

Reflective Report

Module LCLM4001

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Introduction

This is a reflective report on my experiences while doing this module. It is about organising the ways I will use to aid my studies and to understand how to search for information and how to choose my sources,... making sure they are viable. This is about preparing and presenting academic work and writing in a structured form. I would be developing word processing skills and learning other software to give me the skills to produce work on an academic level. I would also be shown how important it is to look back and reflect on the work I have done and be able to gain more insight . Insight on hindsight.

I have used Moodle and notes made during class to research. The skills I have chosen are note taking skills, para phrasing skills and academic writing skills.

I chose this course because of my previous career in Sales, I was an Account Manager. As such the title “Higher Certificate in Business Management” was an obvious choice even though I did not know exactly what the course entailed. Nevertheless, I took the plunge and happily was accepted as a student.

The first day was a very strange affair, I found myself after many years in a classroom. Desks and chairs lined up waiting for occupants. With about twenty five students in the class or should I say tutor room, I was taken aback by the mix of individuals accompanying me. Young men and women all seeking to improve themselves and put themselves in positions for a brighter future by taking the course. With an age range of between twenty and forty five years old and coming from a range of countries; Spain, Romania, Nigeria, Ghana, Somalia and of course the United Kingdom. We are what can be considered, an eclectic group of people, some speaking two and up to three languages. We did group activities designed for us to get to know each other, finding out names and countries of origin, why we chose that particular course, and what our aims were.

At first, I found it hard to even write as I had not involved my myself with pen and paper for some time, It definitely had been a long while. At one point I asked the tutor if my writing was legible, it was not a problem, to my relief.

Our Tutor Tim Hopkins started by letting us know the general rules and regulations, introducing us to the course and what the aims are in terms of our learning. We

moved on to getting to know each other. When then moved on to Time Management, which showed us ways of approaching our studies and utilising our time effectively.

Note Taking

When looking at note taking skills, it was interesting to see the difference styles to consider. It shows the different approaches available.

Note taking is effective if certain factors are observed. How in-depth the information is and how intricate information and how the approach is used. Well organised message taking would depend on the skill of taking notes. How well important points are captured. UWST Moodle (Feb 2024)

Working memory is different for each person. Some can hold and recall more information at a time than others, varying from three pieces of information up to ten pieces. The ability to understand what is heard and read, to be able to organise, reason and expand your vocabulary is dictated by working memory.

UWST Moodle (Feb 2024)

Linear Notes

This form of note taking is basically writing along the page, taking down facts and figures and making sure the most important parts of the information is being presented. These will be written in short form for reference later. It would be almost impossible to write down everything that the tutor says while it's being said.

(uwtsd.Slide 17 2024)

Tabular Notes

This way of note taking is used if needed to summarise ,if there are different opinions or views on a subject, where they can be used for comparison purposes. The points noted in the table can then be evaluated and summarised which will improve understanding and readiness for any exam or essay.(uwtsd.Slide 18 2024)

Diagram -Spider Gram

This form of notetaking is as the name suggests a diagram shaped like a spider, with the legs splayed out. The main topic would be in the middle, there will then be the first part of the leg which would hold notes for “main points.” That leg would have an extension where sub points would be noted, even then there could be more legs for other sub points for ideas and questions. This enables one to explore more ideas upon ideas, expanding on the points in question. (uwtsd.Slide15 2024) (see appendix 1 and 1a).

Mind Map

There is another method that uses a similar style to Spider. It is based on the same principle. In the middle would be called empathy with the legs labelled as Think and Feel, See, Pain, using up three legs. Think and feel would be the main points and the sub points would be Worries, Emotions, and Aspirations. The other legs would have their main points for example Say and Do with the sub points being quotes actions and behaviours. Hear, being a main point with sub points being comments and opinions. (uwtsd Slide 16 .2024)

Academic Writing

Academic writing can be split into five basic areas, although different subjects require different ways of writing, such as social sciences or humanities. These can be called by the acronym FOCSI, meaning **formal, objective, cautious, succinct** and **impersonal**. Academic writing must have clarity, precisely written and be concise. Hopkins (2024)

Formal

This means not using words spoken casually such as “things, sort of and a bit”. These are used in everyday language like “isn’t, wouldn’t and it’ll” for example would be replaced with “is not, would not and it will”. Ending a phrase with a question mark is to be avoided.

Objective

This means stepping back from your own and other work. The writing would be neutral and impersonal. This enables one to have a more critical style. Being critical is not negative or positive, one can agree or disagree within what is written.

Cautious

This means not being to black and white. One must be wary of using words like “should” and “must”. Instead of using words like “definitely” and “should” say “possibly, probably and may”. This makes the writing more open minded.

Succinct

Academic writing is not to be considered intricate and drawn out. Understanding by the reader is the objective. Say what needs to be said clearly using the least number of words, making sure to keep things precise and concise with the necessary information.

Impersonal

Using “I”, “my” or “me” is to be avoided, also “us”, “our” or “we”. Exceptions to the rule is in reflective writing, where one is writing about oneself. Hopkins. (Feb .2024)

Paraphrasing

Paraphrasing is changing the words of someone else into your own without changing the meaning of what was written. When paraphrasing it is important to reference where the information came from. Paraphrasing shows an understanding of the subject matter without copying, which is something to be avoided. Ideas can be made clearer. Some of the main points regarding to use of paraphrasing are as follows;

Highlighting. Use of this is to point out key words and phrases.

Using Synonyms. This involves using a different word or words that produce the same meaning as the original.

Changing the order of words is where one merely switches the words around.

Changing word class or form. This involves the use of nouns, verbs and adjectives .

Where there is a constant stream of information that has to be assessed, understood and relayed, paraphrasing is of the utmost importance. Uwtisd.moodle slide 2-9(2024)(See appendix 2)

Conclusion

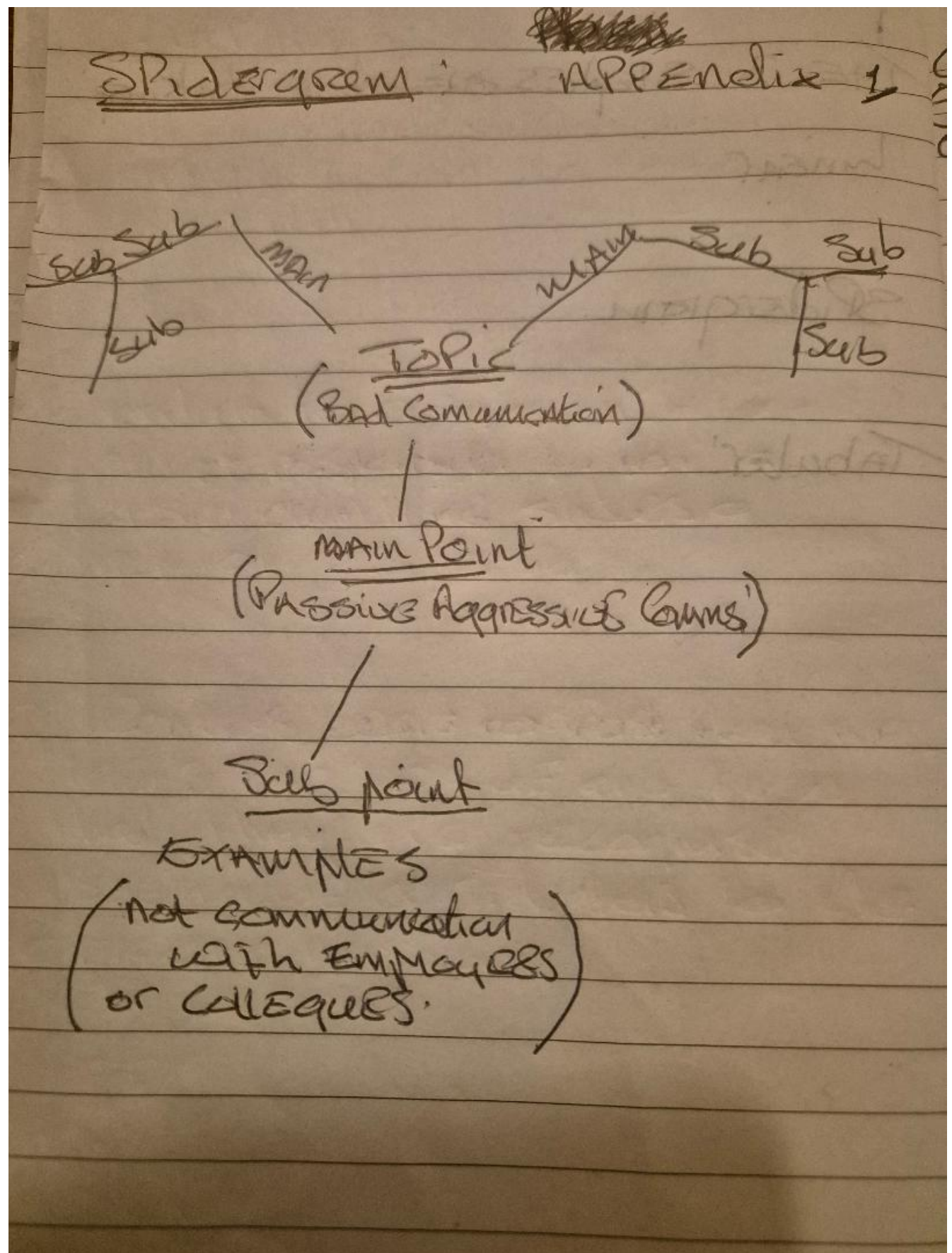
My conclusion is that after adjusting to the initial wave of new information, I am being provided with tools to effectively study, manage my time get to the level I need to be.

I am learning the variation of ways, the different tools available to be able to produce the work necessary. I realised how important note taking is. Allowing me to look back and remember the sessions and on reflection gain more understanding of the subject. These tools will be necessary to receive satisfactory results, my aim being to gain qualifications. At this point and knowing that there is more to come, I realise how important these tools are.

Within an environment which was most conducive to this new learning experience and with the variation of people on the course I found myself comfortable and able to settle in. It was a great help having a tutor that delivered the course with patience, willing to go over any subject that was not clear to the satisfaction of the students, relaxed with humour but always focused.

In future will continue to do and expand, on the basics. In doing this reflective report , I have discovered how much I do not know, and how much did not register at the time of the sessions. My note taking allowed me to recap .

Appendix 1



Appendix 1A

Please read the text below before our class this Monday 8th April
Underline the key ideas.

We will use this in class to practice three skills:

- 1) Diagrammatic note-taking
- 2) Paraphrasing
- 3) Paragraph Writing

Text:

The text below is from a chapter called 'Examples of Bad Communication at Work' by Zach Lazzari (2019) from Topic by by
<https://smallbusiness.chron.com/examples-bad-communication-work-24256.html>. REFERENCE

No business runs perfectly but the way people communicate and work through problems can be a sign of a company's overall well-being. Healthy communication in the workplace is critical for driving results while also creating a positive work environment. However, bad communication can begin to cripple an organization and have a negative impact on all staff. Learning to detect poor communication habits and replace them with healthy ones will have a positive effect on productivity and even financial success.

Passive Aggressive Communication — main Point

Passive-aggressive communication is a poor practice that directly affects how people feel about themselves and others in the workplace. Passive-aggressive behaviour or communication is a difficult issue, because the negative things that are being said or done are often subtle and may not be seen as overtly aggressive, offensive or confrontational. However, the person on the receiving end of the communication repeatedly feels neglected or treated poorly and to the point that the relationship is damaged. For example, employees or leaders who refuse to speak directly to a co-worker are being passive-aggressive. Intentionally using only email and memos to communicate without ever speaking face to face with someone in the office is a form of the problem. Purposely avoiding working with someone on a specific task without providing a reason for it is also a form of passive-aggressive behaviour in the workplace.

Intimidation in the Workplace — main Point

Intimidation tactics are a form of negative communication that quickly creates a toxic and often fear-filled work environment. A boss who bullies his employees into getting things done is likely to experience high turnover rates. Intimidation can also occur between co-workers competing for the same promotion. This unnerving type of behaviour is often in the form of direct verbal language or physically threatening actions. Examples of intimidation include loud speech, physically taking over workspace, or standing in close physical proximity to cause discomfort.

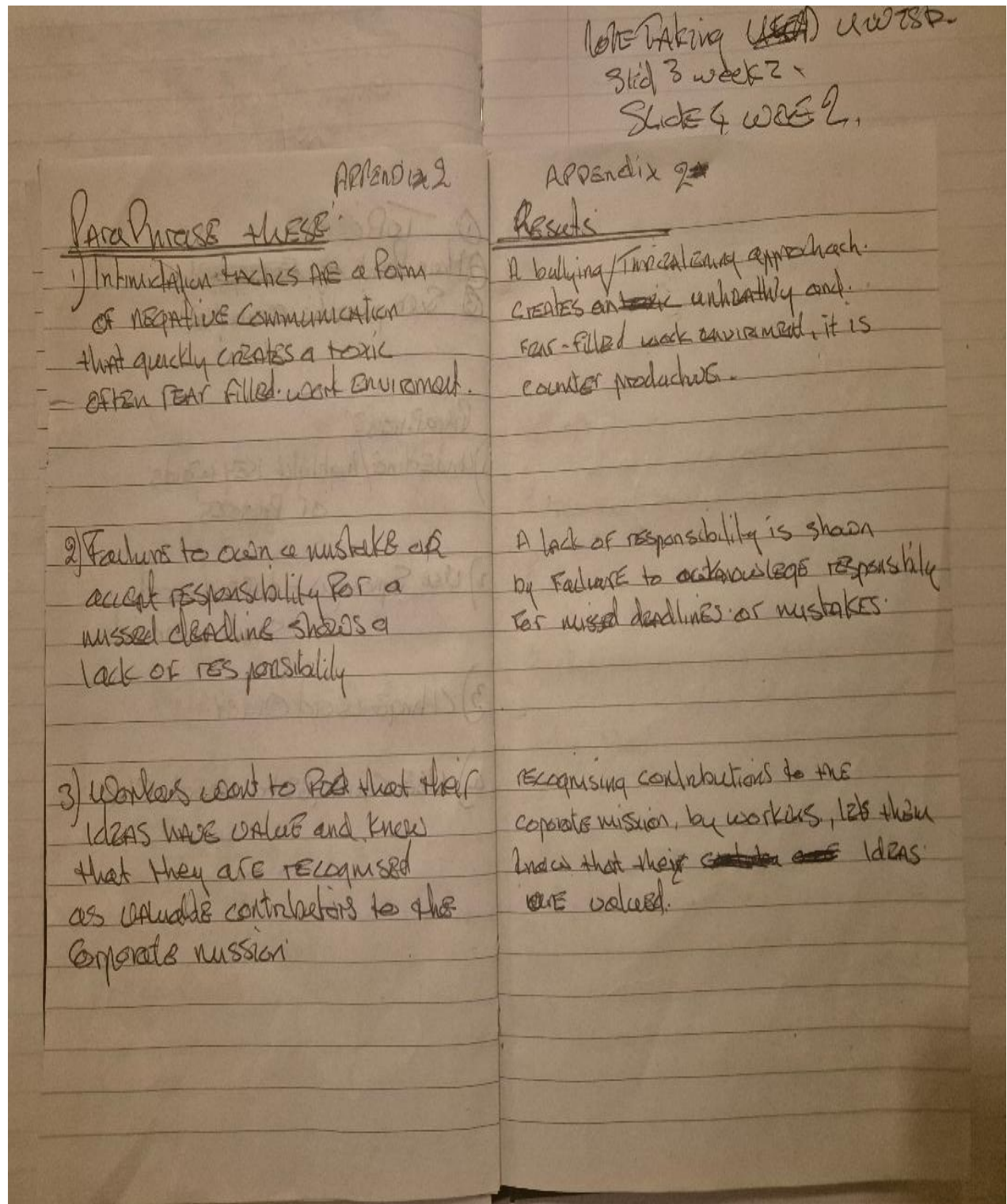
The Blame Game — main Point

Another example of poor communication is closely linked to ethics and responsibility. Failure to own a mistake or accept responsibility for a missed deadline shows a lack of responsibility. Yet, blaming others is counterproductive and does not work towards a solution for the common good. Learning to accept responsibility and move forward is one positive solution. However, those who continue to blame others for their mistakes will damage working relationships and may find themselves ostracized.

Failing to Listen

Leaders and employees who operate as disconnected individuals and fail to listen to those around them are engaging in poor communications. There are many examples of failure to listen, among them the failure to listen to your customer base. If a product or service receives recurring negative feedback and you do not listen and solve the problem, your customers will become dissatisfied and buy elsewhere. Customers will complain and listen and meets the need, may also win your customers' business. In an office environment, failing to listen to co-workers is also problematic. It creates an ecosystem of disregard for individual

Appendix 2



Appendix 3

Appendix 3

ACS Paraphrasing Practice sheet (Wk 4 or Wk 7)

Follow these steps to create a paraphrase:

- 1) Underline key words and phrases
- 2) Find Synonyms – different words but same/similar meaning
- 3) Find possible changes to word order
- 4) Find possible changes to word class

1

There have never been so many opportunities to work in the environmental field. In Canada, more than half a million people are employed in green jobs, and over one hundred thousand organizations have at least one environmental employee.

Source: Suzuki, David T. and Boyd, David R. David Suzuki's Green Guide. Vancouver: Greystone Books, 2008. 125.

Paraphrase:

NEVER HAS THERE BEEN AS MANY JOBS AVAILABLE
IN THE ENVIRONMENTAL FIELD.
IN CANADA, 500,000 PLUS PEOPLE HAVE GREEN JOBS
AND 100,000 ORGANISATIONS HAVE A MINIMUM OF
ONE ENVIRONMENTAL EMPLOYEE.
worker

2

Although poor training and inadequate resources have caused many plagiarism problems, the Internet has added to the challenges. At University of Toronto, plagiarism related to the Internet increased from 50% to 99% of cases between 2000-2001 and 2001-2002.

Source: Locker, Kitty and Findlay, Isobel. *Business Communication Now*. Toronto: McGraw-Hill, 2009. 251.

Paraphrase: ~~With regard to Plagiarism~~ Also
the Internet has increased the challenges caused by
poor training and inadequate resources
~~Plagiarism~~ Internet related plagiarism increased from
fifty percent to ninety nine percent of cases
between 2000-2001 and 2001-2002 at the
University of Toronto.

References,

Uwtsd.Moodle Feb. 2024. Slide 3 week 2

Uwtsd.Moodle Feb 2024 . Slide 4 week 2

Hopkins .T in class literature Feb 2024

Uwtsd. Moodle Slide 2—9 Feb 2024

Uwtsd.Moodle Feb 2024. Slide 15.

Uwtsd. Moodle Feb 2024 Slide 16

Uwtsd.Moodle Feb 2024 Slide 17

Uwtsd. Moodle Feb 2024 Slide 18