



ASSESSMENT 1 BMSW4005

BMSW4005 Professional Career Development Assessment 1



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Table of Contents

Introduction	2
Main findings	3
LEARNING STYLES	5
Visual (V):	5
Aural / Auditory (A):	5
Read/write (R):	5
Kinesthetic (K):	5
By understanding what kind of learner you and/or your students are, you can now gain a better perspective on how to implement these learning styles into your lesson plans and study techniques.	6
STRENGTHS	6
Identifying strengths and areas for development	6
WEAKNESSES	7
Overcome your business's weaknesses	7
HONEY AND MUMFORD Honey and Mumford	7
Characteristics	8
https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/honey-mumford	9
KOLBS LEARNING CYCLE	9
The Experiential Learning Cycle	9
CONCLSUION	

Introduction

There are two facets to career development:

1. **Career learning (education)** consisting of planned and progressive learning experiences throughout an individual's life. Often delivered in group settings, these help to develop the lifelong career management capabilities and competences individuals need to:
 - learn about themselves and the opportunities available
 - convert careers information into personal career understanding;
 - weigh up and consider the impact of influences from family, friends and peers;Access experiences with employers and education and training providers, mentors and work-related activities ; access personal career guidance/career coaching;
 - make informed decisions about learning and work options and participate effectively in work and society;
 - learn how to present themselves for employment and learning opportunities including the use of digital media.
2. **Personal career guidance/career coaching** provides individualised interventions which help individuals to build on their career education/ learning and to decide on their career goal/s. This is best understood as a process which enables individuals to consider their circumstances, values and aspirations; confront any challenges; resolve any conflicts; build resilience and confidence; develop new perspectives; justify their thinking and reach a decision in the light of relevant career and labour market information.

Careers development institute march 1 2017

https://www.thecdi.net/write/CDI_Definitions_FINAL.pdf

Employers are often looking for skills that go beyond qualifications and experience.

Your education and experience may make you eligible to apply for a job but, to be successful in most roles, you will need skills that you are likely to develop over time. Some will be specific to the job, but the vast majority will be so-called 'soft skills' that can be used in any job or employment sectors. These soft skills are '**employability skills**': they are what makes you employable.

As a general rule, employers are willing to teach someone the job-specific skills required, such as how to operate particular pieces of machinery, or use particular computer packages that are very specific to that role or company. However, they usually want to see that you already have the other 'soft skills' before hiring, because they are much harder to teach.

Read more at: <https://www.skillsyouneed.com/general/employability-skills.html>



Unit 23 Employability Skills Assignment – Tesco

<https://www.locusassignments.com/solution/unit-23-employability-skills-assignment-tesco>

[https://pure.strath.ac.uk/ws/portalfiles/portal/12212609/Concept of Employability FINAL.pdf](https://pure.strath.ac.uk/ws/portalfiles/portal/12212609/Concept%20of%20Employability%20FINAL.pdf)

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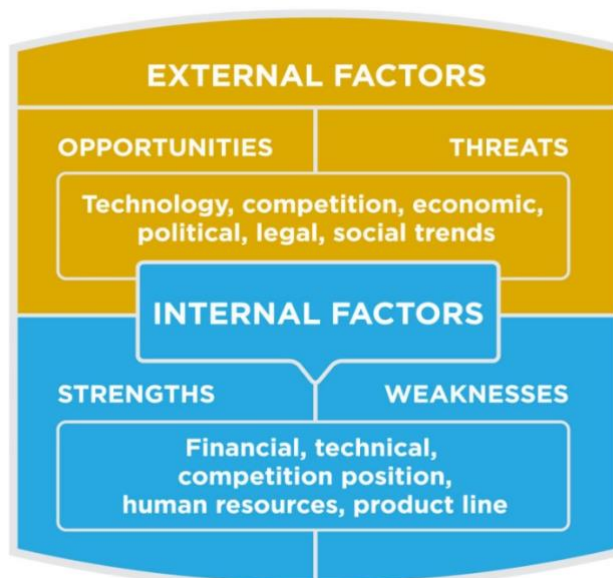
Main findings

SWOT

Conducting a SWOT analysis can help you use resources efficiently, improve operations, uncover opportunities, mitigate risk, and become more competitive. You're.

- **Back up your assumptions.** You probably have a good idea of your strengths, but even educated assumptions aren't enough. Back up your ideas with solid data. "One of the mistakes that I see a lot of organizations making is they'll create a SWOT analysis based on assumptions. The danger is that your strategies will be based on shaky ground," says Linda Pophal, owner of marketing communication consultancy firm Strategic Communications and author of *The Complete Idiot's Guide to Strategic Planning*.
- **Gather measurable data.** Collect quantifiable data about your sales trends, customer base, and employee retention to help identify your strengths.^{footnote 2} You might discover an above-average customer satisfaction rate, comparatively low employee turnover, loyal customer base, or particularly profitable product

SWOT ANALYSIS



<https://courses.lumenlearning.com/clinton-marketing/chapter/reading-defining-and-using-a-swot-analysis/>

LEARNING STYLES

<https://www.verywellmind.com/vark-learning-styles-2795156>

The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic that reflect the experiences of the students and teachers.

Remember life (and work) are multimodal so there are no hard and fast boundaries.

Visual (V):

This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies and other devices, that people use to represent what could have been presented in words. This mode could have been called Graphic (G) as that better explains what it covers. It does **NOT** include still pictures or photographs of reality, movies, videos or PowerPoint. It does include designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information.

Aural / Auditory (A):

This perceptual mode describes a preference for information that is “*heard or spoken.*” Learners who have this as their main preference report that they learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through. Email is included here because; although it is text and could be included in the Read/write category (below), it is often written in chat-style with abbreviations, colloquial terms, slang and non-formal language.

Read/write (R):

This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates. This preference emphasizes text-based input and output – reading and writing in all its forms but especially manuals, reports, essays and assignments.

Kinesthetic (K):

By definition, this modality refers to the “perceptual preference related to the use of experience and practice (simulated or real).” Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, “either through concrete personal experiences, examples, practice or simulation” [See Fleming & Mills, 1992, pp. 140-141]. It includes demonstrations, simulations, videos and movies of “*real*” things, as well as case studies, practice and applications. The key is the reality or concrete nature of the example. If it can be grasped, held, tasted, or felt it will probably be

included. People with this as a strong preference learn from the experience of doing something and they value their own background of experiences and less so, the experiences of others. It is possible to write or speak Kinesthetically if the topic is strongly based in reality. An assignment that requires the details of who will do *what* and *when*, is suited to those with this preference, as is a case study or a working example of what is intended or

By understanding what kind of learner you and/or your students are, you can now gain a better perspective on how to implement these learning styles into your lesson plans and study techniques.

<https://teach.com/what/teachers-know/learning-styles/>

STRENGTHS

Identifying strengths and areas for development

Once you have gathered data on your performance, it is important to analyse the results. This will help you to identify your strengths and the areas that need development.

Examples:

A strength from a football observation schedule could be that you have good accuracy when playing passes with your right foot, shown by 95% of passes getting to the intended target/team mate.

Another strength could be an “excellent” category in the Illinois agility test. By recording a best time of 17.3 seconds puts you in the “excellent” category for your age and sex.

- **Gather measurable data.** Collect quantifiable data about your sales trends, customer base, and employee retention to help identify your strengths.^{footnote 2}
You might discover an above-average customer satisfaction rate, comparatively low employee turnover, loyal customer base, or particularly profitable product
- <https://wellsfargoworks.com/business-plan-center/article/swot-analysis-part-one-how-can-you-identify-your-strengths-and-weaknesses> .

<https://www.liveplan.com/blog/what-is-a-swot-analysis-and-how-to-do-it-right-with-examples/>

WEAKNESSES

Overcome your business's weaknesses

Identifying weaknesses can be scary. After all, isn't your goal to present your business in the best light? But your ability to identify weaknesses and leverage your strengths to overcome them can be a powerful tool. Plus, an inability to identify weaknesses that are obvious to potential investors and lenders could jeopardize their perception of your business

Common weaknesses include an isolated business location with limited foot traffic, high employee turnover, or low profit margins on key products or services. Consider these tips when identifying your business's weaknesses:

- **Compare yourself with competitors.** Take an objective look at your products, vendors, customer base, employees, internal processes, and location, and compare these factors with your competitors'.^{footnote 2} In which areas could your business improve? Focus on what differentiates you instead of the strengths you share with competitors.
- **Seek an objective opinion.** Be honest about assessing your business's weaknesses, and consider enlisting outsiders to help you think objectively about how you can improve. Trusted business colleagues, employees, and customers can all provide valuable insights you might otherwise overlook.
- **Create a plan to overcome weaknesses.** Most importantly, determine how to minimize or overcome weaknesses. Implement your plan, and then track data to monitor your

HONEY AND MUMFORD Honey and Mumford

Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: **Activist**, **Theorist**, **Pragmatist** and **Reflector**. These are the learning approaches that individuals naturally prefer and they recommend that in order to maximise one's own personal learning each learner ought to:

- understand their learning style
- seek out opportunities to learn using that style

To understand your particular learning style Honey and Mumford have developed a Learning Style Questionnaire [see further reading] and with this information you will be in a far better position to do three really useful things [quoting P. Honey]:

1. "Improve your learning skills and processes. Increased awareness of how you learn, opens up the whole process to self-scrutiny and improvement. Learning to learn is your most important capability since it provides the gateway to everything else you want to develop."

Note: However, to be an effective learner you should also develop the ability to learn in other styles too.

Characteristics

The characteristics of the four learning styles are summarised in the following table.

Learning style	Attributes	Activities
Activist	Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.	• brainstorming • problem solving • group discussion • puzzles • competitions • role-play
Theorist	These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'.	• models • statistics • stories • quotes • background information • applying theories
Pragmatist	These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work.	• time to think about how to apply learning in reality • case studies • problem solving • discussion
Reflector	These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.	• paired discussions • self analysis • questionnaires • personality questionnaires • time out • observing activities • feedback from others • coaching • interviews

<https://www2.le.ac.uk/departments/doctorscollege/training/eresources/teaching/theories/honey-mumford>

KOLBS LEARNING CYCLE

The Experiential Learning Cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':

<https://www.simplypsychology.org/learning-kolb.html>

GO MAD

GoMAD's self-styled 'guiding light' and leader, Andy Gilbert, has been the driving force behind the values-driven company he formed in 1996, created to improve and transform personal and business thinking through his unique framework.

Author of over 20 books, including his seminal work 'Go MAD - The Art of Making a Difference', and presenter of over 100 video and audio programmes, he is constantly exploring ways of using new media and technology to widen access to his critically acclaimed thinking system. His podcast series has consistently been at the top of the iTunes Business podcast chart, ahead of the likes of Harvard Business School, and has notched up over 55,000 downloads in one year.

Over the past 18 years, 11 of which have been dedicated to Go MAD Thinking, Andy has been deployed on 11 international assignments on behalf of the British Government and EU in former Eastern European Countries.

<http://www.the2ccompany.com/go-mad-thinking.php>

MYERS BRIGGS

Myers-Briggs theory is an adaptation of the theory of psychological types produced by Carl Gustav Jung. It is based on 16 personality types, which Jung viewed as stereotypes (Jung 1921, p. 405). They act as useful reference points to understand your unique personality (Jung 1957, p. 304). At the heart of Myers Briggs theory are four preferences. Do you prefer to deal with:

- People and things (Extraversion or "E"), or ideas and information (Introversion or "I").

- Facts and reality (Sensing or "S"), or possibilities and potential (Intuition or "N").
- Logic and truth (Thinking or "T"), or values and relationships (Feeling or "F").
- A lifestyle that is well-structured (Judgment or "J"), or one that goes with the flow (Perception or "P").

<https://www.verywellmind.com/vark-learning-styles-2795156>

Visual

- Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information.

Auditory

- Auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.

Read & Write

- Students with a strong reading/writing preference learn best through words. These students may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays.

Kinesthetic

- Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand (i.e. understanding how a clock works by putting one together.)

By understanding what kind of learner you and/or your students are, you can now gain a better perspective on how to implement these learning styles into your lesson plans and study techniques.

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- <https://wellsfargoworks.com/business-plan-center/article/swot-analysis-part-one-how-can-you-identify-your-strengths-and-weaknesses> .

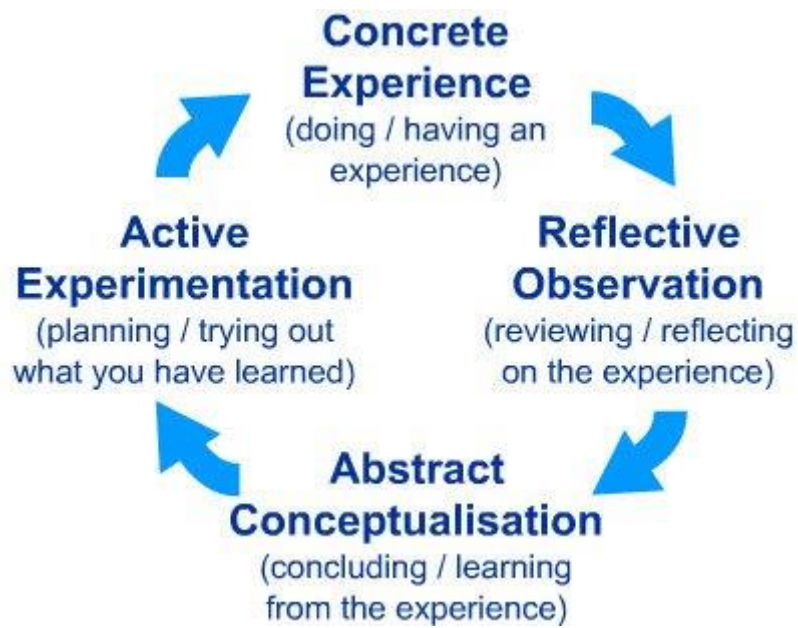
<https://www.liveplan.com/blog/what-is-a-swot-analysis-and-how-to-do-it-right-with-examples/>

S STRENGTHS	W WEAKNESSES	O OPPORTUNITIES	T THREATS
• Things your company does well • Qualities that separate you from your competitors • Internal resources such as skilled, knowledgeable staff • Tangible assets such as intellectual property, capital, proprietary technologies etc.	• Things your company lacks • Things your competitors do better than you • Resource limitations • Unclear unique selling proposition	• Underserved markets for specific products • Few competitors in your area • Emerging need for your products or services • Press/media coverage of your company	• Emerging competitors • Changing regulatory environment • Negative press/media coverage • Changing customer attitudes toward your company

WordStream

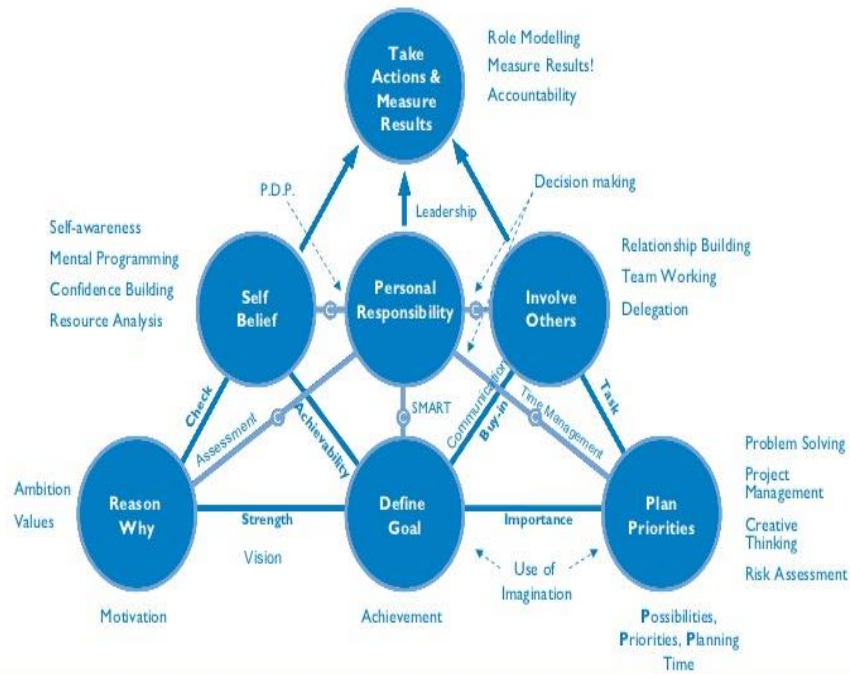
<https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis>

<https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/honey-mumford>



<https://www.simplypsychology.org/learning-kolb.html>

<http://www.the2ccompany.com/go-mad-thinking.php>



ENFJ Teacher Smooth talking charmers. Very inspiring & motivational. Often clergy. People leaders & persuaders. Great salespeople. Very relationship-oriented. Like to motivate groups.	INFJ Counselor Work is to inspire others to achieve great things. Great visionaries of human possibilities. Serious academicians. Often professors or offer themselves to a religious order.	INTJ Mastermind If they say they are going to do something, they do it. Likely to be corporate leaders, scientists. Believe everything has room for improvement. Superior planners and visionaries of systems.	ENTJ Field Marshall Very leadership-oriented. Likely to be top executives, business persons. Big on reducing inefficiency, ineffectiveness. Take charge people. Can be overwhelming to less outgoing types.
ENFP Champion Second only to ESFPs for fun. Want lives filled with excitement and romance. Very enthusiastic and creative. Often teachers, artists, writers. Great need for diversity and change.	INFP Healer Noble servants aiding society. Different from ISFPs, they try to tackle long term problems. Often psychologists or counselors. Want to save the whales and rainforests.	INTP Architect Deepest analysis of problems to be solved. Often physicists, scientists. Most aloof of types. Critical thinkers.	ENTP Inventor Want one exciting challenge after another. Love to problem solve. Good at analysis, consider themselves full of ingenuity and ideas. Often involved in comp sci, systems analysis, design.
ESFP Performer Number one in fun and enthusiasm. Always invite ESFPs to your party. The most generous of all types. Warm, friendly, vibrant people. Excellent at customer service.	ISFP Composer Quietly harmonious with world. Very observing, benevolent. Inclined toward work with people in need. Work to solve problems of the immediate such as homeless, stopping hunger.	ISTP Operator Ready to try anything once. Flushed with the rush of life. Seek excitement. A love of tools and the utility they offer. Inclined toward mechanical devices, can take apart & reassemble anything.	ESTP Promoter Excitement seekers. Never feel more alive than when taking risks. Great negotiators on the front end. Excellent promotional & entrepreneurial capabilities if someone else follows through.
ESFJ Provider Hosts & hostesses. Graciousness of this type makes them excellent at entertaining, coordinating. May be teachers, nurses. Very conscious of appearances, should/shouldn'ts.	ISFJ Protector A high sense of duty. Upholders of family tradition. Often found in traditional helping professions including nursing, elementary education, etc.	ISTJ Inspector Does as what should be done. Masters at completing practical details and adding finishing touches. Get-it-done people. Superb administrators. Duty bound & obligated, often military.	ESTJ Supervisor Administrators, workers, pillars of strength in community. Loyal mates, parents, employees. Often promoted to management positions. Dependable, consistent, straightforward.

CONCLUSION

WITH THIS REPORT I REFLECTED AND REVIEWED MY LEARNING SKILLS MEAN USING VARK I IDENTIFY AS A VISUAL LEARNER AND WITH THE HONEY AND MUMFORD AS A REFLECTOR THIS INFORMATION ALLOWS ME TO SEE WHAT KIND OF MEASURABLE IMPROVEMENTS I CAN MAKE TO SORT MY PERSONAL PROFILE

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