

# **ACADEMIC AND EMPLOYABILITY SKILLS**

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# ACADEMIC AND EMPLOYABILITY SKILLS

This report have the purpose to analize a few the academic and employability skills.

According to Thomas and Joyce(1995), employability skills refers to those skills required to acquire and retain a job.

In fact,in recent usage,the term employability skills is often used to describe the preparation or foundational skills upon which a person must build job-specific skills(i.e.,those that are unique to specific jobs).Among these foundational skills are those which relate to communication, personal and interpersonal relationships,problem solving and management of organizational proces(Lankard,1990).

In order to combine your personal life with your career you need to know what your skills are,to improve them or to develop other and make your life easier.

The academic and employability skill is the ability of a person to store information and to to make decisions in critical situations.

The important academic skills are:

- communication
- problem solving
- time management

- working under pressure and to deadlines
- organisational skills
- team working
- team leader
- decision making
- leadership and management
- paraphrasing
- plagiarism

## **Time management**

It is the ability to know how to divide your time both at work and in daily life, to prioritize, to set a goal, to plan or delegate others to do the job. Each decision should be based upon what you are trying to achieve in your life.

I have learned to master this skill, because in this way I can carry out the tasks I have at work and to organize my daily life.

## **Problem solving**

According to Sara Pope(2008)"One of the worst problem-solving traps is to confuse three very basic terms. These terms are **problem**, **cause**, and **solution**.

A **problem** is a discrepancy between the existing standard and the actual situation. In other words, a problem is the gap between what is desired and what has happened.

A **cause** is something that happens to lead to a problem. A cause can be acted on. If a cause is eliminated, the problem will not occur again, at least not from that cause.

A **solution** is the action we take to eliminate the cause."

Is to apply the knowledge in identifying a problem, and finding the solution to solving it. After identifying the problem you must look for the appropriate solution in solving it.

To solve a problem it is a skill that I develop in my line of work, and all the time I chose the right decision to sort out the problem.

## **Communication**

It is the ability to understand and to be understood by those around you, to make yourself understood using a manner appropriate to the moment. Good communication involves understanding requests, asking questions and relaying key information. No matter what job you work in or your level you are the communication is important, communication it is a basic skill that all of us have.

I have this skill in my line of work communication has a crucial role, I work with different types of people, from different countries and for me very important to know how to communicate with them.

## **Team working**

Is the ability to work with others, to have a common goal, to achieve an objective. By providing the same work, and each of the team member to have responsibility and to be able to provide the efficiency of the team.

According to Michael and Lynn (2004), "teams are social groups embedded in organizations, performing tasks that contribute to achieving the organization goals. Their work affects others within or outside the organization. Team members are dependent on each other in the performance of their work to a significant extent, and they are recognized as a group by themselves and by others. They have to work interdependently and supportively to achieve the team goal".

To succeed in the workplace, you'll need to know how to work as a member of the team. I acquired this ability by starting to work as a team in the hotel, in the restaurant, in the grocery store and found out that I have this ability.

## **Team leader**

A team leader is a person who provides guidance, direction and leadership to a group of people in order to obtain a key result or group of results repeatedly.

The team leader makes a balance sheet with the quantitative and qualitative achievements of his team and reports the results of a manager. The leader must be a well-organized person and have good communication skills and determine the team to achieve the best results.

Effective team leaders communicate clearly. Quality verbal and written communication skills allow leaders to present the expectations of team members in a way that employees can understand. Effective communication skills also allow team leaders to listen to the contribution of others. Leaders have exceptional organizational skills. Their organizational skills help the team leaders to plan their goals and strategies, they allow the team members to function properly and organized. Team leaders establish systems that maintain order and guide team members toward meeting their goals. An effective team leader is confident in his abilities as well as confident in the abilities of his team members. A confident leader is confident in the decisions he makes that affect his team. A quality team leader respects the members of his team. A respectful leader encourages employees to give ideas about decisions that affect them.

## **Working under pressure and to deadlines**

Here's what you need to do in such situations to optimize your work capacity and give your best performance when you're pressed for time and stress. Keep your cool! The first thing you really need to do is calm down. Stress darkens your judgment and does not allow you to find the best solutions to solve the problem. Evaluate the situation! Before you really get to work, evaluate in your mind what to do and go through the steps you need to take to complete your task.

Manage your time! Think about how much time you have and how much time you need to solve each part of the problem.

It is very important to have realistic time expectations and to take into account your speed of reaction and thinking.

Focus on what you can solve! Consider the problem-solving parts of the problem in order to work effectively. There is no point in stressing about the part you are going to do only tomorrow or on the part of your colleague in a joint project.

Focus your energy and mind on the problems you can solve here and now.

Think positive! Negative thinking attracts fear of failure, and this will make your situation more difficult. Instead, think positively and remember other similar situations where you managed to optimize your time and complete the task.

Relax your mind! A very important thing in solving problems is what you do when you do not solve them. If you get stuck in a mental block and you see no solution, stop and relax your mind for a few minutes.

Most of the time that means you need a break. Your subconscious continues to work as you recreate and will find the solution without you realizing it.

## **Plagiarism**

Means the use of words, ideas or figures created by other people without mentioning the source or the intellectual property of the respective authors on the aforementioned data, in other words the assumption of to a person of information that does not belong to him.

The use of ideas in a manuscript, information from another published work implies:

- Fitting them between quotation marks, followed by the exact mention of the source;
- Paraphrasing them and mentioning the source. What does it mean to cite a source?

In the case of a written work:

- It means to mention during the work where the information used comes from;
- Provide complete source information, in an appropriate format (author, title, date, etc.) as a reference bibliographic, but also as a footnote.

In the case of a formal presentation:

- It means recognizing on slides, tables, charts where the information comes from.

Why do you need to cite your sources?

- To prove to your readers that you have done the research;
- To give others the credit for their work;
- To indicate to readers what sources may be useful to them;
- To allow readers to check sources if they still have questions about the topic.

What sources should be cited?

- Sources in printed version: books, articles, magazines - any printed material;
- Sources in electronic version: Internet pages, online articles, articles from databases, etc.
- Images, graphics, tables, illustrations, photographs (translation and adaptation after <http://web.mit.edu/academicintegrity/citing/whatandwhy.html>, page accessed 15.06.2012).

Using the Internet as a source of information

The Internet has made research work much easier by facilitating access to information. However its use also implies certain responsibilities. For example, many Internet pages do not mention the source, which is why many users might believe that the use of these pages is free and the information found there can be used. Everything that is on The Internet was written by someone. If no source (individual or organization) can be identified, then you must be very careful; the information found may simply be one's opinion and not a scientifically proven fact; in this case information should not be used because it has a questionable quality.

Common forms of plagiarism:

1. Direct copying from original sources
2. Direct copying from original sources using footnotes
3. Rephrasing a sentence (paraphrasing)
4. The "loan" of the structure of another work
5. Transposition of other works / Acquiring the work of someone else
6. Lack of bibliographic references / source of footnotes

## **Paraphrase**

The paraphrase means: "exposing the content of a text in its own (usually wider) formulation"

(<http://dexonline.ro/definitie/parafraza>, accessed on 17.06.2012).

To paraphrase, use other words (own) than those of the original text, change the sentence structure, the tone, the source is quoted.

The paraphrase is a reformulation of the meaning of a text or passage using other words. A paraphrase explains it in a simpler way, with a language easier to understand, which says another more complex text.

It does not have to be translated from another language, but to be explained in simple words in a better way so that someone with less information can understand or adapt it to another culture.

#### 1 Characteristics of the paraphrase:

- authenticity

- objectivity

- accuracy

#### 2 Development:

Other paraphrasing tips:

#### 3 Types of paraphrasing

- mechanical paraphrasing

- constructive paraphrasing

- paraphrasing the translation

- to paraphrase the understanding

-colloquial paraphrasing

#### 4 Sample paraphrasing

In this report I analyzed a few employability and academic skills which are very useful for this century.

Each one plays an important role in the life of a human being and their knowledge helps to have a better career and to be a better person.

## REFERENCES

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Sara Pope(2008) *Team Leader Workbook*,Amherst, Masachusetts:HRD Press, Inc.

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Time allocated: 1 hour. Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with you Task 1 (part of the Assignment for this module).

Ex.1 Write a paraphrase of the following passage.

Chocolate has always been considered an affordable little luxury, associated with romance and celebrations. Therefore in 2001, revelations that the production of cocoa in Ivory Coast involved child slave labour deeply shocked chocolate companies, consumers and governments alike. The USA passed legislation mandating that standards be created to permit companies who could prove that their chocolate was produced without forced labour to label their chocolate "slave-labour free." The chocolate industry agreed to an international protocol that would give chocolate producers four years to limit abusive practices.

Many people associate chocolate with romance and celebrations. However, in 2001 the chocolate companies, consumers and government were shocked at the news that in Ivory Coast, the production of cocoa involved child slave labour. According to US, they created standards using the legislation they created standards for the chocolate companies, to permit them to prove that their chocolate is made made without forced labour by labeling their chocolate "slave-labour free". The limit for abusive practice was four years, and it was given by an international protocol with the chocolate industry.

The chocolate producers receive four years to limit abusive practices, and it was an international protocol from the chocolate industry.

Lecturer's comments:

Some good ideas but you need to continue improving your paraphrasing skill.

Lecturer's signature:

*o.k.*

Date:

11/11/2019

Communication Skills – Self Assessment Inventory

| Communication Skills – Self Assessment                                                                                         |                                                                       |              |                  |                  |                    |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------|------------------|------------------|--------------------|
| Statements                                                                                                                     | Please tick the box under the score which you feel best describes you |              |                  |                  |                    |
|                                                                                                                                | Exactly Like me                                                       | Very like me | Somewhat like me | A little like me | Not like me at all |
|                                                                                                                                | 5                                                                     | 4            | 3                | 2                | 1                  |
| 1. I am open minded and am willing to change my viewpoint based on the valid opinion of others                                 |                                                                       | ✓            |                  |                  |                    |
| 2. I prepare for all communications and think things through before I speak                                                    |                                                                       | ✓            |                  |                  |                    |
| 3. I always tailor my message to suit the person(s) I am talking to                                                            | ✓                                                                     |              |                  |                  |                    |
| 4. I find it easy to listen to what other people have to say without interrupting                                              | ✓                                                                     |              |                  |                  |                    |
| 5. I am good at making eye contact with people when I am talking to them                                                       |                                                                       |              |                  | ✓                |                    |
| 6. I am not intimidated by situations where I must communicate with difficult employees                                        |                                                                       | ✓            |                  |                  |                    |
| 7. I am confident when I talk to people and speak clearly without mumbling                                                     |                                                                       | ✓            |                  |                  |                    |
| 8. I am good at getting my point across in a clear, concise manner without waffling                                            | ✓                                                                     |              |                  |                  |                    |
| 9. I find it easy to concentrate on what others are saying and don't lose my focus                                             | ✓                                                                     |              |                  |                  |                    |
| 10. I don't start planning my response whilst the other person is talking                                                      |                                                                       |              |                  |                  |                    |
| 11. I don't think that my opinion is the most important in the room                                                            |                                                                       |              | ✓                |                  |                    |
| 12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it | ✓                                                                     |              |                  |                  |                    |
| 13. I make a conscious effort to match my body language to the message I want to convey                                        |                                                                       |              |                  | ✓                |                    |
| 14. I am good at reading the body language of others                                                                           | ✓                                                                     |              |                  |                  |                    |
| 15. I can keep my cool when talking to other people even if I feel angry about what they say                                   |                                                                       | ✓            |                  |                  |                    |
| 16. When other people in the group are quiet, I encourage them to contribute                                                   |                                                                       |              |                  | ✓                |                    |
| 17. I don't shout and point at people when we have a heated conversation                                                       |                                                                       |              |                  | ✓                |                    |
| 18. When group discussions get heated, I am good at keeping everyone calm and on the point                                     |                                                                       |              | ✓                |                  |                    |
| 19. I feel comfortable holding meetings                                                                                        |                                                                       |              |                  | ✓                |                    |
| 20. I am good at summarising the key points of conversations which I have with people                                          | ✓                                                                     |              |                  |                  |                    |
| <b>Column Score (number of ticks x rating)</b>                                                                                 |                                                                       |              |                  |                  |                    |
| <b>Overall Total (five column scores added)</b>                                                                                |                                                                       |              |                  |                  |                    |

30 →  
24  
9  
8  
72

**Result:**

76 - 100 : You seem to have good communication skills

51 - 75 : There is a good foundation there

26 - 50 : You have a lot of work to do to develop your communication skills

0 - 25 : Did you score it correctly?

On a separate sheet of paper, summarise your strengths and areas for improvement with regard to your ability to communicate. Look particularly at your lower scoring answers and this will give you some indication as to what aspects of communication you need to focus on.

13, 16, 17, 19.

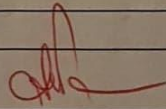
Ex.2. Complete the blanks in such a way that the meaning of the second sentence is as close to the original sentence as possible, using the word in brackets where given. Pay attention to grammar and make sure what you write matches what is already given.

- 1) There will be a few changes around in the office. (announce)  
The boss announced that there will be a few changes in the office. X
- 2) He doesn't write to me as frequently as I wanted.  
I wish he will write to me as frequently as I wanted. X
- 3) We were concerned about her health.  
We had some concerned about her health. X
- 4) You weren't careful, so you made so many mistakes. (had)  
If you had been careful, you wouldn't have done so many mistakes.
- 5) The council cut funding so we could not provide free parking.  
Because of the funding cut, we could not provide free parking.
- 6) His proposal was a failure as it was too theoretical. (relied)  
His proposal was a failure because he relied on theory.
- 7) It was Mary who stole money.  
He accused her for the stolen money. X
- 8) He seems well-educated. However, he's not very bright. (although)  
Although he seems well-educated, he is not very bright.
- 9) Universities place the burden of understanding plagiarism and attribution conventions on students.  
The responsibility for of understanding plagiarism and attribution convention is placed on the students by the universities.
- 10) 33% of adolescents who have one baby, have a second baby within two years of the first baby's birth. (third)  
The third part of adolescents with one baby, have the second one within two years of the first baby's birth.

Lecturer's comments:

You need to improve your paraphrasing skill & grammar.

Lecturer's signature:



Date:

11/11/2019