



Prifysgol Cymru
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Academic Skills

Exercises to improve your Academic Skills

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Skills – Have you successfully developed each of these skills?

- Present materials that evidence your thoughts and ideas and when lecturers read your work, it is clear that those **thoughts and ideas are yours**. (**First Skill**)
- Confirm that you understand other authors' work and show respect to their work – **reference correctly**. (**Second Skill**)
- Show that you can tell apart your own thoughts from those of others – **originate with you** (**Third Skill**)

Skills – Have you successfully developed each of these skills?

- Improve your writing skill /academic literacy – **invest in your future starting now (Fourth Skill)**
- Build your confidence - Writing in your own words and your own style is central to your learning and development – **practice makes perfect (Fifth Skill)**
- Develop close reading skills – **read, remember, write (Sixth Skill)**

FIRST SKILL: EXERCISE

Present materials that evidence your thoughts and ideas. (**First Skill**)

Practice vocabulary skills –
Read the following passage -

Page 65 Knowledge retention – (Grant 1996)

See next 2 slides for full text.

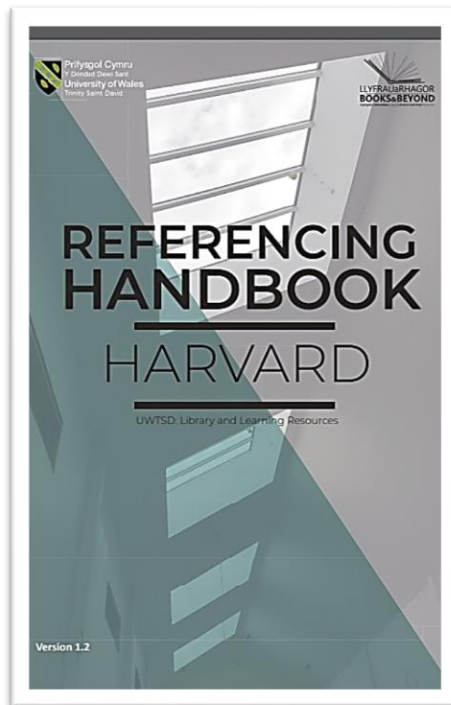
According to the knowledge-based view of the firm (Grant, 1996), Knowledge is the most important source of competitive advantage because it is very difficult to imitate and socially complex. Yet the knowledge capabilities of an organisation only provide an important source of sustained competitiveness if access to them is restricted. If a particular knowledge base is widely available, there is no distinctive advantage to be gained through its acquisition. Therefore, to fully exploit the benefits of newly acquired knowledge that holds the potential to offer competitive advantage, an organisation must restrict its use, thereby preventing its widespread dissemination. Alternatively, the organisation could gain proprietary rights over the use of the knowledge in order to control its diffusion beyond the organisation's boundaries. When referring to knowledge retention, then, it is important to consider how one stores and protects knowledge so as to prevent or control its widespread dissemination. Consequently this section considers the mechanisms employed to store and protect knowledge and how these mechanisms vary according to the explicit or tacit nature of knowledge.

Before going on, however, it is important to note that knowledge that is valuable today may hold little value tomorrow. Knowledge can quickly become outdated. For example, the introduction of new products such as the iPod in the recorded music sector, or of new business models like the Amazon online retail platform, has significantly changed the dynamics of competition in respective markets. As a result, the knowledge advantages held by competitors have been rapidly eroded. Consequently, while organisations can develop systems to retain and protect knowledge, radical innovations in the external environment can undermine their efforts. It is for this reason that organisations must, alongside these efforts to retain and protect knowledge, invest in the acquisition of new knowledge through creativity and innovation.

SECOND SKILL: EXERCISE

Confirm that you understand other authors' work and show respect to their work – **reference correctly.** (**Second Skill**)

Have you read and understood the reference guide?



SECOND SKILL: EXERCISE



According to Johansson (Johansson et al (1993)), a process can be defined as the constitution of links between activities and the transformation that takes place within the process. This can include the upstream part of the value chain as a possible recipient of the process outfit therefore, every process has the following characteristics:

Definability: it must have clearly defined boundaries, input and output.

Order: it must consist of activities that are ordered according to their position in time and space.

Customer: there must be a recipient of the process as outcome.

Value adding: the transformation taking place within the process must add value to the recipient, either upstream downstream

Embeddedness: a process cannot exist in and of itself; it must be embedded in an organisational structure.

Cross functionality: a process regularly can, but not necessarily must, span several functions.

Bookboon – Project management page 12 – <https://bookboon.com/en/projectmanagement-ebook>

Write out as a correct reference.

THIRD SKILL: EXERCISE

Show that you can tell apart your own thoughts from those of others – **originate with you (Third Skill)**

Referring to the statement below write down if you agree or disagree with the statement, and state why you agree or disagree with the statement?

Who Is More Important To A Company: Its Customers Or Its Employees?

Write an account of your agreement or disagreement with the statement and include the statement in quotes along with the correct reference.

Remember you are practicing writing your own thoughts - original thought on the matter.

FOURTH SKILL: EXERCISE

Improve your writing skill /academic literacy – **invest in your future starting now** (**Fourth Skill**)

Reading Skills – When we read, we need to ;

- think about the choice of words used,
- think about the tone and style of the passage,
- think about the organisation of ideas,
- draw an informed conclusion.

Writing Skills – When we write, we need to ;

- think about the choice of words,
- have good sentence structure,
- manage good grammatical structure,
- show clarity and meaning so that you are improving the progression of ideas along paragraphs.

FOURTH SKILL: EXERCISE

Paraphrase the following passage:

There are two key reasons for the problem. First, customer value is a dual construct (Kumar & Reinartz, 2016). Forefathers customer value is ultimately defined as the monetary contributions a customer provides to the firm. We argue that this contribution must be considered relative to the customer spending levels at competing organisations. Specifically, how do customers divide their share of category spending? For customers, it is their perceptions of relative values (i.e. the value offered by the firm relative to the competitive alternatives). Specifically, how do customers perceive that competing firms (ranked from best to worst) in delivering value to them?

The end goal is to have the firms and customers views of value aligned. This has proven to be no easy task. Recent scientific discoveries, however, shed light on how to make this a reality.

Write in your own words

Remember you are practicing paraphrasing – your choice of words to explore the passage.

FIFTH SKILL: EXERCISE 1

Build your Confidence - Writing in your own words and your own style is central to your learning and development and this takes practice (**Fifth Skill**)

Paraphrase **any 2 of the 6 components** listed in the following transcript:

Six Components of a Great Corporate Culture

You must write in your own words, so you are encouraged to change the words in the passage to your choice of alternative words while keeping the overall meaning of the passage intact.

SIXTH SKILL: EXERCISE 1

Develop close reading skills – **read, remember, write** (**Sixth Skill**)

Research the topic '**Critical Thinking**' using internet sources.

Read some passages relating to the topic and make a note of the URL – Web site address and record as a correct reference source.

Close down the browser tab.

Think through what you read and its meaning.

Write in your own words what you understood as the salient points from the passage.

REMEMBER - Do NOT be tempted to write your version of the passage while the content is open in the browser. You will be tempted to use the words *verbatim* and that is poor practice. Develop close reading skills instead and you are investing time in improving your style, your memory, your understanding and most importantly **your own version** of the content.