

University of Wales
Trinity Saint David
LONDON

Constantin Secu (2027590)

BMSW4001

Academic and Employability Skills(ACE)

Lecturer name: Shao-Lan Yuen

Name of the University: UWTSD, London Campus

Task 2: Report (2000 words) - 50% of the final mark for the module

Write an appropriately structured **academic report** where you reflect on your learning in this module, using a recognised model of reflection (one). Discuss **3-4 topics** from those covered during the term (*listed below*) and reflect on how useful they have been to you, taking into consideration what you already knew and any learning you undertook outside of the classroom. You will need to explain the chosen model of reflection and apply it to each topic. You will also need to analyse published literature relating to the specific topics you discuss and use the feedback you received on all in-class activities.

Introduction

Gibb's model of reflection

Time management

CV writing

Public speaking and giving presentations

Conclusion

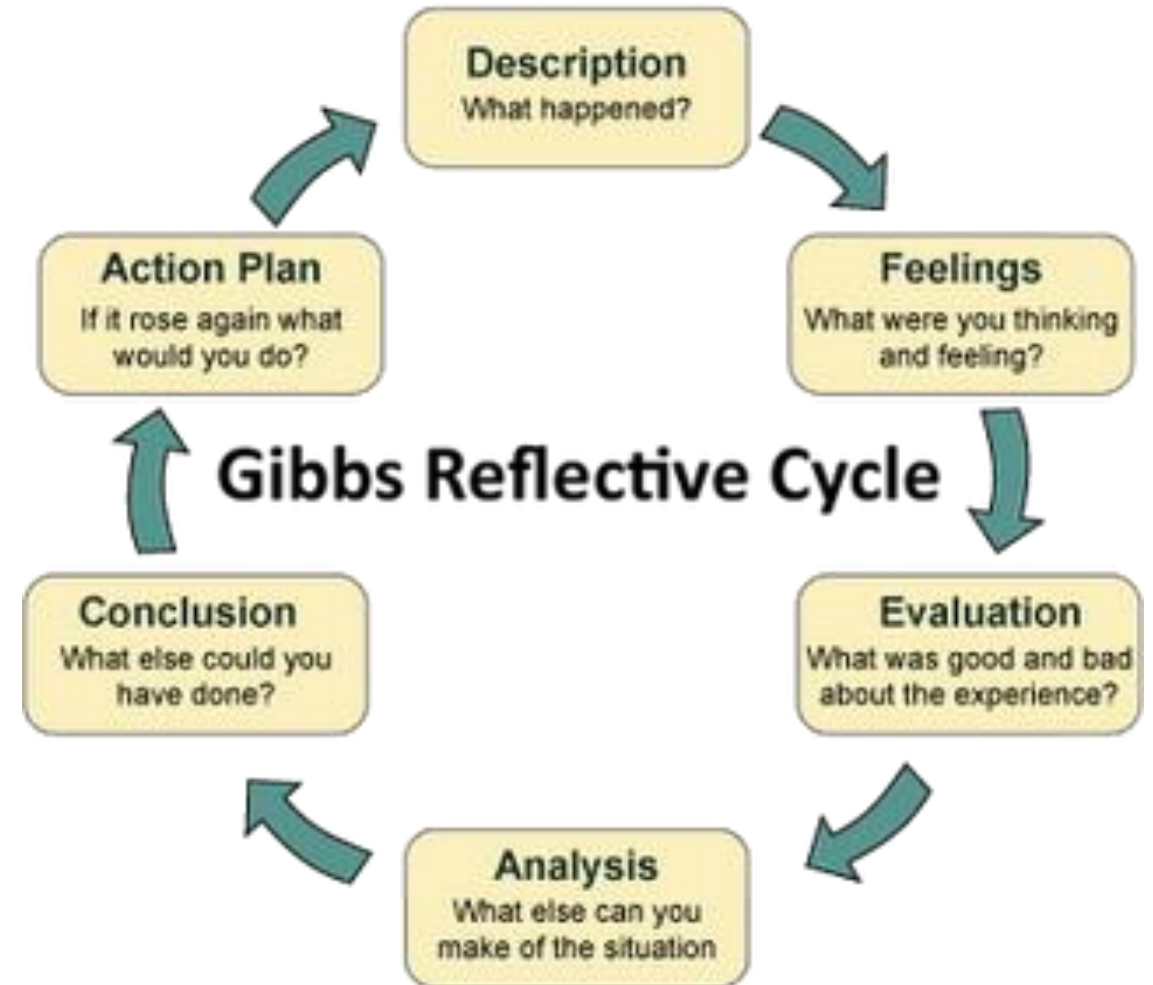
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Introduction

In the future my pplan is to make and run a company with food delivery. For that i will need some skills for bussines to be good and profitable. In this Module i learnt about time management, CV writing, Public speacking and giving presentation. I will use Gibb's model of reflection to analyse those topics.

Gibb's model of reflection

According to [Markkanen et al, \(2020\)](#), Gibb's cyclical reflection model is one of the most popular models of reflections and it allows users to go through six stages when analysing an experience or outcomes of an event, program, course, and etc. Six important stages featured in Gibb's reflection model are description feelings, evaluation, analysis, and conclusion and action plan. The model was developed and introduced by Graham Gibbs in the year of 1988. The purpose of developing the model was to describe learning experience through a well-structure model (The University of Edinburgh, 2021). Gibb's reflection model provides a structure or framework to examine or analyse experience and allow users to learn from it. The model encompasses 6 stages and each stage represents description of the experience through different perspective.



(kent.ac.uk 2021)

Why Gibb's reflection model?

Gibb's reflection model is one of the best tools to work on an experience or learning outcome. It allows users to evaluate an experience whether it was negative or positive. It helps to analyse a situation and help users to make sense of it. Also, the model can help users summarise what they have learned from an experience and what they could have done to make the situation better (Cumbria, 2021). The framework is designed to examine and analyse an experience. It enables users to gain better insights into a situation and prepare an action plan to avoid mistakes in the future. A student can use this model to describe, evaluate, analyse any experience he/she has had in his/her academic career and take necessary steps to improve the experience next time.

Time management

According to Tracy *et al.* (2017), there are some great ways to stop procrastinating and get more done in less time. Time management refers to how a person allocates time for different activities. It reflects one's ability to organize and plan different activities and divide available time accordingly. Good time management skills enable a person to execute maximum tasks in less time. For example, good time management skills can help a student to strike a balance between academic and personal activities. As per the point of view of Wolters *et al.* (2020), good time management can help student to make study or project work enjoyable. Good time management skills ensure greater productivity, less stress, better reputation and greater opportunities. Here is a personal experience of poor time management. To make it precise, here I will use Gibb's reflective model and explain my experience in 6 stages.

Description

I and 4 of my fellow students were working on a group-work assignment. The teacher gave us a month and told us to work as a team and finish the project before the end of the month of August. At the time when the task was assigned I along with my four team members assumed that 30 days would be enough to finish the project and did not do anything in the first week. In the second week of the month one of the team members fell sick. Assuming that we still have enough time for the project, I preferred to take a 5-day holiday trip with my family. On August 18th, we decided to start working on the project and when we started at the instructions, we realised that we could hardly finish the project within the given deadline.

Feelings

When I found that the time we had was too short to finish the project, I was got nervous and found myself helpless. At that moment I realised that we could have made it if we would start working on the assignment earlier. I got frustrated and realized my mistake. I was quite sure that our teacher will not grant our excuses for failing to finish the assignment on time. I ended up feeling sad and guilty for what I have done. I decided to discuss the issue with other group members and tried to convince them to work hard and finish the assignment before the deadline.

Evaluation

We had the chance to evaluate our mistake and the opportunity to work hard and finish the project. I was quite happy that all the group members were ready to work hard on the project and resolved to make it within the deadline. Although the work ethic of the group was positive we failed to finish the project within the deadline.

Analysis

Despite having a strong resolution in mind, the group failed to achieve success. I think was the work load that influenced the productivity of each group member. Each group member was under pressure that they had to work a lot to meet the goal. Even though the work load was equally distributed not all group members have had the capacity to perform well. When working on the assignment, I found that each group member has specific strengths and weaknesses and we did not use them precisely.

Conclusion

The situation helped me to learn that time is one of the most precious things in life and one should not waste it. We started to work on the assignment only after 18th August, while our deadline was on 31st. If we took the matter seriously and would begin it as early as possible, it would have finished much before than the given deadline. From this experience, I have learned that everyone should know how to manage and utilise time smartly, as good time management skills can help a person in both academic and professional career.

Action Plan

Whenever I will be a part of a group-work assignment, I will be strict about the deadline and plan accordingly. Also, I will instruct other group members to follow the same and try to finish the project at least 5 days earlier than the deadline. Whether it will be a group or individual assignment, I will divide it in segments and finish each part within a set period. I think poor time management was the key problem we had and now I will work to address this and try to make a good impression in my future projects.

CV writing

As stated by Scott *et al.* (2019) CV or curriculum vitae is description of personal and professional details. In other words, a CV is a document job aspirants prepare and submit as an application. A CV features information like, name, contact details, education, skills, knowledge, professional experience, personal interests, hobbies, etc. Since a CV allows an applicant to summarise such details it is very important to make it concise and well-organized (Prospects, 2021). There are some set of formatting rules individuals need to follow when preparing a professional CV. CV writing is one of the most essential skills students need to develop during their academic career. Here I will use Gibb's reflection model to share my experience of a CV writing project and explain how it helped me to become a better CV maker.

Description

As a part of individual assignment, our teacher instructed us to prepare a CV to apply for a store manager at one of the busiest retail shops in my area. This was the first time when I was about to involve in such a task. The teacher gave us 30 minutes to complete the task and I managed to finish it within the given time. However, despite submitting the assignment on time, I managed to obtain only 4 out of 10 marks. When giving feedback, the teacher said the CV I have prepared will not help me to secure the job.

Feelings

When writing the CV I tried to summarise whatever education, skills and knowledge I have and include all the details correctly. I even did not include single false information in that CV. I was quite disappointed when the teacher allocated marks for my performance. I did not expect it. I solved to identify the problem make it better next time.

Evaluation

When finding the key reason behind by failure in the project, I found that the information I provided in the CV was irrelevant for the job. For example, in the key skills section, I wrote that I have computer skills, painting skills, gardening skills, teamwork skills, presentation skills, etc. when writing the CV; I should have focused on skills a candidate should have for managerial jobs.

Analysis

When analysing my performance, I found a lot of errors in the format of my CV. It was not organized and was not looked professional in any way. Instead of highlighting my personal interests and hobbies, I should have focused on skills and knowledge the job role demands. For example, communication, team building, leadership, decision making and problem solving are some of the skills an applicant should have for managerial jobs.

Conclusion

From this experience I have learnt that a CV is not only a document with personal details it is also a description of my skills and knowledge and overall employability. I realized my mistakes and resolved to make it better next time.

Action plan

When I will write a CV next time I will focus on the purpose of the writing the CV and include relevant information so that I can represent myself as the best candidate for the job role.

Public speaking and giving presentations

Public speaking and giving a presentation is also an important skill students need to develop during academic study. The skill helps students to present ideas and thoughts in the classroom or in a program or events. It is particular form of interaction between a student and classroom or public (Courses, 2021). This form of communication can help students to speak fluently and confidently before a group of student or public. Here, I will share my experience of an incident that helped to identify my weaknesses and encouraged me to become a better public speaker and presenter.

Description

One day, one of my teachers in school told us that every student will prepare a presentation on an individually chosen topic and present it in the class on a given date. I was prepared for my project, which was scheduled to be delivered on 12th August. I When I tried to stand front of the camera to present front of the teachers' i forgat completly all the words what i should say, and when I start speaking to explain the topic, I felt nervous and could not utter worlds clearly. It was a 5-10 minute presentation, which I finished in less then 5 minutes.

Feelings

I did not have too much experience in public speaking. Even though I knew each and every student in the class my nervousness pulled me down. I was not happy with my performance. The content I developed for the presentation was fine and it could be a huge achievement for me.

Evaluation

When I saw other students presenting their content before the entire class, I thought it would also be easy for me. When it was my turn to speak and present my topic, nervousness embraced me. However, when I noticed that some of the following students experienced the same I was quite sure about what went wrong.

Analysis

Fear and nervousness are some of the factors that did not allow me to deliver the best during my performance before the class. One of the big mistakes I made is that I did not practice speaking before others. If I would practice it multiple times before the final presentation, the scenario could be different.

Conclusion

The experience helped me to identify my weaknesses and encourage me to work on them. Lack of experience, fear and nervousness were some of the areas I needed to work on. Also, I realized the importance of practice for better public speaking experience.

Action plan

Following the incident, I decided to practice more and more and become a better public speaker and presenter. I took a lot of inspiration from a YouTube video titled “The Speech that Made Obama President”. I saw the video multiple times and took notes of many important things. I took note of the speaking style, breathing patterns, techniques of throwing words, body language and especially the art of engaging the audience. I decided to participate in it by participating in events and social programs that feature public speaking and presentation. I think more practice and participation will help me to grow experience in this field and I can be a better speaker and presenter in this way.

Conclusion

The report discussed the outcomes of learning from experience using a recognized reflective model. It explained how students can learn a lot even from small incidents. The report used Gibb’s reflection model to explain how students can learn from experience. There was an explanation of the chosen model that refers to the reasons to choose the model to discuss the given topics. The incidents and experiences shared in this report will help students to focus on their strengths and weaknesses and encourage them to improve their academic and employability skills.

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