

**BMSW4001 Academic and  
Employability Skills Practical  
Portfolio  
(Assignment 2)**

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## **Introduction**

To have dynamic leverage in the job market, students need skills with employable values. Those skills and their implications in academic and professional lives are critical to developing a better career. Some employable skills, such as time management, academic writing, writing CVs and public speaking, bear higher significance in today's world (Deming and Kahn,2018). In this report, I have included the reflection on those applied skills in my online presence in week 9. Kolb's Reflection model has been utilised to underscore reflections of the module and in-class activities.

## **An Overview of Kolb's Reflection Model**

Kolb's model can be utilised to reflect on one's understanding of a particular event. The term "experimental learning" is used to describe the implication of this model. In this model, the learning process is reviewed, analysed, and evaluated based on one's own experiences. Here, three key segments are highly focused- concrete experience, reflective observation and abstract conceptualisation (Morris, 2020). These stages highlight various dimensions of the actual event taking place. It emphasises that a learner can transform through the learning process of the event. The last segment of the model is active experimentation that underscores what a learner can perceive from the obtained lessons. Based on this reflection model, new ideas emerge when individuals or learners are confronted with familiar events that have occurred before and how they implement their learning process (Schenck and Cruickshank, 2015).

## **Four Key Employable Skills**

### **Time Management**

Time management refers to the segmentation and allotment of one's time into several tasks and activities. It shows how to schedule regular and assigned tasks. Students implement time management to manage homework and courses on time. Thus, time management is crucial for employment and a better career (Roe et al., 2017). The report discusses how I interpreted time management throughout my online presentation.

### **Concrete Experience**

At this point, a learner must be engaged in foundational learning experiences. A learner experiences the event through direct interaction. The focus is on how one responds to the experience or one that is analogous to a new thought (Kuk and Holst, 2018). I have concentrated on employable skills in this module. I attempted time management in my oral presentation to see how it affected my performance. The time duration of my presentation that happened online in week 9 was 5 minutes. I had to deliver my topics effectively. I planned my whole presentation. Despite taking precautions to finish on time, I was time-pressured throughout the presentation. Due to my last-minute presentation fumble and network disruption, I missed out on several key issues. However, overall, I was able to give my presentation completely.

### **Reflective Observation**

In this stage, a learner reflects on the experience. Some critical issues related to the experience can be highlighted. In my case, time management played a crucial role in my oral presentation. I have done some research prior to making slides. Later, I assigned time to make a PowerPoint presentation and divided the time for each slide. I attempted to discuss each covered topic on a specific timeline during the presentation. However, I faced some trouble finishing each slide on time. Due to my poor internet connection, I faced some disturbances in the presentation. As a result, I experienced mental stress in finishing the presentation on time.

### **Abstract Conceptualisation**

Here, a learner aims to learn from the experience of the event. After reflecting on the overall experience, the learner tries to gather lessons from the event (Gilbertson et al., 2017). The oral presentation given in this module taught me time management. To finish the presentation on time

and cover all topics is essential. Time management involves allocating time to issues with more importance in the presentation. It improves presentations and reduces stress. I learned from the presentation not to waste time on unimportant material and duties for a presentation or project.

### **Active Experimentation**

In this learning phase, one tests their understanding of the material by applying it in practical situations. Learning is ineffective unless it has real-world applications. This skill I utilised in my presentation can be utilised in my future tasks. I will have presentations in my academic and professional lives (Roberts et al., 2018). From arranging each task on time to delivering a speech smoothly, the role of time management can have an extensive impact. I have learnt about this issue from my presentation. I will try to be more cautious about the internet connection for online presentations.

## **Academic Writing**

Academic writing manifests non-fictional write-ups to prepare and convey academic information. It refers to a formal and evidence-based writing structure required for a learner. Based on one's educational field, a learner needs to understand the role of academic writing to submit given tasks by following required academic measures (Swales and Feak, 2017). In professional and academic lives, one must have clear and systemic writing ideas.

### **Concrete Experience**

To prepare for an academic task, a student should focus on evidence-based information and preparation for academic writing. Here, I have emphasised formal and focused writing in preparing content for my presentation. I tried to present all the information formally in the task. My writing structure was formal. As a student, I have faced challenges in perceiving the most acceptable structure of formal write-ups in my presentation since I did not know enough about it. While preparing the presentation, I considered my audience's academic comprehension level.

### **Reflective Observation**

One needs to reflect on the whole experience to perceive its usefulness. Academic writing has played a significant role in my presentation. I have been able to convey my speech and presentation in a perceived manner (Kuk and Holst, 2018). Although mastering academic writing requires time, it has been a helpful skill that can positively influence my career. I have had difficulty locating academic resources that concentrate only on the subject and topic of academic writing rather than the author's views. My word selection skills are inferior, and I have faced problems in the online presentation, as my teacher asked me questions where I felt nervous.

### **Abstract Conceptualisation**

The implication of academic writing in my presentation has been a major part. I have tried to learn from my experience while preparing my presentation and assignment. I made some wording mistakes during the presentation that I will try to overcome. I have learnt that academic writing should have a more focused and evidence-based structure to retain the audience's attention and secure positive feedback in presentations.

### **Active Experiment**

I will try to apply those learning in my practical activities. Better academic writing will be helpful in my academic and professional lives. I will implement more suitable and robust words and phrases that can enhance my presentation (Quarisa et al., 2017). Also, I will improve my writing structure by using required and acceptable formats used in research and academic activities.

## **Writing CV**

Curriculum Vitae (CV) includes academic and professional records. Every student should know how to create a curriculum vitae, a formal summary of their educational, personal, and professional background. Writing a CV includes recognising abilities and academic credentials to seek employment (Kancitis et al., 2016). This lesson made me realise how vital this talent is for a job.

### **Concrete Experience**

I have seen several CV formats. A structure may be adjusted according to the organisation's needs. This module and in-class activities taught me about CVs. Given my future employment, CV writing might affect my hiring. Companies prefer to evaluate job participation. As I tried to include relevant information, my biased vision was eventually moderated by facts. In the online presentation, the teacher asked me about my knowledge of CV preparation.

### **Reflective Observation**

I have learned the major elements of writing CVs. Here, I have searched multiple sources to enhance my findings. Demonstrating skills and work experience can retain the attention of the employees (Chiu, 2016). In this module, I have found that writing CVs is a critical skill that can help one demonstrate his or her other skills. I also perceived that one needs to have critical and versatile to prepare his or her CV. Though I possessed enough knowledge about CV preparation, I could not correctly answer about different questions asked by the teacher regarding CV.

### **Abstract Conceptualisation**

I have felt a more incredible urge to improve my CV while completing this module. In my presentation, I discussed a little about my knowledge of CV preparation. Feedback from the teacher about different CV parts helped me greatly enhance my knowledge. Mainly, I learned how to demonstrate my skills in a required manner. The teacher taught me that if the CV is displayed well, one may have a better career and increased employment possibilities.

### **Active Experiment**

I will try to implement ideas that I have gotten from experience. One needs to provide greater attention to the CV structure (Broadhead and Light, 2017). I will also represent my academic and professional experiences to increase my potential in the job market. If required, I will assess my CV through my teachers and seniors.

## **Public Speaking and Giving Presentations:**

Public speaking is a demanded skill. It is the capacity to address an audience successfully. Public speaking requires excellent communication. Academic and professional sectors must present critical information (Jaffe, 2015). Delivering a speech on time increases one's potential. My experience and pertinent facts are below.

### **Concrete Experience**

As mentioned earlier, I have faced some challenges in delivering my presentation. In public speaking, one must focus on various concerns, such as audience, time, and content. I have experienced both positive and negative experiences during my presentation. Due to time limitations and a lack of proper skill of public speaking, I have stammered multiple times and felt nervous since my speaking was quite unclear. However, I prepared some critical notes on public speaking, recommending that emotional balance and mental stress should be at the desired level.

### **Reflective Observation**

Initially, I focused on content that would be discussed in the presentation. Prior to the presentation, I prepared some speech notes to keep myself on track. Also, I considered ways to retain my audience's attention (Gilbertson et al., 2017). Although my preparation was good enough, I faced challenges maintaining my speech during the presentation since this was the first time I spoke publicly. My teacher asked me some questions in this online presentation. Due to my nervousness and poor network, I could not answer correctly, making me tense. Though I maintained an emotional balance, I failed to maintain a mental one since the teacher had asked whether I wanted to look at myself as a future project manager, but I lacked knowledge of what skills are required for a future project manager; therefore, I afraid what would I say, and I became afraid.

### **Abstract Conceptualisation**

In public speaking and giving a presentation, one needs to have a basic understanding of communication and some tools, such as PowerPoint, to give an effective speech. I have learned to combine my slides with my speech to make it interactive. This helped to retain the attention of the audience. Also, I have learned how to search for content and information to provide an evidence-based speech. Engagement with the audience is essential in public speaking. Through my presentation, I have been able to learn all of these.

## **Active Experiment**

I have faced challenges during the presentation that I need to overcome. I will do some public speaking sessions in a suitable club or communicate with my friends. Also, I will read some books and articles on becoming an excellent public speaker. Those notes can help me overcome my weaknesses. Time pressure will be reduced through regular practice in other presentations (Donohue et al., 2018). Moreover, I need to know about the skills required for a project manager to decide if I am capable of this or not.

## **Conclusion**

Students require applicable skills for better employment. These talents and their academic and professional consequences are critical to a successful career. Time management, academic writing, CV writing, and public speaking are increasingly important. Thus, this report contains my reflection on the module and oral presentation. Thus, Kolb's Reflection model is used to highlight module and in-class reflections.

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