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Assignment 2

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Introduction

“Skill - an ability to do an activity or job well, especially because you have practised it”.
(Cambridge Dictionary, 2022)

This is the definition found in most dictionaries, with minor variations but the same concise and to-the-point meaning. In reality, research reveals that this definition becomes significantly more complicated and detailed, with a significant increase in the number of categorizations and applications.

“Every skill you acquire doubles your odds of success” (Adams, 2013)

In the following lines, we will assess the importance and applicability of some of the most important and vital skills, as well as demonstrate how valuable these skills are not only in an academic context, but also in today's job market.

To secure a stable and well-compensated job, one should acquire as many skills as possible and never stop learning new things; doing so increases the likelihood of finding a suitable position. The most efficient and straightforward method of acquiring skills that can be applied throughout life is to first acquire such knowledge in school and then apply those skills in the real world. This report will focus on four skills : reflection, motivation, time management, and teamwork.

Reflection

Reflection is an intentional action in which one examines his or her own experiences, practises, talents, reactions, etc. to learn and improve. Reflection frequently entails an in-depth review of a former event or thought following a retrospective look. Reflection is an excellent technique to learn from past experiences and gain more meaningful information by analysing both the positive and negative parts of an experience. Reflective learning helps students gain self-awareness and identify learning gaps and improvement opportunities.

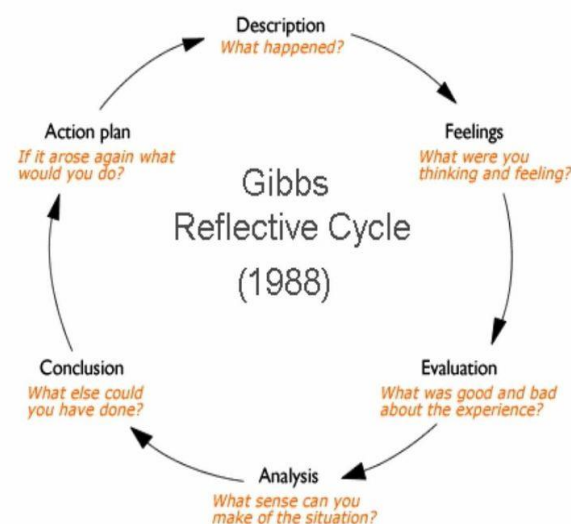
According to Jasper (2003), reflection is *“...the way that we learn from an experience in order to understand and develop practice”*. This is a good description of the subject. However, what exactly is the reflection? Even though the reflection is an important component of education, specialised literature does not provide a clear and objective definition, making conceptualization difficult.

Beverly Taylor, one of the theorists, defined reflective action as follows in a healthcare guide for nurses and midwives: *"...the throwing back of thoughts and memories, in cognitive acts such as thinking, contemplation, meditation and any other form of attentive consideration, in order to make sense of them, and to make contextually appropriate changes if they are required"* (Taylor, 2000, p.3).

When we encounter a tough and complex situation with many actions, details, and information to analyse and many decisions to make in phases, the notion is altered from a wider perspective. It's time to reflect on the past, processing all actions, ideas, decisions, and facts through a cognitive filter to appreciate their complexity, then determining what to maintain, what to alter, what new knowledge to introduce, making a conclusion, and acting in sequence.

Learning theorist David A. Kolb developed a reflective paradigm in 1975 that emphasises experiential learning and knowledge transformation. This involves pondering on a scenario, obtaining general knowledge of the concepts observed, and testing these understandings in a new circumstance. Thus, obtained knowledge is constantly applied and reapplied, building on past experiences and expertise.

Another theoretician was learning researcher Graham Gibbs, who in 1988 defined reflection as follows: *"It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated."* (Gibbs, 1988).



Source: <https://i.pinimg.com/736x/a3/f3/65/a3f365c1f09016eec55b189b0bdcd39d--mindfulness-cycle.jpg>

He defined a cycle of reflection to assist people in learning from their experiences by providing an analytical method of observing experiences, with its cyclical structure making it

very suitable for recurring encounters and allowing positive and negative factors to be determined and identified. Following the first experience, there are six more: Description, Feelings, Evaluation, Analysis, Conclusion, and Personal Action Plan.

Another method of reflection is to take serious attention to what is going on around you while the event is taking place, to evaluate what you are seeing in real time, and then, after reaching a hasty conclusion, to formulate a personal action plan in real-time. After this, any subsequent variations or choices can be made on their own.

This process is defined by Schön (1983, p.68) as *“When someone reflects-in-action, he becomes a researcher in the practice context”*.

Because of the cognitive peculiarity of reflection, it has very important relevance in all aspects of daily life. Avoiding common mistakes at home contributes to a better social life; at school is an important factor in the learning process, assisting in the acquisition and consolidation of knowledge necessary for a successful career in the future; and at work is useful in all aspects necessary to develop a successful career. At the same time, reflection serves as the foundation for all other skills required at home, school, or work. For example, without reflection skills, one cannot think critically effectively; anybody can identify the logical elements, but without reflecting on them, one cannot think critically effectively. The connection with time management is obvious; if you want to create or improve time management, do not conclude and develop a subsequent plan without first analysing what was good or bad in the past.

It's difficult to say whether reflection is more important at school or at work. However, there is no doubt that they are related. At school, we learn reflectively, analysing the events we experienced and drawing conclusions from them; at work, we use the events and lessons learned in school reflectively and retrospectively; a unique situation arises when a student works during the school day, and the information and conclusions drawn from the events move both ways, from school to the workplace and from the workplace to school.

Motivation

People are said to be motivated when they are in a mental state that causes them to feel compelled to act in a particular manner in order to achieve their goals. It inspires individuals to attain their maximum level of performance while maintaining a positive attitude as well as

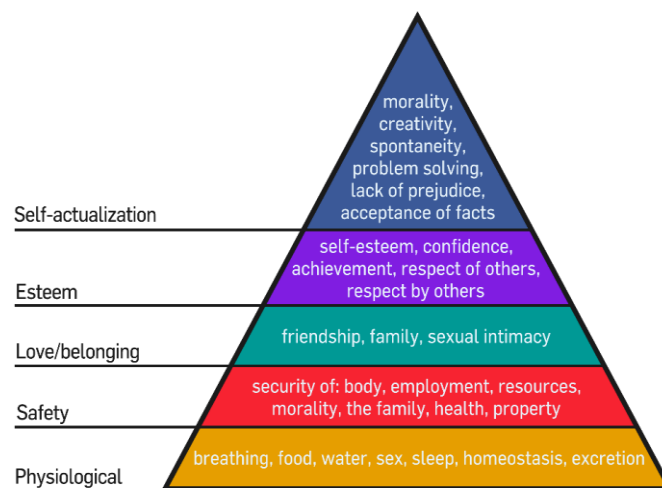
an abundance of energy, excitement, dedication, and attention to the task at hand. To put it another way, motivation is the primary driving force behind human behaviour.

Numerous people have researched motivation over the years, and several motivational theories have been established. They all had merits but were also subject to criticism. Among the most essential are:

- Maslow's Theory on the Hierarchy of Needs
- Alderfer's Theory of ERG
- Herzberg Theory

Maslow's theory will be the topic of discussion in this section of the paper.

When first published, Maslow's theory had five levels based on three types of needs: two levels on physiological and safety needs, such as food, water, and security; two levels on psychological needs, such as love and esteem needs, such as friends or prestige; and one level on self-fulfilment needs, which is at the top of the pyramid and occurs when one reaches their full potential.



Source: https://upload.wikimedia.org/wikipedia/commons/thumb/6/60/Maslow%27s_Hierarchy_of_Needs.svg/2560px-Maslow%27s_Hierarchy_of_Needs.svg.png

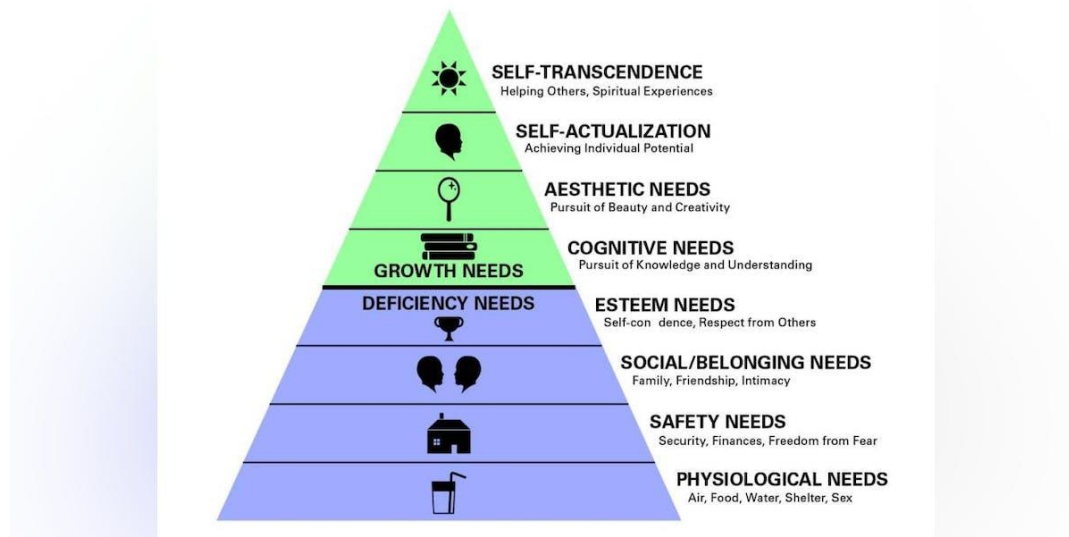
His theory states physiological necessities must come first. Food, sleep, clothes, and shelter are needs. If someone is hungry, they'll neglect other wants and needs to eat. If a pupil is hungry, education isn't their priority; hunger is. A student who didn't sleep well the night before may fall asleep in class. This student would prefer sleep above schoolwork.

Physiology determines safety. Students need safe homes and schools. If a youngster has home problems such as parental instability, they will struggle to study. Bullied or unaccepted students have trouble studying and completing schoolwork. Students appreciate predictability and structure, consistency; changing their routine may cause them distress.

Self-esteem includes individualism, respect, accomplishment, and confidence. Most self-critical people overestimate their achievements and potential. They want fame, respect, and prestige. These conditions make people feel competent, strong, and valuable. Unmet needs make people feel inadequate, scared, and unimportant.

Maslow refined his idea over decades in response to criticism. In 1987, he said the hierarchy's order wasn't as strict as he'd said. The order of demands might change based on environmental situations or individual differences. Some people value self-esteem over love. Others put creative delight before basic needs.

Notably, Maslow's (1943, 1954) five-stage model has been enlarged to incorporate cognitive and aesthetic needs (Maslow, 1970a) as well as later transcendence needs (Maslow, 1970b).



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Knowledge and comprehension, curiosity, exploration, the need for significance, and predictability are all cognitive demands. Aesthetic needs include the admiration and desire of beauty, balance, and shape.

Needs for transcendence - An individual is motivated by values that go beyond the individual ego (e.g., mystical experiences, religious faith, etc.).

Human motivation, according to Maslow (1943,1954), is founded on people wanting fulfilment and transformation through personal growth. Self-actualized individuals are those who have achieved their full potential.

While we are all hypothetically capable of achieving self-actualization, most of us will not, or only to a limited extent. According to Maslow (1970), just 2% of people will reach the condition of self-actualization.

In addition to the importance of motivation for students (as demonstrated above), motivation theories can also be applied in corporate environments. According to Maslow's theory, only unfulfilled needs may inspire an individual. For instance, if an individual is very wealthy, he no longer considers money to be a driving factor in his work.

According to this view, management can encourage employees by satisfying and expanding upon their most fundamental human wants. For instance, management must ensure that employees have adequate time for meals, social engagement, and breaks.

Time management

Time management is the process of organizing and prioritizing time spent on particular activities to reach the individual's goal efficiently and productively. "Time management can be viewed as a way of monitoring and controlling time" (Eilam and Aharon, 2003, p.304).

Time management skills are precious in academic and professional success because they determine the ability to meet deadlines and operate productively by organizing your day. Effective time management helps to achieve great results in less time, without stress.

"Time management involves the process of determining needs, setting goals, and planning tasks required to achieve these goals" (Lakein, 1973, no page).

Importance of time management in academic success

Time management is a very helpful tool in today's student life. It ensures that students are focused and capable of managing their daily tasks on time. Students can manage their assignments, readings, tasks, and activities by making daily task lists. Using time management tools like task lists on smartphones and online calendars can be more useful to organize your day. The ability to manage your time will help you in all areas of your life. Time management has a positive impact on improving the performance and productivity of students:

- **Reduce stress**- organizing your time helps increase confidence and reduce stress.
- **Flexibility**- setting priorities provides students with more freedom. For example, making a to-do list helps prioritize tasks and remember everything you need in detail, without wasting extra time.
- **Great focus** -allows students to capture more chances: work smart, not hard.

- **Positive reputation** – determines future opportunities for students and can lead to career advancement and satisfaction.

Time management in professional success

Proper time management is essential for professional success and can positively impact individuals' work. Managing work time allows employers to achieve their goals with less effort in an efficient manner. Time management plays an important role in the workplace, organisations only can benefit from it, because:

- **Deliver better work on time** -helps employees meet deadlines and customer expectations.
- **Provide a qualitative piece of work**- As a great worker, you are required to provide a higher quality of work that meets a specific level in an organization.
- **More productivity and efficiency** – effective time management increase productivity and helps grow as a professional worker Prioritizing the most important tasks allows you and your company to achieve your goals.
- **Better Decision-Making**- allowing enough time to make an important decision, decisions are the essence of management on organizational plans of activities and results.

Managers can feel under pressure when they need to make an important decision in a short time, which can negatively affect them.

Time management is an important part of future academic and professional success because helps prioritize the most important things from daily schedules and increases productivity. Moreover, good time management makes all of us more intentional about how to invest our time in a better way.

Clark (2021) argues that organizing time and prioritizing activities are valuable skills for pursuing an education and can become abilities that will stay with us for the rest of our life.

Teamwork

Pryde (2013) refers to teamwork as when two or more individuals work coherently towards achieving a common goal. A team amasses individuals with different skills, knowledge and competencies who actively work towards the attainment of a given goal. Good teamwork skills are dependent on the possession of an array of different soft skills by individuals. For instance, an individual should be able to effectively communicate, listen as well as

accommodate the opinions of other individuals (Middleton, 2022). Teamwork skills greatly support individuals' success in both their professional and academic work.

Importance of teamwork in academic work

According to Assiter (2012), teamwork within academic settings is largely depicted by group assignments and group discussions. Within these assignments or discussions, each individual proactively plays a particular part in attaining the desired end goal. The importance of teamwork in the academic work of individuals includes:

Improve the social skills of individual students: Teamwork activities allow students to mingle and socialize with each other. As a result, students learn to be active listeners as well as communicate effectively with each other (Mishra and Mishra, 2022). Social skills are critical in allowing the students to learn new knowledge and skills from each other thus increasing their academic success. Moreover, social skills are important in allowing them to respect the contrary opinions of others.

Boosts student's productivity and academic performance: According to Cobo (2013), teamwork boosts the productivity of individual students by allowing them to brainstorm ideas. For instance, when an individual has a complex problem, they are able to brainstorm different ideas and come up with a solution. Moreover, teamwork allows the students to share their academic workload thus increasing their academic productivity and performance.

Enhancement of the self-confidence and presentation skills of individual students: Team activities play a great role in improving the self-confidence and presentation skills of individual students (Cameron, 2016). Team activities teach individual students to respect and value the opinion of others. Also, individuals learn to freely express their opinions. As a result, they are able to enable the students to improve their self-confidence levels.

Improvement of the leadership skills of students: Team activities allow individual students to exercise their leadership skills. Team activities demand team leaders who ensure that the members actively coordinate with each other in order to attain the desired goals. Thus, the students are able to learn people management skills thus being better leaders in their future workplaces (Subramaniam et al., 2021).

Importance of teamwork within the professional settings

Teamwork plays a great role in promoting the success of organizations. Basically, an organization depends on the interrelation of the different functional teams to successfully attain its goals (Middleton, 2022). Examples of team activities within an organization include team

projects, peer group sessions and organizational solution brainstorming activities. As mentioned above, students proactively improve their team working skills in order to effectively participate in these activities. The importance of these skills within professional settings includes:

Increases work efficiency: According to Cameron (2016), teamwork within professional settings denotes the division of labour among different employees. Teamwork promotes the division of labour among employees in line with their skills and abilities. This allows the employees to complete work faster and in a more efficient way. Increased work efficiency contributes to better work productivity thus positively contributing to the performance of an organisation (Cottrell, 2015).

Promoting employee and organisation's innovation levels: Team activities accommodate the diversity of the opinions of different employees. For instance, through peer group sessions employees can come up with diverse solutions to address a specific problem (Assiter, 2012). This allows an organisation to increase the level of innovation within its operations. Besides, employees are able to learn from each other which increases their personal creativity and innovation levels (Cobo, 2013).

Teamwork supports the creation of strong working relations: Good employee relations are critical in promoting the success of an organization. Teamwork allows employees to interact and socialize with each other thus creating a stronger rapport with each other (Middleton, 2022). Thus, the employees can effectively collaborate and support each other in completing organizational goals.

As outlined above, teamwork has a positive impact to the performance of individuals in both academic and professional settings. Within academic settings, teamwork improves social, communication and presentation skills. An improvement in these skills enhances their self-confidence which contributes to enhanced academic performance and productivity.

Conclusion

In conclusion, study skills are fundamental to academic, professional, and personal growth. Academic skills are essential since they overlap with many other kinds of skills required in many aspects of life. After graduation, skills like time management, reflection, motivation, and teamwork, will enhance students' confidence and self-assurance because they already learned some key skills and begin acquiring some fundamental skills that will benefit them later on in their professional career development.

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