

Student Name: Merleen Garvey

Student Number: 2129226

Module Code BMSW4005_BRM

Lecturer: Ade Adegbite

**Assignment: Professional Career Development
Reflective Report**

Table of Contents

Introduction

PDP (Personal Planning Development)

SWOT Analysis

Different Learning Styles

Niel Fleming (1987) VARK

Fig I VARK

Mumford & Honey (1992)

Fig II Learning Styles Results

Gibbs Reflection Cycle (1988)

Fig IV Gibbs Cycle

Description

Feelings

Evaluation

Analysis

Conclusion

Action Plan

Introduction

This report is a reflection on the outcomes used within the professional career development module. The techniques I learnt will be based on my skill set with a structured portfolio on my personal development. Personal Development Planning or PDP is a measurable way of planning my goals, performance, and achievements. "A SWOT analysis looks at both internal and external factors highlighting my strengths and weaknesses. These are things like your skills, experience, knowledge, training, an advantage." (Herman 2017) using the SWOT tool for my personal development is a strategic way to target the areas to improve on. My report will also include the Gibbs Cycle of Reflection on my learning experience

Personal Development Plan (PDP)

PDP is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and achievement that plans for their personal, educational and career development.' ("Analytic Quality Glossary - Quality Research International") (Jackson 2001). Based on its' framework the PDP will help to construct from short term and long-term plan by using the SMART goals to implement personal, educational and career development a strategic way of setting out the objectives to achieve the goals with the use of its resources that is measured by its performance thus achieving this will help to carve out a career path successfully.

Objectives	Goals	Strategy	Resources	Date
Short Term				
Complete Level 4 Module	Aim to obtain a Certificate on completion	Create a to do list and tick off each task on a day-to-day basis	Workshops Library Laptop Books Writing Materials	May 2023
Submit all my Retakes	Aim to pass my Level 4 Certificate	Get feedback to ensure I have completed my assignment correctly	Attend Workshops Use Teams Library Books	April 23

Long Term				
Continue my education Bachelors Degree Learn to swim	Aim to obtain Level 5/6 Certificate	Attend all my lessons and Complete my assignments Seek out a Mentor Attend all my swimming lessons	Workshops Student Union Laptop Reading & Writing Materials Library	May 23/24
Progress onto Level 5 Qualified Swimmer	Aim to pass Level 5 to progress onto Level 6	Plan my career path into running a business Complete my Level 5 certificate	Attend Seminar's Workshops Networking Social Events Laptop A.M Swim	May 24
Progress onto Level 6	Aim to obtain Bachelor's Degree	Obtain my Bachelor's Degree Start setting up a website to run my business	Laptop Workshops Networking Library Social Events Seminar's A.M Swim	May 25
Progress to further my education My business is now up and running	Aim to obtain a Master's Degree	My business is now established Achieved having a working balance life Obtain My Master's Degree	Networking Laptop Working from home Holidays	May 26/27

SWOT

“... can prosper and grow. I have mentioned the SWOT analysis more than once—strengths, weaknesses, opportunities and threats. SWOT gives us two areas for continued learning...”

Bremerton, Wash; Gannett Media Corp; Kitsap Sun, 201

The SWOT analysis an acronym for Strength, Weakness, Opportunity, and Threats is profoundly used by business organisations for the purpose of strategic critical thinking and can be used for the purpose of student learning. An ideal way of identifying areas to recognise and improve to succeed in progressing continually, for example, one of the key factors outlined in the SWOT tool identifiable is submitting my assignments on time my weakness shows a commitment in the inconsistency of not managing time efficiently that can qualify an outcome of a threat.

STRENGTHS Attendance Submitting Assignments on time Obtaining Pass or Merit Accomplished Goals Ambitious, Driven and Committed	WEAKNESS Poor Attendance Late submission of Assignments Commitment Retakes
OPPORTUNITIES Attend Workshops Having a Mentor Join a Student Union Progression for further Education Pathway to Career Development	THREAT Illness Procrastination Distractions Time Management No Degree

Different Learning Styles

Neil Fleming (1987) VARK

Several researchers have their own theory of students having their own approach to learning styles and techniques based on its foundations. It is noted that individuals will have their own specific approach to their learning style that will be effective if taught correctly within the style of learning. There are 4 predominant learning styles these are Visual, Auditory, Read/Write and Kinesthetic or the acronym VARK (Neil Fleming 1987) the researcher theorised that “we are all one type of

learners". The model was used to help students learn more about their preferences, Fleming suggested that visual learners remember information through words, graphs, diagrams, or colors. Auditorial through listening to the contents of words being read out aloud or read/write learners who take notes and kinesthetic learners who express themselves hands on through bodily movements.

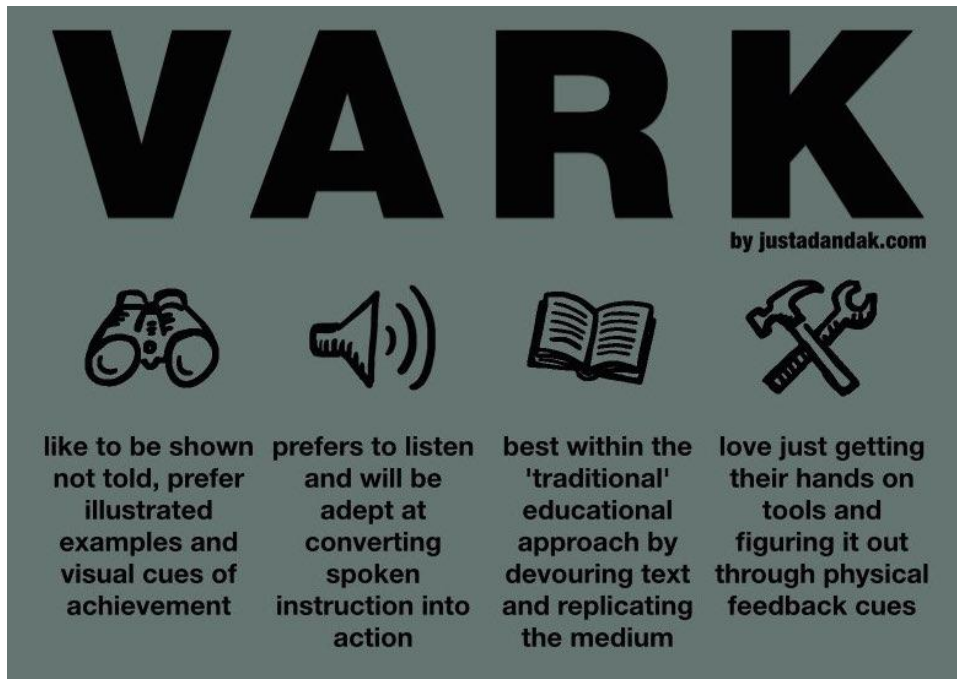


Fig 1 illustration of “VARK” learners

Through taking the VARK test I discovered I am Multimodal, a variation of learning styles, an ability I did not recognise I had. A prime example is I am hands on “The creation of teaching and learning (T) resources and activities using a combination of the visual, aural, read/write and kinesthetic (VARK.) * Ally, Pillay, J.D. and Govender (2022)

Your learning preference: Multimodal (VARK)

People with your preference like:

different formats, graphs, diagrams, maps, interesting layouts, space, listening, discussing, talking, questioning, notes, handouts, print, text, practical exercises, experiences, examples, case studies, trial and error, things that are *real*, ...

My scores were:

- Visual 11
- Aural 10
- Read/Write 11
- Kinesthetic 13

Honey & Mumford (1992)

Honey and Mumford's learning style technique derived from Kolb's model (1984) adapted a way of recognising the 4 elements that individuals experiences that was developed through the various stages of the learning cycle that is made up of the following, Activist, Reflector, Theorist and Pragmatist. "Honey and Mumford's Learning Style Questionnaire (LSQ) has been proposed as an alternative for Kolb's Learning Style Inventory" (LSI) and a later refined version (LSI-1985). The researchers' concept through thought understanding and experience helps the learner to identify their preferences suggesting that only a maximum of 2 learning styles will be found. In my case, after completing the questionnaire the results determined that I am both a Theorist and a Reflector see (Fig III) both describe my learning style.

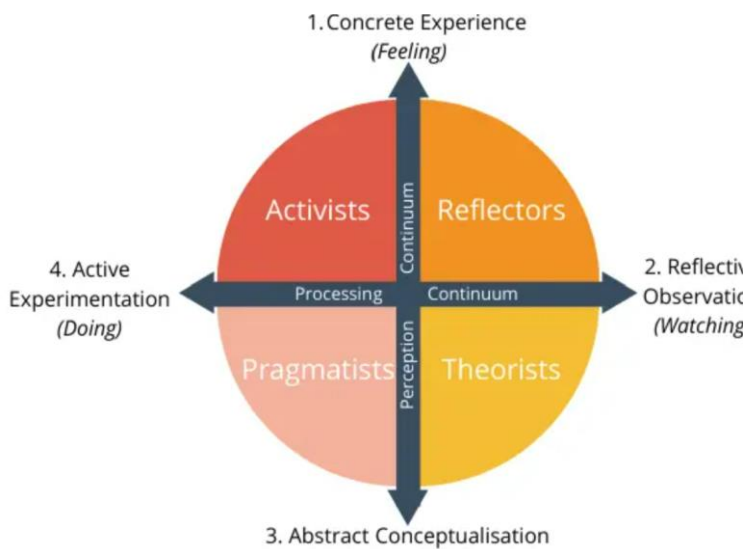


Fig II Diagram of the 4 Elements



Mumford and Honey LSQ

Your learning style results

The highest score reflects your main learning style. If you have two equal scores please give both when asked.

Your scores

Theorist: 18
Activist: 10
Reflector: 18
Pragmatist: 17

Theorist: your score 18

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

Reflector: your score 18

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

Fig III: Honey & Mumford Learning Styles Results

Gibbs Reflection Cycle 1988

Gibbs Reflective Cycle is based on its structural recurrent (Gibbs 1988, p.49) in 6 stages it allows the individual to explore and reflect each experience through a collective process description, feelings, evaluation, analysis, conclusion, and action plan however Gibbs main element of acknowledgement is the importance of feelings as a principal factor of reflection the

framework which is widely used in student learning helps the individuals through critical thinking to recognise and improve when drawing on their experiences that is measured on their ability to be competent effectively.

The 6 stages.



Fig IV Gibbs Cycle

Description

Over the course of the 10 weeks in classroom learning a provision of tools for my career development for the first 2 weeks were focusing on the importance of personal development planning and self-awareness. To identify my learning style technique, I completed 3 tests that revealed my style which enabled me to work towards in improvement. Week 3 saw me looking into employment opportunities but as I am already in employment, I found it useful in toying on the idea of applying for roles in management. Week 4 was an open book assessment; the following 3 weeks were studies on recruitment processing, CV writing and mock interviews. The last few weeks were dedicated on career development, employment legislation and what plans am I considering after graduation.

Feelings

On being approached and asked if I would be interested in doing a degree was for me fantastic feeling as I was always considering in doing one. After being enrolled onto the course and going to lectures I was pleasantly surprised that it was not going to be so difficult as I had anticipated. On taking the self-awareness and learning style tests online geared me to focus on the areas I need to improve on When I did the open book assessment, I was not prepared for the subject that I would have to write about but was pleased that my test result was more than above average but getting prepared for the mock interview in doing the CV I found that a bit challenging as my last CV had not being updated for more than 4 years and the format and styling had changed considerably.

Evaluation

My score for the open book assessment was 6 out of 10 on reading the feedback there were areas to be improved on for which I felt that I could have done well in for example not providing a reference in my discussion on the topic that was on my part irresponsible and I ought to have done better plus not using statistical data to support my argument would have increased my score higher. My overall score for my mock interview was 9.05 out of 15 there were 3 areas that I did not cover correctly which reflected in my results.

Analysis

Preparation in doing both tests by going over the pointers required, using the tools to highlight the work when for example doing the open book assessment reading up on what you need to do to aim for a distinction as opposed to a pass. In the case of the mock interview using STAR which I did not go over properly, as I had stated before these were areas that I did not cover enough but with the feedback will equip me to what I need to do to improve.

Conclusion

I have learned a great deal over the course of my module the fact that some of the tasks I have done before helped me to do well, however there are areas that I need to practice and instil within myself if I am to progress in gaining higher marks assignments. Using the learning tools, thoroughly going over instructions of what the assessor is asking of you. That been said having covered SWOT in recognising my strength and weakness compiling a PDP using the CV builder and other several tools to help me progress further are life learning skills that is essential to one's education and employment. My future is to gain a Bachelors and eventually a Master's degree but I know I must be more focused and driven if I want to accomplish that goal.

Action Plan

With the knowledge I have gained through learning about myself a balanced work/student life is a requirement that I need to put into practice. Referring to my PDP plays a vital role in my personal development if I want to achieve academically as my objective is to run my own business enterprise, but I know I alone can only make that possible.

References

Ally, Pillay, J.D. and Govender (2022) 'Teaching and learning considerations during the COVID-19 pandemic: Supporting multimodal student learning preferences', *African journal of health professions education*, 14(2), pp. 13–16. Available at: <https://doi.org/10.7196/ajhpe.2022.v14i1.1468>.

Coffield, Frank; Moseley, David; Hall, Elaine; Ecclestone, Kathryn (2004). [*Learning styles and pedagogy in post-16 learning: a systematic and critical review*](#) (PDF). London: Learning and Skills Research Centre

Duff, A. and Duffy, T. (2002) 'Psychometric properties of Honey & Mumford's Learning Styles Questionnaire (LSQ)', *Personality and individual differences*, 33(1), pp. 147–163. Available at: [https://doi.org/10.1016/S0191-8869\(01\)00141-6](https://doi.org/10.1016/S0191-8869(01)00141-6).

Gibbs, G. (1988) *Learning by doing: a guide to teaching and learning methods*. London: FEU.

Herman, M., 2017. Creating a Personal SWOT Analysis. *MRH Enterprises LLC*. *Fecha de consulta*, 20.

Jackson, N., 2001. Personal development planning: what does it mean. *Higher Education Academy* from [http://www. heacademy. ac. Uk/ourwork/teachingandlearning](http://www.heacademy.ac.uk/ourwork/teachingandlearning).

Kitsap Sun (2015) 'Know the Score | Fred ParkinsonBusiness Learning Should Be Lifelong'.