



BABM

LCBB4006

Academic skills

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Group Assignment

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Introduction

The importance of topics developed below, which are time management, analytical thinking, referencing, paraphrasing and teamwork, has been hereto marked and developed. This report explores academic skills which are necessary for academic writing and professional life and examples are provided. Indeed, referencing and paraphrasing and summarizing are more used in academia works rather than in professional life; student must acknowledge researchers work as an intellectual property. This report examined the importance of time management and critical thinking as tools for making a right choice and make a right decision.

1. Time management / Organising study Module by Valentina Petkova (2232604)

Time is the most valuable currency we could ever possess. And in most cases, we are all equally rich in it. However, not everyone knows how to manage it properly, which leads to confusion, stress, and only partial success. In this part, time management strategies and tools will be discussed that will serve to improve the way time is managed.

One of the key skills to be developed as an individual, and more specifically for students, is time management. As only part of the responsibilities such as classes and workshops are scheduled, the rest of the time is often left to the student to manage on their own (Cottrell, 2019). More often, there will be more parts that are involved in the student life such as family time, job, social life and personal interest. To be time aware is essential in order to succeed in the completion of assignments and to meet the required deadlines. Along the way when assignments are in the process of being put together, there will be minor distractions that could eventually lead to a big challenge (Cottrell, 2019). The duration required for the completion of the task can often be hard to predict in some cases, but it is always a good idea to plan your time ahead and the overall time allowed. There are multiple ways to help a student identify what is important and what not, to achieve the maximum potential they have and ensure that they manage their time properly. To start with, it is very useful to ensure a student is familiar with the tasks they are given – for the day, week, semester and overall targets for the year (Cottrell, 2019).

Another good strategy is to write down constructive questions that could help to evaluate how good and effective the current progress is. Having measurable goals could be extremely motivating as it will give the student the ability to achieve more realistic progress and success (Cottrell, 2019). Some further key aspects to consider are time, distractions, workload. Often, these work together, and so to achieve a significant productive workload in a set time with no distractions is the ultimate goal of a student. To build good habits and be

able to assess your level of skills, it is important to think of how much you dedicate for a task or studying overall, and how well this time is used (Cottrell, 2019). Less hours of work with no distractions will always equal better results than long hours of work when you have a lot of distraction and are also tired. Quick decisions are key so that you stay focused on the result and the required outcome (Cottrell, 2019).

Managing distractions, however, goes further than just being able to resist using your phone, for example. It could appear that multiple distractions at a time will most likely lead to procrastination, and this is a real challenge to overcome (Cottrell, 2019). An effective way to manage procrastination could be trying to understand when and how you get distracted and then eliminate this. For example, it could be that a student needs to take more regular breaks, which in the end will lead to better progress and higher levels of focus (Cottrell, 2019).

There are three main issues to do with time management that student often encounter – planning, procrastination, and perfectionism (Moore, 2010). It could be thought that without initial planning all the task expected to be completed might not be very successful. Usually, procrastination comes after lack of planning and continuous procrastination then leads to failure. However, managing procrastination well could still not be enough on its own (Moore, 2010). Some students tend to be perfectionists, which means they take extra time to achieve perfect outcome when it is not always possible or even necessary. This could also affect the productivity and therefore miss a deadline. Keeping these three challenges in mind at all times could unarguably improve the performance of the student (Moore, 2010).

Finally, to keep this effective in long term, there needs to be constant monitoring and self-reflection. Possessing time management skills can lead the student to remarkable success and organized daily routines.

2. Paraphrasing and Summarizing by Lyubomir Mihaylov (2029614)

Other skills are paraphrasing and summarising: they are vital skills for students to express and reprocess information in their own words. These skills improve student understanding because they required active listening and reading. They will lead to long-term understanding and mastery of information to being able to express in own words.

In academic writing summarising is an important skill, which allows student to extract the most important information from an academic text and write a short brief form. Summarising process involves important thinking, reading, and writing skills that are crucial in academic writing. The importance of summarising is that gives key points of general idea of a text. Provides evidence for the academic arguments, findings, and evaluations of the student.

Exhibits learners' understanding of the text or the larger context of a topic. According to Diane Hacker (2008), summarizing must be "simply, briefly, and accurately", stating thesis and main ideas (p.62).

The first step of the process of summarizing is to read and understand author's intent, because an inaccurate summary can lead to plagiarism. The second step is writing the main ideas and points with own words. The third step is to decide which points are critical to represent the author's arguments for an accurate summary. The fourth step is to edit the summary if there are so many details and examples. The fifth step is to reread the original text and ensure that the main idea is represent correctly. The last step is to check all information to be correctly cited, revise punctuation, style and grammar and ensure that the summary is brief and accurate. The benefit of summarizing is that allows the reader to gain better sense of the "big picture".

Paraphrasing in academic writing is main skill that allows us to paraphrase with own words the original meaning. Richard and Schmidt (2010), defining paraphrasing as an "expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand" (p.420). Another researcher Bailey (2006) states that paraphrasing maintains the information and meaning but changing the text. From these definitions can be observed that paraphrased text retains the meaning but contains different syntactic and lexical items from the main source. A further point to be made that paraphrased text is not shorter length and that differentiate it from summarizing (Hirvela & Du, 2013).

For successful paraphrasing first step is properly understanding the meaning of the text. The next step is to be selected the most important points of the text and to be transform in own writing in a meaningful way. The transformation can be done with using synonyms, for example **studies in place** can be changed to **research**. Other techniques that can be used are changing the word order or changing the word class. Rogers (2007), suggest the sentences structure to be changed, for example from direct to indirect speech or from active to passive, but they must be used correctly while paraphrasing.

The main difference between paraphrasing and summarizing are their objectives. Paraphrasing is writing in your own words any text, while summarizing is only the main points in your words of any work. Summarizing is shorter than the original text, while paraphrasing can be the same or less length from the original. Paraphrasing can be used to simplifying the original text, while summarizing mention only the main points without any explanations. Both summarizing and paraphrasing are accepted and allowed till the work is not copied, free from plagiarism and the original source is stated.

3. Analytical and critical thinking by Aleksandar Chimshirov (2235336)

Critical thinking is an essential skill for students in today's fast-paced and ever-changing world. It allows individuals to analyse, evaluate and interpret information thoughtfully and logically. In the perspective of academic studies, critical thinking is specifically important as it enables students to connect with complex ideas and arguments and to grow their concepts and opinions based on evidence and analysis.

The practise of actively and methodically processing information, assessing the evidence, and considering different viewpoints is known as critical thinking. It emphasises the value of this ability in a variety of academic and professional situations and offers useful advice for using critical thinking abilities in these settings.

Practical strategies for developing critical thinking skills, such as brainstorming, mind mapping, and the use of logic and reasoning. the importance of developing an open-minded approach to thinking and encourages students to challenge their own beliefs and preferences. Those include analysing assumptions, evaluating evidence, and considering alternative perspectives. Other effective strategies for developing critical thinking skills include brainstorming, mind mapping, and the use of logic and reasoning.

Critical thinking is a skill that can be grow up, clearly same as any other skill. It is high level skill needs time to develop and experienced, it is not skill that can growing fast by in fact recent research by Stanford University 2018 states that critical thinking is a lifelong process. Defines critical thinking as a process of actively and systematically analysing information, evaluating evidence, and considering alternative perspectives. It highlights the importance of this skill in various academic and professional contexts and presents practical strategies for applying critical thinking skills in these contexts.

For students in higher education, this ability is especially crucial because it can help them get better marks and have more enjoyable academic experiences. For smart decision-making, complicated issue solving, and successful communication in professional settings, critical thinking is crucial. Critical thinking abilities are highly valued by employers because they help workers examine information, assess evidence, and make decisions that are beneficial to the organization's performance.

Daniel Kahneman is the author of "Thinking, Fast and Slow". In this work, Kahneman investigates how cognitive biases and heuristics affect our thinking and offers techniques for overcoming these biases and cultivating more logical and reflective thinking (Fairbairn & Winch, 2011). The ability to think critically is crucial for success in both academics and the workplace.

Critical thinking is defined as a process of actively and methodically studying information, assessing evidence, and considering different viewpoints. It emphasises the

value of this ability in numerous academic and professional situations and offers helpful application tactics for critical thinking in these settings. speak clearly in a range of situations and solve challenges.

When making decisions or rendering judgements, critical thinking entails stepping back from the issue in order to consider all of the relevant factors. It involves narrowing down the most pertinent information, checking the credibility of the material's source, studying the several types of evidence, much like a judge and jury would in a court of law, and putting it all together to build your own distinct, well-thought-out point of view.

4. Referencing by Daniela Vasileva (2235335)

In the fourth part of the report, has been provided an explanation how and when referring. According to Young, A. (2023), there are available three standards, for referencing styles that are used in both academic and non-academic writing: "Author-date system e.g., Harvard, Numeric system e.g., Vancouver and Notes and bibliography system e.g., MHRA".

Nevertheless, when the reference style is settled by academic programme and your tutor, the writer must follow only approved style. Thus, for example, our BMBA department using Harvard reference style and when students writing references, they must follow exact style.

According to Harzing (Harzing, 2002, pp. 127-148) there are twelve guidelines for good academic referencing. She advices to create appropriate citation; to cite the relevant publication; to avoid using "empty" references; to use trustworthy sources; for generalised statements, to use generalizable sources; to be careful not to misrepresent the reference's content; to indicate the statements that each reference supports; to examine the originals rather than using someone else's references; to avoid citing outdated sources; not to be impressed by prestigious journals; do not ignore contradictory evidence and "actively search for counter- evidence".

During writing report, it is important to recognize authors work, because has been used their ideas to prove thesis or make research. Their intellectual work must be protected; to avoid plagiarism, students must do detailed and correct referencing. Moreover, must summarize and paraphrase ideas (you can see in paragraph 3 **Paraphrasing and summarizing**). Of course, for the purpose of thesis proving, the writer may use quotation and UWTSD (2023) reveals what that means:" A quotation means that you take the exact wording as used by another author and insert it in your work."

In UWTSD (2023) author has highlight two types of citation, which must present in the report: in-text citation and reference list. The goal of the in-text citation is to direct to reference

list or bibliography at the end of the work. The reference list at the end of the project should contains all the citation's publishing details. Each type of resources has specific format as per Harvard reference style and it affects books (e-books), journals and newspaper articles, internet (websites, video blog, Facebook), conferences, unpublished information, reports, legal publications, scientific report, reviews, visual materials, live performance, films, personal communications, and manuscripts.

Here are provided examples for citations and referencing:

Book with one author.

In-text citation

According to Godfrey (2018) or we can use (Godfrey, 2018)

In reference list – using *italic* in writing the name of the book.

Godfrey, J. (2018) *How to Use your Reading in your Essays*. 3rd Ed. London: Palgrave Macmillan.

Journal article

In-text citation

(Harzing, 2002)

In reference list – using *italic* in the name of the journal and quotes for the name of the article.

Harzing, A.-W. (2002). Are our referencing errors undermining our scholarship and credibility? The case of expatriate failure rates. *Journal of Organizational Behavior*, 23(1), pp.127–148. doi: <https://doi.org/10.1002/job.125>.

Internet

In-text citation

(Herrity, 2023)

In reference list – use the *italic* in the name of the article.

Herrity, J. (2018). *Interpersonal Skills: Definitions and Examples*, Indeed.com. Available at: <https://www.indeed.com/career-advice/resumes-cover-letters/interpersonal-skills> (Accessed 20 Mar. 2023).

As a summary, writers or students may underline that during their research, writing or discussions, the work must be connected to resources which are used and that is an acknowledgment for other people's ideas and work.

5.Teamwork by Inna Paligorova (2223752)

This refers to academic skill which help students to analyse the behaviour and attributes which is essential to work within a team to achieve our common goal. This is one of the most important skill which a student can learn at their schools and universities and implement in their professional life (Succi and Canovi, 2020). Teamwork not only ensure the timely delivery of tasks but it also ensure the efficiency to complete the task properly. There are various benefits of teamwork which are mentioned below-

Importance of teamwork in academics-

- There are various academic activities which are conducted within group. Effective teamwork skill will help a student to participate in those activities and gain various certificates.
- Teamwork is also used by students in studies or project completion. When a project is given within a group then the tasks of projects are assigned as per the expertise and knowledge of each student to gain success (Roh and Koo, 2019). For example, if the strength of a group member is in research skill then he/she assigned the task related to same work.

Importance of teamwork in organisation-

- Teamwork helps an individual to gain professional growth through achieving team goals effectively.
- Teamwork also helps an organisation to ensure the efficiency of task completion.

Elements of effective teamwork

There are few key elements of effective teamwork which are mentioned below-

- **Communicate openly and transparently-** It is essential for an individual to communicate without any habitation to share information in a team. Open and transparent communication is key to success in terms of teamwork. It further helps to create trust and strong bonding of between team members (Hebles and et. al., 2019).
- **Establish a clear purpose-** It is also essential to establish a clear purpose for team building. This will help to analyse the appropriate direction for achieving team goal. Each member of the team should know the main goal or purpose of the team working.
- **Delegate task based on strengths-** It is also important for a team leader to delegate task as per the strengths of team members so the task will be accomplished on time

with full efficiency. This will also ensure that the task activities will be done without any error or mistake by assigning to the expert or individual who have good knowledge about the team activity.

Ways to enhance teamwork effectively

- Building diverse and Inclusive Team
- Clearly defining responsibilities and roles within the team
- Building trust among team members
- Communication should be clear and frequent
- Managing team meetings effectively
- Providing learning opportunities

Autonomy in decision making of team works.

Conclusion

Considering the fact, that students are in charge of managing their own time outside of scheduled classes and workshops, the conclusion emphasises the significance of time management skills for students. The secret to efficient time management is prioritising tasks, establishing measurable goals, controlling distractions and burden, and regularly tracking results. Students need to learn how to summarise and paraphrase in order to express and analyse knowledge in their own terms. Summarizing involves extracting the most valuable information from a text, while paraphrasing allows students to convey the meaning of a text in their own words while retaining the original meaning. Both abilities are necessary for academic writing and developing them can help students understand better the subject matter.

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