



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Academic and Employability Skills (BMSW4001)

TERM1: ANALYSING SKILLS

MODULE LECTURER'S NAME: DR ALFRED MENSAH

STUDENT NAME: FRANCISCO JOSE GONZALEZ CASTILLO

STUDENT IDENTITY NUMBER: 1917101

WORD COUNT: 2005 words

TABLE OF CONTENTS

1.- Introduction.....	3
2.- Introduction of skill	3
2.1.- Classification of skills	3
3.- Academic skills.....	4
3.1.- Analysing my own Academic skills.....	4
4.- Academic Plagiarism.....	6
4.1.- Summarising, citation and references	7
5.- Employability Skills	7
6.- Conclusion	8
7.- References and Bibliografhy	9
8.- Appendix.....	10

1.- Introduction

This report belongs to first term of “Academic and Employability Skills” at University of Wales Trinity Saint David.

This document will introduce the different skills needed across jobs; it will explain how we can classify them to have a global vision of the situation.

Once general skills have been explained, it will reflect and analyse my own academics and employability skills.

According to the assessment, it will seek to identify (performing a SWOT analysis and a Basic Personal Development Plan) how can I improve myself to reach my goals.

This assignment will have a section about “Plagiarism” and the ways to avoid it through referencing, paraphrasing and summarising.

At the end, it will be a reflection about this module and how it is relating with my aims.

2.- Introduction of skill

Skills are defined as someone's ability to easily and correctly perform a given task or activity (Raffino, 2020). Usually, skills are understood as innate abilities, natural talents, but they can be learned or perfected through practice them.

2.1.- Classification of skills

Having a global vision, this report can classify skills in two big groups: cognitive and adaptive skills.

Attending to Maria Estela Raffino (Raffino, 2020), cognitive skills are focus on processing information. These skills are based on attention, perception, memory, problem solving, understanding...

Adaptive skills are those skills that people need to develop themselves in their usual environment (Luckasson, et al., 1992). Main adaptive skills are:

COMMUNICATION	SELF-DIRECTION
SELF-CARE	HEALTH AND SAFETY
HOME ABILITIES	ACADEMIC SKILLS
SOCIAL ABILITIES	LEISURE AND FREE TIME
USE OF COMMUNITY	EMPLOYABILITY SKILLS

Attending to another point of view, skills can be classified in two groups: hard skills and soft skills (Barceló, 2018).

- *Soft skills*: are that ones related to personality traits, social skills, communication, language and personal habits that allow people to integrate into a work environment. These skills are common to any kind of job. Some soft skills are motivation, teamwork, leadership, active listening or proactivity. Soft skills are connected to cognitive skills.
- *Hard skills*: are that abilities and knowledges specifically acquire through academic training and professional experience. These skills are focus to develop any task needed to do any specific work. For example, a hard skill would be: how to use a determinate informatic software for accounting. Hard skills are related with adaptative skills.

Soft skills are harder to develop and change than hard skills. Employees in jobs selection process, in case of similar levels of hard skills, are being selected focusing on soft skills (Barceló, 2018).

Once this report has introduced in a global and generic way how skills are classified, it is going to pass to detail my own academic and employability skills.

3.- Academic skills

These skills are responsible for supporting the efficiency in learning and the development of activities in the academic field. According to this definition, the main skills included in this group are:

- | | |
|--------------------------------|--------------------------|
| • Effective oral communication | • Academic integrity |
| • Team working | • Plagiarism |
| • Time management | • Academic writing |
| • Problem solving | • Maths and statistics |
| • Critical thinking | • Note making |
| • Referencing | • Revision and exams |
| • Digital skills | • Search for information |

3.1.- Analysing my own Academic skills

Attending to skills mentioned above, I am going to develop a SWOT planning to clarify my current academic situation and identify the skills I need to improve in my foundation year.

First at all, this report needs to define what is a SWOT. According to Wikipedia, this matrix is a strategic planning technique that is going to help people or organizations to discover their strengths, weaknesses, opportunities, and threats.

INTERNAL FACTORS	EXTERNAL FACTORS
STRENGTHS	THREATS
- TEAM WORKING - TIME MANAGEMENT - PROBLEM SOLVING - CRITICAL THINKING - DIGITAL SKILLS - NOTES TAKING	- COVID-19 - ONLINE LESSONS - PLAGIARISM - UNCERTAIN CURRENT SITUATION
WEAKNESSES	OPPORTUNITIES
- EFFECTIVE COMMUNICATION - ACADEMIC WRITING - SEARCH OF INFORMATION - REFERENCING AND SUMMARISING	- ATTENDING TO CHE: SKILLS FOR THE WORKPLACE - INTERNET - ONLINE BOOKS - ONLINE LIBRARY

Once the matrix is done, I am going to analyse carefully the mains elements that appears in it because in two thousand words I do not have space to analyse all of them.

As we can see into the appendix some in-class exercises helped me to identify my skills.

In terms of strengths, the first element appeared in the SWOT is Team Working. Attending to “Significados.com” (Significados.com, 2018), this skill is defined as the capacity to do a task between several people. Everyone is getting a part of the task to complete the work. The whole group has the same aim and all the knowledge is shared by the components of the group to reach a common result.

In my case, I think is one of my skills. I am a tolerant person and I do not try to impose my criteria. I am used to listen actively people, learning from different points of view to get better results.

For example, in the module of Digital Skills, we are improving this skill through a common work. In groups of five people we are developing how technologies affect a particular business. I am feeling so comfortable with this kind of work.

Writing about Time Management and according to Cambridge dictionary, this skill is “the practice of using the time that you have available in a useful and effective way, especially in your work”.

In my self-analysis I consider this is one of my strengths. I am able to organize my “Academic study time” is a smart way. I use to prioritize activities that requires more time, difficulty and concentration. Thus, I plan ahead a final date that things must to be done, keeping in mind every possible outcome.

Giving an example, in this term I have to upload three assignments before fifth of May. Two of them are already finish in early of April, that is because I planned properly my time.

I think this skill is really necessary because all things need to be done before any specific date or time. Humans need to organize themselves to manage their time and meeting their goals.

Passing to my weaknesses, one of them is effective communication. It is defined as the process of transmitting information from a sender to a receiver in a way in which, receiver is able to understand the meaning of the message and it also able to send a feedback to the sender.

Communication is an essential tool in life, not just in an academic environment. Through communication people can express their ideas, concerns, worries, emotions and purposes.

To be effective, the person who transmit information need to make sure that person who is receiving the message is taking the right meaning. This process requires communication skills such as active listening and assertiveness (Griffiths & Dunham, 2015).

I need to improve this skill. Sometimes I struggle to make people understand my message because English is not my native language. In communication, our culture and backgrounds are influencing factors that make it hard. To improve this component, I have to study a lot of English.

On the other hand, communication is not just about language. People can communicate through non-verbal communication. After being reading about this matter I have realized that there a lot of components such as, body movements, gestures, posture, physical appearance, paralanguage, facial behaviour ..., that affect this kind of process (Quintanilla & Wahl, 2017).

Attending the information above and linking to me, I have to develop these skills to make sure I am sending the information that I want to send in a proper way.

In order to analyse external factors that are going to influence my foundation year, I am going to face several threats such as:

- Covid-19 and online lessons: current global pandemic situation have changed the way in which I am cursing my studies, thus I will need to focus my learning through my digital skills.

In terms of opportunities, I can do this new approach to my studies using tools as internet, online libraries, mails....

4.- Academic Plagiarism

I have to keep in mind that one of the most important threats I will be facing in my current academic year is Plagiarism. I can define it as the result of copy other people's work and try to pass it off as my own.

To avoid it I have to use different tools that have been explained in class, I am talking about: summarising, citation and referencing.

4.1.- Summarising, citation and references

In this section I am going to define these elements:

- Summarising: to avoid plagiarism I can take ideas from others authors and write it down in my own words.
- Citation: is another way to take ideas from other people. In this case, if it is really necessary, I can write literally their words and show respect to them through this tool.

Once I have chosen the way to use others ideas, I have to recognise author's work using references. I have to introduce in my academic report details linking my information to the author. In this assignment I have used references in Harvard style.

5.- Employability Skills

“Employability skills are those basic skills necessary for getting, keeping and doing well on a job” (Robinson & Garton, 2007).

In this section I am going to write about some hard skills (non-transferable skills), I need to reach my goal after ending my studies: I would like to be ready to apply for a position as a Legal Administrator.

To know those skills I need to develop the job, I have done a search for information on professional websites. These websites are “reed.co.uk” and “indeed.es”. I also had a look onto government “find a job” service.

Once I have discovered the skills that employers are looking for, I am going to work out on my own personal development plan. In this assignment (I just have 2000 words to write), I am just going to enumerate common skills and how I think I can reach them.

HARD OR SPECIFIC SKILLS	HOW CAN I REACH THEM?
Presentation skills	- Module as “Effective team working and communication” - Own research about Presentation Methods
Microsoft Office	- Writing assignments and PowerPoints
Legal administration Knowledge	- I will need to course modules during my academic years relating to this.
Time Management	- I have to prioritise workload and planning work to deadlines
High levels of accuracy	- I have to get used to focus on details in every work I am doing
Administrative task	- Being organized and improving my digital skills

Those skills are the mains skills that I have to improve during the next few years basing in my research through recruitment services.

6.- Conclusion

In this section I am going to reflect on my academic progress. During this term we did some in-class exercises that helped me to identify the skills I will need to learn and improve. All these exercises are contained in the appendix.

Before starting this academic year, I did not know anything about skills. This module taught me the importance of being aware about my strengths and weaknesses, doing efforts properly to reach my goals.

Actually, I am able to classify the different abilities basing on their radius of action. Having a global vision of the situation, I can work out specifically in the grounds I need to improve to become a Legal Administrator.

In this module I learnt many tools that are going to help me to focusing on my aim. I am talking about SWOT, time management tools and personal Development Plans. These tools made me think carefully and organize my plan to be ready for the job I am looking for (in academic an employability terms).

I am sure is going to be a hard way, but once the elements I will need are identified, it is going to be easier get the right direction. I think this module is the solid foundation from which I can build my career.

This module taught me the basics elements that are going to be used during my academic and worker life.

7.- References and Bibliography

Barceló, J. C. (2018). *IMF Business School*. [En línea]

Available at: <https://blogs.imf-formacion.com/blog/recursos-humanos/formacion/soft-skills-vs-hard-skills-cual-es-la-diferencia/>

[Último acceso: 27 March 2020].

Cambridge, s.f. *dictionary.cambridge*. [En línea]

Available at: <https://dictionary.cambridge.org/es/diccionario/ingles/time-management>

[Último acceso: 08 April 2020].

Cottrell, S. (2008). *The Study Skills Handbook*. Third ed. s.l.:Palgrave MacMillan.

Cottrell, S. (2010). *Skills for Success: The Personal Development Planning Handbook*. Second ed. Hampshire: Palgrave MacMillan.

Cottrell, S. (2010). *Skills for Success: Personal Development and Employability*. Palgrave MacMillan ed. Hampshire: First.

Government, U. (2020). *gov.uk*. [En línea]

Available at: <https://www.gov.uk/find-a-job>

[Último acceso: 10 April 2020].

Griffiths, B. & Dunham, E. (2015). *Working in Teams*. First ed. California: Sage.

Indeed, (2020). *indeed.co.uk*. [En línea]

Available at: <https://www.indeed.co.uk/>

[Último acceso: 10 April 2020].

Luckasson, R. (1992). *Mental retardation. Definition, Classification and Systems of Supports*. 9th edition ed. Washington: American Association on Mental Retardation.

Quintanilla, K. & Wahl, S. (2017). *Business and Professional Communication*. Third Edition ed. California: Sage.

Raffino, M. E. (2020). *Concepto.es*. [En línea]

Available at: <https://concepto.de/habilidad-2/#ixzz6Hu3lMBFx>

[Último acceso: 27 March 2020].

Reed (2020). *www.reed.co.uk*. [En línea]

Available at: <https://www.reed.co.uk/jobs>

[Último acceso: 10 April 2020].

Robinson, J. S. & Garton, B. L. (2007). *University of Missouri-Columbia*. [En línea]

Available at: <http://aaae.okstate.edu/proceedings/2007/IndividualPapers/385-Robinson&Garton.pdf>

[Último acceso: 11 April 2020].

Significados.com, (2018). *Significados.com*. [En línea]

Available at: <https://www.significados.com/trabajar-en-equipo>

[Último acceso: 08 April 2020].

8.- Appendix

HELLO! My name is...

What's your name?

Do you go to the Gym? NATHALIA ISABEL.	Do you have a pet?	Do you speak a language other than English? NATHALIA ISABEL.	Do you play a musical instrument?	Do you like sushi? NATHALIA ISABEL.
Have you got a sister? NATHALIA	Have you visited France? NATHALIA ISABEL.	Do you own a Samsung phone?	Do you read a British Newspaper? NATHALIA	Do you go to the cinema? NATHALIA ISABEL.
Do you have dangerous snakes in your country?	Do you collect something as a hobby? NATHALIA	Do you like poetry? NATHALIA	Can you drive a car? NATHALIA ISABEL.	Do you sing when you're having a shower? NATHALIA
Do you play football?	Do you have a brother? NATHALIA ISABEL.	Have you ever had a bad dream? NATHALIA ISABEL.	Have you been to Birmingham?	Can you swim? NATHALIA ISABEL.
Have you met a famous person? NATHALIA ISABEL.	Are you a good cook?	Do you have a bicycle?	Do you like cricket?	Have you visited the London Eye? NATHALIA ISABEL.

Lloyd beharry - 6/19

(Continued)

Item number	Item	Score
4.	I get annoyed when I have to wait for others to come to pre-arranged meetings	3
5.	I find doing many things at the same time very easy	3
6.	I think I need someone else to help organise my life: I always forget what I should be doing or who I should be meeting	0
7.	I have been known to lose my keys or my bags quite regularly	0
8.	I have and use a diary	0
9.	I find waiting for others or waiting for events to start really frustrating: why should I waste time waiting?	3
10.	I often plan ahead and think through carefully every possible outcome	4
11.	I know what I am doing tomorrow	4
12.	I find there is nothing wrong with the excitement of doing everything at the last minute	0
13.	If I find something hard, I will try and overcome the difficulties myself rather than ask for help	3
14.	I 'live for the moment': tomorrow is another day which will take care of itself	2
15.	I am not good at motivating myself over a long time for long projects	1
16.	I need others to help me know where I should be and when	0
17.	I find it easy to say 'no' to people who invite me for a meal when I have something more important to do	4
18.	I probably spend too much time watching TV, playing computer games or chatting to friends online	3
19.	I am used to using electronic 'tools' (iPhone, Galaxy Tab, PC, etc.) to organise my life	0
20.	I keep a record of things I need to do each day, and tick them off as they get completed	1
21.	I believe that only the very best work will do: I need to be proud of what I have done	3
22.	I find it easy to begin assignments and essays	3
23.	I have all my lecture notes in a pile on my desk or on the floor (or similar)	3
24.	I am clear about my goals for this year of study	4
25.	I think that studying does not usually take that much time: I have got just a few hours of lectures and tutorials each week	3
26.	I have never had two appointments clashing at the same time	4

An interactive version of this test along with answers, comments and thoughts about these questions can be found on the companion website for this book at <https://study.sagepub.com/morgan>.



INTERACTIVE
TEST

<https://study.sagepub.com/morgan>

ACADEMIC AND EMPLOYABILITY SKILLS

FRANCISCO J. GONZALEZ CASTILLO

Test Your Skills and Find the Resources That Will Help You Most

Instructions

For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the wrong direction. When you are finished, please click the 'Calculate My Total' button at the bottom of the test.

15 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
1 I routinely set realistic goals for myself, and I track my progress until I've reached them.	☐	☐	☐	☒	☐
2 When I have to make a decision, I pick the first good solution I find.	☐	☒	☐	☐	☐
3 I approach life with confidence, and I have high self esteem.	☐	☐	☒	☐	☐
4 When it comes to managing my workload, I know my priorities.	☐	☐	☐	☐	☒
5 Team development is an area I admit to cutting back on when time and resources are limited.	☐	☐	☒	☐	☐
6 I lose time during the day because I'm not sure what I need to get done.	☒	☐	☐	☐	☐
7 When I want to motivate people, I try to use the same approach with each person.	☐	☒	☐	☐	☐

15 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
8 The work I do on a daily basis reflects my values, and is consistent with the goals I've set for myself.	☐	☐	☐	☒	☐
9 I'm able to communicate my needs, and I make sure that my message is heard and understood.	☐	☐	☒	☐	☐
10 When I encounter a problem, I immediately begin looking for potential solutions.	☐	☐	☐	☐	☒
11 When there's conflict, I use my communication skills to find solutions and work things through.	☐	☐	☒	☐	☐
12 I'm aware of the differences between leadership and management.	☐	☒	☐	☐	☐
13 When discussing an issue with someone, I try to stay one step ahead in the conversation, and I actively think about what I'm going to say next.	☐	☐	☒	☐	☐
14 When I encounter a setback, I have difficulty focusing on the situation positively and objectively.	☐	☒	☐	☐	☐
15 I'm motivated to complete all of my work in a timely manner.	☐	☐	☐	☒	☐

PARTS of SPEECH

There are 8 groups or classes in which every word in English can be placed. This is determined by what the word does in a sentence (its function).

The groups are:

1. Nouns
2. Verbs
3. Adjectives
4. Adverbs
5. Pronouns
6. Prepositions
7. Conjunctions or linking words
8. Determiners and quantifiers

1. NOUNS (n)

Nouns are the names of people (Amir, John) places (London, Elephant and Castle) and things (things you can see and touch, such as: pen, pencil, shirt and hand but also things you cannot see or touch, such as: air, love, ideas).

2. VERBS (vb.)

Verbs are generally described as 'action' words, such as: *dance, walk, jump, eat*. While this is correct, we must remember that there are verbs that do not describe actions but just state a fact. Some examples are: the verb 'to be' as in, *I am a student*; the verb 'to have' - *I have a pen*; the verb 'to love' - *I love my parents*. Such verbs are described as 'state' verbs, 'static' verbs or 'stative' verbs.

3. ADJECTIVES (adj.)

Adjectives are words that describe nouns, for example, *tall, big, black, bad* as in:

tall	man,	big	dog,	black	dress
adj.	n	adj	n	adj.	n

4. ADVERBS (Adv.)

Adverbs tell us more about the verb, for example:

The boy runs quickly. 'Quickly' tells us more about how the boy runs. Most adverbs are formed by adding -ly or y to the end of the adjective.

However, there are adverbs of time, such as: *sometimes, never, always, often*.

5. PREPOSITIONS (Prep.)

AC EX Skill (9)

Synonyms

Words similar in meaning

abandon	leave	enormous	gigantic
abode	dwelling	extended	enlarged
abundant	plentiful	exterior	outside
accused	blamed	fall	drop
acute	sharp	famous	noted
adhere	stick	fatigue	weariness
affectionate	loving	feeble	weak
aid	help	gap	hole
ally	friend	glance	look
amazement	wonder	gravely	sternly
ancient	old	greeted	saluted
assemble	gather	grope	feel
astonish	surprise	gruff	harsh
asunder	apart	halt	stop
blank	empty	heroic	brave
bright	shining	hoax	trick
broad	wide	imitate	copy
caution	care	insolent	rude
circular	round	intention	purpose
coarse	rough	interior	inside
commence	begin	join	unite
comprehend	understand	lament	grieve
conceal	hide	lean	thin
constable	policeman	lofty	high
conversation	talk	loyal	true
courage	bravery	mad	insane
cunning	sly	malady	disease
curb	control	margin	edge
custom	habit	mariner	sailor
deceive	cheat	marsh	swamp
difficult	hard	maximum	most
disaster	calamity	meagre	scanty
dusk	twilight	minimum	least
elude	escape	moan	groan
emperor	king	modern	new
enemy	foe	moisture	dampness

Sentence Structure ExerciseNAME of STUDENT: FRANCISCO GONZALEZ Module, Term and Group BMSW4003/1/7

1. mother strangers me speak to not my told to.

MY MOTHER TOLD ME TO NOT SPEAK TO STRANGERS

2. boy bicycle ride not a could the.

THE BOY COULD NOT RIDE A BICYCLE

3. college yesterday went I to work after.

YESTERDAY I WENT TO COLLEGE AFTER WORK.

4. is city than bigger London a Bucharest.

LONDON IS A BIGGER CITY THAN BUCHAREST

5. married years after man got woman and the five.

THE MAN AND WOMEN GOT MARRIED AFTER FIVE YEARS

6. young when grandmother I every was my holiday used visit to (I)

WHEN I WAS YOUNG WHEN I USED TO VISIT MY GRANDMOTHER EVERY HOLIDAY

7. John farmer's the and friend chicken his stole

THE FARMER'S FRIEND, JOHN, STOLE HIS CHICKEN

8. finish open want shop university I after I coffee to want a

I WANT TO ~~FINISH~~ OPEN A COFFEE FINISH UNIVERSITY AFTER I WANT TO OPEN A COFFEE SHOP.

Class Tutor's Signature: _____ Date _____

Class GROUP 7. (9)Name: FRANCISCO GONZALEZ CASTILLO

Paraphrasing Exercises

adapted from <http://web.jjay.cuny.edu/~esl/paraphrasing1.htm>

Which sentences are closest in meaning to the five sentences below?

- 25% of adolescents who have one baby have a second baby within two years of the first baby's birth.
 - 25% of babies are born to mothers who are adolescents.
 - ☒ One out of four adolescent mothers has another baby before the first baby reaches his second birthday.
 - A quarter of adolescent mothers gives birth when their first born is two.
 - 25% of adolescent mothers become pregnant again when their first babies are two years old.
- It has been reported that the richest one percent of Americans own 40% of the country's wealth.
 - The richest 1% are 40 times as wealthy as the rest of Americans.
 - If the gap between rich and poor continues to grow at the current rate, the richest one percent will soon own 40% of the country's wealth.
 - ☒ 40% of the country's wealth is in the hands of only 1% of Americans.
 - 99% of Americans own 40% as much as the richest 1%.
- The judge was relieved when the jury was finally ready to announce its verdict.
 - When the jury announced its verdict, the judge was relieved.
 - The judge asked the jury to arrive at a verdict.
 - ☒ The judge welcomed the prospect of an imminent verdict.
 - The jury welcomed the judge's relief.
- Research data suggest that girls who witnessed maternal abuse may tolerate abuse as adults more than girls who did not.
 - Women who witnessed the abuse of their mother as teens are more likely to become abusive adults.
 - ☒ Women who observed the abuse of their mothers when they were young are more likely to endure abuse themselves.
 - Women who were abused as children are more likely to abuse their own children.
 - ☒ Girls who testify about maternal abuse tolerate abuse as adults more readily.
- Martha thinks that the issue of adolescent problems is important to write about.
 - Martha thinks that adolescents like to write about their problems.
 - ☒ Martha feels that writing about adolescent problems is worthwhile.
 - Martha believes that the dream of most adolescents is to write something important.
 - Martha thinks that adolescents can write about their problems.

Write your own paraphrase for the following sentences:

- A local newspaper claims that 75% of all homeless people do not like homeless shelters and prefer to live as they do now. ^{3 out of 4. prefers that instead of homeless shelters}
A local newspaper says 75% people leaving in the streets is because of homeless shelters.
- Ronny told his aunt that a bear had attacked him, which she found difficult to believe. ^{am}
It's hard to believe for Ronny's aunt that he ~~was~~ attacked for a bear.
- Anyone who has ever driven through the Mojave Desert knows that one should always carry a supply of extra water.
If you already driven over Mojave Desert you should know you should bring extra water.
- Of the 138 million acres of land that Native Americans owned in 1887, 90 million acres were taken away by whites by 1932.
From 1887 to 1932, 90 millions of acre have been taken to Native americans for white people
- A woman who was nominated by the president to head the department was quickly approved by the board of trustees.