**ACADEMIC REFLECTIVE REPORT**

Table of Contents

[About Internship 3](#_Toc133394443)

[About Apprenticeship 3](#_Toc133394444)

[Cognitive Skills 3](#_Toc133394445)

[Generic Competencies 5](#_Toc133394446)

[Personal Capabilities 6](#_Toc133394447)

[Organisational Awareness 6](#_Toc133394448)

[Practical and Professional Elements 7](#_Toc133394449)

[References 9](#_Toc133394450)

# About Internship

Internship is a process for organisations/firms to hire employees who are there to know more about the field of work, to handle and study the field they are interested in, sometimes without pay, for a short period that could range from 9 months to 24 months in general (Owens, 2021).

To know about the field of work the students or employees, they first get to know about the practicality of the work, understanding and characterisation of the work, implementation and methodology of the work as mentioned earlier in a firm or an organisation, better understanding of the work for prospects, giving a head start in the field they are studying or refining their future ambitions and targets in the career path of theirs (Tzanakou *et al*., 2021).

# About Apprenticeship

Apprenticeship is the meaning of n organisation/firm hiring employees/apprentices for their gain by teaching, guiding, up skilling, repurposing, and in turn, by using the aforementioned points, the organisation understands and delegates work to each employee/apprentice, whilst trying to understand about their speciality through, off the fieldwork and on the fieldwork by testing the apprentices/employees with a set of objectifying tasks to understand them better (Daniel *et al*., 2020).

Now comes the part of apprentices, they get to invest their time into the work they were placed with, and with this, they gain experience, knowledge about the work, prospects and ideas for better careers and pathways in the future, trading their time and effort for experience gain and expertise, refining and learning about their skills and special abilities in the field of work they are in, understanding time management and being efficient, and so on. In short and simple words, Apprenticeship is the give-and-take policy between the organisation/firm and between the employee/apprentice to form a symbiotic relationship, which is a win-win scenario for both resulting one’s profit and gain and another one’s experience and proficiency (Felce, 2019).

# Cognitive Skills

There are a total of 5 features on which Cognitive Skills have their emphasis on, those are:

1. Modelling: This is the implementation of human-like problem-solving and mental awareness and programming in a way that can easily predict or could even simulate human behavioural patterns and improvise tasks that were originally modelled for humans to be honest. As far as my knowledge goes, I could implement and use the help of AI (Artificial Intelligence) for better production times, I can use the remaining manpower from the production unit and delegate them to more useful and time-consuming work to reduce time management issues, thus resulting in cheaper maintenance cost and faster delivery of products and services to our customers (Kriegeskorte and Douglas, 2018).
2. Coaching: Cognitive coaching is based on the conscious level of formulation of solutions for problems that could happen or occur someday, evaluation of the best solution to a problem, and selecting the best possible solution for future-proofing our shared common goals and working to achieve it on a daily purpose without much hassle. Once I start my role as the shift manager of Papa John’s, I will try my best in order observing and evaluating solutions for development and effective regulatory ethics to ensure them (Edgerton and Palmer, 2022).
3. Scaffolding: In my opinion, scaffolding in cognitive skills means, providing basic and advanced knowledge to the freshers and when they get familiar with the techniques and rules of the work, I will ensure try to delegate specific work and duties to every fresher and seasoned employees at Papa John’s to know and learn about their special abilities and skillset for better workflow and much more efficient processing of duties delegated to each employee available (Valencia-Vallejo *et al*., 2018).
4. Articulation: As per my knowledge, articulation in cognitive skills is, once again delegating work to each employee for better outcomes and results, now not only that, articulating the techniques, timestamps to keep a record, rules to follow for the work received, working fluently with harmony to ensure buttery smooth functioning of the firm. Articulation is mostly a set of rules and regulations that should be followed to make it a steady and balanced organisation working flawlessly (de Bruin, 2019).
5. Reflection: Cognitive Reflection Test (CRT) also known as the world’s shortest IQ test was made in the year 2005 by Shane Frederick. It was made to make people ignore their intrusive thought processing to overwhelm and compensate for the other option shown during the test. With the help of this test, I will try to readily check and make sure that people will not take impulsive approaches or actions based on the first option/idea that pops out to them or comes to their minds. This test also ensures that the employees or freshers who have applied for Papa John’s are not naive and ingenuous to be precise (Bialek and Pennycook, 2018).

# Generic Competencies

1. Creative Competency: For an organisation, as a whole to flourish and prosper, it needs to listen to ideas, queries, feedback and so on from its customers as well as its employees, dismantling and re-assembling each word of the idea, if it is genuine for the organisation and the idea that was chosen feels like a good one, is an original idea instead of a copied and modified one, they can strategise and implement the idea with coordination by the team for far better results to be precise (Ubaydulla, 2022).
2. Critical Thinking Competency: With a proper sense of judgement, analysis and good reliance on ample information and with a logical sound mind, one can change the course of a company/firm/organisation with a decision, this involves risk factors and whatnot, instead organisations use this principle daily to stay ahead of the curve and to stay relevant throughout the years. To the best of y knowledge, I will always try to make sure that everything is in the order that it needs to be for proper workflow, thus ensuring a sound and reliable source of communication between the organisational heads and between the employees (Boa *et al*., 2018).
3. Cooperation and Communication Competency: Cooperation means if any kind of conflict or misunderstanding happens or is about to occur, I will try my level best to subdue and disarm the dispute or problem that is happening or has occurred in my presence or not in my presence. As far as my extent of control over the branch of the organisation, I will not let any dispute or disagreement between employees get in the way of the organisation’s processes, procedures, and daily work that would be carried out (Kövecses-Gősi, 2018).

Communication is the epitome of any organisation/company it ensures steady workflow and active focus on each action taken and on each employee, to cater for the needs of the employees, employees also need a place for proper communication within their workspace to be much more effective and to keep their confidence high up. Even though disputes and misunderstandings will happen inevitably, I will always make sure that the firm and the organisation will not be affected by the problems whatsoever and I will always try to ensure a workplace where employees will have their full rights with equality (Savignon, 2018).

# Personal Capabilities

Before coming to Papa John’s, I was offered the very same post of shift manager by Meridian Business Support for a total of 16 months, unfortunately, I could not accept their offer, my university allotted a minimum internship period of 9 months and the maximum was 12 months and Meridian Business Support was offering me the position of shift manager for 16 months. This does not mean I am not happy with the offer provided by Papa John’s out of nowhere and deep down, I wanted to be a part of a successful restaurant circle and here I am.

I am very happy after receiving the offer from Papa John’s. This has cheered me up for my new beginning in my first-ever organisation. As far as my capabilities are, here goes:

1. Interpersonal Skills: Communication is the most vital part of an organisation/company and after the invention of technology on a global scale, communication, as in the form of computers, smartphones, telephones, social media apps, search engines (Google and Internet Explorer), and so on. As in my case, I will say that I am pretty confident about my communication skills and interpersonal understanding of people.
2. Problem-solving is another one of my qualities, to be honest, and once again I am confident enough about the skills that I possess, I will lead and be an example for my team in this scenario.
3. Customer service is another one of my plus points; I can ensure that my techniques and ethics, when it boils down to customer service and retaining such great feedback from them, I will, once again, lead my whole team and branch towards success and glory.

# Organisational Awareness

Being empathetic towards the employees, understanding their needs and hearing them out helps an organisation, as a whole, grow more into a clustered family that works hard daily regularly for the same shared goal. Even though arguments and the inevitable, misunderstandings result in hampering workflow, and delayed production rates, harmony between the team and employees is tested during these tough times, to cope and stand up again from such downfall or stumbling out of the path to success might seem impossible at that time, us human beings are quite the unique ones, even if we get knocked down, we stand up again and continue onto the same path to face our obstacles and challenges, This is what drives us to a better future. This thirst for success and competition is what dares us to do risky yet fruitful things. And at Papa John’s, I will make sure that every person gets the right and privileges they deserve and I also ensure that they work and stay accordingly to the rules and regulations that would be allotted to every employee and team player at Papa John’s. And I also ensure that I will diligently follow and uphold anything my superiors would tell me to follow and work accordingly (Podmetina *et al*., 2018).

# Practical and Professional Elements

As a shift manager, it is my responsibility the management of the daily operations my team would be carrying out, and ensures that they will run smoothly and everything should be under control. This also includes assigning tasks to employees for efficient operations, delegating responsibilities and tasks to those specifically skilled employees for effective results and faster output of products, monitoring and tracking performance during operations and production rates and packaging of delivery units with utmost precision, and handling any issues that could or would arise due to miscommunication or misjudgement. I would also be responsible for the management of the inventory, also ensuring that the workplace is tidied up and well-organised, and maintaining a safety-rich and secure upto-the-teeth working environment. Effective communication skillset is a must for being a shift manager, the ability to multitask, and strong problem-solving skills are critical for this role that I am about to influence and work for. Additionally, I would also be able to work under immense pressurising scenarios and situations; I would also need to have a very pliable schedule for carrying the needs of my team and the business.

As a shift manager myself, I need to possess an exceptional range of skillsets especially focused on the pure professional aspect of an organisation, to excel in my post and help in the growth of my firm. These include strong leadership qualities that define who I am, excellent communicational skills, and the ability to motivate and be a mentor to my team to achieve our one shared goal, helping them reach their potential for the best performance I as a shift manager could ever ask for. I would also need to interpret, analyse, and convey the meaning of the data to my seniors, to make known and genuine decisions for the sake of our organisation to manage funds effectively with proper usage and investment.

Furthermore, a shift manager (like me) should be able to work and gel cooperatively and effectively with other managers at Papa John’s and help clear out stakeholders’ doubts anytime to make sure the organisation’s needs and the investors' needs are fulfilled to keep them satisfied with the results of our hard work

I would also need to adapt and overcome changes fast and effectively at the workplace or due to its environment. I need to have a hyperactive or proactive personality towards my work and a way of approaching it for effective problem-solving and better outcomes.

I should be committed to my work and be responsible for my duties to uphold my organisation and its values and morals. Also, I should ensure that all the team members and employees are following regulations and rules accordingly to the procedures for effective productivity and workflow. Lastly, being a shift manager requires a wide array of techniques, ethics, exceptional professional skills and another bunch of skills that are critical and crucial for gaining success as an organisation and gaining fame as a shift manager or manager per se.

This is would be everything so far I understood as a shift manager, it is neither easy being a shift manager nor also not enjoying being a shift manager, eventually, I will come to terms with it. And until then, I will keep refining my skills and abilities to the best (Bates and Morgan, 2018).

# References

Bates, C.C. and Morgan, D.N., 2018. Seven elements of effective professional development. *The Reading Teacher*, *71*(5), pp.623-626. <https://doi.org/10.1002/trtr.1674>.

Bialek, M. and Pennycook, G., 2018. The cognitive reflection test is robust to multiple exposures. *Behaviour research methods*, *50*, pp.1953-1959. <https://doi.org/10.3758/s13428-017-0963-x>.

Boa, E.A., Wattanatorn, A. and Tagong, K., 2018. The development and validation of the Blended Socratic Method of Teaching (BSMT): An instructional model to enhance critical thinking skills of undergraduate business students. *Kasetsart Journal of Social Sciences*, *39*(1), pp.81-89. <https://doi.org/10.1016/j.kjss.2018.01.001>.

Daniel, E.I., Oshodi, O.S., Arif, M., Henjewele, C. and Haywood, K., 2020. Strategies for improving construction craftspeople apprenticeship training programme: Evidence from the UK. *Journal of cleaner production*, *266*, p.122135. <https://doi.org/10.1016/j.jclepro.2020.122135>.

de Bruin, L.R., 2019. The use of cognitive apprenticeship in the learning and teaching of improvisation: Teacher and student perspectives. *Research Studies in Music Education*, *41*(3), pp.261-279. <http://dx.doi.org/10.1177/1321103X18773110>.

Edgerton, N. and Palmer, S., 2022. SPACE: A psychological model for use within cognitive behavioural coaching, therapy and stress management. *Coaching Practiced*, pp.1-18. <https://doi.org/10.1002/9781119835714.ch1>.

Felce, A., 2019. Managing the quality of higher education in apprenticeships. *Higher Education, Skills and Work-Based Learning*. <https://doi.org/10.1108/HESWBL-10-2018-0106>.

Kövecses-Gősi, V., 2018. Cooperative learning in VR environment. *Acta Polytechnica Hungarica*, *15*(3), pp.205-224. <https://www.researchgate.net/profile/Viktoria-Koevecses-Dr-Gosi/publication/329026645_Cooperative_Learning_in_VR_Environment/links/5bf16818299bf1124fdbef8c/Cooperative-Learning-in-VR-Environment.pdf>.

Kriegeskorte, N. and Douglas, P.K., 2018. Cognitive computational neuroscience. *Nature neuroscience*, *21*(9), pp.1148-1160. <https://doi.org/10.1038%2Fs41593-018-0210-5>.

Owens, R., 2021. Work experience, the contract of employment and the scope of labour law: The United Kingdom and Australia compared. In *Internships, Employability and the Search for Decent Work Experience* (pp. 189-206). Edward Elgar Publishing. <https://doi.org/10.4337/9781800885042.00020>.

Podmetina, D., Soderquist, K.E., Petraite, M. and Teplov, R., 2018. Developing a competency model for open innovation: From the individual to the organisational level. *Management Decision*. <https://doi.org/10.1108/MD-04-2017-0445>.

Savignon, S.J., 2018. Communicative competence. *The TESOL encyclopedia of English language teaching*, pp.1-7. <https://doi.org/10.1002/9781118784235.eelt0047>.

Tzanakou, C., Cattani, L., Luchinskaya, D. and Pedrini, G., 2021. How do internships undertake during higher education affect graduates' labour market outcomes in Italy and the United Kingdom? In *Internships, Employability and the Search for Decent Work Experience* (pp. 55-75). Edward Elgar Publishing. <https://doi.org/10.4337/9781800885042.00012>.

Ubaydulla, K., 2022, December. Future Teachers of Physical Education the Social-Pedagogical Need of Developing Intellectual Creative Competence. In *International Scientific and Current Research Conferences* (pp. 51-54). <https://www.orientalpublication.com/index.php/iscrc/article/download/813/665>.

Valencia-Vallejo, N., López-Vargas, O. and Sanabria-Rodríguez, L., 2018. Effect of Motivational Scaffolding on E-Learning Environments: Self-Efficacy, Learning Achievement, and Cognitive Style. *Journal of educators online*, *15*(1), p.n1. <https://files.eric.ed.gov/fulltext/EJ1168944.pdf>.