

**SWOT ANALYSIS
AND
EMPLOYABILITY SKILLS**

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Module: Academic and Employability Skills

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Date: December 2019

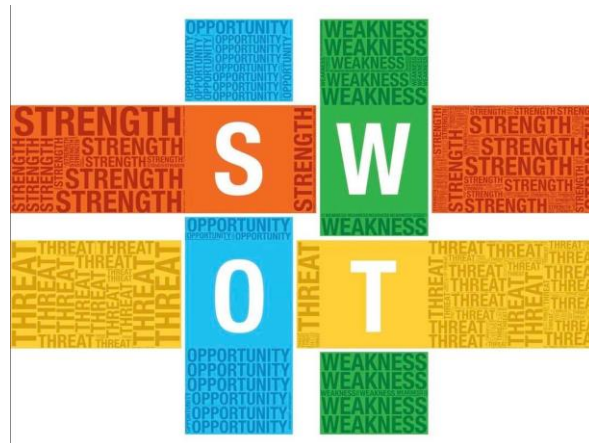
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1. Introduction

In this academic report, I am gonna talk about academic and employability skills, more exactly about SWOT Analysis and Employability skills. I will do a personal analysis to discover and improve my skills and to try to know myself better. Doing this will help me in the future in my daily life, but also at university, as well as at work. By identifying these elements I can see what needs to be improved and what can be emphasized when looking for new encouraging aspects or when it is necessary to counter external threats.

2.SWOT Analysis



SWOT Analysis is a key plan approach used to support a person or organization recognize strengths, weaknesses, opportunities and threats for project planning.

A SWOT Analysis is used at the beginning of or as part of an important plan. Is usually used by companies, but for personal assessments as well, to identify where they're doing well and where they can improve. SWOT Analysis describes the 4 areas: Strengths, Weaknesses, Opportunities, Threats.

2.1 Strengths

Strengths are things that a person does particularly well. Is about the advantages that a person have over other persons.

The strengths are represented by the abilities, competences, knowledge from a certain field ar professional experience, characteristics that differentiate us from the others and that can benefit us in achieving an objective.

In my opinion, my strengths are:

- I am a person who socializes easily
- I am friendly, calm
- I feel comfortable with my emotionality and with the emotionality of others
- I am tolerant of the people around me
- I am punctual and orderly
- I see the positive side of things
- I can focus my attention on the subject that interests me
- I have a logical, critical and realistic thinking
- I set high goals and try to reach them
- I love children, music and nature
- I can appreciate the success of another without being envious
- I am researching solutions to problems, whether in the scientific or personal field
- I have extremely strong writing skills
- I am determined

These skills stimulate me to use them to create opportunities in achieving my goals. After writing them on the list I can see if there are somehow new ways to use them if there are somehow strengths that I have and do not use enough.

2.2 Weaknesses

Following 'W' from SWOT analysis, that is weak points, those controllable and transformable aspects, which can bring me problems in the way I work and in the relationship I have. If I know my weaknesses I can work towards improving them. My weaknesses are:

- I am introvert, often I do not express what bothers me
- I am stubborn, an independent woman
- I have concerns and hobbies that consume me most of the time
- Lack of experience in the field in which I want to practice
- I don't trust myself and sometimes not others
- I treat some things superficially
- I tend to postpone certain activities
- I avoided teamwork
- I am shy and sometimes embarrassed
- I can be too critical of myself
- I tend to be a perfectionist and can linger on the details of a project which can threaten deadlines.

Listing these issues not only highlights my flaws but stimulate me to resolve them, gradually and persistently. Even though I have long been part of my way of being, I may not accept being characterized by my weaknesses.

2.3 Opportunities

An opportunity is a situation in which we can do something that we want to do. Opportunities are trends or technologies that we can exploit to gain an advantage. Opportunities are openings or chances for something positive to happen, but we need to claim them ourself.

For companies, for example, external opportunities provide an organization with a means to improve their performance and competitive advantage in a market environment. Some opportunities can be foreseen, such as being able to extend a franchise into a new city, while some may fall into your lap, such as another country opening up its market to foreign business. You can even create some opportunities, such as chess master being able to calculate his opponent's checkmate in five movements by just looking at the board. For example, you may be able to see the potential of new products from emerging technology that can be created. An example of this kind of foresight the social media giants and Tweeter.

But now, let's talk about my opportunities.

In my opinion, my opportunities (favourable circumstance) are:

- I came from a Christian environment in which true values were promoted as the conduct of life
- I currently live in a city

- I participate and I have participated in various certification courses in the chosen interest field
- I am open to learning about new cultures and perfecting a foreign language
- I travel and experience new situations
- I have access to huge sources of information

2.4 Threats

Threats are obstacles that impede our career growth. External threats are anything that can adversely affect the success or achievement of its objectives from the external environment of your company. Ironically, successful organizations may face a higher level of threats than weaker organizations, because success causes jealousy and rivalry to take what your organization has achieved. Types of external threats include new and existing laws, new and existing rivals, new technologies that may obsolete the products or services, uncertain foreign market policy and legal systems, and economic downturns. Sometimes you can turn danger into an opportunity, like a new technology that can displace one of your main products but also offers an opportunity for you.

Among the external factors that may constitute threats and negative circumstances that I cannot control, I will list:

- Diminishing jobs
- The existence of high professional standards
- Competition from other people better trained and with a longer experience
- Excessive and useless use of the internet and mass media
- Loss of interest from both students and teachers
- Promoting low values
- Accepting the situation of victims in certain situations

3. Employability skills

Employability skills refer to those skills needed to obtain and retain employment.

Employability skills are an important section in the workplace. In the employer's angle, to be employable must prove that you have skills and particular qualities that are essential in the workplace.

Employability skills are vital for competitiveness and the capacity for professional insertion because structural changes such as globalization and technological progress require higher and more relevant skills for the labour market, to increase productivity and ensure decent jobs.

3.1 Communication skills

Communication is the vital flow that makes the performance of an organization. its quality and functionality depend on how the resources are used and the goals are achieved. The communication is very important because of the need to exchange information between compartments, between individuals, between the organization and its social environment.

My communication skills are:

- I understand why open and direct communication brings positive results;
- I work harmoniously and constructively with my colleagues;
- I acknowledge the behavioural profile of the interlocutor;
- I understand what is behind some arguments, messages and motivations;
- I recognize the tendencies of aggressive or passive behaviour;
- I can deal with misunderstandings and confrontations;
- I express my opinion in a manner appropriate to the context and the reception;
- Even if I issue criticism, I do it positively, respecting the feelings and opinions of the other;
- I can explain what I mean clearly and concisely through written and spoken means, to listen and relate to other people and to act upon key information.

3.2 Problem-solving skills

Those who possess this ability build logical approaches to solve problems, to manage immediate opportunities or situations, based on their training and knowledge, but also looking for others references and resources. Regardless of the nature of the problems, a very important part of the role is to solve it. If we have this ability and we show it with confidence, we will grow in the eyes of the employer.

My problem-solving skills are:

- I approach a certain task by dividing it into several sub-tasks, in a systematic and detailed way
- I anticipate the consequences of my actions in different situations
- I always think of multiple explanations or alternatives for a situation
- I identify in advance the information I need to effectively solve a problem
- I anticipate possible obstacles and outline plans to prevent them

3.4 Teamworking

Teamwork is a competence that can be found in the requirements for almost every job available in a company. The recruitment specialist analyzes this competence during the selection process, using different means of investigations: specific questions that evaluate the ability of personal interrelation and understanding of the needs of a person with whom it interests.

My teamwork abilities are:

- I show interest in establishing contacts with colleagues
- I interact effectively with employees in different situations
- I understand the role of each person in the group
- I focus on team goals, not just personal goals
- I respect the rights and convictions of others
- I listen and understand the needs and feelings of those around me
- I encourage open discussions, share ideas and suggestions with colleagues.

3.4 Adaptability

A person defined by adaptability changes the working method or approach when necessary, to reach a goal or to fulfil a task. It also adjusts the style or the way of working according to each situation. Because of variations in the economic environment are not predictable, the companies have proposed to be more flexible and agile. Therefore, they need, in their turn, candidates who easily adapt to external pressures and work needs, who easily embrace new ideas, are entrepreneurs and resourceful and rise to the level of any challenge.

My adaptability skills are:

- I easily adapt to changes in the work environment
- I change my position opinions if someone is presented with arguments or evidence to the contrary
- I recognize the merits of different work approaches and use them to carry out my work activities
- I think quickly, analyze the alternatives efficiently and act accordingly
- I accept new challenges
- I react well to changing priorities and tasks
- I modify my behaviour to adapt to the situations or to meet the expectations of those around me

4. Conclusion

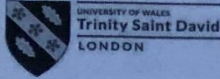
My conclusion after I did the Swot analysis, is that I can reach a full understanding of my strengths, weaknesses, opportunities and threats by fully understanding them, I can begin to make decisions that reinforce my strengths, guard against weakness, capitalize on the opportunity and mitigate the threats.

My conclusion after I checked my employability skill is that I need various forms of support to overcome the physical and mental barriers to learn and develop. I also need support to realize when such information would be useful and to interpret that information and turn it into intelligence.

5.References

- [www.employment-studies.co.uk](http://employment-studies.co.uk).(2019).Report summary: Employability: developing a framework for policy analysis|Institute for Employment Studies(IES).[online] Available at: <http://employment-studies.co.uk/report-summaries/report-summary-employability-developing-framework-policy-analysis>[Accesed 20 Dec.2019]
- www.mindtools.com.(2019).SWOT Analysis.[online] Available at: https://mindtools.com/pages/article/newTCM_05.htm [Accesed 20 Dec.2019]

6. Appendices



Academic and Employability Skills – BMSW4001

Term 1

In-class exercise 1: Paraphrasing (Oct 2019)

Student Name: GEORGINA NOBOANTU Student ID: 1817987 G4

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.

From all the times, chocolate was a cheap, but in the same time, an opulent sweet. When you think of chocolate, you think of love and festivity. In 2001 some people discovered that the cocoa production in Ivory Coast was made involving the children, as a slaves. This was very surprised for everybody. After this situation, a law was given in USA. The law says that all the companies who produce chocolate must prove that they are not using forced labour in their production and have labels on their chocolates, saying: "Slave-labour free". The economic activity accepted this law and give to the producer 4 years time to stop with this practices.

Lecturer's comments: A good attempt but some grammatical errors e.g. 'surprised' for 'surprising'. Improving your grammar will help to improve your writing.

Lecturer's signature: [Signature]

Date: 11/11/19

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.

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

The boss said that something different will be in the office. ✗

2) He doesn't write to me as frequently as I wanted.

I wish he would write to me more often. ✓

3) We were concerned about her health.

We had some worries about her health. ✓

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

If you were careful, you would not have made so many mistakes. ✓

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

Because of the council's funding cut, we could not provide free parking. ✓

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

His proposal was too theoretical and because of this is a failure NEARLY

7) It was Mary who stole money.

He accused that Mary stole money. ✗

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

He is well-educated, but is not very bright. top, but what about 'calculus'?

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

The responsibility for students is to understand their attributions NEARLY about plagiarism.

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

The adolescents have a second baby within two years after the first baby birth. What about 'third'?

Lecturer's comments: Generally good,

Lecturer's signature: _____

MD

Date: _____

11/11/19

Student Name: GEORGIANA DOROBANTU Student ID/Group: 1814987/GR 4

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 your Task 1 (part of the Assignment for this module).

Ex.1

Read the following text and make notes on the main ideas. You can do this on a separate piece of paper which you do not have to hand in.

To be a great leader, you need to start by leading yourself

Most people go into top positions with good intentions, but those often crumble due to the demands — and perks — of the job. If you want to succeed, devote some time and energy to self-leadership, says consultant Lars Sudmann. Being a leader is a little like being a parent; beforehand, we have all these rosy visions of how we're going to do it, how incredible we're going to be, and how we'll sidestep the mistakes that we see other people make. But when it's our turn to assume the role, we find that reality doesn't match our expectations or imaginations. Sudmann, for example, believed that he would ace his first leadership role. Then, he held his first major staff meeting, an employee asked a question about the company's email signature, and the proceedings — and his command of them — completely fell apart.

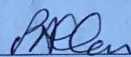
After some months, Sudmann realized he was fighting against certain entrenched factors that keep all leaders from improving. Like many in the working world, leaders have too much to do and not enough time to do it; they don't clearly think through their priorities and strategies; and being in a position of power causes them to assume that the people beneath them will take care of a lot of problems.

Sudmann found a potential solution to these "classic leadership problems" in Marcus Aurelius, the Roman emperor and Stoic philosopher. Rather than spending his time trying to learn to rally and guide others, Marcus Aurelius focused a surprising amount of his energy on mastering self-leadership. Sudmann has found this orientation tremendously helpful. Below he breaks down three actions that go into self-leadership.

First of all, you need to be aware of your shortcomings; leaders need to know all of their biases, predilections and weaknesses. Another idea is to take 5- 10 minutes every day to think about the challenges you've recently handled and the ones you'll soon face. While Marcus Aurelius was fond of reflecting in the evening, Sudmann likes doing this over morning coffee. Questions to pose include: "How did my leadership go yesterday? How would the leader I'd like to be have faced the challenges I faced? What about my challenges today? What could I do differently?" Write down your thoughts so you can refer back to them and learn from them.

Also, regulate your feelings; no matter how much preparation and reflection you put in, there will be employees, colleagues, clients and associates who anger, frustrate or annoy you. That's where the practice of "reframing" comes in; stopping and asking yourself ... on a scale from 1 to 10, how important is this issue right now? Then, give yourself a moment to think: "How would the leader I aspire to be handle this situation?" The answer will come to you.

Lecturer's signature: _____



Date: _____

9/12/19

Ex.2

Re-read the text 'To be a great leader, you need to start by leading yourself' on the previous page.
Summarise main ideas from the text in your own words. Write about 175 words.

John Swinburn says that if you want to be a good leader, you have to focus your attention on self-leadership. When you become a leader you realise that everything is different from how you thought it would be. Swinburn, in his first meeting realised that he didn't know everything about the company, when an employee asked a question about the procedure and email signature. Swinburn understood that the leaders have to focus on priorities, and strategies, and be prepared to take care of problems, because that's happened when you are in power position. After some time, Swinburn started to focus his energy on mastering self-leadership. He started young and discovers his weaknesses and improve them. He is aware that even if he improves his leadership skills, someone will be always be dissatisfied.

133 words

Lecturer's comments: Quite good, but probably too much about Swinburn. You needed to include the need for reflection, and controlling feelings through 'reframing'.

Lecturer's signature: _____

MEB

Date: 10/12/19

Equity and Efficiency in the Workplace: New Trends in Managing Human Resources. Reid, Douglas; Strudler, Robert; Ryner, Sara; Dyer, Lee. ILR Report 24.2 (Spring 1987): 35.

In text:

In reference list: Reid, D., Strudler, R., Ryner, S., Dyer, L.
(1987) "Equity and Efficiency in the workplace
New Trends in Managing Human Resources"
ILR Report

Newspaper articles

Daily Telegraph (London) October 21, 2013 Monday p1
Fears of rising bills as deal is struck for new nuclear plant. Roland Gribben

In text:

Gribben, 2013

In reference list:

Gribben R (2013) "Fears of rising bills as a deal is
struck for new nuclear plant."
Daily Telegraph (October 21), London p.1.

Web pages

Type the following words into Google: **BBC news electronic retinas**. Write a reference for the article "Two blind British men have electronic retinas fitted".

In text:

(Walsh, 2012)

In reference list:

Walsh, F (2012) "Two blind British men have
electronic retinas fitted". BBC News (Online)
<http://www.bbc.co.uk/news/health-1793602>
Accessed: 02/12/19.

HARVARD REFERENCING WORKSHOP

How would the following references be cited in your text, and formatted in your list of references?

Book

The Complete Guide to referencing and avoiding plagiarism by Neville, Colin
Book. English. 2nd ed. Published Maidenhead : Open University Press 2010

In text:

Neville 2010

In reference list:

Neville, C. 2010 The Complete Guide to referencing and avoiding plagiarism.
(2nd ed) Published Maidenhead: Open University Press

Chapter in an edited book

Cite a chapter by P Baty called Collaborative Learning from page 231 to page 248 contained in the following book: Study skills for Dyslexic students.

Hargreaves, Sandra

Book. English.

Published Los Angeles, Calif. ; London : SAGE 2007

In text:

Baty 2007

In reference list:

Baty, P 2007 "Collaborative learning in Hargreaves(ed)
2007 Study Skills for Dyslexic students
Los Angeles / London: Sage pp 231-248

Journal articles

Putting the Defendant in Their Place: Why Do We Still Use the Dock in Criminal Proceedings? Mulcahy, Linda. British Journal of Criminology volume 53 Issue 6 (2013): 1139-1156.

In text:

Mulcahy (2013)

In reference list:

Mulcahy, (2013) "Putting the defendant in their place: why do we still use the dock in criminal proceedings? British Journal of Criminology 53(6) pp 1139-1156.



DISRUPTIVE TECHNOLOGY

This phrase was first used by Joseph Bower and Clayton Christensen, of the Harvard Business School, in 1995. They employed it to describe a new technology that appeals to a minority section of the market, but a large enough minority to allow the technology to take root and develop. Companies that continue to use the older technology run the risk of being left behind if they do not adopt the innovation at the right moment. A clear example in the mid-1990s was the digital camera. The first models had lower picture quality than film cameras and were expensive. But their important advantages were the ability of the photographer to see the results immediately, and being able to download the images to a computer for storage, printing or emailing. Since then, digital cameras have completely transformed the industry. The business of making film has almost vanished, and the vast majority of cameras sold are now digital.

4 Practice Summarising – read the following text and underline key words



WEALTH AND FERTILITY

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long term, and a growing number of old people will have to be supported by a shrinking number of young. But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related countries' fertility rates to their human development index (HDI), a figure with a maximum value of 1.0, which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.

5 Practice exercise: Summarising

■ Complete the notes of the key points below.

- (a) Falling levels of fertility have generally been found in countries become richer
- (b) In some, number of children born fell below replacement rate.
- (c) Two results: smaller populations and larger numbers of elderly needing assistance
- (d) Recent research claims that a new situation may be developing
- (e) Comparison of HDI (human development index: life expectancy, income and education) with fertility found that in most highly rated (+0.9) countries, fertility is rising.

7 Practice exercise: Word order

■ Change the word order of the following sentences (other changes may be needed).

- (a) At the same time, trades unions became increasingly militant in defence of their members' jobs.
Example: At the same time increasingly militant trades unions defended their members' jobs.
- (b) Today the industry owns some of the most famous brands in the world.
- (c) However, many car makers are currently threatened by increased competition and saturated markets.

1.7 Summarising

2 Stages of summarising

Summarising is a flexible tool. You can use it to give a one-sentence synopsis of an article, or to provide much more detail, depending on your writing needs. But in every case the same basic steps need to be followed in order to meet the criteria listed above.

■ Study the stages of summary writing below and complete the gaps with suitable words (one word per gap).

- (a) Read the original text carefully and check any difficult / unknown vocabulary.
- (b) Select the key points by underlining or highlighting.
- (c) Make notes of the key points, paraphrasing where possible.
- (d) Write the summary from your notes, re-organising the structure if needed, accurate.
- (e) Check the summary to ensure it is readable and nothing important has been changed or lost.

3 Practice exercise: Summarising

■ Read the text (3.1) on the following page and the summaries (a)–(c). Rate them 1 (best) to 3.

- (a) Disruptive technology, according to two researchers from the Harvard Business School, is a new invention which attracts enough buyers to become established in the market, and then

to improve and grow. For example, the first digital cameras, launched in the mid-1990s, took poor quality pictures and were costly, but had some important benefits. Today they dominate the market, and the older type of camera which uses film is now a niche market. 3

- (b) Bower and Christensen introduced the term 'disruptive technology' in 1995, to characterise a new technology which sold well enough to enter the market, and could then be developed further. The digital camera, for instance, was originally expensive and had low picture quality. However, its significant advantages of immediate results and producing images which could be processed on a computer, quickly allowed it to virtually replace traditional film cameras. 2

- (c) Digital cameras are a good example of a disruptive technology, a term used by Bower and Christensen of Harvard Business School in 1995 to describe a new technology that initially wins enough market share to survive and develop. These cameras at first produced inferior pictures, but had the advantages of showing the photo instantly, and allowing the user to download the image. In a few years they became dominant in the camera market, while traditional film cameras were almost redundant. 1