

Occupation and Learning Process

WEEK 6 - Gap Analysis by Self-Skills Assessment

University: Rwanda Polytechnic - Tumba College

Lecturer: NSHIMIYIMANA Arcade

Objectives

At the end of this session, students will be able to:

1. Understand skills gap and its impact on successful learning process
 2. Understand self evaluation and self reflection and apply them
 3. Apply SWOT analysis
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1. Skills gap analysis

- Conducting a gap analysis in relation to skills and competencies helps individuals identify the difference between their current abilities and the standards required by their desired occupation.
 - Evaluating proficiency levels in technical, analytical, and interpersonal skills, highlighting areas of strength and those needing improvement are the pillars to motivate the gap analysis.
 - For example, one can possess strong problem-solving and teamwork abilities but lack advanced knowledge in emerging technologies or specific software tools relevant to their field.
 - Some students have skills related to maintenance, others are strong in electrical installation, others in networking while others have strong communication skills with good mathematical background.
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1. Skills gap analysis cont'd

- This process enables the creation of a personal development plan that targets skill enhancement through training, mentorship, or further education. Mostly for students, peer learning is also a good approach to fill the gap.
 - Ultimately, recognizing and addressing these skill gaps supports continuous professional growth and ensures alignment with occupational requirements and future industry trends.
 - A gap analysis of tasks and responsibilities involves examining how effectively one performs daily duties compared to what is expected in their professional role.
 - It is important to consider task completion efficiency, adherence to deadlines, and quality of work individuals for better time management, technical accuracy, or stronger collaboration.
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1. Skills gap analysis cont'd

- For example, Technicians will perform well their tasks, but they struggle with documentation (report writing) or communication during team coordination. This require action such as seeking feedback, shadowing experienced colleagues, or refining task management strategies. This process strengthens professional accountability and ensures that one's performance progressively meets or exceeds industry and organizational standards.
 - Self-assessment against industry standards provides a structured reflection on how well one's qualifications, certifications, and professional practices align with occupational benchmarks. Through this gap analysis, individuals can identify missing credentials, outdated knowledge, or areas where their expertise falls short of international or national requirements.
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2. Self evaluation and Self reflection

- Self-evaluation is an essential professional practice that encourages individuals to take ownership of their performance through structured analysis of their actions, outcomes, and areas for improvement. It enables professionals to identify both strengths and weaknesses in their practice, ensuring continuous growth and accountability.
 - By systematically observing and measuring their own performance against set standards, individuals can make evidence-based adjustments to improve efficiency and effectiveness.
 - This practice contributes to a culture of lifelong learning and professional excellence in both individual and institutional contexts. (Developing Self-Evaluation Skills in Education and Training, Chris McAteer, Routledge, 2020.)
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2. Self evaluation and Self reflection cont'd

- Self-reflection complements self-evaluation by allowing individuals to explore the cognitive and emotional aspects of their professional experiences.
 - Through reflective practice, learners and professionals develop critical thinking skills and enhance their understanding of how personal values, assumptions, and attitudes influence their decisions.
 - This introspective process not only fosters emotional intelligence but also strengthens problem-solving and ethical reasoning capacities.
 - In educational environments, self-reflection promotes deeper learning and better alignment between personal goals and institutional objectives.
(Reflective Practice: Writing and Professional Development, Gillie Bolton, SAGE Publications, 2018.)
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2. Self evaluation and Self reflection cont'd

- At an organizational level, systematic self-evaluation serves as a quality assurance mechanism, enabling teams and institutions to assess performance outcomes against strategic objectives.
 - This process supports data-driven decision-making and continuous improvement cycles. Institutions that integrate self-evaluation frameworks can adapt more effectively to change, strengthen internal accountability, and improve stakeholder satisfaction.
 - Moreover, organizational self-assessment fosters a shared culture of learning and collaboration that enhances overall performance and innovation. (Self-Evaluation and Organizational Learning in Education, Paul B. Clarke, Springer, 2019.)
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2. Self evaluation and Self reflection cont'd

- For students and young professionals, self-reflection has been shown to significantly improve motivation, behaviour, and academic performance.
 - By encouraging learners to analyse their own learning processes and emotional responses, educators help them become more autonomous and self-regulated.
 - Self-reflection enhances metacognitive awareness understanding how one learns and promotes resilience in overcoming challenges.
 - Ultimately, the integration of self-reflection into teaching and professional development contributes to personal growth, responsibility, and long-term success. (Metacognition and Self-Regulated Learning: Theory, Research, and Practice, Barry J. Zimmerman, Routledge, 2019.)
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2. 1. Self evaluation

- While recording, include the appropriate elements: goals, achievements, challenges, and areas for improvement. These elements give a balanced view of your overall performance. Including measurable results helps make your evaluation credible and focused.
 - Determine the timeline for your self-evaluation is key, either a month, a semester, or an entire year. Setting a timeline ensures that your reflections are specific to a defined period. It also helps track progress over time and set future goals.
 - Give insight into your success by explaining what strategies, efforts, or habits contributed to your success. This helps you and others understand what worked well and should be repeated. Sharing insights demonstrates self-awareness and accountability.
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2. 1. Self evaluation cont'd

- Give examples of your strengths and weaknesses showing your skills and areas needing improvement. This makes your evaluation realistic and transparent. It also provides a clear basis for planning personal and professional development.
 - Highlight your growth mindset with the show that you view challenges as opportunities to learn and grow. A growth mindset reflects resilience and a willingness to improve through feedback and experience. It signals that you are adaptable and committed to lifelong learning.
 - Give your honest review; be truthful about your accomplishments and shortcomings without exaggeration or excuses because it builds credibility and trust with supervisors or peers. It also ensures that your improvement plans are based on real needs. This shows open to improve.
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2. 1. Self evaluation cont'd

- Keep it professional since respect and formal avoids personal complaints or emotional language. Professionalism ensures your self-assessment reflects maturity and workplace readiness.
 - Use action words like developed, implemented, achieved, improved to describe your actions to make your accomplishments sounding more dynamic and measurable. They also communicate confidence and initiative.
 - Format and edit your self-assessment though its organization, free of grammatical errors, and easy to read. Use headings, bullet points, or clear paragraphs for structure. A polished format reflects your attention to detail and communication skills.
 - Ask for feedback from supervisors, peers, or mentors after completing your evaluation. It helps identify blind spots and validates your self-perception.
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2. 2. Self reflection

- The ability to understand, think and talk about yourself as a person and as a learner.
 - The article “Gibbs Reflective Cycle – A Practical Guide” by Matthew Channell explains how Gibbs’ model of reflection offers a structured six-stage process (Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan) to transform experiences into meaningful learning and future improvements. Channell argues that by systematically walking through each stage, one can gain deeper self-insight, better decision-making, and a culture of continuous improvement within teams. (Gibbs Reflective Cycle – A Practical Guide, Matthew Channell, TSW Training (blog), 2023.)
 - The overview of the six stages is provided on the next page.
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2. 2. Self reflection cont'd

- Description: Briefly explain what happened, outlining the key events or situation without interpretation.
 - Feelings: Reflect on your emotional response and initial thoughts during and after the experience.
 - Evaluation: Assess what went well and what did not, considering both positive and negative aspects.
 - Analysis: Examine why things happened as they did, connecting theory or evidence to your experience.
 - Conclusion: Summarize what you have learned and identify what could have been done differently.
 - Action Plan: Develop a clear strategy for how you will handle similar situations more effectively in the future.
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2. 2. Self reflection cont'd

- Self-reflection following a self-assessment is a structured process that deepens personal insight and promotes transformative learning.
 - It begins with a clear description of the experience or task assessed, what was done, how it was approached, and the context in which it occurred.
 - This is followed by an analysis of performance, comparing actual outcomes with intended goals and identifying strengths and areas for improvement.
 - The next step involves interpreting the significance of these findings: asking “So what?” to understand the implications of the results in relation to personal growth, skill development, or future goals.
 - Finally, the reflection concludes with the “Now what?” phase, where the individual outlines actionable steps for improvement, sets new goals, and considers how to apply the learning in future scenarios. (Reflection, Self-Assessment and Peer-Assessment, Jessica Kalra, BCcampus, 2023.)
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2. 2. Self reflection cont'd

- Effective self-reflection also requires metacognitive awareness—recognizing how one thinks and learns. This involves questioning assumptions, evaluating emotional responses, and considering feedback received during the assessment. Reflection should be learner-centered, encouraging ownership of the learning process and fostering connections between theory and practice. It's important to model reflective thinking, practice it regularly, and use tools like rubrics or guided prompts to support depth and clarity. Academic reflections should be structured like essays, with an introduction, body, and conclusion, and should balance description with critical analysis and synthesis. (Structure of Academic Reflections, University of Edinburgh, University of Edinburgh Reflection Toolkit, 2024.)
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3. SWOT analysis

- A SWOT analysis helps to identify the Strengths, Weaknesses, Opportunities, and Threats that both trainees and teachers may encounter in the context of their roles within an occupation. This analysis can be used to enhance performance, address challenges, and capitalize on opportunities.
 - Applying the SWOT framework to analyse someone's skills:
 - ✓ Strengths: What are you good at? What do others praise you for?
 - ✓ Weaknesses: Where do you struggle? What skills are underdeveloped?
 - ✓ Opportunities: What skills could help you grow or stand out?
 - ✓ Threats: What gaps could hold you back or make you less competitive?
 - SWOT analysis describes the internal factors and external factors which
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3. SWOT analysis cont'd

- A SWOT analysis guides you to identify the positives and negatives inside (Strength & Weakness) and outside in the external environment (Opportunity & Threat).
 - Developing a full awareness of your situation can help with both strategic planning and decision -making.
 - In Occupation the Strength-based approach emphasizes on the status of keeping Positive attitude rather than negative.
 - Application of Strength-based approach: Reflective practice and Equity and diversity.
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3. 1. Strengths

- **Willingness to Learn:** Trainees are often eager to acquire new skills and knowledge, which can drive their success.
 - **Adaptability:** Young or new professionals may be more flexible and open to new ideas, technologies, and methods.
 - **Fresh Perspective:** Trainees can bring new ideas and perspectives that may challenge traditional approaches.
 - **Energy and Enthusiasm:** Trainees typically have high levels of motivation and enthusiasm, which can fuel their learning and development.
 - **Your strengths are described by the things that you do well and unique skills or qualifications you have, available resources or support systems at your disposal. For example, strong communication skills, advanced degree and leadership experience.**
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3. 2. Weaknesses

- Lack of Experience: Trainees may lack practical experience, which can limit their ability to apply theoretical knowledge effectively.
 - Limited Industry Knowledge: A lack of familiarity with industry standards, practices, and expectations can be a challenge.
 - Confidence Issues: Some trainees may struggle with self-confidence, which can hinder their participation and growth.
 - Time Management: Balancing learning, assignments, and possibly part-time work or personal responsibilities can be challenging.
 - The weaknesses will be seen as the skills or knowledge are you lacking, the tasks do you struggle with when your assigned with them, some habits or behaviours that hold you back so that you cannot advance. For example, poor time management, limited technical skills, fear of public speaking.
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3. 3. Opportunities

- Mentorship and Networking: Opportunities to connect with mentors and industry professionals can provide guidance and open doors for career advancement.
 - Hands-On Experience: Internships, apprenticeships, and practical projects offer chances to gain valuable experience.
 - Professional Development: Access to workshops, seminars, and certifications can enhance skills and employability.
 - Technological Advances: Learning new technologies and tools can make trainees more competitive in the job market.
 - The trends or changes to benefit from, some emerging roles, technologies, or markets to use, people to network, collaborate, or gain new experiences with. For example, industry growth, scholarships, mentorship programs.
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3. 4. Threats

- High Competition: The job market may be competitive, making it difficult to secure desired positions.
 - Rapid Industry Changes: Technological advancements and industry shifts may render some skills obsolete quickly.
 - Job Market Volatility: Economic downturns or changes in industry demand can affect job availability and stability.
 - Performance Pressure: The expectation to quickly master new skills and perform well can create stress and anxiety.
 - External challenges impacting your goals, competitors, economic shifts, or regulatory changes, effect of technology or automation on someone's role. For examples: job market saturation, budget cuts, changing regulations.
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3. 5. Use of SWOT

- You might use it to explore possibilities to problems, make decisions for your initiative, determine where change is possible and adjust and refine plans mid-course.
 - You can use SWOT to brainstorm and be able to group positives and negatives to think broadly about an organization and its external environment.
 - Opportunity Strength strategy will help you to use your strength to take advantages of opportunities.
 - Threat strength strategy will guide you to use your strength to avoid threats.
 - Opportunity weakness strategy helps to overcome weaknesses by taking advantages of opportunities.
 - Threat weakness strategy helps to minimize weaknesses and avoid threats.
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3. 5. Use of SWOT cont'd

- Listing Your Internal Factors: Strengths and Weaknesses (S, W)
 - General areas to consider:
 - ✓ Human resources - staff, volunteers, board members, target population
 - ✓ Physical resources - your location, building, equipment
 - ✓ Financial - grants, funding agencies, other sources of income
 - ✓ Activities and processes - programs you run, systems you employ
 - ✓ Past experiences - building blocks for learning and success, your reputation in the community.
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3. 5. Use of SWOT cont'd

- Listing External Factors: Opportunities and Threats (O, T)
 - Forces and facts that you do not control include:
 - ✓ Future trends in your field or the culture
 - ✓ The economy - local, national, or international
 - ✓ Funding sources - foundations, donors, legislatures
 - ✓ Demographics - changes in the age, race, gender, culture of those you serve or in your area
 - ✓ The physical environment
 - ✓ Legislation (Do new federal requirements make your job harder...or easier?)
 - ✓ Local, national or international events.
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3. 6. Summary

- A realistic recognition of the weaknesses and threats that exist for your effort is the first step to countering them with a robust set of strategies that build upon strengths and opportunities.
 - A SWOT analysis identifies your strengths, weaknesses, opportunities and threats to assist you in making strategic plans and decisions
 - SWOT Analysis is a strategic tool to identify internal strengths and weaknesses, and external opportunities and threats.
 - TOWS matrix is an extension of SWOT that helps formulate strategic options by matching internal and external factors.
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References

- Developing Self-Evaluation Skills in Education and Training, Chris McAteer, Routledge, 2020.
 - Reflective Practice: Writing and Professional Development, Gillie Bolton, SAGE Publications, 2018.
 - Self-Evaluation and Organizational Learning in Education, Paul B. Clarke, Springer, 2019.
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 - (Structure of Academic Reflections, University of Edinburgh, University of Edinburgh Reflection Toolkit, 2024.)
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