

STRUCTURED REPORT ANALYSING OWN

ACADEMIC AND EMPLOYABILITY SKILLS

MODULE CODE: BMSW4001

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TO: ANITA NAN

Table of Contents

Title	i
Content	ii
Introduction	iii
Communication	iii
Time management	iv
Team player	v
Paraphrasing	vi
Summarising	vii
Planning and organising	vii
Conclusion	ix
Reference	x

INTRODUCTION

The purpose of this report is to analyse several academic and employability skills which I have. I will also include scanned in –class exercise and published literature. The skills which I will be analysing are communication, time management, paraphrasing, summarizing, teamwork and planning and organising.

COMMUNICATION

Communication is the exchange of information by speaking, writing or using some other means to pass a message. It is the exchange of thoughts, information or ideas that results in mutual understanding between two or more people. The process of communication requires at least one sender, one receiver and a message (Griffiths and Dunham, 2015). It is important to have good communication skill in the workplace for a variety of reasons: to share information, comment on a topic or issue, ask questions, express wants and needs. Workplace communication is very vital as it allows companies to be productive and operate effectively.

A good communication chain in an organisation allows companies to experience increased morale amongst the staff, a greater sense of commitment, improve team building and increase customer satisfaction. According to Chava (2019), effective communication is everyone's responsibility. It involves knowing your audience, building trust and encouraging involvement. In other for a workplace to be more productive and less stressed out, effective communication must be done right.

I have good communication skill because I am a good listener as this helps me to comprehend what I am asked to do, open minded, able to ask questions to get clarity, can organise my thoughts before and during a conversation. I can convey my message clearly and directly, whether speaking to someone on the phone, through email, or in person. Over the years I have learnt to be polite in

communicating with other people as a smile and a friendly tone, encourages others to engage in an open and honest conversation.

TIME MANAGEMENT

Time management is the ability to manage time effectively. It is a process whereby you can organise your time between various activities. An effective time management skill helps you to work smarter, not harder so that you achieve more in less time, even under tight schedules, time constrained and high pressures. A good time management ethic lowers your level of stress, which leads to a successful career.

Eisenhower method can be used to analyse the priorities of actions of the day. It consists of four squares which analyses the following: important and urgent, important but not urgent, not important but urgent and neither important nor urgent actions. In order to apply this matrix, it is necessary to distribute the affairs according to their importance and urgency. (Kirillov et al 2009).

According to (MindTools, 2019), the benefits of a good time management in the workplace leads to the following: greater productivity and efficiency, a better professional reputation, less stress, better opportunities to achieve important life and career goals. Failure to manage your time wisely can have serious consequences: missed deadlines, poor workflow, poor quality of work, greater stress level. It is important to identify the most important tasks and carry them out first, this is applying the 80/20 rule. This means the top 20% of your activities account for 80% of your results. For instance, if you must do 10 things, two of them will be most important and once those two are done, 20% of your task has already be achieved.

It is important to have a good time management skill in the workplace because it helps to save time and reduce stress, leading to greater productivity. A good time management skill helps to prioritise tasks to be done, knowing what to do first according to their importance, which enables one to do much in less time. It also helps in self-discipline, making room to deliver the task required to be done.

I need to improve on my time management skill by applying a record, analyse and change (RAC) method to my day to day tasks. I will have a to-do list as it is an effective tool to manage my time by doing the most important ones first. I will also declutter and schedule activities, setting a start and stop time.

TEAMWORK

A team is a group of two or more interdependent individuals, working together to achieve a common goal. Teamwork is the ability of individual team members with a specific purpose to work together to achieve a goal (Salas, Bowers 2001). The key factors of a good and effective team are a small reasonably sized team of about five to seven members, all team members skills complement each other rather than replicate those of the same team, all team members should have a sense of commitment to the aims of the team. In order to prevent members editing each other's work, a team's goals must be clear and specific.

Members of an effective team must possess the following communication skills: communication, conflict resolution, rapport/listening, problem solving, organising and planning, persuasion and influencing, respectful, tolerant. It is important to have a good and effective teamwork in the workplace because it helps solve problems. Having the right people in the right places helps the team to perform at its best.

Having a good teamwork environment helps to create an atmosphere that promotes friendships and loyalty in the workplace. Individual members help to support each other when things don't go according to plans. Teamwork provides the structure for the organisation and allows individuals to collectively brainstorm and come up with different ideas and solutions. Working as a team helps to remove constraints which may prevent team members to carry out their job efficiently.

It is vital to have an effective teamwork as it encourages multi-disciplinary work. This can be achieved by encouraging development of individual strength to perform at their best to achieve the results set by the team. Team building in the workplace can be effective when individual members are encouraged to

do more and get better at what they are good at. Team members strength complement each other, so that an individual strength can balance another's weakness. Team members are recognised and rewarded when there is enhanced team performance due to an individual's extra ordinary strength and contribution.

I have this skill because I am a good team player as I can work well in a team as I am organised, adaptable and supportive. I can communicate well to get my point across, take constructive criticism and work with it.

PARAPHRASING

Paraphrasing is when a passage, either spoken or written is repeated or reworded, using own word to make to get a better understanding. It involves formulating someone's ideas and putting it in your own words. It is very important to keep the meaning of the original text when you want to paraphrase a source. Paraphrasing is another word to quoting; whereby you copy the exact words of someone and put a quotation mark to indicate its being quoted.

Paraphrasing also entails writing the ideas of another person in your own words. This skill is very useful when you are using the work of others to support your own view. When paraphrasing, you need to change the words and structure but keep the meaning the same using techniques such as synonyms.

It is important to have the skill of paraphrasing because it shows one's level of understanding and the ability to write it in your own words. It is a very helpful listening tool because it enables you to check that you have heard and understood the other person correctly and this offers the opportunity for correction if there is any misinterpretation.

Having the skill of paraphrasing shows that you have put in some thought into your work as it takes a lot of time, effort and understanding to translate someone's ideas into your own words.

Techniques such as synonyms, word class and changing word order are often used when paraphrasing. Paraphrasing helps to overhaul documents and official paperwork without losing the main idea and the proportion of its authenticity.

Paraphrasing requires the other words to reflect on what the speaker has spoken about. It indicates one's level of actual listening to the speaker and understanding of what is being said. It is very vital when paraphrasing not to introduce your own ideas or question the speaker's, thoughts, feelings or actions.

I was able to learn to paraphrase better because of the in- class learning and exercises carried out in class.

SUMMARISING

A summary is a short, clear description that gives the main facts or ideas of a text, passage, essay or lectures. To summarise is to report the ideas or work of another writer in one's own work. It is important to identify the key ideas, take notes, organise them in a logical order and link these ideas concisely.

In summarising, you do not have to give details such as dates, time or figures unless it is necessary to do so. You only need to include the essential information or main points, and this should be as brief as possible. It is essential to use own words and not include any opinion or interpretation.

It is important to have the skill of summarising as it helps to translate other people's ideas without cluttering one's work with hosts of quotations. It also helps to give greater control of one's written work.

I have the skill of summarising as indicative of my ability to do the in-class exercises well as noted by the course tutor.

PLANNING AND ORGANISING

In order to achieve a successful outcome, you need to have good planning and organisation skills. Before carrying out a specific job, it is essential to construct a suitable budget. You need to have a workable budget, create a timeline and have your priorities set out, in order to meet deadlines. It is vital for one to be aware of what resources are available to be prepared for eventualities and be able to adapt to any situation without too much hassle if things are not going to plan.

The following tips can be considered and used regarding planning and organising: use planning tools such as planners, have a to-do-list, schedules, diaries and timetables. It is best to write down what you are planning to do and refer to them to check on your progress.

Another tip is to have an alternative plan (Plan B), in case the plan you have set previously didn't work out. Large jobs should be broken into small tasks to make them more manageable.

Planning and organising are an important skill to have in the workplace to achieve the aims and objectives of any organisation. By following a plan, panic and stress levels are reduced because tasks have been prioritised and delegated, knowing which job is to be carried out first. This process helps to get jobs done quickly and efficiently. Problems are easily dealt with if things are set out in advance, rather than dealing with them as they come about. As in every walk of life, problems and obstacles are likely to occur and these can be addressed in no time and more easily if things are planned and organised in advance.

I must improve on my planning and organisational skills by using tools such as diaries, planners, having a to do list, creating a timeline and prioritise my job. I will collect, analyse and organise useful information before carrying out a task. I will declutter and find ways to avoid procrastination by eating the big elephant, as it is the thief of time.

CONCLUSION

This report analysed various academic and employability skills in the workplace. Most employers require employees to have these skills in order to work efficiently and increase productivity. I need to improve on some of these skills in order to have a better job prospect. It is essential to have a good communication skill in the workplace as well as be able to convey and receive messages whether in person, via email or phone. Working as part of a team is important as it builds moral among team members. Other skills analysed, such as time management, paraphrasing, summarising, planning and organisation are all requirements of a workplace that wants to be more efficient and productive.

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IN – CLASS EXERCISES


Academic and Employability Skills – EMSW4001
 Term 1
 In-class exercise 1: Paraphrasing (2018/2019)

Student Name: MARIS GARUBA Student ID: 1910039
 Time allocated: 1 hour. Please return your paper to the lecturer at the next session. 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 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.

It was made known that chocolate coming from Ivory Coast had been sourcing child slave labour for its production, which came as a surprise to companies, consumers and governments.
 A mandate was passed by the USA legislation to enforce 'slave-labour free' labels on all produce as a standard of operation. ~~There was an agreement~~ by chocolate companies to abide by the 4 years time line to limit abusive practices, in order to continue enjoying this affordable luxury associated with love celebrations.

Lecturer's comments: Generally good paraphrasing skill but you need to improve your grammar.

Lecturer's signature: [Signature] Date: 11/01/2019

1 | Page

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 ~~made~~ ~~will~~ announced changes in the office. X
- 2) He doesn't write to me as frequently as I wanted.
I wish he wrote to me ~~often~~ X
- 3) We were concerned about her health.
We had some health scare X
- 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 cuts, free parking ~~could not be provided~~. ✓
- 6) His proposal was a failure as it was too theoretical. (relied)
His proposal failed because it relied on theories. ✓
- 7) It was Mary who stole money.
He accused Mary of stealing the money. ✓
- 8) He seems well-educated. However, he's not very bright. (although)
Although he appeared well-educated, he's not as bright as he seems. ✓
- 9) Universities place the burden of understanding plagiarism and attribution conventions on students.
The responsibility for plagiarism and attribution conventions lies 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 adolescents with one baby have another within two years. ✓

Lecturer's comments: Good paraphrasing skill.

Lecturer's signature: ash Date: 11/11/2019



Academic and Employability Skills (EAS) – term 1
BMSW4001

In-class exercise 2: Summarising (Oct 2019)

Student Name: MARIS GARUBA Student ID/Number: 1910039

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 signed 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: 9/12/2019

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 120 words.

It is widely believed that by most people that being a leader would be an easy role. But according to Sugmann, they often find that reality doesn't match that belief when they assume the role, as he completely experienced on his first staff meeting. Certain factors, such as: too much to do and less time to do it, priorities and strategies not thought through, feeling of superiority all contribute to lack of improvement.

The Roman Emperor and philosopher, Marcus Aurelius, once said he would rather practice and master self leadership than spend time on giving orders.

According to Sugmann, leaders need to take stock of their failings, bias and weaknesses, reflect on challenges faced and how it was handled, what and how to do better and learn from them.

It is a great

Lecturer's comments:

Good summarising skill.

Lecturer's signature:

OK

Date:

9/12/2019



Student Name: MARIS GARUBA Student ID/Number: 1910039

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Lecturer's signature: _____

Date: 9/12/2019

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I wish he wrote to me often.
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We had some health scare. X
- 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.
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The responsibility for plagiarism and attribution conventions lies 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 adolescents with one baby have another within two years. ✓

Lecturer's comments: Good paraphrasing skill.

Lecturer's signature: ok Date: 11/11/2019