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What exactly is time management in my opinion? It's clear something I do not have because this report is due tomorrow and I have only just begun working on it.

One of the subjects covered in AES was time management, and it was at that point that I realised this was not one of my finest talents (I am being generous because I do not want to imply that I absolutely lack this ability). This is due to the fact that I always begin by doing the simplest tasks first, leaving the more complex ones for later. In addition, I am unsure of how to prioritise my tasks.

The 80-20 rule (also known as the Pareto principle) came as a surprise to me, and I tried my best to put it into practise, but, to be honest, it did not always work. In my mind, it was beyond my comprehension how 20% of your total work produced 80% of the final outcome. While discussing with one of my friends about my prior employer, it dawned on me that I needed to do something. Even though they were manufacturing and selling one hundred different types of items, they only had one that was truly successful, and another five that were successful but not as successful as their top seller. The production costs were the same for all of them, and in some cases, the costs were even higher for the less popular goods, but they were still able to keep them all. Then I found that their primary source of revenue was derived from less than twenty of their total product line. I now recognise that the managers from that company were either unaware of or chose to ignore this guideline, which explains why that company is being forced to close its doors. The rule of Pareto is that it can be applied to practically any subject, including my personal favourite, time management.

The Eisenhower approach is another method that I have become acquainted with. It is based on the premise that "what is important is rarely urgent, and what is urgent rarely important." This strategy is based on this principle. I have discovered that this is a matrix that divides things into categories such as important and non-important, as well as urgent and non-urgent. This programme, I believe, is a really useful tool for organising my workload and prioritising my tasks. I was very enthusiastic about it until I realised that it takes time to construct this matrix, and that it also takes time to determine which tasks are more important than others, or even, in some cases, which tasks are more urgent than all of the other urgent tasks you have to complete on a hectic day.

As a result of learning about this subject, I have realised that time management is a skill that I will need to work extremely hard to master, as I sometimes believe that I have all of the time in the world, only to realise at the end of the day that I have not completed all of my tasks for the day and that I am extremely exhausted.

The next skill that I gained from this training was the ability to summarise information. To be completely honest, I was already aware with summarising from middle school, but I had never done so in an academic setting until now. For me, the concept of summarising consisted simply in extracting the essential idea from a text or a book and telling it or writing it in my own words. In this subject, I have realised that, in addition to writing down the major concepts, I must also provide sufficient facts to support them in order for the summary to make sense. In addition, if I utilise quotations, I must preserve them in the same format as they were written by the author. I have also come to realise that in order to create a solid summary, you must first thoroughly grasp the material and then follow a few simple steps. The first step is to read and comprehend the text while taking notes. Aside from that, write down the essential notion in one sentence. After that, write down all of the details and begin summarising. After it is completed, it should be proofread to ensure that it is free of errors in spelling, punctuation, and grammar. Another consideration is the length of the text; the summary should be approximately one-third the length of the original text.

When I learnt about reflection and reflective writing, it was a huge relief for me to learn about them. I will explain later why this is the case. I have discovered that reflection is a process in which you examine yourself, your activities, and your talents in order to learn and grow as a result of your experiences. When I finish my day's work, I utilise reflection to examine what I have done, what went wrong, and what I could have done better the next day. Through this course, I discovered that I can use reflection to learn new things by connecting them to what I already know, and that I can also use reflection to consider whether or not the things have meaning for me and, if so, what that meaning is.

Reflective writing, which is based on my own personal experience, is a new ability that I've learned recently. It is also likely that I will need to call on more resources in order to continue to learn new things and acquire new talents or enhance the ones that I already have. These may include other people's experiences as well as books or courses that I have read or taken in the past.

Different models of reflection, such as

- Gibb's 'Reflective Cycle' (1988)
- Kolb's 'Experiential Learning Cycle' (1984)
- Driscoll's Model (1994, 2000)

Have been introduced to me when I have learned about this subject.

Gibb's reflective cycle is, in my opinion, the most frequent and widely utilised, and I believe it is the one that best matches my needs. I am able to follow its instructions on my journey to greater understanding. It can assist me in reflecting on and describing the events without passing judgement at the outset; reflecting on my thoughts; evaluating what went well and what went wrong; and analysing and drawing conclusions.

"It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated." (Gibbs, 1988)

I spent a significant amount of time thinking about my Power Point presentation. Everything from how I performed to how I felt, what I could have done better, and my classmates' responses afterward are discussed. I was nervous before the presentation because it was my first time delivering a speech in front of an audience that did not include my friends or work colleagues. I had a plan in place at home the night before, but of course, nothing went exactly as I had hoped it would. When I arrived the following morning and we began to present, I was overcome with emotion. It didn't help that I was the second person to speak, which was awkward. When I first started, I decided that I was not going to read from my slides because they were not very consistent, and that I would have to improvise if I wanted to do so. My first step was to take a deep breath and begin. As I was preparing my presentation, I realised just how much I had gained from this module. Personal development plans are something I've learnt about, and it reminded me of how many times my managers have asked me where I see myself in 5 years, and my response has always been that I don't

know because I don't have any goals for such a lengthy period of time. Because of this, I stood to lose a great deal in my professional life.

In addition, I learnt about CV writing, including how it should be formatted, what information it should contain, and how it may be constructed in such a manner that it increases your chances of landing the job you desire. I've also learnt about the importance of a cover letter, which is sometimes required.

As a result, I wanted to discuss about these things in my presentation, as well as about the discoveries that I've made while taking these classes. I wanted to share with the class that I have finally come to terms with why those who I had previously dismissed as being "not very bright" were more successful than I was. The truth is, I'm not sure how much of my prepared speech I actually delivered because I was so scared that I completely forgot what I had said during those few minutes in front of the class. My voice was wavering, I was shaky, and my English was getting worse by the minute. I understand now that I neglected to mention a number of important details, and that my plan from home was much different from the actual situation.

One of the few things I was able to maintain from the original version was the presentation's duration. My goal was to make it brief so that the audience could follow along, comprehend what I was saying, and not become bored. This is the only thing that turned out correctly. Additionally, throughout the presentations, I attempted to put into practise what we had learned in courses about giving a presentation. If you're talking about not staring right into someone's eyes so that they don't feel scared, think about looking at your audience, at all of them, not just one person so that the rest don't feel ignored. I was more concerned with the body language than with the content of the presentation.

After that, some of my colleagues came up to me to express their appreciation for the presentation, and I was taken aback since I couldn't believe that they were actually impressed by what I had done in front of them. Also, I discovered that maybe it's more about your mood when you're doing a presentation than it is about the content of your presentation. It may be about your body language, your grin, or your interactions with other people. I can't wait for my next presentation so that I can see if my new theory is correct or not.

As a result of completing this module, I believe that I have gained a great deal of knowledge, that I have discovered answers to problems that I have had for a long time, and that I have uncovered the reasons why my advancement at past jobs has been slow or non-existent.

It helped a lot, thank you!

References

- Gaynor, A. (2013) *Schön's (1983) Reflection-in-action and reflection-on-action*.
- Gibbs, G. (1988) *Learning by doing: a guide to teaching and learning methods*. [London]: FEU.



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Academic and Employability Skills

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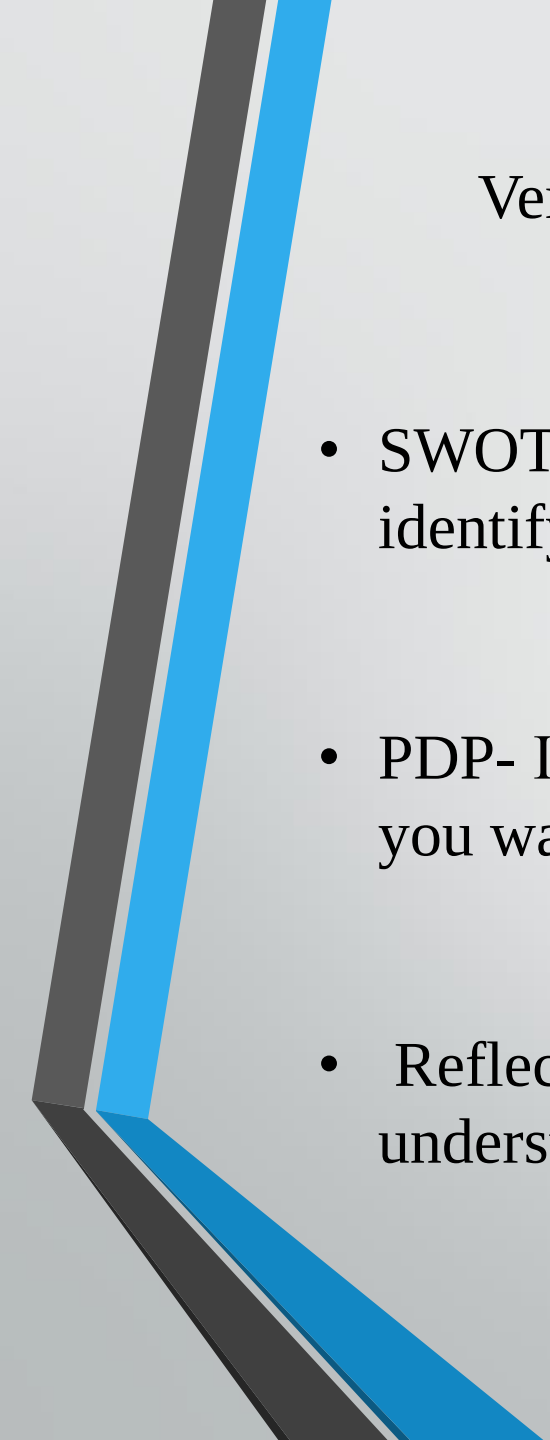


What are Academic and Employability Skills?

They are the skills that can make the difference between an average job and a dream job.

Among these skills are:

- Time management
- Critical thinking
- Teamworking
- Technical Skills
- Commercial awareness
- Problem solving



Very useful tools I have learned about in this module

- SWOT analysis helped me to understand my strengths and my weaknesses, identify my skills and see the opportunities
- PDP- I realized that it's important to have one in order to get the position you want
- Reflective writing – helped me to consolidate what I have learned and understand better

MY SWOT ANALYSIS

- Problem solving and decision making
- Eye for detail
- Teamwork

Strengths

- Lack of confidence
- Poor time management
- People skills

Weaknesses

Opportunities

- Identifying problems
- Identifying the source of the problems
- Find solutions

Threats

- Not knowing to prioritize
- Not having the courage to speak up
- Missing opportunities

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By October 2022

Finish my
studies

Learning new
skills

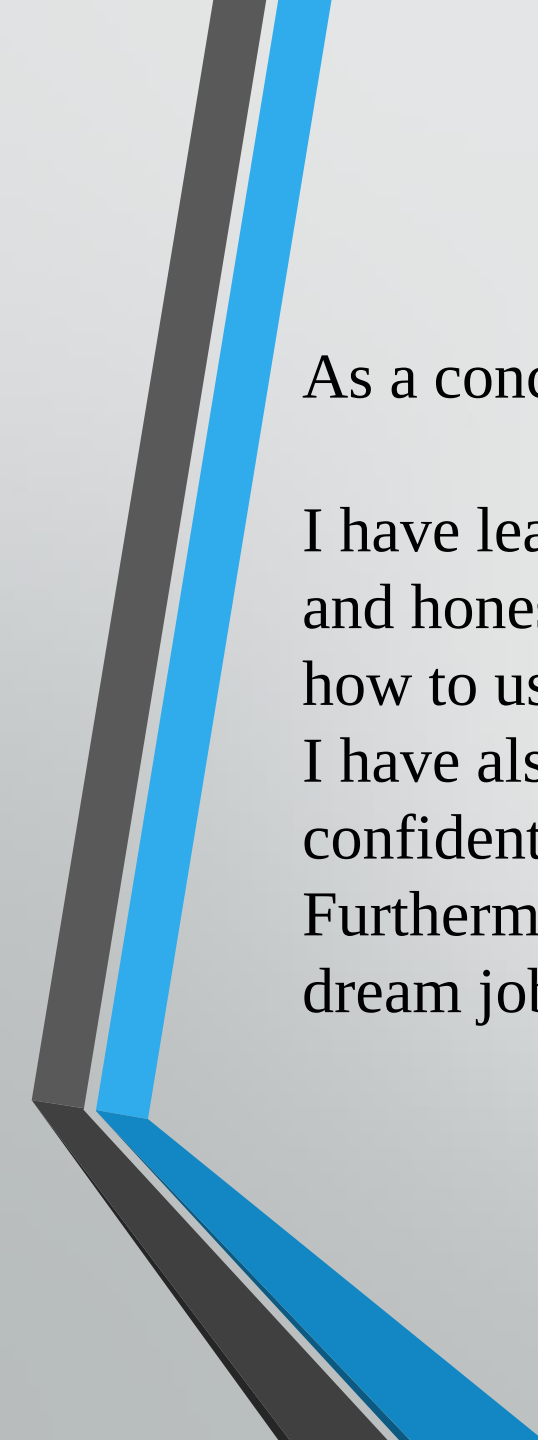
Improving the
skills that I have

By June 2024

Find a better job

Use my new
acquired skills to
advance

Become a
Manager/Head of



As a conclusion after this module?

I have learned that, in order to get the job that you want, you have to be objective and honest with yourself, you have to learn as many skills as you can and learn how to use them.

I have also learned that I can negotiate from a stronger position if I become more confident.

Furthermore, by actually making a plan and sticking with it will bring me my dream job.



References

1. Cottrell, Sills for success, Personal Development and Employability, 4th edition, 2021, Red Globe Press
2. <https://app.emaze.com/@AOZLZIFTO#>

The End!
Thank You for Listening!

