

Student Name: Cristina David

Student Number: 1905357

Student Group: 5

Module Name: Academic and Employability Skills

Module Number: BMSW4001_LON

Lecturer Name: Sylvia Hoffman

TABLE OF CONTENTS

Introduction_____	3
Written a Curriculum Vitae_____	3
Cover letter_____	4
Paraphrasing and summarizing_____	5
Presentation and public speaking_____	6
Conclusion _____	8
References_____	9

INTRODUCTION

The purpose of this report is to describe the reflections we had during the lessons that were presented to us both this term and the last one.

I chose these 4 topics because they were the ones that made me reflect the most on my way of being, on how I perceive and understand what I am taught, as well as the topics from which I have benefited most, and from which I will benefit in the future.

Furthermore, I always like to relate what I learn to my personal and above all working life by doing it you never waste time because you make the most of every opportunity to improve your own opportunities.

WRITTEN A CURRICULUM VITAE

Considering that, a good C.v. is a “*document that proves why you are the ideal candidate to invest their time and money in*” (monster, 2020) the lecturer asked us what an excellent C.v. should contain to be considerate.

Straight away in my mind jumped a picture of a block of 4 or 5 sheets full of information and details about me and what I can do, my academic and employability skills, my qualities , my hobbies and a very nice professional picture of me on the front sheet.

After some answers given by my classmates the lecturer explain and illustrate that half of the ideas that formed in my mind do not reflect what should be a valid Curriculum, indeed I was literally surprised to find out that too much information about us account to our disadvantage as for example specifying our gender, our religion and attaching a photo of ours can promote discrimination if you are looking for a presumably male job.

I remember that my other classmate had the same feeling and we then discussed it in class, making it clear that in other European countries this problem does not subsist, but then, I also questioned this claim since more and more women want to be accepted into male roles, as manager of a big company, as plumber, as mechanic and avoiding unnecessary details about you may be more useful to you get it.

Another part of a C.v. that made me feel very surprised and in shock it was that it should be not more than two A4 format pages, I was wondering how all my or others experience can be written in 2 pages? how could be possible that all my skills that can be useful to be employed in my dream job can be explained and detailed in just 1 page?

The lecture make us than realized that we don't have to write all our previous jobs that is not regarding the job that we applied for, but only the "*accentuate your core skill and relate it to the job you are applying for*". (Monster, 2020)

After all this consideration I will definitely know how an excellent curriculum vitae should look like , I will help all my friends , and relatives to improve their one , but most of all, it will help me when I manage to reopen my beauty salon and when I will need to hire staff, I will know exactly where and how to look over the resume, certainly considering these acquired knowledge will easily identify a good curriculum from a less good one

COVER LETTER

When we talked about the cover letter and the Lecturer asked us what we knew about it, to my amazement I noticed that I was the only one in the class to know what it was, I wondered why but then I realized that probably because most of us are from Romania and almost certainly in Romania a cover letter is never required to access a job, so they could not know what it is.

This aspect made me reflect about how much our background affects our knowledge and why those who know more than others are not always cleverer, but often only means that we have different knowledge, not less.

Having therefore applied for several jobs in Italy and having been manager for 6 months in a beauty salon in London where I had to analyze and sort out job applications, the presence of a cover letter was always a plus, but when the teacher explained to us what a cover letter should contain and what not, I had a feeling of deep ignorance after I was explained that "*a cover letter should not exceed the front of a sheet and that cover letters should complement your CV but not duplicate it*" (Prospects, 2019) as none that I have ever written and seen in my life reflect what it really should be.

Later the teacher gave us 20 minutes to try to write one and I felt very frustrated when I didn't really know what to write realizing at that moment that even though I had read so many I had no idea how to write one about me at this time.

In the last 5 minutes left and after thinking and rethinking I finally wrote what I had set out to do. This made me think about an aspect of my character that I didn't know much about before I started university: "I give my best under pressure."

I know that it doesn't focus much on the topic I'm talking about, but I think that every exercise that life puts us through makes us think about how new nuances of ours come to light and make us know aspects of ourselves that we may not have known before.

Having now understood how a cover letter should be made and after my reflections, when I will need to hire someone for my job, I will have a clearer view on the candidate who will send me or not attached to his Curriculum also a cover letter. As I perceive a cover letter like the cover of a book, it must be very attractive to entice me to read it, the same thing a cover letter well done, sent along with a professional resume does.

PARAPHRASING AND SUMMARISING

When The Lecturer Peter Allan spoke to us about the assignment, last term, He also explained to us how summarizing and paraphrasing can be an excellent way to avoid plagiarism.

As soon as the lesson started, I was very excited to have the opportunity to learn how to do these exercises in English as well.

After a brief explanation and illustration about the meaning of the subject : “*Summarizing means explaining an idea in a shortened form, while paraphrasing means explaining an idea in detail in your own words, using most of the information from the original source without changing the meaning of the original*” (Acap, 2020), the lecture gave us some exercises to do, as I did them I became more and more aware of how useful it was for me to know more languages, because in my mind jumped words that helped me to paraphrase, to find synonyms to identify keywords and make a summary of a text because if you can't find the good word in

Romanian, maybe in Italian the word suits better the context and then you can effortlessly translate it and use it I was feel that I have more options and a wider resource of words.

At that moment I reflected on the blessing of having continued to speak my mother language at home and with friends while I was going to school in Italy and I was therefore required to speak Italian, and the luck to be now in England and study a third language, as this helps to have a more receptive mind being aware that everything is easier if you change perspective, just like paraphrasing and summarizing, in order to do so you have to change perspective without losing the true meaning of the text.

Immediately after the lecture given by the Lecturer , I realized that writing anything that is an essay or an email, or a request for any institution, had become drastically easier, even as I write this assignment I use the technique learned in class last term and this, honestly, make me feel substantially more up to par with many more situations.

PRESENTATION AND PUBLIC SPEAKING

The lesson regarding Presentation / Public Speaking Skills we discussed online due to corona virus issue, and I must say that our lecture was able to capture our attention and keep it active despite the conditions were not the best.

How? putting us in a position to interact, asking ourselves questions and waiting for our answers so we could continue.

For me it was more than an immediate example of what the Lecture was explaining to us, Ms. Hoffman showed us in real time how a presentation should be made and for me at that moment the example She was giving us was much more valid than what he was saying.

As she explained, I constantly thought that I too would like to become such a charismatic person, but at the same time simple without showing exaggerated enthusiasm or even false, I also wish I could be more engaging in my speeches, have a right tone of voice and know how to involve people in front of me in the way our teacher does.

I felt very inspired and in tune with everything She explained because She was unwittingly putting into practice what she was explaining to us, making everyone better understand the concept.

Another reflection that I had it was regarding the memory of when, last term, I had to make a presentation in front of the whole class and in front of two professors and I realized that I had many gaps during my presentation, but the most difficult part for me was having the eyes of the whole class pointed at me that is why when the lecture gave us the task of preparing an online presentation I was very relieved .

The exercise made me think about how lucky I was to be able to do it online without so many eyes that would have looked at me if we had been in class and when it was my turn to present I felt much more relaxed, I realized that having your eyes pointed is more intimidating than having only ears that listen

I would have another reflection to add.

Despite all the benefits that an online presentation can have, the sadness of not being physically among my classmates brings me anguish, sadness, and bitterness.

Even if it is to be appreciated that the lecture has managed to make us express our feedbacks regarding the presentations of each one, it can never be a complete feedback, not having physically attended the presentation.

Even if I greatly appreciate the contribution that the lessons online, I am not able to get used to the idea of not being a physical part of my class and honestly I do not intend to get used to it very much, as I can't wait to start all my activities again, especially in my shop and put into practice everything I learned last term and what I learned this term, above all I would like to implement the techniques taught by my Lecturer to influence my employees , through the right techniques of giving a speech I would like to influence them to be more open, to reflect on their own way of working, I would be very keen that the enthusiasm, the gestures, the tone of voice, by asking questions, the clear and the direct messages that from now on I will be able to use in meetings, will have an efficient impact on my staff.

CONCLUSION

Making this report, made me realized that by taking the best part from what you learn makes you improve on a personal and working level, giving you the chance to grow and never get stuck.

Another personal reflection is that from everything we learn, through a careful reflection of what is explained to us, there is the opportunity to teach and inspire people close to us, because the best way to never lose what we have learned is to teach in turn, that's how therefore we will give value to what we have learned without ever losing it.

Storing information without ever sharing them is, in my opinion, certainly a waste of time.

REFERENCES

Acap (2020). *Enhance Your Writing*. [online] Available at: https://sls.navitas-professional.edu.au/summarising-and-paraphrasing?fbclid=IwAR3NtP1NkKuVmrf8Ijq9IINaaky44NRPvwG-IGb9Q8_1OAQXMKJHhzt_m10 [Accessed: 30th April 2020]

Fftp.com (2020). *Presentation Definition & A Complete Guide for Beginners*. [online] Available at: <https://www.free-power-point-templates.com/articles/presentation-definition/> [Accessed: 04th May 2020]

Monster (2020). *What are the basic elements of a CV?*. [online] Available at: <https://www.monster.co.uk/career-advice/article/what-are-the-basic-elements-of-a-cv?fbclid=IwAR0qqqvVSocoiAgS-VPFD7RGn8MKkUgd5Q7Lzc27yfwd3dlKofs2wEPhJ18> [accessed: 01st May 2020]

Prospects (2019). *Cover letters*. [online] Available at : https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/cover-letters?fbclid=IwAR3pQ5bpoHfPz8skLQivKhfYHCEC7tC4bHIwVcVFOfX7OkaApHz_AjeTsZs [accessed : 01st May. 2020].

IN CLASS EXERCISE

My name is Cristina David and I am from Romania but I lived all my life in Italy, where, ~~the~~ when I decide to become a hairdresser I made a research to how to ~~do~~ write a perfect cv to have the chance to be choosen by a good hairstylist and by the way to have the chance to build up my portfolio, my skills like hairdresser, my attitude etc...

At that time I thought my cv. was perfect ~~but I was wrong~~. But in this Moodle I find out my method was not a professional cv. This ~~means~~ makes me feel strange but I understood finally what I can improve, what I'll need to cut off or add and not just in my cv but even to my husband one.

As a next step I need to cut off the pic., take off all that personal information unessential or maybe dangerous,

IN CLASS EXERCISE

CRISTINA DAVID

cn.lol@yourhair@gmail.co
309A Southchurch Road
Southend on Sea.

Mr Lute,

My name is Cristina David. I am a Romanian woman who was growing up in Italy where 18 years ago I decided ~~to become a hair dresser~~ to become a hair dresser. I ~~to~~ have learnt all that I can do in different salons where the owners did teach me what a hairdresser should be. I saw your advertisement on different social media and I decided to apply as what you are looking for it exactly describe my self.

All my previous employ are seeing that I am a very good seller as I can sell everything that I want from product to services, so as you are looking for someone that can increase your client bill you should consider my self like ~~the~~ your best option.

I also find out that you are working with Wella company and I think you should know I did 20 trainings at their academy in the past 3 years. Thank you for ~~for~~ the time that you spent reading my cover letter and my C.V. Hope to hear from you as soon as possible.
Sincerely
Cristina David.

3 Techniques for paraphrasing

(a) Changing vocabulary by using synonyms:

argues > claims/ eighteenth century > 1700s/ wages > labour costs/ economise > saving

Do not attempt to paraphrase every word, since some have no true synonym e.g. demand, economy, energy

(b) Changing word class:

explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) / profitable (adj.) > profitability (n.)

(c) Changing word order:

... the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.



4.1

FOUR WHEELS GOOD

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After the Second World War the car makers focused on the styling of their products, to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets.

5 Practice exercise: Synonyms

Find synonyms for the words underlined.

- (a) The growth of the car industry parallels the development of modern capitalism.

Example: The rise of the automobile industry matches the progress of contemporary capitalism

- (b) It began in France and Germany, but took off in the United States.

- (c) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production.

6 Practice exercise: Word class

Change the word class of the underlined words, and then rewrite the sentences.

- (a) In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.

- (b) After the Second World War the car makers focused on the styling of their products, to encourage more frequent model changes.

- (c) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.

5)

Paraphrasing

bilingual

Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism, and to demonstrate your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarising process.

1 The elements of effective paraphrasing

Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to reduce a source to an appropriate length, paraphrasing attempts to restate the relevant information. For example, the following sentence:

There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.

could be paraphrased:

Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.

Note that an effective paraphrase usually:

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use e.g. 'industrial revolution' or 'eighteenth century'

2 Practice exercise: Paraphrasing

- Read the text below, and then decide which of the three paraphrases (a-c) is best.

2.1

THE CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

- (a) A focus on demand may help explain the UK origin of the industrial revolution. At that time workers' pay was high, but energy from coal was inexpensive. This encouraged the development of inventions such as steam power, which enabled bosses to save money by mechanising production (Allen, 2009).
- (b) The reason why Britain was the birthplace of the industrial revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.
- (c) Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

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

As countries become richer

- (b) In some, number of children born

In some number of children born
fell below replacement rate

- (c) Two results: smaller populations and

the 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.

The most famous brand in the world ~~is~~ ^{are today} owned by the industry today.

- (c) However, many car makers are currently threatened by increased competition and saturated markets.

The competition and the 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 vocabulary.
- (b) Find 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.
- (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.

- (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.

- (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.