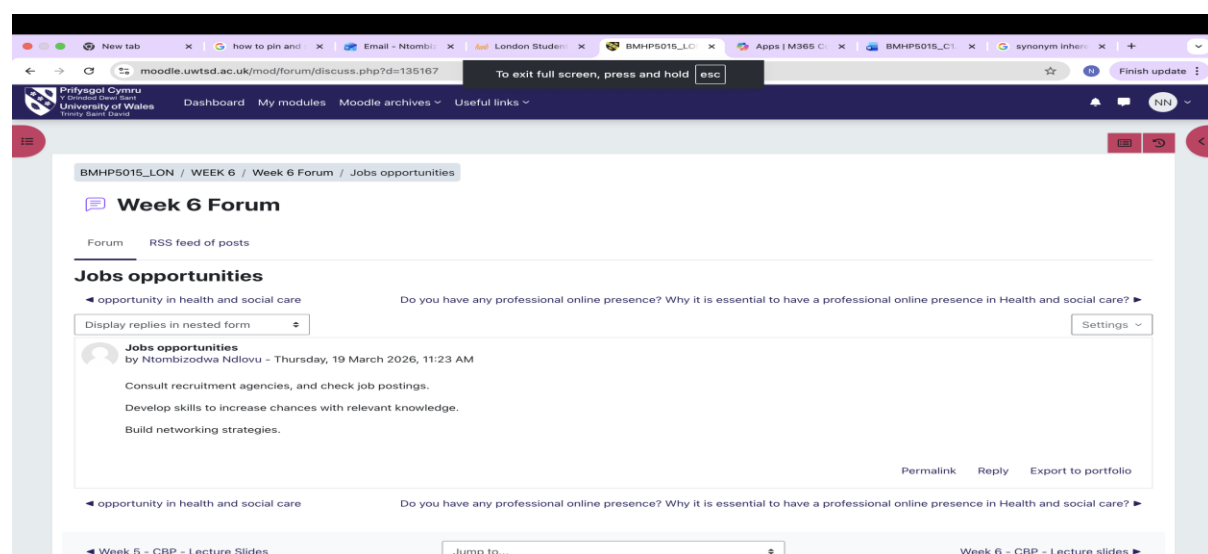
Online activities related to this unit; the theoretical framework of cultural competence provided me with valuable information for the implementation of cultural knowledge into professional practice. It also brought with it the realisation that cultural competence is not just familiarity with other cultures. It is equally a lifelong questioning of self-bias and being.

The reviewed academic literature, such as Hall's (1976) and (Jusdanis, 1995) conceptualisation of high- and low-context cultures and Andresen and Bergdolt (2017) research on cross-cultural communication. This has helped me better understand the complexity of interactions between people from different countries. This literature also encouraged me to critically evaluate my personal style of intercultural communication and explore ways to improve it.

Furthermore, this unit developed my knowledge on the interrelations that define the modern global systems, and in relation to the health and social care system. It was also revealed that cultural competence cannot be just seen as awareness of differences, but it involves a personal choice of treating the differences with respect and value to improve the delivery of care. The unit also highlighted the importance of empathy and flexibility in dealing with people who may have unfamiliar cultural orientations. I have come to realise that cultural awareness goes beyond the theoretical knowledge and requires a practical application to build trust and rapport, thus enhancing the outcome in both the global and multicultural setting particularly in healthcare settings

Reflection on Unit 3- Opportunities and developing personal development plan

Figure 3: Increasing visibility-job opportunities.



This unit was aimed at defining the opportunities and developing personal development plans. It allowed the development of competencies to recognise opportunities in both the professional and personally by using goal setting and planning methods. The unit also helped refine my goal-setting process, through frameworks like SMART goals, which provide a short and practical way to start and maintain goals. Moreover, I found the importance of personal development planning and how setting short and long-term objectives helps to become more focused and organised at work.

The unit opened me to the idea that not all opportunities are clear and that identifying them requires critical thinking and action. It solidified the fact that setting goals is a strategic process that can be used to bring action to career goals. Breaking down big

plans into small achievable processes allows a gradual process of achieving the same. In addition, the unit gave an understanding of how the opportunities can be prioritised based on their importance and alignment with personal values and long-term goals.

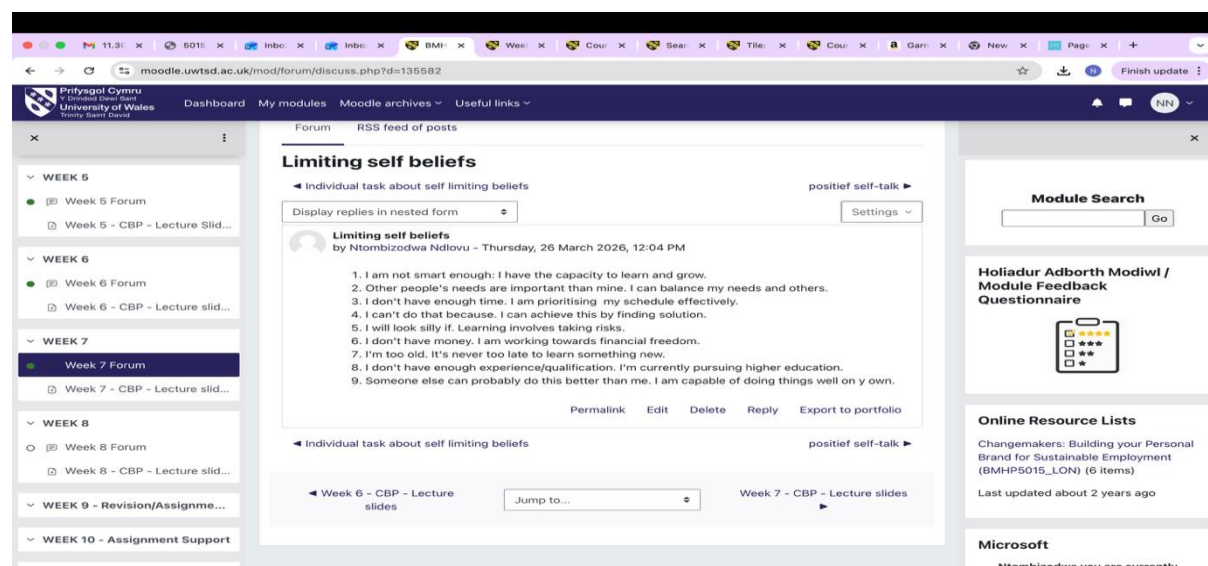
When I am reflecting on this unit, I associated my learning with the Reflective Cycle introduced by Gibbs. Therefore, it assisted me in analysing the past, identifying areas for improvement, and planning future opportunities. As the Gibbs Cycle has revealed, the key to taking advantage of opportunities is openness to change and willingness to accept new challenges.

The online activities on this unit have significantly influenced my approach to personal development. It has provided me with the means to constantly review progress and adjust strategies according to emerging opportunities. This kind of proactive attitude is expected to be unavoidable in my future activities in the health and social care career.

The importance of being flexible when identifying and exploring opportunities, the evaluation of new opportunities had to be open and adaptable. The unit encouraged the rethinking of the problems as ways of growth rather than as a barrier. It shows that the development of continuous improvement and learning process improves the ability to identify and opportunities that will be aligned with personal and career goals. This view is important in a fast-changing environment like health and social care, where opportunities often come about in unusual ways.

Reflection Unit 4

Figure 4: Forum activity on Resilience



Unit 4 explored wellbeing, resilience, and work-life balance, these are needed for long-term success in personal and professional life. This module has clarified the importance of resilience in overcoming hardship and described ways to promote wellbeing by using interventions to improve cognitive and affective well-being. The material highlighted self-care, stress management, and the development of a positive

attitude as key processes that can help achieve balance, which will maintain productivity and happiness.

Well-being can be measured using the PERMA model (Seligman, 2011), which outlines five fundamentals of happiness: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. I used this model in my life situation to develop a comprehensive wellbeing plan. At the same time, I singled out resilience-strengthening practices, such as mindfulness, cognitive restructuring, and seeking social support, which help to overcome stress.

The unit helped appreciate work-life balance in sectors that is demanding, such as health and social care, where performance can be compromised due to emotional and physiological exhaustion. I now understand the need to maintain a healthy balance not only for personal well-being but also for personal benefit in the profession and long-term professionalism. The same observation has led to a review of routine habits and prioritisation of behaviours that promote both mental and physical well-being.

I combined this learning with the theory of resilience, which focuses on the ability to recover from setbacks and adapt positively to challenges. I considered that developing resilience can help navigate the dynamic health and social care environment, where change is everywhere, and challenges are commonplace.

Classroom interactive forum activities, this unit were critical to shaping my understanding of the importance of well-being in both personal and professional settings. My current understanding of integrating resilience-enhancing practices into everyday activities is clear, as it provides in-depth insight into the process of securing a successful career in the long term.

The learning was combined with resilience theory, which emphasises the ability to focus on personal development and respond positively to problems. Through the reflection process, I found that building resilience could help me more easily navigate the changing nature of the health and social care field. In the health and social care field, change is expected, and problems are a common occurrence. The lessons of the unit were useful in improving my understanding of the importance of wellbeing both in my personal and professional life. As a result, my understanding of the process of integrating resilience-building practices into my everyday life has been made more specific, thus creating the chance of professional success in the long-term perspective.

Conclusion

The four modules of this course have provided me with the means and the awareness that I need in my personal and professional growth. From the creation of a personal brand to the understanding of cultural processes across the world, the discovery of opportunities, and the emphasis on well-being, each unit has helped shape my strategic planning of career advancement. The knowledge gained in Unit 1 has formed the basis of an underlying personal brand; Unit 2 broadened my understanding of international interconnections and cultural competence; Unit 3 provided the means to recognise and explore opportunities; and Unit 4 underlined the importance of resilience and work-life balance. These results have direct implications for my future

profession in the field of health and social care, since self-knowledge, cultural sensitivity, and emotional intelligence are crucial determinants of pursuits of happiness. The lessons learned from this module have not only helped me become a better professional but have also taught me that, as a good leader in the field, I should be a lifelong learner and be adaptive and resilient to change.

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