



REFLECTIVE WRITING

ACADEMIC AND EMPLOYABILITY SKILLS BMS4001



SEPTEMBER 4, 2020
STUDENT NAME: CRIZANTA BARROS
TUTOR NAME: ADESEWA AJAYI

Table of Contents

Introduction.....	2
CV Writing.....	4
Referencing.....	5
Employability Skills	6
Paraphrasing	7
SWOT Analyses	8
References.....	10

Introduction

I enjoyed the module in the 2nd term. It was a good experience to improve my expertise and awareness in some of the various areas within the module, as well as with some issues relevant to my current research, and it helped me to develop contacts and eventually expand my conversations afterward. My qualifications and experience will make me qualified to apply for a position in any organization. However, in order to be competitive in most jobs, I would need the expertise that I am likely to acquire through practice. This expertise may be unique to the job position, but the overwhelming majority would be ‘soft skills’ that can be found in any career or job field. Such soft skills are known as “employability skills and are essential skills that make me employable. According to the standard rule, companies those who are willing to hire employees are capable of teaching the employees the specific job skills needed, like how to manage certain machine parts or use specific programming programs that are unique to the position or organization Suleman, 2016). Nevertheless, the employer generally likes to ensure that the employee has certain ‘soft skills’ unless they recruit since these skills are a lot difficult to teach.

During this module, I come to know that with the exponential growth of the business sector, interactions between businesses are now growing. What employers expect for students is not only to concentrate on the qualification but to give greater consideration to the employability

skills. In order to attract their rivals in a competitive rivalry, companies require candidates who already have a wide variety of expertise to add to the working world and require workers with various talents to perform several different positions. University students who enter the workplace must then have the qualifications that employers require.

On the other extreme, I observed that academic skills are also very imperative. Too frequently, the words “career-ready,” as well as “college-ready,” have been used interchangeably, and career-ready definitions are restricted to conventional academic skills that enable students to engage in the post-secondary learning effectively. Although there is no doubt that a robust degree of academic competence, particularly in mathematics and education, is important to any post-school initiative, the fact would be that it takes quite a lot more to be genuinely prepared for a job (Ribner et al., 2017). Furthermore, I also feel the significance of career readiness that includes three key fields of expertise, core academic skills and the ability to adapt certain skills to different circumstances to perform at the job and in day-to-day practices. Employability skills (including such analytical thought and accountability) are important in every career field and specialized, job-specific skills relevant to a particular future career. Such skills are being demonstrated through a range of study pieces that enable graduates to focus on specific career paths that provide family-sustaining incomes that prospects for progression.

Nonetheless, in order to be fully career-ready, I need to be eligible to utilize academic skills in practice, and certain academic skills require more focus and growth. Companies, for instance, also find shortcomings in Language and written communication, such as emails, letters, and detailed technical documents. It reflects the belief that much of the written content that I will experience throughout the careers is of an informative type, such as technical documentation and review papers, and should be academically prepared to interpret using these resources. These

skills are also not acknowledged in traditional academic institutions. Moreover, I also observed that work-related shortcomings in mathematics, with the further focus required in fields like data statistics and analysis, logic, and solving quantitative problems. I should also be prepared to adapt analytical expertise to the real circumstances that may encounter throughout their professions, practical skills, and deliberate guidance that may help me to be adapted to specific career goals. Or instance, I have to prepare myself in order to be capable of measuring and applying prescription dose ratios, quantities, concentrations, and percentages as per my job requirements.

CV Writing

During module training, I noticed that my instructors always emphasize CV writing skills. I found that a Curriculum vita is my own personalized ‘brochure’ as I show myself to a potential employer. It requires to illustrate my particular points of sale in a quiet way that a potential employer cannot wait to see me. This must be concise, precise, and factual and relevant to the job that I am are applying for, and it also should be clear from typing and grammar mistakes. Using regular and expert-looking fonts like Arial or Calibri, which are simple to read, and usually not less than 10 points for the text of the body, bigger for headings. I also observed that font style Comic Sans Serif is not allowed to be used in making curriculum Vitae in any condition (Kalra, 2020).

It is also important that I must print my CV on the paper so that the CV could be easily read and look more professional. Note, it’s all going to be printed in white and black. I am also advised that if I am not sure where to proceed with layout, there are indeed a number of CV models accessible online. It is also essential to craft a CV that highlights my best areas and presents me in a professional way. This must be detailed, but it should also be descriptive and

unbridled. This makes no sense to write sentences like “I fit along very well with everyone,” until they are supported by instances. It is also significant that the details I am providing should be important to the job I am going to apply for. Pointless information would be perceived as unprofessional “cushioning” by the company. Talking about activities and passions can be beneficial if they are rare, like skydiving or mountain climbing, because they tend to isolate me from other candidates applying for the job, or if they are passions which are either especially important to my job or can prove that I have essential skills, like leadership, communication, or diplomacy. My CV must have such material that explicitly conveys a sense of my expertise, integrity, and passion.

Referencing

In my opinion, Referencing helps to consider the input of many other authors and scholars to the study. References must be made to every university assignment that builds on the thoughts, vocabulary, or work of other scholars. According to the study of Pears and Shields (2019), reference is, however, means to provide recognition to the authors from whom it borrowed vocabulary and ideas. Through quoting the research of a single author, one accept and value the copyrights of that writer. As a reader or scholar, one should rely on some of the thousands of thoughts, observations, and theories that have been presented by other scholars, most of which have spent decades reading and writing. Everything one is required to do is remember the commitment to the project.

I also believe that Reference is a means to include proof to justify arguments and statements related to the assignments. By referring to scholars within the context, one is demonstrating the indicator that he or she is knowledgeable of a domain in which he or she works. The quotations chart the room of the practice and help one to explore the preferred

course of research in much the same manner as the sailors lead the stars. Giuli and Treadgold (2017), states that references must also be valid, helping the readers to track the origins of knowledge which has been used. The easiest step to secure that the analysis is correct is to maintain a list of all the references that are being used while reading and studying the task.

Employability Skills

The capabilities of Employability, as per my analysis, have been identified among employers as one of the significant attributes for the competitiveness throughout the economy of 21st-century within the office. Di Gregorio et al. (2019) states that such qualities comprise of (but seems not to be confined to) strategic thinking, adaptability, problem-solving, coordination, oral and written communication, and teamwork, innovation, commitment, integrity, honesty, and technological utilization. Multiple groups had also collaborated with business and industry management, to ensure skills of employability that are important to the success of the employee, such as the U.S. throughout 1990. " Department of Labor Secretary's Commission" on attempting to achieve crucial Skills, which generated the report "What Work Requires Schools: A SCANS Report for America 2000" and, quite importantly, Teams like the 21st Century Knowledge Partnership as well as the Human Resources Resource Management. To order to consider ourselves increasingly successful throughout the upcoming work market, I greatly think that we need to initially figure out about the employability qualities the employer needs for students, instead, on the basis of employability skills, carry out a personal SWOT analysis and draw up an improvement plan to strengthen ourselves.

I also feel that the skills of Employability are described as the skills needed not just to obtain jobs but rather to make improvements around an organization in order to reach an individual 's strengths and effectively start contributing to the strategic vision of the enterprise.

Currently, represents the extent, employers give greater consideration to the employability skills of students. However, there is no universal definition of employability skills. I believe that what employability qualities the students would rely on the specific working environment of the business, and various businesses require unique responsibilities. From a broad variety of literature study, Belwal et al. (2017) explains that the outcomes of the employability qualities required by businesses are much identical and is being loosely categorized further into eight essential skills: "Communication skills, Engineering skills, Teamwork skills, Self-Managing skills, Problem Solving Skills, Planning and planning Project and Business Skills, and Lifelong Learning skills

Paraphrasing

Paraphrasing, in my view, seems to be the method in which the content is interpreted by changing the terms/expressions related to the source, thus maintaining that perhaps paraphrase represents the accurate interpretation of the source. It may be helpful for the general analysis of various topics and the clarification of knowledge in maps, tables, and graphs. As per the research work of Roy and Grangier (2019), when associating the description in their own design (i.e., use the synonyms of such terms including phrases), maintain that the purpose of the speaker is not modified, since that may suggest an erroneous understanding of the source thoughts. Use quotation marks if you intend to retain key concepts or phrases

Nakov (2019) states that using paraphrasing like an option to the excessive need for direct quotes in the prose. Thus, I believe that paraphrasing as well as summing up include wider portions of the original document, whereas quotations represent short fragments of the content. In comparison, paraphrasing includes presenting the concepts conveyed by a specific component of the source (very much a passage) in a simplified way, whilst summarizing entails choosing a

greater section of the reference (for instance, a section in a textbook or a whole play) and defining the important elements. Despite minor differences in depiction, all three methods used should be traced to the origin to prevent plagiarism.

SWOT Analyses

SWOT Analysis (or, on the other hand, SWOT Matrix), as per my opinion, seems to be a technique of strategic planning employed to assist an individual sign or a company recognizes strengths, weaknesses, opportunities as well as threats associated with rivalry or project management. This respective technique, as per the research of Gürel and Tat (2017) that works through 'peeling back layers of the organization, is structured for use within the early decision-making phases and can also be employed as a method for determining the competitive role of a region or organization. Additionally, it is intended to determine the business plan goals or initiative and to recognize internal and external variables that are beneficial and appears to be unfavorable

Users of a SWOT analysis often ask and answer questions to generate meaningful information for each category to make the tool useful and identify their competitive advantage. SWOT has been described as the tried-and-true tool of strategic analysis,[4] but has also been criticized for its limitations assumes that strengths and weaknesses are frequently internally-related, while opportunities and threats commonly focus are due to the external environment.^[2] The name is an acronym for the four parameters the technique examines:

- Strengths: features of an organization or initiative that offer it an edge against others.
- Weaknesses: features of a company that puts a corporation or a product at risk of losing compared to others.

- Opportunities: features in the world that the company or initiative might use to its benefit.
- Threats: aspects throughout the surroundings which might make problems for the program or company.

The degree whereby the company's operating climate suits the surrounding world is represented by the principle of strategic compatibility. Recognition of SWOTs is essential since they will advise the next moves throughout the planning phase to accomplish the goal. Next, in terms of the SWOTs, Sarsby (2016) explains that the decision-makers can determine that the goal is reachable. When the target is not reachable, a new target must be chosen, and the cycle replicated.

References

- Belwal, R., Priyadarshi, P., & Al Fazari, M. H. (2017). Graduate attributes and employability skills. *International Journal of Educational Management*.
- Di Gregorio, A., Maggioni, I., Mauri, C., & Mazzucchelli, A. (2019). Employability skills for future marketing professionals. *European management journal*, 37(3), 251-258.
- Giuli, R. D., & Treadgold, N. K. (2017). U.S. Patent No. 9,633,004. Washington, DC: U.S. Patent and Trademark Office.
- Gürel, E., & Tat, M. (2017). SWOT analysis: a theoretical review. *Journal of International Social Research*, 10(51).
- Kalra, P. (2020). Unit-7 Writing Your Curriculum Vitae (CV). IGNOU.
- Nakov, P. (2019). Paraphrasing verbs for noun compound interpretation. *arXiv preprint arXiv:1911.08762*.
- Pears, R., & Shields, G. J. (2019). *Cite them right: the essential referencing guide*. Macmillan International Higher Education.
- Ribner, A. D., Willoughby, M. T., Blair, C. B., & Family Life Project Key Investigators. (2017). Executive function buffers the association between early math and later academic skills. *Frontiers in psychology*, 8, 869.

Roy, A., & Grangier, D. (2019). Unsupervised paraphrasing without translation. arXiv preprint arXiv:1905.12752.

Sarsby, A. (2016). SWOT analysis. Lulu. com.

Suleman, F. (2016). Employability skills of higher education graduates: Little consensus on a much-discussed subject. *Procedia-Social and Behavioral Sciences*, 228, 169-174.