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MODULE TITLE: BMSW4001

ASSIGNMENT TITLE: ACADEMIC AND
EMPLOYABILITY SKILLS

MODULE LECTURER: LLOYD BEHARRY

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ACADEMIC AND EMPLOYABILITY SKILLS ANALYSIS

1.0 Introduction

A decision was made to enrol in a course at the University this 2019/20 academic year. Once started, the expectation is to go through successfully within the next three years and afterwards be established in an upgraded employment. For these to be realised, my academic and employability skills are to be considered.

According to Morgan, (2017) the University is to impart knowledge, to research and come out with innovative ideas and to develop the skills of its students. Developing the skills of students is done through putting in place strict measures about attendance. Not following these rules could even lead to my dismissal from the University. In-class activities are done in groups and individually. Paraphrasing, summarising, Harvard system of referencing and punctuations are all some of the specifics practised to strengthen my academic skills.

2.0 What is a skill?

A skill is a special ability or expertise enabling one to perform an activity well (Collins English dictionary, 2012).

2.1 Employability Skills

They are skills that employers seek on employees before positions are offered to them. Teamwork skills are a necessary workplace capability (Coll and Zegwaard, 2006; Quek, 2005). Graduates from higher education modules are expected to have such important employability skills as being able to effectively work with others (Betta, 2016). I work as a Community carer assisting the elderly in their own homes on behalf of Ashley Community Care Limited. There is a team around the elderly for one common objective: their well-being. We have the Managers and Co-ordinators at the office, the staff on the field, the Paramedics, District Nurses, the Local Authority and the Police as part of the team. I have had an experience where a Service-User, an elderly, was on the floor in the morning. The poor man seemed lifeless. He had

lost some blood. Immediately, I called the Emergency services, 999. The Police and the Ambulance were engaged. Soft skill like Communication was very important in that instance. Clear and concise messages were needed especially when the Police arrived. The Police asked me some questions about the man that needed clear answers. I also had to write a report. The man was taken to the Hospital for treatment. Telephone calls from me to the Line-manager and vice-versa call for active listening skills.

There are also some activities that need special skills to be carried out. Hoisting, preparing meals and administering medications need hard skills.

2.2 What are Soft skills?

They are expertise learnt and used in any job. They are also called transferrable skills. Examples of soft skills are teamwork, communication (verbal and non-verbal), time management and problem-solving. Soft skills are, usually, not quantifiable but they make a good employee (Pellegrino and Hilton, 2013).

2.3 What are Hard skills?

Hard skills are specific to each job and are often the basis of job requirements. Some hard skills are learnt on the job. The degree earned at the end of University programme is also a hard skill. As already mentioned above, it is very important for me to be skilful in operating the different types of hoists to lift the Service-Users when needed.

2.4 ACADEMIC SKILLS

Academic skills are those skills that help me study well. They are an important set of transferrable life skills. Examples are time management, critical thinking, essay writing, IT skills, communication skills, presentation skills problem solving and team working (Morgan,2017).

Good time management is the ability to control our use of time to such an extent that we are able to plan and manage what we do without undue stress (Morgan, 2017) Good time management will help me to work smarter so that I can do more in less time. Failing to manage my time well now will not help me to succeed in the University programme.

Teamwork skills are an important workplace competency (Coll and Zegwaard, 2006). Team allows a group of people with different skills to work together. Effective teams provide both team-based outcomes and benefits for individuals participating in teams. Teamwork training promotes an individual's increased understanding of teamwork competencies and improved competence in planning and coordinating, communication skills and problem solving in a team environment (Ellis, Bell, Ployhart, Hollenbeck and Ilgen, 2005). Teamwork is also recognized to be positively associated with a range of emotional factors including workplace satisfaction, autonomy and also identifying oneself as part of a team (Rousseau, Aube' and Savoie, 2006; Taylor et al, 2019). A strong teamwork skill will strengthen my employability after the University programme. Workplace settings experience high level of anxiety and absenteeism when poor teamwork happens (Asfaw, Chang and Ray, 2014).

Communication skills : My communication skills are very important and need to be developed. These skills will affect my teamwork and presentation skills.

Communication is considered in three types: Verbal, Non-Verbal and Para- linguistic

I need to write: notes taking, in-class exercises and this means developing my written communication. Oral communication needed for presentation. I need to understand body language so well to help me in problem solving skills.(Maund, Schriek and Tinkler, 2017)

3.0 Personal Development Plan (PDP)

For my success in this University I hold a "Growth mindset" not "Fixed mindset". Having a growth mindset means I believe that intelligence and talent are just the beginning and that Success comes through attitude, effort and learning(Dweck, 2007)..

3.1 Self- Assessment of Transferrable skills

Learning

Questions to self- assess how well I understand how to learn.

Strongly agree=5: agree=4 not sure=3; disagree=2; strongly disagree=1

	Score
I am aware of the way I learn and study best	4
I am able to identify key principles and make connections between areas knowledge	4
I seek out, accept and act on feedback on my work	5
I can select and present ideas /arguments/evidence	4
I can form my own judgements based on information obtained	4
I apply theory to practice in most situations to develop understanding and solve problems	2
I find and adopt study techniques that work for me	4
I am willing to change my ideas and practice based on new- understanding	5
TOTAL	32

(Bournemouth University, 2005)

Attached as an appendix, are other answered questions.

The University has its part to play in my academic and career development. I also have my part to play. The Self-assessment of transferrable skills has made me aware of what skills I need to seriously work on for my success. I

3.2 MY SWOT ANALYSIS

STRENGTHS Empathetic Numeracy Communication	WEAKNESSES IT Skills Self- management Unable to say 'NO'
OPPORTUNITIES Student Finance My age Encouragement from Service-Users	THREATS Failing to meet submission deadlines No room for progress No enough time for for my course

(AUTHOR)

I am employed by a Community Care Company .My job is to assist the elderly in their own homes. Now studying at the University.

SWOT ANALYSIS

Strengths

I am able to accommodate all types of characters from the elderly.

Medications are administered. The numeracy skills are of great help to save some situations. Communication skills, especially, the verbal and the written ones. The elderly are kept in company and telephone calls on their behalf are made when

required. When necessary, some family members are calmed down after having an exchange of words with the Service-User. The Medication Administering Records (MAR) Chart has to be recorded and signed. Extra care needed when medications like Morphine Sulphate (MST) and Warfarin are administered.

Weaknesses

Unable to say 'No' because many of the elderly prefer that it is always me to visit them. Many refuse some carers sent to them in my place. When I am told I cannot help it but go to them. Another weakness is lack of enough funds to keep up with the bills. Weakness in IT and Self-management skills is of concern. I need to overcome these weaknesses before it is too late. They are needed for the University programme: assignment writing and literature research. Action plan is recorded on the development plan

Opportunities

Many of the elderly advise me to further my education. They keep asking me how I am going with the studies. They are really a motivation. My age motivates me to establish my Care company when I have the qualification. My Contract of work is Zero-hour contract but because I am reliable to the manager, I do not lack hours of work during the week. A loan from Students Finance Company to pay my tuition fees is a big chance for me.

Threats

The University programme is my priority now. However, financial difficulties push me to take more work than I have to. This is taking much more time from my studies. The company does not have any programme to help any staff to progress. I risk failing the University programme I have enrolled in. I think it is time for me to check around for another employment that will be flexible and suitable enough for my studies.

3.3 DEVELOPMENT PLAN

COVERING THE PERIOD FROM: 10/01/2020 TO: 30/06/2020

PLANNED OUTCOME: I want to be able to use the computer to do my assignments with little or no help.

Weakness	Action to improve	Resources I will need	Success Criteria	Review Dates
IT Skills	A college near to me has been contacted about this issue. They have assured me of getting over it after 20 evenings of tuition.	The time to attend and £500 fee	Passing all in-class tests and 2 final tests at the end	End of the Short course
Time management	Rigorously discipline myself to follow study plan. No more procrastination.	Reminders on the walls around my study My family also to remind me.	My Partner and children to pass judgement	Review at the end of June
Literature Review Skills	Practise more reading	Going to Library researching on line	Assignment feedback	End of June .

4.0 Conclusion

For the past six years I have been working with Ashley Community Care Limited, that render services to the elderly in their own homes. I enjoy doing this job. I have had the chance to meet men of all classes in Society. Precious words of advice have been given to me to further my education to upgrade myself in the work I am doing. The opportunity arrived when UWTSD offered me a place to study this academic year. Student Loan Company approved the funding Loan. Now I am in the University and to make it, I have a hurdle of developing my Academic and Employability skills. Hard and soft skills. Hitherto, I have understood the skills I have but need improving and I lack and developing. Action plans have been put in place to achieve the aim of qualifying for the degree.

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Appendix



Academic and Employability Skills (ACE) – term 1 BMSW4001

In-class exercise 2: Summarising (Oct 2019)

Student Name: SAMUEL GYIMAH Student ID/Group: 1908216/3

Time allocated: 1 hour. Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with your Task 1 (part of the Assignment for this module).

Ex.1

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

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

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

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

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

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

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

Lecturer's signature: _____

Date: _____

Ex.2

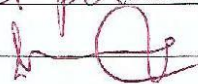
Re-read the text 'To be a great leader, you need to start by leading yourself' on the previous page.
Summarise main ideas from the text in your own words. Write about 175 words.

Lars Endmann, aim to be a good leader realised that much sacrifice is needed to build self. Since seeing the job from outside is not the same as being in it. Many leaders lack effective time management but blame it on subjects when problem arises as a result. Endmann learnt from Marcus Aurelius, the Roman emperor, to overcome leadership progressing barriers. Admitting own inadequacies, as a leader, and reflecting effectively became the norm. Recordings were made for future reference and corrections where necessary. Emotional control exercises taken to put ~~the~~ situations under control all the time.

Lecturer's comments:

You have covered the important points but you need to connect your sentences so they do not read like bullet points.

Lecturer's signature:



Date:

9/12/19

G3

Ex.2. Complete the blanks in such a way that the meaning of the second sentence is as close to the original sentence as possible, using the word in brackets where given. Pay attention to grammar and make sure what you write matches what is already given.

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

The boss announced there is going to be some changes in the office.

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

I wish he writes to me as often as I wanted.
he would write to me more often.

3) We were concerned about her health.

We had some concerns about her health wellbeing.

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

If you had been careful you would have avoided so many mistakes.

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

Because of no enough money from the council, parking could not be provided
a reduction in

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

His proposal relied so much on theories that it did not work.

7) It was Mary who stole money.

He accused Mary of stealing money

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

Although he seems well-educated, he is not very bright
highly

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

The responsibility for understanding plagiarism and referencing rest on students

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

A third of teenage Mothers have two children that are
two years apart.

Lecturer's comments:

Excellent, Sam!

Lecturer's signature:

[Signature]

Date:

12/11/19

Student Name: SAMUEL GUIMAH Student ID: 1908216

Time allocated: 1 hour. Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with you Task 1 (part of the Assignment for this module).

Ex.1 Write a paraphrase of the following passage.

Chocolate has always been considered an affordable little luxury, associated with romance and celebrations. Therefore in 2001, revelations that the production of cocoa in Ivory Coast involved child slave labour deeply shocked chocolate companies, consumers and governments alike. The USA passed legislation mandating that standards be created to permit companies who could prove that their chocolate was produced without forced labour to label their chocolate "slave-labour free." The chocolate industry agreed to an international protocol that would give chocolate producers four years to limit abusive practices.

*felt very bad is an understatement
shocked - astounded / astonished / horrified*
~~Chocolate companies, consumers and governments~~ *felt*
~~were very bad~~ *when it was revealed in 2001*
that, child labour was used in Ivory Coast in the
Cocoa industry. Chocolate which is produced from
cocoa is always linked to romance and
fabulations with children. NO
This bad news prompted the USA to
make laws that oblige the chocolate
producing companies to prove there was
no child labour whatever in its chain of
production with an inscription: "Slave-labour free"
on their packages.

A worldwide agreement was
reached where the by which the
chocolate producers were given four
years to eliminate illegal procedures.

Lecturer's comments:

*Excellent paraphrase,
good restructuring, synonyms
and variations in word class*

Lecturer's signature:



Date:

12/11/19