



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

**MODULE: CHANGEMAKER : BUILDING YOUR PERSONAL BRAND
FOR SUSTAINABLE EMPLOYMENT**

ASSIGNMENT 2 (PART 1 & 2)

MODULE CODE: BMBM5021

**STUDENT NAME: SITI SYAHEERA SOFEA BINTI MOHD
SALLEH**

STUDENT ID NUMBER: 2321914

SUBMISSION DEADLINE: 23:59PM 9/5/2025

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	SITI SYAHEERA SOFEA BINTI MOHD SALLEH	Student ID number:	2321914
Programme:	BA Accounting HNC/HND/BA Business Management (HRM / Finance / Marketing / Digital Marketing)		
Module:	Changemakers: Building your Personal Brand for Sustainable Employment		
Module code:	BMBM5021	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Robyn Griffiths	Internal Verifier:	Gwyneth Jones
Assignment Title:	Employability Skills and Semester Abroad Reflection	Word count (or equivalent):	2,000 words or equivalent
Submission deadline:	Friday 2 nd May 2025	Return date of provisional marks & written feedback:	Friday 6 th June 2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Assignment 2 Part 1: Evaluation of Employability Skills

Introduction

The current job competition demands more than academic qualifications to earn employment opportunities. Businesses throughout all sectors are demanding workplace abilities from their candidates because these essential competencies help people thrive and advance in professional settings. Workers need skills in communication alongside problem-solving abilities and teamwork skills as well as adaptability skills and critical thinking abilities and should exhibit professional conduct.

A candidate's hiring potential depends heavily on their employability skills which further drives their professional development through career advancement. Working people need these competencies to succeed in ever-changing environments where they must handle business transformations while showing self-starting abilities. The consulting and fast-moving consumer goods (FMCG) industries specifically place importance on competencies that involve strategic thinking together with client orientation and principles of corporate professionalism. The purpose of this assessment is to analyze essential workplace skills required in both industries combined with a self-assessment of my current skills level against professional standards.

Main Body:

Industry and Employers Research

1. Consulting Industry

As a consulting industry professional one provides organizations with advisory services that cover management practices as well operations and human resources and strategic planning. Major employers in this sector maintain McKinsey & Company together with Boston Consulting Group (BCS) and PwC as well as EY. Consulting firms require employees with analytical thinking combined with strategic skills and adaptation abilities and valuable client interaction. Three typical entry-level positions within this field include Business Analyst and Junior Consultant along with Research Associate roles.

The job listing for business analyst positions in consulting most commonly specify these requirements:

- Strong communication and interpersonal skills
- Critical thinking and problem-solving ability
- Team collaboration
- Project management and time efficiency
- Business analyst need professional expertise in corporate settings and marketplace studies for effective delivery of their role

Employers value professionals who work with different clients to resolve complicated issues while delivering their findings through clear and confident communication. Employers increasingly appreciate job candidates who demonstrate knowledge about sustainability as well as ESG matters and corporate responsibility initiatives along with market-trending trends.

2. Fast-Moving Consumer Goods (FMCG) Industry

Businesses operating in the FMCG sector produce and sell daily consumption products which include food items beverages and personal care items. Major employers operating in Malaysia consist of Nestle, Unilever, Fraser & Neave Holdings (F&N), and Procter & Gamble. Achieving innovation together with market efficiency and deep market analysis stands as the fundamental requirements for this sector.

FMCG graduates commonly pursue four main career choices which are Marketing Executive alongside Brand Analyst together with Management Trainee and Supply Chain Coordinator. The fields require employers across LinkedIn and websites to search for individuals who demonstrates the following essentials competencies :

- Strong written and verbal communication
- Creativity and brand awareness
- Digital and social media literacy
- Adaptability and learning agility
- Analytical mindset and business acumen

FMCG companies seek employees with abilities to analyze consumer behaviour while decoding market patterns along with expertise in creating marketing strategies and product repositioning. Employers seek candidates who demonstrate knowledge about sustainability measures as well as adherence to international ESG standards in ethical marketing practices.

Skill Evaluation

The comprehensive learning activities together with extracurricular activities provided me with essential skills for consulting and FMCG roles. Participation in a weekly ESG talk/program at Universiti Malaya-Wales (UMW) provided me a paid educational experience with a certificate. The program deepened my understanding of sustainability as well as corporate ethics and stakeholder engagement which represent important competencies in both consulting and the FMCG sectors.

The table below outlines my present skillset compared to key competencies demanded from FMCG and consulting professionals.

Skill	My ability	Industry Expectation
Communication	Strong written and verbal communication through assignments and ESG presentation	Consulting: Needed for reporting and meetings with clients. FMCG: Required for marketing and branding
Teamwork	Worked on university events and group projects	Both industries require collaboration across departments or client teams
Critical Thinking & Analysis	Developed through ESG discussions, case studies, and exercises in strategic thinking	Consulting: Central to solving client problems. FMCG: Used for market analysis
Adaptability	Understood academic deadlines, hybrid learning environment adjustments	Fast consulting- paced firms and even changing to FMCG sectors
ESG Awareness	Weekly participation in ESG program increased knowledge of ethical practices and sustainability	Highly relevant, especially in consulting and FMCG with sustainability goals
Leadership	Limited direct leadership experience, but I contributed ideas and coordinated minor tasks in team settings	Both industries value initiative: this is an area i aim to strengthen
Technical / Analytical Tools	Comfortable with PowerPoint and basic Excel. Limited exposure to advanced tools	Consulting often expects some data visualization. FMCG uses these for

	like Power BI or Tableau	marketing metrics.
--	--------------------------	--------------------

I maintain excellent soft skills including communication abilities alongside ESG understanding and adaptability but I recognize that I need development in leadership functions and technical analytical techniques. Students can develop these abilities by taking internships and online courses along with university consulting projects and business competition programs.



Conclusion

Both industries underwent evaluation before I decided that consulting suits my present set of skills while matching my present interests. The ESG program exposed me to sustainability and ethical principles which are essentials for modern consulting practice. The strong communication abilities combined with teamwork skills and analytical thinking abilities I have developed give me proper qualifications to pursue Junior Consultant or Business Analyst roles.

As a global professional I present myself with strategic initiatives combined with responsible conduct and precise messaging. My professional goal involves working in a corporate setting that allows me to learn through structured programs while supporting valuable client deliverables while enhancing my analytical abilities. My commitment to academic pursuit and continuous learning gives me confidence to help consulting organizations while keeping an open mind to potential positions in FMCG industries.

References

- *Careers at McKinsey.* (n.d.). McKinsey & Company. <https://www.mckinsey.com/careers/home>
- *Home.* (2025, April 16). BCG. <https://careers.bcg.com/global/en>
- PricewaterhouseCoopers. (n.d.). *Careers.* PwC. <https://www.pwc.com/my/en/careers.html>
- *careers.* (n.d.). https://www.ey.com/en_my/careers
- *Careers.* (n.d.). Nestlé Malaysia. <https://www.nestle.com.my/jobs>
- Unilever. (2023). *Careers.* Unilever Global Company Website. <https://www.unilever.com/careers/>
- *Careers at Procter & Gamble | Procter & Gamble jobs.* (n.d.). Procter & Gamble. <https://www.pgcareers.com/global/en>
- Deloitte. (2023). *Deloitte UK | Audit, Consulting, Financial, Risk Management, Tax Services.* Wwww.deloitte.com. <https://www.deloitte.com/uk/en.html>
- KPMG. (2024). *Insights.* KPMG. <https://kpmg.com/xx/en/our-insights.html>
- GRI. (2025). *Global Reporting Initiative.* Globalreporting.org. <https://www.globalreporting.org/>
- Eccles, R. G., Ioannou, I., & Serafeim, G. (2014). The Impact of Corporate Sustainability on Organizational Processes and Performance. *Management Science*, 60(11), 2835–2857. <https://doi.org/10.1287/mnsc.2014.1984>
- UN Global Compact. (2024). *UN Global Compact.* Unglobalcompact.org. <https://unglobalcompact.org/>
- World Economic Forum. (2020, October 20). *The Future of Jobs Report 2020.* World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2020/>

- OECD. (2021). *Future of Education and Skills 2030*. OECD.
<https://www.oecd.org/en/about/projects/future-of-education-and-skills-2030.html>
- National Association of Colleges and Employers. (2020). *NACE*. Nacweb.org.
<https://www.nacweb.org/>
- Organisation for Economic Co-operation and Development. (2024). *Employment*. OECD.
<https://www.oecd.org/en/topics/employment.html>
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining Twenty-First Century Skills. *Assessment and Teaching of 21st Century Skills*, 17–66. https://doi.org/10.1007/978-94-007-2324-5_2

Assignment 2 Part 2: Reflective Essay on Skill Development

The purpose of this reflective essay focuses on evaluating and assessing the knowledge and skills developed during my experience in the International Independent Study Abroad program. This essay examines the learned competencies their connection to academic growth and professional development. The evaluation examines how these abilities will help my academic and professional future before it addresses existing skill limitations and establishes development strategies. I am reflecting on my experience to obtain essential knowledge that will boost my marketability and competitive position in job opportunities.

The academic and professional abilities I learned during study abroad proved critical because they expanded both my professional qualifications and my personal development. **Cross-cultural communication** proved to be one of the most important competencies I gained by enabling me to communicate efficiently with people from various cultural traditions. Dealing with students and faculty members from different countries enhanced my communication capabilities and expanded my knowledge across global views which matters in present-day interconnectivity. I developed advanced understanding of various communication approaches since it will enhance my academic advancement and my work performance particularly in international business contexts.

Additionally, **critical thinking** together with **problem-solving** formed two essential competencies I developed throughout the program. The coursework involved in addition to discussions demanded complex problem-solving functions while requiring the application of theoretical knowledge for practical situations. The skill will prove fundamental to my academic and professional development because critical thinking for analysis and creative problem-solving is essential in academic coursework and career work.

Through this program I refined my **research** abilities while gaining **analytical skills** because I completed different assignments which demanded gathering and combining information across multiple sources. My research performance and business sector career will benefit greatly from mastering the ability to analyze data accurately alongside drawing evidence-based conclusions because I will use these skills to support critical assessments of information.

Furthermore, I strengthened my time management capabilities through the necessary planning that went into managing my studies together with extracurricular activities and independent study abroad programs. My ability to handle multiple deadlines when starting in a new academic and social setting taught me both academic efficiency and helped me prepare for the quick-paced professional world.

The practical abilities I learned from overseas studies match directly with professional needs whether I pursue postgraduate studies or career going forward. My career in international business will greatly benefit from my ability to communicate between different cultures. Companies expanding operations worldwide accept that professionals who can lead across cultural environments and function effectively with multidivert teams now represent a critical business need. My ability to adapt facilitates communication with clients and colleagues from different nationalities which enables better business relationships leading to enhanced organizational effects.

Similarly, critical thinking alongside problem-solving abilities which I have learned will prove essential during my professional future. Strategic thinking paired with solution development stands as a top necessity for professional success because it enables problem resolution in various aspects from new business planning to staff leadership and complex situations. Academic pursuits will require these skills to handle research inquiries together with business model development and thought leadership participation in my field of expertise.

My research and analytical abilities developed during my time studying abroad create direct benefits for both academic life and my professional duties. Research skills obtained during academia enable me to produce high-quality scholarly work which allows for meaningful contributions to my educational field. My ability to conduct thorough market analysis of consumer patterns and financial metrics enables me to business decisions which lead to success in professional environments.

The assessment of unsatisfied skill gaps remains essential although I accumulated numerous beneficial learning points during this period. **Leadership** development represents an important opportunity for my professional growth. I participated in team work during my study abroad term yet I refused to take leadership responsibility in any of our group projects. My career's future success depends on my ability to lead teams effectively so I need to develop my leadership skills since they matter both educationally and professionally.

Additionally, I realized my need to build proficiency in data analysis software together with digital marketing tools because these skills were not strong enough. My existing business knowledge provides me with stability but advanced technical capabilities will increase my value in helping my workplace make data-based decisions.

To address these gaps, I have established several specific actions which aim to overcome these shortcomings. I will initiate leadership development through participation in student organizations as well as group projects which have leadership roles available. Taking initiative in leadership positions will help me develop both my confidence and personal leadership approach.

Attendance at leadership workshops combined with seeking mentorship from experienced professionals forms part of my plan to gain knowledge about proven leadership strategies.

My technical development will be achieved through registration for online courses that teach data analysis software combined with business analytics and digital marketing techniques. The educational content will provide me real-world practice of business-related tools and methods that employers actively seek in today's market. I will use case study programs alongside internship work to implement my skills directly while developing my technical aptitude through such experiences.

In conclusion, my experience studying abroad has proven essential in creating essential skills which will help me thrive in academics and my professional career ahead. My combination of cross-communication skills and critical thinking expertise together with time management and research abilities will boost my academic and professional achievement potential. Through my self-assessment I have recognized the limited areas in my capabilities such as leadership abilities and technical performance yet I aim to develop these skill sets further. My goal is to tackle these gaps effortfully because I want to advance my professional abilities for worldwide employment opportunities. My reflective practice has provided me with important knowledge about how I can use my capabilities to strengthen academic results alongside employment opportunities and career advancement potential.

References

- Boud, D., Keogh, R., & Walker, D. (1985). *REFLECTION: TURNING EXPERIENCE INTO LEARNING*. Routledge Falmer.
https://craftingjustice.wordpress.com/wp-content/uploads/2017/04/david-boud-rosemary-keogh-david-walker-reflection_-turning-experience-into-learning-routledge-1985-pp-1-165.pdf
- Schön, D. A. (1992). *The Reflective Practitioner* (1st ed.). Routledge.
<https://doi.org/10.4324/9781315237473>
- Andrews, J., & Higson, H. (2008). Graduate Employability, “Soft Skills” versus “Hard” Business Knowledge: a European Study. *Higher Education in Europe*, 33(4), 411–422.
<https://doi.org/10.1080/03797720802522627>
- Tomlinson, M. (2012). Graduate Employability: a Review of Conceptual and Empirical Themes. *Higher Education Policy*, 25(4), 407–431.
<https://link.springer.com/article/10.1057/hep.2011.26>
- Dacre Pool, L., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education & Training*, 49(4), 277–289.
<https://doi.org/10.1108/00400910710754435>
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241–266. <https://doi.org/10.1177/1028315306287002>
- Leask, B. (2009). Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. *Journal of Studies in International Education*, 13(2),

205–221. <https://doi.org/10.1177/1028315308329786>

- Clarke, M. (2018). *Rethinking graduate employability: The role of capital, individual attributes and context*. *Studies in Higher Education*, 43(11), 1923–1937. <https://doi.org/10.1080/03075079.2017.1294152>
- Ripmeester, N. (2015). *Internationalisation and Employability*. SensePublishers EBooks, 121–127. https://doi.org/10.1007/978-94-6300-301-8_17
- (2010). *A Conceptual Framework for Exploring the Role of Studies Abroad in Nurturing Global Citizenship*. *Journal of Studies in International Education*. 14. 10.1177/1028315309348737.
- *Learning, curriculum and employability in higher education - Research Portal | Lancaster University*. (2012, April 24). [Lancs.ac.uk. https://www.research.lancs.ac.uk/portal/en/publications/learning-curriculum-and-employability-in-higher-education\(83691dfd-3536-4238-8c56-0fada235c87b\)/export.html](https://www.research.lancs.ac.uk/portal/en/publications/learning-curriculum-and-employability-in-higher-education(83691dfd-3536-4238-8c56-0fada235c87b)/export.html)
- Andrews, J., & Higson, H. (2008). *Graduate Employability, “Soft Skills” versus “Hard” Business Knowledge: a European Study*. *Higher Education in Europe*, 33(4), 411–422. <https://doi.org/10.1080/03797720802522627>
- Crossman, J. E., & Clarke, M. (2010). *International experience and graduate employability: stakeholder perceptions on the connection*. *Higher Education*, 59(5), 599–613. <https://doi.org/10.1007/s10734-009-9268-z>
- Yorke, M. (2019). *Employability in higher education: what it is - what it is not | Advance HE*. [Advance-He.ac.uk. https://www.advance-he.ac.uk/knowledge-hub/employability-higher-education-what-it-wh](https://www.advance-he.ac.uk/knowledge-hub/employability-higher-education-what-it-wh)
[at-it-not](https://www.advance-he.ac.uk/knowledge-hub/employability-higher-education-what-it-wh)

- (2021). Unesco.org. <https://unesdoc.unesco.org/ark:/48223/pf0000265866>
- Clarke, M. (2018). *Rethinking graduate employability: The role of capital, individual attributes and context. Studies in Higher Education*, 43(11), 1923–1937.
<https://doi.org/10.1080/03075079.2017.1294152>