



JANUARY 1, 2020

ACADEMIC AND EMPLOYABILITY SKILLS

ASSESSMENT GROUP 12

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SKILL FOR THE WORKPLACE
LLOYD BEHARRY



INTRODUCTION

Employability skills are what is necessary for someone to obtain maintain and be successful in a job.

According to Stella Cottrell a skill is defined as “to be skilled is to be able to perform a learned activity well and at will”¹.

This learned activity is not only learned academically but also non-academic skills from specific field experiences. These are learned and not accidental or picked up by chance. Furthermore, they can be developed and fine-tuned to eventually come naturally.

Employers require competent and conscientious workers who can solve problems, but in addition to this, they also look for workers who have the social skills and attitudes to work with others. This is something that is an extra point to the academic qualifications, but also skills developed from experience. These skills can be divided into hard skills and soft skills.

HARD SKILLS

These are the skills that shows your technical ability to do the job, if you are a bartender then to being able to mix a cocktail is a hard skill.

A hard skill is generally a qualification, something that you learnt at school or university, or from past work experience. These hard skills are something that is measurable.

These academic skills can also be broken down into **Reading, Writing, Maths, Problem Solving, Researching, Critical Thinking and Communication Skills.**

During your academic studies it is often the case that you learn how to find information, extract important information from a speech or a piece of written work, Organizational skills and Knowledge of creating new ways to creatively solve a problem. Furthermore, in terms of written communication you are able to learn how to structure a report and find the resources to back-up an argument. The hard skills of being a Head Bartender are; The ability to mix cocktails and understand flavour combinations, measures and the licensing laws, the ability to create cocktail menus for different kind of venues and events, the ability and knowledge to describe what is in each bottle behind the bar, understanding of every single member of the bar team and their capabilities in order for the Head Bartender to understand who is better posted where and when in order to strategize an efficient service, as well as knowledge of how to check an opening and a closing of the bar and cocktail station.

Hard skills are also known as transferable skills; for example, making and mixing cocktails can be a transferable skill because it can be learned or taught.

SOFT SKILLS

Soft skills are much more difficult to measure as these are based more around someone’s personal qualities. Soft skills are described as, “skills, abilities and traits that pertain personality, attitude and

behaviour rather than to formal technical knowledge....(soft skills) involving interpersonal and intrapersonal abilities to facilitate mastered performance in particular contexts.”²

These soft skills include Communication, Team Working and Adaptability. These can be broken down into more specific traits, such as Leadership skills and Presentation skills. These are all skills that are extremely important in hospitality when it comes to customer service.

As a Head Bartender you need to look presentable and for your station to be clean and ready for a busy shift. You also need to understand when, if and how to communicate with the guest, in order for them to feel comfortable and welcome in your environment. Communication is also important within the team to build a strong rapport to reduce any conflicts and to work together effectively, to understand each other with just a look in each other eyes. The activities of organising, planning and leading a team can also help others to learn the skills necessary in the job.

In addition to the skills listed above it is sometimes overlooked but extremely important; to add more in your environment, the whole staff must be enthusiastic and happy to work there, so they can only transmit good vibes to the guest and make them also feel warmer.

These are often skills that an employer finds extremely important when is the time to find a new candidate, but these are all skills which cannot be checked on a CV.

For some people these skills come naturally because they have been practiced and developed during personal experiences. It can be difficult to teach these skills, perhaps someone is a naturally shy personality and finds it difficult to talk to a stranger, who is for example now a customer.

As a Head Bartender, this is one of the most important as its always time to speak with a customer or a member of the staff. During a busy shift the Head Bartender has to be able to serve many drinks perfectly, prepare for further orders while checking how the other bartenders are serving the cocktails, and dealing with angry and happy customer, this is called multitasking.

SWOT ANALYSIS

By carrying out a **Swot Analysis** you can identify your personal and professional goals and how you can achieve them. The swot analysis stands for **Strengths, Weaknesses, Opportunities and Threats**. This allows you to recognise and identify your personal and professional strengths and weaknesses what opportunities and threats can arise, but subsequently enables you to combine your strengths with the possible opportunities and weaknesses with the possible threats to assist you in producing a strategy to improve. Usually strength and weaknesses are internal, and opportunities and threats come from external sources.

STRENGTHS

- Sociable, entertain and deal with people and their emotion everyday
- Multitasking, during demanding shift
- Team player and leadership skills
- Knowledge of Variety of spirits and understanding flavour combinations
- Able to satisfy what people would like in that exact moment by getting to know them
- Organisation, by preparing the workstation for any occasion
- Flexible front of house, on the floor and in the kitchen

WEAKNESSES

- Emotional, and able to change the mood of anyone near me
- Time management, wait till the last-minute important things
- Living and working in a different country
- Reading skills need to be improved
- No Academic qualification to back-up the experiences
- Easily distracted by person and noises

OPPORTUNITIES

- Carrying out the certificate in higher education in skills for the workplace to achieve a qualification to reach my professional goals
- Supervisor training provide by my workplace
- Getting more experience in management to work towards to setting something up professionally
- Training other staff to show leader skills
- Keep learning different language
- Working for a brand by selling and promoting their products

THREATS

- Need to change workplace to grow
- Challenge a colleague who became a friend
- Losing free-time by invest time in professional-life
- Getting a bad review online
- Stress
- Far from the family and familiar surroundings and systems

Looking at the above personal swot analysis I am able to identify the critical point and how to fix them and reach my professional and personal goals. For example, I have identified in my weaknesses that I am lacking professional certificate which back-up my professional experiences and improves my CV, by frequenting this course, as shown in opportunities, I have a chance to remove this point from my weaknesses and turn it into a strength. Another way of reviewing my professional analysis is that by identifying the threat of the impact of a bad review from a customer I have the strengths and the skills to make many customers feel welcome and warm and want to come back.

PERSONAL DEVELOPMENT PLAN

A personal development plan is a good way of setting your goal and clearly understanding what need to be done to achieve it and it is also a way of setting a personal deadline in order to plan ahead.

In one month time my goal is to start the training to become restaurant supervisor, to achieve this goal the action required are follow all the tasks that my general manager gives me.

The resources that I need to reach this goal are support from my Bar manager and General manager, practice computer skills on the restaurant software 'Polaris', manage different member and automatically personalities of the staff and be able to deal with every single one of them, learning how to get the respect from the fellow staff as a leader.

I expect to start the training in less than one month time and I would like to review my progress with the general manager after maximum 2 months time thereafter.

My next goal would be one year after, is to become a Restaurant Manager, the actions required for this is to achieve the role of restaurant supervisor, attain my qualification of the certificate in higher education 'skills for the workplace' which will help me with the knowledge of the skills set required to be a manager and the support of my general manager and operation manager.

The resources needed for this is to continue studying and attending classes completing my tasks and assignments in both terms and follow all the instructions given from my higher managers and gain more experiences in stock, ordering, rota management, bookings management, brief the member of staff before any event or any shift, be more involved in training new staff, opening and closing tills and deal with owner and high managers.

This is something to review to your manager during the annual personal review period and again once the supervisor training is complete.

ACADEMIC SKILLS

As mentioned earlier Academic Skills has many addition skills already combined in the qualification. During your studies there are many classes which help you develop these skills and practice them.

A course is usually broken down into assignments, teamwork and presentations which each include all skills that need to be developed to achieve and maintain success in the future. These can also be divided into general transferable and specific skills.

- **GENERAL TRANSFERABLE – TIME MANAGEMENT** Learning how to plan and schedule what needs to be done by a certain time, understanding a realistic timing for each task and allowing extra time for any problem that might occur.
- **GENERAL TRANSFERABLE – TEAM WORKING** This involves effective communication, understanding the skills set of each person within the team and helping each other whenever necessary in order to achieve a common goal

- **GENERAL TRANSFERABLE – COMMUNICATION** This involves presentations skills both in personal appearances and presentation of work. The information needs to be presented clearly and concisely in a structure and manor that is easy to decode by the person receiving the information. This information can be communicated verbally or non-verbally. It also relates to how the student understands information given to them through active listening and feedback
- **SPECIFIC – RESEARCH AND GATHERING RELEVANT INFORMATION** This involves understanding where to find the key information and how to obtain it quickly and how to pick out the important part of the text.
- **SPECIFIC – FORMAL WRITING** Understanding how to structure a report or essay and backing up your argument. This also includes being able to answer what, why and how of the chosen argument.
- **SPECIFIC – REFERENCING** The knowledge and understanding of using someone else's words to help support your work while citing precisely where the information was taken as evidence of that quote.
- **SPECIFIC – PARAPHRASING** The skill of taking a piece of text and rewriting it into your own words in order for your understanding
- **SPECIFIC – SUMMARISING** Taking a piece of text and condensing it into a smaller and concise sentence that covers the key parts.

In summary, we have covered the hard skills and the soft skills that can be learned, practiced and developed to help support a person to achieve the goals they have set out. These are the full set of the Academic and Employabilty Skill Set that can help someone obtain, maintain and succeed in a work environment.

REFERENCES

1. Cottrell, S. (2008) *The Study Skills Handbook* 3rd edition. Hampshire: Palgrave MacMillan (page 20)
2. Andrew Maund, Michaela Schriek, Paul K. Tinkler (2017) *Certificate in Higher Education: Skills for the Workplace Student Yearbook* London Sage Publications (page 463)

Student Name: ANGELO FIERRO Student ID: 1909472

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.

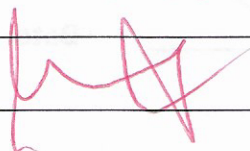
CHOCOLATE ^{was} ~~is~~ ALWAYS BEEN AFFORDABLE FOR EVERY ONE
IT'S ALWAYS BEEN POPULAR TO CELEBRATE ROMANCE AND
FESTIVITY.
IN 2001 ~~so~~ A REALLY HORRIBLE SITUATION ~~was~~ ^{not academic} ~~about~~ ~~child~~ ~~slavery~~ ~~in~~ ~~the~~ ~~ivory~~ ~~coast~~ ~~has~~ ~~been~~ ~~published~~ ~~and~~ ~~this~~ ~~shocked~~ ~~the~~ ~~whole~~ ~~world~~ ~~about~~ ~~the~~ ~~buyers~~ ~~and~~ ~~the~~ ~~governments~~.
~~After~~ ^{Part reuse} ~~The~~ USA ACCORDED FOR A LEGISLATION THAT MAKES
~~DETERMINATED~~ RULES TO CHECK @ COMPANIES OUT AND
MAKE SURE ~~in~~ THAT THE PRODUCTION IS MADE WITHOUT
SLAVING PEOPLE, CAUED "SLAVE-LABOUR FREE".
~~in~~ THE CHOCOLATE INDUSTRY ~~did~~ ~~not~~ ~~say~~ SAID YES
TO THIS NEW LEGISLATION AND MADE IT ~~ok~~ ^{OK}
FOR THE WORLD CHOCOLATE INDUSTRY.

Does not make sense

Lecturer's comments:

You need to work on your
paraphrasing skills. There ~~are~~ ^{are} also
too much non-academic language.

Lecturer's signature:



Date:

15/11/19



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.

~~AT THAT HE WILL MAKE OR MOVE STUFF AROUND~~

1) There will be a few changes around in the office. (announce)

The boss ~~DECIDED TO ZERAN ARRANGE MAKE THINGS DIFFERENT~~ in the office.

~~DECIDED TO MOVE STUFF AROUND~~

2) He doesn't write to me as frequently as I wanted. ANNOUNCED THAT HE WILL ~~MAKE~~ MOVE OR STUFF AROUND

I wish HE COULD ~~TEXT~~ ME MORE OFTEN

3) We were concerned about her health.

We had some ~~WORRIES~~ FOR HER ~~HEALTHNESS~~.

4) You weren't careful, so you made so many mistakes. (had)

If ~~YOU WERE MORE CONCENTRATED~~ YOU WOULD NOT DO so many mistakes.
HAD FOCUS

5) The council cut funding so we could not provide free parking.

Because of ~~COUNCIL~~ DECISION WE HAD NOT ENOUGH MONEY TO
OFFER A FREE PARKING

6) His proposal was a failure as it was too theoretical. (relied)

His proposal ~~WAS~~ HAS BEEN A DISASTER, HE COULD BE LESS ~~THEORETICAL~~ ~~ACADEMIC~~
TO BE MORE ~~RELIED~~.

7) It was Mary who stole money.

He accused ~~MARY~~ FOR THE MONEY MISSING

8) He seems well-educated. However, he's not very bright. (although)

~~EVEN IF HE LOOKS AND SOUNDS WELL-EDUCATED~~ HE DOESN'T
NOT SHINE ON HIS PERFORMANCES. ~~ALTHOUGH~~

9) Universities place the burden of understanding plagiarism and attribution conventions on students.

The responsibility for ~~PLAGIARISM~~ IS ALL ON THE STUDENTS, AS IT'S THE
CHOICE.

10) 33% of adolescents who have one baby, have a second baby within two years of the first baby's birth. (third)

1/ THIRD ~~33% OF ADOLESCENTS~~ HAVE ~~THE~~ SECOND BABY, USUALLY ~~2 YEAR~~
AFTER THE ~~SECOND~~ BABY.

Lecturer's comments:

Lecturer's signature:

Date:

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Paraphrasing Exercises

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

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

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

Write your own paraphrase for the following sentences:

1. A local newspaper claims that 75% of all homeless people do not like homeless shelters and prefer to live as they do now.

A LOCAL NEWSPAPER SAYS THAT MOST OF THE HOMELESS
WANTS TO LIVE WITHOUT ANY HELP.

2. Ronny told his aunt that a bear had attacked him, which she found difficult to believe.
3. Anyone who has ever driven through the Mojave Desert knows that one should always carry a supply of extra water.

RONNY'S AUNT FOUND DIFFICULT TO TRUST HIS HISTORY ABOUT THE BEAR ATTACK
~~BECAUSE HE SAID HE WAS ATTACKED BY A BEAR~~

4. Of the 138 million acres of land that Native Americans owned in 1887, 90 million acres were taken away by whites by 1932.
5. A woman who was nominated by the president to head the department was quickly approved by the board of trustees.



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AFTER THE SECOND YEAR 2 YEAR AFTER THE FIRST
BABY

Lecturer's comments: _____

Lecturer's signature: _____

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HELLO! My name is...

Do you go to the Gym? MARCEL	Do you have a pet? MARIA WCIAN	Do you speak a language other than English? MARIA EDIT	Do you play a musical instrument? WCIAN	Do you like sushi? MARIA
Have you got a sister? BERNARD	Have you visited France? MARIA	Do you own a Samsung phone? MARIA EDIT	Do you read a British Newspaper? ~~PAUL~~ PAUL	Do you go to the cinema? DANIELA
Do you have dangerous snakes in your country? JEETO	Do you collect something as a hobby? PAUL	Do you like poetry? NATAUA	Can you drive a car? MARIA	Do you sing when you're having a shower? MARIA
Do you play football? CACPER	Do you have a brother? RAYUEL	Have you ever had a bad dream? KACPER EDIT	Have you been to Birmingham? ROBERT	Can you swim? MARIA
Have you met a famous person? MARIA EDIT	Are you a good cook? ~~MARCEL~~ PETRICA EDIT	Do you have a bicycle? ~~MARCEL~~ PETRICA	Do you like cricket? JEETO	Have you visited the London Eye? ROBERT EDIT