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SKILLS FOR THE WORKPLACE (GROUP 9)

MY ACADEMIC AND EMPLOYABILITY SKILLS

(BMSW4001_LON)

Timothy Hopkins

<u>TABLE OF CONTENTS:</u>	<u>PAGES:</u>
1. Summary:	3
2. Introduction:	3
2.1. Definition of skills.	3
2.1.1. Types of skills.	
2.2. Employability skills.	3
3. Methodology:	4
3.1. SWOT Analysis:	4
3.1.1. Internal factors.	4
3.1.2. External factors.	
3.2. Personal development plan.	4
3.3. Time management.	5
3.4. In-class exercises.	5
3.5. Articles.	5
3.5.1. How to hire tomorrow's best workers.	5
3.5.2. What development is right for me.	5
3.5.3. 10 Important professional required skills.	5
4. Results:	5
a. Key words.	5
5. Discussion:	6
6. Conclusions:	7
7. References:	7
8. Appendices:	8

1. SUMMARY:

This is a report to meet the academic and employability skills and are substantial to get skills in a workplace and to be more competitive in the future.

In this report you can find different options to learn and develop your employability skills:

- If you need to find which areas you should development and improvement, you may find it helpful with the SWOT Analysis.
- In case of need to make sure that your activities are still growing and achieving goals The Personal Development Plan will useful for you.
- When you do not how to use the time effectively and what things have the most priority you can apply The Eisenhower Method (Time Management).
- To organize and administrate the daily activities you must do the Daily to Do List.

Things such as punctuality, time management, career growth, teamwork, responsibility, leadership and integrity should be addressed as part of any preparation course for work-bound students. Academic and Employability skills, are those basic skills that are necessary for getting the job, keeping the job and doing well in the job (Dunn-Smith, 2011).

2. INTRODUCTION:

This is a report of my academic and employability skills. The purpose of this report is to analyse and explain the different ways that there are to develop, learn and get my own skills within the work world. To understand this report let is briefly define:

2.1 Skill: The ability to do something well (Oxford Advanced Learner's Dictionary, 2019).

2.1.1 Types of skills:

- **Hard skills:** Are learned abilities acquired and enhanced through practice and education. Hard skills are important because they increase employee productivity and efficiency and subsequently improve employee satisfaction (Kagan, 2019).
- **Soft skills:** Are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, soft skills are considered such as complement to hard skills, which refer to a person's knowledge and occupational skills (Kenton & Abbott, 2019)

2.2 Employability skills: are the basic skills necessary for getting, keeping, and doing well on a job (Robinson, 2000).

In the workplace there are several barriers that prevent from developing all our skills. This means that we do not realize our full potential. Therefore, this report will help to show all the ways to develop the personal academic and employability skills.

3. METHODOLOGY:

This report was created according to the model of diagram called “spider” that my tutor shared by photocopy. At the beginning it was little difficult because my notes were not in order and had mixed with a different class. So, I took all my notes and in-class exercises and separated in a new piece of paper. Then I wrote all relevant information, ideas and keywords to explain in this report. Also, I used the book that my University gave to each student (The Business Student’s Guide to Study and Employability), internet, academic sources and library to search for sources. This report is divided into sections by number and subheading.

My methodology includes:

- 3.1. Swot Analysis:** It is a powerful tool to help to identifies the Strengths, Weaknesses, Opportunities and Threats (SWOT stands) related to a specific situation (Parsons, 2018).



Image source: <http://www.parkhurst-consulting.com/swot-analysis/>

Process: In our class we had to make a personal SWOT analysis, I searched by internet a template of it.

The SWOT Analysis is usually represented as a cell of two by two, is divided:

- 3.1.1. Internal factors:** Strengths and weaknesses are internal things that you have some control over and can change (Parsons, 2018).
- 3.1.2. External factors:** Opportunities and threats are external things that are going on outside and forward looking (Parsons, 2018).

- 3.2. Personal Development Plan:** Plans intended to develop those skills that are seen unnecessary for working life (Morgan, 2017).

Process: We had to do as a homework our personal development plan. Our tutor gave us a photocopy in class where the template has divided in 6 sections and 3 term times (short, mid, long) where to help to have ideas we had to answer question in each section as: What do I want to accomplish in the next three to six months, six to two years, two to three years?.

3.3. Time Management: Time management is the process through which a person plans for, initiates, and completes one or more activities consistent with a predetermined sequence and/or schedule (Groskreutz, 2013).

Process: We had to do our personal time management by the Eisenhower Method. This is a diagram divided into 2x2 sections and consists in: Important and not important things to do, urgent and not urgent things to do. I did my own Time Management as a homework. My tutor sent as the template by student email.

3.4. Our in-class exercises:

This report is including in-class exercises:

- SWOT Analysis.
- Personal development plan.
- Time Management, daily to do list
- Summarising.
- Paraphrasing.

3.5. Articles: In this section you can find three research Articles relevant to my work area, Employability skills and skills in a workplace. They were found by newspaper, internet and other sources.

3.5.1. Title: How to hire tomorrow's best workers by the CITYAM (Chiotis, 2019). This is an article found it from a free newspaper on the street.

3.5.2. Title: What development is right for me by King's College London (Skupinski, 2019). I am working at King's College London and I received private journal articles by links from the webpage company to my personal email company with subjects: tips, suggestions and tools to help me to improve my skills in my workplace. This article is added to this report.

3.5.3. 10 Important Professional Required Skills for Cleaning Job (Alliance, 2018).

This article was found by google.

4. RESULTS:

a. **KEYWORDS:** SWOT Analysis, Personal Development Plan, Time management, Daily to Do List, Summarising and Paraphrasing.

I research my professional area in class, the results of my in-class exercises are:

- ✓ My SWOT analysis: I found some grammatical errors but the description and develop are good. My tutor wrote in my SWOT analysis "v clear".
- ✓ In the Personal development plan: I spend lot of time to organize my ideas, thinking of my goals, skills and knowledges. For the back of the task it was little difficult to me to understand, so I did not answer some questions. But my Tutor Timothy put in the paper "A good star".
- ✓ My Time Management exercise was well. The urgent and not urgent important issues were well explained but the space of not important/ urgent things are incomplete because I did not have idea to put it and as result my tutor wrote "This space can be things someone else could do for you, e.g. cook, so you could study?".

- ✓ In my Daily to Do List exercise: I described from the time I wake up until the time that I go to sleep, as result of this exercise my tutor wrote “well done”.
- ✓ My summarising exercise was incomplete because I am developing my writing and spelling punctuation so sometimes is difficult for me to complete it. The result of this exercise was that I have some wrong spelling with the word “leader”, the summarising is a bit short but have a good effort.
- ✓ My paraphrasing exercise was difficult for me because this is a first time that I learned how paraphrasing in English, I have errors in my spelling punctuation and grammar, my ideas did not clear. As result of this my tutor wrote: “not clear” in my paraphrasing, also that “some good ideas but you need to improve your paraphrasing skill”.

5. DISCUSSION:

One of things that I have learned is how to use my free time effectively, at what things have the most priority, the ones that are urgent. For example, I put in practice my time management (The Eisenhower Method) where it shows the urgent priority for me: keep studying in university, have time to study in my free time. As a non-important priority: social media. Now I don't waste a lot of my free time in social media as Facebook or Instagram. In the space of not important/urgent the evidence suggest me that I could get time to do something important like study if for example when I have cook in my house someone could do it for me.

Another thing I have learned in this report is the time management where show how to administrate my time in a more efficient way. For that, I make a daily To Do list and I must do to program my day. Since I have in practice this method, it has improved my skills of organising and I don't leave other things pending for another day. For example, I put in practicing this method in my workplace, so I made a weekly schedule of all duties what I have assigned to clean in my 5 working hours. Now This has been y successful for me offices and the clients are satisfied since before I did not have an order and control, I did not have enough time to clean all.

Also, the SWOT analysis has helped me to determine what I need to prepare for, has been as guide to me to understand that I need to invest in vocational training, to improve the skills because actually I don not have degree and have limited technical knowledge.

The Personal development plan was useful to show me and ask myself what I want to be in the future, what are my goals. For example, I want to be a manager within three years, this helped me to think in what steps I need to get it, such as gaining a team leading qualification.

Thanks to the summarising and paraphrasing class, my spelling punctuation and grammar has developed. For example, when I am writing an email to my manager, I don't type long sentences with many spelling errors, and large text, now this are help me to write clearer and more concise emails. But I still sometimes without understand some lectures in-class because there are a new vocabulary for me. This is one of the reasons for which I must improve my summarising and paraphrasing.

My speaking has improved because I am not as shy as before to speak with the clients from my work, this has been noticed by them and they have congratulated me with my improvement. But I recognise that I need to improve my English pronunciation.

About the article that I found it by a newspaper, I understood that is very important as student gain skills during the time at the University because when you are looking for a job the recruiters are focus and show interest in your abilities.

The source that I found by google are very practise for me because give lot of advice, skill important to have in a workplace as a cleaner. For example, the importance to be honesty: as a cleaner. I cannot take anything from the offices, because can damage my company's reputation also I can put in risk my job.

The SWOT Analysis, Time management, to do list, summarising and paraphrasing exercises are included in the Appendices sections.

6. CONCLUSIONS:

There are, inevitably, a wide range of skills that could be useful to employers. Each of us also has our own personal range of skills, and we therefore can each make a unique contribution to any organisation. Learning to recognise and use your skills appropriately is essential (need, 2019)

In my case, in conclusion, this report has been useful for:

- Know how to identify and develop my skills.
- Not waste time in things not important.
- To be organized and honesty.
- What things I need to improve, change to be a good professional.
- Help me to achieve my goals.
- Improved my typing and spelling punctuation.
- Recognised I need to develop my grammar and vocabulary.

Employers prefer to hire people with the requisite skills instead of hiring and having to train. Finding workers who have employability or job readiness skills that help them fit into and remain in the work environment becomes a real problem for many employers (Dunn-Smith, 2011).

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8. APPENDICES:

To do:

Time:	Monday	Tuesday	Wednesday	Thursday	Friday
05:00 to 07:30	Clean the wohl Building and Cafeteria	Clean wohl and Cafeteria	Clean wohl B. + lift and Cafeteria	Clean wohl B. and Cafeteria	Clean wohl Building and Cafeteria
07:35 to 08:30	Clean first floor of Respiratory Building	Clean 1st and 2nd floor of Welcome Building	Clean 2nd floor of Respiratory Build. + corridor	Clean 3th floor of Resp. Building + Kitchen.	Clean, moping the stairs of Respiratory
08:40 to 09:30	Respiratory Building - Clean toilets - Refill paper	Respi. same	same	same	same
09:30 to 10:00	Collect Respiratory Rubbish - Refill bags	same	same	same	same

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✓ v. clear
TH. 31/10

SWOT Analysis

	Helpful	Harmful
	Strengths	Weaknesses
Internal Factors	I am good at. - (To be) tolerant - (To be) honest - (To be) reliable.	- Don't have degree. - Often procrastinate. - Limited technical knowledge.
	Opportunities	Threats
	- Chance to continue education. - Get experience of the world of work. - Geography: ability to move in	- I don't have develop to be a manager - People have skills better than me.

Alexandra Pacheco Chóvez

Time Management: The Eisenhower Method

Name(s): Alexandra Chávez

✓
(74) 4.11

URGENT		NOT URGENT	
I M P O R T A N T	These activities are usually the ~~de~~most important - Keep studying at the university - work - Have time to study in my free time.		These activities are high impact. Make them a priority. - Cook - Clean the flat
	NOT These activities are deceptive - don't confuse urgent & important. Minimize these. - Social life This space can be this for someone else could do for you e.g., Cook, so you could study?		These activities are usually a waste of time. Avoid them. - Social media - visit family



Personal Development Plan

✓ A good start!
(TH) 14.11

	Short-Term Time Frame What do I want to accomplish in the next three to six months?	Mid-Term Time Frame What do I want to accomplish in the next six months to two years?	Long-Term Time Frame What do I want to accomplish in the next two to three years?
Section 1 - My Goals What are my overall goals that I want to accomplish in this time period? <i>Example: become a Student Affairs Officer; learn computer graphics</i>	Discover new skills, Be more clear about which way I want to continue. - Learn how management my time - Start a course to get a professional certificate.	- Develop my skills - Learn how to do a Business plan - Learn how to work in a team group.	- Use in the right way my skills. - Speak fluently in public. - Become a work in a office like a Manager.
Section 2 - Skills and Knowledge to be Learned What specifically do I need to learn? What project do I need to work on? <i>Example: Student advising; Banner; Dreamweaver; develop a procedures manual</i>	Need and do: - Research my skills and the new skills. - Develop my skills - Time management. - Be creativity	- Make a business plan - Recognize the structure of a business plan. - Be able to participate in a team group.	- Do an Imp - Do a planning or strategy in each project - writing in notes all important points of each project. - Get leadership skills
Section 3 - Next Steps How am I going to acquire the skills and knowledge? How am I going to do this project? <i>Example: take Dreamweaver class; do an informational interview; set up a project outline</i>	- Do a critical analysis - Orga - Do all homeworks and projects.	- Make notes in the class and do the business plan - Don't miss the class and the meeting of the team group.	- Making a presentation using technology -

Adapted from: <http://www.hr.ucdavis.edu/sdps/forms/IDP%20Final%2010.14.11.pdf>

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.

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

When people start as a leader, ~~star~~ have good intentions, ~~th~~ imagine that all will be easy but at the time to assume the role they find all different and doesn't match our expectations.

~~Lords Sudmann~~ after some month

Spelling: Leader The ~~Lords~~ Sudmann found that the ~~liders~~ leader doesn't have enough time to resolve the situations or problems as leader.

Sudmann found the solution to break with the classic problems as a leader in Marcus Aurelius and ~~take~~ took the guidance of Marcus: spend the time trying to learn and guide others.

First: you need to take 5-10 minutes to think about the ~~eff~~ challenges. Do a ~~dayly~~ daily plan or personal plan.

Also do a future plan.

Lecturer's comments: — a good effort.

A bit too short.
What are the three actions
the passage describes? *

Lecturer's signature: _____

Date: 13/12/19

Student Name: Alexandra Chávez

Student ID/Group: 1906950

Please make sure to fill the above correctly to enable us to email you the results.

Time allocated: 1 hour. Please return your paper to the lecturer upon completion. You will need to include a scanned copy of this exercise in the form of an appendix together with you Task 1.

Ex.1

Write a paraphrase of the following passage

Successful leaders are able to meaningfully communicate with others. Steve Jobs inspired his employees to strive for perfect hardware products. Jack Welch mentored the senior leadership team of GE to new heights. Jeff Bezos is known for articulating the Amazon ethos clearly to employees and the world. How can you improve your communication skills in order to become a more effective leader? One study found that nonverbal communication accounted for 55 percent of how an audience perceived a presenter. That means that the majority of what you say is communicated not through words, but through physical cues. As with most leadership skills, receiving honest feedback from peers, managers and members of your team is critical to becoming a better communicator. If you regularly solicit feedback, others will help you to discover areas for improvement that you might have otherwise overlooked.

The leaders communicate with others

The leaders communicate effectively with others. The Steve Jobs's employees are inspired by him to do perfect hardware products. Jeff Bezos is recognized for articulating the Amazon ethos is recognized for the world for the world the Jeff Bezos's Article. How to become a effective leader and improve your communication skills? In an audience is perceived majority per the nonverbal communications. As To communicate as a leader with the staff you will need help to improve and get better communication to discover areas with others.

Don't ask ps.

not clear

Some good ideas but you need to improve your paraphrasing skill.



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Lecturer's signature: C. J. L.

Date: 17/12/2019

Group: 9

Name: Alexandra Pachouma Chávez (1906950)

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), 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), P(231 - 248) ✓

In reference list:

Baty, B. (2007) Collaborative Learning: ^{in Hargreaves, S. (ed.)} Study Skills for Dyslexic students
Los Angeles, Calif. / London : SAGE

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, p. 1139 - 1156) ✓ (Mulcahy, 2013) ✓

In reference list:

Mulcahy, L. (2013) 'Putting the Defendant in Their Place', ^{why do we still use the} ~~British Journal of Criminology~~ ^{proceeding} 53(6), pp. 1139 - 1156.



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OFFICE POLITICS

How to hire tomorrow's best workers

These are the mistakes that you're making when trying to recruit Gen Z into your office

GRADUATE recruitment season is upon us, the time when recruiters begin in earnest to try to uncover talent for this year's intake.

But despite the urgent need for recruiters to change their approach in order to move with the times and keep up with an ever-evolving society and economy, too many still look to hire graduates based on a traditional recruitment process, which tends to focus solely on work experience as a marker of suitability.

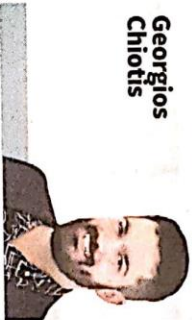
Yet this eliminates the talented individuals who may have been unable to work alongside their degree. So what should recruiters be doing instead?

A CV IS NOT A FORMALITY

A key point for recruiters is not to rely heavily on automated CV scanner software to vet candidates for entry-level positions. Despite being designed to make life easier, automated software will often miss the skills and digital knowledge that candidates possess due to its inability to pick up the smaller, well-thought-out elements of the CV – from its layout to its language.

Companies must also be aware that graduates won't always list out the skills they have accrued. For example,

Georgios Chiotis



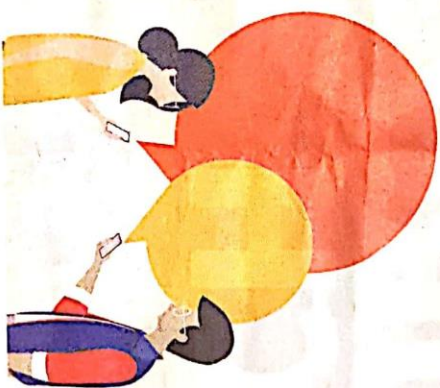
with the rise in social media, many people have developed digital skills that might go overlooked. Generation Z can edit a TikTok video on their phone faster and potentially better than an in-house team could, but this doesn't mean that they will have listed "video editing" as a skill on their CV.

SKILLS OVER EXPERIENCE

Many recruiters fail to identify or focus on the valuable skills that Gen Z have gained outside of work experience.

Through their degree, students will have developed a range of transferable skills and that set them up to succeed. For instance, humanities students will have developed vital analytical research skills that are so often mirrored within many different career options, from data analytics to journalism.

Likewise, language students have a proven ability to adapt to new environ-



Gen Z are the game-changers of the future – recruiters should embrace this and accept that old methods don't apply anymore

ments and cultures – an invaluable skill for future careers.

Recruiters must spot the key skills that a student's degree has given them, and understand that these can be as valuable as any work experience.

EMBRACE THE FUTURE

Recruiters should also focus on the entrepreneurial talents and skills that students may have gained during their time at university.

University offers so many different opportunities for students to develop themselves, from joining societies, vol-

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We're closer to December, a time when things slow down enough that you can take stock of your career and decide if you want to make a change. If you want a fresh start, JobsSwipe can help you find the next career opportunity. It pulls job listings from across the internet, and helps you apply quickly and easily.

unteering for the union, representing the university through sport or music, or even starting their own business.

This experience highlights the drive, passion, and confidence to believe in ideas and push them forward. It also demonstrates key skills such as creativity, self-discipline and negotiation.

Recruiters must work harder to uncover the many talents that Gen Z candidates can bring to a company, and look beyond the key skills listed on a CV. Taking a more restorative approach to vetting your next graduate intake could be detrimental to a business.

It's also important for firms to note in the initial recruitment rounds that selecting the right graduate intake could save their company both time and money in the long run.

Even if Gen Z is not the recruiter's target demographic right now, they will be. Gen Z is already a central driver for spending and taste in the economy.

In looking to hire Gen Z, your company is future-proofing itself, making sure that it understands the changing global economy, and bringing in fresh impetus, drive, and skills.

Gen Z are the game-changers of the future. Recruiters should embrace this, accept that old methods don't apply anymore, and understand that Gen Z's skills may be outside of the traditional work experience bounds.

Georgios Chiotis is the brand and marketing director at Scope.



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