



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Business Skills:
Weeks 5 and 6 Transferable Me!

Part 1: Functional Transferable Skills –Time
Management

Part 2: People Skills - Communication and
Interpersonal Skills

Part 3: People Skills - Teamwork

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk



Recap weeks 3 and 4...

Group Activity: Design (week 3) and present (week 4) a mini-exhibition on Health and Safety **or** Food Safety.

- Reflect on the design and delivery of your group mini-exhibition. How well did you communicate, work as a team, and manage your time?

Coming up – Transferable Me!...

- Over the next 2 sessions, we will be looking at ***Functional and People Business Skills*** with the main focus on ***Time Management, Effective Communication, and Team Building***.
- ***As we are working through the slides, consider how transferable skills can be of use to you in both university and the hospitality industry.***

Introduction: Knowledge Check and Group Discussion...

- Have you ever considered what transferable skills are?

Let's take a look:



Transferable Skills for Professional Practice

Transferable skills can pretty much be split into two groups:
people skills and other more functional day-to-day business skills.

People skills

- Teamworking & collaboration.
- Communication & interpersonal skills.
- Leadership & management.

Functional business skills

- Research Skills
- Critical thinking & problem solving.
- IT skills & digital literacy.
- Time Management

(UWTSD, 2022)

People Skills and Functional Business Skills

- People skills are all about your communication and wherever you work you are more likely to have to work with someone. Your ability to lead a team, or to communicate well with your employer, client or colleagues is critical to your success and well-being. The ability to communicate well and get along with those you work with is crucial and employers value people skills very highly.
- Functional day-to-day skills help you to be more efficient and effective in your role. From organising and prioritising your time, to using excel to analyse data, to being confident when you are faced with challenges and change and coming up with creative solutions and new ideas. Many of these skills are fundamental to most jobs.

Transferable Skills - Education

- First, let's take some time to discuss some of the top transferable functional skills you will pick up during your time at university.



IT Skills

Your course content will be available to you online via Moodle. You will also be required to submit your assessments electronically so basic IT skills are essential for this course.

However, you will be given the opportunity to develop your skills even further when participating in class activities. Also, there is support available via the UWTSD Digicentre.



DIGICENTRE →

IT Skills:

- IT skills are not only a competitive advantage when applying for jobs but essential in some areas of employment.
- Be work ready! Use your time at university to be the employee of the future! 😊

Research Skills:

Much of your time at university will be spent researching certain topics with the aim of discovering new information or drawing new conclusions.

Research is a key element of critical thinking - one of the most valuable skills you can develop to future-proof your career. When you need to evaluate something, solve a problem, find a new direction or make a decision, you can't always simply rely on the information in front of you and what you already know; you often need additional **knowledge**, and you certainly need **perspective**.

Research Skills:

- As a graduate, employers don't expect you know everything there is to know but what they love to see is that you have the ability to absorb new information and be open minded about learning new skills.
- When it comes to the world of work, research skills are highly sought after by employers because they are *transferable* across many different roles and areas of work. For example, you may be asked to research ways to attract new customers or to increase demand for a new product.

Critical Thinking and Problem-Solving Skills

One of the key purposes of education is to train people to be able to think critically, outside of their own implicit biases and individual judgments. To be able to question one's own beliefs and the beliefs of others in order to challenge assumptions (whether individual or societal); to step outside of their own self-selected narrative, so to speak.

- The world is constantly changing; this is unavoidable. To accept change we need to think outside of the box in relation to how we see the world...

Staying ahead of the curve!

Employers value critical thinking skills highly because it leads to more inventive ideas and solutions and is key to business growth and innovation. Having people on board who can think critically allows employers to stay ahead of the curve.

The key to developing critical thinking is to take a conscious, structured approach to examining information.

There are four key skills and attributes you need to think critically:

- Open-Mindedness
- Research Skills
- Analytical Skills
- Creative Mindset

Time Management Skills:

As a student, the ability to organise yourself and plan your time is crucial. Whether this involves being on time for your lecture, prioritising tasks, or meeting assessment deadlines.

Again, a transferable skill sought after by employers as good planning and organising skills improve cooperation across a team, department or business. The people involved are assigned their specific roles and responsibilities and collaborate to achieve a common goal. This brings people together, helping them to bond, often reducing conflict.

Part 1: Time Management



Learning Outcome

On completion of part 1, you should be able to:

- identify characteristics associated with procrastination and perfectionism
- explain ways to help you improve your time management skills for both academic and professional practice.

Rate your ability 1- 5 (1= never 5 = always)

➤ I manage my time effectively

Never

Always

A horizontal blue bar representing a rating scale from 1 to 5. The bar is solid blue and spans the width of the scale between the 'Never' and 'Always' labels.

UWTSD Careers Service Short Course

- Complete the 20-minute course on Time Management. We will resume in 30 Minutes.

<https://uwtsd.careercentre.me/elearning/scorm.aspx?CourseId=v/fczQMJfU4zr8ZUJGy0MA==>



How did it go?

Poor planning or a lack of planning results in students falling behind with reading or writing tasks which leads to poorly researched/written assignments and deadlines being missed.

Two significant factors which contribute to poor planning are procrastination and perfectionism.

Getting control...

- Understanding - Gaining a clearer understanding of the time you have available is a starting point for gaining greater control of your life
- Planning - If you have planning issues or are a procrastinator, having a sense of the time you are available can motivate you to manage it more effectively
- Perfectionism – Perfectionists may also realise that there has to be a physical limit to the time which can be spent on a given task

*The main issue is to make the most effective use of time outside of your timetabled sessions to complete coursework or exam revision

Effective Planning

The ability to plan successfully is an essential skill . As the word implies planning is about having a plan. More than just a roadmap, it involves accurately estimating the full amount of time, effort and resources required to achieve a goal.

Top Tips for successful planning:

- **Think** about what resources you need to complete the task. These can include people, money, information, tools, material, space – anything you need to get the task done.
- **Prioritise** tasks according to their importance in your ***Urgent/Important Matrix***
- **Adjust** the matrix where necessary, solve problems as they arise

Cause and effect?

- Reflect on your mini-exhibition.
- Consider your time management skills. Is there room for improvement?

Recap: Learning Outcome

On completion of this part of the session, you should be able to:

- explain ways to help you improve your time management skills.
- identify characteristics associated with procrastination and perfectionism

Coming up...

Part 2: Transferable People Skills – Effective Communication



**Communication & interpersonal
skills**

Learning Outcome

- Upon completion of part 2, you will be able to identify communication barriers and how they can lead to miscommunication.

Recall the learning and Group Discussion...

During part 1 we looked at how transferable skills can be split into two groups – People Skills and Functional Skills. Can you remember which skills belong where?

➤ Let's take a look:



Which of the following are people skills?

- Research Skills
- Critical thinking & problem solving.
- Teamworking & collaboration.
- IT skills & digital literacy.
- Communication & interpersonal skills.
- Leadership & management.
- Time Management

How did it go?

Transferable skills can pretty much be split into two groups:
people skills and other more functional day-to-day business skills.

People skills

- Teamworking & collaboration.
- Communication & interpersonal skills.
- Leadership & management.

Functional business skills

- Research Skills
- Critical thinking & problem solving.
- IT skills & digital literacy.
- Time Management

(UWTSD, 2022)

People Skills and Functional Business Skills

People skills are all about your communication and wherever you work you are more likely to have to work with someone. Your ability to lead a team, or to communicate well with your employer, client or colleagues is critical to your success and well-being. The ability to communicate well and get along with those you work with is crucial and employers value people skills very highly.

Functional day-to-day skills help you to be more efficient and effective in your role. From organising and prioritising your time, to using excel to analyse data, to being confident when you are faced with challenges and change and coming up with creative solutions and new ideas. Many of these skills are fundamental to most jobs.

Transferable Skills – People Skills



Group discussion and Knowledge check!

- Have any of you considered management roles?
- Are you aware of the difference between leadership and management?

Leadership and Management

Put simply, the more transferable skills you have the better placed you'll be to make the transition into management. However, it is important to note, there is a difference between leadership and management.

Management is more about structuring the organisation and the people who work for it. For example, organising and implementing roles and responsibilities to achieve the objectives of the organisation. However, leadership is more about interpersonal behaviours. Effective leadership involves inspiring the team or individual to reach their potential. (Mullins, 2019).

- Managers do things right – leaders do the right thing.
- Managing is an authority leadership – leading is an influence relationship.
- Managing creates stability – leading creates change.

(Kent, 2005, cited in Mullins, 2019, p, 335)

Teamwork and Collaboration

- Team working skills are high on the list of employers' lists of desirable skills. Your ability to work well with others is crucial to the performance of the entire team. Great teamwork leads to creativity and innovative solutions thus increasing productivity and staff morale. Use your time at university to enhance your teamwork and collaboration skills – be teamwork ready!
- How you communicate with fellow students and your lecturer is important to your studies. Feeling part of the team can be a great motivator during your studies. Asking questions and engaging with others not only helps improve your communication skills but creates a sense of belonging For example, think of it as the three Cs of Teamwork!

The 3 Cs of Teamwork! 😊

- **COMMITMENT** – Why is being a part of this team important to you? Why is the overall purpose important to you? What do you hope to gain from your involvement?
- **CONTRIBUTION** – How do you contribute to the team's success? What talents, skills, and expertise do you bring to the team? What do you see as your role on this team?
- **CONCERN** – What questions, concerns, or needs for clarification do you have? How are we doing? What is currently working well? What can we do to strengthen team capability?

Communication and Interpersonal Skills:

- During your lectures, you are expected to participate by responding to questions, putting your views across and taking time to listen to what other students in your class have to say as well as your lecturer.
- Think about how you have communicated with students and lecturers so far. Has the way you communicate changed since week one – do you feel more/less confident? Also, do you work effectively alongside others. Are you able to discuss topics or issues tactfully?

Communication and Interpersonal Skills:

- Your working life involves being able to communicate and interact effectively, whether with colleagues' managers or guests/customers. This involves taking time to listen to others and understanding their needs. While putting your own views across clearly.
- Understanding and managing your own emotions and recognising and responding appropriately to the emotions of others are also crucial for integrating into a team or wider organisation.

Effective Communication for Professional Practice



Key Quotes...

I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant.”
(Greenspan, n.d)

“Communication is essentially the ability of one person to make contact with another to make themselves heard.”
(Adair, 2009)

Effective Communication

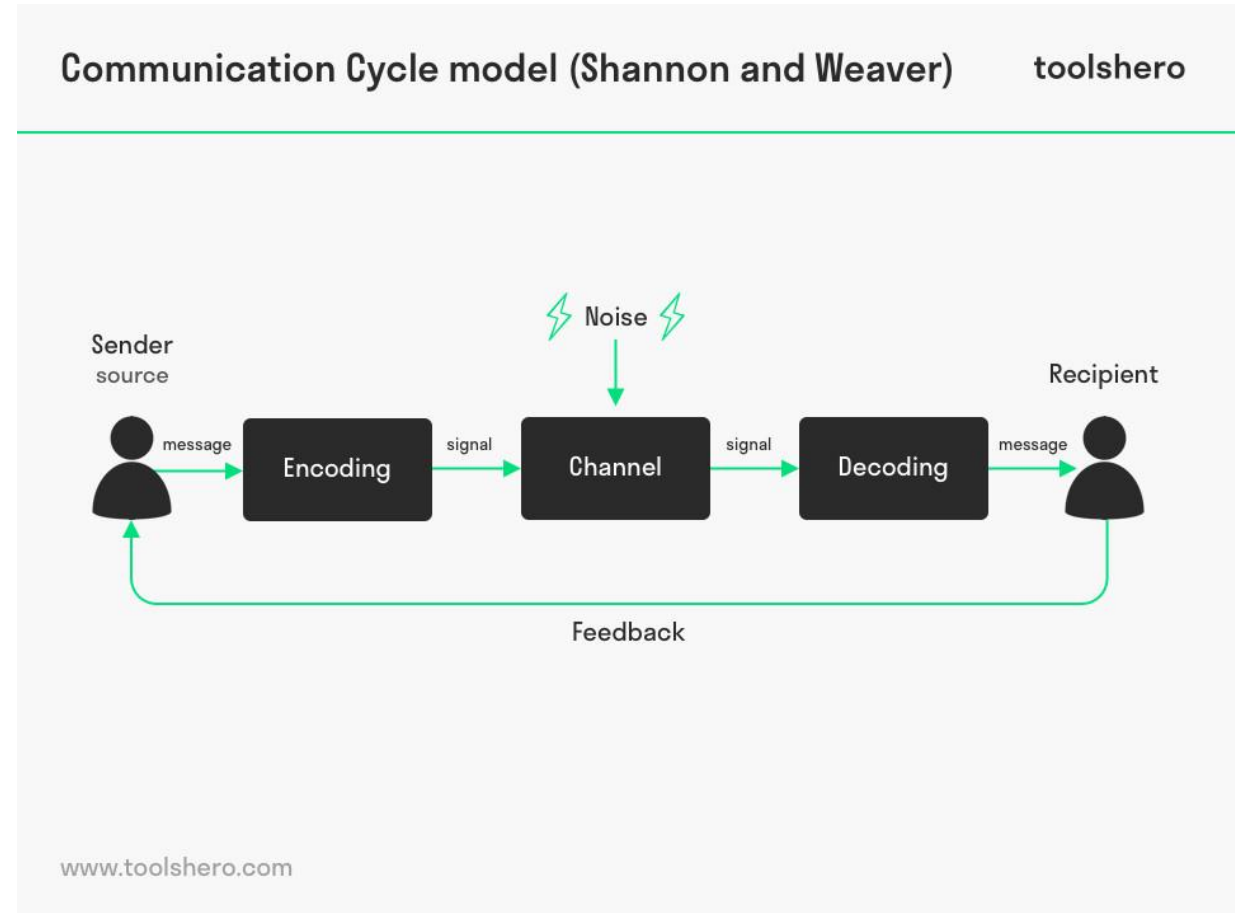
Survey after survey puts 'Communication Skills' in the list of top skills that graduate employers are looking for. Beyond that, being able to listen to other people, and to get your ideas across clearly to others is a key life skill which applies to all aspects of your life.

However, it's not just about exchanging information it is about understanding the intentions behind the information, paying attention to non-verbal signals such as body language, and also engaging by listening as well as speaking.

The Communication Process

One of the most common models used to understand what happens when people communicate is the model developed by Shannon and Weaver in the 1940s.

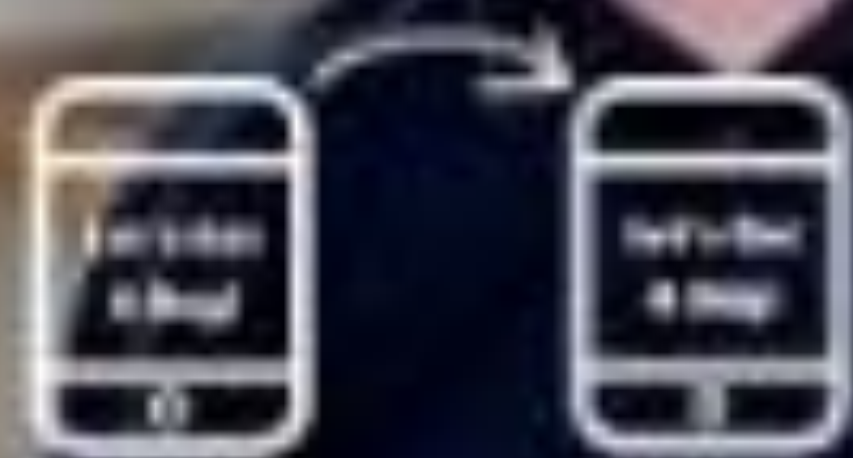
As you can see from the model, communication consists of a number of elements.



Video Time!

- Let's watch the following 4-minute video - Transmission Model of Communication: Shannon and Weaver. We will then discuss as a group...

S Sender
M Message
C Channel
R Receiver



Recap: Limitations of the model:

- It doesn't account for non-verbal communication
- It doesn't account for feedback
- The model is simple, but people are complicated

What's it all about?

Words

- Effective communication is, in part, about choosing the right words. It's important in your studies that you understand the key terminology and how to use it in conversation and in writing. But there is more to effective communication than just the words we use.

Tone

- Think about the phrase 'I'm fine'. Depending on how you say it, you could convey very different meanings.

Body Language

- In the video, Alex Lyon mentions that the Shannon and Weaver model doesn't include 'non-verbal communication'. This term includes all the signals that you're giving off while you're talking or listening to someone. Are you smiling? Are you looking distracted? Do the words you use match your body language?

What's your channel?

The Shannon and Weaver model is from the 1940s.

- Let's discuss the different communication channels available today. Choose one you use most frequently.
- Is your choice an effective way to communicate? What interference might happen when using this method?

Words can sometimes be very easy to misinterpret. As demonstrated in this simple story about an incident on the road...

Road Hog!

Last weekend I was driving along a country road on my way to visit a friend. As I approached a sharp bend a car careered round the corner on the wrong side of the road. The driver just about managed to correct his position narrowly missing me and as he approached shouted at me out of his window....."PIG!!!"

"ROAD HOG!!!!" I shouted back angrily and looked in my mirror as he disappeared at speed. What a damn cheek I thought as I entered the bend, probably going a little too fast.....

.....It was then that I hit the pig standing in the middle of the road!



Wrong end of the stick!

- The Shannon and Weaver Model can help us to understand the communication process in its simplest form. It is easy for the intended message of the receiver to become distorted and for the receiver to misunderstand the intent of the message.
- Can you give some examples of barriers to effective communication?

Barriers to Communication – Did you have something similar?

- The use of jargon.
- Differences in perception and viewpoint.
- Hearing problems or speech difficulties.
- Language differences and the difficulty in understanding unfamiliar accents.
- Expectations and prejudices which may lead to false assumptions or stereotyping. .
- Cultural differences.

Communication & interpersonal skills

START COURSE

DETAILS ▼

Click on the link and complete the 15-minute Communication and Interpersonal Skills course.

- <https://uwtsd.careercentre.me/elearning/scorm-rise.aspx?CourseId=rAHPmhCiFjHQjjC4V4jovg==>

How did it go? Let's Summarise

- Communication skills are about all the different ways we communicate and can be divided into five key groups: ***day-to-day interactions, presenting, networking, writing, and teaching.***
- Interpersonal skills are about how well you ***communicate and interact*** with others and include ***listening skills and emotional intelligence.***
- Having good communication and interpersonal skills is important across all jobs and levels.

(UWTSD, 2023)

Let's Summarise (continued)

- They help you work more effectively day-to-day and also support your career development as they help you to form meaningful connections, have productive career conversations and develop your reputation.
- From an employer's perspective, they enable successful cooperation and teamwork which in turns leads to higher levels of productivity and creativity.
- Improving your communication skills comes from practice and, crucially, perfecting your interpersonal skills so pay attention to your listening skills, emotional and cultural intelligence and body language; take the time to fully understand your audience and always make sure your message is clear and concise.

(UWTSD, 2023)

Cause and effect?

- Reflect on your mini-exhibition.
- Consider your communication and interpersonal skills. Is there room for improvement?

Recap: Learning Outcome

- Upon completion of the session, you will be able to identify with communication barriers and how they can lead to miscommunication.

Any
Questions?



Coming up next week...Teamwork



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

International Hotel Management

Business Skills

Part 3: Transferable Skills for Professional Practice - People Skills

Teamwork

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk



Learning Outcome

- Upon completion of part 3, you will be able to explain the key elements of creating a collaborative working environment.

It's Definition Time!

Let's look up the meaning of...

- Group
- Team



Let's Compare!

- Groups: Two or more individuals interacting and interdependent, who have come together to achieve particular objectives.
- Teams: People who have a common goal and recognise that their personal success is dependent on the success of others.

(Mullins 2019).

Coming up...

- Collaborative Working
- Tuckman's Team Development Model



Transferable me!

- Teamworking skills are high on the list of employers' lists of desirable skills. Your ability to work well with others is crucial to the entire team's performance.

Collaborative working

- Click on the link and complete the 15-minute course on Collaborative Working.
- <https://uwtsd.careercentre.me/elearning/scom.aspx?CourseId=bNE7TFdKkurZ0lFvoWLjQQ==>



How did it go?

- Reflect on your group's contribution to the mini-exhibition. Do you consider yourselves to be a collaborative team?

Do you agree with the following statements taken from the videos:

Collaborative Working...

- “Group success needs to be placed over individual accomplishments as teams collaborate towards a common goal. ”
- “Everyone needs to play their part, there may be times when someone is waiting for someone else before they can continue. Support others to help advance other aspects of the project. ”
- Identify a strong shared purpose that can be communicated to the team in order to give them focus and direction.
- Encourage innovation, invite team members to share ideas, question existing practices, and use the diverse body of knowledge to their advantage.

Tuckman's Team Development Model

Let's watch the video: " Bruce Tuckman's Team Stages Model Explained". We will then discuss and compare this model in relation to your own experiences when preparing your group presentations.



Let's Compare...



Tuckman and Jenson (1977) revised model of small group development.

Getting to know you...

Characteristics of Forming:

- Forming a new team takes time. People need time to get to know each other. During this stage members will be unsure of the team's purpose and whether they will work well together. They may have mixed feelings such as anxiety, curiosity, and excitement.

(Tuckman and Jenson, 1977; Mullins, 2019)

Riding the Storm...

Characteristics of Storming

- It is during this stage of team development that conflict is more likely to arise between team members. Individuals may start to challenge the team's mission as their true characters and preferred ways of working surface and clash with other members of the team.

(Tuckman and Jenson, 1977; Mullins, 2019)

Knowing me Knowing you!

Characteristics of Norming:

- During the Norming stage, team members start to resolve their differences and begin to form an understanding of each member's strengths and weaknesses. They will also feel more committed to the team's objectives.

(Tuckman and Jenson, 1977; Mullins, 2019)

Lights, Camera, Action!

Characteristics of Performing:

- At this stage the team should now be performing to its full potential and is therefore likely to achieve its goals. Differences amongst team members are appreciated and recognised as a way of enhancing team performance.

(Tuckman and Jenson, 1977; Mullins, 2019)

We'll Meet Again!

The adjourning stage

Here are some examples of what may occur within a team at the adjourning stage:

- Work is complete
- A job well done
- Group disbands
- Sadness as individuals return to independence.



(Tuckman and Jenson, 1977; Mullins, 2019)

Cause and effect...

- Reflect on your mini-exhibition.
- Consider how poor time management, communication, and interpersonal skills can affect team building.
- Consider the significance of teamwork in relation to the hospitality industry.



Recap: Learning Outcome

- Upon completion of part 3, you will be able to explain the key elements of creating a collaborative working environment.



Time for...
Things I don't
Know!

The Business Skills Take Away!



Feel Free to Extend your Learning

An introduction to Lencioni's "Five Dysfunctions of a Team"

- "Trust is the foundation of effective teamwork." People need to trust one another in order to engage in healthy conflict. Individuals must collectively commit to decisions made and then hold one another accountable for their actions so that they can achieve a collective result together. (Lencioni, 2018).

Watch the two-minute video below to understand the importance of this. *I have also included the link within the reference list.*





References

Adair, J. (2009) *Effective Communication: The most important management skill of all*. London: Pan Books.

Mullins, L. J. (2019) *Organisational behaviour in the workplace*. 12th edn. Harlow: Pearson Education.

Tuckman, B. W. and M. A. Jensen. (1977) 'Stages of small-group development revisited', *Group and Organization Studies* 2 (4) pp. 419–27.

UWTSD (2023) Student Careers Service. Available at: <https://www.uwtsd.ac.uk/careers/> (Accessed: 3 August 2023)

Further Reading:

Lencioni, P. M. (2002) *The five dysfunctions of a team: A leadership fable*. San Francisco: Josey Bass.

Lencioni, P. M. (2018) *The five dysfunctions of a team*
<https://www.youtube.com/watch?v=GCxct4CR-To> (Accessed: 18 September 2023)