|  |
| --- |
| **Reflective Journal**  |
| **(AC 2.4. Ways for Improving and Keeping Professionals’ Knowledge and Skills Up-t0-Date** |
| Professional development has recently emerged as a key framework organisation can use to stand out from the crowd in the modern competitive business market. One framework a professional in a particular field can use to ensure their knowledge and skills are up to date is networking. This can be done using social media platforms such as LinkedIn and Facebook. Reading white papers and case studies is another strategy people across different professions can use to advance their knowledge and skills. In particular, white papers and case studies on industry trends can equip professionals with advanced knowledge and skills in a particular activity. |

Reflection 1

|  |
| --- |
| **(AC 2.5.) WHAT** |
| **Overview of performance** | During my high school holidays, I taught my younger siblings and their friends numerous mathematics lessons. However, despite me being a maths genius, the lessons had an insignificant impact on their studies. My siblings complained to my mum they could not grasp anything in during my lessons. Their friends, too, complained the same to their parents. This forced me to go back to the drawing board and assess the reasons behind the failure. I read multiple books and journals specifically regarding effective teaching methods. I also consulted my high school teacher on the same. Moreover, I collected feedback from my students and compiled them together for assessment. After intensive research and consultation, I compiled all the findings together and compared them with the videos I took while teaching. I came to understand I had been doing it wrong. In specific, I had been using the traditional teaching method. Under the traditional method, I did not allow my students to ask questions. I also presumed my students could grasp concepts fast like me. I decided to adopt an interactive learning method after that. This enabled me to create an interactive learning environment which helped me address the problems affecting all my students.  |
| **Successes** | The new teaching module was so effective that my siblings and their friends stopped complaining. Their performance also increased significantly. Additionally, the lessons became more interactive. In fact, students began arriving earlier than I had instructed them. They also boosted their parents about the new concepts they had learned.  |
| **Challenges / Issues** | One key challenge experienced under the passive learning module was that it provided me with fewer opportunities to assess students’ comprehension. I also assumed my students could grasp concepts quickly as I used to do while I was young. The truth was that every student had different abilities to grasp concepts.  |
| **(A.C. 2.5.)SO WHAT** |
| **Reflections on your performance response** | Interactive learning is an approach that is founded upon building learners’ engagement through well-structured social interaction. Carefully designed and structured learning activities facilitate group learning and allow learners to grasp concepts easily. Unlike passive learning, where teachers/trainers explain concepts without even caring whether their learners grasp concepts, interactive teaching provides teachers with an opportunity to understand problems their learners face. An interactive teaching module allows students to participate in class actively and ask questions where they may encounter challenges. Another key lesson evidenced in the present performance response is that feedback is essential for facilitating performance improvement. I took an important step by researching and adopting a new teaching strategy that I used to boost my learners’ performance. This clearly shows that research is one of the basic foundations of performance improvement. |
| **Positive or Negative Impact** | One key positive impact of the new teaching strategy was that it was learner-centred. Additionally, the new teaching module enabled students to grasp concepts easily and enjoy their lessons. Moreover, their parents became happier to the extent they released their children early and bought all materials I requested for the lessons. |
|  **(A.C 2.3.) MISTAKES** |
| Knowing how to respond to other people empathetically in school and work will likely help an individual connect with colleagues. Despite good intentions, such deeds may put the benefits of empathy at risk. Personally, I have found myself in that situation. For instance, one day, a friend of mine came to talk to me about how she was heartbroken and was willing to harm herself. Instead of listening carefully to her, I hijacked the story and talked about my past relationships instead. My friend shouted at me, and I knew I had done it wrong at that point. I have also observed people showing empathy portray numerous mistakes. For instance, I used to give lunch a certain street kid candies nearly every morning until one day, she scolded me and threw bottles at me for failing to give him candies. |
|  **(A.C. 2.5.) NOW WHAT** |
| I learned from my mistake that it is very wrong to hijack other people’s moments/stories. If people share their discomfort with me, I have to understand that it is not an opportunity for me to share my problems. It is ok to mention similar experiences in passing to show them they are not alone. However, this should be brief. I believe people need to be taught communication skills to facilitate good communication. People should also be taught not to take advantage of empathetic people. |

Reflection 2

|  |
| --- |
| **(AC 2.5.) WHAT** |
| **Overview of performance** | This particular instance happened while I was working at a local restaurant. A co-worker came to me complaining about her fear of telling the restaurant manager she was ill because she did not want to lose her job. Instead of helping, I told her she would be fine and even quoted an instance where I had stayed at school while sick. |
| **Successes** | The only success was that the girl retained her job. |
| **Challenges / Issues** | The key issue was that the co-worker did not seek medical attention and was putting herself in great danger by working while sick.  |
| **(A.C. 2.5.)SO WHAT** |
| **Reflections on your performance response** | Turning up to work while sick can jeopardize the well-being of employees. It was thus wrong for me to advise my co-worker to remain at work while her health was not okay. |
| **Positive or Negative Impact** | Advising the girl to stay at work paused a threat not only to her health but also to the overall restaurant performance.  |
|  **(A.C 2.3.) MISTAKES** |
| Advising the girl to stay at work while sick without reporting to the manager was intended to help her retain her job. However, the consequences of my action posed greater harm to the girl’s health and the restaurant’s performance. I have also recognized mistakes in people for whom I have shown empathy. For instance, I helped my friend go through a serious heartbreak, only for him to accuse me of orchestrating the break-up. |
|  **(A.C. 2.5.) NOW WHAT** |
| This reflection has provided me with ample opportunity to rethink “empathy.” If faced with the same situations, I would definitely take a different route. For instance, I would put the health of my co-worker above all. On the other hand, I have set new boundaries while showing people empathy to avoid possible blames. Lastly, managers need training on handling sick workers without jeopardizing their positions. |
| **(A.C. 2.5) Reflection on the Journal**  |
| This reflective journal has equipped me with vital skills for my professional development. For example, the reflective journal has equipped me with the skills to tackle challenges from every angle. The “so what” and “now what” parts have equipped me with strategies for finding solutions to problems I might encounter in my career journey. |
|  |