DAILY ASSESSMENT

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Course:	salesforce		USN:	4al15ec036
Topic:	Skill Up for the Future with Trailhead		Semester & Section:	8th A
Github Repository:	kavya			

FORENOON SESSION DETAILS
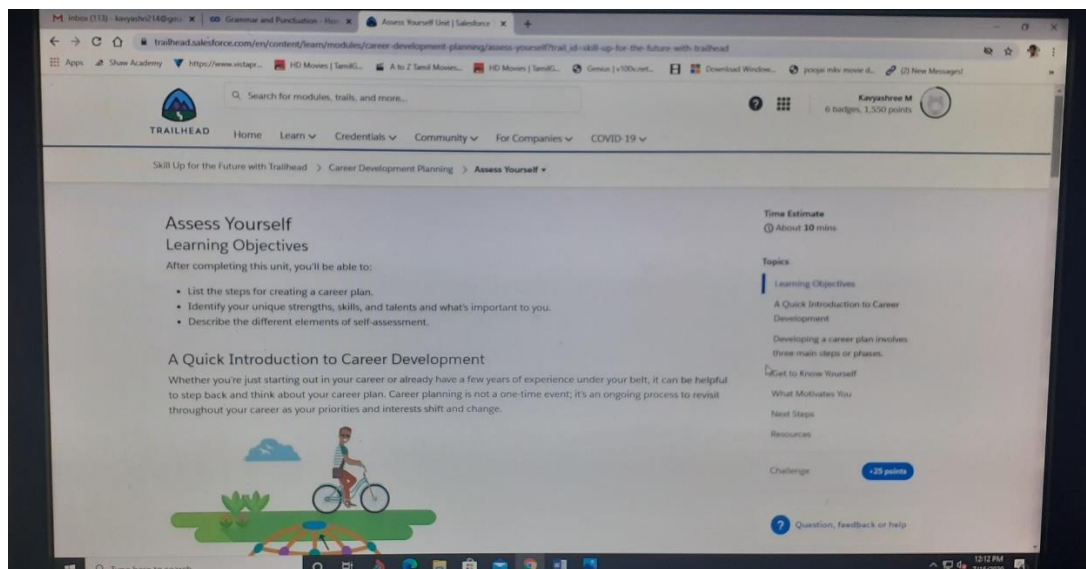
Career Development Planning

Introduction to Career Development

Whether you're just starting out in your career or already have a few years of experience under your belt, it can be helpful to step back and think about your career plan. Career planning is not a one-time event; it's an ongoing process to revisit throughout your career as your priorities and interests shift and change.
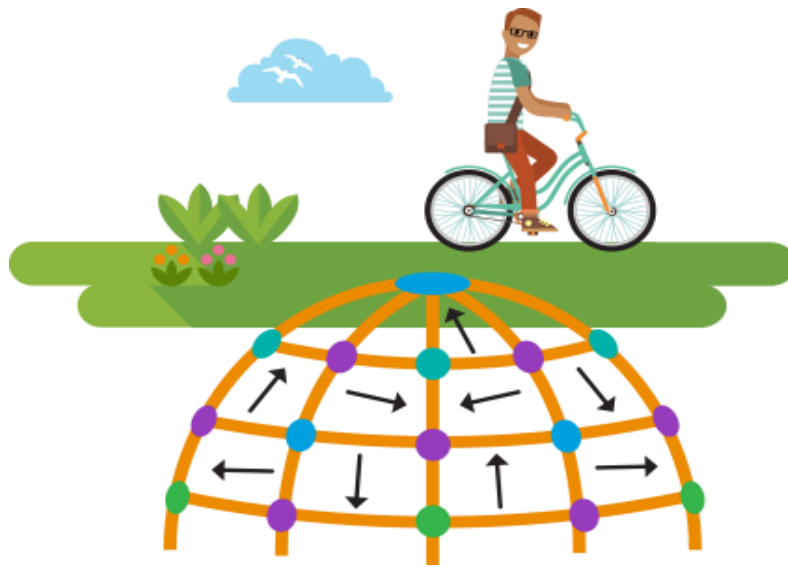
Picture career development as a jungle gym to explore, not a ladder to climb. There are various directions you can explore: up, down, and sideways. When you're clear about your career goals, you can choose the options that are the best fit. Then it's time to get ready for new experiences or new roles.

The career development process can be helpful to revisit when you're thinking about switching careers or applying your existing experience to work in a new field. Or maybe you're returning to work after a period out of the workforce.

Developing a career plan involves three main steps or phases.

You can use these three simple steps to plan your career.

1. Discover. Get to know yourself, including your motivations, experiences you want, skills to build, and career goals to achieve. Research and explore opportunities and career paths that interest you and that may not have considered before.

2. Plan. Identify a goal and any skills you need to build or to reach that goal. Lay out a plan of how you will achieve that goal.

3. Act.Take action on your plan. Identify how to get connected to employers and mentors that can help you. Prepare your resume and social media presence to land that dream job.

This includes:

- Knowing what motivates you and what matters in your life
- Identifying your strengths and opportunities to improve
- Finding out what you're most interested in

What we want can change over time our priorities change, we can discover new interests or skills that we want to develop and learn. This is an opportunity to check in and see where you are today.

There are many free self-assessment tools out there to help you identify your own values, skills, and interests. We've provided links to a few of them in the resources section. You may want to start by exploring some of these tools. We've also provided a Career Exploration Resources pack with worksheets to guide you through each step of career development process. We recommend downloading it and finding a quiet place where you can work through it.

What Motivates You

Think about that day you left work or school thinking "Wow, that was a great day!"

Do you remember what was happening? Whatever it was, you were probably doing something that you found motivating and energizing.
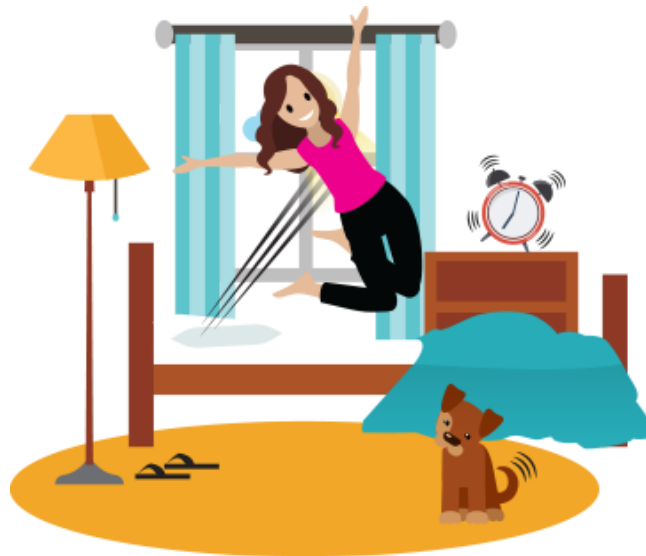
What you find motivating is unique to you and it's the starting point in getting to know yourself.

Examples of motivators include:

- Creativity and innovation
- Problem-solving
- Being an expert

Curious about what motivates you? Complete the Values and Skills Assessment worksheet in the Career Exploration Resources pack you downloaded to identify your top 5.

Next Steps

Once you've completed your self-assessment, review your results and identify any themes that emerge. It can be helpful to talk over your results with a friend or family member.

Next we explore career options and see how they align with the themes you've identified.

Explore career options

Researching Career Pathways

Now that you've looked inward to assess your current skills, interests, and values, it's time to expand your view outward and explore different pathways that interest you.

Perhaps you already have some ideas about roles that interest you. Perhaps you've thought about consulting, but aren't sure what a day in the life is like for that role. Or perhaps there's a specific industry that interests you, like healthcare or finance, but you're not sure what the different roles are within that industry. Whatever your starting point, this is an opportunity to cast a wide net to see what options interest you.

Here are a few ways to research different career pathways.

- Search job descriptions with keywords related to your interest.
- Talk to others who are already in roles you're interested in.
- Attend industry events and meetups.
- Take people in your network out for coffee or lunch to learn more about other functions, teams, and roles.
- Shadow someone doing what you'd like to do in the future.
- Look for opportunities to be part of a special project to learn new skills

Labor Market Trends

One thing to consider as you research career options is the labor market demand for specific skills and roles. What are the jobs and industries experiencing the highest growth, and where are there more opportunities?

For example, Burning Glass, Inc., found that over 300,000 new jobs were created in 2015 that specifically required Salesforce skills. These roles spanned multiple functional areas, including sales, IT, marketing, business management, and operations. In addition, 2 of the 10 best jobs on Indeed's Best Jobs of 2017 list were Salesforce-specific roles.

As businesses embrace the future of mobile, big data, IoT, and AI, Salesforce skills are becoming some of the hottest skills to have on your resume, and that demand is growing. In fact, according to IDC, Salesforce and our broader ecosystem will create nearly 2 million jobs over the next 5 years.

Knowing where the demand for a specific skill set, such as Salesforce skills, is strong can give you a starting point for researching different career options that draw upon those skills.

Here are some places to look for labor market information.

- Occupational Outlook Handbook
- Glassdoor's 50 Best Jobs List
- Burning Glass Research

A Day in the Life

Another factor to consider during your research is the day-to-day activities of different roles. Does the role require more time working with others or working alone? Is the workday structured with lots of meetings or more self-directed? What types of problems does the role solve?

Once you've identified specific roles that interest you, search online to find more information about a typical day for that role. Use LinkedIn or Twitter to find people in your network with that role and ask to interview them.

For Salesforce career pathways, you can read stories from Trailblazers who have built their careers on Salesforce. Or explore a typical day in the life of different career paths on the Salesforce Career Paths site.

Check out some other places to explore a day in the life for different roles.

- Careerproject.org
- PWC: A day in the life

Conducting Your Research

We've provided some information on different career pathways within the Salesforce ecosystem as a starting point for researching career options that interest you. Read through the career profiles, the skills required, what a day in the life of each of these jobs is like, and some of the additional resources provided. You can also expand your exploration outside this list and do your own research on job roles that interest you.

Once you've identified one or two roles that look interesting, complete the career exploration worksheet in the Career Exploration Resources packet you downloaded to do a deeper dive on those career options.

Salesforce Developer Overview

You believe that any repetitive task is best automated with code. You dig into juicy problems and work through the night until you have an elegant solution. Coding Apex and custom applications for Salesforce or building Visualforce pages and controllers are some of the tasks you enjoy tackling.

Creating your action plan

Now that you've identified one or two target roles that you're interested in pursuing, it's time to make a concrete action plan for what you need to do to prepare for that role.
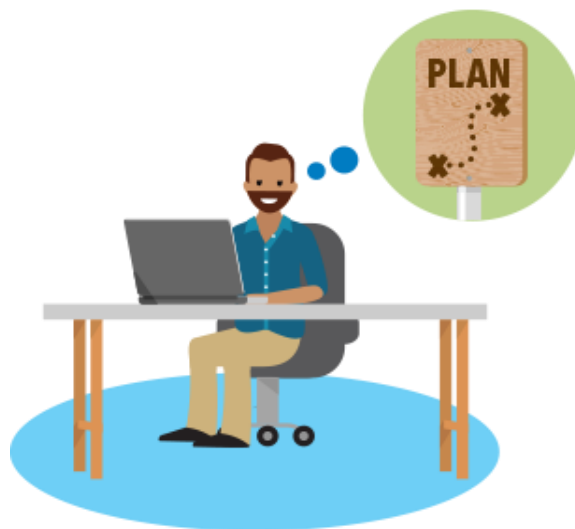
There are three main areas to consider in developing your career plan.

1. **Learning:** what are the skills you need to acquire, and where can you learn them?
2. **Earning:** what credentials do you need for this role and how can you demonstrate your skills to employers?
3. **Connecting:** what are ways to connect and network with others in the field?

Learning

For most skills and roles, you can find many options for learning from self-paced online learning to instructor-led classes, events, and even formal degree programs.

What type of learning you choose to do depends on your time, learning style, and budget. Sometimes what works best for you is a combination of different learning programs. There's no one right way. It's up to you to choose the adventure that works best for you.

AFTERNOON SESSION DETAILS

Date:	15-7-2020	Name:	Kavyashree m
Course:	coursera	USN:	4al15ec036
Topic:	Verb and Conjunctions	Semester & Section:	8th A
Github Repository:	kavya		

Image of session
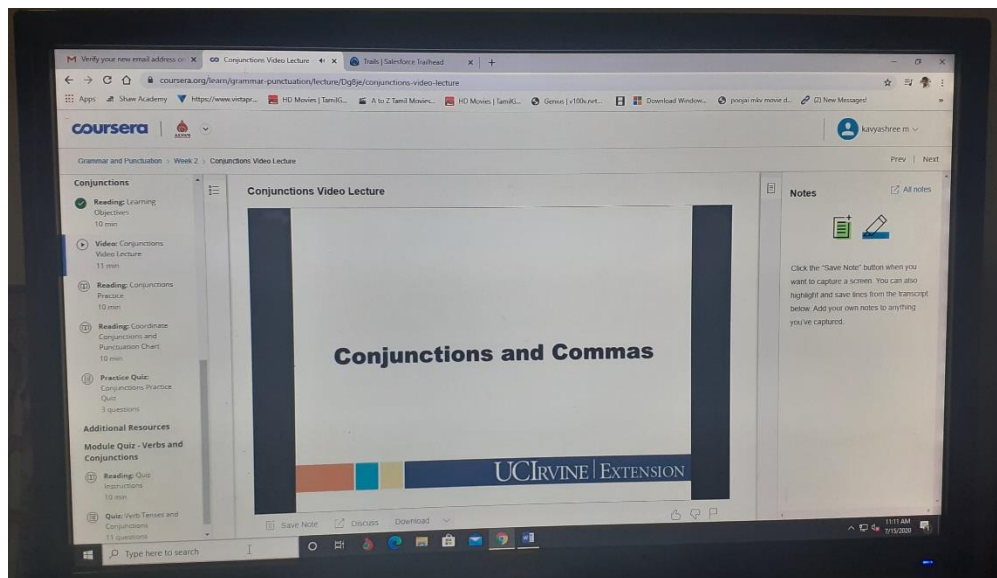
Conjunctions

In grammar, a conjunction is a part of speech that connects words, phrases, or clauses that are called the conjuncts of the conjunctions. The term discourse marker is mostly used for conjunctions joining sentences. This definition may overlap with that of other parts of speech, so what constitutes a "conjunction" must be defined for each language. In English a given word may have several senses, being

either a preposition or a conjunction depending on the syntax of the sentence. For example, "after" is a preposition in "he left after the fight", but it is a conjunction in "he left after they fought". In general, a conjunction is an invariable grammatical particle and it may or may not stand between the items conjoined.

Coordinating conjunctions

Coordinating conjunctions, also called coordinators, are conjunctions that join, or coordinate, two or more items of equal syntactic importance. In English, the mnemonic acronym FANBOYS can be used to remember the coordinators for, and, nor, but, or, yet, and so.[4] These are not the only coordinating conjunctions; various others are used, including "and nor" (British), "but nor" (British), "or nor" , "neither" , "no more" ("They don't gamble; no more do they smoke"), and "only" ("I would go, only I don't have time"). Types of coordinating conjunctions include cumulative conjunctions, adversative conjunctions, alternative conjunctions, and illative conjunctions.

Here are some examples of coordinating conjunctions in English and what they do:

- For – presents rationale ("They do not gamble or smoke, for they are ascetics.")
- And – presents non-contrasting item(s) or idea(s) ("They gamble, and they smoke.")
- Nor – presents a non-contrasting negative idea ("They do not gamble, nor do they smoke.")
- But – presents a contrast or exception ("They gamble, but they don't smoke.")
- Or – presents an alternative item or idea ("Every day they gamble, or they smoke.")
- Yet – presents a contrast or exception ("They gamble, yet they don't smoke.")
- So – presents a consequence ("He gambled well last night, so he smoked a cigar to celebrate.")

Only and, or, nor are actual coordinating logical operators connecting atomic propositions or syntactic multiple units of the same type (subject, objects, predicative, attributive expressions, etc.) within a sentence. The cause and consequence conjunctions are pseudocoordinators, being expressible as antecedent or consequent to logical implications or grammatically as subordinate conditional clauses.

Tense

In grammar, tense is a category that expresses time reference with reference to the moment of speaking. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.The main tenses found in many languages include the past, present, and future. Some languages have only two distinct tenses, such as past and nonpast, or future and nonfuture. There are also tenseless languages, like most of the Chinese languages, though they can possess a future and nonfuture system, which is typical of Sino-Tibetan languages. Recent work by Bittner , Tonnhauser has described the different ways in which tenseless languages nonetheless mark time. On the other hand, some languages make finer tense distinctions, such as remote vs recent past, or near vs remote future.

Tenses generally express time relative to the moment of speaking. In some contexts, however, their meaning may be relativized to a point in the past or future which is established in the discourse (the moment being spoken about). This is called relative (as opposed to absolute) tense. Some languages have different verb forms or constructions which manifest relative tense, such as pluperfect ("past-in-the-past") and "future-in-the-past".

Verb

A verb, from the Latin verbum meaning word, is that in syntax conveys an action , an occurrence , or a state of being (be, exist, stand). In the usual description

of English, the basic form, with or without the particle to, is the infinitive. In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender or number of some of its arguments, such as its subject, or object. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done.

Types

Verbs vary by type, and each type is determined by the kinds of words that accompany it and the relationship those words have with the verb itself. Classified by the number of their valency arguments, usually three basic types are distinguished: intransitives, transitives, ditransitives and double transitive verbs. Some verbs have special grammatical uses and hence complements, such as copular verbs ; the verb "do" used for do-support in questioning and negation, and tense or aspect auxiliaries, e.g., "be", "have" or "can". In addition, verbs can be nonfinite, namely, not inflected for tense, and have various special forms such as infinitives, participles or gerunds.

Intransitive verbs

An intransitive verb is one that does not have a direct object. Intransitive verbs may be followed by an adverb or end a sentence. For example: "The woman spoke softly." "The athlete ran faster than the official." "The boy wept."

Transitive verbs

A transitive verb is followed by a noun or noun phrase. These noun phrases are not called predicate nouns, but are instead called direct objects because they refer to the object that is being acted upon.

Ditransitive verbs

Ditransitive verb precede either two noun phrases or a noun phrase and then a prepositional phrase often led by to or for. For example: "The players gave their teammates high fives." "The players gave high fives to their teammates."

When two noun phrases follow a transitive verb, the first is an indirect object, that which is receiving something, and the second is a direct object, that being acted upon. Indirect objects can be noun phrases or prepositional phrases.

Double transitive verbs

Double transitive verbs are followed by a noun phrase that serves as a direct object and then a second noun phrase, adjective, or infinitive phrase. The second element is called a complement, which completes a clause that would not otherwise have the same meaning. For example: "The young couple considers the neighbors wealthy people." "Some students perceive adults quite inaccurately." "Sarah deemed her project to be the hardest she has ever completed."

Copular verbs

Copular verbs (a.k.a. linking verbs) can't be followed by an adverb or end a sentence, but instead must be followed by a noun or adjective, whether in a single word or phrase. Common copulae include be, seem, become, appear, look, and remain. For example: "His mother looked worried." "Josh remained a reliable friend." Copulae are thought to 'link' the adjective or noun to the subject.

The copular verb be is manifested in eight forms: be, is, am, are, was, were, been, and being in English. These verbs precede nouns or adjectives in a sentence, which become predicate nouns and predicate adjectives similar to those that function with a linking verb.

WEBINAR REPORT

Adaptability and Resilience

29 Tuesday
MAY

15/7/2020

ICFAI Business School.

→ "Adaptability and Resilience"

✳ Prof – Surjyabrat Burgohain

Adaptable : able to change or be changed in order to deal successfully with new situations.

Resilience : the ability of people or things to feel better quickly after something unpleasant —

→ VUCA World ?
- Volatile
- Uncertain
- Complex
- Ambiguous

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2018

Anyone who limits her vision to memories of yesterday is already dead.

→ Disruptive changes?
    It entirely disrupts the Way of leaving.

→ PESTEL.
    Political. Economic. Soua - Cultural. Technological.
                  Environmental Legal.

who is an effective manager?

    With skills.
      Complex Problem Solving.
      Critical thinking
      Creativity.
      People Management
      Coordinating with others.
      Emotional Intelligence.
      Judgement and decision making.
      Service Orientation
      Negotiation.
      Cognitive Flexibility.

3 A's for Navigation.

1. Attitude

2. Aptitude

3. Aspiration.

* Creative thinking
It learns only in the presence of.
commitment.
concerted practice.
constant feedback.