

PERSONAL DEVELOPMENT PLAN (PDP)

1.0 PERSONAL INFORMATION

Name: Lara Yasmeeen Binti Airul Redzma

Age: 21

Position/Role: University Student

Course: Bachelor of Business Administration (International Business)

1.1 INTRODUCTION

Achieving success in the Bachelor of Business Administration (International Business) requires a well-structured Personal Development Plan (PDP) to support both my academic progress and professional growth. This plan will help me identify key skills that require development while outlining specific steps for improvement and tracking my progress over time (Richards, 2023). My PDP will not only assess my current competencies but also map out areas for improvement and strategies to strengthen both my academic and career prospects. By following this plan, I can optimize my educational experience and prepare efficiently for a successful future career in the international business field.

2.0 CURRENT SKILLS AND COMPETENCIES

Throughout my academic journey, I have maintained a solid academic performance, consistently achieving a GPA of 3.4. While I recognize that there is always room for improvement, I take pride in my ability to stay committed to my studies and strive for steady progress. Attending classes regularly and staying engaged with coursework has helped me grasp key business concepts that could greatly help my future career.

Being part of my school's marketing team for an event hosted by students has provided me with hands-on experience in event organization and marketing strategies. This involvement has allowed me to apply what I've learned in class to real-world scenarios, particularly in areas such as traditional marketing and social media campaigns (Mitchell, Schlegelmilch and Mone, 2016). These experiences have helped me grow both academically and professionally.

In terms of technical skills, I am proficient in Microsoft Word, PowerPoint, and Excel, which I use frequently for academic projects and presentations. Additionally, I often rely on Canva to create creative content, which has been especially useful for group projects and our student event promotions (Erwin et al., 2023). My communication skills have also developed through various group assignments and extracurricular activities, allowing me to contribute ideas and collaborate effectively. While I work well pretty independently, I generally prefer team environments where I can exchange ideas and problem-solve with others.

2.1 AREAS FOR IMPROVEMENT

One of the key areas I intend to improve is my public speaking skills, as I usually struggle with confidence during class presentations (Jaizul W and Sandi S, 2025). Although I prepare thoroughly, I often find myself feeling nervous when speaking in front of an audience, which affects my ability to deliver ideas clearly. To overcome this, I plan to practice speaking more frequently in front of smaller groups to build my confidence gradually. Additionally, I will take advantage of opportunities such as participating in class discussions and joining public speaking workshops to refine my skills. According to Sumaiya et al. (2022), through dedication to my speech delivery techniques, audience engagement methods and physical communication skills, I will become an assertive and powerful presenter.

The development of stronger leadership skills accompanies my commitment to enhance my public speaking abilities. Group situations make me defer to others although I carry useful ideas for the group discussion. I have decided to develop my leadership abilities through intentional participation in team activities where I will share creative ideas, arrange work responsibilities and provide continuous encouragement to fellow group members. According to Marbun, Antarani and Putri (2023), working with leadership strategies will allow me to observe both effective communication methods and the decision-making processes of leading professionals. Developing leadership self-assurance will enable me to advance as a positive and influential team participant.

3.0 ACADEMIC AND PROFESSIONAL GOALS

Short term goals

One of my primary goals is to graduate with a GPA higher than 3.5 which I aim to achieve only by actively engaging in class, asking questions when I need help, staying focused on my goals with my studies and constantly improving my academic performance. In order for me to also build confidence during public speaking, I would actually have to start volunteering myself for presentations even when I feel like they are challenging. Employers really value strong communication skills and confidence which can help with my employment in the corporate world (Bucăța and Rizescu, 2017).

Medium-term goals

I would also like to gain hands-on experience through internships in industries like marketing, global trade, or business development. These experiences would allow me to apply the academic knowledge I have to the real world. I would also like to improve my networking skills as I plan to build meaningful and important connections within the business world through industry-specific events.

Long term goals

In the long run, my goal is to work in the international business field. Whether that's through working with startups or joining a growing organization, I want to contribute to projects that make a tangible impact on the industry and society. I'm also considering pursuing further education, whether that's through certifications or a master's degree. Another major focus for me is developing my leadership skills. I want to take on more leadership roles, both in group settings and in professional environments, to build the confidence and experience needed to lead teams effectively. Ultimately, my goal is to take on more responsibility and make a meaningful impact in my field.

Pursuing a career in international business also means I have to have a solid understanding of global business regulations and rules (Idris, Nurhadi and Sakinah, 2024). In order to stay up to date, I plan to also read loads of industry reports and also keep an eye on the latest business news. Other than that I could also participate in more engaging business-related webinars and lectures. This way I can always stay prepared and up to date with the ever-evolving business industry.

4.0 SUPPORT AND RESOURCES NEEDED

To reach my goals, I would need to seek guidance from mentors and other experienced professionals to gain knowledge and advice. I would also join online communities where I could learn from others in the relevant fields. As for hands-on learning, I will apply for internships or projects that could potentially help me apply my knowledge to real-life situations. I would also be keeping up with the latest industry trends by listening to business-related podcasts as well as following industry news outlets.

5.0 MONITORING PROGRESS AND CONCLUSION

I will track my progress by setting realistic goals and checking in on them every few days. I plan to evaluate my academic performance, speaking skills, and leadership confidence regularly. I will also be asking for feedback from classmates, professors, and even my internship mentors. These goals will help guide me to grow into a skilled international business professional by always learning and improving with the right resources and ongoing self-evaluation.

6.0 REFERENCES

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LARA YASMEEN

I'm a passionate and driven Business Administration student specializing in International Business. I love learning about global markets, business strategies, and how companies navigate different cultures. With hands-on experience in retail and customer service, I've developed strong communication, teamwork, and problem-solving skills. I thrive in fast-paced environments and enjoy making meaningful connections with people. I'm always eager to learn, grow, and take on new challenges!

EDUCATION

International University Malaya Wales (2023 - Present)

- Bachelor of Business Administration (Honours) in International Business
- Developing skills in business negotiations, cross-cultural communication, and analytics.
- Engaging in real-world case studies to improve problem-solving and critical thinking.

International University Malaya Wales (2022-2023)

- Foundation in Arts
- Strengthened my analytical and research abilities.
- Improved my public speaking and written communication skills.

SMK Bandar Utama Damansara 4 (2017-2021)

- Completed secondary education with a solid academic foundation.
- Actively participated in school activities, improving leadership and teamwork skills.

SKILL

People Skills:

- Strong communicator who loves connecting with others.
- Friendly and approachable, making customers feel at ease.
- Great at problem-solving and handling customer concerns professionally.
- Thrive in teamwork and collaboration.

Business & Technical Skills:

- Basic understanding of international business and market trends.
- Experience in retail operations, sales, and cash handling.
- Proficient in Microsoft Office (Word, Excel, PowerPoint) for reports and presentations.

Languages:

- English (Fluent)
- Bahasa Melayu (Fluent)

EXPERIENCE

- PULL&BEAR, ONE UTAMA (March - June 2022)
- MARKS & SPENCER, ONE UTAMA (July - September 2022)
- COTTON ON, ONE UTAMA (MAY 2024 - JANUARY 2025)

Retail Associate

- ◆ Assisted customers with product recommendations, purchases, and inquiries to create a welcoming shopping experience.
- ◆ Handled cash transactions efficiently and ensured accurate record-keeping.
- ◆ Kept the store organized, stocked, and visually appealing.
- ◆ Helped resolve customer concerns, turning challenges into positive experiences.
- ◆ Worked alongside a great team to meet sales targets and keep the store running smoothly.

CONTACT

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The Dragon's Den Experience: Bridging Business and Art

Taking part in the 'Dragon's Den' activity alongside students from Swansea College of Art was an experience that I will always cherish. I will always cherish taking part in the 'Dragon's Den' activity, with students of Swansea College of Art. Stepping into this project as an international student was exciting and scary, all at the same, but sharing it with two home students whose names were also Anna made the journey very rewarding.

The core of the project was the creation of an entertainment product, which would include DNA themed detective cards with specific prevalence of design for children over 9 to 12 years old. The idea was to familiarize young children with the basic ideas behind DNA in a fun way that would allow them to be somewhat familiar with the topic well before they began learning about it in school. By combining a hands-on DNA model with a strategic card game, we aimed to make science more accessible and enjoyable for children, while also appealing to parents and educators looking for an engaging STEM-based learning tool.

As the business lead I made sure the product is more than innovative but could be sold commercially. Firstly, it was necessary to identify the target market and we determined that the core market would be children ages 9 to 12. In this age group, children are very curious to learn new and exciting and exciting ways to learn. Parents, teachers and educators who place more value on STEM education are our secondary market.

Hands on learning was one of the standout features of our product. While it was not the first of its kind, our game was unlike traditional educational tools in that it allowed children to physically touch and manipulate a DNA model while playing. The product design was also made portable as well as storage friendly due to the size of the product which is rather small and can be carried from place to place. The design also incorporated renewable materials such as wood, paper, and PLA due to the growing demand for sustainability.

We planned our business front and our financial and production operations carefully from a business perspective. A first cost of £100,000 was estimated with a production time of six months. The batch of 125,000 units was planned to be followed closely by 187,500 units in the first year. The product had a lifespan up to 10 years, so families and schools were assured of good long term value of the product and hence is a worthwhile investment.

A very extensive marketing and sales strategy is what we used to be successful to bring this product to market. The game was planned to be sold to toy stores, book stores, popular e-commerce platforms such as Amazon, and educational websites. Integrating the game into the ordinary STEM curricula would help establish partnerships with the schools to better utilize the game as an important classroom tool. Also, we noticed that the game had potential to be spread around to a larger audience with the help of science fairs, STEM expos and educational conventions. Second, we've also used a strong digital marketing approach which included collaborations with STEM educators, parenting influencers, and YouTube content creators to increase visibility and credibility.

The game had the potential to serve different age groups or adapt to other national educational standards of many countries, so we analyzed how our product could scale up in the long run. In addition, we intended to publish future editions onto other scientific topics such as genetics, evolution, and forensic science.

The personal impact that this project made on me was beyond professional experience. Working alongside local students as an international student was really useful as it gave me an insight into the commerce and education in the UK, allowing me to garner first hand knowledge of the country's business and education world. More than any of the others, the two Annas were particularly special and unique — we learned so much from each other, a combination of art + business that led to such a great product.

The 'Dragon's Den' activity served as the perfect example of where business and art can unite to work towards an impactful outcome. It was the chance to get out of my comfort zone, apply my years of business experience in a real, fast-paced, collaborative environment with highly talented people.

Looking back, this experience seems to have been extremely special. Referring to it as a learning experience for me, it allowed me the chance to pour my passion in this business in a way that made sense – while at the same time, creating lifelong friends and learning from multiple perspectives.