

Reflective Portfolio

BMSW 4005 – Professional and Career development

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Part A

Introduction

In this paper I will be conducting a reflective report on myself relating to my personal and professional pursuits. I will be conducting some of the well-known self-awareness tools available. From that I will be able to conduct a detailed analysis of myself. Jasper alludes to the notion that reflective writing has “become established as a key component of reflective practice” and that it is central to the learning experience (Jasper, 2005, pp.247-260)

At first, I was very apprehensive in doing this, as I have always held myself to be quite a reserved and somewhat of an introvert. After the death of my mother when I was 13, I found it very difficult to show my emotions and felt I had to always keep my guard up. Though as time passed and I completed my GCSEs and my A levels, I was easing away from this but still retained my characteristics of being reserved and somewhat an introvert.

Upon pondering over this I came to a realisation that these two characteristics of mine has probably held me back in my career pursuits. I have run my own successful business for the last 14 years and, so my interaction as an employee was to a bare minimum. I always felt that I needed to stay in control and be in charge, perhaps this a continuation from the above characteristics.

I have always shown interest in teaching as a career and was very fond of my teachers who helped me achieve my educational grades and always felt that they believed in me and helped me through my troubled times. I have always wanted to give this back to the next generation of children but found it very difficult to pursue effectively as Higher education settings was very different from GCSE and A level settings. So this pursuit of mine was always kept on the back burner as I pursued my business endeavours. The desire to teach remained and in 2008 I got my TEFL certification and between 2009 and 2010 and I was teaching English in Yemen and Saudi Arabia. Though the settings were very different to what I wanted to do, it still gave me the much-needed experience.

I ended up getting married in Yemen and returned to the UK towards the end of 2010 with my wife and continued with married life and having 3 beautiful children. As they grew, I realised I was a natural educator and it was a must for me to pursue my teaching career. My wife and children both encouraged me in this, I owe much gratitude to them for this.

Fast forward to 2019 and I have enrolled into the University of Wales Trinity Saint David; and am working hard to achieve my career goals. I want to be very thorough in this reflective review so I can maximise my strengths and become effective in my studies and my career in education.

Mary Louise Holly says to “reflect on experiences past, their life histories and the social, historical and educational conditions” is a powerful tool to explore and create effectiveness (Holly, 1989, pp.71-80)

Self-awareness

The great Islamic philosopher from the medieval ages Avicenna (Ibn Sina) spoke much on self-awareness. He was luminous product of the Islamic Golden Age. Though much of his writing revolves around spirituality, authors of modern age are using his writings and methods and applying it to modern society (Kaukua, 2015).

Having studied some Islamic sciences whilst I was working in Yemen - I studied a module *Tazkiyatun nafs* (Purification of the Soul). This module held many topics on self-awareness and how to achieve it. As mentioned above, although all of this revolved around spirituality – I feel it has helped me greatly in the academic and workplace setting as both are connected in one way or another.

Self-awareness as defined by the Oxford dictionary states that it is to have Conscious knowledge of one's own character, feelings, motives, and desires (Oxford Dictionary, 2018)

Self-awareness is important in all facets of our life as it helps analyse ourselves, also allowing others to analyse us so we can improve or make any changes to make us work more effectively. Without this I believe we would be stuck on a path leading nowhere.

I have broken down self-awareness into five sections which I felt were most pertinent to myself.

- Confidence
- Hope and dreams
- Resilience
- Optimism
- Compassion

I have further developed this into five sections from the above. I have listed this below:

- Self-concept – this is how you see your self
- Self-regulation – this is you taking full responsibility for our choices, behaviour and actions
- Self-development – this is the gradual process of developing character and abilities
- Self-identity – Recognises the potential and qualities that make you who you are.
- Personal values – reflecting on your personal self and what you value most in life

Tjan discussed five ways to become more self-aware, (Tjan, 2015) they were: -

- meditation
- noting down plans
- take psychometric tests
- asking friends
- feedback

I found the first point with regards to meditation very interesting, as meditation is mostly considered something spiritual. The reality is meditation is a procedure on focusing on something and reflecting on it and its outcome.

I would say self-awareness is a must in developing ourselves and improving ourselves – allowing us to be more effective.

Johari window

The JOHARI window was invented by Joseph Luft and Harrington Ingham in the 1950s as a model for mapping self-awareness. (Luft and Ingham, 1961)

DR Parul Saxena claims that JOHARI WINDOW is a revolutionary theory which provides useful insights for improving interpersonal communication through self-awareness and understanding (Saxena, 2015)

I will complete a JOHARI window for myself and have a colleague fill in the blind area - this is rather a worry for me as and makes me anxious.

Open Area	Blind Area
• Confident when with a regular group of people • Reliable when working with a group • Trustworthy amongst my peers • Fully dependable • Well spoken and articulate • Can be spontaneous • Sympathetic towards others • Independent since adulthood • Well read on various subjects • Charitable towards those in need • Empathetic towards others • I am fully able • Very helpful • Adaptable in any environment • Adaptable amongst people • Very principled • Morally correct	• Talks more than listening • Very friendly and trustworthy • Highly intellectual • Ever need a business partner, he is the perfect partner • Very modest • Can come across as reserved
Hidden Area	Unknown Area
• Can be nervous in new surroundings • Find it difficult to talk in front of a new group of people • My speech can become a low when speaking in front of a new group • Very reserved • Possibly an introvert	• Will stand up for any injustice • Absolutely abhor any sort of bullying • Deeply spiritual

I found that JOHARI window very effective in breaking down the characteristics of a person and allow them to fully analyse themselves. One area that was quite a worry for me was the blind area, this was filled in by a colleague. My worry was not something called for and have come to realise feedback is not always negative or an attack on myself, but an honest review. I think in the future I will be more ready to be feedbacked and analysed by third parties. This sort of analysis is not negative but an opportunity for me to better myself and work more effectively.

I believe the JOHARI window has some weaknesses that I have analysed, from them it can come across as very intrusive and prying into someone's personal life. Another worry of mine was that perhaps your information on the JOHARI window can be used by others in a negative way, as you have completely opened yourself up. This may allow others to take advantage of your weaknesses and manipulate you. There is also a cultural sensitivity at play here, some cultures are very open and accepting to feedback and some cultures not so much and can offend easily. In conclusion one must exercise caution when completing the JOHARI window.

SWOT Analysis

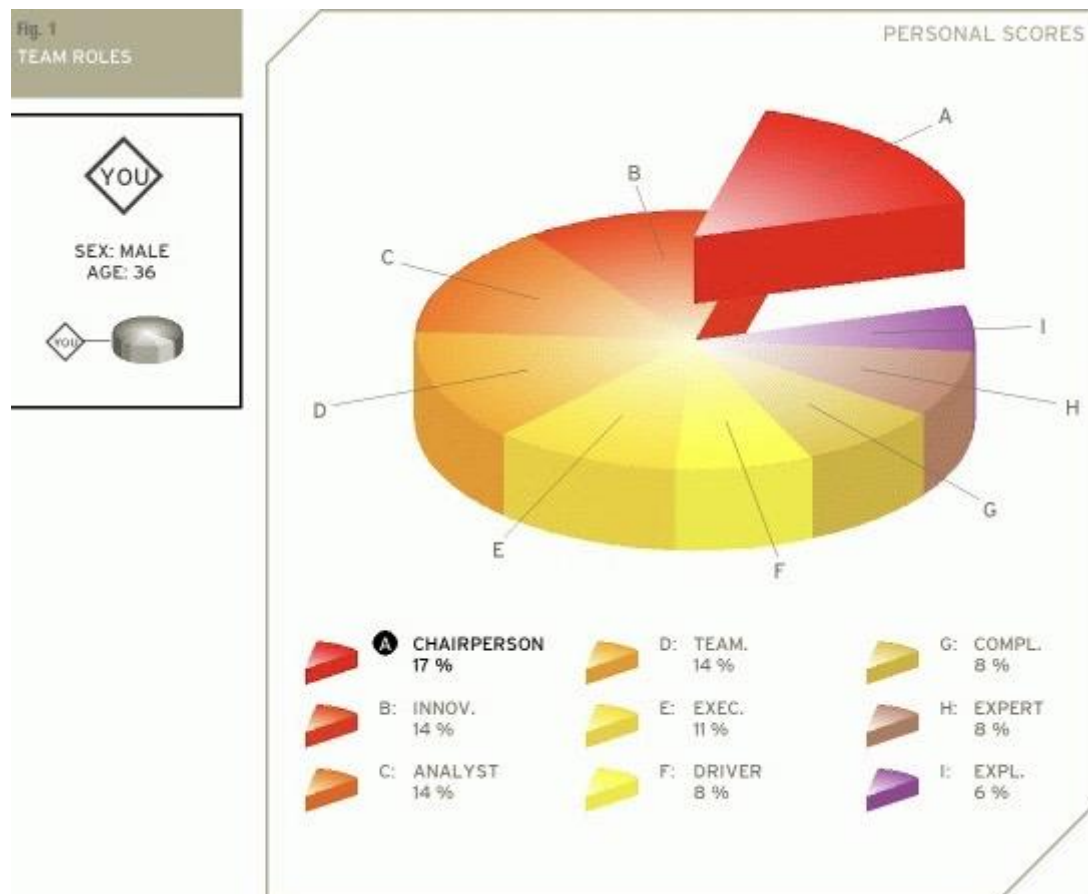
SWOT analysis was developed by Albert Humphrey in the 1960s for the Stanford Research Institute, it is a technique used to identify a person or businesses strengths, weaknesses, opportunities and threats. This enables a person or business to further develop themselves and become more efficient.

Using SWOT analysis, an individual can effectively formulate strategic planning in securing success for their self. (Phadermrod, Crowder and Wills, 2019)

I will be conducting a SWOT analysis on myself and using the results to fully identify myself. This will allow me to deal with some of my weaknesses and threats, in return turning them to strengths and opportunities. I must note that it is possible that not all weaknesses and threats can be changed, and some may remain. I have come to realise that it is not necessary that all weaknesses and threats are all negative and it is possible that over time they can be managed.

Strengths • Have been in business for 14 years • Own two successful businesses • I have good results in GCSEs and A Levels • I have certification in TEFL • I have two years of experience in teaching English to students abroad • I am well-spoken and articulate • I am well read in history • I am trilingual (English, Arabic, Bengali) • I have a calm nature	Weaknesses • I lack confidence in a new surrounding • Time management can be an issue due to many other commitments
Opportunities • To further my career in the teaching field • Setup my own learning institute for those struggling with the conventional education system • Setup vocational • Being trilingual opens many opportunities	Threats • Some sectors of the education field may become absolute – with advent of VLE • PRU is very demanding • Legislation can change

Belbin



My team roles results show me as the chairperson. A chairperson can be defined to someone who is in charge, leading or representing a group of people. This description suits my character well. A chairperson also holds characteristics of fairness, this is a characteristic I hold well. In my studies or workplace environment, I am always fair amongst my fellow students or employees. I have listed similar characteristics in my JOHARI Window, in my unknown area. I found the Belbin test to be the most exclusive, this is due to the fact I was asked to choose certain words to describe myself from multi choice and it can be said that an algorithm came with the conclusion. Though it's a conclusion I do not disagree with, I still feel that multi choice descriptions and an algorithm cannot define your character. I found that SWOT and JOHARI were more effective and that it took more information from me. I would use SWOT and JOHARI in my further pursuits due to its effectiveness.

PDP

Target	Action to achieve	Evidence of completion	Target date
Complete CERTHE Skills for the Workplace	Complete last and assignment and submit by 31/1/20		27/1/20
Keep up to date with university work and not fall behind with any scheduled assignments	- Allowing enough time for myself to complete the task without rushing - Practising skills learnt - Being organised and understand what is required and when it is required - Motivating myself to get on with the task	Assignments will be completed on time and to a high standard	Ongoing during study (2020 – 2022)
Learn sign language	Enrol into BSL course	Allow me to teach special needs students	Mid 2020
Become competent in writing in Modern Standard Arabic	Complete Arabic writing course	Allow me to teach in the Middle East	Mid 2020
Complete BA Leadership and Management	- Complete all modules - Complete all assignments to a high standard	Receive qualifications allowing me to enter for the PGCE	March 2022
Enrol for PGCE	Enrol into Birmingham University	Become a qualified teacher	July 2023

I found the PDP the most benefiting for me in my pursuits. As a person who likes to be in control of his life, this seemed the most effective for me. It allows me to set my own goals and targets and actions how to complete. Eisele found that the PDP was effective in motivating the employee or student (Eisele et al. 2013). I felt a sense of motivation when filling in my PDP and sense of satisfaction knowing that I am working towards completing my targets. Beausaert states that more companies are utilising PDP to enhance the employees learning and development. (Beausaert et al. 2013). The PDP has most definitely enhanced my learning and development. I plan to use the PDP in all my future work and educational pursuits.

Conclusion

In concluding this part of my reflective portfolio, I must say that I have been more than happy with its outcome. As mentioned in my introduction I was very apprehensive when beginning this pursuit. I have used many of the industry standard analysis tools, which have been tried and tested. I feel my apprehension was caused by some characteristics that I have held onto for many years, unfortunately this has been holding me back in my career pursuits.

“Performance errors are indexed in the brain even if they are not consciously registered”
(Shalgi, Barkan and Deouell, 2009)

I feel with this portfolio I have been given a new lease to my career pursuits and if I can manage some of my weaknesses and change them into strengths – I will be a path to success and allow my full potential to come through. Having your potential stunted due to some errors that you may hold due to your mindset set can affect how effective you are. Have all these tools at hand and utilising them will allow me to become more effective in my career pursuits as a teacher.

From the tools I have utilised to its full is the JOHARI window, SWOT analysis and my PDP. I will carry on using these tools and updating them throughout my educational and career pursuits.

Part B

Introduction

In this part of the paper I will be writing about the experience of a mock interview that took place. I will discuss the initial preparations needed for the interview and its importance. The preparations are somewhat as important as the interview itself. With regards to the interview itself, I will be conducting a Gibbs reflective cycle. The Gibbs reflective will be very thorough and very effective.

Importance of the job advert

The job advert is as important as the job itself, it showcases the requirements, descriptions and any other necessary information. An importance with regards to the job advert was its safety factor, people would apply for a job they felt safe with and within their own remit. (Fruhen, Weis and Flin, 2015). I looked for jobs in the education sector, particularly PRU (Pupil Referral Unit). When I found my job advert, I went through it thoroughly and highlighted many of the keywords in the advert (Appendix 2). I feel this helped me with the actual interview itself as I knew requirements of the position and the characteristics of the person they were looking for. I used these characteristics in my interview and showed "good knowledge of the employer's business" (Appendix 4)

Importance of application documents

Regardless of what profession "a CV can showcase skills and achievements" (Hinck, 1997). Grimes further goes on to say that your CV is an interface with the world and errors in a CV undermine its effectiveness. A main cause of this is that many of us have had no formal instruction in preparing a CV. (Grimes, 2010). The CV is almost like your brand where you are showcasing your talents, it should be concise and visually appealing.

The cover letter is equally as important and should always be personalised to the interviewer. It should not be long winded, concise and straight to the point. Some personalisation can be appreciated but should be kept in the context of professionalism.

GIBBS

The Gibbs Reflective cycle was developed by the American psychologist Graham Gibbs in 1988. He first published his reflective cycle model in his book 'Learning by doing' (Gibbs, 1988). The Gibbs Reflective cycle encourages people to think systematically about the experiences they had during a specific situation, event or activity.

Reflection takes place after an experience providing a structure that guides the process of reflecting. (Husebø, O'Regan, and Nestel, 2015.) Cowan further states that by using reflective practice, it becomes a precursor to change. (Smith and Roberts, 2015)

I will be conducting my own Gibbs Reflective cycle based on my experience of the mock interview that was conducted on the 12th December 2019. I intend to draw from this reflection cycle many benefits and allow it to become a precursor to change.

Description

I am currently a student in the University of Wales Trinity Saint David studying for the CERTHE: Skills for the workplace. For the module; BMSW 4005 – Professional and Career development a mock interview was arranged for the 12th December 2019. Before the mock interview I was to search for a job, complete a CV and a cover letter. The job search should be a field I was interested in. I took it upon myself to look for jobs in the education sector particularly PRU (Pupil Referral Unit).

Pupil Referral Unit (PRU) is an education system set up for children who cannot otherwise receive education from mainstream schools. This could be due to illnesses, expulsion or waiting to start a new school. The setting is somewhat the same as mainstream school, but the class sizes are a lot smaller and more one to one attention is paid towards the pupil. With children who have been expelled from mainstream school, there might be children who have behavioural problems. (Michael and Frederickson, 2013).

I took upon myself to research the job roles, required qualifications and required clearances. The job description listed that the “school caters for primary aged pupils with a range of behavioural, emotional and social difficulties” furthermore the ideal candidate should have the listed qualities “calm nature to de-escalate situation” (Appendix 2). I further researched with regards to the actual institute, compiling a list so I become acquainted with the school and its setup.

I was to be interviewed by Dr Olu Adegbite and Mr Abdi Rahman, I further researched my interviewers and became acquainted with them. This allowed me to personalise my cover letter to them respectively. (Appendix 3)

The setting for the mock interview was at the University of Wales Trinity Saint David Birmingham Learning Centre. I decided what to wear the night before and went through my CV thoroughly. My interview time was set for 9.30am and I arrived around 9.10am. I was called into the interview room. The interview lasted about 15 minutes and I felt that I was confident in my answers to any questions. The interviewers did not provide any water, which I thought was a shame as my throats tends to get dry whilst talking. Also, both interviewers were not sitting directly in front of and I had to keep turning my head to answer each of their questions. I considered this may come across as rude, as when answering one’s question, I had my body turned away from the other. When the interview concluded, I was given a whiteboard pen and asked to write something on the whiteboard, I wrote Education. Only after leaving the room I realised that perhaps they meant to write ‘SOMETHING’. This interview was a learning experience for me and has taught me some further skills. Learning interview skills takes time and become effective one must learn from past situations (Marks and O’Connor, 2006)

Feelings

I felt extremely confident before and throughout the interview, mixed with a feeling of being nervous. I guess the feeling of being nervous came from the fact I have not had a formal job interview for nearly 10 years. Being provided with a glass of water would have helped, this would have helped me feel more relaxed. I felt I was more than competent for the role, but the only thing that made me feel nervous was that I was being interviewed by two people who had so much educational background and pursuits behind them. I almost felt miniscule compared to them. As much as possible, I did not let this show and tried to retain my level of confidence.

Evaluation

At the time, I came out feeling confident with regards to the interview and felt that the interviewers also showed me the same with their body language. I came out with a sense of achievement hoping that the interviewers felt the same. When I received my interview feedback, I was extremely happy with my score of 91% - meaning I had got the job. The feedback provided was very good for me as well. “learn to hold back a bit to answer questions concisely” was one of the comments (Appendix 4). It almost feels they had ready my JOHARI pre hand. This seems a habit of mine, that I speak more than listen. Subconsciously this may be a method I use to when I am nervous. “learn to remain calm

during interviews” was another comment made (Appendix 4). I will take this on board in my future interviews.

Analysis

Overall, I believe a few factors may have hindered my potential to the fullest. This was both internal and external factors. The internal factor was that I displayed confidence, whilst having a degree of feeling nervous – mixed emotions. External factors were that no water was provided and the seating arrangement. I feel these two things affected my performance as well. I feel no matter how much I read about interviews, prepared for the interview, the feeling cannot be attained without conducting the interview itself. Regardless how much you read about interviews or study them; you will not improve on interview skills without doing many interviews. I think each one will be a learning experience, as no two interviews will be the same.

Conclusion

In retrospect, there is not much I would do differently with regards to the interview preparations and the interview itself. I feel I done extremely well, scoring 91% - which equated to a job offer. I feel the changes that I would and need to make are within myself, such as my level confidence. I feel I should have been more assertive in the situation; I should have demanded the water or mentioned the seating arrangement was uncomfortable. I should have asked more questions to let the interviewer know that I was also interviewing them – to see if they are suitable for me.

Action plan

In future interviews I will be more assertive and show confidence. I must build up confidence to ask or even demand a certain situation in the interview process. I will take on board the feedback provided by the interviewers and try to retain my calmness. Also, I will learn to answer questions more concisely (Appendix 4). Without sounding haughty, I must know my full worth and show the interviewers this. I must have mindset that “they need me more than I need them” whilst also keeping a humble character.

Conclusion

In concluding this portfolio, I must say this has been the best opportunity for me to fully develop myself. I have been able to breakdown and process myself academically in the first part and then apply that practically in the second part, this has been of paramount importance in becoming more effective. Being effective does not necessarily develop overnight but is a gradual process. This process must be reached by allowing oneself to open up and allow honest feedback. Many people get worried about feedback and may even take a comment personally or as a personal attack on their character. I have learnt this is not the case, but rather this is one of the most important aspects of attaining effectiveness. I am and will continue to use what I have learnt in my future pursuits. I feel this portfolio has allowed me to explore the theory in the first part and allowed me to expound on the practical in the second part. Having both theory and practical together has been one of the best experiences for me. I believe no matter how good you may be at the theory; you cannot truly know unless you are given a go on the practical side. Both are joined and cannot be separated from one another. Overall, this reflective portfolio has been one of the best learning opportunities for me. Coupling theory with practical was profound. Learning from new experiences makes you more effective in your academic and career pursuits. I hope to use all that I have learnt and put it into use during my academic studies and career pursuits.

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Appendix 1

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Personal Profile

I am flexible, hardworking, able to adapt quickly to any given situation and use my own initiative. I can work unsupervised following instructions effectively and as an active team member. Whilst volunteering, I was the first point of contact with community members that were trying to access the service at VICEC. This role developed my ability to confidently speak to a wide variety of individuals from different backgrounds and of all ages, as well as being empathetic always. I am now looking for a role which can help me develop my skills and knowledge further within the education sector.

I am an avid reader and book collector, focusing on the history of the Indian Sub-Continent. I own one of the original copies of *The Indian Muslims: Are They Bound in Conscience to Rebel Against the Queen?* If time and resources permit, I would like to attain my Masters in History focusing on 'Colonial Influence on religious sectarian divide in the sub-continent'

Key Skills

- Working within a team
- Problem solving
- Time management
- Honest and reliable
- Ability to interact with people of all levels and abilities
- Trilingual, fluent in English, Arabic and Bengali
- Excellent telephone manner
- Team leader and self-starter motivator

Employment History

Cars Connect – 36 Strutton Ground, Westminster, SW1P 2HR

September 2006 till present

Owner

Duties include;

- Liaising with clients (many of them are foreign dignitaries)
- Assigning drivers and vehicles to best meet needs of the clients
- Invoice clients monthly
- Receive and account monthly invoice
- Pay and statement the drivers monthly
- Successfully negotiated and executed the last lease of 10 new vehicles.
- During conference or exhibitions as per the yearly WTM exhibition, I can manage over 4 different clients requiring 5-6 vehicles each. Many include foreign dignitaries

Spice Box – 8 Faircross Parade, Longbridge Road, Barking, IG11 8UN

March 2017 – May 2018

General Manager

Recreating Recipes - www.recreatingrecipes.com | www.instagram.com/recreatingrecipes

April 2016 – February 2017

Marketing and Social Media Administrator

Duties included;

- Actively demonstrated group values including working well with others and to be an effective team member
- Forged great relationships with media owners, clients, suppliers daily
- Researched, planned and implemented media activity across all offline and online channels.
- Liaised with all relevant partner creative and PR agencies, monitored and reported on progress and delivered first-rate end-to-end service.

VICEC - Sherbourne House, Winchester St, Pimlico, London SW1V 4NX
September 2015 – September 2017

Volunteer

Duties included;

- Carried out weekly accounts reconciliation as assigned by the treasurer.
- Organised weekly gatherings for the community, which includes organising catering and booking a speaker for the weekly reminders.
- Liaised with external organisations to set up larger workshops for the community (such as raising awareness of mental health)
- Oversaw the language classes and ensured payments were made on time by the users
- Reported to the appropriate manager at once if circumstances arose that may mean the agreed * budget will be exceeded
- Organised monthly meeting with the members of the committee to discuss the centres development, ideas or concerns for them to discuss in their committee meetings.
- Took minutes during the meetings between head volunteers and committee members.
- Organised youth related activities for boys aged 12-18 on a bi-weekly basis.

Logos English Academy - Sooq Al-Sameel, Taizz, Yemen
December 2009 – December 2010

English Language Instructor

Duties included;

- Introducing the English language to students
- Dialogue with students in English
- Use of English in practical scenarios
- Marking test papers

English Language Institute - Prince Metibb Bin Abdul Aziz Rd, Jazan 82831, Saudi Arabia
January 2009 – November 2009

English Language Instructor

Duties included;

- Dialogue with students in English
- Marking test papers
- Acquaint students with cultural norms
- Use of English in practical scenarios
- Private tuition lessons

Rymans LTD – 31 Victoria Street, Westminster, London, SW1H 0EU
April 2002 – May 2006

Sales Assistant

Sainsburys – 3 Kingsgate Parade, Victoria Street, London, SW1E 6SH
October 2000 – March 2002

Customer Service Assistant

Training and Education

TEFL Certification

February 2008 – June 2008 (12 weeks)

PCO License

March 2006 – April 2006 (2 weeks)

Pimlico School, London

Sept 2000 – June 2000

3 A Levels

Pimlico School, London

Sept 1995 – June 2000

9 GCSEs

References available upon request

Primary Teacher - PRU - Birmingham

A

Axcis Education
Birmingham (+1 other)

[Apply on Axcis Education](#)



3 days ago



Contractor

Axcis education are currently recruiting for a primary teacher to join a pupil referral unit (PRU) in Birmingham on a long-term temporary basis.

The school caters for primary aged pupils with a range of behavioural, emotional and social difficulties and the ideal candidate will have a calm nature and ability to de-escalate situations.

Whilst previous experience of working within a PRU and supporting pupils with challenging behaviour is preferred, it is not essential. Instead the successful candidate will need to be an experienced Primary teacher with QTS who can demonstrate a real desire to make a difference.

This position is to start immediately so if you're currently seeking SEND teaching opportunities and have a DBS with the update service, we'd love to hear from you!

This is a temporary position.

If you are interested, then please contact Nikki Jackson at Axcis Education on 0121 516 3024.

Axcis is an equal opportunities employer. The company is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff will be subject to our stringent vetting procedures, which include an enhanced DBS, full work history, references and a face-to-face interview.

Axcis Education is an employment agency offering temporary supply work for daily, short-term and

Appendix 3

A/H Akramul
Hoque

0207 9936344 / 07969 225896

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Birmingham, UK

Mr Abdi Rahman

The Edge Academy

946 Bristol Street South

Birmingham

D E A R A B D I R A H M A N

I begin by thanking you for considering me for this post, I understand how stressful recruitment can be and you considering me for this post means a lot.

As you can see from my resume that my working background is from different fields and I feel this gives me uniqueness for this post. It saddens me to see so much crime in our inner cities and feel this can be combated through the education system. Having grown up in inner city London in a council flat – I am well equipped with the difficulties many children face.

Reading this post, I felt the post was directly describing me, I possess all the qualities mentioned in the post. I have experience working with SEMH difficulties from my time volunteering in VICEC. My time in Saudi Arabia and Yemen gave the experience for the academic environment. I feel I can combine both experiences for this post.

I was very impressed by your organisation and its initiatives with the youth of Birmingham. In the future I see myself building a similar initiative. I wish you all the best for this endeavor of yours.

I end this letter with a quote from the great Mahatma Gandhi **"If we want to reach real peace in this world, we should start educating children"**

Thank you for taking the time to review my resume. I look forward to talking with you.

Sincerely,
Akramul Hoque
Resume Enclosed

0207 9936344 / 07969 225896

a.hoque@cars-connect.co.uk

Birmingham, UK

Dr Olu Adegbite

The Edge Academy
946 Bristol Street South
Birmingham

DEAR DR OLU ADEGBITE

I begin by thanking you for considering me for this post, I understand how stressful recruitment can be and you considering me for this post means a lot.

As you can see from my resume that my working background is from different fields and I feel this gives me uniqueness for this post. It saddens me to see so much crime in our inner cities and feel this can be combated through the education system. Having grown up in inner city London in a council flat – I am well equipped with the difficulties many children face.

Reading this post, I felt the post was directly describing me, I possess all the qualities mentioned in the post. I have experience working with SEMH difficulties from my time volunteering in VICEC. My time in Saudi Arabia and Yemen gave the experience for the academic environment. I feel I can combine both experiences for this post.

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Thank you for taking the time to review my resume. I look forward to talking with you.

Sincerely,
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Appendix 4

Mock Interview Grading Rubric

Date:

STUDENT: A. KRAMUL Hoque

INTERVIEWER: ASOI & Dr. Olu

SCORE: 5=Excellent, 4=Very Good, 3=Good/Average, 2=Poor, 1=Very Poor

	5	4	3	2	1	Comments
FIRST IMPRESSION						
Showed up on time	☒	☐	☐	☐	☐	You dressed well for your interview Maintained good eye contact You demonstrated good knowledge of the employer's business.
Firmly shook hands of interviewer, smiled and greeted	☒	☐	☐	☐	☐	
Had resume/ references and offered professional copies	☒	☐	☐	☐	☐	
Greeted and maintained eye contact	☒	☐	☐	☐	☐	
Dressed appropriately	☒	☐	☐	☐	☐	
Posture (sat up straight, etc.)/Hand and facial movements were natural	☒	☐	☐	☐	☐	
VERBAL BEHAVIORS						
Demonstrated knowledge about the company	☐	☒	☐	☐	☐	However, you need to learn when to hold back a bit - to answer questions concisely - learn to remain calm during interview session. Above all it was very good performance
Answered questions completely, yet briefly	☐	☐	☒	☐	☐	
Utilized STAR/BAR format for Behavioral Questions	☐	☒	☐	☐	☐	
Understood company needs/Emphasized qualifications	☐	☐	☒	☐	☐	
Understood position/Pointed out work related skills	☐	☐	☒	☐	☐	
Displayed enthusiasm	☒	☐	☐	☐	☐	
Focused on strengths; avoided weaknesses	☐	☒	☐	☐	☐	
Acted in a polite manner	☒	☐	☐	☐	☐	
Referenced specific items on resume	☐	☒	☐	☐	☐	
Responded to questions promptly, but not hurriedly	☐	☒	☐	☐	☐	
Asked appropriate questions of the interviewer	☐	☒	☐	☐	☐	
Spoke clearly and at a reasonable volume	☐	☒	☐	☐	☐	
Avoided use of filler/empty words, slang, etc.	☒	☐	☐	☐	☐	
OVERALL PREPARATION						INTERVIEWER: PLEASE SIGN AND DATE IN THIS BOX TO CONFIRM COMPLETION OF INTERVIEW.
POINTS AVAILABLE 100						
POINTS EARNED 91						
GRADE %						

HOW YOU DID:	TOTAL SCORE RANGE
YOU'RE HIRED!!!	90 - 100
- Resume was printed and presented in a professional manner - Showed up on time in appropriate attire - Demonstrates confidence through voice, body language, and eye contact. - Provides detailed and specific answers to questions - Sells skills and references previous experience	- Clearly explains how skills and qualities match the job description - Asks thoughtful questions and demonstrates preparedness - Maintains a professional attitude and demeanor - Very clear and concise manner of speaking; avoids use of filler words - Demonstrates above-average maturity (professional, articulate, manners).
WE'RE CONSIDERING YOU...	80 - 89
- Resume was printed and presented in a professional manner - Showed up on time and in attire that was mostly appropriate - Decent poise, body language and eye contact - Somewhat confident - Provides specific answers to questions - Sells some skills	- Displays some skills and qualities that match the job description - Asks some thoughtful questions and shows some signs of having done research on the company and position - Interviewee is usually professional when responding - Clear manner of speaking; used some filler words (um, uh, like, etc.) - Noticeable maturity (professional, articulate, manners).
WE MIGHT HAVE HIRED YOU, BUT...	60 - 79
- Resume was not presented or needed work - Showed up late and/or dressed semi-professionally - Not enough poise, body language indicated lack of interest, some eye contact made - Confidence is not convincing - Specific answers to some questions, others too general - Comes off as too inexperienced; vague in selling skills	- Appears to have some communication problems - Skills do not match job description; lacks preparedness in research - Attempts to be professional when responding; - Manner of speaking is comprehensible, but sometimes a bit unclear; frequent use of filler words (um, uh, like, etc.) - Some maturity is evident (professional, articulate, manners).
DON'T CALL US, WE'LL CALL YOU...	20 - 59
- Resume was not presented - Showed up late and/or dressed unprofessionally - No poise, poor body language and little to no eye contact - Lack of confidence - Answers to questions are not sufficient, relevant or convincing - Inexperience is obvious	- Does not display skills and abilities that are relevant to the position - Does not appear to have done any company research and is generally unprepared - Comes off as undependable and unprofessional - Manner of speaking is unclear, jumbled or poorly worded - Interviewee needs more experience and maturity
ADDITIONAL COMMENTS:	