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REFLECTION REPORT

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Executive summary

The report outlined the prime significance of both employability and academic skills for individuals. Academic skills help job seekers to become eligible for their desired post. Besides, the addition of employability skills can help the individual to improve their coordination level in the team dynamic scenario. In this assessment, Kolb's reflective model was considered to interpret the self-employability skills properly. The identified employability skill is excellently written communication and while the key gaps are poor time management skills and fear in public speaking. Throughout the assignment, time management skills, academic writing, presentation with public speaking, and referencing skills are reflected and interpreted via Kolb's reflective model.

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1. Introduction

Academic skill determines the job aspirant's advanced level of knowledge on the particular subject during the selection and recruitment process. Through this skill, the candidate's subjective viewpoints can be familiarized with by the assessor. Besides, different

interpersonal skills such as time management, communication, presentation style are also required to assess the job aspirants. Through this skill assessment, the recruiter can identify whether the candidate will be able to create flawless communication and coordinated team dynamic concepts or not for betterment in the business productivity rate.

2. Reflection Model

Kolb's Reflection model is also recognized as experiential learning theory through which the critical evaluation and learning provisions can be accomplished as per the experiences. The primary purpose of using this model is to acquire a systematic interpretation and learn something unique and exclusive to get rid of the experienced circumstances (Morris, 2020, p.1065). The model consists of the following four stages,

Concrete experience: It is the first phase of the model by which the individuals can physically and consciously acknowledge the circumstances and also realize that a systematic reflection is mandatorily required. In this stage, the individual only critically understands the entire situation and describes it properly like what he or she is feeling and what is the opinion regarding this incident.

Figure 1: Ideology of Kolb's reflective model

(Source: Lehane, 2020, p.245)

Reflective observation: In this phase, the individuals can more critically, deeply, and analytically assess the entire experienced situation. The questions that are emerging in this phase are what worked and what failed (Fewster-Thuente and Batteson, 2018, p.5). The step signifies the key rationale behind the appearance of the situation and what was others' thinking regarding the incident.

Abstract conceptualization: In this phase, the individuals rethink the entire situation and evaluate the deeper concepts via a scientific observation procedure. Through this phase, the individuals can gather concepts and ideologies regarding the dealing of the situation, and identification of the ways not to repeatedly experience the situation at the next time (Kuk and Holst, 2018, p.151).

Active experimentation: In this phase, the individuals can acquire new theoretical and practical knowledge to improve the impact of an experienced situation. Based on the experiences, the individuals can gather different ideologies and strategic thoughts to generate a concrete experience.

3. Time Management

It is one of the key interpersonal skills by which the individuals can plan, schedule, and organize the assigned tasks with a "To-Do List" strategic format. A good time management skill also enhances the individual's smarter and wider way of working strategy. The element prioritizes the tasks as per their deadline so that the individuals can complete their tasks with perfection, zero error, and deadline meeting concepts (Aeon and Aguinis, 2017, p.310). In this context, the individuals can use different time-tracking application software to measure their time spent structure upon the particular task while participating in the multitasking operations.

Experience: By considering Kolb's Reflective model, I experienced that I have poor time management skills while I am involved in multitasking. As a result, sometimes I deliver poor quality tasks to meet the deadline. Sometimes, I miss the given timescale for the completion time of the particular tasks. Lower skill in time management is creating a huge bad impact upon my academic area that is driving the scope of project deadlines missing or the submission of moderate quality of projects. Therefore, I am getting a poor academic grade which also creates a negative impression upon the subjective knowledge and also declines by the recruiter while attending the job market.

Observation: After the critical analysis of the scenario, I observed that I have zero knowledge regarding the sorting of the more prioritized and less prioritized jobs in academic projects. As a result, I am involved in delivering poor-quality projects. I am also unfamiliar with the realistic concept of the "To-Do List" strategy, smart work concepts, and time management tools.

Conceptualization: Critically interpreting the entire scenario, I realized that I have to mandatorily implement the concept of the "To-Do List" process. With this method, I will be able to identify the less prioritized and highly prioritized jobs. Based on the assessment, I can finish the top priority jobs and then complete the fewer priority jobs to deliver quality academic projects within the given time frame. Besides, I realized that I have to take help from time-tracking application software such as Clockify, Toggl to measure the time spent on individual tasks during multitasking. Based on this I can improve self-efficacy in time management skills to complete the project with zero erroneous and on-time delivery process.

Experimentation: Furthermore, I also realized that I have to attend different training sessions and courses on time management skills and smart work to improve my skill. Besides, I can take suggestions from my senior at the university to get tips on time management. I also have to improve my concentration level through meditation to avoid external distractions

during my serious work on academic projects. Henceforth, I will be able to complete my tasks within the time scale.

4. Academic Writing

The element is considered as a description writing process through which subjective knowledge can be placed via scientific, logical, analytical, and systematic ways. The style is utilized by scholarly publications and universities. Academic writing in the English language is considered as a linear one that has one central theme in each segment that is aligning with the prime line of argument without any digressions. During the academic writing process, the individuals have to write short texts with zero grammatical errors and simple understanding (Strobl et al., 2019, p.36). At the time of essay type academic writing, the colloquial words and phrases are rejected. One of the key characteristics of academic writing is that figures and facts have to be placed precisely and properly. On the other hand, academic writing should have to produce more accurate and validated informative content with proper evidence to create a perfect academic solution.

Experience: Considering Kolb's reflective model, I discovered that I have moderate skill in academic writing. In order to improve my academic writing skills, I have to gather knowledge on different subjects, writing styles, formatting, in-texting, referencing, and paraphrasing. As much as I will be able to improve my academic writing skills, I will be able to obtain good academic grades and marks which will also create a positive impression during my career growth. Having moderate knowledge in in-texting, referencing styles, and formatting, I have to improve those skills. Besides, I have an advanced level of knowledge in grammar, punctuation, sentence formation, and phrasal verbs using. I can also extractor more accurate and validated informative content regarding academic content which has helped me to explore more subjective viewpoints on the topic.

Observation: I observed that moderate knowledge in in-texting, referencing, and formatting styles can have a huge scope of degrading my academic score. On the other hand, zero concepts of paraphrasing can create academic misconduct or plagiarism issues in the specific contents. Henceforth, I have to gather knowledge on in-texting, paraphrasing, formatting, and referencing to make the academic contents more justified and valuable.

Conceptualization: After the interpretation of the entire scenario, I realized that I have to gather concepts on different referencing and in-texting or citation processes such as Harvard, Chicago, APA, MLA, and Vancouver. Besides, I have to acquire knowledge of different formatting styles to deliver a perfect and complete academic project. Considering the matter, I realized that I have to participate in different training sessions regarding academic writing characteristics, writing guides, and styles. Simultaneously, I have to gather

knowledge on both plagiarism and paraphrasing concepts to avoid the similarity of the contents.

Experimentation: At last, I discovered that I have to gather ideologies on academic writing styles and guides from my lecturers. Besides, I can gather ideology on different referencing and citation processes through the reviewing of relevant popular academic articles, journals, reliable web-links or blogs, and YouTube on the internet. I can also ramify my skill gap in academic writing by attending different certified training courses on academic writing skills.

5. Referencing

It is one of the key elements in academic writing by which the acknowledgment of the contribution of other researchers and writers are aligned in the content. With the help of a proper referencing style, the demonstration and validation of the academic contents are interpreted. In this context, different referencing styles such as MLA, Harvard, APA 6th or 7th, Chicago, and Vancouver are used to provide supportive evidence of the academic contents (Marsh and Campion, 2018, p.215). Referencing is one of the significant processes through which the academic content developer can provide credit to the authors from which the ideologies and perspectives are borrowed.

Experience: I experienced that I have fewer ideologies on MLA, Chicago, and Vancouver referencing styles rather than APA 6th or 7th and Harvard. Having less knowledge in the following referencing pattern, there is a higher scope of not completing the academic projects with proper referencing style, resulting in the scope of securing poor academic grades.

Observation: I also observed that I have to gather ideologies regarding MLA, Vancouver, and Chicago referencing styles, as well as different referencing formats. In case I am unaware of those referencing styles, it will lower my academic growth which will also help my career growth.

Conceptualization: In order to gather ideologies on the following referencing styles, I have to attend different training sessions on academic referencing styles procedure. Simultaneously, in the recent era, YouTube is considered as one of the biggest platforms through which I can gather concepts on different referencing styles, and the validity or acceptability of the references.

Experimentation: Finally, I am highly intended to attend the training courses on different referencing styles in academic writing to deliver quality academic projects for securing higher academic grades. During the training session, I will be able to gather knowledge on the implication of the outdated or recent citations as per requirements.

6. Presenting

Presentation in academic writing is defined as the implication of ideologies, viewpoints, concepts, and perspectives in a systematic, rational, reasonable, logical, and structured way. The prime purpose of using the element in academic writing is to frame self-confidence in public speaking to become an incredible communicator (Farrer and Liu-Farrer, 2020, p.456). As much as the individuals will be able to present their ideologies on the particular academic contents in a concise, transparent, and coherent process, they will be able to obtain a good academic score at the university level.

Experience: Considering Kolb's reflective model, I experienced that I have a deeper knowledge of presenting different academic writing such as reports, essays, dissertations, and assignments. The fundamental presentation structure of academic content is an introduction, main body, conclusion, and references. Appendices are the optional part that can be provided as per requirements (Cai, 2017, p.130). Having good knowledge of presentation styles and patterns of diversified academic contents, I can deliver quality academic projects. However, I have poor skills in public speaking while presenting my written academic content.

Observation: I also observed that I have to improve my public speaking skill and communication process to improve my academic score in academic writing presentations. In this context, I have to become more focused on practicing oral communication with my friends so that I can deliver flawless and understandable academic content during the presentation.

Conceptualization: Considering the entire scenario, I realized that I have to attend training sessions on public speaking, communication approaches, and an active listening attitude to improve my presentation skill.

Experimentation: With the acceptance of a strategy like "Speaking-with-the-audience-in-mind", I can make amendments in my public speaking and presentation style.

7. Conclusion

People having strong academic and interpersonal skills can easily build a good relationship with their teammates and deliver super quality works within the given timescale. Finally, it can be concluded that the implication of Kolb's reflective model has been beneficial to understand the exact scenario, analyze the case, and find out the most appropriate solutions for overcoming.

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